Creating community-driven entrepreneurship hubs in schools for at risk NEET young people: the SPEED-You-UP model.

Aim of this publication

This publication is part of the Interreg 2-Seas social innovation project SPEED-You-UP. It describes the project's approach to setting up **community driven entrepreneurship hubs** for and with at risk NEET young people. The goal of the project is to increase at risk NEET young people's self-esteem, social network, entrepreneurial and soft skills through a hands-on entrepreneurship programme.

Introduction

In the document, we will provide an overview of the results that were reached by partners working with schools and at risk NEET young people. We will talk about the SPEED-You-UP project, who the target group is and why it is important to engage them. Then we will talk you through the specific elements of the project: what is new and different about it, how entrepreneurship is involved and what are the different elements and ways to implement SPEED-You-UP in your school.

Why this project?

Being young today is challenging in many ways. Especially young people with multiple disadvantages are vulnerable. They are sometimes referred to as "left-behind youth" and are characterised by lack of a diploma, coming from an immigrant background or living in disadvantaged, rural or remote neighbourhoods (Scarpetta, Sonnet, & Manfredi, 2010). Young people who have disengaged entirely from all types of education, training and employment are referred to as NEET (Not in Education, Employment or Training) young people. In this report, we focus on the at risk NEET young people. Not completing upper secondary education provides youngsters with a greater risk at unemployment and inactivity. Europe is encouraging member states to take action in decreasing the number of young people who leave education and training early from 9.9% in 2020 to less than 9% by 2030 (European Commission, 2021).

Who are at risk NEETs?

The education of young people nowadays has never been better. But still, some governments across Europe struggle with the numbers of at risk NEET young people or ELETs (early leaving of education and training) in their country. Literature tells us that at risk NEETs experience difficulties in finding a job, earn less, are more at risk of unemployment and social exclusion. If these young at risk NEETs are not 'picked up' by society quick enough, they are also at risk of becoming NEET young people (not in Education, Employment or Training) and are at higher risk of becoming completely inactive instead of unemployed (European Commision, 2021). It influences their future, both personally and socially.

But who are these at risk NEET young people and how come they are at risk? Let's look at the most common determinants that can be found true for at risk NEET young people across Europe. These determinants can be grouped into three categories: family-related conditions, school-related conditions and labour-related conditions.

1. Family-related conditions
    a. Social-economic status (SES): young people coming from backgrounds with a lower SES are more likely to leave education early. Especially learners with a vocational background, where more youngsters live in remote or poor areas were struggling to keep up their motivation for school (Lavrijsen & Nicaise, 2015, European Commission, 2021).
    b. Migrant background: young people who were born abroad or have a migrant background have an increased risk of leaving education early due to language barriers. The education level of the parents also has an influence on this group of youngsters (Flisi e.a., 2015).
    c. Gender: across Europe, research has shown that boys are more likely to leave education early than girls. This is however also related to the SES: a lower SES affects boys more than girls (Flisi e.a., 2015, European Commission, 2021).

2. School-related conditions (Flisi e.a., 2015)
    a. Grade retention: know in some countries, unknown to others. Grade retention is one of the biggest predictors for early school leaving.
    b. Socio-economic segregation in the school: the degree in which the school has to deal with behavioral issues and poor results especially has an influence on youngsters coming from a low SES background.
    c. Early tracking and transition to upper secondary education: young people often don't know very well what their talents are when they need to choose their area of interest or the type of education they want to follow. Making sure young people aren't stuck in the track they chose in the beginning of their educational career and helping them to correct the wrong decision, can reduce the risk of disengagement.
    d. Early childhood education and care: making sure children are well taken care of in their first 1000 days, increases their educational success later on.

3. Labour-related conditions (how easy is it to find a job, distance to the job…) can vary from region to region and can be an incentive for young people to leave school early when conditions in their neighborhood are fit.

All those young people who are at risk of becoming a NEET, feel a lack of intrinsic motivation or feel detached from school and education. But mostly, they need something different. Not more of what they dislike (lessons, school…) and not more of what they are detaching from. When they will leave school, it will be even more difficult to engage them in regular training programmes and to lead them back to education of employment. Social innovation is needed to make these young people become motivated again, regardless of the conditions mentioned above that could hold them back (Lavrijsen & Nicaise, 2015; Nouwen & Clycq, 2019). Sharing experiences with others, giving young people our full attention and learning by doing could give them the motivation they need to stay in school and be motivated again.

Why is it important to decrease the number of at risk NEETs?

The number of at risk NEET young people is still rather high and it should be a concern to us all. But why? Can't we just accept that several young people get off-track?

The first reason is very straightforward: countries want to see their citizens become economically active. When young people become unmotivated, they tend to leave school without a diploma and this puts them at a higher risk of becoming unemployed. Low levels of unemployment are a sign of a healthy and balanced society, and of course it benefits the economy and state expenses.

Second, being an at risk NEET young person means that they are in a greater position to detach themselves completely from school. They need to get back into a positive relationship with school and the institution. This is not always easy: schools don't have the amount of personnel to investigate what the specific reason is for truancy (which is one of the signs a young person could be an at risk NEET). The personnel that do this administration is not always (financed to be) trained to interpret this data. Schools are often overtaken by events and notice too late that young people are at the verge of not coming to school.

We see that teachers and schools in general have been under a lot of pressure for some time now. Education in general is under a lot of stress and teachers are sometimes forced to introduce new initiatives from different fields, while most of them just want to take care of their core business: teaching young people new things and guiding them into becoming the best version of themselves. Next to the core business, the well-being of young people is also important to bring them to learning. Educational institutions are also suffering from the lack of money and time to better help and guide young people.

As mentioned above, there are conditions beyond the young people that influence their motivation to stay in school. Hence the development of the SPEED-You-UP project: we want to increase the motivation of youngsters, especially those who are at risk of leaving school early and becoming a NEET. We want to do this by providing them with an integrated entrepreneurship course where they will learn a different set of skills and retrieve their intrinsic motivation to stay in school.

Investing in education is essential to decrease the number of at risk NEET young people. There are more NEETs amongst those who are lower educated in all European countries (Flisi ea, 2015). This means we need to find a way to make education more attractive for the young people who are at risk of becoming a NEET. SPEED-You-UP can be part of the solution.

What is different about SPEED-You-UP?

The SPEED-You-UP approach is rooted in an **entrepreneurship programme** that puts young people at the centre and gives them autonomy, competency and a feeling of connection. The vision on entrepreneurship is broad. The goal is not to turn every young person into an entrepreneur, but to trigger and develop entrepreneurial attitudes, skills and competencies. Awareness of sensitization about the possibilities of an entrepreneurial approach is part of the work in the project.

"What changed for us? The way we look at entrepreneurship. Entrepreneurship, what is it? What can you do with it? We used to see entrepreneurship in a very narrow sense. But it is not really like that, it is much broader. We have learnt that and we think that we have also been able to communicate it to other partners. We are going to disseminate entrepreneurship, but in a very broad sense. Every partner who works with us has actually been indoctrinated to some extent that entrepreneurship is broader than starting your own business. That is the biggest plus in the whole story." (project coordinator from Ostend, Belgium)

The SPEED-You-UP approach is not completely in line with the narrow economic discourse that entrepreneurship is usually identified with.

Entrepreneurship and the associated innovations have been spearheaded by the EU as key strategies to overcome the economic crisis, ensure a profitable and competitive economy and sustainable growth (Homolova et al., 2014). Entrepreneurship is perceived as a crucial factor in creating jobs and even to tackle (youth) unemployment: for young people out of a job, the alternative to unemployment can be setting up their own business (Gănescu, 2014). In this project, we do not deny that entrepreneurship can be a valuable alternative for young people who do not find their place in the labour market. Our main focus, however, is a broad one. We see entrepreneurship as a way to change young people's view on themselves, the world around themselves and their view on their future.

SPEED-You-UP puts **young people at the centre** using the following central principles and values:

- **Positivity**. The emphasis is on who young people are, want to do and can do. They get the opportunity to explore their talents and skills and to come up with their own ideas. Coaches support the young people and provide them with positive feedback.

"Some of them never heard any positive feedback. Once they receive it, this empowers them." (SPEED-You-UP coach from WSX Enterprise, UK)

"What the difference is with other local initiatives? The fact that we have stated so explicitly that we are looking for young people who currently do not know what they want to do or who know what they want but do not know how to achieve it. A

POSITIVE start instead of a problem statement to start with. At the organisations we worked with, they all encountered negative things in relation to the young people. Not being able or unwilling to attend school, making mess in the neighbourhood, more serious (personal) problems and unemployment. We paid no attention to that at all. The question was, do you want to participate? Yes, come on, let's get started!" (Tessa den Bakker from PRO WORK, the Netherlands)

- **Autonomy**. Young people are supported to put goals into action and to try out new things, step by step. When they work together on a business, they are encouraged to make their own decisions and create their own rules.

"For the cooperatives, we always work with a charter. The young people make the rules themselves. This makes them care and not leave the enterprise just like that." (coach from Wattrelos, France)

"You see young people making decisions and taking action. You start from a group of young people who had little energy, who lived very isolated. They had no experience in making contacts. Now they take more initiative. They are more autonomous and start taking decisions." (Coach from Amiens, France)

"We want to give young people the feeling that they count and can make their own choices. In any way whatsoever. Whether they want to work at the checkout of the local supermarket or want to start their own shoe brand. It all starts somewhere, with a passion, and idea and we have tried to capture that. We expect nothing from them, except to participate in activities that THEY chose and wanted to undertake. Not us, the coaches or anyone else decided that, they did!" (Coordinator from PRO WORK, the Netherlands)

- **Competence**. SPEED-You-Up aims to give young people back self-confidence and the experience of self-efficacy and competence, which some of the at risk NEETs have lost during their careers at school.

"They are more confident, even in the way they communicate with us. They are relaxed, they have developed competences. They are more proud of themselves." (SPEED-You-UP coordinator from Amiens, France)

- **Connection**. SPEED-You-UP promotes connection between young people, amongst young people and coaches and young people and the community.

"It is important to make a group. This happens during the activities, as you do things together. Otherwise, everyone stays in his own corner. It is also nice to have fun together and to look back on what we have achieved as a group."(a young SPEED You UP participant from Wattrelos, France)

- **Holistic view**. SPEED-You-UP looks at the person as a whole. If a young person has challenges in different life domains, these are acknowledged and addressed.

"We will accompany them on whatever level they need. If they need a driver's license, we will make sure they can do 'Passe ton permis', if they have troubles with housing, we will accompany them on this level, if they need more social contact, we will help them. We will help them with everything." (SPEED-You-Up coordinator from Amiens, France)

"We try to make a durable change for young people by 'going deep' with young people. We give room and space for other domains as well such as sports, mental health. Also, we invest in good aftercare and signposting after the trajectory is finished." (SPEED-You-UP coach from Sint-Niklaas, Belgium)

Is the SPEED-You-UP model completely new?

Already a lot of entrepreneurship and business start-up programmes are being implemented in schools as a way to enhance entrepreneurial skills for young people. Examples are VLAJO and UNIZO in Belgium, Créajeunes and IAE (creating high-level entrepreneurship education for all) in France, Stichting Jong Ondernemen in the Netherlands and the Prince's Trust in the UK.

These programmes are often linked to formal education, where teachers become 'coaches in learning' and curriculum objectives need to be reached and proven at the end of the schoolyear. Setting up a business or having an idea for a business is the end goal of most of the existing programmes. This is not the case for SPEED-You-UP. Although having a durable business at the end of the trajectory is an ideal scenario, it's not the main goal. Setting up a business means for young people to acquire entrepreneurial competencies, hence potentially motivating them to become more involved in their educational career.

SPEED-You-UP also differs from other programmes in the emphasis on the local community. As stated before, the determinants that hinder young people in finishing school can cause them to not get their diploma. Building new relationships in the neighborhood they live in, gives young people a sense of belonging, it leads to positive experiences and new opportunities for young people.

In the SPEED-You-UP project, we combine the success elements from the programmes mentioned above into a low-threshold, attractive entrepreneurship trajectory for young people in difficult circumstances. Furthermore, we add the ingredient of community-orientation to our trajectory: what if an entrepreneurship programme creates opportunities for young people, but also for the

neighborhood they live in? The aim of incorporating the community is also to broaden the network of the young people.

What is an entrepreneurship hub?

Young people were able to participate in SPEED-You-UP in one of the entrepreneurial hubs that are set up by project partners. An **entrepreneurship hub** is a central place where young people can come together and work on an entrepreneurial idea. The hub offers them a safe space to explore and develop talents and ideas and to learn and work together. Young people are supported and inspired by one or more coaches and external stakeholders such as organisations or entrepreneurs while working towards the pop-up business. If they want to become self-employed, they can be prepared and connected with external initiatives to start up their own business. Others will be guided to more awareness of their own strengths and even finding the drive back to go into further education. However, all young people who learn and work in the entrepreneurship hubs will develop entrepreneurial attitudes, skills and competences.

The entrepreneurship hubs are rooted in **the local community**. Young people are encouraged to set up a pop-up business that answers to local needs and that is embedded in the neighbourhood. The local community can be involved in various manners. Local residents can give input and ideas for the pop-up enterprises, they can be customers, coaches or volunteers.

At risk NEET young people are **at the centre** of the entrepreneurship hub. They are part of a group that is often overlooked or seen as 'difficult to work with'. SPEED-You-UP turns this upside down by turning young people into active participants. They steer their own project and can sometimes also decide on the pace while they receive tailored support. This is also what has attracted the current project partners to the project.

"Young people in Plymouth have reported that they have a lack of initiatives to become an entrepreneur and that there is a lack of opportunities for young people to have control over their own training. Young people feel unsupported and lost in the system." (project coordinator from Devon Mind, UK)

The SPEED-You-UP model

Whilst running the SPEED-You-UP model in different regions, we've noticed that entrepreneurship education is not used as a goal but as a means to reach different outcomes in learners. As said before, it is not our goal to turn every participant into an entrepreneur but for them to obtain the entrepreneurial skills and mindset, it would mean a great deal. With the SPEED-You-UP project, we want to make a connection between the school, the learners, the neighborhood and entrepreneurs to enhance the skills of the learners. This is also an aspiration we see put forward by the Council of European teachers and trainers for the future. They state that "in order to support both the achievement and well-being of teachers and trainers, as well as learners, it is beneficial to build and promote collaborative learning communities, and a collaborative team culture between teachers

and trainers, their peers and institutional leaders, learners, parents and other stakeholders such as employers". (Council of the European union, 2020)

In SPEED-You-UP, young people work out their own business or business idea. They are coached in a holistic manner, using a hands-on approach, with involvement of the community and a broad network of stakeholders (provides by their coaches).

All elements come together in what we call the 'hub'. This can be a location within or outside of the school where coaches, learners, entrepreneurs, local stakeholders, welfare organisations, volunteers and other stakeholders come and work together. It can also be a more 'nomadic' hub that moves around a city or town, with activities, training sessions and coaching being organised.

In the sections below, we describe the central elements from the SPEED-You-UP model: young people, coaching, the programme/approach, community involvement and collaboration within a broader network.

Young people

Young people are at the centre of the model. They are young people who struggle to stay in school because they are lacking motivation, personal problems or the influence of other determinants mentioned above.

The at risk NEET young people can be found in schools. Using an indicator list (created by the project partners) to identify class groups with a high number of at risk NEET young people, schools were able to select those youngsters who would benefit from following the SPEED-You-UP programme. In reality, schools and teachers were very much able to determine which classes or which young people should be following the trajectory. Most of the times, these were young people who lacked motivation, had the tendency to often skip classes, were socially vulnerable and had low confidence. The fact that they participated in SPEED-You-UP was due to a course they followed which was embedded in the curriculum (the teacher was on board with the project) or it was an extracurricular activity or programme they could follow (in the UK, it was part of an 'enrichment' programme).

Schools were free in using the indicator list, but often also enrolled classes just as they were without taking the indicators for early school leaving into account.

Throughout the trajectory of SPEED-You-UP, teachers and coaches noted that keeping young people motivated and attentive, was challenging. This concept of 'motivation' is an interesting one to zoom into. When we study the Self-Determination Theory by Ryan & Deci (in Vansteenkiste en Soenens, 2015) linked to education, we see that people have three essential psychological (basic) needs: autonomy, relatedness and competence.

- **Autonomy** stands for having choices and being able to influence your environment. It doesn't mean being independent, but being interdependent, young people are able to decide for themselves whether they want help or not.
- **Relatedness** is about the feeling of belonging and getting pleasure and support out of social relations. This does not mean young people need to collaborate all of the time, but it ensures that young people respect each other more and give and receive help easier.
- **Competence** is the feeling we experience when we find ourselves in situations that challenge us and where we know we can handle them. It's about belief and trust that young people are capable of reaching a goal.

So, just like plants need sunlight and water to be able to grow, so do people need the feeling of fulfilment for these three basic needs (Van den Broeck ea, 2016) to be motivated in their lives and in this case, for activities related to school.

For SPEED-You-Up, we wondered whether partners, teachers and coaches saw growth for young people participating in SPEED-You-UP in these three needs. These were the things they reported.

- For autonomy
    - Young people developed a sense of responsibility and could reflect better on their interest. They gained responsibility, but also needed to grow into this. Guidance by a coach or teacher is of course essential.
    - In some cases, teachers or coaches were in the possibility to use a student-led approach (infra, the extracurricular way of implementing SPEED-You-UP).
    - A lot was learned from working in a real-life context. For instance, young people took control over the budget and had a say in how to use it.
    - The focus of SPEED-You-UP is one of empowerment, getting to know what your talents are and using them to empower yourself as a person.

- For relatedness
    - Great deal of ownership was shown because the hub location was not only linked to school (some organisations offer a room to schools where they can do their hub so young people could get away just because 'school' as an institution evokes negative feelings for some young people).
    - Young people show a lot of respect for each other and for the coach or teacher. The achievement as a team was very much valued. Stepping into this experience as an equal (relationship teacher – young person) was even more successful.

- For competence
    - Both soft skills and knowledge skills were trained following the SPEED-You-UP trajectory. More knowledge increases the mastery of skills.
    - Giving back self-worth to young people because as a coach or teacher you give positive feedback.
    - Problems that would not occur in the classroom, could be tackled in real life, in communication with stakeholders.
    - Several young people continued into higher education, finished their schoolyear or came back to school fulltime after a period of truancy.

Generally, the project partners saw more confidence and believe in oneself, more motivation, more personal growth in young people after taking part in SPEED-You-UP than ever before.

"They are more confident, even in the way they communicate with us. They are relaxed, they have developed competences. They are more proud of themselves. There has been a positive impact on the young people, certainly." (Project partner, Ghent, Belgium)

"They seem to be more mature. They express themselves better. They show more confidence. In the beginning: they were more shy and had less confidence. We can see that they have gained some skills." (Project partner, UK)

"I can only give my feedback based on what I see during the training. They listen, they see entrepreneurship as something new, they didn't see before. They see self-employment from a different perspective, as something that is achievable and realistic." (Coach, Sint-Niklaas, Belgium)

" I really saw a big leap in intrinsic motivation for some students of mine. They were really struggling with their motivation but through the project, they found it a gain and now they say they have never worked so hard for school." (Teacher, Gorichem, The Netherlands)

"We also see impact in the entourage of the young people (the first circle around the young people, their family). The project has an impact as well on their social life and on their family. They often have problems in the family. Because of the pop-up, they have some money. They become independent and have autonomy. They live with their parents, but once they create something or find work, they can move out of the home. If they are over 18, they want to gain autonomy. They want to live alone or with friends. Because of the project they have small money, or perhaps find work, and therefore it is easier for them." (project partner, Wattrelos, France)

Coaches/teachers/schools

The role that coaches (or teachers when the teachers run the project SPEED-You-UP in his/her classroom) play in their students' well-being at school is not to be underestimated. They support youngsters in their personal development, acknowledge their skills, engage informally and encourage them to take any further steps. We saw that as the trajectory continued, that SPEED-You-UP became a way of educating young people and that teachers like the approach that the project offers. For them, the threshold to work on entrepreneurship was lowered because of the programme.

They really like this different way of teaching: the participatory, the bottom up, involving external parties, opening up from the school, etc. They really like those things. It has been agreed with the coaches that they will continue to use this method, and that it will also spill over into other directions. (Project coordinator, Sint-Niklaas, Belgium)

Because I (the coach) let loose a bit, and because the students let loose a bit, we have really found each other. When we let go of the schools approach, the bond between me and the students has improved (coach, Sint-Niklaas, Belgium).

Although most schools were very enthusiastic about the approach, attracting schools to participate in an activity or step into the SPEED-You-Up trajectory wasn't always easy to do. Fully participating meant that teachers needed to be made available in their schedules, lesson plans need to be turned around, stakeholders and other contacts needed to be approached… A lot of extra work for teachers who are already often performing in constant peaks during the schoolyear. When teachers couldn't deliver the programme themselves (mostly in the UK), coaches from the partnership came in and delivered the SPEED-You-UP trajectory to the young people.

"It is very difficult to engage with schools. They are all busy. They don't react to the e-mails of the council. They are occupied with what they do. Other organizations have the same problem. If schools want to participate, they want someone to come in and deliver the training. Teachers don't have time for that. It is challenging to find schools." (project partner, UK)

Trying to engage schools into participating in a project – how can it be done?

Use your 'long arm'

- Use your internal networks of city councils, local stakeholders, social services and organisations supported by the government to advertise the project. This is a time-consuming business which demands a big effort.

"We worked with the RECTORATE. The rectorate is the institutional structure that administers the academy: it is the representation of the Ministry of National Education, Youth and Sports and the Ministry of Higher Education, Research and Innovation. The rectorate gave us information on the high schools with a high drop-out rate and sent us the contact details of the school heads. We then sent an email to the head teachers. We also had the opportunity to meet with some of the head teachers to present several projects we work on." (project coordinator, Amiens, France)

- Make face to face appointments or call schools yourself where you know someone who teaches there. Schools are keener to engage with a project when they know someone on the inside. But be realistic, schools are over-solicited and are very picky about which project they participate in.
- Stress the topic of the project and try to do this as concise as possible. For SPEED-You-UP, the topic was school drop-out and schools are struggling with this.
- When a school already participates in the project, use these results and experiences to advertise the project

Seize the moment, but be realistic

- When the educational curriculum is changing, this is the time to try to enthuse schools, heads of school and teachers to try something new.

"Due to the changes in the attainment targets, it is the ideal time for teachers to also review their curriculum and activities. We want to posit the idea: look, we have a blank sheet, how do you want to work on entrepreneurship with your students, how do you want to start there, that is the direction we want to go (logistics/e-commerce),… By working together with teachers and say 'Let's brainstorm about what it could be', they have already collected a lot of ideas. A number of teachers are very committed to this." (project partner Ostend, Belgium)

- Schools can have a lot of objections: SPEED-You-UP would take up time from other lessons, teachers are already very busy, schools couldn't fit it into the schedule of the young people… Pointing out the value of the trajectory and the fact that it helps to reach several curricular objectives, could persuade them otherwise.

Be prepared

- Make a list of objections to participating a school or other organisation might have and try to have a suggestion ready when this question occurs.

"We tried to anticipate the questions schools would have. Timewise, we stated that some teachers should be the leaders within the school. When they had organisational issues, we suggested to install a part time coordinator in the school to help with all sorts of problems." (project coordinator, Ostend, Belgium)

- Contact several teachers in the school so that these people can also help to persuade the heads of school when necessary.

Programme/approach

SPEED-You-UP is an entrepreneurship programme for young people who are at the verge of leaving school without a degree, who are lacking motivation due to personal problems or who have difficulties working in a fixed school system as we know it.

SPEED-You-UP choses a hands-on approach, the emphasis is on learning by doing. Because at risk NEET young people often have a less good relationships with the school and the teachers, we designed the programme to be unlike school so no sequence of theoretical lessons on how to run a business. It starts from the young person's own ideas and talents and they are given the opportunity to actually pilot and prototype a concrete business idea or participate in a business they believe in. For SPEED-You-UP, doing and learning go hand in hand.

As one of the project partners put it during a cross border learning session:

"I think youngsters are more exited to do instead of learning first. It's more experience than going through books. There are differences in people so this will be different from person to person but I think in general its more exciting to have a hands-on approach."

Because of the concrete links to the outside world, young people were able to showcase their output or really dive into an idea they already had, maybe earn some money (not the case for all the project partners – linked to the context of the SPEED-You-UP partners) or be proud of what they have accomplished and how they've grown during the SPEED-You-UP trajectory.

I also learned how to set a price and what is deducted from the salary. I had seen this at school, but it's different in real life." (young person from Wattrelos, France)

"I appreciated that we could do business in our own way and pace. I became more independent, but I was guided well by the coaches. I learned to take up responsibilities and due to positive reactions during the pitching of our product, we know that there is a need for it that we will investigate further." (young person from Sint-Niklaas, Belgium)

The main goal of the programme is not to deliver entrepreneurs and self-employed people, but to stimulate and foster entrepreneurial competences in young people. There is a lot of emphasis on soft skills such as communication skills, attitudes and personal growth.

"At first he was late, but increasingly punctual. We also made sure to give him responsibilities (adapted to his age because he had too many responsibilities at home) and followed his ideas. His involvement was noticed by the school team and some teachers started to support him. Today not everything is settled but he lives in a healthier environment during the week, does his homework (he once told me he had not done his homework since primary school!) and wants to continue his studies in a professional school." (project manager, Armentiéres, France)

During the SPEED-You-UP project, a variety of session plans, workshops, tools and lessons were developed by project partners. This has resulted in a rich offer of materials that can be used flexibly depending on the group of young people, the time at your disposal to work on SPEED-You-UP or the kind of organisation you are. We've seen with partners that there is not one way to implement the programme. This diverse way of working will be explained later in this report through three different models of implementing SPEED-You-UP into your school or organisation.

Implementing an entrepreneurship programme for NEET young people, how can it be done?

Make use of existing materials and use them flexibly

- Doing a market research, working with a Business Model Canvas, prototyping your product… it has all been done before and many times too! Make use of the materials that exist and adapt them to your situation and the group of young people you work with. The developed materials can be found on https://speed-you-up.org/ which is an open source space for you to use, no log-in or registration required!
- The SPEED-You-UP partners have created a roadmap where the steps to take are visualised. But in practice, we saw that the schools and organisations working with young people followed their own path, listening to the needs of young people. Letting go of the roadmap is definitely possible, so mix, match or adapt the materials you can find online.

Go for REAL

- Invite (local) stakeholders to provide the young people with the information they need at their level. This will foster their competences and show them what the expectations are in real life. The feedback they get from entrepreneurs is very valuable.

"The young people were able to put into practice what they liked to do as a "hobby". For example, we have several graphic designers who wanted to make the visuals and choose the logo. To help them, volunteer speakers (a freelance communicator and a communications company manager) came to give them the keys to a good visual: playing with colours and fonts, highlighting information, conveying the right message... Today's graphic designers are able to produce flyers, posters and other visuals for their enterprise on their own." (coach from Salengro Social Center, Armentiéres, France)

- Young people will be more motivated if they can do things for real and being paid for their products or services. It also means that stakes are higher. Gentle support and strong coaching, and taking small steps, will be important because doing things for real can be fun but scary too.

"In our mobile hair salon and nail studio, we can help people who are less fortunate. Sometimes I doubted if we would get ready on time and some things were decided quite late, but the opening was a success! Preparations were very busy, like putting everything in the salon and talking about how we would organise the opening, but we did it!" (young person from DUO², Ghent, Belgium)

Community involvement

One of the assets of SPEED-You-UP is the element of community involvement. Working in, with and for the community is a central theme. Depending on the setting, the concept of community can mean different things. Working from a central hub in a specific neighbourhood makes it possible to install projects with and for that neighbourhood. Working community-oriented will be more challenging if you do not have a physical hub and offer activities in a geographically larger area. It is still possible to involve the neighbourhood in that case, but it is possible that this is not limited to one specific community or neighbourhood, but different ones. For instance, one could encourage

young people who live in different districts to perform the market research for their business in their own respective neighbourhoods. Or a 'test day' or event could be organised in the neighbourhood where the school is situated or could even take place inside of the school.

Example 1 – the case of Centre Social Salengro, Armentières (France)

Salengro centre social is one of the 2,000 centres in France. It is located in 'the quartier', a neighbourhood with a lot of poverty. There is also a high unemployment rate, especially under young people. The aim of the centre is to get those people to the labour market. For SPEED-You-UP, the centre had a collaboration with a local school. The school made a plot of land available for the young people to work on and to grow their own kitchen garden. When the time came, vegetables and fruit were sold during a summer event in the garden to which the neighbourhood was invited. They also organised games for all ages so they could get to know the project and when it was wintertime and the garden was not in use, they provided 'happy boxes' with items to distribute in the local residential care centre.

Example 2 – the case of the Ensorinstituut, Ostend (Belgium)

Participating in SPEED-You-UP, this school was granted a location by the project partner Economisch Huis in Ostend, which the school could use to establish their hub. Because the school offers a variety of courses with a link to interior design, the participating young people could pitch their idea to members of the local community, which were involved in voting for the design and decoration of the room. In the hub, the different courses from different classes could take place, so the whole school benefits from the hub: the students following fashion created a shop window every season, the students following sales sold stock from local businesses (bike shops, clothing shop, games store…), the students following logistics have to organise the entire process from the order to sending the package to the costumer. Where young people had to learn all these skills in a classroom with limited access to real-life experiences, the hub ensures they get in touch with real business, customers and other stakeholders. Teachers in this case, were also pleased because this makes sure they can reach their curriculum objectives in an authentic way.

Involving the community, how can it be done?

Community = broad understanding of the term

- The 'community' can have different meanings. Look at what is relevant and valuable for your setting and the young people you collaborate with. The meaning of community can also fluctuate over time or depend on your activities.
- Have an open mind towards community involvement. The community can mean working in a building that is provided to you by the community, community residents can be customers, volunteers or coaches, or give feedback and input on business ideas. If you work in a deprived area, it should be clear that the community will not be the main sponsor of a young person's business.

Community involvement = works both ways

- Unless your setting is community-oriented or -based, it will take effort to get the community involved. If you offer people from the community something, they will be more eager to offer something in return.

- Working community-oriented can be valuable in changing prejudices about young people. If young people go out in the neighbourhood and talk to residents about their project, people's ideas about young people might change.

- Hubs are often located in poor areas. Creating a hub in such an area and making it accessible for community residents, can provide a new dynamic in the community.

(Local) network of stakeholders

Building a (local) network of stakeholders is important for various reasons. First, it will be of a big influence for young people when someone who runs a business in real life, comes to hear them pitch on their ideas for a business. When this entrepreneur is also someone who knows the world the young people live in, they will be extra attentive. This is also a plus for the schools because this brings the real world inside the classroom.

Second, networking is important in implementing a pertinent entrepreneurship programme. In the ideal version of SPEED-You-UP, young people get access to a network of businesses, business support organisations and entrepreneurs that will support them in various ways.

A (local) network of engaged stakeholders, how can it be done?

Start with identifying important stakeholders for the project

- Think about organisations who are affected by the project or could contribute to the project. A stakeholder is an organisation that has an interest in your activities or the outcomes of your activities. The stakeholder can be aware of this or not.
- Map you stakeholders : which stakeholders have a great interest in the project? Which could have a large influence? Which of these do you already collaborate with? Which important stakeholders are not in sight yet?

Build relationships with important stakeholders

- Start building relationships with new stakeholders and invest in existing stakeholders.
- If a stakeholder is potentially important to you but does not know your organisation, use **reciprocity** to gain influence.

Formalise collaborations if necessary or useful

- It can be helpful to formalise collaborations that are very important through a contract.
- Young people can be involved in formalising collaborations through a moral contract or charter. For instance, they can work in the atelier of an entrepreneur under specific rules or restrictions.

The testimony of the project coordinator from Wattrelos (France) illustrates how their network thrives thanks to SPEED-You-UP:

"We are also very happy with our local partnerships. SYU really allows us to strengthen our relationship with the organizations and the schools. We had these

partnerships already but it was not that strong. Now we meet more regularly, the organizations are interested in the project, they came to the inauguration, they visit the HUB, they spoke with the young people … We meet and talk how we can make the partnerships better."

Different ways of implementing SPEED-You-UP

The educational landscape is very diverse across Europe. Therefore, it's only logical that there are also different ways of implementing the SPEED-You-UP approach in the different types of educational systems that exist.

Nine project partners across four countries have piloted the SPEED-You-UP model. A description of each of these pilots can be found on the SPEED-You-Up website (https://speed-you-up.org/hubs).

The nine organisations who piloted the SPEED-You-UP model represent a wide range of organisation types which all supported one or several schools in implementing the SPEED-You-UP method. The organisations vary from non-for-profit business support organisations to small charities and city councils. Some operated in rural areas, other in medium-sized to large cities. For most organisations, working with school, teachers and at risk NEET young people, was new. We observed differences in the approach of the partner organisations, depending on their level of expertise, their network, the presence of a physical hub, etc.

Due to COVID, online teaching and the closing of schools, it was quite hard for the partners and the schools to set up the entrepreneur hubs in the schools. Therefore, it took us two years to gather the information on the pilots and to analyse them properly. Eventually, we came to **three different methods or prototypes** which will be discussed later. The prototypes are:

- Extracurricular way of working
- Embedding SYU in the curriculum
- Workshops

The three prototypes are elaborations of the SPEED-You-UP model that has been presented above. The prototypes all start from the same basic principles and elements but differ in how the models are put into practice in reality.

These prototypes allow us to give a clear and concise overview of what the project entails, without ignoring the rich variety in practices that we have observed in the different pilots. Prototypes are an abstraction of the concrete practices that we have observed. The prototypes have been presented and discussed with the partnership. They represent the full range of practices of the nine pilots hub and at the same time allow for upscaling in a later stage.

Each prototype will be discussed in a similar manner. First, we give a description of the main characteristics which we illustrate with concrete examples. Second, we give an overview of the main challenges and benefits of each prototype. Third and at last, we delineate the conditions that are required to implement the prototype.

We situate each prototype on four **continuums**. We use these continuums to illustrate the different fields of tensions while supporting at risk NEET young people. These continuums also give a general

idea of possible pros and cons of each prototype. Practitioners working on the SPEED-You-UP project considered this part of the prototype as very meaningful to reflect on their own practice, their professional view and the viewpoints of their own organisation as well as on contextual issues on a policy level.

a. **Emphasis on theory vs. on doing**
   On this continuum an estimate is made concerning the level to which the implementation is more theory- or practice-based. Is learning by doing, one of the central principles of the project, immersed in the programme at the start, or is it an end-result of a trajectory that starts from a more theoretically oriented programme on how to set up a business. This is also where we situate the difference between organising a real pop-up or doing a business simulation game.

b. **Systemic or organic approach**
   This continuum refers to the level of structure in the programme. Is the programme clearly structured, does it consist of fixed steps that are followed in a certain order, or is the system very open, with working principles that are less clear and more adaptable to young people's support needs.

c. **Tailored to the individual or group approach**
   This tension represents the extent of individualised support. Is the support tailored to each individual young person, with individual and talent-oriented coaching at the core, or rather a group approach where most activities are in group? This continuum also gives a general idea concerning the degree of connection with the life context of the young people. In an individual approach, the living world and experiences of young people are at the centre. In a group approach, this is not the starting point of the programme.

d. **Network or solo key person approach**
   This continuum refers to the connection possibilities of young people with support needs. Do they have access to a broad network of supporting organisations in different life domains through the project, or do they have a single point of contact – usually the same person.

Sidenote: when we talk about coaches in these prototypes, this will most likely be someone who works in a school. This can be a teacher, a coordinator or a principal who ideally followed a SPEED-You-UP training session.

SPEED-You-UP as an extra-curricular activity

Description

In this way of working, the SPEED-You-UP programme is presented to young people as an extracurricular activity. Different activities are organised and youngsters can take part in the optional plan of starting an enterprise. The threshold is low. Gaining entrepreneurial skills is a means to reach another goal, namely working on the soft skills and personal development of the young people. These activities are organised both inside and outside of school and often with the help or

support of another organisation (welfare organisations, business support visitors, volunteers, local entrepreneurs, musea…) in the neighbourhood of the school. The link to the neighbourhood and searching for an opportunity to give an answer to the needs of the community, is more typical for extracurricular activities.

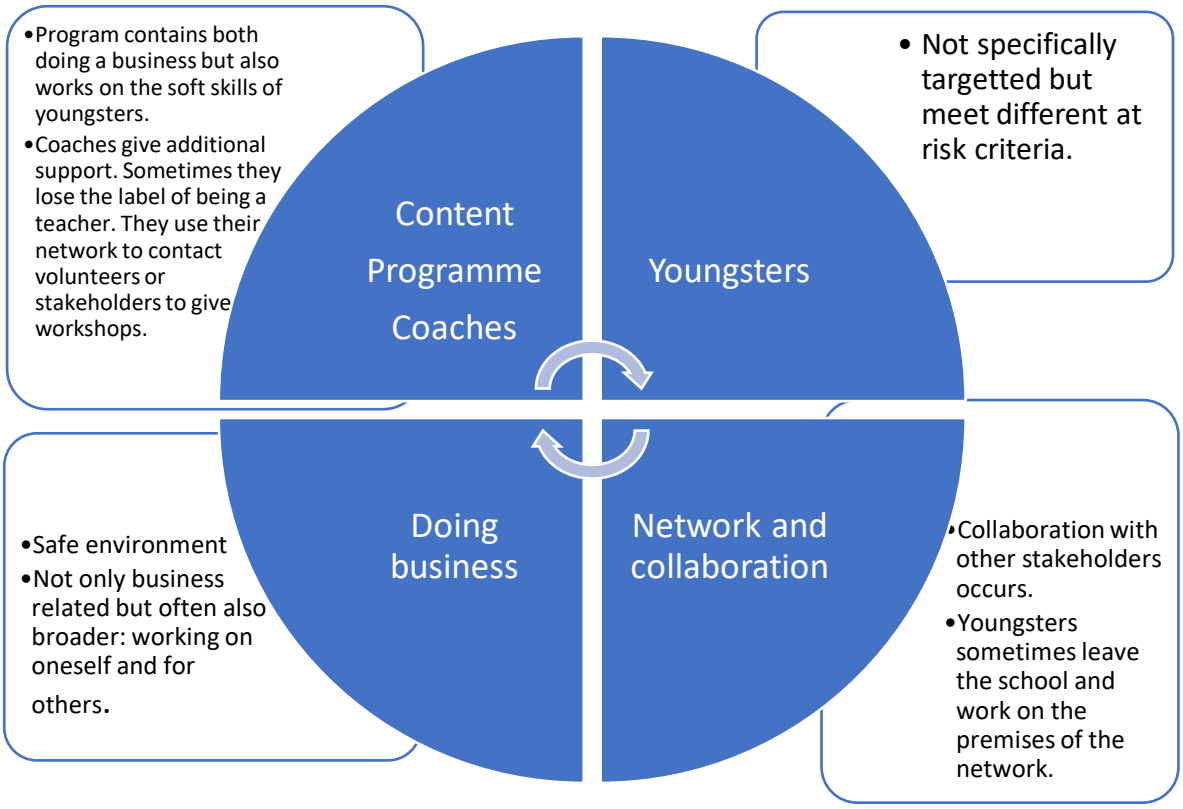
Coaching is organised for a defined period during the schoolyear, depending on the possibilities within the school. We've seen SPEED-You-UP introduced as an 'enrichment' programme which students can follow during an extra class or in some cases on Wednesday afternoons. In some cases, coaches worked with targeted at risk NEET young people. Where this was not the case, we saw that the young people who did join, are those who are lacking motivation and are socially vulnerable. In some schools, it was not possible to divide classes or to actively select young people.

Doing a business and developing the soft skills of the young people went hand in hand in this implementation model. Coaches were not obliged to reach specific objectives with these young people which gave them time and space to tend to the well-being and the motivation of the young people. Setting up a business was still important but is was clearly not the sole focus in this model of implementation.

"SPEED-You-UP creates spaces where students can rediscover their natural learning motivation, preferably outside of the more strict school context"
(SPEED-You-UP coordinator, Ghent)

Typical for this model of implementation, is that the link with the community is clear. Some volunteers were people from the neighbourhood, products were sold and services were offered directly to the neighbourhood (form vegetables grown in community gardens to getting a haircut for a reasonable price when going to the social services centre).

Which elements characterise this prototype?



Most project partners put the emphasis on doing business, but because of the extracurricular character, some schools also focussed on the theory, but in a less strict way than would happen in a classroom.

The organisation of the programme did have some fixed steps for all the participating schools, but coaches could be more flexible in what to offer based for instance on the interests and questions young people might have.

Because of the limited number of coaches present in education, the most appropriate way to tackle the SPEED-You-UP approach is to work in groups. All the partners state that they would love to see an evolution towards a more individual approach.

Young people count on the same coach most of the time, but youngsters also like the interventions made by external people.

Benefits and challenges

Implementing SPEED-You-UP as an extracurricular activity has the following **benefits**:

- For young people
  - Regain motivation for school because of the more flexible way coaches can work.
  - Gain a bigger self-confidence and self-efficacy.
  - Employability skills and soft skills are developed in a fun and interactive way. The creation of the business (financial plan, doing a Business Model Canvas…) is a biproduct.
  - Provides active ownership to young people.
  - Because SPEED-You-UP was not always operating from withing school, it didn't always feel as if youngsters were pre-judged (as they sometimes do feel in school).
  - Youngsters can set their own goals to achieve.

- For coaches
  - Freedom and flexibility to work with youngsters and also have the possibility to follow fixed steps.
  - Coaches can get to know young people in different ways.

- For schools
  - Authentic contexts can be brought into the school.
  - Link with the community can easily be established by letting pupils work with ideas for the neighbourhood.

Implementing SPEED-You-UP as an extracurricular activity has the following **challenges**:

- For schools
  - Although it is an extracurricular activity, it needs to be mapped into the school, so it becomes part of the developmental plan of the school. When the programme becomes part of the school, teachers will also get to know the young people in a different way. They will be more aware of differences between young people and the strengths of young people outside of the classroom will be better developed.

- Teams should know the content of SPEED-You-UP and should be on board with this.

Conditions for implementing

What does an organisation need to install this prototype? Basic conditions and needs identified in the SPEED-You-UP project are the following:

- Heads of schools and other teachers involved need to be on board in order to implement SPEED-You-UP successfully.
- The developed material needs to be accessible at different levels.
- Need for an open and positive feedback culture for youngsters to be able to grow. It is considered to be important to step into the project as equals, so youngsters and teachers/coaches can learn from each other. It needs to be okay to make mistakes.
- The voice of the young people needs to be put first: methods like design thinking a co-creation process, needs to be used to fully develop a trajectory that fits the target group at a particular school.

Illustration

In Armentiéres, the project partner organized SPEED-You-UP as an extra-curricular activity where students could create their own “enterprise” at school, which is not typically business related but has a **strong social approach**. There is a beneficial collaboration between a social welfare organisation and the school where a different range of activities are organized: maintaining a common vegetable garden, developing a local newspaper together, creating a solidarity box for elderly people in the neighbourhood… There is a strong involvement of community because of the collaboration with the social welfare organisation.

Embedded in the curriculum

Description

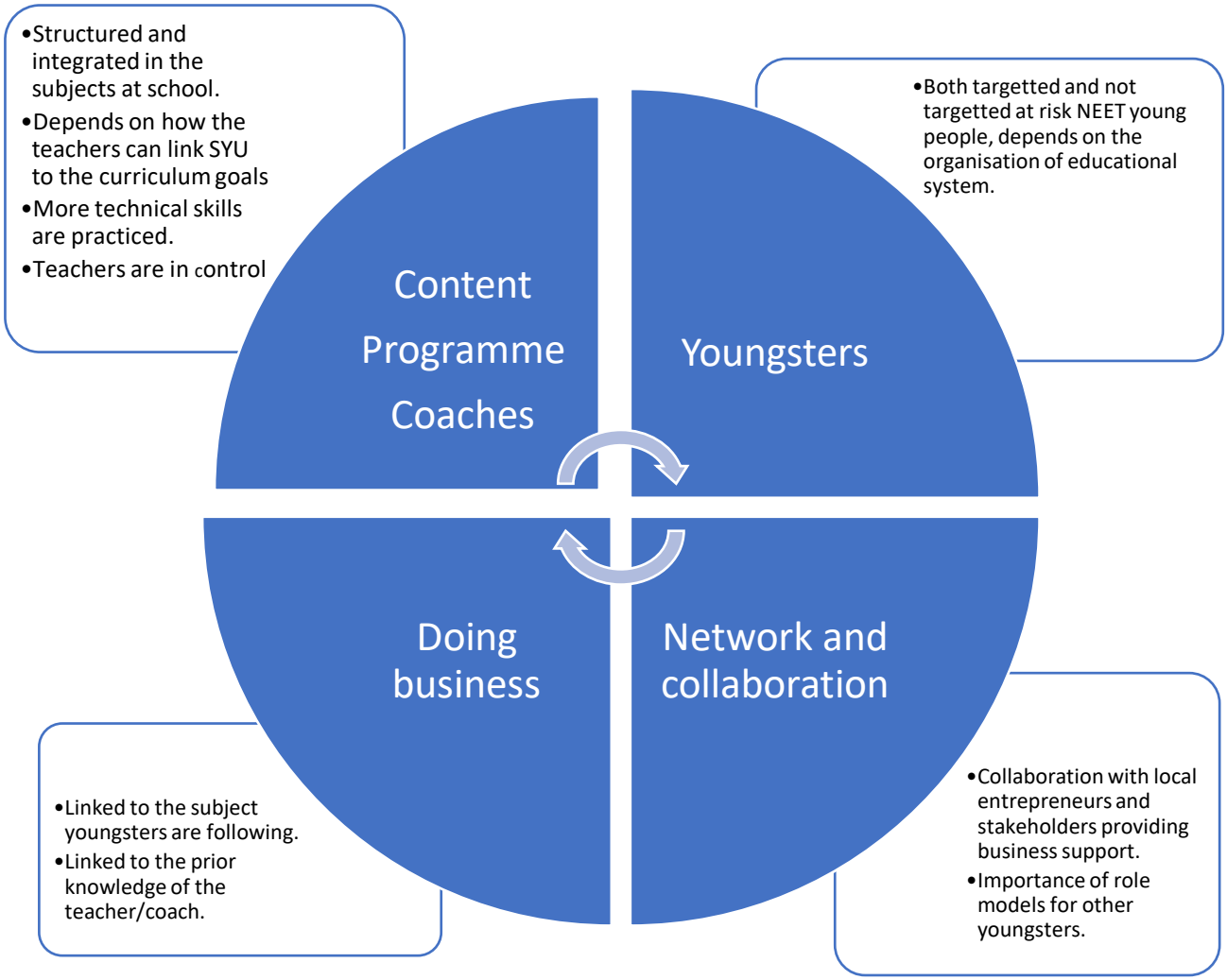
In this way of working, SPEED-You-UP is embedded in the curriculum of a school. The organisation of the hub and pop-up stays completely in the hands of the school, teachers and/or principals. The hub and pop-up are organised within school most of the time. Depending on the contacts and insurance contracts schools have with the local authorities, hubs and pop-ups can also take place outside of school. Implementing SPEED-You-UP can be done while keeping in mind which curricular objectives you have to reach and adopt the approach to your group of youngsters. Therefore, pop-ups are often linked to the subjects young people are taking in their study programme. Young people can use the knowledge they’ve learned in the pop-up and coaches can guide them through the process.

Because SPEED-You-UP is linked to the curriculum goals which a teacher/coach has to reach, schools can choose for how long they will organise the trajectory. We’ve seen SPEED-You-UP installed in a subject called ‘masterpiece’ where young people had to take it an entire schoolyear, integrated in existing courses or it can be offered as a course to follow by choice of the young people for two hours per week. Most of the schools that participated, did so with classes that contained a large number of students who are lacking motivation and are at risk of dropping out without a diploma. This is even more the case for schools who offer vocational and technical education.

The core of this model is learning how to set up a business. Because reaching curricular goals were important for this module, the focus is especially on the knowledge of how to set up a business. This does not mean that soft skills are not trained, but this was not the main objective for coaches.

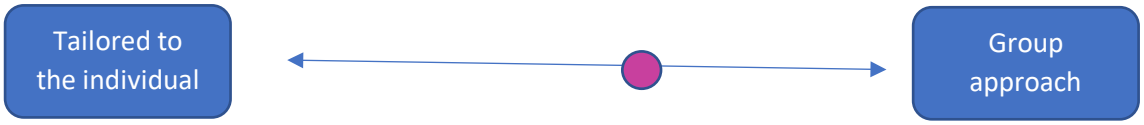
There is a close collaboration between the school, teachers and experts in business, (a) local entrepreneur(s) and the neighbourhood. This connection with the neighbourhood is crucial for the trajectory young people follow, because it puts them in contact with an authentic context where they can actually practice and show what they have learned in class and achieved in their pop-up.

Which elements characterise this prototype?



Project partners concluded that for embedding SPEED-You-UP into the curriculum, you need to work in two phases: phase one focusses on the theory, because one can't get around the objectives a teacher or coach needs to reach, in phase two you can start doing the business.

Due to the fact that this way of working is linked to objectives that need to be reached, a more systemic approach is more suitable. This also limits the amount of adjustment schools need to make in lesson schedules for teachers and young people.



In phase one of the trajectory (passing on the knowledge and working on the personal skills), the individual is more important, but the group approach follows very quickly after this.

When a teacher possesses the necessary knowledge, the coaching comes naturally for the individual. This is not very different from the way schools give feedback already.

Benefits and challenges

Implementing SPEED-You-UP embedded in the curriculum has the following **benefits**:

- For the young people
  - Self-employment is discovered as a job opportunity. Some even find the motivation again to continue their studies towards higher education.
  - Working outside of school in real-life contexts, increases the motivation.
  - The programme reinforces youngsters (and coaches) in their ability to take responsibility and in working more autonomous. A positive change in attitude, behaviour and motivation is noticed by every single partner.
  - Enables youngsters to create a network.

- For the coaches
  - Several curricular goals can be reached by implementing the SPEED-You-UP trajectory.
- For the schools
  - It allows dialogue between the school and several organisations and the community.

Implementing SPEED-You-UP embedded in the curriculum has following **challenges**:

- For the young people
  - Working with money under the age of 18 is not always easy.

- For the coaches
    - The need to be open-minded to try something new. Some teachers stick with what they know and are not open for change.

- For the schools
    - The school staff in general needs to be convinced that this way of working is feasible and beneficial for the young people.

Conditions for implementation

What does an organisation need to install this prototype? Basic conditions and needs identified in the SPEED-You-UP project are the following:

- Having connections with the local authorities makes it easier to implement the SPEED-You-UP programme in schools. They can show the coaches the way to the right connections and introduce them to people in their network.
- A change in the educational curriculum can be used to emphasise the advantage of SPEED-You-UP and the link to the curricular goals.
- Heads of school and teachers need to be on board when implementing something new. Staff will have to feel the need to receive training on this topic and they will need to feel the necessity of this way of working.

Illustration

In Ostend, SPEED-You-UP is integrated in the school's curriculum. There was a change in the curricula provided by the government, so the teachers were looking for how to achieve certain goals and attainment levels. This made them open to new ideas such as SPEED-You-UP.
The city of Ostend provided a place for the school to organise their hub in. All the young people were involved: the architecture students were responsible for the design of the premises, the graphic design students were responsible for the corporate identity, students from sales and logistics were responsible for the sales of the goods provided by local entrepreneurs and a welfare centre.

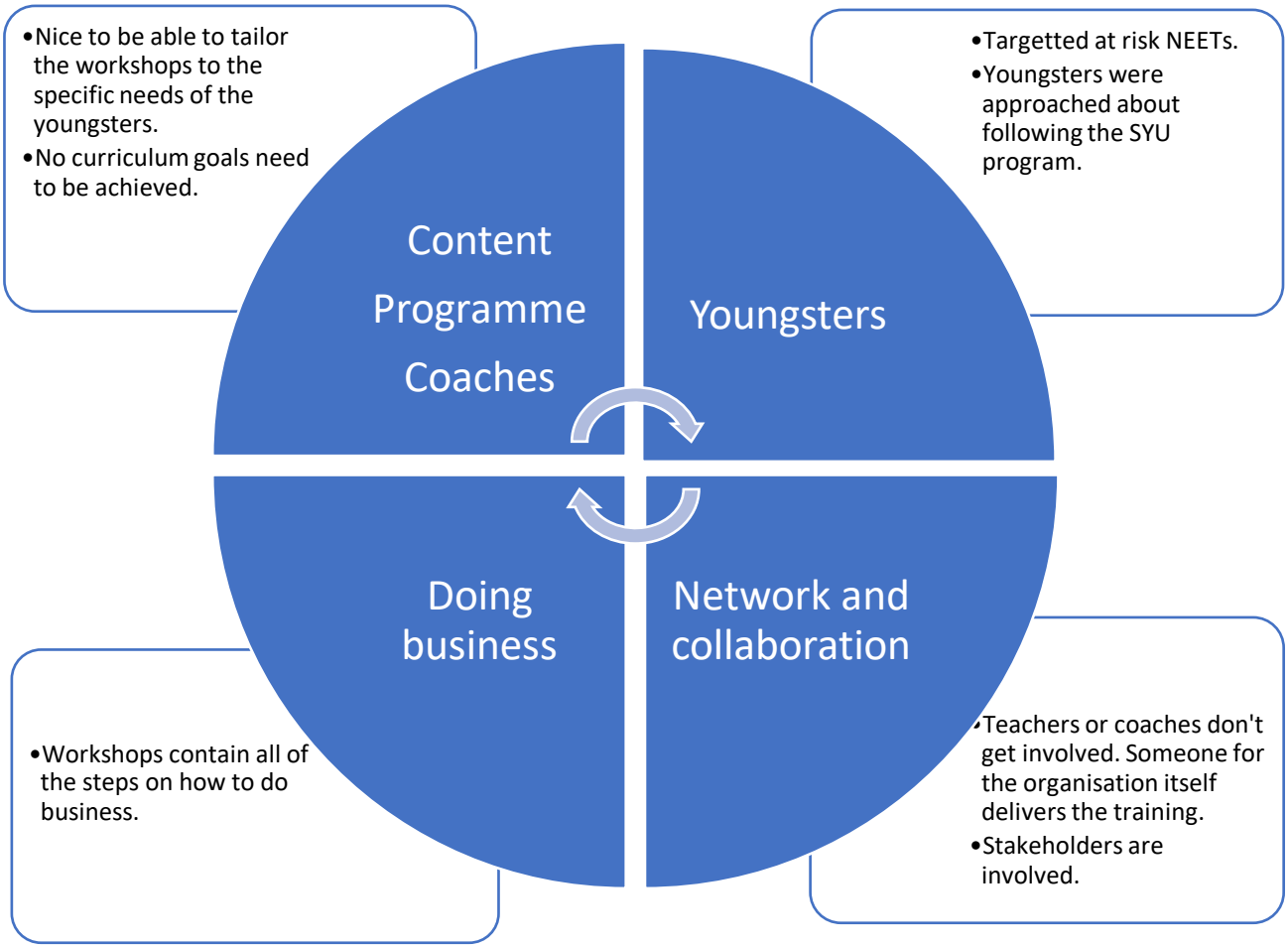
Workshops in schools

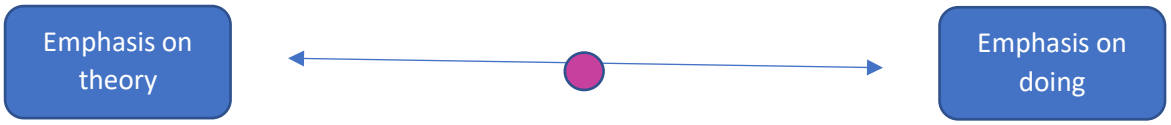
Description

In this way of working, SPEED-You-UP is organised as a series of workshops that are given in a school. The organisation of these workshops is in the hands of the organisation who gives the workshops, mostly because teachers didn't see the time to go in depth in the SPEED-You-UP material to be able to explain it to the young people. This organisation is in contact with the school who provides the location and the young people. Further collaboration with the school is on a practical level.

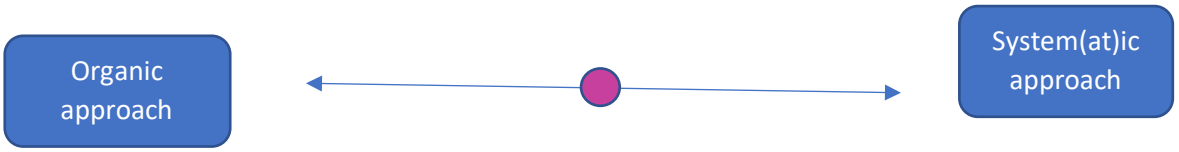
The amount of time spent on each module can be adapted very easily to the wishes of the school and the needs of the young people. The organisation can build on their network to bring in business support or stakeholders interested in providing feedback for a pitch for example. Community analysis can be done within the community of the school.

Which elements characterise this prototype?

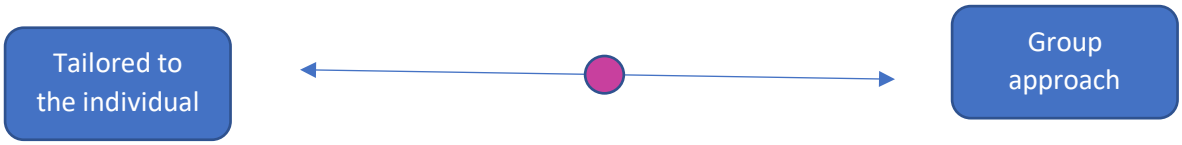




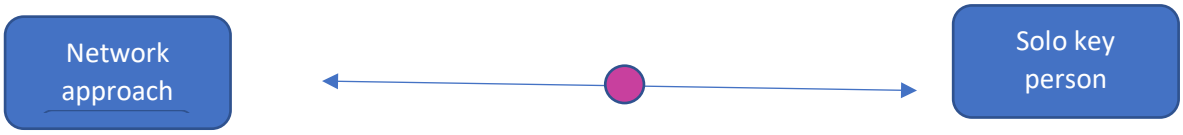
Both ways of working are essential here. Being flexible is key.



When an organisation comes in the school to deliver the training, the sessions will be planned ahead. But an advantage here is that there is a great amount of flexibility possible.



Giving workshops, a group approach is the way to start the sessions, but later on, the coach could become more flexible to adjust to the need of the group or the person.



Use the network from your organisation, but don't withhold from providing individuals with feedback.

Benefits and challenges

Implementing SPEED-You-UP as a series of workshops has the following **benefits**:

- For the young people
  - Thinking about the future in a more realistic way.
  - Learning about how to set up a business whilst working on soft skills.

- For the coaches
  - Group composition can vary a lot. It provides the opportunity to work more tailored to the group.
  - Workshops can be tackled in a very practical way.

- For the schools
  - It allows dialogue between the school and several organisations and the community.

- You don't need to invest time of the teachers when an external organisation comes in and gives the training.

Implementing SPEED-You-UP embedded in the curriculum has following **challenges**:

- For the young people
  - Because of the short period of time, it's not always possible to have a pop-up on the idea that was created in the sessions.

- For the coaches
  - Being visible in school, having contact in and with the schools isn't always easy.

- For the schools
  - The cost to provide for an external organisation to come and do the trainings.

Conditions for implementation

What does an organisation need to install this prototype? Basic conditions and needs identified in the SPEED-You-UP project are the following:

- Having good contacts with schools is essential.
- Being able to provide a clear and short introduction on what the essence of SPEED-You-UP is and to persuade the schools that this is the way to go.

Illustration

WSX, a project partner in the UK, provided SPEED-You-UP as workshops in a variety of schools in the UK. In a general amount of seven or eight session, young people were shown how to set up a business, learning soft skills and pitching their idea to a different group of stakeholders at the end of these sessions. This was extra challenging for some youngsters because some of the sessions were given in a school for severe physically disabled children who face learning difficulties. The coach saw an enormous amount of drive for learning and exploring new paths. Young people in this condition were also in need of knowing that employment and employability (with support) are possible for them.

In this case, the participants/students achieved their goal by learning more about business practicalities but also gained confidence within themselves as disabled people.

Conclusions

This publication presents an entrepreneurship model by and for at risk NEET young people. It also proposes three different ways of implementing this model, in the shape of prototypes.

When using the prototypes presented here, it should be noted that a concrete daily practice will never coincide completely with a prototype. Prototypes are models and thus always a reduction of reality. They are a helpful reduction of complex practices and realities, however, because they allow to reflect on daily practices and their advantages and disadvantages with some distance. Furthermore, they trigger a useful way of thinking when considering installing a new practice, evaluating one's current practice or considering to upscale an existing practice.

Next, it is important to note that all prototypes presented here have commonalities. By reorganising the reality into three ways of working, differences in daily practice are magnified. But when discussing SPEED-You-UP with project partners and young people, we learn that these elements are recurrent and important in whatever prototype:

- The trusting relationship with an engaged and available coach (or more than one coach)
- A holistic and broad approach that welcomes all young people and is not narrowed down to entrepreneurship only
- A concrete method based on learning-by-doing and taking into account the young person's ideas
- An approach following the central principles and values as defined earlier in this report: holistic, positive, autonomy, competence and connection

An important last point, related to the previous one, is that installing a warm and effective entrepreneurship programme for at risk NEET young people is only possible when all 'levels' work together. The **microlevel** is at the core of the programme. This is the level where the frontline work is done, where coaches or teachers come together with young people and young people work on a pop-up business. For the frontline level to function well, it needs back-up from the **meso level** as well. This implies that the organisation that installs the hub and employs the coach has a clear vision, develops a support system for the coach, invests in collaborations and allows a flexible, integrated approach. This, in turn, asks for generous policies on a **macro level**. Therefore, SPEED You UP will also focus on presenting the project to different stakeholders and collecting information that could hinder or facilitate the implementation and upscaling of SPEED-You-UP.

About SPEED-You-UP

SPEED-You-UP is an Interreg 2 Seas project. The 2014-2020 Interreg 2 Seas-programme is a EU programme facilitating cross-border cooperation between England, France, the Netherlands and Belgium. SPEED-You-UP is funded under the programme's technological and social innovation priority. The specific objective of SPEED-You-Up with regard to at-risk NEET young people is to increase their entrepreneurial skills and employability through an entrepreneurship approach.

The project is the result of collaboration between thirteen project partners, including eleven project partners doing frontline work and two knowledge partners (universities).

The current publication is based on the hub pilots from nine project partners:

- City of Amiens, Amiens (France)
- Economic House, Ostend (Belgium)
- City of Sint-Niklaas (Belgium)
- WSX Enterprise (UK)
- JongOndernemen (the Netherlands)
- Education Centre Ghent, Ghent (Belgium)
- Association de Centres Sociaux de Wattrelos (France)
- Devon Mind (UK)
- Centre Social Salengro, Armentières (France)

For more information and to find your local partner visit www.speedyouup.com

Author: Sophie Vyncke, Artevelde University of Applied Sciences, Ghent (Belgium)

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