OPEN THE DOORS

New directions in NEET prevention through teacher capacity building

Draft concept
Last update 27th of DEC

Erasmus+ application March 2015
Strategic Partnership - 6/7 partners
Max funding 300,000 euro for 2 years
Project start September 2015
Coordinator UEC Catalonia ES

[Once the draft concept is consolidated and policy reference inserted, the concept texts will be detailed into the application]
[No further text editing has taken place at this point]

Create ‘open door’ policies in schools to make them accessible to their local communities; and enabling them to draw on the skills and talents of local people.
Budapest Agenda Enabling Teachers for Entrepreneurship Education

THE IDEA

[Ref policy]

An increasing number of teenagers and young people across Europe are enrolled in various support institutions aiming to prevent them from becoming NEET youth.
These support measures are established as alternatives to the last years of secondary school or as a bridge from secondary school to vocational training or further education, and they target potential NEETs between 14 and 20 of age.

As NEET youth is becoming one of the most important challenges to the European societies, and increasingly will be, these support provisions are extremely important as interventions of prevention.

In a minority of European member states such NEET preventions are at least to some extent successful, but in most member states they are not.
In most member states NEET prevention provisions are not adequate to the learning needs of the young people and do not represent sufficient capacity building among the young people to protect them from joining the increasing population of “no future youth”.
Research clearly shows that bringing back long-term NEET youth to education and labour markets is much more complicated and inefficient than establishing preventive measures before they become NEETs. However, most NEET prevention provisions across Europe do not offer what potential NEET youth need, as they are given low priority, lack resources and are not able to practice didactics and learning practices relevant to the young people or to 21st century education and labour markets.

[Ref research]

BACKGROUND

Most NEET prevention measures in special late-secondary and post-secondary settings are based on the assumption that potential NEET youth are not able to learn, to work intellectually or to develop educational or labour market relevant competences. This is why most of these settings are based on a practical work only approach, offering the young people various activities in which they will use their hands and bodies.

This is a far-reaching and most unfortunate misunderstanding and represents in fact a double exclusion of those young people: first they are excluded from the formal academic school system and then they are re-excluded from developing important 21st century learning competences in the NEET prevention settings as they are only offered practical work projects.

Ironically this means that NEET prevention can result in learning prevention.

Such unfortunate NEET prevention didactics are based on assumptions that confuses “academic” with “intellectual” and “instruction” with “learning”. Potential NEET youth and NEET youth are indeed able to develop strong intellectual and learning capacity, given the proper opportunities and learning settings, as clearly demonstrated along 20 years of practice by the global Intel Computer Clubhouse Network, born at the MIT Media Lab in Boston.

[Ref research]

The overarching mission of the Open the Doors project is to demonstrate that different didactics and learning principles can indeed create learning engagement, capacity and 21st century competences among potential NEETs.

To do this NEET prevention settings need to open the doors to:
- real-life learning
- 21st century learning methods in mixed realities
- working with the community
- entrepreneurial mindsetting and
- creative technology

This also means that NEET prevention provisions need to create new capacity, new mentality and to partner up with community stakeholders to promote their missions.

NEET preventions are very often the last chance society has to prevent large numbers of young people to be excluded from education and labour markets, and therefore those preventions are extremely important. Still they are not recognized as such, and therefore they work at low levels instead of offering high level prevention and creating value for money for youth, families and society.

To create new capacity in NEET preventions to support the learning of 21st century competences among the young people, the project needs to address and work with the professional staff in these settings, mostly teachers, social educators and youth educators.
METHODOLOGY

NEET prevention needs to change the focus from practical skills to competences. Practical skills will not help the young people accomplish much in 21\textsuperscript{st} century education and labour markets. Short-term skills solutions do not match the long-term learning needs of the young people. We need, therefore, to move from defensive low level solutions to offensive and challenging high level solutions.

This is about changing the basic didactics and learning approaches in NEET prevention, and this is indeed possible as most NEET prevention provisions have the time and the freedom to create such learning activities for the potential NEETs. What they do not have is the didactic capacity to create such learning activities.

Didactic capacity is basically about teachers and youth educators. This is why the Open the Doors project directly addresses teachers and youth educators in NEET prevention settings, as they are the key to change and to create adequate learning opportunities. Hence the subtitle of the project: \textit{New directions in NEET prevention through teacher capacity building}.

In short this means that the project will work with and through the teachers and youth educators and build up their capacity to involve potential NEETs in serious activities that will generate motivation, engagement and re-newed learning interest.

Addressing NEET prevention institutions at institutional level is not likely to produce new didactics and learning practices, and addressing potential NEETs directly does not guarantee sustainable capacity building among the teachers and youth educators. Therefore the project will target the educational professionals and at the same time link their new experience to the education institutions responsible for training new generations of teachers and youth educators.

As clearly stated by the European Commission:

This does not mean that considerable impact at institutional level and among potential NEETs is not expected, on the contrary. The practical capacity building activities among teachers and youth educators in the project will, as they are closely linked to working with the community, will have a considerable impact on the status, resources and recognition of the NEET prevention institutions, and they will at the same time have considerable and documentable impact on the involved young people. However, the most efficient way to innovate NEET prevention didactics is to work directly with the capacity of the teachers and youth educators.

Teachers and youth educators in NEET prevention will not learn through theoretical courses and traditional training activities. As recommended by the Commission’s entrepreneurial education policy papers, teachers and youth educators will learn from practical experience and from lessons learned from this experience.
They will learn and capacity-build through organizing new and engaging learning activities with and for the young people enrolled in the settings, through joint transnational reflection forums and through collectively describing and documenting their accomplishments.

Organizing and staging such learning activities for the young people is a big challenge for most teachers and youth educators, and such capacity cannot be built up through theoretical studies, but only through well-reflected practical experimentation.

To this end, the project methodology is fully in line with and based on the Commission’s recommendations for entrepreneurial learning.

In short, the teachers and youth educators will build new didactic capacity in NEET prevention through the following simple but very effective steps:

- Collective didactic reflection: what potential NEET need
- Small step opening the doors to 21st century learning methodologies in local settings
- Collective transnational reflection seminar 1
- Full scale opening the doors to 21st century learning methodologies in local settings
- In-project exploitation linked to teacher educations and youth worker educations (the new generations of teachers and youth educators)
- Collective transnational reflection seminar 2
- Producing the models for 21st century NEET prevention to share among NEET prevention settings across Europe
- Offering the European NEET Prevention Guidance Service post-project

Basically the project builds on the assumption that teachers and youth educators need to build new capacity to build new capacity among potential NEETs.

Notwithstanding the focus on the teachers and youth educators, the project activities will ensure that full active and engaging participation of the involved groups of potential NEET groups, as this is a central element in the didactics.

It is an important element in the open the doors to the community didactics to break through what can be called the inertia of depressed mentality in NEET prevention environments – including all levels of those environments - by inviting different kinds of players from other sectors, and with different mentalities, to join and engage in the projects and activities created with and for the youth groups.

The core of the teacher and youth worker capacity building is to organize such practical learning activities that allow potential NEET youth to pick up 21st century learning mechanisms, to take a re-newed interest in learning and taking action and to equip them with valuable social eco-systems.

The practical learning missions are designed as a negotiation between teachers and small teams of young people, based on the combining of youth talents and interests on one hand and community needs on the other.

Community needs include: making something that is useful to others.

The missions emerge from a successful linking of youth interests and community needs.

Such practical learning missions are not defined by their content, theme or interest, but by 5 basic principles.

Every project or missions need to some extent to include:
- Negotiating the mission: linking to the community (physical, social or virtual)
(Opening the door to making my interests and talents useful)
- Creative technology fluency
(Opening the door to produce with and not just consume technology)
- Learning through real-life cases
(Opening the door to the realities outside the educational settings)
- Entrepreneurial mentality: create things
(Opening the door to taking action and initiative and to economy-thinking)
- International orientation and language
(Opening the door to working with other people and cultures outside one’s own city, country and language)

Easily seen, those principles are quite different from the practical skills approach and include rich opportunities of intellectual and creative development. *Open the Doors* is precisely about building capacity among teachers and youth educators in NEET prevention to organize and stage such practical learning processes.

**THE PARTNERS**

The project intends to engage NEET prevention partners from 5 or 6 countries and a knowledge creating partner from any European country.

The profile of the NEET prevention partners includes:
- they must work directly in special NEET prevention facilities, or facilities in which NEET prevention is a key objective, either in late secondary or post-secondary settings
- they are willing to participate in radical didactic change processes
- they are able to engage a team of teachers or youth educators along the project
- they have the full support of the management
- they are able to link to and share with local or regional teacher educations and/or youth worker educations or similar

The knowledge partner will create valuable knowledge from the didactic experimentation and transform this knowledge into documentation and policy papers.

The project will seek to include the different European regions in the partnership – north/south and east/west.

**TARGET GROUPS**

The primary target group is professional staff working in various forms of NEET prevention settings, engaging with potential NEET youth between 14 and 18 of age.

Typical staff will be: teachers, social educators and youth educators.

The secondary target groups are:
- potential NEETs enrolled in NEET prevention provisions
- the NEET prevention institutions and managements

The third target group is local or regional teacher and youth worker educations in the partner countries.

**IMPACT**

*In-project impact*

Expected impact on the 3 target group levels:

**LEVEL 1**
Teachers and youth educators
Will build capacity to organize and stage 21st century learning activities for potential NEET youth, based on the Open the Door principles and to share their competencies with other colleagues and similar institutions

LEVEL 2
Potential NEETs
Will build capacity to re-engage in learning, community and work, based on the project’s real-life learning experience

NEET prevention institutions
Will build capacity to sustain new didactics for potential NEET youth, to join forces with community stakeholders and to create resources through recognized NEET youth prevention, and to act as role-models for similar NEET preventions including in-school NEET prevention.

LEVEL 3
Teacher and youth worker educations
Will along the project be invited to use the project experience as real-life case material in entrepreneurial teacher initiatives working with the new generations of teachers, social educators and youth educators.

Beyond-project impact
Policy and systemic impact to be outlined later on

WORK PLAN DRAFT

YEAR 1 - Opening doors and trying out
In the first year NEET prevention teachers and youth educators will create mutual understanding of the missions and create readiness. They will open some of the doors slightly and try out in small scale, based on the project didactic principles. They will work along two rounds of trying out, interrupted by a time-out lessons learned and followed by a major collective reflection on the first year’s successes and failures. The collective reflection will take form of a 5 days transnational seminar at the end of the year.

PHASE 1
3 months
Collective didactic reflection: what potential NEET need

| Partner meeting 1 - kick-off |
| Teachers and youth educators readiness and in flow |
| Preparing the first local steps and creating resources for the project’s NEET prevention principles, including community interaction |

PHASE 2
3 months
Opening the Doors slightly First Round

| First round small scale trying out, based on the project’s NEET prevention principles: |
| - Negotiating the mission: linking to the community (physical, social or virtual) |
| - Creative technology fluency |
| - Learning through real-life cases |
| - Entrepreneurial mentality: create things |
| - International orientation and language |

| Teachers documenting experience |
| Youth teams and teachers story-telling to peers in other partner countries |
| PHASE 3 |
| 1 month |
| Time Out |
| Online evaluation of the first trying out, based on the project’s quality assurance program, including recommendations and guidelines for the second round |
| PHASE 4 |
| 3 months |
| Opening the Doors slightly Second Round |
| Second round small scale trying out, based on the project’s NEET prevention principles: |
| - Negotiating the mission: linking to the community (physical, social or virtual) |
| - Creative technology fluency |
| - Learning through real-life cases |
| - Entrepreneurial mentality: create things |
| - International orientation and language |
| Teachers documenting experience |
| Youth teams and teachers story-telling to peers in other partner countries |
| Teachers and project partners preparing collective reflection and seminar |
| PHASE 5 |
| 2 months |
| Collective Reflection |
| Partner meeting 2 |
| Collective Reflection Seminar 1 |
| Summarizing the seminar and its outcomes and transforming into learning materials - raw materials for final outcomes |
| Carefully planning the full scale missions in year 2 |

**YEAR 2 - Opening the doors fully and stepping out**

In the second year teachers and youth educators will engage in full scale 21st century didactics, based on the project principles for NEET prevention. The two large rounds of full scale experimentation will be interrupted by a time-out lessons learned, including the second transnational collective reflection seminar. The time-out phase will include collaborating with a) other NEET prevention teachers to share the experience and with b) teacher and youth worker educations to offer the new generations of teachers and youth educators to work with the project initiatives as real-life cases. At the end of the year, teachers, youth educators and youth teams will engage in producing the key final outcomes, based on the process documentation and supported by project partners. After the termination of the project a team of partners and pilot teachers will offer the European NEET Prevention Guidance Service to a wider European audience and on non-profit direct costs basis.

| PHASE 6 |
| 4 months |
| Full scale opening the doors to 21st century learning methodologies in local settings First Round |
First round full scale trying out, based on the project’s NEET prevention principles:
- Negotiating the mission: linking to the community (physical, social or virtual)
- Creative technology fluency
- Learning through real-life cases
- Entrepreneurial mentality: create things
- International orientation and language

Teachers documenting experience

Youth teams and teachers story-telling to peers in other partner countries

Teachers and project partners preparing collective reflection and seminar

Preparing the in-project exploitations

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<th>PHASE 7</th>
<th>2 month</th>
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<td>Time Out and Exploitation</td>
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<tr>
<td>Online evaluation of the first full scale missions, based on the project’s quality assurance program, including recommendations and guidelines for the second round</td>
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<td>Partner meeting 3</td>
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<td>Collective Reflection Seminar 2</td>
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<td>In-project exploitation</td>
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<td>NEET preventions and teacher / youth worker educations - pilot teachers as facilitators</td>
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<td>Summarizing the seminar and its outcomes and transforming into learning materials - raw materials for final outcomes</td>
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<td>Planning the second round full scale missions and the production activities</td>
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<th>PHASE 8</th>
<th>4 months</th>
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<td>Full scale opening the doors to 21st century learning methodologies in local settings</td>
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<td>Second Round</td>
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<td>Second round full scale trying out, based on the project’s NEET prevention principles:</td>
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<td>- Negotiating the mission: linking to the community (physical, social or virtual)</td>
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<td>Establishing the European NEET Prevention Guidance Service</td>
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<td>Producing and sharing the model</td>
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<td>Production of final outcomes</td>
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<tr>
<td>1. <a href="http://www.OpenTheDoors.eu">www.OpenTheDoors.eu</a></td>
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<td>2. Are you a NEET prevention worker?</td>
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<td>What NEET prevention NEED</td>
<td>5. Funding NEET prevention facilities?</td>
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<td>6. The Open the Doors hand-out collection</td>
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<td>7. Are NEETs not able to learn?</td>
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**Re-organization of the project web into www.OpenTheDoors.eu**

**Celebration linked to launching of the European NEET Prevention Guidance Service**

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<th>POST-PROJECT</th>
<th>European NEET Prevention Guidance Service</th>
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<td></td>
<td>Offered on non-profit and direct costs terms and conditions and in mixed realities, based on the <a href="http://www.OpenTheDoors.eu">www.OpenTheDoors.eu</a> resources</td>
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<td>- 3 guidance packages available</td>
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**KEY OUTCOMES**

Key outcomes of the project are:

1. www.OpenTheDoors.eu
   *(FLAGSHIP OUTCOME - Guidelines for 21st century NEET prevention facilities and staff, including a rich selection of materials in different media, such as interviews, story-telling and other creative materials)*

2. Are you a NEET prevention worker?
   *(Illustrated PDF guidelines for NEET prevention teachers and youth educators)*

3. European NEET Prevention Guidance Service
   *(Offered by a team of partners and pilot teachers and youth educators in mixed realities and on non-profit basis)*

4. What NEET prevention NEED
   *(Policy paper for public authorities and similar stakeholders)*

5. Funding NEET prevention facilities?
   *(How to fund quality NEET prevention facilities through public and private funding mechanisms - policy paper)*

6. The Open the Doors hand-out collection
   *(PDF including the 10 project 1 page thematic hand-outs, addressing key 21st century NEET prevention didactics - for large scale dissemination)*

7. Are NEETs not able to learn?
   *(Short-paper for a broad European educational and policy audience)*

*Process outcomes to be detailed later on*
EXPLOITATION AND KNOWLEDGE SHARING

Unlike most projects Open the Doors will create considerable exploitation and knowledge sharing along the project itself, more specifically in the collective reflection phase in the second year. Further late-project and post-project exploitation will be based on this in-project exploitation.

The project will exploit the created resources in two ways along the 2 months collective reflection phase, carefully planned several months before the activities will take place:

NEET prevention provisions
The project and its partners have access to a wide range of NEET prevention facilities in their regions, and in this phase the pilot teachers will, supported by the local partners, share lessons learned and experience from 21st century NEET prevention with colleagues and managements from those institutions. In total the project foresees to reach around 50 institutions through this activity.

Teacher and youth worker educations
At the same time the project will share knowledge with selected teacher and youth worker educations in the partner communities and regions. The idea is to offer the next generations of teachers and youth educators to learn from the practical real-life resources of the Open the Doors project, as a part of their entrepreneurial teacher education. This exploitation initiative is considered very important and will be given high priority.

[Letters of collaboration attached from the institutions to be involved in this knowledge sharing]

QUALITY CHECK

When creating the concept we should be able to respond qualified to the following questions:

› Many people develop NEET projects; why is our project better than the others?
› Why is our approach more credible than others?
› How will the project balance between idealism and realism?
› Will the project really make a difference to the institutions or the people to involve?
› Why is this kind of project what the youth need?
› Is the project addressing and including important high priorities in the Commission policies?
› What kind of partners will make it likely that the project is approved?
› How will the project document its policy relevance?
› How can it be demonstrated in the application that the project will have impact?
› Why should the evaluators regard the coordinator as a strong and credible coordinator?
› What tools does the project have to convince the evaluators
› Why is project value for money?
› Which elements in the concept and application could raise doubt among the evaluators? How will that be corrected?
## PARTNERSHIP

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<tr>
<th>Number</th>
<th>Coordinator</th>
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<th>City and country</th>
<th>Contact name</th>
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<tr>
<td>1</td>
<td>- coordinator</td>
<td>UEC Can Cuni Catalonia</td>
<td>Banyoles Spain</td>
<td>Anna Casas</td>
<td><a href="mailto:anna@coachannacasas.com">anna@coachannacasas.com</a></td>
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<td>8</td>
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<td>Working with Europe</td>
<td>Banyoles Spain</td>
<td>Mireia Masgrau</td>
<td><a href="mailto:mireiamasgrau@gmail.com">mireiamasgrau@gmail.com</a></td>
</tr>
</tbody>
</table>

## REFERENCE

### Useful resources on NEET and Early School Leaving

- Commission - Reducing early school leaving, 2011
- Commission - Early School Leaving Report, 2010
- EU Council - Inclusion of NEET youth, 2013
- Commission Joint Research Centre - ICT and Youth at Risk, 2013
- European Foundation for the Improvement of Living and Working Conditions - NEETs EU Study, 2012
- Friedrich Ebert Stiftung - We are excluded, 2013
- Commission - Working together for Youth, 2013
- Centre for Economic and Social Inclusion London - Young people with low qualifications, 2013

### Quotations

Looking more closely at the motivations of young people, some early school leavers regard their decision as a ‘positive’ choice. They feel undervalued and disrespected at school and underachieve academically. School education appears to them to be irrelevant to their lives and they believe that they could achieve more outside formal education and training.

*Commission 2011 - Reducing early school leaving*
Early school leavers are more likely to be unemployed than those who have completed upper secondary education. They are also more likely to be unemployed in the long-term.

If employed, early school leavers are more likely to work in jobs with less employment security or to work part-time.

They earn less, but the size of the ‘income penalty’ for ESL varies from country to country.

They face a higher risk of poverty and social exclusion. At the level of the EU in 2008, the risk-of-poverty rate for those with less than upper secondary education was 23.5%, compared to 13% for those with upper secondary or post-secondary education and 6.6% for those with tertiary education.

Early school leavers participate less in further learning or adult education and thus, participate less in re-training. Given future skills requirements, non-participation in further learning will increasingly handicap them on the labour market.

Due to their disadvantage on the labour market, early school leavers are more dependent on social support throughout their lives.

Early school leavers tend to participate less in elections or other democratic processes.

Commission 2011 - Reducing early school leaving

The economic consequences of ESL are likely to get worse. It is the forecast that by 2020 85% of all jobs will require high or medium qualifications. The share of jobs available for low skilled people will decrease from 20% to less than 15%. High rates of ESL, in combination with demographic change, risk increasing the shortage of skilled labour and restricting ‘smart growth’ in the EU. There are only few studies which calculate the costs of early school leaving, but their estimates, projected over a lifetime, sum up to several hundred thousand EUR per early leaver.

Commission 2011 - Reducing early school leaving

Opening the school to educators other than teachers can also help to overcome reluctance towards education as well as developing better cognitive and emotional abilities and a sense of belonging.

Commission 2011 - Reducing early school leaving

Second chance schools need to provide a different learning environment which responds to the specific needs of their learners, such as smaller learning groups, more teachers per student, more personalised and innovative teaching, flexible and multiple pathways and more elements of vocational training. Second chance programmes have to be relevant to their students, have to be able to provide sufficient incentives to maintain learning and need to be flexible to students’ varied needs.

Commission 2011 - Reducing early school leaving

Youth work, voluntary activities, active citizenship, and non-formal and informal learning can play an important and complementary role by bringing added value for all young people, especially those in a NEET situation, in the transition to the labour market: building bridges between education and employment systems, complementing the formal education system, providing self-confidence, social capital and self-development, and increasing soft and technical skills that enhance employability.

COUNCIL OF THE EUROPEAN UNION - Council conclusions on enhancing the social inclusion of young people not in employment, education or training, 2010

Make new technologies readily available to empower young talent and attract interest in arts and science

European Commission - Joint Research Centre Institute for Prospective Technological Studies - ICT and Youth at Risk, 2013
Prioritize support to initiatives that use ICT creatively to unlock the hidden talents and creativity of young people at risk
European Commission - Joint Research Centre Institute for Prospective Technological Studies - *ICT and Youth at Risk, 2013*

From this perspective, it is important for the staff delivering youth employability and early school-leaving measures to have the right skills and profile to deliver youth services and to provide appropriate support to the beneficiaries concerned.
European Foundation for the Improvement of Living and Working Conditions - *NEETs EU Study, 2012*

Entrepreneurial skills are key for young people seeking employment and starting their own businesses. Practical entrepreneurial experiences for all young people help to make the link between education and the real world, turning creative ideas into entrepreneurial action.
Commission - *Working together for Youth, 2013*

Have access to authentic tasks, by creating links to the local community (business, local authorities, third sector) to identify and get access to real life tasks that the teachers can use.
Budapest Agenda - *Enabling Teachers for Entrepreneurship Education*

Studies on the future of work show that future career histories may increasingly reveal switches between employment and self-employment, and periods of continuing training and unemployment.
Eickhoff *Entrepreneurial thinking and action - an educational responsibility for Europe*

Whether or not they go on to found businesses or social enterprises, young people who benefit from entrepreneurial learning, develop business knowledge and essential skills and attitudes including creativity, initiative, tenacity, teamwork, understanding of risk and a sense of responsibility. This is the entrepreneurial mind-set that helps entrepreneurs transform ideas into action.
Commission, *Entrepreneurship 2020 Action plan*

Education institutions should be encouraged to become more entrepreneurial in their wider approach, to ensure that they develop and live a culture of entrepreneurship and innovation through their missions, leadership, stakeholder engagement, curricula and learning outcomes.
Commission, *Entrepreneurship 2020 Action plan*

It requires nothing less than a sea change in the approach to education, emphasizing active learning and the provision of new experiences for students outside of the classroom.
For many education systems this represents a *fundamental* shift away from traditional approaches.
Commission, *Entrepreneurship Education, 2011*

Recent thinking has shown that narrow definitions based around preparing learners for the world of business may place limitations on both learners and the teaching community. Instead a broader definition which sees entrepreneurship education as a process through which learners acquire a broad set of competencies can bring greater individual, social and economic benefits since the competences acquired lend themselves to application in every aspect of people's lives. Entrepreneurship in this sense refers to an individual's ability to turn ideas into action. It includes creativity, innovation, showing initiative and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.
Commission, *Entrepreneurship Education, 2011*
Since entrepreneurship education is about developing the ability to act in an entrepreneurial manner, attitude and behaviors are perhaps more important than knowledge about how to run a business. In short, entrepreneurship education means developing a culture which is through, for and about entrepreneurship. Such competencies are best acquired through people-led enquiry and discovery that enable students to turn ideas into action. They are difficult to teach through traditional teaching and learning practices in which the learner tends to be a more or less passive recipient. They require active, learner-centered pedagogies and learning activities that use practical learning opportunities from the real world.

Furthermore, since entrepreneurship education is a transversal competence it should be available to all students and be taught as a theme rather than as a separate subject at all stages and levels of education.

The European Commission recognizes Entrepreneurship Education as a tool that can support young people to be more entrepreneurial. This is about how to develop a general set of competences applicable in all walks of life, not simply about learning how to run a business. It includes all forms of learning, education and training which contribute to entrepreneurial spirit, competence and behavior - with or without a commercial objective.

Teachers cannot teach how to be entrepreneurial without themselves being entrepreneurial. Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences.
The entrepreneurship education agenda should be promoted beyond teacher education institutions to businesses and the wider community.

The primary mission of education as being the preparation of individuals for life as well as for being active citizens in increasingly complex societies