



Ideas into Action - Entrepreneurship for Youth Workers based on Local Economy Needs

Reference: 2014-2-UK01-KA205-012100

Erasmus+ KA2 Strategic Partnership (Youth)

***Ideas into Action - Key Skills and Competencies for Young
Entrepreneurs***

IO 2 - Youth Training Course: Training Framework

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Promoting Entrepreneurship

This is intended as a framework for youth workers, youth leaders and trainers who work with young people to promote entrepreneurship

The themes and topics included in this framework have been determined by the initial primary and secondary research to be relevant to all of the partners' local economy needs

The framework has been designed to be flexible in terms of delivery and can be adjusted to match the needs of the participants

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Introduction

Research carried out by the ‘Ideas into Action’ project team shows that young people across Europe have varying experiences of being taught entrepreneurship and their exposure to introductory entrepreneurship varies from some to none at all. We therefore strongly believe that young people should have a greater opportunity to be given information and advice about entrepreneurship, and for them to appreciate that starting an enterprise is possible and that they can accomplish their goals.

This training framework has been developed for youth workers, youth leaders or trainers. The aim is to demonstrate to young people that entrepreneurship is a viable alternative to traditional employment avenues. The training framework describes a series of modules to explain and promote entrepreneurship amongst younger people irrespective of their current situation.

The framework has **6 modules** which can be delivered in a variety of ways - for example:

- 1 – 2 hour sessions per module, maybe over the course of 1 or 2 weeks
- In 6 or 12 different sessions over a longer period of time (i.e. 1 term or semester)
- Distance or home learning via the electronic platform/MOODLE

The form of the delivery is up to you, however you need to consider, the time available, the time between the modules, and the make-up of your target audience.

To make the training successful, it is important to involve local entrepreneurs wherever possible. They could for example, prepare a guest lecture to present or the young people can approach entrepreneurs themselves. Other ways to involve real entrepreneurs could involve using YouTube videos, quotes or other media and these options make accessing entrepreneurs easier.

The material presented aims to get the young people to think about starting their own business. During the workshops young people can come up with ideas for their business, which can be discussed and elaborated during the sessions.

The ‘Ideas into Action’ project is also developing an online tool for young people and youth leaders to communicate, share ideas and challenges with each other. This tool will offer an opportunity for young people to discuss entrepreneurship and share best practice.

Consideration of the local economy, and its specific needs, is also an essential element of this course. You may wish to focus on particular industry sectors such as tourism, IT or agriculture, and slanting the course to get young people thinking about their own local needs is a good way to focus in on the reality of target markets. You may also wish to promote an approach to entrepreneurship, for example ethical trading or social entrepreneurship.

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Examples of local businesses working in these areas is a good way to get young people engaged and enthused. When delivering this course, we suggest that you, as the trainer, develop a local approach with a focus on one or more local needs. Each partner has written a brief description of their local economy needs. Please feel free to use these within the course or adapt them to your own preferences. They are downloadable from here. http://ideasintoaction.eu/en/outputs/output-2-youth-training-course/local_economy_needs_examples/

To help deliver the modules, the project has put together a large collection of support activities. These activities are mainly designed to illustrate the top six key skills and competences that a young entrepreneur should possess, according to our research. They include *'use your initiative'*, *'be resilient'*, *'search for opportunities'*, *'enjoy what you do'*, *'understand your target market'* and *'be a good self-promoter'*. While these are individual attributes, the ability to 'work as a team' is also regarded as essential. The activities are aimed to make the learning practical and fun. You can adjust and interpret the activities as you please to suit the size and age of the group you are delivering to. We have not been prescriptive in which activities to use within which modules, and leave that to your choice. You may of course also wish to use your own chosen activities.

Please click this link to access these freely downloadable support activities. <http://ideasintoaction.eu/en/outputs/output-2-youth-training-course/example-activities/>

If you need further support or information when delivering any of the modules then please refer to the links below.

- <http://ideasintoaction.eu/en/> - Ideas into Action website
- <http://ideasintoaction.eu/en/outputs/output-1-national-reports/> - Project Primary and Secondary research reports
- <http://ideasintoaction.eu/en/platform/> - Electronic Platform and MOODLE

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Module 1 – The Changing Face of Work

Desired learning outcomes:

- 1. Make participants aware that the labour market is constantly changing and some ‘traditional’ employment opportunities no longer exist*
- 2. Encourage young people to seriously consider entrepreneurship and self-employment as a viable career aspiration*
- 3. Promote local knowledge and understanding of the labour market to help young people fully understand the potential opportunities available to them*

The main goal of this module is to contextualise entrepreneurship for young people so they understand its relevance to the labour market. It is also important to show how entrepreneurs are an essential part of the labour market and the economy. It should also be noted that in recent years governments have really pushed the idea of enterprise and starting up your own business.

In this module, young people will begin to appreciate that the current labour market is increasingly favourable for start-up companies and that “regular jobs” as an employee of a company are decreasing, because large companies are increasingly scaling back their workforce for various reasons. It is important to communicate that becoming an entrepreneur can create many opportunities for young people once they have completed their education. Entrepreneurship can be a viable alternative to traditional job roles and employment opportunities. It would be useful to ask the young people to research real world examples and case studies of young entrepreneurs to put this into context.

It would be useful to encourage the young people to explore the potential of entrepreneurship in their career aspirations. Research based tasks are suitable at this point to help young people understand that due to a variety of factors the labour market has changed dramatically in recent years and continues to change. Therefore the opportunities and the potential career avenues available to young people are becoming increasingly restricted.

Young people will need to learn about the nature of the current labour force, including the size at both national and regional level and the number of people defined as entrepreneurs or self-employed. Young people will also learn about the current nature of enterprise start-ups and deaths, including the number of young entrepreneurs, the common reasons for becoming an entrepreneur and the difference between young and adult entrepreneurs. Also included within module 1 is the opportunity to encourage young people to discuss their experiences of entrepreneurship and whether they know any entrepreneurs. These topics form the main content of module 1 and provide young people with an introduction to entrepreneurship.

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Suggested delivery methods include:

1. Discussion lead session

The youth worker can give a presentation about becoming an entrepreneur, drawing attention to the advantages, such as the flexibility and the fact that entrepreneurs can decide for themselves which sector to start a business and the unstable nature of the labour force. Other things to include are the population of the country and the region. The percentage of those who are self-employed (or entrepreneurs if that data is available).

2. Question and answer session

The youth worker can give young people the opportunity to ask questions. The young people may raise their insecurities in becoming an entrepreneur compared to securing typical employment opportunities. The difference between an entrepreneur and someone who is self-employed is also a valuable discussion.

3. Market research by young people

Young People can get a good idea of entrepreneurship by doing research themselves. They should be able to find many examples of entrepreneurship, both locally within their own environment as well as on the Internet. Maybe have the young people create a case study for someone they know who is entrepreneurial.

The information needed for the participating countries is available on the Ideas into Action website. They can be found under Intellectual Output 1: International Research Reports or by following the link: <http://ideasintoaction.eu/en/outputs/output-1-national-reports/>

Module 2 – Definition of an Entrepreneur

Desired learning outcomes:

- 1. Encourage young people to think about what makes an entrepreneur*
- 2. Examine the misconceptions concerning entrepreneurship or self-employment*
- 3. Begin to lay the foundations of entrepreneurial thinking in young people*

This section is included to describe to young people what defines an entrepreneur and the various characteristics that an entrepreneur exhibits. In the second module young people will begin to appreciate what makes an entrepreneur. There are many myths surrounding what an entrepreneur is and is not. It is useful to discuss this to dispel myths and avoid stereotypes. An entrepreneur is a ‘normal person’ who just puts things into practice.

The literal definition of an entrepreneur is someone who exercises initiative by organising a venture to take benefit from an opportunity and, as the decision maker, decides what, how, and how much of a good or service will be produced. An entrepreneur may supply risk capital as a risk taker, and monitors and controls the business activities. According to economist Joseph Alois Schumpeter (1883-1950), entrepreneurs are not necessarily motivated by profit but regard it as a standard for measuring achievement or success.

An entrepreneur is someone who actively does things, instead of analysing things. Theory becomes practice. Being an entrepreneur is not necessarily driven by money; however there is an understanding of its importance. You need to find ways to become profitable with your company in a creative way, identify a gap in the market and area where a person is likely to spend money. It is important to invest money wisely, rather than on an area or product that is not viable.

An entrepreneur should not compromise a good location to save money, because your product or service needs a good place to base itself where customers can come and feel comfortable. It also gives a professional image to your company.

A good entrepreneur knows their customers. Those customers are achievable clients, not “dream-clients”. A customer must be within your reach and of course must be profitable. If you can find loyal customers, they will also remain loyal. And a satisfied customer will recommend you to others. Analyse your potential market carefully and find your target group.

As an entrepreneur, you must appreciate that you are responsible for your own company, the decisions made and the potential income. If something does not work, you are responsible for that and it is unprofessional to blame others. However, it is also important to understand that you are not alone. Working with others and creating “mutually beneficial” relationships can improve your chances of success.

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An important aspect of this module is to make young people realise that there is no such thing as a perfect entrepreneur, and most lack one or two essential skills. But this can easily be overcome that by engaging a coach or hiring someone to do that part of the entrepreneurship.

Suggested delivery methods include:

1. Discussion lead session

If you choose this format, keep in mind that you should provide young people with just the essential information and run your presentations in dynamic way. Do not forget to involve young people by asking questions or mix lectures with other formats of teaching. The following link shows an example of a presentation:

https://issuu.com/ziniukodas/docs/entrepreneurship_basics/0

2. YouTube

There are lots of videos on YouTube where you can find information about the definition of an entrepreneur and how to become one. The following link shows an example:

<https://www.youtube.com/watch?v=IJjILQu2xM8>

3. Games

By letting young people play games about entrepreneurship, they become familiar with the concepts in a creative and fun way. Refer to compendium of entrepreneurial skills activities to get ideas for potential games.

4. Easy examples

If you know a local or young entrepreneur, ask them to guest lecture during a session or you can provide your own information about this entrepreneur.

5. Interviewing

Youth workers or young people can interview entrepreneurs they know and a video about this can be created. Encouraging the young people to ask the questions, will engage the group more and make it more likely that they will find out themselves what it means to be an entrepreneur. Showing the entrepreneurs responses to questions in a video, will also give the young people more information.

Module 3 – Ideas for Entrepreneurs

Desired learning outcomes:

1. *Encourage young people to use self-reflection and self-evaluation to create/develop their potential ideas*
2. *Help young people to develop ideas and to understand how to begin the initial stages of potential enterprises*
3. *Encourage young people to foster ideas and to see opportunities in their local areas*

How to come up with an idea?

This section is included to illustrate to young people that it is not so hard to come up with ideas which may be suitable to use to create an enterprise, and how those ideas can be developed.

In this module the question ***‘How can you create ideas for your own enterprise?’*** will be discussed. If a young person wants to have his or her own enterprise and become a successful entrepreneur, you should first have an idea. What are you going to sell? How are you going to produce revenue? Is it a product or a service? There are many ways to find ideas for an enterprise.

It is important to encourage young people to consider their own interests. You want to do something that you enjoy and that is already a part of your life, therefore, it is important to question young people about their interests and hobbies. Young people need to understand the importance of focusing on ***their*** interests and not on the interests of others. It might be hard for some young people to find out what they want to do for the rest of their lives. However, by following their intuition and listening to their heart things may become a lot clearer.

It is also important to encourage young people to consider their skills and focus on areas of success, which are likely to relate to their interests. Another option to generate ideas is to look at other countries as lots of inspiration can be found by studying foreign countries.

In relation to the above it is useful to discuss the following topics:

- Personal hobbies?
- What are my Interests?
- Solving a problem in your life
- Potential marketable talents
- Adapting/transferring an idea from abroad
- What are my strengths (what am I good at)?
- What motivates you?

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A lot of enterprises arise as a result of tackling problems as enterprises can often offer a solution for these problems. So to find an idea for the enterprise of young people, they can look at problems they see in their daily lives. Maybe they recognise themselves in these problems, or they know a way to solve the problems. There must be potential customers for your idea.

An effective method is to use the group to present challenges and discuss ways to overcome those challenges. It is important to allow young people the space and time to generate ideas.

What to do when having an idea?

Following an effective idea, it is important to implement the next steps. You should be certain that the idea is feasible, and that the young entrepreneur can build on this idea. The first thing to do is discuss the idea with friends and family. They can provide specific feedback, because they know your personality, in other words they will know if the idea for the enterprise suits the person. The young people can talk about their idea and maybe change it.

Another important aspect is to ask the potential customers. Is there an interest in the product or service that the entrepreneur provides? Do some market research. Take a close look at the competitors. How can you effectively compete? These things are very important in order to know what the young entrepreneur should offer.

Finally, Internet research is a very important aspect. By searching on the Internet about your product, service or just your idea, the young entrepreneur can find a lot of useful information. They can for example easily find their competitors.

Suggested delivery methods include:

To deliver this section we recommend using a ***creative workshop***. Depending on the situation, they can work in small groups or individually. In order to create a clearer picture of the business idea, young people could prepare presentations, including charts, making short videos if feasible, or maybe even prototypes, if it is a product.

We also recommend delivering this module over ***multiple sessions*** in order to give the young people time to come up with their ideas. Often the best ideas come to us when we least expect or as a result of necessity. Encourage the participants to go away and consider the problems they encounter and who they could solve those problems.

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Module 4 – Creating a Plan

Desired learning outcomes:

1. *Encourage the young people to plan everything and to leave nothing to ‘chance’*
2. *Make the young people aware of how to set themselves small manageable steps so that are easier to achieve (maybe encourage them to set themselves S.M.A.R.T targets)*
3. *Ensure that when planning an enterprise young people consider all potential issues and undertake extensive research*

This section is included to show young people that making a plan is a sensible way of taking an idea forward, it also creates a solid framework to analyse the various aspects of planning an enterprise. The saying *‘to fail to prepare is to prepare to fail’* is a useful phrase to consider.

The potential entrepreneur has found their idea and identified a general product or service that they want to provide. The young people can now focus on developing a plan of action. A business plan is a formal presentation that details the different aspects of the business, the market, the finances involved and the expectations.

To provide these details the young entrepreneur must be able to give a clear description of their product or service and their target market. Is the product mainly for women or men? Does it focus on business people or family people? Is it an exclusive product or is it suitable for everyone?

To get to know your market a SWOT - analysis can be used. You can find the strengths and weaknesses of the enterprise by looking at internal characteristics of the future company. What do you do better than anyone else? What can you improve? The opportunities and threats focus on the external factors that the enterprise will face. Think about changes in the market where your company can take advantage. For example people attach an increased value to biological/organic food. If your company provides biological/organic food, you are taking advantage of that market opportunity. Also consider potential threats. What will your competitors do? What obstacles will you face? How will you minimise your threats?

There are many business plan models freely available which you can use. Below you can see a Business Model Canvas which is one potential resource to use. It is important to put all your ideas and aspects of your business plan into a model. Describe your business plan for example in a canvas model. The young people can then discuss their ideas with their peers.

By using the Business Model Canvas, young people can improve many existing businesses; find new customer segments, new channels, better key actions, etc. It is important to generate several versions of business models and choose the one that suits you best.

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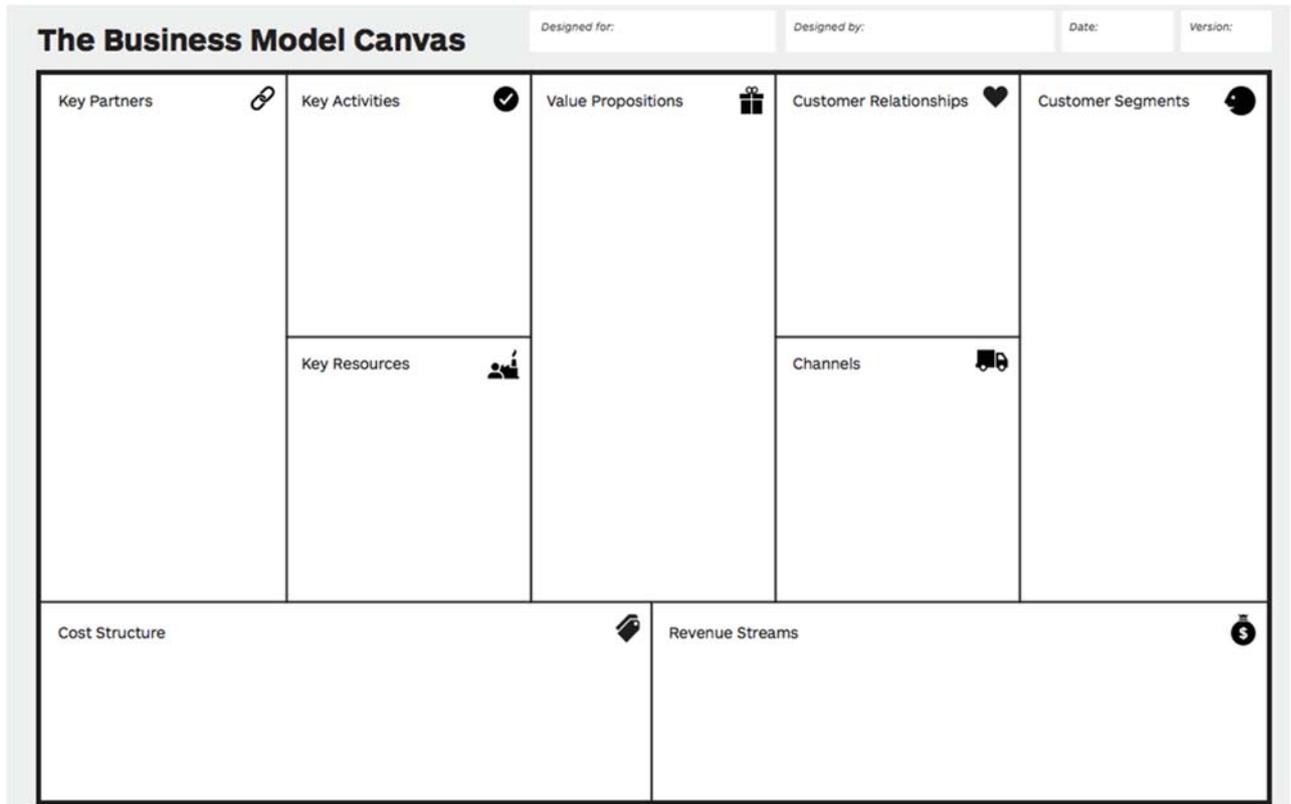


Image 3: Strategyzer.com



Image 4: www.business2community.com

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The young people should also prepare an action plan for the initial stages of the enterprise. The plan should focus on actions to be done, results to be achieved, responsible persons identified, recourses needed, and deadlines agreed. In order to get a better view of the activities and timings, use of a Gantt chart is recommended for time management and organisation. There are various IT tools or templates in order to manage projects in a more effective manner. One of the most important tasks for young people should be to realistically plan key resources (including financial, human and other resources). A lack of planning of resources is one of the most common reasons why a company fails.

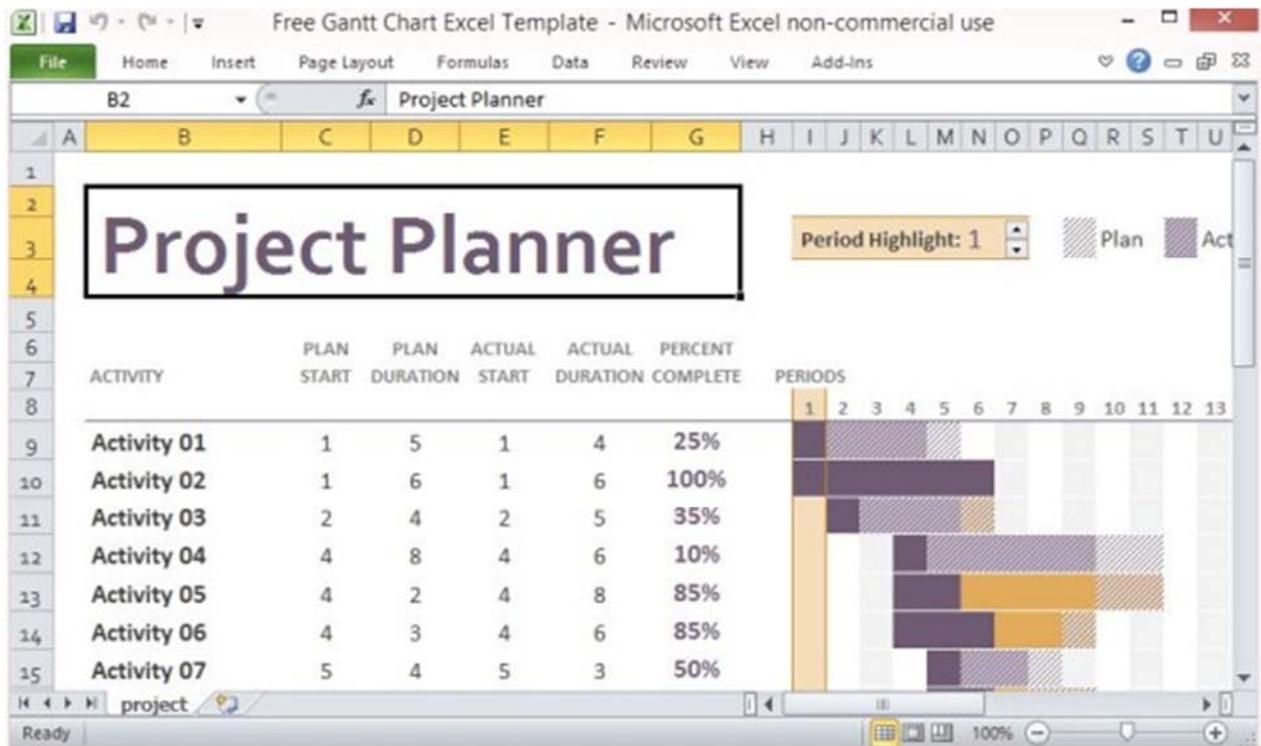


Image 5: www.free-power-point-templates.com

Suggested delivery methods include:

The young people should find the best solutions for their ideas. We recommend a **session of creative workshops**. In order to simplify the process of preparing a business plan, this could be broken down into a number of smaller tasks, which can later be evaluated to see how effective they were. And both the tasks and the analysis could be combined to form the business plan.

An alternate activity could be to show young people one or two standard business plan models, then ask young people in groups to construct a simple business plan and present it to the group or to scrutinise existing business plans that can be sourced online.

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Module 5 – Putting Ideas into Action

Desired learning outcomes:

1. *Encourage young people to start to act on their idea and to put the idea into practice*
2. *Encourage young people to work to overcome any issues they may face in relation to developing an idea into an actual enterprise*
3. *Outline how the young people can make positive steps towards starting their enterprise*

This section is included to emphasise to young people that anyone can have a good idea, but it takes a great amount of dedication and effort to put an idea into practice. The material is aimed at motivating young people to get over those barriers that may hinder them from putting their ideas into action.

Will your enterprise become successful? And when is it successful? How do you consider the success? Some people argue that a company is successful when it makes a profit. Others argue that your enterprise is successful if you are happy. This is a good point to discuss during module 5. What does this group of young people find important? By discussing the advantages and disadvantages of working only for money, the group can realise that this is not the only thing that matters. It is more important to be happy with the work that they do.

Young people should understand that they cannot compare their enterprise start up with someone else's success. It is important for young people to appreciate that at one time the expert was also a beginner.



Image 6: emilysquotes.com

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In the early stages of having your own enterprise it is important to focus on activities that contribute to generate income, and during this stage it is not as important to spend time on administration and reports. You need to keep your enterprise running and make sure you can keep doing what you do.

Suggested delivery methods include:

1. YouTube

There are lots of videos on YouTube about running a successful enterprise. Here is an example:

https://www.youtube.com/watch?v=Ra-Q6_oFcn0

2. Tips for successful business

One of the best ways to learn is from others mistakes; therefore it is good to have some tips for a successful business. A list of 'do's and don'ts can be useful here to guide the young people. Here is an example:

<http://eurappeal.eu/6-tips-for-your-successful-business/>

3. Good practice examples

Young successful local entrepreneurs could be invited to share their experiences in starting and running a local successful business. It is important that the guest should be a similar age to your target group to help the young people to identify more with the person and the idea. It could also be a useful exercise for young people to look at case studies of successful local entrepreneurs and how they initially got started in their enterprises.

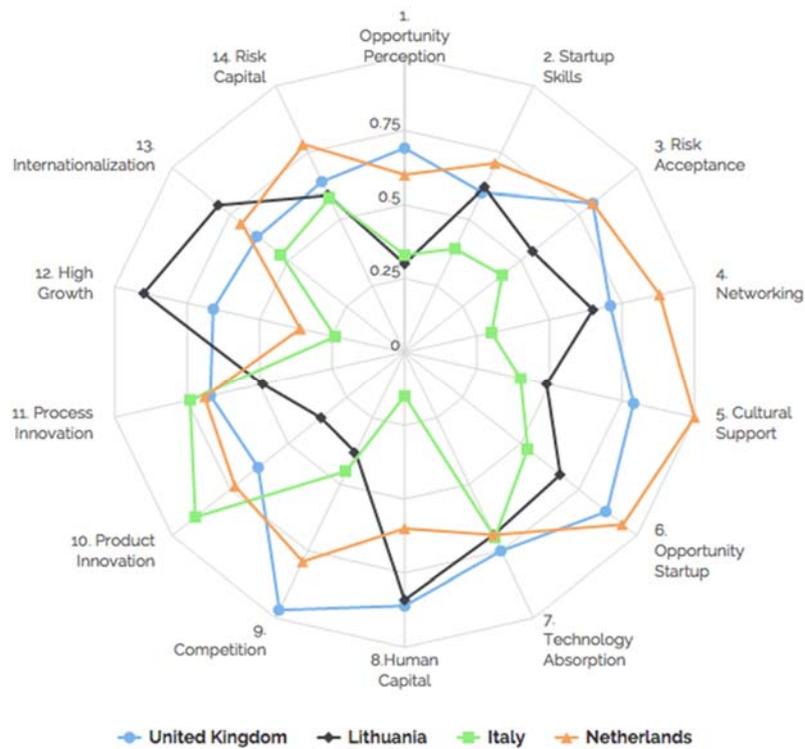
If a young person is thinking about starting an international business (i.e. web-based) it is also appropriate to look at the different legal requirements in each country. Also marketing varies from country to countries. Your marketing strategy should be focused on the right target group.

Differences to consider in each country include:

- Legal requirements and forms
- Accounting rules
- Tax regulations and accounting
- Business culture
- Infrastructure and key resources for business

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To compare statistics about entrepreneurship around the world, you might use this tool:
<http://thegedi.org/tool/> (see example in picture below).



Sometimes the right choice of country for the business idea could be a factor of business success. If a young person is interested in international business, you might consider finding a business mentor from the particular country to help guide you through the peculiarities of the local business rules and regulations within a particular business sector.

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Module 6 – Signposting and Support

Desired learning outcomes:

1. *Provide reliable and relevant information, advice and guidance to young people starting their own enterprises, signpost the young people to relevant services*
2. *Outline the support available to young people in their local area in relation to developing their potential enterprise*
3. *Assist young people to devise an ongoing support network that will increase their chances of success*

This section is included in the training to ensure that the young people are aware of the necessary support available to them in their local area. This should be an information, advice and guidance based module where the youth worker signposts the young people to all the relevant support networks, organisations and resources.

The young person now has their idea. They know the target group of the product or service that the company will offer. They have a business plan to help them plan resources and market their product or service. The young person has also thought about whether or not they will be happy after starting this business (i.e. their motivations for doing so). Does it really suit the young person?

In this chapter support information will be provided. Where to go from here? Do I really want to start this business in the future? Young people should appreciate that the best time to start their businesses is often **NOW**.



Image 8: emilysquotes.com

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This phase should **enable** and **support** the young people in going forwards with their potential enterprise. If possible, find mentors for the young people as they may be able to support with their idea, setting their enterprise up, and later on too.

It is useful to organise **discussions** or **research** and find out what questions and doubts about starting your own business up still remain. The youth worker or trainer has the last chance to help young person to find answers to their questions. Discussions should also include what kind of support could be provided by the youth worker or trainer in the future.

Information will also be provided about where to get support and advice about any issues with a new business. There are many places to go that provide support to new businesses. For example:

- Grants and support for young business
- Potential Investors
- Local information from survey and EU information
- Free business consultation services
- Business incubators
- Spaces for young business

Besides this, it is useful to make a **'starting your own business checklist'** together with the young people. If the business ideas are very different, you might create separate checklists according to the sector or business idea.

Below are some links for signposting young people towards help and support, more can be found via the international research report. These resources can provide information advice and guidance for young people for starting up an enterprise and for ongoing support during the process but there are many more available:

- <https://www.gov.uk/government/publications/entrepreneurs-setting-up-in-the-uk/entrepreneurs-setting-up-in-the-uk>
- <http://www.inspiringenterprise.rbs.com/>
- <http://uk.gew.co/>
- <https://www.gov.uk/new-enterprise-allowance>
- http://casefoundation.org/program/global-entrepreneurship/?gclid=CL_vor3Gz80CFZEy0wodxLYBjg
- https://www.young-enterprise.org.uk/?gclid=COqLy_zGz80CFaoy0wodzFwKvA
- <http://startups.co.uk/6-mentoring-organisations-to-help-young-entrepreneurs-get-started/>
- <http://www.entrepreneursmentor.co.uk/>
- <http://startingabusiness.expertmarket.co.uk/>
- <http://www.schoolforstartups.co.uk/>
- <http://www.youthbusiness.org/barclays-to-help-youth-business-international-unlock-enterprise-for-young-people/>
- <https://www.biglotteryfund.org.uk/uk-wide>

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