Transnational Report on the Youth Upskilling Pathway

Project Title: Digital Entrepreneurship for Youth

(Acronym: DigEnYou)

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1. Introduction

The DigEnYou project (full title: Digital Entrepreneurship for Youth) deals with the subject of digital youth work, digital skills and competences, and entrepreneurial learning, with the main aim to develop a training curriculum and an e-learning platform. To achieve these goals the project partners have decided to implement research on the related fields in order to develop and test the new methodologies and tools they want to suggest. The target groups of the project are young people, youth trainers, educational entities, and public bodies.

The consortium consists of 5 partners from 3 EU countries: Mozaik Insan Kaynaklari Gelistirme Dernegi, Yaygin Egitim ve Genclik Calismalari Dernegi, Iskur Carsamba Hizmet Merkezi Mudurlugu (Turkey), Academy of Entrepreneurship (Greece) and Hafelekar Unternehmens Beratung Schober GMBH (Austria). The partnership, led by the Academy of Entrepreneurship, developed this Transnational Report on the Youth Upskilling Pathway as the WP2 ''Methodological Framework and Digital Market Skills Ecosystem'' last result.

The purpose of this report is to provide a summary of the three national reports on what are the digital and entrepreneurial/transversal skills that youngsters need in order to create their own digital entrepreneurship initiatives. In this context, each country conducted focus group discussions/personal interviews with key stakeholders (trainers/educators, young job seekers, digital business owners) to get a clearer view of what they think is important.

The report consists of six parts: Introduction, Research Framework, Good Practices, Focus Group/Interview Results, Definition of Digital & Entrepreneurial/Transversal Skills for the DigEnYou Curriculum and Conclusion. The introduction includes some general information about the DigEnYou project and the purpose of this report. In chapter 2, the research framework chapter, the research design and elements are displayed. Chapter 3 contains the good practices according to the countries that conducted the research, Turkey, Greece and Austria. Chapter 4 highlights the focus group/interview key findings, while chapter 5 defines the skills that should be targeted through the DigEnYou curriculum. Finally, general conclusions are presented in Chapter 6.

2. Research Framework

2.1 The DigComp and EntreComp frameworks

The **DigComp** framework explains the core of what digital competence is and identifies 5 areas of digital competences:

1. **Information and data literacy:** To articulate information needs, to locate and retrieve digital data, information, and content. To judge the relevance of the source and its content. To store, manage, and organize digital data, information, and content.

2. **Communication and collaboration**: To interact, communicate and collaborate through technology while being aware of cultural and social diversity. To manage digital presence, identity, and reputation.

3. **Digital content creation:** To create and modify digital content to improve and integrate information and content, to understand how copyright and licenses must be applied and how to manage digital systems.

4. **Safety:** To protect devices, content, personal data, and privacy in digital environments. To be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.

5. **Problem solving:** To identify needs and problems, and to resolve them in digital environments. Using digital tools to innovate processes and products. To keep up to date with the developments in the digital sphere.

The **EntreComp** framework is the European Entrepreneurship Competence Framework, used as a reference framework to explain what is meant by an entrepreneurial mindset.

In the framework, the term **entrepreneurship is defined** as: "The capacity to act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social''.

EntreComp offers a comprehensive description of the **knowledge, skills, and attitudes** that people need to be entrepreneurial and create financial, cultural, or social value for others.

The **EntreComp framework** identifies 15 key competences divided in 3 areas as seen below:

Area 1

Ideas & Opportunities (Supporting Opportunities, Creativity, Vision, Valuing Ideas, Ethical & Sustainable Thinking)

Area 2

Resources (Motivation & Perseverance, Self-Awareness & Self-Efficacy, Financial & Economic Literacy, Mobilizing Others, Mobilizing Resources)

 Area 3

Into action (Learning through Experience, Working with Others, Planning & Management, Taking Initiative, Coping with Ambiguity, Uncertainty & Risk)

The research for WP2 ''Methodological Framework and Digital Market Skills Ecosystem'' has been conducted in compliance with the above-mentioned Frameworks in collaboration with key stakeholders (educators/trainers, digital business experts, unemployed youth), so that the development of a user-friendly, adaptable and widely accessible digital skilling literacy online training platform is feasible.

2.2   The DigEnYou research design

During the research phase of WP2, the partnership gained valuable insight on:

- Good practices on digital entrepreneurship training programmes for youth in every participating country
- Digital & Entrepreneurial/Transversal skills that young stakeholders need to create their own digital entrepreneurship initiatives

Through the analysis of the research results, the partnership was able to identify successful learning methods and missing skills in the entrepreneurship field, in order to create a training curriculum in compliance with the needs of the youth.

In the context of our research, the term digital entrepreneurship competence referred to the capacity of youth to **provide digital services and products to customers and embed digital practices and technologies in daily operations and business processes.**

For conducting the research, a study circle scheme was defined that would permit the data collection and analysis in accordance with the aims of the research and the integration of results in the development and testing of the DigEnYou curriculum and training tools.

The following table depicts the proposed methodology for the elaboration of WP2 research:

WHAT INFO TO COLLECT	HOW TO COLLECT THEM	TOOLS APPLIED
Good practices on digital entrepreneurship training programmes, which have particular impact in the partner country/EU	Via desktop research on existing training initiatives (good practices in developing digital and entrepreneurship skills for youth)	Template for good practices description
Needs of digital and entrepreneurial/transversal skills for youth to become digital entrepreneurs	Via focus groups with the target groups and relevant stakeholders	Template for the focus group with youth educators / trainers Template for the focus group with unemployed youth Template for the focus group with digital business owners / specialists

Identification of digital and entrepreneurial / transversal skills in existing learning environments and training methods	Analysis of: Good practices Focus group interviews	National report template
Insights on digital and entrepreneurial skills and training methods. Key outcomes for the development of the next WPs	Based on findings in national reports	Transnational Report

3. Good Practices

3.1 Good Practices in partner countries

3.1.1. Turkey

In the context of the DigEnYou WP2 implementation Mozaik Insan Kaynaklari Gelistirme Dernegi, Carsamba Iskur Hizmet Merkezi, Yaygin Egitim ve Genclik Calismalari Dernegi conducted research in Turkey aiming at raising awareness and gaining insights about good practices on digital entrepreneurship training programmes for youth.

As a result, they discovered three initiatives, listed below as good practices:

1) NEETPRO

NEETPRO is about implementation and monitoring of trainings at a national level with young people (NEETs) by the Turkish Employment Agency (ISKUR). The aim of this practice is to develop trainings, individual action plans, job seeking allowance implementation and monitoring model, support the capacity of ISKUR through study visits and contribute to policy making by improving knowledge on NEETs. As mentioned, the main target group of NEETPRO are the NEETs, but after that come their families and other relevant stakeholders. More information can be found at www.ikg.gov.tr.

2) Akbank Fellowship Program

Akbank Fellowship Program consists of different projects, trainings and programmes that aim at preparing young people for the future. As part of the program, members of Akbank meet with university students to share their experience and knowledge in their area of expertise, and also help young students develop various competences needed for future success, such as artificial intelligence, advanced analytics, robotics and design-oriented thinking. Target group of this good practice are all university students across Turkey aged 18-25 years old.

What is most interesting and simultaneously closely related to DigEnYou is that there are many different approaches to implement the program, such as mentoring, training, peer learning, social enterprise designs, inspiration meetings, networking,

and co-creation processes, all with the ability to be conducted face to face and online. More information about the program can be found through the link: www.akbankgenclikakademisi.com/fellowship-programmi.

3) **Technical Assistance for the Promotion of Youth Employment in the TRC3 Region**

This training program covers four titles:

1) Entrepreneurship with manufacturing value chain (80 hours)

2) Entrepreneurship with service value chain (80 hours)

3) E-Commerce (56 hours)

4) Social Media and Digital Marketing (56 hours)

Implemented by the Ministry of Labor and Social Security, Department of European Union and Financial Aid, it aims to improve the vocational skills of unemployed individuals and employees (youths, disadvantaged groups). Target group and beneficiaries are young people who want to acquire more skills.

Main objectives of the program are to increase vocational skills of young people, to support youth employment through increasing young people's skill levels and improving policy capacities of local actors and stakeholders. More information can be found at: https://gencistihdam.org/girisimcilik-egitimleri/.

3.1.2. Greece

In the context of the DigEnYou WP2 implementation the Academy of Entrepreneurship conducted research in Greece aiming at raising awareness and gaining insights about good practices on digital entrepreneurship training programmes for youth.

As a result of the research, AKEP discovered three good practices:

1) **STARTAB Entrepreneurship Programme**

STARTAB is a training and mentoring initiative supported by Coralia with the assistance of Prince's Trust International donors and operating under the auspices of Ministry of Labor & Social Affairs. This program is designed to support unemployed or part-time employed youth aged 18-35 years old, who wish to become

entrepreneurs.

The curriculum of the program consists of five days of training, twelve months of mentorship and an additional twelve months of business consulting for established businesses. Main aim is to enhance participants' entrepreneurship skills and understanding, focusing on the fields of business planning, innovation, presentation skills, legal framework, adding value to products or services, marketing, and sales. Additionally, the program offers guidance on creating a business plan, developing, and testing business ideas, establishing a strong business foundation and defining vision and goals. Through its six-staged structured approach STARTAB has managed to have a significant impact on the Greek business world.

2) 'Together we move forward' (#parea)

This training programme focuses primarily on fostering entrepreneurship and technology. It is an initiative taking place in Ioannina, Greece, organized by Coral Gas in collaboration with Wise Greece under the auspices of the municipality of Ioannina. The programme lasts six months, during which participants learn to enhance their theoretical and practical knowledge, develop their entrepreneurial and professional skills, and contribute to the local community's advancement towards a more sustainable and technologically upgraded future.

The training topics are overly broad, covering everything from entrepreneurship empowerment, to exploring funding sources, to pitching and sustainability issues, and are delivered online by experienced trainers. Moreover, participants have the chance to contact mentors who provide guidance and answer their questions. They also get to explore successful entrepreneurship models and businesses from different regions of the country.

3) 'EDDEEY – Ethical Digital Entrepreneurship for European Youth'

EDDEEY was a transnational project and e-course implemented in the Czech Republic, the United Kingdom, Greece, and Cyprus, which aims to provide young people with the necessary skills for social and digital entrepreneurship, emphasizing on ethics and social responsibility. Target group of the training was young people

aged 16-25 years old, priority given to those from low-income households, females, those from marginalized backgrounds, but also youth workers and educators. During the training a variety of topics were covered, such as digital entrepreneurship, business planning, access to finance and support, social media and content marketing and GDPR compliance.

3.1.3. Austria

In the context of the DigEnYou WP2 implementation Hafelekar Unternehmens Beratung Schober GMBH conducted research in Austria aiming at raising awareness and gaining insights about good practices on digital entrepreneurship training programmes for youth.

As a result of the research, Hafelekar provided the following input:

1) Digital Entrepreneurship for Employability Paths (DEEP)

DEEP project -funded by the European Commission- aims to improve the professional opportunities of VET students from various backgrounds by strengthening their entrepreneurship abilities and their digital skills.

Main objectives of the project are:

a) Improving both digital and entrepreneurial skills by designing and testing a set of new education materials and tools,

b) Disseminating project outcomes across Europe via its Open Educational Resources (OER) platform,

c) Raising awareness among VET providers and training authorities about the importance of digital and entrepreneurial skills in business success.

Link to the project: https://project-deep.eu/project.php

2) Youth Start Digital

It is an interactive and modular learning environment designed to drive independent learning and implementation of new ideas. The framework was developed during an Erasmus+ project and the results show that it promotes initiative and entrepreneurship among young people, while strengthening core competences and attitudes, such as: self-confidence, dealing with uncertainty, economic,

entrepreneurial, financial, and planning competence, as well as creativity. Its target group is mainly people who are planning to start a business or who are in the start-up phase. The different modules offered at Youth Start Digital can be combined individually at the participant's learning pace and they are multimedia and diverse.

Link to the website: https://www.ifte.at/digital

The program on YouTube (DE): https://www.youtube.com/watch?v=Gsmfd271I80

3) **Digital Marketing**

'Digital Marketing' is a blended-learning course offered in Austria by WIFI. Closely related to the project's topic, WIFI offers a variety of courses on the topic of digitalization, often with the option for funding for young people. The 'Digital Marketing' training has 56 learning units, as blended learning, and the topics covered give the participants a sound and fundamental know-how in digital marketing.

Link to the source: https://www.wifiwien.at/kurs/26161x-digital-marketing-kompakt

3.2   Analysis

With regards to the above-mentioned good practices already existing in Turkey, Greece and Austria, the partnership managed to map certain **training topics** that would be a good suggestion for the DigEnYou curriculum.

Therefore, highlighted by all partner countries, as worth including, are the following:

- **Business Planning & Development**, with the context of business plan creation, market research, financial planning, and accessing funding sources.
- **Entrepreneurial Design Thinking - Developing & Implementing Ideas**, with the context of offering basic knowledge for the development and implementation of entrepreneurial ideas.
- **Creativity, Innovation & Value Proposition**, meaning teaching young people how to   develop innovative ideas, think outside the box, differentiate products or services, and add value to offerings. *Creative thinking allows entrepreneurs to identify unique solutions and seize opportunities.*

At the same time, taking into account the national reports' findings, there are some **additional training topics** that should be covered by the DigEnYou curriculum, organized below by country:

Greece

- **Legal & Ethical Framework**, with the context of legal considerations for digital businesses, including GDPR compliance, intellectual property, and ethical practices.

- **Digital Marketing & Sales**, topics on social media marketing, content marketing, SEO, digital advertising, email marketing, and customer acquisition strategies.

- **Sustainability & Social Responsibility**, highlighting the importance of integrating sustainable practices into business models and aligning with the United Nations' 17 Sustainable Development Goals.

Austria

- **Advocate (with one's own ideas) for others**, through strengthening a culture of maturity, autonomy and responsibility for societal challenges by developing ideas, arguing for them and engaging in their implementation.

- **Controlled Risk Behavior**, meaning that participants should be able to recognize and correctly assess risks to modify their plans.

- **Digital Literacy**, with the context of understanding technology, digital tools and online platforms. *Digital Literacy enables the entrepreneur to leverage digital resources for marketing, sales, operations, and customer management.*

- **Time Management & Organisation**, in order to help prioritize tasks, meet deadlines, and stay focused on their goals.

- **Crowdfunding**, to better explore financial aspects and gain experience on public crowdfunding platforms.

- **Leadership & Teamwork**, since entrepreneurs often work with teams and therefore need the ability to lead, inspire and collaborate effectively. *Leadership skills also include motivating and guiding team members towards shared goals.*

- **Networking & Relationship Building,** so the entrepreneur can successfully connect with industry professionals, potential clients, mentors, and investors to gain support, advice, and opportunities.

- **Adaptability & Resilience,** meaning the ability to adapt to changing circumstances and bounce back from failures or setbacks. *Entrepreneurs need to be resilient, flexible and open to new ideas.*

- **Encouraging oneself and others,** with the context of promoting self-reliance, empathy and sustainable culture, being open to innovation, and encouraging open communication.

- **Continuous Learning** is mandatory for young entrepreneurs, who should have a growth mindset and a willingness to learn and adapt. *Keeping up with trends, seeking knowledge, attending workshops, and engaging in lifelong learning is important for personal and professional development.*

While conducting the good practices research, some **gaps or challenges** that are common, when working on a training program for young entrepreneurs came up. These issues are considered potential content gaps for the DigEnYou curriculum, and therefore extra attention should be given to:

- **Business & Financial Literacy gap/Financial Management:** While the good practices mention creating business plans and accessing funding sources, there may be a need for more detailed training on financial management. This could include topics like budgeting, financial forecasting, cash flow management, pricing strategies, and understanding key financial metrics. Understanding business concepts, financial management, marketing strategies, and market research is essential for running a successful digital business. *Providing training and resources to enhance participants' business and financial literacy can address this gap.*

- **Risk Management & Legal Considerations/Confidence & Risk-taking gap:** While the practices touch upon legal frameworks, there should be additional emphasis given on risk management, compliance, and intellectual property protection. Starting a digital business involves taking risks and having the confidence to pursue entrepreneurial ventures. Training on data

privacy, and cybersecurity would also be valuable for aspiring entrepreneurs. *Building participants' self-confidence, resilience, and risk-taking abilities through workshops, motivational talks, and mentorship can help address this gap.*

🔸 **Soft Skills & Leadership:** Entrepreneurship requires more than just technical knowledge. <u>Soft skills such as communication, networking, negotiation, teamwork, problem solving, leadership, and resilience</u> are crucial for success. *Training could include modules or workshops dedicated to developing these skills.*

Additionally, **some more training gaps and challenges**, which is important to be considered, when designing the training curriculum, were identified by the **Austrian partner**:

🔸 **Technical skills gap:** Many young people may lack certain technical skills required for digital entrepreneurship, such as coding, web development, data analysis, or digital marketing. *Bridging this gap through targeted training and hands-on workshops can help participants acquire the necessary technical skills.*

🔸 **Lack of Practical Experience:** Participants often have theoretical knowledge but lack practical experience in the field of digital entrepreneurship. *Offering opportunities for hands-on projects, internships, or apprenticeships can provide valuable real-world experience and bridge the gap between theory and practice.*

🔸 **Networking & Mentorship gap:** Connecting participants with experienced mentors, industry professionals, and entrepreneurial networks is crucial. Lack of access to mentors and networking opportunities can be a significant gap that *should be addressed through guidance, support, and providing valuable connections.*

🔸 **Access to Funding & Resources:** Young entrepreneurs often face challenges in accessing funding, grants, or resources to start and grow their digital businesses. *Providing information, guidance, and support in navigating funding options and connecting participants with relevant resources is crucial for bridging this gap.*

- **Awareness of Market Trends & Technologies**: Digital entrepreneurship is highly influenced by the rapidly evolving market trends and technologies. Participants may lack awareness of emerging trends, innovative technologies, or new business models. *Keeping the program content up-to-date and providing exposure to current industry trends can help bridge this gap.*
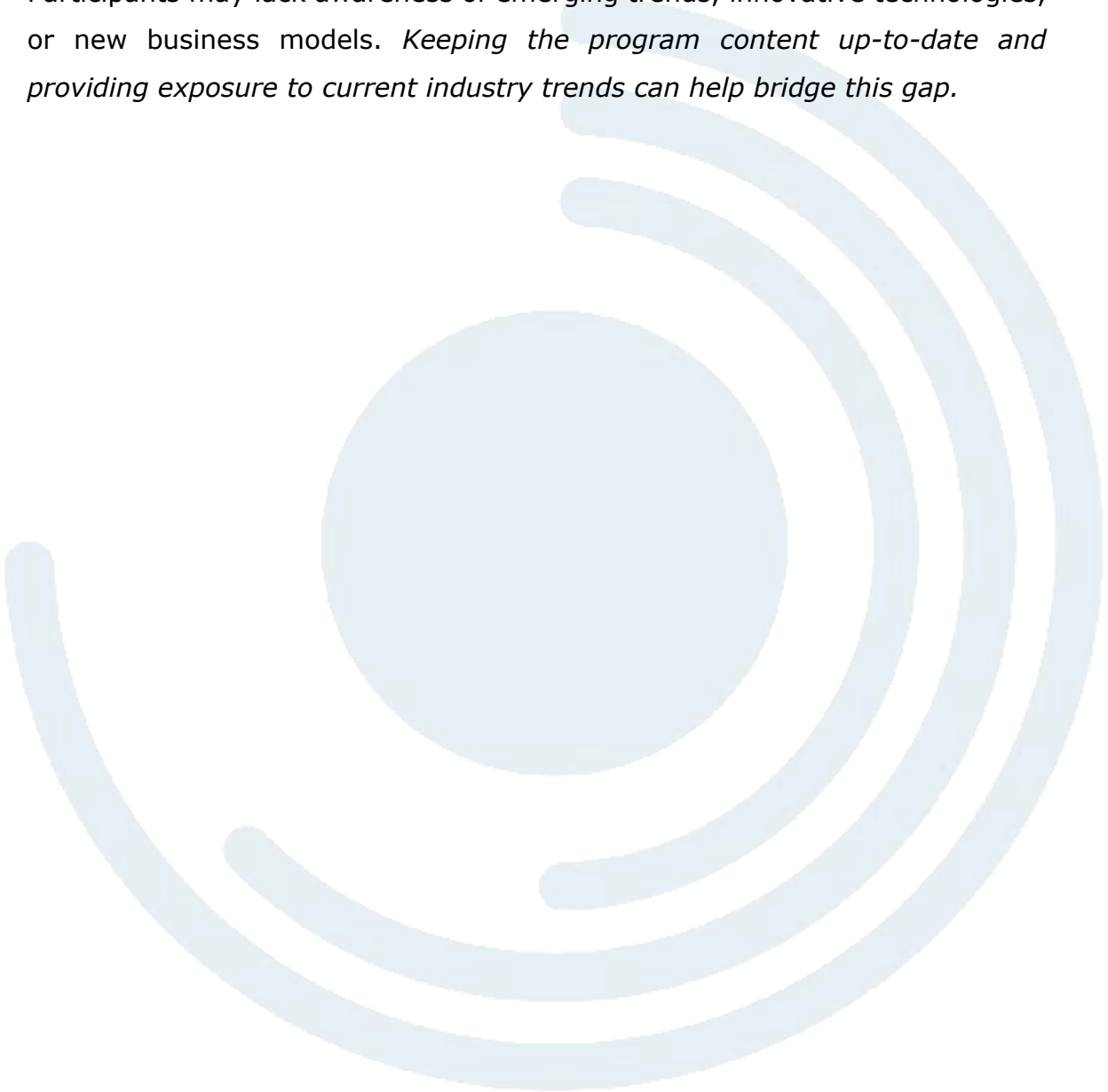
4. Focus Group / Interview Results

The focus groups conducted as part of the DigEnYou project were targeted to three different profiles (young job seekers, youth workers/trainers, digital business owners), so that the partnership could gather valuable information on the needs of young people interested in starting their own digital business.

4.1. Participants' profiles

	Turkey	Greece	Austria
Profile 1: Trainers / Youth Workers	Long-term experience in non-formal training methods & working with youngsters (also youngsters coming from disadvantaged regions)	3 females & 4 males with experience in working with youth / aspiring entrepreneurs & EU funded projects	one female & one male career guidance officers and trainers working with aspiring entrepreneurs
Profile 2: Young Job Seekers	People with volunteering experience (final year students)	2 females & one male soon to be university graduates	6 people interested in establishing their own digital business
Profile 3: Digital Business Owners	Digital content producer – Information systems and technologies department, e-commerce & digital marketing employee – Digital entrepreneurs	one female and one male co-founders of digital businesses with experience in the field for more than 2 years	2 males & 1 female managing directors of digital business

4.2 Key – Findings

Following the research, the main key-findings are summarized below divided into four categories (Upskilling Needs, Training Topics, Methodologies & Tools, Perceived Obstacles) organized by common & nationally recognized ones referring also to the relevant participant profile.

4.2.1. Upskilling needs

Highlighted in the partnership as **common upskilling needs** are the following:

- Setting Strategic Goals / Strategic Decision making
- Target-Oriented way of Thinking / Goal-achieving mindset – Having a vision for future goals & direction of the business - Taking the necessary steps to make this vision reality
- Digital Marketing / Digital marketing tools – best practices
- Digital Content Creation (design & user experience/user interface knowledge, customer service & experience tools) / Original & Quality content
- Marketing Strategies - Online Market Dynamics/ Social Media Literacy - Branding – Digitalization strategies
- Information & Data Literacy (collecting, managing & saving digital data) / Data Analysis - Visualization & interpretation of data - Database systems / Coding / Programming
- Analytical Thinking - Problem Solving Skills / Creativity for Solving Problems (tracing needs, problems & solutions in a digital environment/using digital tools to simplify or automate processes)
- External Environment Acknowledgement / Keeping up with current issues - Continuous learning & adaptability/flexibility to the ever-changing digital environment

Other upskilling needs proposed by **more than one partner** country/participant profile are listed below[1,2]:

- Language Proficiency / Language skills (referring to the English language) –

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[1] Reference by country: Turkey=TR, Greece=GR, Austria=A
[2] Reference by participant profile: Profile 1=Pr.1, Profile 2=Pr.2, Profile 3=Pr.3

TR Pr.1 & GR Pr.3

- Familiarity & Use of Advanced Technological Tools and Platforms relevant to the field of activity (SEO/ERP/CRM) / Computer skills, apps & UI-UX – GR Pr.1,2,3 & A Pr.1,3
- Data Privacy, Protection & Safety / Safety in the digital world (device, content & data security, understanding environmental consequences of operating a digital business) / Intellectual property rights – GR Pr.1,2,3 & A Pr.1,3
- Communication Skills & Networking / Relationship building / Teamwork, Cooperation & Collaboration / Collaboration in digital spaces (effective communication & interaction through technology, digital presence, identity, reputation management, complaint & negative evaluation management, cost effective digital business strategies) – GR & A Pr.1,2,3
- Adaptability / Flexibility – GR & A Pr.1
- Self-management / Self-confidence / Self-Awareness – GR Pr.1,2 & A Pr.1
- Organisation & Administration (accounting, finance, project & product management) / Project/process management – GR Pr.2 & A Pr.1,2,3
- Entrepreneurial Spirit & Innovation / Generating new ideas with different perspectives – A Pr.1 & TR Pr.2
- Financial & Economic literacy / Business & Financial acumen – GR Pr.3 & A Pr.1,3
- Taking Initiative – TR, GR Pr.2 & A Pr.1
- Ethical action (social responsibility, ethical decision-making regarding data protection, accessibility and environmental sustainability) / Sustainability and digital waste issues – A Pr.1,3 & GR Pr.3
- Customer orientation / Understand customer behavior – TR, A Pr.3

Finally, there are some upskilling needs recognized at a **national level**, which can be found listed below, organized by country:

Turkey

- Risk-taking skills – Pr.1
- Creating a business plan – Pr.1
- Evaluate the performance of the business – Pr.3

Greece

- Persistence – Pr.1
- Emotional Intelligence – Pr.1
- Understanding of the product or service being offered – Pr.3
- Familiarity with the EntreComp competence areas – Pr.3
- Recognize market needs and identify appropriate tools and solutions – Pr.3
- Outsourcing practices and how to effectively leverage them – Pr.3

Austria

- Design & Image editing software – Pr.3
- Graphic design skills & Ability to communicate visually – Pr.3
- Web development & Design / Mobile app development (Mobile-first design, accessibility and performance optimization) – Pr.1,2,3
- E-Commerce skills / Understanding of E-Commerce Platforms & Processes – Pr.1,3
- Familiarity with content management systems (CMS) such as WordPress or Shopify – Pr.3
- Research & Information gathering – Pr.1
- Time management – Pr.1
- Leadership – Pr.1
- Creativity / Design aesthetics – Pr.1,3
- Curiosity – Pr.1
- Mobilizing resources – Pr.1
- Learning through experience – Pr.1

4.2.2. Training Topics

Mentioned as **common** potential **training topics** after the focus group/interview are the following:

- Business Plan Creation / Business models – TR, GR, A
- Strategic Goal Setting / Strategic Thinking & Visioning – TR, GR
- Innovation / Innovation management – TR, A
- Creativity – TR, A
- Leadership – TR, GR

- Human Resources management – TR, A
- Project / Product management – TR, GR, A
- Opportunity/Need Identification / Design & Implementation of corresponding solutions / Problem solving & Decision making / Funding opportunities – TR,GR, A
- Flexibility / Adaptability & Resilience building – TR, GR, A
- Digital marketing (Social Media marketing, SEO, pay-per-click advertising, Content marketing, email marketing) / Digital marketing strategies / Production of digital products – TR, GR, A
- Technological Tools (knowledge on specific tools and platforms relevant to digital entrepreneurship: data analytics tools, project management software, website development platforms, and graphic design tools) / Web development skills (creating & maintaining websites, HTML, CSS, content management systems) / E-Commerce / SEO / Presentation technology – TR , GR, A
- Data literacy / Data Visualization and Interpretation (data analysis techniques, data visualization tools, and how to effectively interpret and present data to inform business decisions) / Databases / Programming – TR , GR, A
- Basic Business Management & Marketing (financial management, sustainability, organisation, personnel management, legal frameworks, accounting, payroll) / Financial management (accounting, budgeting, financial planning) / Corporate governance (basic knowledge) / Resource planning – TR, GR, A
- Market Research techniques (analysis, target audiences, competitive analysis) – GR, A
- Communication & Teamwork / Team Dynamics – GR, A
- Ethical considerations in technology / Sustainability/ Sustainable production – GR, A

In addition to the above, there are some **additional training topics** recognized at a national level:

Turkey
- Risk-taking skills / Risk management
- Determination

Greece

- Conflict Management & Negotiation

Austria

- Sales & Marketing
- Cybersecurity / IT security/ Data protection
- Entrepreneurial Mindset
- Enthusiasm & Excitement for an idea
- Expertise in Web & Graphic Design (website & digital assets)/ Web development / Create technical concepts
- Legal aspects and Safety for digital products-services / Commercial law
- Quality management
- Planning & Tools
- Introduction to AI
- Analytical Thinking
- Self-management

4.2.3. Methodologies & Tools

The methodologies to be used for the development of the DigEnYou curriculum can be summarized in the simple need for courses to be more **interactive** and **use non-formal learning methods**. Participants of the focus groups in all countries expressed a strong interest in **face-to-face** education compared to distance learning, since it is more effective, attractive and learner centered. They also mentioned that they could happily compromise with the **hybrid** model, in terms of **accessibility and flexibility** of the training program, since in this way they will get the advantages of each technique and avoid the negative parts. Another reason why the hybrid method of learning is preferable, highlighted by trainers and youth workers, is that by **combining online learning and face to face meetings**, learning becomes **experiential**. That means that the learner will experience the positive effects of onsite training, such as **interaction among participants**, **active participation** and **networking opportunities.**

As for underlined educational tools that can be used, a strong need was expressed for the **tools to be in accordance with the aims of the training and the needs of the students**, meaning that special attention should be given when designing a training material. The young job seekers would like to see **multi-format learning materials**, such as presentations with videos, animations, drawings and tables that will **catch their attention**, while they would prefer more **practical, hands-on experience** to solely theoretical approaches. Another useful tool is the **online whiteboard**, since it enables **collaborative work** and **creative idea development** among participants of a training program. Some other popular suggestions were **gamification** and **flipped classroom**, since they enhance the learning experience by making learning fun and interactive. **Case studies**, **hands-on workshops and simulations, microlearning**, **quizzes** and **teamwork projects that require a presentation** were also suggested, as ways to practice decision making and problem solving, and promote the transfer of learning. At the same time, incorporating **practical applications** and **real world examples** can be useful to prepare participants for the professional world. **Participating in competitions** (e.g. Hackathons, Pitching Competitions) was mentioned as a way to make learners more engaged in the activities and boost their self-confidence. At the same time, a way to inspire people and give them the opportunity to participate actively in learning activities is to invite **guest speakers**, organize **collaborative projects** or **field / industry visits**. Providing **mentoring sessions** and **networking opportunities** in the curriculum will offer young entrepreneurs support, guidance and valuable contacts, so they can begin their journey standing strong on their feet. Finally, incorporating **feedback and reflection periods** was mentioned as an excellent way to review the learning progress and build up young people's self-confidence.

4.2.4. Perceived Obstacles

With regards to underlined perceived obstacles, focus group participants expressed their concern on the topics of **lack of financial funds / financial instability**, **lack of professional experience**, **fear of failure** and even **insufficient coaching** and **support**. In the same context, the **lack of relevant skills** should be carefully considered, when creating training material for young entrepreneurs. Moreover, **challenges due to country specific context** for business creation / **complex**

legal and administrative requirements was mentioned as a concern of young job seekers in Greece and Austria. Also, there are special **social expectations and pressures** for some certain population groups that maybe won't allow them to develop their own entrepreneurial initiative (marginalized groups). Additionally, there is a chance that young people will **lack technical skills or experience** in the business sector.

Personal & internal obstacles were also mentioned, such as **procrastination** and **lack of action on ideas** due to personal reasons and self-doubt (for example, someone considering that they do not have a groundbreaking idea). It was also observed that youngsters often tend to mimic **stagnation behavior** and present some kind of **resistance to change**, therefore avoid chasing their own unique idea. Furthermore, potential young entrepreneurs have an extra barrier to overcome, the one of the **lack of access to resources and support networks**, since they may simply not be in touch with people with relevant profiles. Another difficulty for when training young and aspiring entrepreneurs is that they may **lack awareness of emerging trends, innovative technologies, or new business models**. Keeping the program content up-to-date and providing exposure to current industry trends can help bridge this gap and move their ideas forward.

As ways to overcome these barriers, **empowerment** and **self-awareness** were highlighted by trainers/youth workers to help young entrepreneurs chase opportunities and communicate their ideas with the right people. Also, **networking** can grant access to financial resources and funding opportunities at a national or European level. Especially regarding the entrepreneurial sector some digital business owners emphasized that **coaching** is mandatory, since there are many personality types or social circumstances that can hold someone back from developing a greatly innovative idea. *Simply not being in the right environment is enough sometimes for someone to not be able to recognize and go after an idea.* By creating a **positive and supportive environment**, young entrepreneurs will become more self-confident and ready to face any difficulties they may encounter on the way to start their own businesses and accomplish their entrepreneurial ambitions.

5. Definition of Digital & Entrepreneurial/Transversal skills for the DigEnYou Curriculum

5.1 Digital Skills

	SKILL TO BE TARGETED	DETAILS & EXPLANATION
T U R K E Y	1. Manage their brand image	→ Positively affect their customers' feeling about their products/services
G R E E C E	2. Digital Marketing Knowledge 3. Proficiency in using Digital Tools, Platforms (computer apps & UI-UX) & User Experience 4. Data Literacy & Data Management 5. Awareness of Security Issues & Safety in the digital world 6. Knowledge of Online Market Dynamics 7. Basic understanding of Data Privacy & Intellectual Property Rights 8. Awareness of Sustainability & Digital Waste Issues 9. Digital Marketing Strategies	**Digital Marketing:** Understanding of digital marketing strategies and tactics such as social media marketing, SEO, content marketing and email marketing **Technological Tools:** Learn and utilize specific tools and platforms relevant to digital entrepreneurship, such as data analytics & visualization tools, project management software, website development platforms, and graphic design tools

A U S T R I A	10. Web Development	→ Creating and maintaining websites, HTML, CSS, content management systems
	11. Technical Concepts	→ For digital products or services
	12. Digital Content Creation	→ To be engaging and relevant
	13. Data Analysis	→ Collecting & analyzing business data
	14. E-Commerce	→ Understanding online sales processes, payment systems, and customer retention in digital commerce
	15. IT security & Cybersecurity	→ Awareness of data security importance and knowledge of protective measures & Understanding data protection and cybersecurity measures
	16. Social Media Marketing	→ Leveraging social media platforms for marketing purposes

5.2 Entrepreneurial/Transversal Skills

In general, emphasis was given to the development and acquisition of **soft skills** as those can be more challenging to be taught and conveyed, and in many cases such topics are absent in curricula addressing digital entrepreneurship. In addition, lifelong learning, following industry trends, and staying updated for technological advancements are crucial elements for success in the long run.

T U R K E Y	1. Goal Definition	→ To achieve success in digital entrepreneurship
	2. Sustainable business model building	→ To offer a unique, valuable, sustainable product/service
	3. Develop value-providing strategies	→ To meet the demands of their customers
	4. Drive innovation	→ To better meet their customers' needs using emerging technologies
	5. Support growth with partnerships	→ By building long-term partnerships
G R E E C E	6. Effective communication & Cooperation	**Communication and Teamwork:** the importance of effective communication and collaboration in a digital entrepreneurial environment is stressed
	7. Awareness of market needs & Identification of appropriate tools and solutions	
		Strategic Thinking: Both profiles mention the need for strategic thinking skills to identify opportunities, envision the future and design appropriate solutions
	8. Basic financial & Economic literacy	
	9. Conflict management	**Goal Setting & planning:** both profiles emphasize the significance of setting goals, creating action plans, and tracking progress towards achieving business objectives
	10. Outsourcing practices & effective leveraging	
	11. EntreComp competences (opportunity identification, creativity, vision, evaluation of ideas, self-awareness, initiative,	**Ethical Considerations in Technology & Sustainability:** to deepen understanding of ethical issues and considerations for sustainability in the context of digital entrepreneurship.

	learning through experience and teamwork)	
A U S T R I A	12. Communication & Collaboration	→ Effective communication with clients, employees, and partners, and collaborating in interdisciplinary teams
	13. Problem solving & Decision-Making	→ Analytical skills for problem identification, alternative solutions, and informed decision-making
	14. Creativity & Innovation	→ Generating innovative ideas and developing creative solutions
	15.Flexibility & Adaptability	→ Willingness to adapt to the changing demands of the digital market
	16. Entrepreneurial Mindset	→ Developing courage, risk-taking, perseverance, and a proactive attitude towards challenges and opportunities
	17. Enthusiasm & Excitement for an Idea	→ Cultivating passion and motivation for the digital business venture
	18. Teamwork	→ Working effectively as part of a team

Additional Business Skills (separately recognized by Austrian partner)

1. Business Models	→ Understanding different business models and their application
2. Market Research	→ Analyzing the market, identifying target audiences, and conducting competitive analysis

3. Sales & Marketing	→ Marketing strategies, customer acquisition, and sales skills
4. Organisational Management	→ Basics of organization, personnel management, and legal frameworks
5. Financial Management	→ Accounting principles, budgeting, and financial planning
6. Knowledge about Funding Opportunities	→ Exploring funding options for business development

6. Conclusion

To sum up, both the desk research and the focus group/interview results were very insightful for the partnership, since they helped us understand what will make a more efficient learning curriculum for our target group on the topic of digital entrepreneurship.

Key areas for upskilling
- Key Digital Competences
- Essential Entrepreneurial / Transversal Skills
- Communication Abilities
- Market Awareness & Business Acumen

As a result of the above-mentioned skills/training topics the **DigEnYou curriculum** should include at least four different segments:

1) A **technical aspect**, more focused on digital marketing & providing with technological tools, since focus group participants highlighted the importance of understanding both digital marketing strategies and tactics, and digital entrepreneurship related platforms.

2) A more **detailed soft skills aspect** that would contain communication & teamwork issues, strategic thinking, so as to identify opportunities and visualize the future, goal setting & planning, to create effective action plans and track progress, and ethical considerations in technology & sustainability issues. In the same context, creativity & innovation is important, and so is cultivating passion for the digital business world.

3) **Training Topics** such as Conflict Management & Negotiation and Leadership & Resilience Building. As for Outsourcing, it was suggested as a training topic among other practices that can be of great benefit for the growth of a digitally oriented enterprise. Financial management, market research and knowledge about funding opportunities exploitation were also suggested as core training topics.

4) **Feedback** sessions along with **self-error detection sessions** should be incorporated to review progress and build self-confidence.

Moreover, the DigEnYou curriculum should adopt a **blended approach**, incorporating distant learning with interactive sessions and practical exercises. Within the analysis of both focus groups research and the good practices collection, it was highlighted that the curriculum should offer interactive sessions, by incorporating discussions, practical exercises (simulations, role playing etc.), case studies, group work activities & presentations by learners. In addition, flipped classroom can be an interesting method to be applied for better comprehension of topics.

In conclusion, the research on the Youth Upskilling Pathway was very fruitful and highlighted critical issues for creating an effective training program. By taking into account the above-mentioned needs and suggestions, the DigEnYou training program can empower aspiring entrepreneurs to navigate the digital landscape and thrive in their entrepreneurial endeavors.

7. ANNEXES

ANNEX I WP2 Report Turkey

ANNEX II WP2 Report Greece

ANNEX III WP2 Report Austria