

Executive summary of IO1

Goals

IO1's aim was to create a handbook containing best practices for youth workers to improve entrepreneurial competencies.

The best practices are theoretically grounded on the EntreComp: the European Entrepreneurship Competence Framework's definition and build the skills, competences and attitudes defined there. According to this **entrepreneurship competence** refers to the capacity to **act upon opportunities and ideas**, and to **transform them into values for others**. It is founded upon **creativity, critical thinking and problem solving, taking initiative and perseverance** and the ability to **work collaboratively** in order to **plan and manage projects** that are of cultural, social or financial value.

All four partners focused on a different field of entrepreneurship competence - based on the **situation analysis** made after the **survey** and the fields the partners are specialized in. The four project partners have created a survey via online questionnaires for the target groups in each country. The target groups were: youth workers who are working with youth (members of the 14-30 age group) in non-formal education. The aim of the questionnaire was to understand the situation of youth organizations and examine their attitude to the improvement of the following: entrepreneurial skills, drama methods and IT skills.

Our goal was to develop best practices that can support youth workers and can provide them new perspectives, open new horizons and can strengthen them in their mission. Furthermore not only youth workers but also the youth themselves could use these best practices in their work as well as in their future building new possibilities on these foundations.

RESOPA - France

Best practices of RESOPA are based on the operation of the social and solidarity economy (ESS) organizations. ESS organizations gather a new sort of entrepreneurship which relies on shared values and principles: solidarity, social purpose, cooperation and local action. The organizations taking part of ESS are not looking for economic goals but value solidarity, shared resources for a social and environmentally friendly economy.

The best practices also show different ways of collaboration between local citizens, artists, students, NGOs and the actors of the market on a local, regional and national level.

InSite - Hungary

InSite Drama was focusing on 1) creating an artistic and creative field where everyone can try out their skills for entrepreneurial competences in different levels 2) finding creative and innovative solutions to enhance active participation in the current pandemic situation: promoting entrepreneurship education and social entrepreneurship activities among young people 3) supporting local development and contributing to economic opportunities and collective well-being 4) working to strengthen the European cultural identity, skills and abilities of the youngest.



InSite Drama focused on drama methods, rebuilding small youth communities after the pandemic, and finding a way to do all this online if needed again.

JO Education - Italy

Jo Education's aim was providing youngsters with a complete "toolbox" that will enable them to successfully lead a creative venture. According to JO Education, correct analysis and creative/decision making procedures are key to a successful company; that is why the activities that they developed for this manual are centered on the topics of issue analysis, team-work, vision, project planning and goal setting. Moreover they are also meant to develop some of those soft skills that can surely make a difference for an (aspirant) entrepreneur such as leadership, communication and introspection.

GEYC - Romania

GEYC focused on developing activities that are more youth-centered and address real needs, not just the needs that we think young people have. They focused on empowering young people with the right set of skills for them to be able to become the "heroes of their own stories", and this is where entrepreneurship came into play. The best practices aim at fostering young people's attitude about entrepreneurship in the creativity field and providing them with knowledge and insights to develop creative outcomes and manage them.

For the reader who's planning to apply those best practices:

Best practices can be built on each other and thus be combined into a longer process, but they can also be used individually as part of another process.

The best practices can be easily used and selected according to the parameters given: time frame; age group; number of participants; type distinction; goal of the practice: skills / attitudes needs to be developed (based on the EntreComp definitions).

The best practices concern, among others, ice breakers, goal setting, issue analysis, project planning, games based on drama, project management, drama lessons, evaluation both online and offline.

The authors and editors believe that the 40 best practices provide a comprehensive overview of the diversity of cultural entrepreneurship and a wide range of opportunities to the readers.