

# ENTREPRENEURSHIP FOCUSED YOUTH WORK WITH MARGINALIZED YOUNG PEOPLE

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ACTIVATE TRAINING COURSE

BASED ON THE RESULTS OF TRAINING COURSE  
"ACTIVATE" - (AGENTS OF CHANGE- THE VITAL  
ENTREPRENEURS OF TOMORROW)





# FOREWORD

How can you can start entrepreneurship focused youth work with disadvantaged young people?

You can find in this e-book tools for Entrepreneurship Focused Youth Work with Marginalized Young People.

A guide and quality criteria for organizations to transfer the learning of the project far beyond the training course and help many other organizations working with disadvantaged youth.

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*This e-book on Entrepreneurship Focused Youth Work with Young People with Fewer Opportunities in was developed by the input of the trainers, participants and coordinators of ACTIVATE training course in 2018 in the context of "Erasmus Plus" Programme of European Commission.*

*The international training course "ACTIVATE: Agents of change-the vital entrepreneurs of tomorrow" aimed to create an active and creative platform for the development of new ideas and exploring possibilities for youth employability and entrepreneurship by focusing on youth empowerment tools.*

*"ACTIVATE" was organized by NICOLA Project in collaboration between Armenian Progressive Youth and was funded by Erasmus Plus NA in UK.*

*Disclaimer: The views expressed in this publication do not necessarily reflect the views of the European Commission or the European Union. The National Agency and the Commission are not responsible for any use that may be made of the information it contains*

# CONTENTS

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## ***1. Content part***

<i>1. Global Developments and Gaps in various Sectors.....</i>	<i>6</i>
<i>2. Youth Unemployment.....</i>	<i>7</i>
<i>3. Youth Entrepreneurship as a tool for fighting youth unemployment ...</i>	<i>7</i>
<i>4. Steps to do for entrepreneurship.....</i>	<i>8</i>
<i>4.1. Idea generation.....</i>	<i>8</i>
<i>4.2. Development of entrepreneurial competences.....</i>	<i>9</i>
<i>4.3. Learning development plan.....</i>	<i>10</i>
<i>4.4. Business modelling.....</i>	<i>11</i>
<i>4.5. New trends in entrepreneurship (women entrepreneurship, creative industry, social entrepreneurship, digital business) .....</i>	<i>13</i>
<i>4.6. Good examples.....</i>	<i>20</i>
<i>4.7. Developing team.....</i>	<i>23</i>
<i>4.8. Looking for funding, financial opportunities.....</i>	<i>24</i>
<i>5. TOOLS TO PROMOTE ENTREPRENEURIAL COMPETENCIES AND MINDSET IN YOUTH WORK.....</i>	<i>26</i>
<i>6. LEARNING AND DEVELOPMENT SOURCES.....</i>	<i>35</i>
<i>6.1. Movies/videos to watch.....</i>	<i>35</i>
<i>6.2. Websites for articles.....</i>	<i>41</i>
<i>6.3. Books for reading.....</i>	<i>42</i>
<i>6.4. E-learning websites.....</i>	<i>43</i>
<i>6.5. People and websites.....</i>	<i>47</i>
<i>6.6. Internships, volunteering, projects.....</i>	<i>48</i>

# 1. Global Developments and Gaps

Entrepreneurship has global developments and gaps, which covers different sectors and directions. The participants had a task to define different factors, which have positive and negative influence on entrepreneurship.

The method was **Word Café**.

The participants were divided into groups, and each group start to define negative and positive factors influencing on entrepreneurship in scope of suggested topic, then to change a topic and continue another group's work.

Here are some outcomes from suggested topics:

## 1. Government

Positive	Negative
<ul style="list-style-type: none"> <li>• Donation supporting program</li> <li>• Innovations and technology</li> <li>• Sustainable development</li> <li>• Security, Law and regulation</li> <li>• Education, Public welfare</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of transparency; Corruption</li> <li>• Complicated fiscal system (taxes)</li> <li>• Lack of Supporting programs</li> <li>• Lack of acceptance of new ideas</li> <li>• Proportion of youth VS old age</li> </ul>

## 2. Education

Positive	Negative
<ul style="list-style-type: none"> <li>• Intercultural competencies (communication, networking global citizenship)</li> <li>• Exchange programs</li> <li>• Personal growth</li> </ul>	<ul style="list-style-type: none"> <li>• Spending time without benefits</li> <li>• Disparity between public and private education</li> <li>• Outdated and Corrupted</li> <li>• Theory more than practice</li> </ul>

## 3. Employment

Positive	Negative
<ul style="list-style-type: none"> <li>• Stability, securing salary each month</li> <li>• Self-education</li> <li>• Self-development</li> <li>• Freelancing</li> <li>• Flexible working environment</li> </ul>	<ul style="list-style-type: none"> <li>• Skills gap</li> <li>• Discrimination (age, gender, race, disabilities)</li> <li>• High expectation VS low capabilities</li> <li>• Lack of practice</li> </ul>

## 4. Lifestyle

Positive	Negative
<ul style="list-style-type: none"> <li>• Healthy approach</li> <li>• Socializing, Networking</li> <li>• Music, sport, Travelling</li> <li>• Digi world</li> <li>• Personal development</li> </ul>	<ul style="list-style-type: none"> <li>• Social media addiction</li> <li>• Lack of communication</li> <li>• Drugs</li> <li>• Mental health problems</li> <li>• Consumerism</li> </ul>

## 5. Environment

Positive	Negative
<ul style="list-style-type: none"> <li>• Education</li> <li>• Technological Digitalization</li> <li>• Comfortable workplaces</li> <li>• Entrepreneurship</li> <li>• New technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Consumerism</li> <li>• Social pressure</li> <li>• Generation gap</li> <li>• Lack of knowledge</li> <li>• More machines replace people</li> </ul>

## 2. Youth unemployment

Unemployment is one of the biggest issue in any countries and the rate of unemployment is different.

The participants were divided into groups and had a task to underline 3 key reasons for youth unemployment.

Here are the main reasons suggested by participants:

1. Lack of working experience
2. Lack of employment/market opportunities
3. Lack of practice in education system (skills)
4. Lack of Motivation/ Confidence
5. Family pressure
6. Low salary at young age/ambitions
7. Skills Gap
8. Disabilities'
9. "Mom's hotel" issue
10. Demand and expectations of enterprises
11. Connection between studies and vacancy opportunities
12. Lack of advice- poor career counseling
13. Lack of support programs

## 3. Youth Entrepreneurship as a tool for fighting youth unemployment

Young people are the driving force, who can push the development of economies in EaP countries into a new level, drive the innovation and even make systemic changes.

They can not only fight their own unemployment through entrepreneurial measures, but also to counteract unemployment in countries in general, by providing employability for a large sector of vulnerable groups, and not only for young people and women, but also for those, who bear most the burden of economic and social transition. For this measure, social entrepreneurship can also support tackling those and various ever-increasing issues, and the recent developments in various countries have made a push in the development of social entrepreneurship ecosystem in their countries.

Thus, supporting the development of youth and female entrepreneurship will contribute not only to the national and local socio-economic development in a sustainable way, but also reinforce demand for democratic change, as a large part of the society will be empowered

to self-realize themselves and serve both to their own, as well as to public welfare.

## 4. Steps to do for entrepreneurship

### 4.1. Develop and choose entrepreneurial ideas?

Some other tools for idea generation:



- Dreams of the childhood (see the tool in the below sections)
- Identify things that bother yourself and others
- Identifying social issues in the communities and in broader sense
- Check global trends
- Brainstorming with friends
- Check good examples, which have had success and learn from them

After identifying issues or possibilities, develop alternative solutions and entrepreneurial ideas for them. Afterwards you can choose the best solution through the following evaluation criteria:

1. Is it profitable?
2. Does the idea really solve the issue and the pain of the people?
3. Is it real enough?
4. Is it and ambitious enough?
5. Is it sustainable and responsible?
6. Is it innovative?

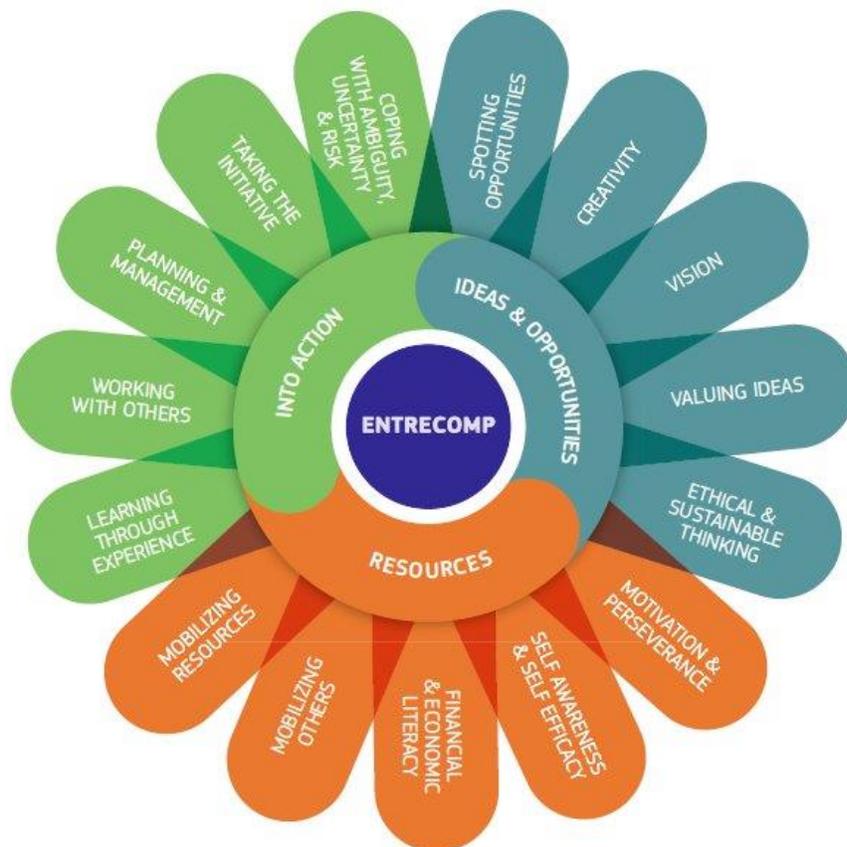
## 4.2. Learn what are the competences necessary for the entrepreneur

EntreComp: The Entrepreneurship Competence Framework.

<https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>

### Description of the framework

Developed through a mixed-methods approach, the EntreComp framework is set to become a reference de facto for any initiative aiming to foster entrepreneurial capacity of European citizens. It consists of 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence. The framework develops the 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes. The framework can be used as a basis for the development of curricula and learning activities fostering entrepreneurship as a competence. Also, it can be used for the definition of parameters to assess learners' and citizens' entrepreneurial competences.



### 4.3. Make the Learning development plan

#### Learning Development Plan (for improving competencies)

*Where do I want to be by the end of this period? What do I want to be doing?*

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

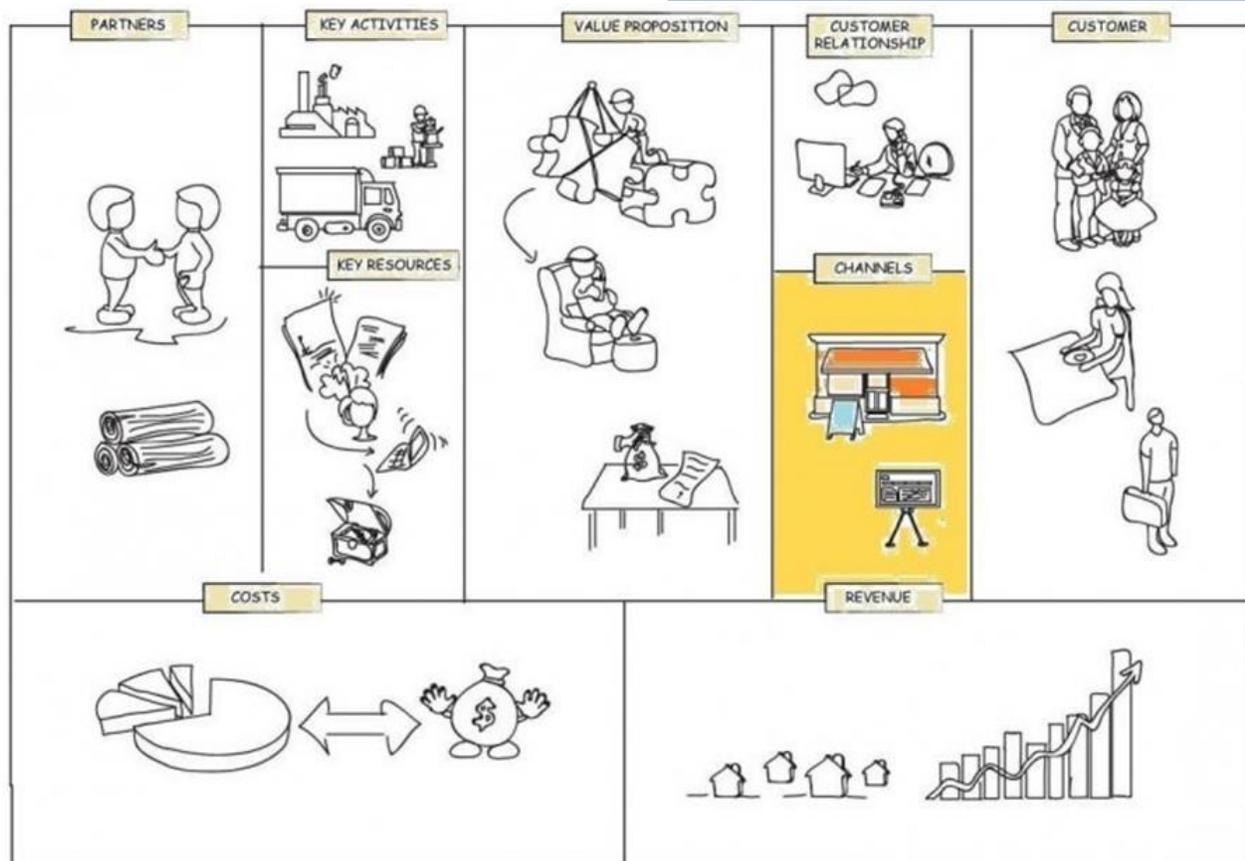
*Some ideas where you can find useful resources for developing competencies*

- Self-development
- Learning courses (e.g. English)
- Contact with people
- Videos
- Articles
- Existing resources (templates)
- Online courses
- Seminars'
- Prototypes
- Public speech
- Master's clubs
- TED's talks
- Meetings (conferences)
- Books
- Databases
- Success stories

Check in the last sections for concrete links !!!

4.4. Put your idea into business modelling. One of the best and simple tools to be used Business CANVAS model.

## Business CANVAS Model



Questions to be answered in the blocks

### Value Propositions

- ∞ What value do we deliver to the customer?
- ∞ Which one of our customer's problems are we helping to solve?
  - ∞ Which customer needs are we satisfying?
- ∞ What bundles of products and services are we offering to each Customer Segment?

### Customer Segments

- ∞ For whom are we creating value?
- ∞ Who are our most important customers?

## Channels

- ∞ For whom are we creating value?
- ∞ Who are our most important customers?
- ∞ Through which Channels do our Customer Segments want to be reached?
  - ∞ How are we reaching them now?
  - ∞ How are our Channels integrated?
- ∞ Which ones work best? Which ones are most cost-efficient?
- ∞ How are we integrating them with customer routines?

## Customer relationship

- ∞ What type of relationship does each of our Customer Segments expect us to establish and maintain with them?
  - ∞ Which ones have we established? How costly are they?
- ∞ How are they integrated with the rest of our business model?

## Revenue streams

- ∞ For what value are our customers really willing to pay?
- ∞ For what do they currently pay? How are they currently paying?
  - ∞ How would they prefer to pay?
- ∞ How much does each Revenue Stream contribute to overall revenues?

## Key resources

- ∞ What Key Resources do our Value Propositions require?
- ∞ Our Distribution Channels? Customer Relationships? Revenue Streams?

## Key activities

- ∞ What Key Activities do our Value Propositions require?
- ∞ Our Distribution Channels? Customer Relationships?
  - ∞ Revenue streams?

## Key partnerships

- ∞ Who are our Key Partners? Who are our key suppliers?
- ∞ Which Key Resources are we acquiring from partners?
  - ∞ Which Key Activities do partners perform?

## Cost structure

- ∞ What are the most important costs inherent in our business model?
  - ∞ Which Key Resources are most expensive?
  - ∞ Which Key Activities are most expensive?

For more details, check the following book: **"Business. Model. Generation. A Handbook for Visionaries, Game Changers, and Challengers"**.

[http://alvarestech.com/temp/PDP2011/pdf/Business%20Model%20Generation%20\(1\).pdf](http://alvarestech.com/temp/PDP2011/pdf/Business%20Model%20Generation%20(1).pdf)

## 4.5. Check new trends in entrepreneurship

# Women entrepreneurship

#InWent  
Innovative women entrepreneurship



WE



THE WOOD MAG

## CASE STUDY OF ARMENIA

### Infographics

- According to statistic data, 55% of women and 73% of men are economically active in Armenia. When it comes to the analysis of women as entrepreneurs the statistical data refers to 32% of women as registered owners of enterprises. It seems to be common practice that men often register their wives and daughters as owners due to the fact that they have either already registered another business themselves or to reduce the risks of debt payments due to the low income and financial reserves of the wife. Additionally there is an incentive to register a female business if funds are available for women. This is especially related to donor programs.
- National studies thus provide estimations through rather counting the enterprises where women are not only the owner of the business but also managing the same. The studies accordingly mention 13% of real female business

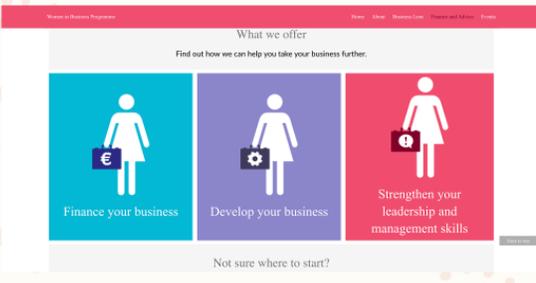
### Areas of existing and new female businesses in Armenia

- According to existing data women are mainly active as entrepreneurs in areas with low barriers of entry, where it is easy to duplicate businesses, often with a lack of long-term competitiveness, low specialization and within already saturated markets.

**Specific fields of female businesses**

- In services like beauty salon, repair/tailoring, catering, design center, gym, educational services, etc.
- In trade like food, household items, clothing, resale of cosmetics, hygienic products, etc.
- In agriculture like cattle-breeding, Horticulture, Cultivation of vegetable crops, small number of food processing, etc.
- In production like clothing, confectionery, bakery

### EBRD Women in Business



Not sure where to start?

### EU4Business-SMEDA



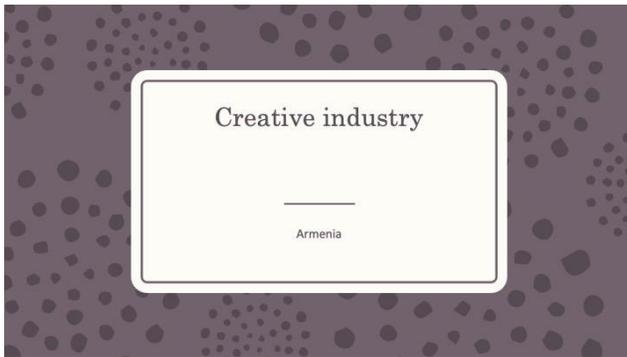
### EU4Business-SMEDA



### Women entrepreneurs network

- Women Entrepreneurs Network has been established within the project "Developing Women Entrepreneurship in Armenia". The project is implemented by Armenian Young Women's Association, with the support of U.S. Embassy in Armenia.
- "Developing Women Entrepreneurship in Armenia" project is promoting women economic participation in Armenia through the establishment of the Women Entrepreneurs Network. As well, the project aims to underline the importance of women economic participation for Armenia and build strong relationships amongst women entrepreneurs throughout Armenia.
- Women Entrepreneurs Network gathers women entrepreneurs from different regions of the Republic of Armenia. AYWA is the Armenia country representative in the World Association of Women Entrepreneurs (ECCW).
- "Developing Women Entrepreneurship in Armenia" project components are:
  - Establishment of Female Entrepreneurship Ambassadors Institute;
  - Discussions, seminars, trainings;
  - Contests;
  - Women entrepreneurs' mentorship program;
  - [www.businesswoman.am](http://www.businesswoman.am) – the website of women entrepreneurs network in Armenia.

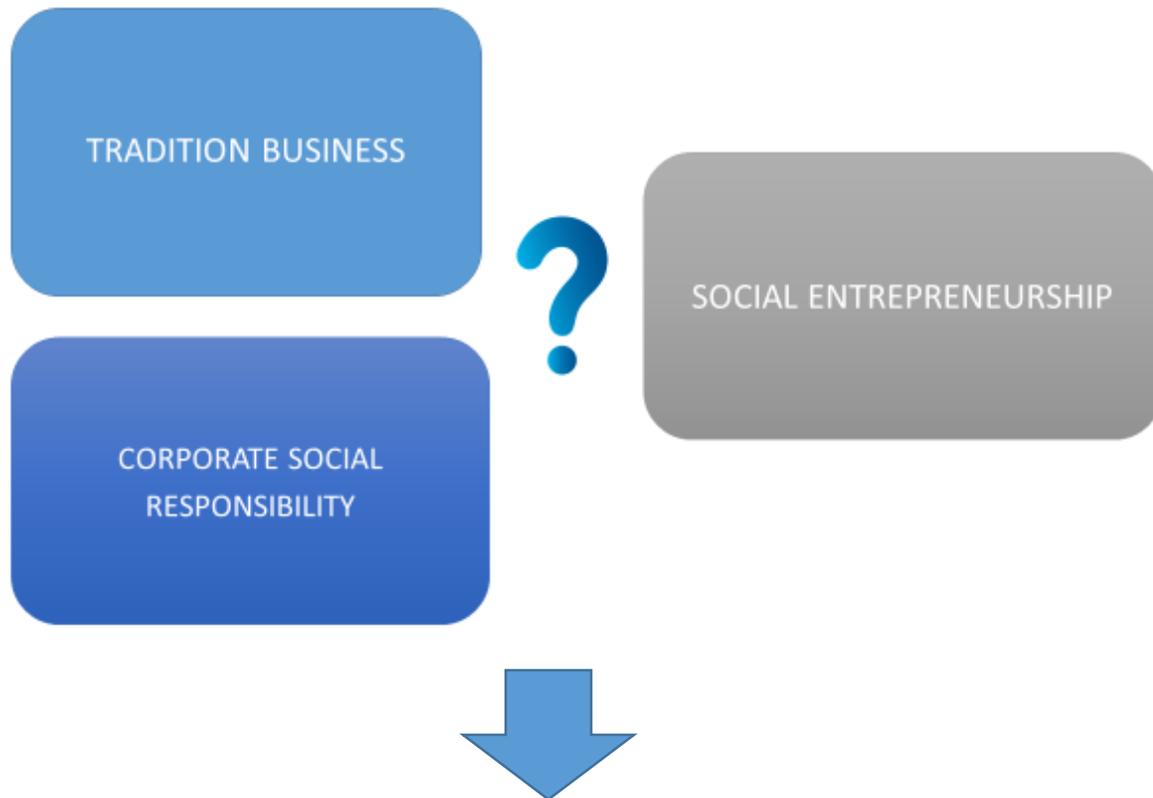
# Creative Industry



# Digital Businesses



# Social Entrepreneurship



## Problem of definition

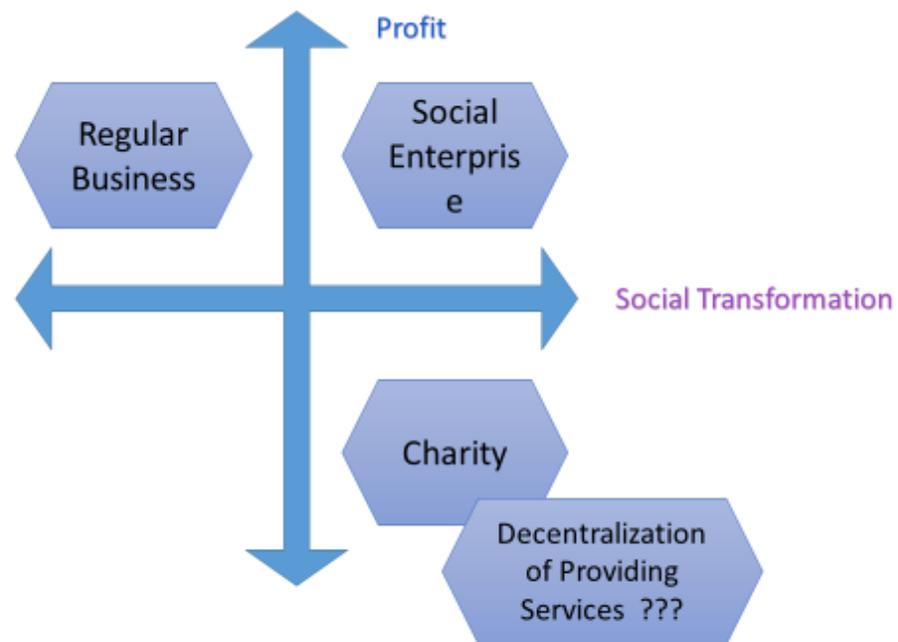
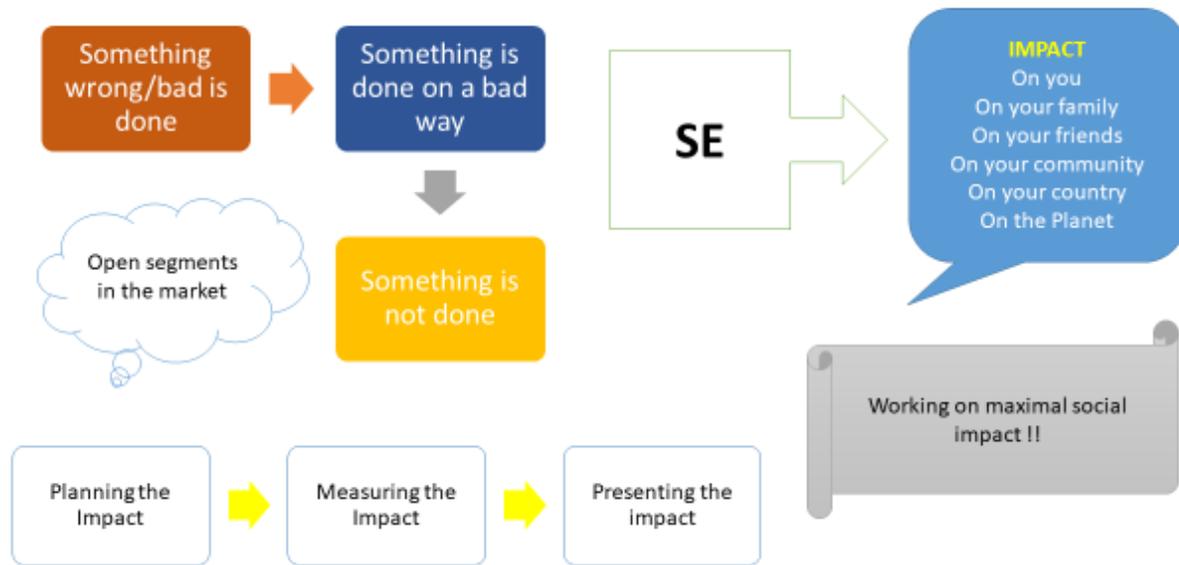
- Although it is a long while the concept is under discussion still **no common definition** accepted by all actors
- **100.000 definitions** starting from "APPLE as Social Enterprise"  
Finishing with very narrow definitions

### OUR DEFINITION:

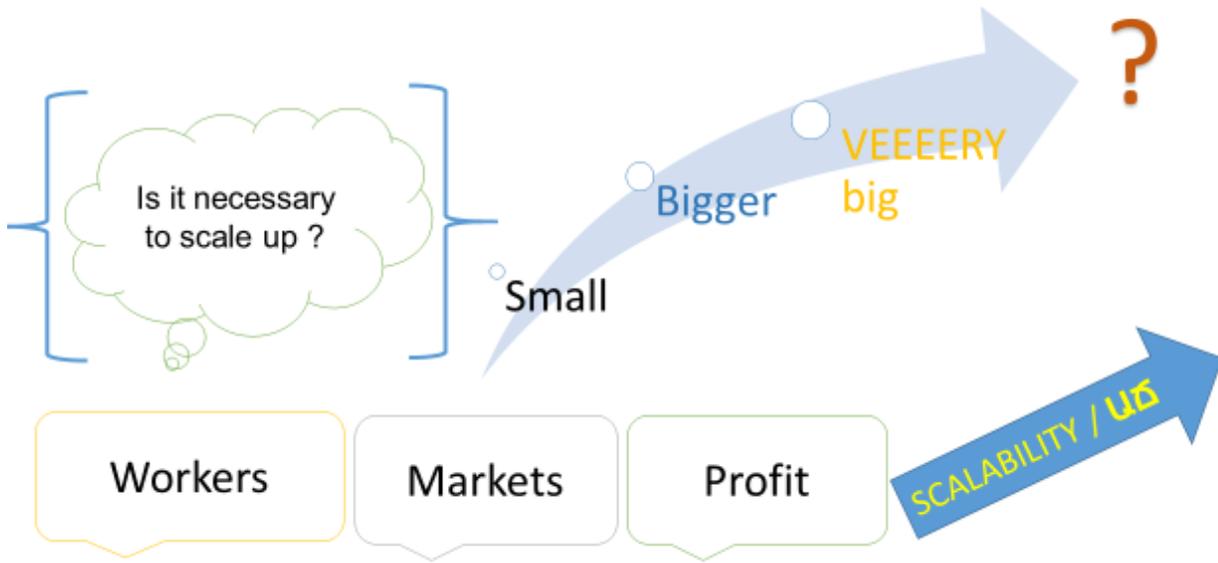
*"Social entrepreneurship is an entrepreneurial activity, which puts the solution of a social problem at the core of its business model, and which dedicates most of its profit to positive social transformation and solution of social challenges"*

CHANGING THE SYSTEMS

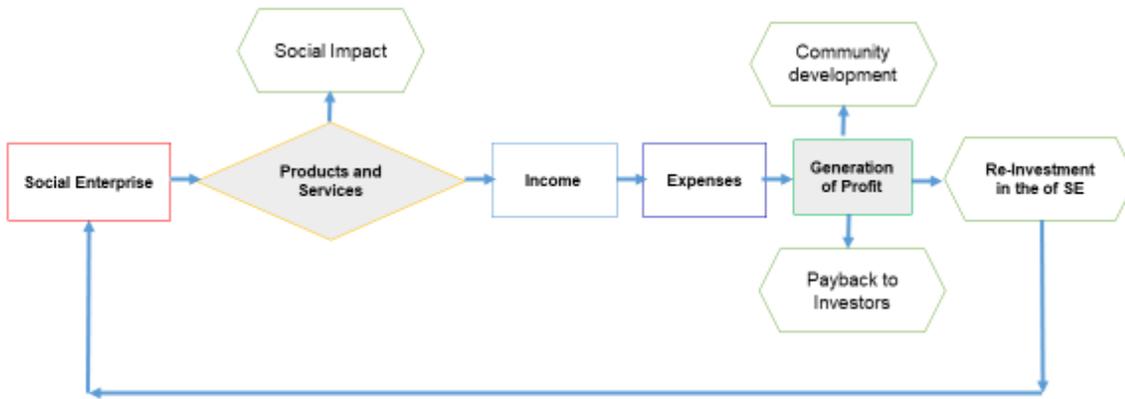
# SOCIAL IMPACT



# Scalability and Replicability



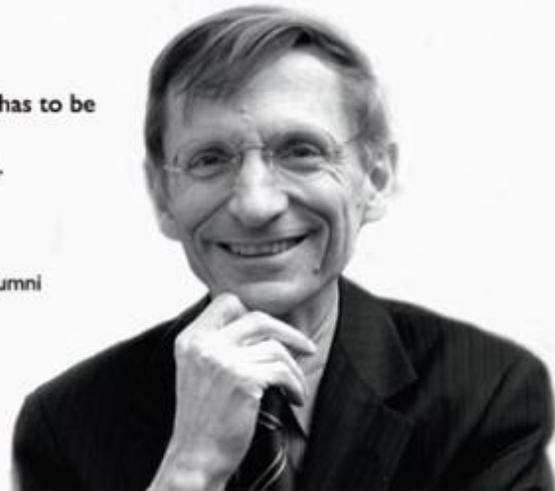
## Model of Functioning



# Value Capsule



"We want the world to see that it has to be a changemaker world. Everyone is a changemaker. That's very radical."  
- Bill Drayton,  
Ashoka CEO and  
one of Harvard's 100 Influential Alumni



**ASHOKA**

*Everyone A Changemaker™*

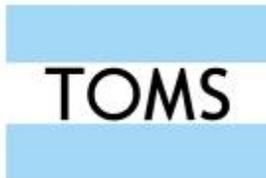
4.6. Look for good examples to get inspired, learn from their successes and failures



Young people should think in a different way - they should be job givers not job seeker.



MUHAMMAD YUNUS



One for One

10+ million shoes

200,000  
Eye surgeries

\$625+ million value



Blake Mycoskie

Other similar ideas afterwards

- T-Shirts
- Eyeglass
- Soap
- Coffee
- Stationary



# Tumo Creative Technology center

[www.tumo.org](http://www.tumo.org)

TUMO is a new kind of educational experience at the intersection of technology and design. At TUMO, teens learn because they want to. They're given the tools and knowhow they need to reach their maximum potential, and they chart their own learning path through hands-on activities, workshops and projects.

<https://www.youtube.com/watch?v=3ZWHji7PteM>



38 projects + 22,000\$ investments



## Success stories LOOM Weaving

- The production of knitted garments and carpets is growing in Armenia, drawing inspiration from the traditions of generations and from elaborate patterns of dragons and eagles that reflect the rich history and culture of Armenia. One producer of knitted garments - LOOM Weaving - thanks to assistance provided by the European Union, has not only developed its own style that is feminine, national, unique, modern and at the same time traditional, but also expanded its business beyond the borders of Armenia to the EU, U.S. and Russia.

- <https://www.facebook.com/loomweaving/videos/1944782309073387/?t=30>



## Success stories Kara silver

- The art boutique «KARA» is the only specialized salon in Armenia where author's silver pieces of art in combination with precious and semi-precious gems, enamel, leather, bone, wood are available.
- The opening of «KARA» had become essential and took place in August 2008 in Yerevan thanks to Karine Avetisyan, an experienced silver jewellery master.
- The boutique assortment includes more than 400 items of author's works created by the sketches of such a well-known designer-jeweller as Nur and some other distinctive masters.
- There have been presented the most various trends of jewellery art: classical and avant-guard, eclectic and vintage.
- Our products are for those who prefer designers' ideas to bright brands, trust their taste more than to famous well-known logos, and are real judges but not victims of fashion.



## Success stories ARMAS WINES

- ArmAs strives to be a place where the aspects of joyful and meaningful living come together – history, culture, celebrations, and achievements. The possibilities for growth and expansion at the ArmAs Estate are continuous and many fold. Production, edification and education, charity and development, intended for the ArmAs team, our community, and the contemporary culture we strive to enhance, in honor of the rich one we have inherited.

<https://www.youtube.com/watch?v=cYJRrIH3zgl>





Funded under the EU4Business Initiative of the European Union

# European Union supporting community development through social entrepreneurship in Armenia

**10 Social Enterprises in 5 regions of Armenia**

**1. Gegharkunik: "Agripreneur" (Agripreneur) "Agripreneur" with Social Enterprise "Agripreneur"**

**2. Gegharkunik: "Agripreneur" (Agripreneur) "Agripreneur" with Social Enterprise "Agripreneur"**

**3. Gegharkunik: "Agripreneur" (Agripreneur) "Agripreneur" with Social Enterprise "Agripreneur"**

**4. Gegharkunik: "Agripreneur" (Agripreneur) "Agripreneur" with Social Enterprise "Agripreneur"**

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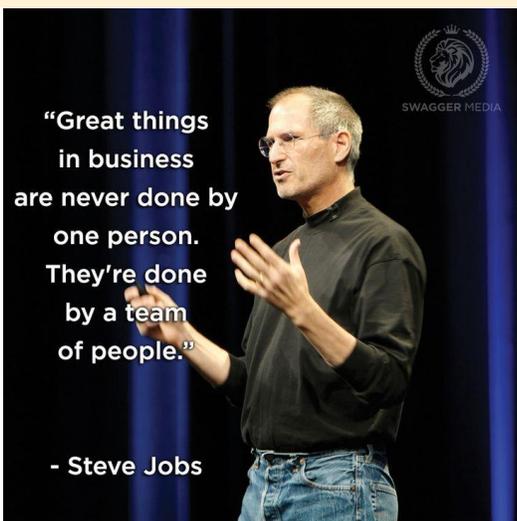
**9. Gegharkunik: "Agripreneur" (Agripreneur) "Agripreneur" with Social Enterprise "Agripreneur"**

**10. Gegharkunik: "Agripreneur" (Agripreneur) "Agripreneur" with Social Enterprise "Agripreneur"**

**SOCIAL ENTREPRENEURSHIP**

Social entrepreneurship is an entrepreneurial activity, which puts the solution of different social problems at the core of its business model, and which dedicates most of its profit to positive social transformation and solution of social challenges.

## 4.7. Look for your team



“ Coming together is a beginning, staying together is progress, and working together is success.

– Henry Ford

“ Talent wins games, but teamwork and intelligence win championships.

– Michael Jordan

## 4.8. Look for funding

### INVESTMENTS

Income in the future or later selling at a higher price for a profit.

#### VENTURE CAPITALIST

Return on their investments

### ANGEL INVESTOR



Involvement for Support

## Impact investments

Impact investments are investments made into companies, organizations, and funds with the intention to generate **social** and **environmental impact** alongside a **financial return**.



# INTERNATIONAL OPPORTUNITIES



# CROWDFUNDING



[WATCH](#)



[WATCH](#)



2000+ websites local and global

<https://www.indiegogo.com/projects/social-entrepreneurship-for-community-development#/>

# kiva Kiva Direct-to-Social Enterprise

Amount of loan: \$10,000-\$50,000 USD

Timeframe: 12 month maximum  
(18 in unique cases)

Benefits
0% Interest loan
No fees
No collateral/guarantor
Flexible repayment schedule

[www.kiva.org](http://www.kiva.org)

## OTHER examples



VOLT.AM

One of the best marketing specialist in Armenia as their worker



100 people 1,000\$ investment each, unity– big results



Ownership in the organization for the work done as a partner



## Mobilization of personal resources

### Exercise

- Investments personally from you
- 10 persons, who will provide 100 euro for your enterprise
- 5 persons, who will provide 500 euro for 3 years
- 1 person, who will give 2000 euro for 3 years
- 2 persons, who will be interested to invest 5000-10,000 euro for 10-30 % of share in your enterprise
- 5 persons, who will provide space for office for 3 years
- 10 persons, who will provide free consultancy in different fields (lawyer, accountant, business trainer, marketing specialist etc.)

## 5. TOOLS TO PROMOTE ENTREPRENEURIAL COMPETENCIES AND MINDSET IN YOUTH WORK

<b>Name of the tool</b>
<b>1. “Dreams of our childhood”</b>
<b>Aims and objectives of the tool</b>
<p><b>Generating ideas from the dreams of childhood</b>          Creative workshop on Basic Needs, during which participant at first go back to the dreams they had during childhood, afterwards reflect to the present to see the difference between their dreams and their current reality. Then they reflect on what needs did they want to solve in themselves and society.</p>
<b>Step-by-step instruction (indicating time of each step)</b>
<ul style="list-style-type: none"> <li>• 30 min find a place and return to your childhood to draw your childhood dreams, (only drawings no writing)</li> <li>• Short input on the importance of childhood energies... Under each dream there are some basic need for you or for the others... 15 min to identify 1-3 basic needs hidden under each dream...</li> <li>• What do you do now? On what you spend most of your energy? What are basic needs behind this activities... 15 min</li> <li>• Comparing the childhood scheme and the one that operates now</li> <li>• Break</li> <li>• Short input on alternatives... Rating of the list of basic needs identified from childhood dreams, picking 2 top ones and developing at least 3 business ideas that would satisfy those needs... 10-15 min</li> <li>• Developing etalon state based on the prevailing sense... outdoor?</li> <li>• Rating from 1-10 of the at least 6 business ideas where 1 is the one that is absolutely not matching with the etalon... and 10 which is very much matching and leading to the etalon state...</li> <li>• Sum-up on the meaning of the activity... profit oriented or self-realization-oriented.</li> </ul>
<b>Group size</b>
Up to 30
<b>Time</b>
2-3 sessions of 1.5 hour
<b>Materials needed</b>
Colored A4 papers, painting equipment or colored pencils

<b>Title of the activity</b>	2. “WordCloud Exercise on Entrepreneurship”
<b>Learning objectives</b>	To create a space for reflection on the concept of entrepreneurship and a base for further discussion on the topic. To synchronize the visions of participants on the perception of entrepreneurship and to bring forth differences and similarities in their understandings of this concept
<b>Description of methods and timing</b>	<ol style="list-style-type: none"> <li>1. Introduction to the exercise and the notion of the word cloud. Introduction of possible automated tools of generating word clouds. – 10 min</li> <li>2. Participants are asked to work individually using the templates disseminated to them generating at least 30 random words associated with the term entrepreneurship (see template below) – 10 min</li> <li>3. After generating their individual lists participants are separated into small groups where they read out their lists and in case of matching of the words with the ones written by other participants put a mark in their individual templates’ appropriate section. – 15 min</li> <li>4. After reading out all the words and calculating the repeating words participants are asked to draw a Word Cloud Putting a big word ENTREPRENEURSHIP in the center and the top 5 words with maximum amount of matchings in a biggest font size, than the next top 10 matchings on a medium font size and the rest of the words in a smaller font size – 10 min</li> <li>5. The generated word clouds are discussed in the small groups than they are brought to the plenary for general discussion, where the similarities and differences amongst the groups are also discussed. – 45 min</li> </ol>
<b>Requested materials and publications</b>	Flipcharts, Markers Printed Template for individual reflection according to the number of participants

## *TEMPLATE FOR THE EXERCISE*

### WordCloudExercise onENTREPRENEURSHIP (instructions)

Please write in the form below your associations (one word each) with the word ENTREPRENEURSHIP. You should generate at least 30 associations. If more than better ☐ !!!

ASSOCIATION WORD	MATCHING WITH THE OTHERS	ASSOCIATION WORD	MATCHING WITH THE OTHERS
1		21	
2		22	
3		23	

4		24	
5		25	
6		26	
7		27	
8		28	
9		29	
10		30	
11		31	
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	
20		40	

More associations?  ...

In your small group start from somebody and read out the list of this guy. The others mark in their lists if the words of the list match with the one they have written in their words. Please put a small mark like this X or this I in the appropriate box in your form which is called "MATCHING WITH THE OTHERS". When the first one finishes the next person in the group reads out ALL his words and again the others mark if there are matching words in their list.

When the whole groups will read their lists and marked the matchings, please go to the following points:

1. Identify the TOP 5 words that has the most of the matching's (top 5 matching)
2. Then the next 10 (other than the Top 5), which has the biggest amount of matching (medium matching)

# big

Please write your TOP 5 on the big flipchart with a rather

# font

randomly.

Please write the next 10 matching words in a **medium large font** randomly.

And then write the other words in **a normal font** randomly. At the end you will receive your nice word cloud something similar to this:



YOU ARE DONE ☐ CONGRATULATIONS !

<b>Name of the tool</b>
<b>3. <i>House of Commons</i></b>
<b>Aims and objectives of the tool</b>
To come up with solution through debating.
<b>Step-by-step instruction (indicating time of each step)</b>
<ul style="list-style-type: none"> <li>• Dividing into groups</li> <li>• Giving a hot topic on social entrepreneurship (e.g. a person has to think of his own needs vs a person should think about others and be other-oriented). If there are 2 groups, one group examines positive side of an issue, the other negative part (usually 20 minutes for writing arguments)</li> <li>• Debating: two lines opposite each other (two groups) and one by one, with no interrupting, they say one fact. It also can be audience, who is not participating. They vote for the group, who has stronger arguments.</li> </ul>
<b>Group size</b>
Rather flexible, but one group should not be more than 6
<b>Time</b>
20 min of searching for facts + 20 min of debating (40 min in total)
<b>Materials needed</b>
Paper, pens, chairs
<b>Debriefing (1. Exact questions to ask in the end of the activity and 2. How long does it take)</b>
Summarizing, Evaluation

## TOOLS TO PROMOTE ENTREPRENEURIAL COMPETENCIES AND MINDSET IN YOUTH WORK

<b>Name of the tool</b>
<b>4. <i>Case studies of successful entrepreneurs</i></b>
<b>Aims and objectives of the tool</b>

To show successful entrepreneurs stories, to educate and inspire young people for self-development and entrepreneurship.  
To show other peoples' challenges and how they overcome them.

**Step-by-step instruction (indicating time of each step)**

- Researching successful entrepreneurs, collecting the most effective information
- Introduction of the activity (10 minutes)
- Asking participants who inspires them and why (10 min)
- Sharing circle (20-30 min)
- Watching first video (5-10 min)
- Discussion of the video (10-20 min)
- Watching 2<sup>nd</sup> video (10-20 min), e.g. of Oprah Winfrey
- Discuss video (20-20 min)

**Target group**

Young people (16-30)

**Group size**

15

**Time**

2 hours

**Materials needed**

- Equipment to present the videos

**Debriefing (1. Exact questions to ask in the end of the activity and 2. How long does it take)**

- Which story/video did you connect most with and why?
- What have you learnt?
- Do you feel more confident to overcome challenge in career/personal life?

**Learning outcomes for participants**

- Realizing that mistakes/challenges/failures are a great way to improve and reach success.

## TOOLS TO PROMOTE ENTREPRENEURIAL COMPETENCIES AND MINDSET IN YOUTH WORK

<b>Name of the tool</b>
<b>5. <i>Competition of entrepreneurial ideas</i></b>
<b>Aims and objectives of the tool</b>
<p>Improve the low valued ideas.          Support financially and practically the implementation of the idea.</p>
<b>Step-by-step instruction (indicating time of each step)</b>
<ul style="list-style-type: none"> <li>• Application of the idea (simple questions, e.g. description of the idea, which is aimed for (customer) who (need), the (product) is a (description) that (benefit) unlike (competition), our (differentiation)</li> <li>• Accent the top 20, 3 day training and idea presentation, the successful entrepreneurs would assess and choose the top 3</li> <li>• Finalist of each city will go to the capital and take part in multi-city competition, based on which the top 3 will receive financial support, top 5 will take part in international visit (e.g. to Silicon Valle, visiting enterprises etc.),</li> </ul>
<b>Target group</b>
Youth entrepreneurs with a business or start up vision who need support
<b>Group size</b>
<ul style="list-style-type: none"> <li>• 4 cities, 32 participants from each – overall 128 people</li> <li>• 2 representatives, organizers</li> <li>• 12 mentors</li> <li>• 2 trainers</li> <li>• Volunteers</li> </ul> <p>Specialists in entrepreneurship (judges) and who can provide afterwards support as well</p>
<b>Time</b>
3-4 month
<b>Materials needed</b>
<ul style="list-style-type: none"> <li>• Space, building to organize the event</li> <li>• Financial support</li> </ul>
<b>Learning outcomes for participants</b>
Presentation skills, Entrepreneurial skills, networking, mentoring and guiding, support in implementation.

## TOOLS TO PROMOTE ENTREPRENEURIAL COMPETENCIES AND MINDSET IN YOUTH WORK

<b>Name of the tool</b>
<b>6. <i>FuckUp Nights</i></b>
<b>Aims and objectives of the tool</b>
To learn how failure can help oneself and why should one not get depressed of it but to use it as an opportunity to grow and develop.
<b>Step-by-step instruction (indicating time of each step)</b>
<ul style="list-style-type: none"> <li>• Online ticket buying system (e.g. <a href="http://www.eventbrite.com">www.eventbrite.com</a> )</li> <li>• Communicating with entrepreneurs who will share their experience</li> <li>• 20 minutes' presentation one by one, in total 3-6 speeches by each entrepreneur</li> </ul>
<b>Target group</b>
Interested people in entrepreneurship and prospective entrepreneurs.
<b>Group size</b>
20-50 people depending on the space
<b>Time</b>
2 hours
<b>Materials needed</b>

## TOOLS TO PROMOTE ENTREPRENEURIAL COMPETENCIES AND MINDSET IN YOUTH WORK

<b>Name of the tool</b>
<b>7. <i>How to start your enterprise</i></b>
<b>Aims and objectives of the tool</b>
To deliver basic knowledge to young people, who want to become entrepreneurs. Objectives: 1. "Entrepreneurship literacy", 2. "Why", "What", "How"
<b>Step-by-step instruction (indicating time of each step)</b>

1. Seminar – introduction session (1 day)
2. Examples of successful entrepreneurs – Study tours (2 day)
3. Ideas market session (1 day)
4. Practical session: “My first business plan” (2 days)
5. MELT sessions: Marketing, Economic, Law, Technology (4 day)
6. Networking: “How to convince you are worth it?” (2 day)

**3a Ideas development (practical approach)**

**Target group**

Young people, who are prospective entrepreneurs

**Group size**

25

**Time**

12 days

**Materials needed**

1. Flipchart
2. Laptop, projector
3. Conference room
4. Stationary
5. Food, drinks
6. Gadgets
7. Guidelines for business plan

**Debriefing (1. Exact questions to ask in the end of the activity and 2. How long does it take)**

1. What new information did you know?
2. Did you change your mindset?
3. Where are you able to find gap in the market that cover your interest?

**Learning outcomes for participants**

1. Increase self-awareness, self-development
2. More confident about what do one wants to do
3. Be able to think like entrepreneurs
4. Courage to change / begin something new

## TOOLS TO PROMOTE ENTREPRENEURIAL COMPETENCIES AND MINDSET IN YOUTH WORK

<b>Name of the tool</b>
<h1>8. <i>Elevator Pitch</i></h1>
<b>Description</b>
<b>Elevator Pitch</b> is a clear, brief message or “commercial” about you. It communicates who you are, what you are looking for and how you can benefit a company or organization. It’s typically about 30 seconds, considering the situation that you can imagine: “You are in an elevator, with a person (investor, influential person etc.) and you have just 30-40 seconds from the top of the building to come down to the 1 <sup>st</sup> floor with that person, and use that time for selling yourself, your idea and to receive interest for supporting you”.
<b>Step-by-step instruction (indicating time of each step)</b>
<p><b>Develop 80-90 Words approximately</b></p> <ul style="list-style-type: none"> <li>- About you</li> <li>- What do you offer</li> <li>- What are the benefits</li> <li>- How do you do it</li> <li>- Test it with another people</li> <li>- Memorize it</li> </ul>
<b>Target group</b>
Anyone offering a product or service, or have an idea
<b>Group size</b>
Group work, 3-4 people per group, afterwards presenting to a larger group
<b>Time</b>
30 min
<b>Materials needed</b>
Paper, pen
<b>Debriefing (1. Exact questions to ask in the end of the activity and 2. How long does it take)</b>
<ul style="list-style-type: none"> <li>- What did you find difficult?</li> <li>- What kind of other situation you could apply this experience in?</li> <li>- What do you think makes the perfect speech?</li> <li>- What would you improve?</li> </ul>
<b>Learning outcomes for participants</b>
Ability to clearly and effectively present oneself and one’s business idea to anyone in a short space of time.

## 6. Learning and Development sources

### 6.1. Movies/videos to watch

#### 1. The Pursuit of Happyness (2006)

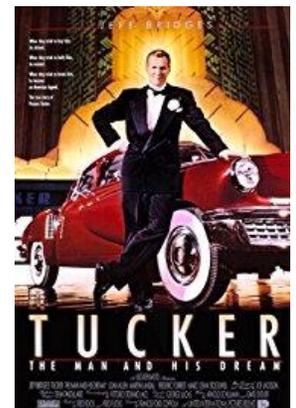
Based on the true story Chris Gardner is a bright and talented, but marginally employed salesman. Struggling to make ends meet, Gardner finds himself and his five-year-old son evicted from their San Francisco apartment with nowhere to go. When Gardner lands an internship at a prestigious stock brokerage firm, he and his son endure many hardships, including living in shelters, in pursuit of his dream of a better life for the two of them.



<https://www.imdb.com/title/tt0454921/?ref =nv sr 1>

#### 2. Tucker: The Man and His Dream (1988)

The story of Preston Tucker, the maverick car designer and his ill-fated challenge to the auto industry with his revolutionary car concept.



<https://www.imdb.com/title/tt0096316/?ref =nv sr 1>

#### 3. Coco Before Chanel (2009)

The story of Coco Chanel's rise from obscure beginnings to the heights of the fashion world.

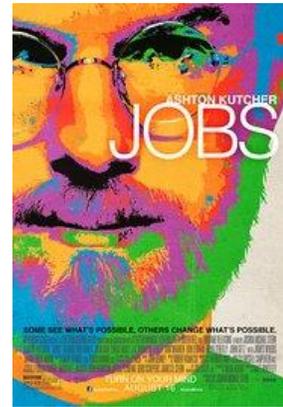
<https://www.imdb.com/title/tt1035736/?ref =nv sr 1>



## 4. Jobs (2013)

The story of Steve Jobs' ascension from college dropout into one of the most revered creative entrepreneurs of the 20th century.

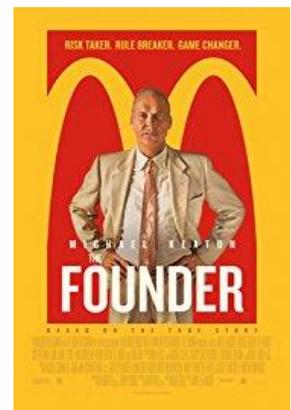
[https://www.imdb.com/title/tt2357129/?ref=fn\\_al\\_tt\\_2](https://www.imdb.com/title/tt2357129/?ref=fn_al_tt_2)



## 5. The Founder (2016)

The story of Ray Kroc, a salesman who turned two brothers' innovative fast food eatery, McDonald's, into the biggest restaurant business in the world, with a combination on of ambition, persistence, and ruthlessness.

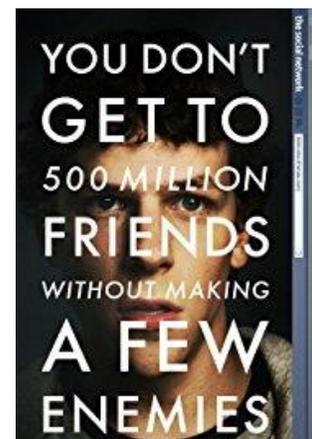
[https://www.imdb.com/title/tt4276820/?ref=nv\\_sr\\_1](https://www.imdb.com/title/tt4276820/?ref=nv_sr_1)



## 6. The Social Network (2010)

Harvard student Mark Zuckerberg creates the social networking site that would become known as Facebook, but is later sued by two brothers who claimed he stole their idea, and the co-founder who was later squeezed out of the business.

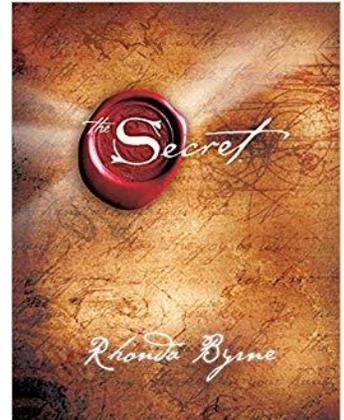
[https://www.imdb.com/title/tt1285016/?ref=nv\\_sr\\_1](https://www.imdb.com/title/tt1285016/?ref=nv_sr_1)



## 7. The Secret

In this documentary film, leading scientists, authors, doctors, and philosophers reveal the great Secret that has transformed the lives of all those willing to live it. This is The Secret to joy, health, money, relationships, love, happiness.

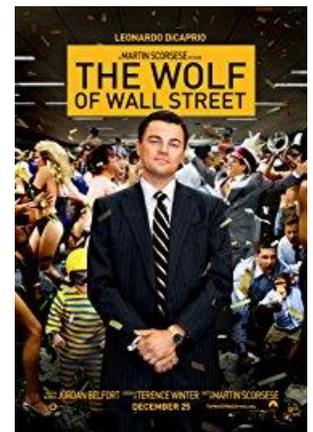
<https://www.youtube.com/watch?v=jTGZQgdr0ag>



## 8. The Wolf of Wall Street (2013)

Based on the true story of [Jordan Belfort](#), from his rise to a wealthy stock-broker living the high life to his fall involving crime, corruption and the federal government.

<https://www.imdb.com/title/tt0993846/>



## 9. Enron: The Smartest Guys in the Room (2005)

A documentary about the Enron corporation, its faulty and corrupt business practices, and how they led to its fall.

<https://www.imdb.com/title/tt1016268/?ref =nv sr 1>



## 10. Silicon Valley (2005)

A group of young men break into a Silicon Valley business and have to face the ramifications of their choices.

<https://www.imdb.com/title/tt0403503/>

## 11. Startup.com (2001)

Startup.com is a 2001 documentary film that examines the rise and fall of the real-life startup GovWorks that raised \$60 million. It's good viewing to better understand the boom and bust of the dotcom period and serves as a cautionary tale on how friendships can easily be threatened by business partnerships.

Topics covered include finance for entrepreneurs, capital raising, growth management, entrepreneurship skills, team building and management skills.

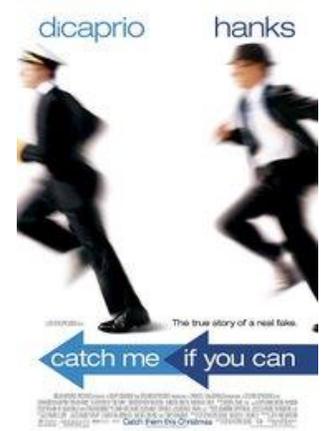


[https://www.imdb.com/title/tt0256408/?ref=fn\\_al\\_tt\\_1](https://www.imdb.com/title/tt0256408/?ref=fn_al_tt_1)

## 12. Catch Me If You Can (2002)

A seasoned FBI agent pursues Frank Abagnale Jr. who, before his 19th birthday, successfully forged millions of dollars' worth of checks while posing as a Pan Am pilot, a doctor, and a legal prosecutor.

[https://www.imdb.com/title/tt0264464/?ref=nv\\_sr\\_1](https://www.imdb.com/title/tt0264464/?ref=nv_sr_1)



### 13. Wall Street (1987)

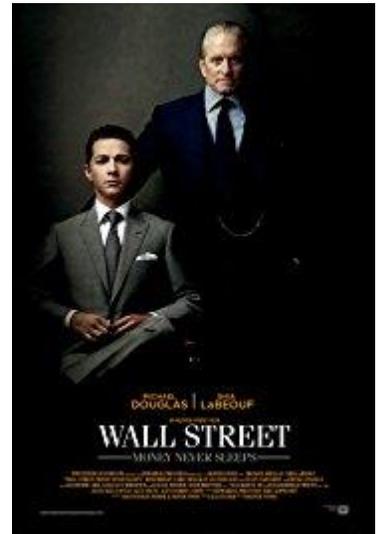
### 14. Wall Street: Money Never Sleeps (2010)

A young and impatient stockbroker is willing to do anything to get to the top, including trading on illegal inside information taken through a ruthless and greedy corporate raider who takes the youth under his wing.

[https://www.imdb.com/title/tt0094291/?ref=fn\\_al\\_tt\\_1](https://www.imdb.com/title/tt0094291/?ref=fn_al_tt_1)

Now out of prison but still disgraced by his peers, Gordon Gekko works his future son-in-law, an idealistic stock broker, when he sees an opportunity to take down a Wall Street enemy and rebuild his empire.

[https://www.imdb.com/title/tt1027718/?ref=fn\\_al\\_tt\\_2](https://www.imdb.com/title/tt1027718/?ref=fn_al_tt_2)



### 15. Erin Brockovich

An unemployed single mother becomes a legal assistant and almost single-handedly brings down a California power company accused of polluting a city's water supply. Based on a true story.

[https://www.imdb.com/title/tt0195685/?ref=nv\\_sr\\_1](https://www.imdb.com/title/tt0195685/?ref=nv_sr_1)



### 16. Undercover Boss (TV series)

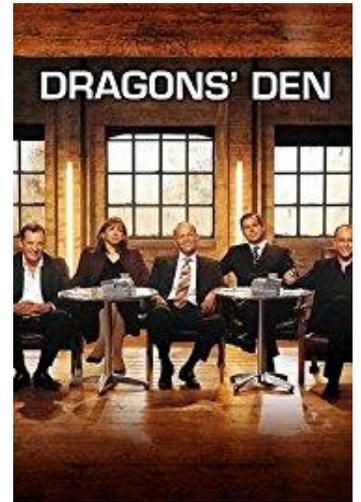
Bosses of chain businesses go undercover to their own stores in various locations and various jobs around the store and interact with the employees. Depending on the employee's impression, it will prove to the boss how important the job is to them.

[https://www.imdb.com/title/tt1442553/?ref=nv\\_sr\\_1](https://www.imdb.com/title/tt1442553/?ref=nv_sr_1)



## 17. Dragons' Den (TV series)

Budding entrepreneurs, inventors and small businessmen (and women) pitch their ideas to the five "dragons" - real-life business leaders and millionaires, with real cash to invest in the companies they feel will make it. Each 'contestant' must convince the 'dragons' to part with thousands of pounds to make their dreams a reality.

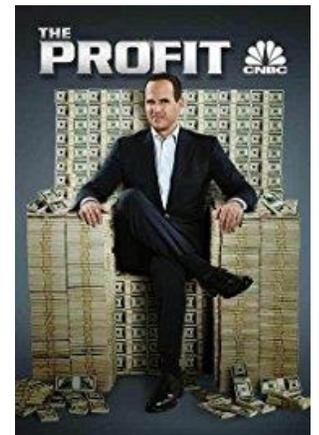


[https://www.imdb.com/title/tt0443370/plotsummary?ref=tt\\_ov\\_pl](https://www.imdb.com/title/tt0443370/plotsummary?ref=tt_ov_pl)

## 18. The Profit (TV series)

Marcus Lemonis is a successful businessman who saves failing businesses with his knowledge and his own \$2-million-dollar fund.

[https://www.imdb.com/title/tt3080030/?ref=mv\\_sr\\_1](https://www.imdb.com/title/tt3080030/?ref=mv_sr_1)



## 6.2. WEBSITES FOR READING ARTICLES ON BUSINESS/ENTREPRENEURSHIP

**BUSINESS  
INSIDER**

[www.businessinsider.com](http://www.businessinsider.com)

**Forbes**

[www.forbes.com](http://www.forbes.com)

<https://www.goalcast.com/>



[YOUTUBE Channel](#)



**Harvard  
Business  
Review**

<https://hbr.org/>

**WORLD  
ECONOMIC  
FORUM**

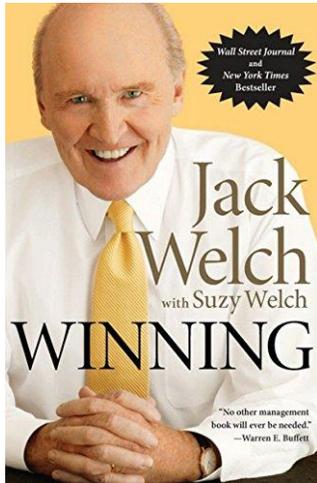
<https://www.weforum.org/>

**Inc.**

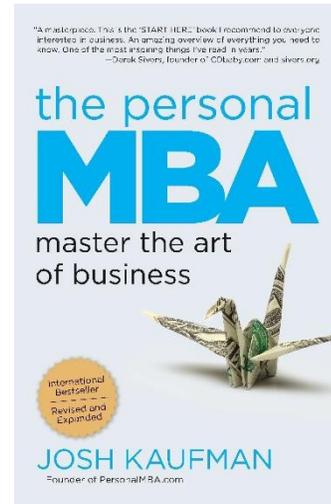
[www.inc.com](http://www.inc.com)

# 6.3. BOOKS TO READ

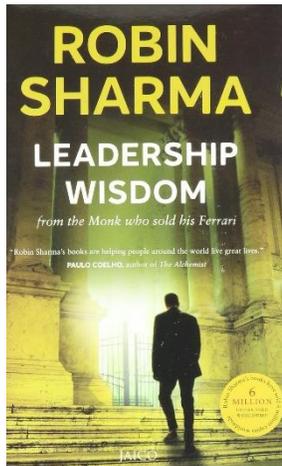
“WINNING” by Jack Welch with Suzy Welch



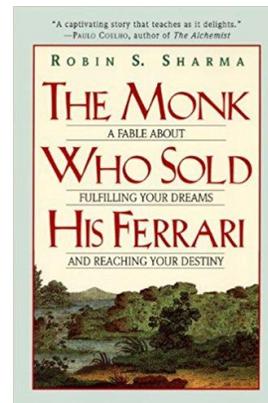
“The personal MBA” by Josh Kaufman



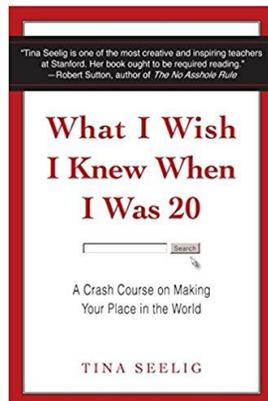
“Leadership Wisdom” by Robin Sharma



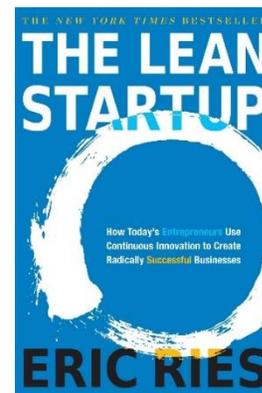
“The Monk Who Sold His Ferrari” by Robin Sharma



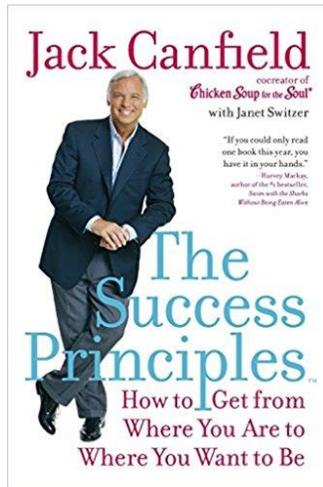
“What I Wish I Knew When I Was 20” by Tina Seelig



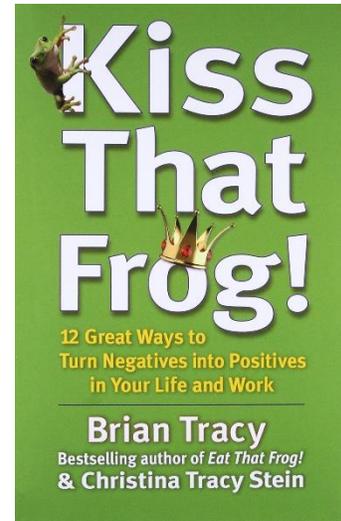
“The lean startup” by Eric Ries



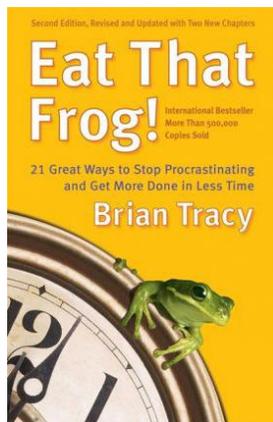
“The Success Principles: by Jack Canfield



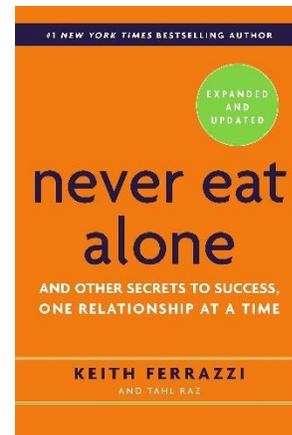
“Kiss that frog” by Brian Tracy



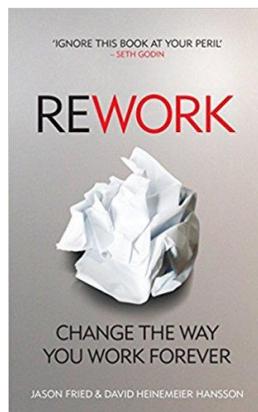
“Eat that frog” by Brian Tracy



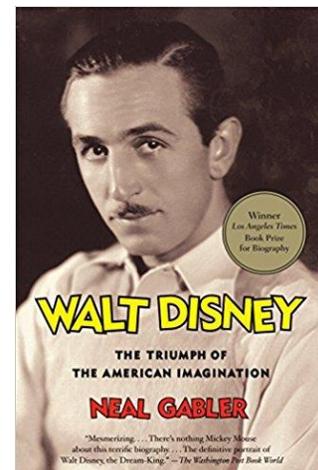
“Never eat alone” by Keith Ferrazzi



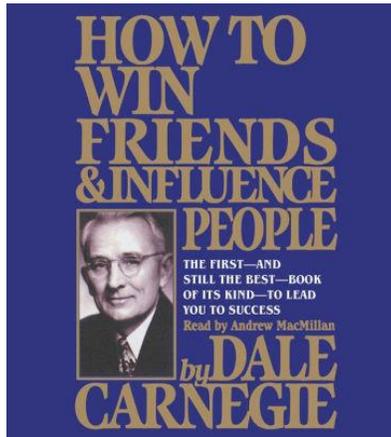
“REWORK” by Jason Fried and David Heinemeier Hansson



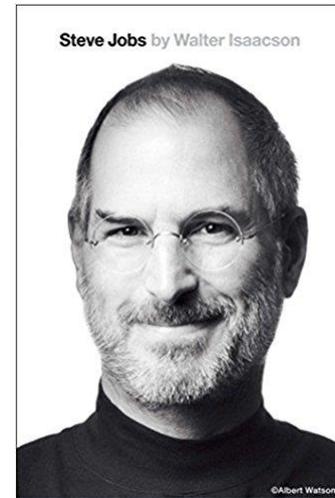
“Walt Disney” by Neal Gabler



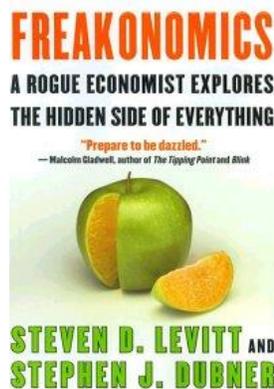
“How to Win Friends and Influence People” by Dale Carnegie



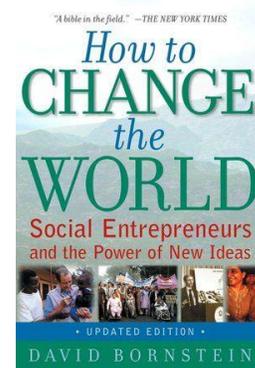
“Steve Jobs” by Walter Isaacson



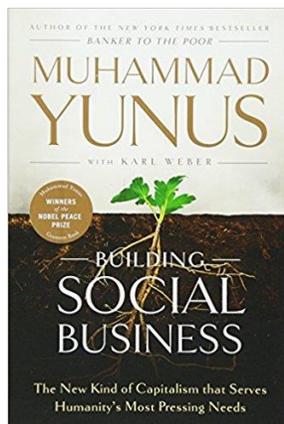
“FREAKONOMICS” by Steven D. Levitt, Stephen J Dubner



How to Change the World: Social Entrepreneurs and the Power of New Ideas By: David Bornstein



Building Social Business: The New Kind of Capitalism that Serves Humanity’s Most Pressing Needs



57 secrets of crowdfunding by Narek Vardanyan



<http://bestcrowdfundingideas.com/>

## 6.4 E-learning websites

### How to Start a Startup by Stanford University and Y Combinator

<https://www.class-central.com/course/how-to-start-a-startup-2572>

### Becoming an Entrepreneur by MIT free course

<https://www.edx.org/course/becoming-entrepreneur-mitx-launch-x-4>

### Behavioural Economics in Action free course

<https://www.edx.org/course/behavioural-economics-in-action>



<https://www.startupsecrets.com/>



WEALTH  
DYNAMICS

<http://www.wealthdynamics.com/>

GALLUP®

<https://www.gallup.com/home.aspx>

## E-learning websites

	<p><a href="https://www.futurelearn.com/">https://www.futurelearn.com/</a> - Free online courses conducted by university professors from global universities (mostly UK's universities) of international renowned.</p>
	<p><a href="https://www.coursera.org/">https://www.coursera.org/</a> - is an education platform that partners with top universities and organizations worldwide, to offer courses online for anyone to take.</p>
	<p><a href="https://www.edx.org/">https://www.edx.org/</a> - founded by Harvard University and MIT in 2012, edX is an online learning destination and MOOC provider, offering high-quality courses from the world's best universities and institutions to learners everywhere.</p>
	<p><a href="https://iversity.org/">https://iversity.org/</a> - is Europe's digital learning platform for higher education and professional development. It gives the opportunity to take online- courses from institutions all over Europe.</p>
	<p><a href="http://www.openculture.com/freeonlinecourses">http://www.openculture.com/freeonlinecourses</a> - links to various online learning resources and lots more!</p>
	<p><a href="http://www.udemy.com/">http://www.udemy.com/</a> - easy, practical online course on anything. Especially good if you want to get digital skills such as web-design, graphic design or programming.</p>
	<p><a href="http://ocw.mit.edu/index.htm">http://ocw.mit.edu/index.htm</a> - the materials of the courses of Massachusetts Institute of Technology - "The idea is simple: to publish all of our course materials online and make them widely available to everyone" (Dick K.P. Yue, Professor, MIT School of Engineering).</p>

## 6.5. PEOPLE AND WEBSITES TO FOLLOW



<https://www.ted.com/>  
<https://www.youtube.com/user/TEDtalksDirector>

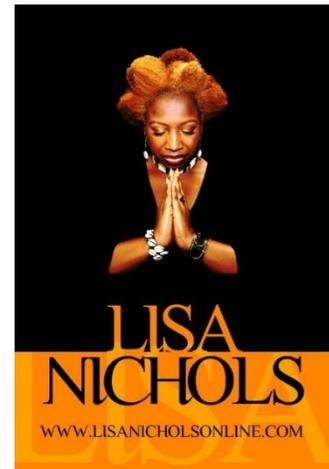
### Simon Sinek

<https://startwithwhy.com/>  
<https://www.youtube.com/user/SimonSinek>



### Lisa Nichols

<https://www.motivatingthemas.com/>  
[https://www.youtube.com/results?search\\_query=lisa+nichols](https://www.youtube.com/results?search_query=lisa+nichols)



### Tony Robbins

<https://www.tonyrobbins.com/>  
[https://www.youtube.com/results?search\\_query=tony+robbins](https://www.youtube.com/results?search_query=tony+robbins)



## 6.6. Internships, volunteering, projects

	<p><a href="http://europa.eu/youth/EU_en">http://europa.eu/youth/EU_en</a> - European Youth Portal with information and opportunities for young people across Europe. On this portal you can find the Databases of volunteering opportunities <a href="http://europa.eu/youth/vp/opportunity_list">http://europa.eu/youth/vp/opportunity_list</a> and the Database of European Voluntary Service Accredited Organisations (see the link in the column).</p>
	<p><a href="https://www.salto-youth.net/">https://www.salto-youth.net/</a></p> <p>SALTO-YOUTH stands for Support, Advanced Learning and Training Opportunities for Youth. It works within the Erasmus+ Youth programme, the EU programme for education, training, youth and sport.</p> <p>On the website you'll find lots of tools:</p> <p><a href="#">European Training Calendar</a> is where you'll find trainings and seminars run by SALTO, Erasmus+ NAs and NGOs in the youth field</p> <p><a href="#">Toolbox for Training</a> contains hundreds of tools and activity ideas for youth work</p> <p><a href="#">Atlas Partner Finding</a> puts you in touch with thousands of youth projects, so you can build strong partnerships and apply for Erasmus+</p> <p><a href="#">Trainers Online for Youth</a> is our directory of over 500 trainers, who can deliver your international training activities</p>
	<p><a href="http://europa.eu/youth/evs_database">http://europa.eu/youth/evs_database</a> - European Volunteering Service (EVS) under Erasmus+ Programme (EU Funded volunteering) - the Database of European Voluntary Service Accredited Organisations.</p>
	<p><a href="http://www.eurodesk.eu/">http://www.eurodesk.eu/</a> - list of EU opportunities.</p>

	<p><a href="http://www.heysuccess.com/">http://www.heysuccess.com/</a> - Complete information about all possible student opportunities (scholarships, internships, summer schools and conferences, graduate and young professional programs and creative competitions) all across the world.</p>
<p>Erasmus for Young Entrepreneurs</p>	<p><a href="https://www.erasmus-entrepreneurs.eu/">https://www.erasmus-entrepreneurs.eu/</a></p> <p><i>The European exchange programme for Entrepreneurs</i></p> <p>Erasmus for Young Entrepreneurs helps provide aspiring European entrepreneurs with the skills necessary to start and/or successfully run a small business in Europe. New entrepreneurs gather and exchange knowledge and business ideas with an experienced entrepreneur, with whom they stay and collaborate for a period of 1 to 6 months.</p> <p>The stay is partly financed by the European Commission.</p>
	<p><a href="http://www.goabroad.com/">http://www.goabroad.com/</a> - excellent travel resource listing everything from scholarships to jobs abroad.</p>
	<p><a href="http://www.youthnetworks.eu/">http://www.youthnetworks.eu/</a> - EVS vacancies and projects in Europe.</p>
	<p><a href="http://www.edu-active.com/">http://www.edu-active.com/</a> - Great website listing various events, trainings and camps.</p>
	<p><a href="http://aiesec.org/">http://aiesec.org/</a> - global youth network listing internships.</p>
	<p><a href="https://impacthub.net/">https://impacthub.net/</a></p> <p>IMPACT HUB is the world's largest network focused on building entrepreneurial communities for impact at scale — home to the innovators, the dreamers and the entrepreneurs who are creating tangible solutions to the world's most pressing issues. It is represented in more than 80 countries. It offers:</p> <ul style="list-style-type: none"> <li>• Community and workspace</li> <li>• Startup Support</li> <li>• Programs and Events</li> </ul>

	<p><a href="https://diamondchallenge.org/">https://diamondchallenge.org/</a></p> <p>The Diamond Challenge was created through Horn Entrepreneurship, a cornerstone for entrepreneurial activity based at the University of Delaware. They provide high school students around the world with opportunities to experience entrepreneurship first hand. They empower students in high school and beyond through entrepreneurial education and enrichment opportunities in order for students to create, capture, and deliver value from new ideas, regardless of their future career path. To learn more <a href="#">click here</a>.</p>
	<p><a href="https://www.toastmasters.org/">https://www.toastmasters.org/</a></p> <p>Toastmasters International is a world leader in communication and leadership development. The organization has more than 357,000 memberships. Members improve their speaking and leadership skills by attending one of the 16,600 clubs in 143 countries that make up their global network of meeting locations.</p>
	<p><a href="https://www.theidhouse.com/events-1/2018/2/4/unite-2030-hacking-for-the-sdgs">https://www.theidhouse.com/events-1/2018/2/4/unite-2030-hacking-for-the-sdgs</a></p> <p><b>UNITE 2030 is a virtual, 2-day hackathon for the Sustainable Development Goals.</b></p>
	<p><a href="http://www.pglf.org/">http://www.pglf.org/</a></p> <p>Since its founding in 2012, PGLF has prepared a diverse group of delegates from over 100 countries and with an array of professional backgrounds ranging from Rhodes Scholars to elected government officials to physicians to non-profit leaders and CEOs. Through intensive Socratic seminars with scholar-teacher-mentors, delegates are challenged to expand their conception of leadership through a rigorous curriculum that unites both theory and practice.</p>

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