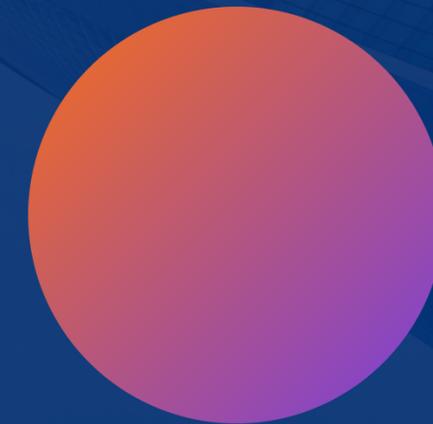




Publication

Youth M Power

in the field of unemployment

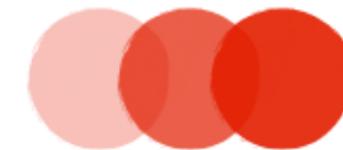




About the project

The project was created as the solution for rising social exclusion among youth toward youth with fewer opportunities, migrants, refugees, foreigners, lowering confidence in youth especially those who are excluded, low employment and entrepreneurship initiatives among youth.

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Youth M. Power

IN THE FIELD OF
UNEMPLOYMENT



Funding

YOUTH M POWER IN THE FIELD OF UNEMPLOYMENT.

THE M POWER. Is a project developed with in Capacity building activity in the field of youth together with partners from Poland (Active Kids), Vietnam (CSDS), Spain (Globers) and Nepal (YPDSN).

Erasmus+ is the European Union program for education, training, youth and sport. This programme, aims to modernize education, training and youth work across Europe. It offers exciting opportunities for participants to then study, work, volunteer, learn and train abroad in Europe.



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Intercultural facilitation based on non-formal educational and experiential learning approach

Intercultural facilitation based on non-formal educational and experiential learning approaches are evolving continuously to better respond to new, diverse and complex realities.

Non-formal educational approaches to different key aspects for facilitators to take into account when planning content and methods for projects such as Youth Exchanges or Training Courses.

By before to start, let's have a look at the definition of non-formal education.

Non-formal education refers to any planned programme of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum.

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Intercultural facilitation

“Non-formal education (NFE), because of its diversity and flexibility, can make a special contribution to the quality of provision of education, not only just by making it available, but also accessible, acceptable, and adaptable”. Therefore, NFE with its flexibility could be a response for those neglected by mainstream education.

The purpose of NFE is not necessarily to receive a certificate, it is instead a specific and short-term type of education. The contents in NFE are practical in nature and individualized to the individual. What is important are the results that are obtained, the content itself is adapted to the level of the clientele. The access to the system is flexible and resource-oriented; the focus is on the learners.

Experiential learning is the process of learning through experience and is both an active and reflective process. Experiential learning focuses on gaining knowledge first hand instead of simply hearing or reading about a topic. With ELA we make sure that people have access to the most impactful and productive experiential learning opportunities.



INTERCULTURAL LEARNING AS MAIN AIM

Intercultural learning as a social and political aim promotes a world view in which people are actively engaged in processes that facilitate intercultural encounters, understand the potential of diversity, interact with each other as equals, question power relations and take action for a more just society.

The main topics addressed in intercultural learning are: identity; culture; social and political context; differences in perspectives; stereotypes, prejudices and discrimination; intercultural communication and dialogue.

Experiential learning is the most common approach in non-formal education and human rights education, education for democratic citizenship and related fields is the experiential learning cycle developed by David A. Kolb.

Developed by psychologist David Kolb, the theory describes the learning process whereby knowledge is created through experience. Kolb's theory explains that concrete experience, reflective observation, abstract conceptualisation and active experimentation form a four-stage process (or cycle) transformed into effective learning. Applying Kolb's learning theory has benefits for students, educators and employers.



Learning concept in Southeast Asia

A key challenge in Asia, especially at the undergraduate level, is to provide both a strong conceptual base and a practical application of concepts. Much university education is perceived as unconnected to the real world, with no need to apply any of it to actual business practice or real management decisions.

Part-time jobs, in which students might gain some experience, are far less common than in the West. But cultural elements can inhibit use of experiential learning, for example acceptable ways to interact in any interpersonal concept can be quite different and in some systems simply getting the right answer by any means is most important. Individual students usually do not like to speak up and offer opinions in class; they might lose face if the answer is wrong. Even if it is right, it is not very polite for individuals to stand out. Also teachers are highly regarded in the social hierarchy and therefore it is not safe to offer an opinion before knowing how well it matches the teachers'.

The traditional education system is not well suited to experiential learning without substantial adaption. In most experiential learning approaches, the students have significant responsibility for their own learning and contribute much of the information to classroom discussion while the teacher mainly takes the role of a coach. But in the traditional system, learning is more passive. It is the teachers' responsibility to tell the students the right answers. The students are not responsible for contributing to the development of the right answer.





Non-formal education in Vietnam



Definition of NFE in Vietnam

NFE comprises organized learning activities that cater to persons not enrolled in formal education. In Vietnam, NFE spans complementary education programmes, continuing education, and life skills development activities aimed at the different learning needs of different categories of youth and adults. NFE does not necessarily follow the structure of the formal system. It may be of varying duration, and may or may not confer certification of the learning achieved. In the EFA Plan, NFE comprises complementary primary and lower secondary programmes, life skills programmes and literacy training.



Role of NFE in Vietnam

In Vietnam, NFE plays a big role. A significant aspect is the large number of different ethnic groups that speak different languages. As a result, many young people are abdicating their right to primary education. Therefore NFE mostly targets people from 15 to 35 and aims to achieve literacy. Major problems include the quality of the education (infrastructure, teacher quality, drop-out rate, etc.) and language issues (among ethnic communities).



Most common skills problems in Southeast Asian region



Skills gap

education system does not adequately equip a nation's young people with the skills required by the labor market

Skills shortage

shortfalls in particular skill categories within a nation's labor market



The process

01

The process of constructing the session is a product of interculturality of thoughts and approaches, as the team is composed of a mixture of cultures (different ethnic backgrounds, nationalities, etc.). Also, participants should reflect on the intercultural dimension within their organisations or networks before coming to a study session.

03

Experiential learning involves activities like role playing, props, music, or art to process negative emotions. By participating in these activities, individuals are able to access emotions that may otherwise be hidden or not easily communicated

02

Experiential learning can provide a holistic approach to education, meeting the authentic needs of diverse student groups, including disadvantaged students, students from multilingual and multicultural backgrounds and students with different religious and ethnic requirements.

04

In conclusion....

experiential learning transfers abstract teaching and learning into more meaningful learning situations. It changes the role of the teacher from being a transmitter of knowledge to being a facilitator of knowledge acquisition, thus enabling a more systematic, effective learning outcome. It includes the elements of choice, voluntarism and informality to encourage active student learning.



The model

This cyclical model of learning starts from the idea that knowledge is created through the transformation of experience and consists of four stages that form a sequence:

- concrete experience
- reflective observation
- abstract conceptualisation
- active experimentation

Thanks to intercultural facilitation based on non-formal educational and experiential learning approach participants may gain a lot of different competences such as respect for oneself and others, a sense of social justice and social responsibility, openness and curiosity towards diversity, tolerance of ambiguity.

Empowering youth in field of unemployment.

Youth empowerment programs are aimed at creating healthier and higher qualities of life for underprivileged or at-risk youth.

The 4 competencies of a healthy youth are:

(1) Positive sense of self

(2) Self- control

(3) Decision-making skills

(4) A moral system of belief with pro-social connectedness.



The sessions

For preparing a good session it is important to make sure the group is exposed to various cultural and socio-political contexts in experiential activities, invite speakers and trainers with various cultural backgrounds, use video material and images that have the potential to challenge stereotypes, explore differences within their cultural group, discuss how these differences shape participants' identity, challenge participants' perspectives and opinions on current dilemmas and issues on which they might have different perspectives.

To create opportunities for participants to learn about and from each other and to develop their empathy, the best is to use activities that show participants how differences in perception can affect their world view. These experiential activities address aspects such as ethnocentrism and challenge participants' stereotypes and prejudices about each other's group, allow participants to discover similarities among themselves, provide opportunities for participants to reach common goals and detach themselves from the us and them perspective and we also create spaces and allow sufficient time for intercultural dialogue.





Most common skills problems in Southeast Asian region



Skills gap

education system does not adequately equip a nation's young people with the skills required by the labor market

Skills shortage

shortfalls in particular skill categories within a nation's labor market



Five stages for skills development



Start

focus on health and the development of cognitive and soft skills

Basic education

focus on the development of cognitive and soft skills; job relevant skills - focus on the development of technical skills

Job relevant skills

focus on the development of technical skills

Innovation and entrepreneurship

focus is on the effective deployment of skills in the economy

Matching skills demand and supply

focus on the effective utilization of available skills in the economy

Only one study about the skills development has been conducted in the Southeast Asian region. It identified a general need for Vietnam to invest more heavily in the promotion of early childhood development, the cultivation of foundational cognitive and behavioral skills, and the development of job-relevant technical skills as well as the improvement of the connections between universities, firms and technical colleges.



Empowering the youth in the employment field of unemployment

Southeast Asian region

Youth unemployment refers to the share of the labor force aged 15–24 without work but available for and seeking employment. Southeast Asia has a high youth unemployment rate which is mostly driven by the high rates in Indonesia, the Philippines, and Timor-Leste.

Vietnam

Young people account for a large share of the labor force with nearly half (49.5 percent) aged between 15 and 39 years. Making its transition to a higher value economy, Vietnam is facing the challenge of producing jobs for its young and expanding labor force and providing it with relevant skills for the growing service and manufacturing sectors.

Young people have a greater likelihood of being unemployed and among the working poor than adults, reflecting both structural issues and young people's particular vulnerability to economic shocks.

Indeed, over the last ten years, the structure of the labor market significantly changed, although agriculture remains the dominant sector of employment creation in Vietnam despite current industrialisation.

Key aspects in youth employment outcomes

Gender, ethnicity, location, income and regions play a crucial role in explaining discrepancies in youth employment outcomes.



01

Gender

Young males are more likely to work as informal workers whereas young females are more likely to be neither in employment nor in education or training (NEET) or to get poor wages.

02

Location

As for regional differences, the least developed regions such as the Mekong River Delta, the Northern Uplands or the Central Highlands tend to experience the worst employment incomes (informal employment, NEET rate, poor wages) than more developed regions such as the Red River Delta and the South East.





Human Capital Potential in Vietnam

Vietnam's youth possess high human capital potential. The World Bank's Human Capital Index (HCI) measures actual and potential productivity levels for the next generation of workers. Despite being a lower-middle-income country, Vietnam is among the top (quartile) performers worldwide in terms of the HCI, not only outperforming other countries in the East Asia and Pacific (EAP) region, but also significantly surpassing other lower middle-income countries (LMICs). According to the 2020 series of HCI data, a child born in Vietnam today will be 69 percent as productive when she grows up as she could be if she enjoyed complete education and full health, compared to 59 percent for the average child in the EAP region, and 48 among LMIC children.

The challenges of reaching higher-productivity growth are reflected in the characteristics of the current youth workforce. Today's youth in Vietnam are better educated than previous generations, but some indicators point to challenges in transitioning to higher-skilled jobs without continuing reforms in education, skill development, and a transformation of the labor market. Despite higher education completion, the youth cohort is concentrated in medium-skilled occupations, more so than youth cohorts in other countries in the region. Employers in Vietnam report difficulty finding skilled labor. However, challenges are not purely from the labor supply side; the domestic private sector faces challenges in innovation and competition.

Key issues for employment and skills development

- Increased need for both skills upgrading and new skills that fuel industry competitiveness
- Modern sector: enhancement of its competitiveness on global markets
Traditional/rural sector: implementation of anti-poverty programmes focused on job creation and skills development to support rural livelihoods
→ since the educational and training institutions mostly target the modern sector, the poor have little access to skills development
- Lack of jobs → Industrialisation proceeds tend to move higher up the value chain and become more capital-intensive. As a result, the most successful trading countries are now creating jobs far more slowly.
- Lack of effective employment service
- Free Trade Agreement → creates jobs, promotes growth and development etc.
- Persistence of poverty → Provide the poor with basic levels of skills that are certified so they can be used effectively in the labor market. In addition, creating jobs for the unemployed can be achieved through helping employed people to up-skill and be promoted into higher qualified jobs in what has been called the "ventilation" of the labor market. Skills development activities in this context refer to life-skills based-education, capacity-building in social sectors such as health, and training of disadvantaged groups in primary sectors such as agriculture, and entrepreneurship.
- Hollowness in the industrial structure
- Migration and mobility → increased skills portability





Build the regions economic resilience

Since the population is aging, productivity will be key to build the region's economic resilience. But this requires the education of fundamental skills.

What does it take?

- Delivering quality education at scale
- Solving the skills mismatch
- Cultivating youth entrepreneurship
- Accelerating youth leadership development opportunities
- Creating platforms for youth driven solutions
- Understanding youth preferences



Youth unemployment is a global problem

621 million young people aged 15-24 years old are not in education, employment or training.

Girls and young women make up the majority of the world's 621 million young people who are not in education, employment or training.

In 2021, the EU unemployment rate for people aged 15-29 was 13.0 %.

Youth unemployment has largely been described as a major, if not the primary catalyst for revolution, political and societal upheaval and, conflict towards the system.

Lack of economic opportunities, worsened by the impact of climate change and weak governance, drives them into already overcrowded and stressed urban centres. This threatens the future viability of rural areas, and food security.

Finding solutions for Youth Employment and empowering young people to access decent work is one of Plan International EU office main priorities.

Many youth organizations look forward to empower young people to be ready for work, to be confident and skillful, and be part of social networks to find or create jobs. They should have the capacity to negotiate with key stakeholders to change the rural labour market and related education sector to be fit for the future.

This can be achieved through improving local education services; forming and working with youth groups on skill-building; and working with the private sector and government to create apprenticeship, internship programmes as well as on-the-job training opportunities.

The other ideas to achieve this is through promoting the establishment of new climate-resilient micro enterprises; improving business and social performances within existing micro, small and medium-sized companies.





Main fields to tackle

Governments and job centers look for ways to increase access to finance for entrepreneurs and established businesses to grow and expand in most of the countries. Most importantly, the focus is on linking young people to employment opportunities and to new entrepreneurs through online and offline job boards.

At the same time empowering the youth to gain self esteem, to take control of their actions, to widen their possibilities. Main fields to tackle nowadays:

- Empowerment of young people to keep their jobs or develop pathways to employment through matching them with trained mentors that suit their needs.
- At the individual level, for refugees or immigrants, despite having skills and motivation to work can face multiple challenges in gaining meaningful employment, which can feed disillusionment and a loss of self-esteem.



- Development organizations' potential, establishment and management of informal youth groups while increasing the level of their recognition and participation.
- Support employers to improve their cultural awareness and break down cultural barriers.



In conclusion

It is important to combine the assumptions of formal education with its non-formal counterpart and non-verbal communication methods such as theatre and drama with the possibilities offered by communication through the use of modern technologies.

Also to use innovative work approaches, with social inclusion using tools and methodologies, based on the creation of methods based on drama and theatre and IT.



Theatrical methods as an efficient tool for a social inclusion of youth with fewer opportunities

Theatrical methods as an efficient tool for a social inclusion of youth with fewer opportunities. There are lots of purposes of theatre: sharing the human experience, passing on tradition and culture (narratives, storytelling, folktales, religious ritual), recreation, entertainment that diverts our attention from our every day lives and artistic expression.

Theatre's way of examining dialogue, monologue and character allows us to learn a lot about different topics, and social inclusion of youth with fewer opportunities is the one that we gonna talk about in the next slide



THEATRE OF THE OPPRESSED

One of the important theatrical methods is **Theatre of the Oppressed**. Theatre of the Oppressed is a form of popular community-based education that uses theatre as a tool for transformation. Originally developed out of Boal's work with peasant and worker populations, it is now used all over the world for social and political activism, conflict resolution, community building, therapy, and government legislation. Inspired by the vision of Paulo Freire and his landmark treatise on education, *Pedagogy of the Oppressed*, **Theatre of the Oppressed** invites critical thinking. It is about analyzing rather than accepting, questioning rather than giving answers. It is also about "acting" rather than just talking.

In **Theatre of the Oppressed** the audience is not made of spectators but "spect-actors". Through the evocative language of theater, everyone is invited to share their opinion on the issues at hand. It is also practiced on a grassroots level by teachers, social workers, therapists, and activists all over the world. Forum Theatre presents a scene or a play that must necessarily show a situation of oppression that the protagonist does not know how to fight against, and fails. The spect-actors are invited to replace this Protagonist, and act out – on stage and not from the audience – all possible solutions, ideas, strategies.





Other types...

01

Newspaper Theatre

Is a system of 12 techniques that represents the first attempt that was made to create the Theatre of the Oppressed, by giving the audience the means of production rather than the finished artistic product. They are devised to help anyone to make a theatrical scene using a piece of news from a newspaper, or from any other written material, like reports of a political meeting, texts from the Bible, from the Constitution of a country, the Declaration of Human Right.

03

Invisible Theatre

To be a citizen does not mean merely to live in society, but to transform it. „If I transform our society into something better for us all, I become a citizen“. It is a direct intervention in society, on a precise theme of general interest, to provoke debate and to clarify the problem that must be solved. It shall never be violent since it aims to reveal the violence that exists in society, and not to reproduce it.

02

Imagine Theatre

is a series of techniques that allow people to communicate through Images and Spaces, and not through words alone. We know the meaning of the word we pronounce because we fill it with our desires, ideas and feelings, but we don't know how that word is going to be heard by each listener.

04

Rainbow of desires

Many concrete oppressions provoke serious damage inside our subjectivity and psychic life. Under the general title of Rainbow of Desire, there are fifteen Techniques – complex, but not complicated! – which help us to visualize our oppressions theatrically, and deal with them more clearly: no one interprets anything, but all participants offer the Protagonist the mirror of the multiple regards of the others.



Other types...

05

Legislative Theatre

is the utilization of all forms of the Theatre of the Oppressed to transform the citizens' legitimate desires into Laws. After a normal Forum session, we create a space similar to a Chamber where laws are made, and we proceed to create a similar ritual of lawmaking, following the same official procedure of presenting Projects based on the spect-actors interventions, defending or refusing them, voting, etc.

07

Analytical theater

A story is told by one of the participants and immediately the actors improvise it. Afterward each character is broken down into their social roles and the participants are asked to choose a physical object to symbolize each role.

06

Breaking repression

The technique of breaking repression involves asking the participant to remember a particular moment when he or she felt especially repressed, accepted it, and submitted to act in a manner contrary to his or her own desires. It is necessary that the choice is a particular incident rather than a general sense of oppression. The participant describes that incident, which is then reconstructed and reenacted with other participants of his choosing. This performance is repeated, except that this time the repressed is asked to fight to impose his or her will while the others involved are invited to maintain the repression.



Theatrical methods as an efficient tool for a social inclusion of youth with fewer opportunities



Young people emphasize the importance of acceptance, tolerance, equality and team work in the process of making and performing theatre. Many young people describe youth theatre as somewhere where they feel known, accepted and supported; a means of establishing positive identity and relationships with peers and adults outside of their day-to-day lives. For young people in trouble, youth theatre can provide a significant source of support by facilitating access to adults who have time to listen, a supportive peer group and a space and activity that is not identified with and provides an escape from other problems.

However, in the Southeast Asia region, it is difficult to find information on theater pedagogical approaches to youth work. This is because the development of the sector of cultural and creative industries faces challenges in terms of financial strategies and local market conditions as well as a lack of appropriate policies to support these industries.

Thailand

Mayarith is the first children's theatre in Thailand. It focuses on building a process for self-empowerment by encouraging children to think differently, express themselves, take action and be confident. Every production encourages interaction between children through performances, spatial arrangements and decision-making. The group devised a strategy around the concept of theatre for awareness-raising and community development (children's groups that include marginalized children who live along the borders or in camps, and disabled children). A key goal for Mayarith in the future is to create a national agenda that supports children's empowerment in Thailand in line with the Convention on the Rights of the Child.



TO SUM UP...

In conclusion...

By using these theatrical methods youths will gain competences in the field of non-violent communication, conflict resolution and facilitation and will develop their communicative skills through theatrical methodologies as well as storytelling circles, improving thus intercultural communication competences and innovative approaches for the engagement of disadvantaged or underrepresented groups, in order to tackle discrimination and social exclusion.

Through a welcoming and engaging environment set out in the theater workshops, young participants will significantly improve their overall communication, collaboration and empathy related skills.

Through the active participation in the theater workshops, young migrants, refugees, asylum seekers, ethnic minority groups, will significantly improve their self-confidence and motivation, as well as the acquisition of relevant skills and knowledge about values and different cultures.



Growing the entrepreneurship skills

The term entrepreneurial growth means organization plans to achieve its objective to grow and expand a business by its quality, quantity, and turnover. Entrepreneurial growth can be in terms of innovators, business developers, radicals, expanders, customers.



Growing the entrepreneurship skills



Entrepreneurship in general

Global entrepreneurship monitor defines entrepreneurship as “any attempt at new business or new venture creation, such as self-employment, a new business organization, or the expansion of an existing business, by an individual, a team of individuals, or an established business”.

It is an effective form of economic empowerment where entrepreneurs and their talents drive economic growth and societal well-being through their investments, innovation and job creation. Many of these talents in this ecosystem are young people and the majority of start-up activities take place in the age range between 18 and 34 years.

This is why we have to provide the youth with the right skills set and resources become entrepreneurs.



Entrepreneurship in Southeast Asia

Compared to other regions, young entrepreneurs in South and East Asia have the highest percentage of businesses creating between one to four jobs, and roughly half of the youth businesses providing no additional jobs. This differs starkly with the majority of youth entrepreneurs in Latin America, Europe and South Saharan Africa, where job creation by youth entrepreneurs is less prevalent. In a global comparison, innovation levels in Asia and the Pacific rank behind North America and Europe and ahead of Africa and Latin America and the Caribbean.

In Asia and the Pacific, most entrepreneurs, both youth and older, operate their businesses in sectors that use no, or only low technologies.



Problems and barriers

Young entrepreneurs face significant barriers in creating start-ups, as they lack mentors as well as business and management skills, while financial constraints, funding and access to markets are also lacking. Solving the lack of entrepreneurial skills and capabilities of youth will require greater cooperation among governments, education providers, leaders from finance, and other entrepreneurs, who will be needed to act as mentors.

Networking

An influencing factor on entrepreneurship is whether an entrepreneur has access to tangible resources such as finance, and to intangible resources like knowledge, which is often retrieved through contact with other entrepreneurs. Using networks generally increases the probability of survival and growth for young start-ups and new businesses, but is less important in the actual start-up phase where entrepreneurs tend to rely more on extended family and social ties.

01

Age

In Southeast Asia entrepreneurial networks are as accessible to young entrepreneurs as they are to older entrepreneurs. Overall, there is no difference in the perception of having the right skillset to start and run a business, and the fear of failure is the same for both age groups.

02

Gender

Although gender-related differences exist with women generally knowing fewer entrepreneurs, having a lower self-perception of their skill and a higher fear of failure, this also does not differ for female youth versus female older entrepreneurs. The overall pattern shows that the higher the educational level, higher the entrepreneurial attitudes and activities, regardless of age.



Adaption to the market situation

Compared to larger, more established markets like China or India, Southeast Asia is still an early-stage market for venture capital investments, but start ups in SEA are on the rise. Singapore is the economic leader in the region, with the nation's well-established global connections, advanced IT infrastructure, and sound regulatory foundation making it an ideal place for businesses and startups to flourish. While emerging markets like Indonesia and Vietnam are fertile ground for new businesses to develop innovative, out-of-the-box solutions to existing problems plaguing the market.

There is a need for entrepreneurs to identify and address their markets' pain points on an individual level. For this reason, rather than borrowing from old approaches from the West, founders in Southeast Asia have to reinvent the wheel and recognize the cultural and operational differences unique to each market in the region. This could be the level of digital literacy and existing infrastructure or simply consumer habits, for example in Indonesia cash is very much still king while in Singapore digital and card payments are the norm.

Within the region's emerging markets, the absence of legacy infrastructures has made it so that many of these entrepreneurs are not burdened by the red tape of bureaucracy and established processes. With some of the highest rates of mobile and internet penetration in the world, the region makes for an intensely technologically savvy and literate populace, open to innovation and disruption.



Environmental start ups

Increasing environmental risks have called for more action and solutions that aim at a structural change towards social development and environmental sustainability. This has brought about a rise in new ventures to address urgent environmental challenges (either in the form of social enterprises with sustainability or climate change business models, or green technology start-ups). For the sustainability entrepreneurship ecosystem to flourish, the circle of people-private-public partnerships needs to be strengthened. Governments will have to create a conducive business environment that promotes entrepreneurial endeavors in this space. Increased engagement between the public and private sectors is critical to build solutions and innovations and to co-formulate policies that are oriented towards present and future sustainability, especially in the post-pandemic recovery world. Through such collaborations, issues such as low market affordability, lack of local capabilities to absorb new technologies, and dependency on foreign technologies can be more effectively addressed.

Outlook for the Future

The percentage of younger leaders willing to become entrepreneurs is increasing, despite these positive trends, comprehensive regional strategies are still missing to foster recent and future generation entrepreneurs and innovators. With the rapid emergence of new technologies and the vastly changing digital world, preparing next-generation entrepreneurs and innovators is key to economic growth and a considerable economic opportunity. Experiences and learning which foster a growth mindset, curiosity, and a commitment to lifelong learning are becoming more essential. Hard and soft skills to develop solutions to existing problems (critical thinking skills) are beneficial in preparing students and individuals to succeed in the vastly changing world and to unlock opportunities in the future workforce, even if they choose a different career path rather than initiating a business or becoming start-uppers. It is critical to provide young entrepreneurs with a comprehensive understanding of market and business analysis as well as opportunities, including technical aspects such as finance and management skills.



The sessions

Becoming your own boss and an entrepreneur is the new coveted career choice of the 21st century.

Entrepreneurs play a key role in any economy, using the skills and initiative necessary to anticipate needs and bringing good new ideas to market. Entrepreneurship that proves to be successful in taking on the risks of creating a startup is rewarded with profits, fame, and continued growth opportunities. Entrepreneurship that fails result in losses and less prevalence in the markets for those involved.

Entrepreneurs are important to market economies because they can act as the wheels of the economic growth of the country. By creating new products and services, they stimulate new employment, which ultimately results in the acceleration of economic development.

Many researchers have studied entrepreneurial skills, but found no definitive answers. Some common themes are: personal characteristics, interpersonal skills, critical and creative-thinking skills, practical skills and knowledge.

Youth unemployment has increased in Europe in recent years and young people across Europe are facing a shortage of entrepreneurial skills. They may have some good ideas about how to manage their own futures, but they are missing the tools and the ability to do it.





Entrepreneurial skills

Entrepreneurial skills can include a broad range of various skillsets like technical skills, leadership and business management skills, and creative thinking. Because entrepreneurial skills can be applied to many different job roles and industries, developing your entrepreneurial skills can mean developing several types of skill sets. For instance, to be a successful business owner, you may need to develop your business management skills. To build and maintain successful project teams you might need to improve your leadership and communication skills.

Growing to become an expert in any chosen career or profession needs specific skills that are synonymous with it. Also, making a profit in any business is very vital to sustaining and growing the venture. Notwithstanding, having your own business as an entrepreneur is the first step towards financial freedom and financial independence. Such an idea is great, but it is never easy to come by.

To acquire entrepreneurship skills is interesting to combine formal education with its non-formal counterpart and non-verbal communication methods such as theatre and drama with the possibilities offered by communication through the use of modern technologies.





Examples of entrepreneurial skills

Entrepreneurial skills can encompass a large range of both soft and hard skills. Because of the many business roles entrepreneurs may take on, they may also develop a variety of different skill sets to accommodate the growth of their businesses and brands.

Developing the following skill sets can also help you develop your entrepreneurial skills:

- Business management skills
- Teamwork and leadership skills
- Communication and listening
- Customer service skills
- Financial skills
- Analytical and problem-solving skills
- Critical thinking skills
- Strategic thinking and planning skills
- Technical skills
- Time management and organizational skills
- Branding, marketing and networking skills



Growing entrepreneurship skills is about identifying opportunities for new products or services by doing market research to see if there's something new you can offer your customers to buy and finding different ways to offer your existing products.



According to entrepreneurs, three factors are most important for enabling a company's growth: access to markets, the supply of human capital, look for the people with the right skills for the job and access to funding.



An entrepreneurial mindset

Growth-oriented entrepreneurs have different attitudes and goals for their ventures. They usually know at the outset that they want to grow their business. They may express this as a desire to hire more employees, increase their capital expenditures, explore new markets outside the region, or open new franchises in other locations. Growth-oriented entrepreneurs have recognized a market opportunity and have decided to create and grow an enterprise (profit or non-profit) to pursue it.

It is important to promote youth entrepreneurship, including the exchange and analysis of successful examples of youth initiatives executed for the benefit of their communities and peers, encourage creativity of young people and problem solving skills and develop an informal network of Entrepreneurship to help young people to take the initiative in their lives and grow their own ideas into action.

Then an entrepreneurial growth mindset is one of the most important keys to an entrepreneur's success as a leader. Entrepreneurs are those who have mastered the art of developing companies from nothing and turned them into profitable businesses and products.

Passion comes from doing something you love to do. It is what makes a person succeed at anything they do. However, if your passion is working as a business owner, it is essential to recognize that you must remain productive.



Skills

Growing entrepreneurship skills refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity.

Universal skills such as creativity, spirit of initiative and entrepreneurship will help those who go through entrepreneurial education programs to develop potential to think creatively and innovate, to develop proactivity, flexibility, autonomy, ability to manage and track a project and pursue getting results. Such individuals will better meet increasing needs for adaptability and flexibility in the labor market, in an economic environment characterized by globalization, uncertainty and dynamic changes. Entrepreneurship education also contributes to the development of the understanding of business evolution, entrepreneur's skills and provides the most favorable frame for entrepreneurship competencies acquisition, so necessary to generate availability for private initiative. The objectives of entrepreneurship education are related to improving entrepreneurial skills of young people; stimulating creativity and self-confidence, encouraging innovative startups, increasing the role of entrepreneurs in society and the economy. On the other hand, entrepreneurial programs provide an excellent opportunity to connect education systems with the local economy because they are based on specific activities and projects and on the voluntary participation of real entrepreneurs.

Erasmus for Young Entrepreneurs

One of the great opportunity to grow the entrepreneurship skills is to take part in a Erasmus for Young Entrepreneurs programme.

Erasmus for Young Entrepreneurs is a cross-border exchange programme initiated by the European Commission. The programme gives new or aspiring entrepreneurs the chance to learn from experienced entrepreneurs running small businesses in Europe. Erasmus for Young Entrepreneurs provides practical and financial assistance for the new entrepreneur staying with a host entrepreneur in another participating country. Duration of the stay abroad is 1 – 6 months, with the possibility to divide the stay into slots of a minimum of 1 week spread over a maximum of 12 months. The specific objectives of the programme are:

On-the-job-training for new entrepreneurs in small and medium-sized enterprises elsewhere in a participating country to facilitate a successful start and development of their business ideas.

Exchanges of experience and information between entrepreneurs on obstacles and challenges to starting up and developing their businesses

To enhance market access and identification of potential partners for new and established businesses in other EU countries and networking by building on knowledge and experience from other countries.





Methods to develop entrepreneurial skills

Besides this European Program there can be many different methods that you can use to develop your entrepreneurial skills. You might take a class, attend a seminar or participate in a networking workshop. You might also consider the following steps to help you improve your skill set.

For example:

1. Take a course.
2. Attend events and workshops.
3. Seek out experienced mentors.
4. Build your leadership skills.
5. Learn how to manage finances

Also anyone can develop entrepreneurial skills at the workplace

As you develop your entrepreneurial skill set, you can practice applying your skills in the workplace by:

- Finding leadership opportunities such as managing specific projects or teams, and requesting feedback on your performance as team leader to help you improve these skills
- Helping coworkers organize and manage their time by helping them develop strategies that keep them organized and on task
- Learning new skills that can transfer to owning your own business-like financial analysis, budgeting or networking skills
- Learning from your supervisors by observing the approaches they use to manage teams, make decisions and collaborate with other managers

There are all sorts of ways that you might practice applying and developing your entrepreneurial skills, and these tips can be a helpful place to start.





Thank You