entre YOUTH

Entrepreneurial Youth Worker Training Programme on Sustainable & Circular Urban Food Enterprising

Youth worker Train-the-Trainer Toolkit

UNIVERSIDAD DE ALMERÍA

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Table of Contents

Chapter 1: Ideas and Opportunities

Chapter 2: Resources

Chapter 3: Into Action

Conclusion

References

Chapter 1: Ideas and Opportunities

1.1 Introduction

Today, young people face great challenges to enter or stay in the labor market. This situation has led to intergenerational poverty that enhances their social exclusion. In this context, entrepreneurship emerges as a solution to alleviate this situation. Through entrepreneurship, opportunities and ideas are transformed into value (financial, cultural or social).

This is why the EntreComp framework was born, this project has allowed for an in-depth analysis of research works that allow for the promotion of entrepreneurship. For this purpose, this framework describes entrepreneurship as a transversal competence, which is divided into 3 competence areas, subdivided into 15 areas **(Figure 1):**

Figure 1. Areas and competences of the EntreComp Conceptual model.
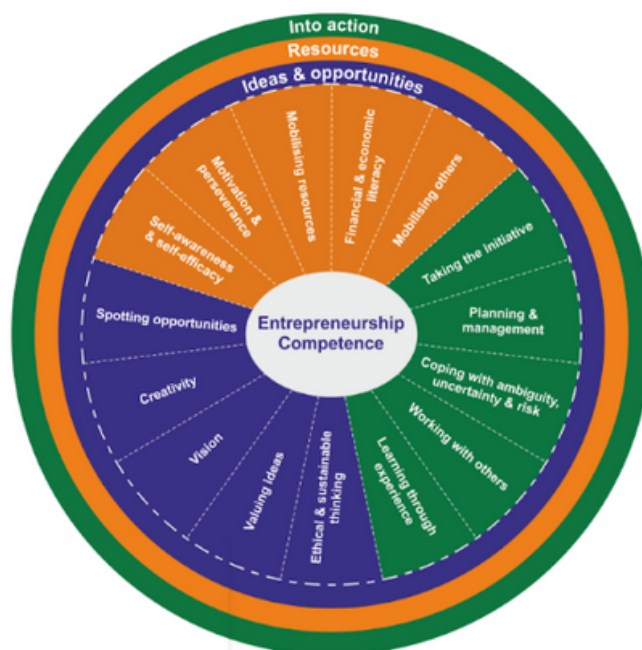
Source. EntreComp: The Entrepreneurship Competence Framework (2016)

Chapter 1: Ideas and Opportunities

1.1 Introduction

Therefore, if we consider that entrepreneurship is a competence that can be taught, it is of utmost importance that youth workers are adequately trained to teach this skill.

In this chapter we will focus on providing teaching methodologies for youth workers in the area of Ideas and Opportunities. The chapter cover:

- What are **innovative active learning methods** and how to apply them in youth education.
- Why it is important to **value ideas** and how it can be valued from the application of methodologies based on: personal/organizational interest; the attributes of an entrepreneurial idea and the strengths and weaknesses of an entrepreneurial idea.
- What is **entrepreneurial vision** and why it is important to understand the usefulness behind the vision of a project.
- How **opportunities can be identified and exploited** and what methodologies can be used to identify business opportunities based on: the interests of the entrepreneur; the need identified in the environments; previous experience.
- What are the **competencies** that can have a significant impact on **sustainability** advancement and how can young people develop these competencies.
- How **sustainability should be incorporated into decision making.**

Chapter 1: Ideas and Opportunities

1.2 Innovative active learning methods in youth education

Innovative active learning methods are approaches to education in which students engage in the learning process taking an active role in developing knowledge and understanding. These methods move away from traditional passive learning styles, and instead they are involved in the learning process through interactive activities, discussions, problem solving and real-world applications. These methods not only improve student comprehension, but also develop important skills such as teamwork, communication, and independent thinking.

The skills required today have changed. Digital transformation has provided access to abundant, dynamic and in some cases inaccurate information. Consequently, it is more than necessary for youth to develop a new set of competences that involve being able to find, analyse and use current information to solve problems that are becoming more and more complex. By introducing active learning methodologies, youth are empowered to acquire these competences as these methodologies:

- Encourages learners to process, analyse and apply knowledge, leading to deeper understanding.
- Promotes critical thinking skills by challenging students to question, analyse and evaluate information, rather than passively accepting facts.
- Enable students to take an active role in their learning, take responsibility for their progress, set goals and become more self-directed in their learning journey.
- Increases the chance that learners will remember and apply what they have learnt in the long term.
- Enables students to acquire practical skills that are transferable to diverse aspects of their personal and professional lives.
- Enables students to acquire the ability to work with diverse peers, to share ideas, to negotiate and to contribute to a collective goal.
- Encourages students to think creatively and find unique solutions to problems.

Chapter 1: Ideas and Opportunities

Some innovative active learning methodologies that can be applied to youth education are:

- **Flipped Classroom:** it is a pedagogical model that transfers certain learning processes outside the classroom and uses class time to facilitate and enhance other processes of knowledge acquisition and practice. In this model, students first work on the content autonomously through videos, readings or other resources and subsequently undertake more interactive activities.
- **Gamification:** it is a learning technique that consists of using game elements and dynamics and applying them to different contexts to increase engagement and motivate students. This technique seeks to approach any kind of process as if it were a game. Participants are at the center of the game, and they should feel involved, make their own decisions, feel that they are making progress, take on new challenges, participate in a social environment, be recognized for their achievements, and receive immediate feedback.
- **Problem-Based Learning (PBL):** is a learning method in which complex, real-world problems are used to drive students' learning of concepts and principles. This method encourages critical thinking, collaboration and enquiry as students actively seek information to address the challenges posed.
- **Project-Based Learning (PjBL):** Like PBL, it is a learning method that involves students working on projects that engage them in researching, designing and creating something tangible. This method encourages creativity, time management and in-depth exploration of a topic.

Overall, these methodologies seek to trigger youth creativity in order to find solutions to complex problems. To do so, it is necessary to explore and experiment with innovative approaches that complement or replace traditional ones, as well as to combine the necessary knowledge and resources that allow us to offer a valuable product (good or service). Some of the techniques that can be used to promote it are the following:

1. **Brainstorming**: It is a creative problem-solving technique used to suggest ideas or solutions to a specific problem or issue. It consists of providing a large number and variety of ideas to solve a given problem. In other words, it does not matter if these ideas are feasible or not. The important thing is to come up with as many ideas as possible. In this technique it is essential not to criticize any of the ideas.

Chapter 1: Ideas and Opportunities

1. **Speed methods.** This tool allows to exercise the mind to solve the same problem every day. The idea of this technique consists in timing oneself every day while searching for solutions to the same problem. The objective is to observe that the solution found each day is more concrete and superior in quality than the previous ones.

3. **Futurism.** It is a technique that consists of allowing the imagination to fly. It involves thinking about how a problem would be solved using technologies, materials and processes that do not exist today or are out of our reach. Afterwards, similar or alternative solutions would be sought using existing resources.

4. **The Walt Disney method.** This technique consists of proposing three different creative solutions to the same problem:

a)Dreamy thinking. This first phase consists of giving an idea without restrictions, and without stopping to think about criticisms. This idea should be written down on a piece of paper. In other words, we must think like dreamers. We can answer questions like:

- What solution can I think of to get what I want?
- How do I imagine such a solution?
- What are the benefits of implementing such a solution?

b) Realistic thinking. In this case we must turn dreams into reality. So we must look for ways to apply these ideas in the real world. We can answer questions such as:
- How do I apply these ideas to the real world?
- What plan should I follow to implement this idea?
- How much time do I need to implement the idea?
- How can I evaluate the success and failure of this idea?

c) Critical thinking. This last phase consists of reviewing the weaknesses of the previous phases. To do this we can answer questions such as:
- What can be wrong with my idea?
- What have we left out?
- What is holding us back from implementing the idea?

To conclude this method, a joint discussion is made of all the desired ideas with the necessary pathways to realise them, and pointing out the different obstacles to be overcome.

Chapter 1: Ideas and Opportunities

5. **6 thinking hats**. it is a creative problem-solving technique which provides a structured approach to thinking and encourages participants to consider a problem or situation from multiple perspectives, represented by six different "hats," each of which symbolizes a distinct type of thinking:

- *White*: This represent factual and objective thinking - what are the facts?
- *Yellow*: This symbolize optimistic and positive thinking - what are the benefits?
- *Black*: This represent critical and cautious thinking - what are the disadvantages?
- *Green*: This represent creative and innovative thinking - what alternatives?
- *Red*: This symbolize emotional thinking - what feelings come to mind?
- *Blue*: This represent control and management thinking - What steps should we take?

The dynamics of this techniques is that participants "put on" and "take off" different hats, switching between different modes of thinking to solve a proposed problem from different pespectives.

Chapter 1: Ideas and Opportunities

1.3 Motivating youth to value ideas, envision and seize opportunities

Evaluating an idea before starting an entrepreneurial initiative determines whether it would viable and sustainable on the market. The evaluation of an idea identifies whether there is a real demand for the proposed product or service, whether there is a market for the business, and whether it can generate consistent income over the long term. It also allows to identify what opportunities can be seized and what challenges could be faced. Finally, the assessment allows to define more clearly the objectives, strategies and tactics behind an idea based on a better understanding of how the idea fits into the market and how it can be used to differentiate it from the competition.

There are many ways to evaluate an idea, however, a guide is presented below that can be used by students to self-evaluate a business idea and choose the one that is most likely to succeed. To do this they can use the following table that contains a series of statements, related to the interest behind the idea, and the attributes of a business idea.

Each of the **statements should be rated** on a scale of 1 to 5, where 1 means FALSE (F), and 5 means TRUE (V) in relation to the business idea they are evaluating:

Interest/Disposition Statements	RATING SCALE				
	(F)				(V)
The Business Idea I have fits what I have always wanted to do.	1				5
I would not be embarrassed to tell others that I am involved in this activity.	1				5
I am willing to spend as much time as necessary to develop the business.	1				5
I believe that in 6 months I can have the business up and running.	1				5
Total number of statements valued at:					

Source: Jonathan Moreno R./Coordinator of the Entrepreneur Support Service

Chapter 1: Ideas and Opportunities

Once the classification is done, the total number of **statements of each evaluation (1, 2, 3, 4 and 5) will be added up**. And fill in these data in the following table:

	A		B		C
No. of statements valued at 1:		x	1	=	
No. of statements valued at 2:		x		=	
No. of statements rated 3:		x		=	
No. of statements rated 4:		x		=	
No. of statements rated 5:		x	5	=	
			Sum of total points		

Source: Jonathan Moreno R./Coordinator of the Entrepreneur Support Service

The results obtained can be compared between the different ideas that the students have and see which of them is more interesting. However, there is also an interpretation according to the type of score obtained:

From 20 to 15 points: This idea is really interesting.
15 to 10 points: This idea is not quite interesting. You need to consider other aspects.
Less than 10 points: This idea is not of interest at the moment.

In addition to evaluating how attractive the different ideas are, it is very important to assess whether it is feasible to put them into practice. To do this, it is necessary to assess the attributes of the ideas. The table below provides a way to **evaluate the attributes of an idea:**

Attributes of ideas Statements	RATING SCALE				
	(F)				(V)
This idea allows me to differentiate myself from the current competition.	1				5
This idea can generate the income I need	1				5
There are customers who are interested in the proposed product.	1				5
It is easy to get the inputs to run the business (raw materials, tools, machinery...).	1				5
I have the necessary financial resources to carry out the project.	1				5
I can get the necessary staff to carry out the activity.	1				5
Total number of statements valued at:					

Source: Jonathan Moreno R./Coordinator of the Entrepreneur Support Service

Chapter 1: Ideas and Opportunities

As in the previous assessment, we must **calculate the total number of statements obtained** for each score, i.e., 1, 2, 3, 4 and 5, and finally, include them in the following table:

	A		B		C
No. of statements valued at 1:		x	1	=	
No. of statements valued at 2:		x		=	
No. of statements rated 3:		x		=	
No. of statements rated 4:		x		=	
No. of statements rated 5:		x	5	=	
			Sum of total points		

Source: Jonathan Moreno R./Coordinator of the Entrepreneur Support Service

Overall results can be interpreted as follows:

30 to 25 points: Apparently it seems to be a good business idea. You should keep working on it, and go deeper into it.
From 24 to 15 points: This business idea has serious weaknesses, these weaknesses should be analyzed and solutions for them should be sought.
Less than 15 points: Another idea may be worth considering.

So far, ideas have been assessed according to interest and whether the ideas meet the basic requirements to ensure their viability. Next, the strengths and weaknesses of business ideas should be analyzed on the basis of the above methods. For this purpose, the **characteristics of these ideas** as described by R. Buskirk (1985) **will be analyzed in-depth:**

Statements	Disagree							Agreed.		
1) No investment required.	1				5			8		
2) It is in an established market.	1				5			8		
3) The need and the product required are clear.	1				5			8		
4) It has a reliable source of raw material supply.	1				5			8		
5) There are no adverse government regulations.	1				5			8		
6) It does not require a large number of workers.	1				5			8		
7) 100% gross profit.	1				5			8		
8) Demand for the product is frequent and continuous.	1				5			8		
9) Tax conditions are favourable.	1				5			8		
10) A solid and reliable distribution and/or marketing system is in place.	1				5			8		
11) Customers pay in advance.	1				5			8		
12) High advertising value is easy to achieve.	1				5			8		
13) It is exempt from any civil liability (does not affect users).	1				5			8		
14) There is no risk of product obsolescence.	1				5			8		
15) Environmental conditions (temperature, rainfall, etc.) have no effect.	1				5			8		

Chapter 1: Ideas and Opportunities

In the same way as in the previous assessment, we proceed to **calculate the final valuation** of the idea based on the following scheme:

	A		B		C
No. of statements valued at 1:		x	1	=	
No. of statements valued at 2:		x		=	
No. of statements rated 3:		x		=	
No. of statements rated 4:		x		=	
No. of statements rated 5:		x	5	=	
No. of statements valued at 6:		x		=	
No. of statements valued at 7:		x		=	
No. of statements valued at 8:		x	8	=	
No. of statements valued at 9:		x		=	
No. of statements rated 10:		x		=	
			Sum of total points		

Source: Jonathan Moreno R./Coordinator of the Entrepreneur Support Service

Once the final results have been obtained, it can be interpreted as follows:

200 points to 170 points = This idea fits the profile of a business opportunity.
169 points out of 140 points = This idea has the potential to be a business opportunity.
139 points out of 100 points = This idea has too many weaknesses to be a business opportunity.
99 points out of 0 points = This idea should be discarded.

Chapter 1: Ideas and Opportunities

• Entrepreneurial vision

Entrepreneurial vision refers to a clear and compelling mental image of a desired future state that an entrepreneur holds for their business or project. This vision serves as a guiding light, providing a sense of purpose, direction, and motivation. However, it should be kept in mind that the vision initially created is not something fixed and immovable, but rather it is advisable to improve and reinforce it as the idea develops.

For all these reasons, it is necessary to guide students in building a clear initial vision of their ideas, although this may evolve over time. Below there are some questions that can be introduced to allow them to develop a clear initial vision of their ideas:

- *What do you want to get out of setting up a company? A learning initiative?*
- *What are your expectations in terms of participants and results?*
- *What is the main problem you are trying to solve with this idea?*
- *What is your vision, the ultimate impact you want to achieve?*
- *How will you know that you have achieved your goal?*
- *What are the main constraints you face with this idea?*

• Identifying and exploiting opportunities

Identifying and seizing entrepreneurial opportunities is a crucial aspect of starting an entrepreneurial initiative. This requires a combination of creativity, strategic thinking, and a willingness to take calculated risks as it is an ongoing process that requires continuous learning and adaptation.

When guiding students to find business opportunities that create value, it is necessary to encourage them to explore the social, cultural and economic environment in which they find themselves and identify the challenges and needs they encounter in it. By identifying the different problems that exist, it is possible to find solutions to them.

Chapter 1: Ideas and Opportunities

According to IEBSchool these are the steps that can be followed to **identify opportunities in the market:**Find dissatisfied customers in a sector.

1.   Listening to current and potential customers.
2.   Paying attention to the changing demographics of society.
3.   Look at the changing tastes of consumers.
4.   Analyse current/potential competition in the sector, as well as trends in the sector.
5.   Look for aspects of a product/service that can be improved.
6.   Choosing a growth industry.
7.   Beware of possible legislative changes, either to our advantage or to our disadvantage.
8.   Analyse what works in other parts of the world.

Some of the methodologies that can be followed for the **identification of business** opportunities are the following (Rodriguez & Moreno, 2014):

a) Ideas based on the entrepreneur interests

- Think about activities that you like to do often.
- Next, analyse what part of these activities you like to do, and what you don't like to do. And how you could improve them.
- Do you think there are more people who think the same way as you do, and can you quantify them?
- Do you think these solutions could be ideas for a new method, or a new product or service or a new concept?
- Could this idea be turned into a business or not?
- Is this idea applicable only to this activity, or can it be applied to other similar activities?

b) Ideas based on need identified in the environments

- Think of an activity that has always given you problems.
- State what the problem(s) is/are.
- Do you think there are more people who think like you, and can you quantify them?
- Can you think of a reason why this could be solved? How?

Chapter 1: Ideas and Opportunities

c) Ideas based on previous experience

- What does your company do, and what is your role in it?
- What is wrong with it?
- How can they be improved?
- Can that solution(s) create a product (good or service)?
- Do you think there are people who might be interested in this solution?
- Can this solution be applied to other companies?

EXERCISE 1. GENERATING BUSINESS OPPORTUNITIES

Think in at least three business opportunities applying each of the three techniques mentioned above. And for each of them you should answer the questions corresponding to each section.

Business ideas associated with things you like
1._____
2._____
3._____

Business ideas associated with everyday needs
1._____
2._____
3._____

Business ideas associated with your work experience
1._____
2._____
3._____

Chapter 1: Ideas and Opportunities

1.4 The importance and methodologies of teaching about Ethics and Sustainability

Society is facing growing social and environmental problems. Globalisation is widening the inequality gap every day and the effects of climate change are becoming increasingly alarming. In this context, every action or decisions taken have consequences for the environment and for the society of today and tomorrow. This is particularly relevant in the context of food, where the current level of food waste has a significant negative impact.

Against this background, youth are increasingly required to develop certain sustainability competences to be able to face the challenges posed by the market. Non-formal education is seen as a vector for developing these competencies in young people; programs should focus on developing knowledge, skills and attitudes that promote empathetic and responsible ways of thinking, planning, and acting. The goal of incorporating sustainability into teaching is to equip students with sustainability competencies that enable them to reflect on and embrace sustainability in their way of acting.

The European Green Comp competency framework proposes a set of sustainability competencies that should be incorporated into educational programs to help students develop knowledge, skills and attitudes that promote sustainability. These consist of four areas of competence and twelve competencies that, taken together, constitute the pillars of sustainability competence. ***These are: embodying sustainability values, assuming the complexity of sustainability, anticipate sustainable futures & acting for sustainability.***

Active learning, critical thinking and reflection are the most effective ways to introduce the concept of sustainability into the learning process to achieve sustainable competencies. This learning methodology requires a questioning attitude in the classroom as well as students who learn to develop their own interpretations, rather than acting on the beliefs and judgements of others. To achieve this, a learning environment must be created that fosters comfort with uncertainty and discomfort with certainty. This can be achieved by introducing real problems and challenges, service-based learning in the community, and case studies that require the application of both a moral and rational approach to decision making.

Chapter 1: Ideas and Opportunities

- **Sustainability embedded in decision making**

The world is constantly evolving. Traditionally, the single objective of companies was to generate economic profit, but currently, as Friedman (1970) stated, companies must evolve towards a triple bottom line. Incorporating sustainability into decision making implies considering the long-term well-being not only those of the organization or the individual making the decision, but also those of the environment and society in general. For this reason, it is important to integrate the concept when delivering training on entrepreneurship and sustainability to youth. Shedding light on how to balance economic, environmental and social factors when initiating an entrepreneurial action is important to ensure that actions taken today do not compromise the ability of future generations to meet their needs.

The concept of the **"triple bottom line" (TBL)** is a framework that encourages organizations and individuals to evaluate their performance and impact based on three interconnected dimensions: environmental, economic, and social. This concept was introduced by John Elkington in 1994 to expand the traditional focus on financial profits (the single bottom line) to include social and environmental considerations. This dimension are the following:

- **Environmental Dimension:** this dimension focuses on the impact of decisions on the environment. Incorporating the environmental dimension into decision-making requires adopting sustainable practices, reducing waste and emissions, conserving resources, and promoting renewable energy sources.
- **Economic dimension:** The economic dimension refers to the financial aspects of decision making. When adopting a TBL approach, positive changes in the world must be pursued without hindering financial performance. Adopting sustainable initiatives has proven to drive business success.
- **Social Dimension:** The social dimension emphasizes the well-being of people and communities affected by decisions. Incorporating the social dimension into decision-making requires engaging with stakeholders, fostering inclusivity, promoting diversity, and investing in social initiatives that improve the quality of life for employees, customers, and the broader community.

Chapter 1: Ideas and Opportunities

The number of variables that can be measured in each of these areas can be very extensive, so it all depends on the business initiative carried out. Nevertheless, some examples of possible indices are as follows (Paternoster, A., 2011):

- **Environmental dimension:**
  - Energy, Water
  - Materials used
  - Emissions and waste (Carbon Footprint)
  - Eco-efficient operational designs
  - New products and services
  - Impact on the livelihood system
- **Economic Dimension:**
  - Increase in profit
  - Productivity
  - Increasing marginal benefits
  - Return on investment
  - Capital costs
  - Valuation of the company
  - Risks assumed by management
- **Social Dimension:**
  - Social and community impact
  - Occupational health and safety
  - Equal opportunities
  - Education
  - Social recognition
  - Retirement pensions

Incorporating sustainability through the triple bottom line approach enables more holistic and responsible decision making. It fosters a long-term approach that benefits the environment, the economy and society. Successfully integrating sustainability into entrepreneurship helps to create lasting value and contribute to a more sustainable and equitable future.

Chapter 1: Ideas and Opportunities

1.5 Conclusion

In this booklet we have developed different methodologies and descriptions of how youth workers can support young people in generating ideas and business opportunities. For this purpose, we have focus on the 5 basic competences to generate these ideas:

- Spotting Opportunities
- Creativity
- Vision
- Valuing Ideas
- Ethical and Sustainable Thinking

Chapter 2: Resources

2.1 Introduction

As a young entrepreneur it is imperative to be aware of all and any resources one can use to ensure their business's success. Throughout their careers, entrepreneurs should be able to use these resources in order to further explore and achieve their goals. Training in understanding these resources and knowing how to use them is vital.

Financing is the most crucial part of the journey of a young entrepreneur. According to the statistics, startups often fail within the first five years for various reasons, but the main reason is financing. In this context, having good financial education and skills help build up young entrepreneurs' careers.

In this part of the Booklet we are going to focus on teaching about the different definitions that entrepreneurship trainers need to be able to understand and pass on their learners what different resources they can use with regard to their businesses. This is subdivided into 4 different sections which will be explored in this chapter:

- Creative activities to build self-awareness and self-efficacy among youth
- Creating and preserving the motivation of youth
- Innovative and Creative mobilization resources
- Best practices in training delivery for financial education

Chapter 2: Resources

2.2 Creative activities to build self-awareness and self efficacy among youth

Self-efficacy is a concept examined by various disciplines such as sociology, psychology, etc. It is defined as people's beliefs regarding their capability to succeed and attain a given level of performance (Showry & Manasa, 2014). According to Bandura (1995), self-efficacy refers to the belief that one can perform well within the parameters of a specific situation. It is also a cognitive and affective process that can make people grow in terms of confidence or the other way around. Especially when it comes to youth, self-efficacy can help to further the skills and competencies to perceive future goals and targets. To continue, Bandura (1997,p.3) believes that self-efficacy is important because "it influences the courses of action people choose to pursue, how much effort they put forth in given endeavors." Consequently, this will help youth workers gain self-growth and leadership skills.

Once scholars identify self-efficacy, they should not overlook the role of self-awareness in youth entrepreneurship. First of all, the definition of entrepreneurship should be identified. According to Hisrich, Peters, & Shepherd, (2008; p. 8) entrepreneurship is "the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, personal and social risk, and receiving the resulting rewards". Turning to self-awareness requires self-observe and self-criticization, while social comparison and self-appraisal (Showry & Manasa, 2014) are essential to youth workers' personal growth. When a youth worker decides to be involved in entrepreneurship, it is important to understand that developing skills in self-efficacy and self-awareness is crucial for them to evolve in the sector. That is the reason that the Stanford University Business Advisory Council identified self-awareness as "the superior competency that leaders must develop" (Showry & Manasa, 2014, p.16).

Youth entrepreneurship requires entrepreneurial self-efficacy (ESE) because it is crucial to be educated in this sector, as there are many ambiguities and uncertainties that one needs to be aware of before starting a business, such as rejections, fluctuations in market conditions, and changes in business policies (Bandura, Freeman, and Lightsey, 1999). Additionally, the Internet of Things (IoT) brought new narratives to youth entrepreneurship, as data-driven technologies now determine the trends, and young entrepreneurs need to be updated daily on them. This is where self-efficacy comes into play. It has been argued that self-efficacy helps overcome all uncertainties and problems that can affect a business negatively and gives strength and perseverance to make an effort to overcome ambiguous conditions (Bandura, 1997).

Chapter 2: Resources

In order to further understand self-efficacy, various scales have been developed to create assets like mastery experience, vicarious experience, social persuasions, and physiological state. One example is the Likert- scale, as is presented in Figure 1, which typically uses a five-point statement of (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree (Preedy & Watson, 2010). Using these scales, ESE tries to develop knowledge, risk propensity, experience, and self-awareness for future entrepreneurs (Memon, Soomro & Shah, 2019). Therefore, using these methods, ESE influences an altered behavior by creating and strengthening expectations of personal efficacy (Bandura, 1978).

Statement
Academic detailing is a useful form of education that aligns providers' prescribing behavior with evidence-based practice.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Figure 1 Example of a 5-point Likert Scale, source (Bounthavong, 2019)

In terms of methods to build self-efficiency and self-awareness, ESE helps the development of self-confidence among young entrepreneurs and boosts their entrepreneurial dynamism. It is suggested that there are alternative approaches in which young people are more actively engaged in entrepreneurial experiences (Van der Westhuizen & Goyayi, 2020). The methods that various scholars suggest involve potential young entrepreneurs in direct work experience, such as internships, simulations, and other creative learning (Arpiainen & Tynjala, 2017; Botha & Bignotti, 2016). ESE has been analysed in business tech start-ups by young entrepreneurs, and it has been proven that people with high ESE had a higher success rate in their businesses (Van der Westhuizen & Goyayi, 2020). Noteworthy is that when self-efficiency is examined in terms of youth entrepreneurship, many scholars involve online businesses in their analyses as it creates more opportunities and is more accessible, especially for youth who lack the capital but have the expertise to start one (Gumbi & van der Westhuizen, 2020; Van der Westhuizen & Goyayi, 2020).

Chapter 2: Resources

Self-efficacy and self-awareness are essential for youth entrepreneurship to improve the competence and confidence of potential "new" business owners. Three factors play a substantial role in this: personal, environmental, and human behavior. Teaching youth entrepreneurs helps them improve their emotional states and correct their faulty self-beliefs and habits of thinking (personal factors), improve their academic skills and self-regulatory practices (human behavior), and alter their environmental structures that may work to undermine their success (environmental factors; Pajares, 2006). These are described by the triangle in Figure 2 and shows that the three factors are interconnected. The role of this triadic reciprocal causation sustains youths' interest in entrepreneurial education to cultivate future entrepreneurs (van der Westhuizen & Goyayi, 2020).
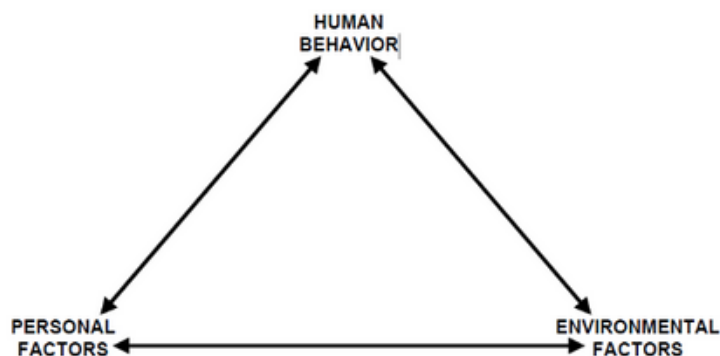

Figure 2 Model illustrating relations between determinants in triadic reciprocal causation, source (Pajares, 2006)

Self-efficacy and self-awareness should be developed in young people, students, and entrepreneurs because of their mediating role in providing motivation. Entrepreneurship education gives students self-confidence and independence, making them believe they can succeed (Jwara, 2015). For example, the high unemployment rate among youth encouraged the country to develop and train learners in ESE, and as a result, these rates fell (Gumbi & van der Westhuizen, 2020). The government recognized that through educating youth about entrepreneurship, there was a potential to boost employment and competitiveness. They rely especially on the technology sector as it gives unique opportunities that are described above. Through questionnaires, it has been proven that youth had a high level of self-efficacy, which was achievable through educating young people about online entrepreneurship.

Chapter 2: Resources

Youth seem to be more interested in advanced technological entrepreneurship schemes, which should be considered when examining self-efficacy. Building self-efficacy and self-awareness can be done through various methods. Activities such as journaling, practicing mindfulness, extra-occupational hobbies, joining clubs, volunteering, group discussions, and others can build self-efficacy regarding youth entrepreneurship. Self-efficacy is based on performance, which can increase self-confidence, resulting in successful entrepreneurship and the creation of young leaders. There is a measurement when it comes to youth leadership with the scale of leader self-efficacy (LSE). This measurement was added to the Likert-scale and tried to develop the LSE construct in students in a study conducted by Rehm & Selznick (2019). They based their analysis on Kane and Baltes (1998), and Bobbio and Manganelli (2009) provided some standard applicable questions in surveys which derive from categories as explained in Figure 3 below.

Categorization (Kane & Baltes, 1998; Bobbio & Manganelli, 2009)	Applicable Questions (Rehm & Selznick, 2019)
Self-awareness and self-confidence	I see myself as a leader
Motivating others	I can help others to work hard on a task
Build others confidence	I can help others feel good about what we are doing
Develop teamwork	I value working with other people in groups
Take charge when necessary	I can take charge when necessary
Communicate effectively	I can communicate effectively with others
Develop effective task strategies	I look at challenges effectively with other
Assess the strengths and weaknesses of the group	I understand that leadership can be taught
Additional items related to LSE that can be included in the survey	I believe that leadership can be taught

Table 1 (Rehm & Selznick, 2019)

Chapter 2: Resources

Many platforms and frameworks incorporate the concepts above, especially self-efficacy and self-awareness, to youth entrepreneurship. One of the most important tools that is offered at the European level is European Training Strategy (ETS) and a part of it called, SALTO-YOUTH. SALTO-YOUTH is a network of seven Resource Centres working on European priority areas within the youth field. The ETS competence model defines competence as a combination of attitudes, knowledge, skills and behaviors. SALTO provides hundreds of valuable tools for learning specially designed for youth and encourages youth entrepreneurship. The EU saw the disengagement of youth from political life and wanted them to be included in a way that their ideas will be included in civic life. Therefore, through various projects such as SALTO and strategies such as ETS, the EU boosted youth entrepreneurship as a concept as it also tackles socioeconomic challenges. These initiatives provide certificates (YOUTHPASS) for youth workers or entrepreneurs that can be used as work experience and provide them with practical skills to succeed in their fields.

Chapter 2: Resources

2.3 Creating and preserving the motivation of youth

Due to their age, youth are known to be impatient, so, they can quickly get bored with something and need constant motivation. When it comes to youth entrepreneurship, concepts such as determination, perseverance, preparedness, patience, and reliance are essential to be successful. The outcome of youth entrepreneurship has been underlined by the EU, as it can deal with youth unemployment, create better labor conditions and foster that policymakers should encourage and motivate young people.

The difference between mature and youth entrepreneurs is that they own diverse resources and skills dissimilar to each other. (Minola, Criaco & Cassia, 2014). Youth entrepreneurship is driven by a variety of factors (drivers), which vary depending on the context being examined. For example, alertness to business opportunities, entrepreneurial self-confidence, and fear of failure (Holienka, Pilková & Jancovicova, 2016). These drivers can either skyrocket someone's career or push them to drop out of the entrepreneurship sector. Taking for instance, alertness to business opportunities, is the perceptual characteristic to be always awake and prepared to grab an opportunity when it will reveal itself. That will need youth entrepreneurs to follow up the trends and be up-to-date in technological advances. During the years of Covid, the blockchain markets -NFTs or Cryptocurrencies- was a unique opportunity for young people with a particular set of digital skills to begin engaging as youth entrepreneurs (Heathfield, 2022). Even though these pre-existed Covid, during the pandemic, those who followed the trends understood that there would be a revolution to that sector. Therefore, alertness, preparedness and patience were needed, and in the end they benefited from it.

Entrepreneurial self-confidence relates to the concept of self-efficacy, which represents judgement of one's own ability to execute an action and produce designated levels of performance (Bandura, 1994). Self-efficacy represents a young entrepreneur's self-confidence as it requires a set of skills, experiences and abilities for a successful start-up (Holienka, Pilková & Jancovicova, 2016). Being constantly determined and preserved and eager for new knowledge is important as that helps grow the confidence and self-efficacy of a potential youth entrepreneur. Other drivers that motivate youth are opportunity and necessity motives (Holienka, Pilková & Jancovicova, 2016). In that sense and in the context of Sustainable Development Goals (SDGs), many programs were created in terms of opportunity and necessity. The young "wannapreneur" needs to master a set of different skills, including finance, business plans, tax administration, and especially marketing (Entrepreneurship Campus, 2019).

Chapter 2: Resources

Figure 3 Photo Credit: *Gerd Altmann* from *Pixabay*

It is important to make youth understand that the path to success in the entrepreneurship sector will not be that easy. An opportunity-driven approach from the young entrepreneurs' side will most probably make them successful in their careers. However, parents, mentors, and other important figures in a potential youth entrepreneur's life can have a significant impact on their career path. The study of Geldholf et al.(2014) found that "important others" who were more relevant to the goals and pursuits of a young entrepreneur should encourage you and provide a safe space that will enable risk-taking. These "important others" then contribute to a person's successful evolution and career, and they should not stand as an obstacle. They can play a crucial role because they will help young entrepreneurs build determination, perseverance, preparedness, patience, and reliance on a tipping point where failure is possible. Especially when financial risks are observed (Geldhof et al., 2014), the aforementioned concepts are important.

Chapter 2: Resources

Building the right mindset and having people near you that motivate you are important but are not the only necessary tools that one will need. Those are internal factors that affect the behavior and motivation of a young entrepreneur. External motivation factors can be found in order to push someone to fulfil their dreams. Key drivers such as freedom, money, better work-life balance, pessimistic view on the labor market, competitiveness, the wish to make a difference, boosting the economy, acquiring new skills, responsibility to society, and the need for achievement and recognition were identified as crucial external factors that influence the motivation of young entrepreneurs (Team ZenBusiness, 2020). Those different motivations are seen as strong key drives that often entail statistical explanations for their reasoning. For example, independence is a strong motivation for 35% of business owners starting in the US, 39% in the UK, and 57% in Australia and Japan (Team ZenBusiness, 2020). Also, despite the fact that money is seemingly an obvious reason, better work-life balance is prioritized at a higher level by youth. That driver offers them flexibility as they schedule their responsibilities and priorities or accomplish other tasks in their everyday lives. Those are considered as key drivers for the so-called youth entrepreneurs or "millennipreneurs". This new term was founded in the US, as more and more young people started their own businesses with new initiatives due to technological advances.

However, those exciting statistics are not always the real outcome of youth entrepreneurship. Many young entrepreneurs have endless disappointments, failures and frustrations because they fail in committing enough to their business. They have to be persistent and determined to find people to help them. They should always be willing to take risks and understand that failure is always possible. Therefore, they should understand that determination and persistence are a part of self-discipline and if they master them they can thrive under pressure. Self-discipline, self-efficacy and self-awareness for a young entrepreneur are vital as they can use them to succeed. It is important to know the reason behind their goal and visualize their success, so they will be prepared for any possible outcome (Mills, n.d.). The concept of preparedness has recently been called entrepreneurial preparedness (EP) and it is broadly defined as "a cumulative learning process that emphasizes the developmental nature of entrepreneurs (Wang et al., 2014). Understanding this concept is crucial for young entrepreneurs as it suggests goal-oriented learning, emphasizing on brainstorming their goal and directing them towards relevant actions. In other words, EP makes entrepreneurs focus primarily on getting to the outcome and overcoming obstacles.

Chapter 2: Resources

There are several activities that many entrepreneurs follow to achieve this skill set and become aware and prepared. The most common tool that is used in the entrepreneurial sector is SWOT analysis which stands for Strengths, Weaknesses, Opportunities and Threats. A SWOT analysis is a framework to help assess and understand the internal and external forces that may create opportunities or risks for an organization.

Figure 4 SWOT meaning, source (Corporate Finance Institute, 2022)

A SWOT analysis is used in the entrepreneurial sector to help different stakeholders prepare for the risks and surroundings by understanding internal and external factors. Strength (W) and Weaknesses (W) consist of the internal factors that are the skills that a stakeholder possess while Opportunities (O) and Threats (T) are the external factors that they need to be aware of. The most common example to conduct a SWOT analysis is asking the following questions (Peterdy, 2022):

- (Strength) What are we doing well?
- (Strength) What is our strongest asset?
- (Weakness) What are our detractors?
- (Weakness) What are our lowest-performing product lines?
- (Opportunity) What trends are evident in the marketplace?
- (Opportunity) What demographics are we not targeting?
- (Threat) How many competitors exist, and what is their market share?
- (Threat) Are there new regulations that potentially could harm our operations or products?

Chapter 2: Resources

Also, there is a "white-boarding" or "sticky-note" session that a business can do in order to make a SWOT analysis. This session is unique because it does not have any right or wrong answers but all participants are encouraged to answer the proposed questions to brainstorm the current goal. It is suggested by Kenton (2022) and it is explained in Table 1 below:

Strengths	Weaknesses
1. What is our competitive advantage 2. What resources do we have? 3. What products are performing well?	1. Where can we improve? 2. What products are underperforming? 3. Where are we lacking resources?
Opportunities	**Threats**
1. What new technology can we use? 2. Can we expand our operations? 3. What new segments can we test?	1. What regulations are changing? 2. What are competitors doing? 3. How are consumer trends changing?

Table 1 source (Kenton, 2022)

Besides the SWOT analysis concept, young entrepreneurs should be aware of temporary failure. It is argued that many great entrepreneurs, before becoming successful, had something in common, they all faced a sort of failure in their career. However, failure is a learning process in entrepreneurship, and its benefits can be significant (Lattacher & Wdowiak, 2020). Challenges such as failure, adversity, and pressure, are crucial when investigating a young entrepreneur's behavior and how it reacts to them. Various scholars examine those concepts in the theoretical basis of entrepreneurial learning (Lattacher & Wdowiak, 2020). This theoretical framework is a "must" nowadays for young entrepreneurs because it contains many tools to help them build self-efficacy and self-awareness. Entrepreneurial learning includes the concept of entrepreneurial failure, which investigates how the behavioral changes of entrepreneurs are affected by that. In general terms, failure is understood as a negative concept, but when it is investigated in the entrepreneurial context, it positively impacts people (Lattacher & Wdowiak, 2020).

Chapter 2: Resources

Therefore, entrepreneurial failure is a complex and dynamic phenomenon with a multilevel impact and positive long-term outcomes, according to Klimas et al. (2021). To sum up the aforementioned tools and methods, young entrepreneurs are standing on a thin line between success and failure. However, many factors play a major or minor role in their performance. As Pan et al. (2022) suggest in Figure 5, a young entrepreneur should be prepared for every possible outcome and build a set of skills that will guide them in all cases. This skillset is boosted by practices and strategies that will be investigated in the next section.
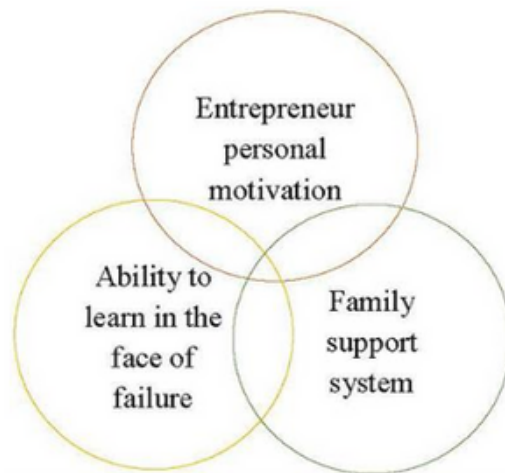

Figure 5 Source (Pan et al, 2022)

Chapter 2: Resources

2.4 innovative and Creative Mobilisation resources

Creativity and innovation are important for a business's success and are engaging with crucial sectors. The two concepts are commonly studied in research, which generally supports the influence of human resource management practices and leadership on organizational creativity and innovation (IvyPanda, 2020). In other words, resource management is the practice of planning, scheduling, and allocating people, money, and technology to a project or a program. Those resources help an entrepreneur or a business owner to simplify their everyday life, schedule and planning. Thus, resource management helps organizations optimize people, providing insight into their workloads, availability, project time requirements, skills, and more.

The innovative resources are more easily adapted to young entrepreneurs due to their digital knowledge and digital skills. Many software tools have been discovered lately that make the lives of young entrepreneurs easier. Those software tools can help with a number of "pain points" that make a business struggle (IvyPanda, 2020). For example, managing and prioritizing project work requests and setting appropriate expectations with key stakeholders, managing resource capacity versus demand for that capacity and understanding who is available to take on new work and when, understanding what roles/or skill sets are needed, either internally or through new hires, in order to fulfil stakeholder commitments, ensuring that available resources are working on the highest priority projects that are best aligned with the strategic goals of the organization, and optimizing schedules for when the appropriate resources are available to work on projects.

The above are summarized in 10 tools that can be used as an example, but a lot more exist that can be helpful. These are considered the **top 10** by the Digital Project Manager (DPM) and are in an up-to-date article posted on the 3rd of November, 2022. They are **Monday.com**, **Mission-X**, **Kantata**, **Float**, **Runn**, **Forecast.app**, **Resource Guru**, **Saviom**, **Mosaic** and **Silverbucket**. These tools were picked up in terms of evaluating their reviews and user interface (UI) as well as factors that make software a good option to manage resources (Aston, 2022). For instance, UI to include different menus, white spaces and toolbars that make them navigate easily through the tool. In addition, a range of features such as including timesheets, workload view, capacity hours, time reports, or project views by resource. Integrations extend a platform's functionality by connecting it to external tools. Finally, pricing is one of the most important factors, as it plays a major role for free versions of the software, free trials, and the starting price of paid plans.
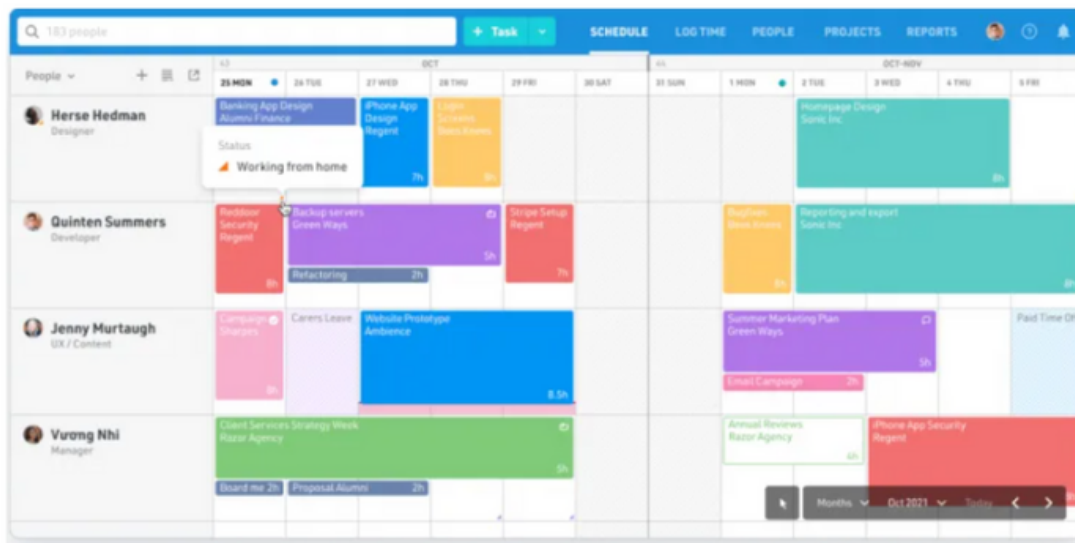
Chapter 2: Resources

Figure 6 Float platform, extracted from
https://thedigitalprojectmanager.com/tools/resource-management-software/#resource-management-tool-reviews

The Float platform in Figure 6 is a resource management, planning, and scheduling software that helps teams manage shared work schedules. The pros of Float are 24/7 support with 30 min responses, 99.5% uptime, and a mobile app for iOS and Android. The cons are that updating staff/personnel lists takes time and time tracking requires you to get a pricier plan. The pricing of Float is $7.50 per user per month. As it is presented Figure 7, shows the schedule view which gives you an accurate, high-level overview of the team's availability and capacity (Aston, 2022). Therefore, those kinds of platforms are important for young entrepreneurs to keep them in mind and that will guide them into leading a team and succeeding in their sector or discipline.

Young entrepreneurs can use these resource management platforms and can utilize others and mobilize them to perform at their fullest. That is beneficial for both stakeholders (youth entrepreneurs and relevant stakeholders) as it can demonstrate effective communication, persuasion and negotiation and transform young entrepreneurs into leaders and entrepreneurs. Youth entrepreneurship is not only widespread only at the EU level but is considered as necessary and at the international level, and is promoted by the United Nations (UN) Sustainable Development Goals (SDGs). Many projects run by the UN target the promotion of young entrepreneurship that makes young leaders.

Chapter 2: Resources

Figure 7 SDGs, extracted from
https://www.un.org/sustainabledevelopment/blog/2015/12/sustainable-development-goals-kick-off-with-start-of-new-year
/

For example, the Young Entrepreneur Leadership Launchpad (YELL) aims to develop capacity in youth for the UN SDGs. This project targets goals 4,8,10,11,15 and 17 of the SDGs as presented in Figure 7. The country that it is implemented in is Canada and tries to develop global perspectives for problem-solving in youth, investing in their capabilities and promoting global citizenship. This project is Canada's first high school Entrepreneurship that provides young people with practical tools and experiences to succeed in the real world and provides them with leadership skills.

Figure 8 YELL logo, extracted from YELL
Website

Chapter 2: Resources

2.5 Best Practices in Training delivery for financial education

According to the Organization for Economic Cooperation and Development (OECD), the official definition for financial education is "the process by which financial consumers/investors improve their understanding of financial products, concepts and risks and, through information, instruction and/or objective advice, develop the skills and confidence to become more aware of financial risks and opportunities, to make informed choices, to know where to go for help, and to take other effective actions to improve their financial well-being" (Dashero, 2022). Through this kind of education, young entrepreneurs become aware of how to manage assets and knowledge concerning financial markets, financial operators, financial instruments, stocks, cryptocurrencies, and cash flow.
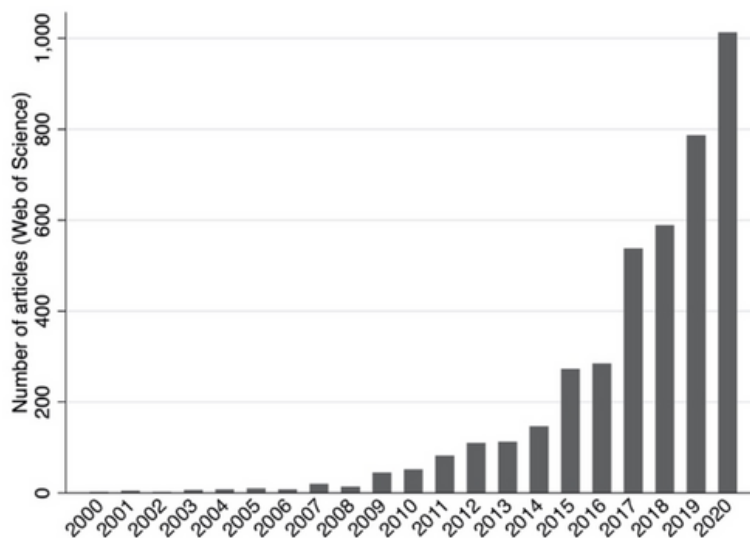

Figure 9 Number of Articles on 'financial literacy' per year in the Web of Science, (Kaiser et al., 2022)

Although financial education is not yet widely taught in schools or workplaces, there has been a significant increase in articles published on the topic since 2017, as shown in Figure 9. Also known as financial literacy, financial education helps young entrepreneurs to manage their financial and asset goals. Knowing how to move within the continuous evolutions of the economic and financial world that surround our daily lives, allows us to live our lives in a truly active and conscious way. Thinking about money in accordance with the times is the most efficient way to achieve, step by step, the life one wants to live, in harmony with themselves and with others (Dashero, 2022).

Chapter 2: Resources

The importance of young entrepreneurs and young adults in general, when it comes to financial education, is to learn some basic financial skills that will guide them in their career. This guidance will set the foundations for them in order to succeed in the future. For example, we are not taught how to do basic budgeting during our school years. Planning and maintaining a budget is a foundation of financial health at every age and one of the most essential financial skills for young adults (TCA, 2016). Also, this helps promote learning about bank account basics and the importance of saving for emergencies. Moreover, knowing when to ask for help is important, such as when to take out a loan or not. All of these skills are suggested by TCA (2016) as essential financial skills for young adults.

Financing is the most crucial part of the journey of a young entrepreneur. According to the statistics, startups often fail within the first five years for various reasons, but the main reason is financing. Educating entrepreneurs about financial management early can help them see the right pathway. It is argued that financial habits can be developed from a very young age, from the age of 7, because if neglected, in later years of their adult life, lack of knowledge can lead people to make decisions that can drive them to poor financial management with offspring results (Springer, 2013). Many activities and training tools are available online and for free, for developing financial literacy. For example, TERRAM PACIS offers an Open-Source module on a preliminary understanding and analysis of the implications of financial literacy on youth entrepreneurship.
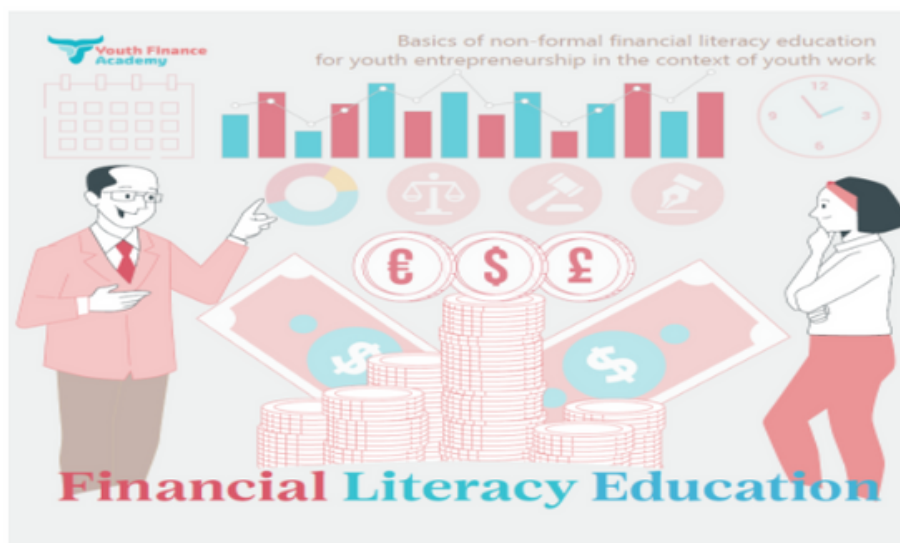

Figure 10 Front Page of the Guide, extracted from
https://www.terrampacis.org/resources/publications/financial-literacy-education-278.html

Chapter 2: Resources

Furthermore, Invest in You: Money 101 and Money Basics are fun tools that young adults can learn financial literacy. The first is CNBC's 8-week free learning course to financial freedom, delivered directly to the inbox weekly. The second is an introductory course that helps to form a healthy financial foundation for the rest of the personal finance journey (Fitzsimons, 2021). After learning the basics of financial literacy, it is important to understand how to estimate the value of product ideas. This is an essential skill that a young entrepreneur should obtain. After an idea is set, and analytic tools have been used to understand what needs to be improved and developed, a young entrepreneur should be able to identify some key factors of estimated pricing of their start-ups. A young entrepreneur should keep in its mind the following cost before estimating its idea pricing (Kriss, 2014):

- Equipment
- Incorporation fees
- Office space
- Inventory
- Marketing
- Website
- Office furniture and supplies
- Utilities
- Payroll
- Professional Consultants
- Insurance
- Taxes
- Travel
- Shipping

Chapter 2: Resources

2.6 Conclusion

To conclude, anyone training in financial education can make a difference in the entrepreneurial sector. Young people in particular, can quickly adapt to new and innovative tools, and have the unique opportunity to become entrepreneurs.

Financial skills are the launching point to building the career they want with the proper expertise and know-how (Pholpituke, 2022). Having covered the 4 sections above, entrepreneurship trainers should be more capable in training young people with their business endeavors.

Chapter 3: Into Action

3.1 Creatively engage youth to take initiative

Young people as agents of change, of the future

In this section, we will understand change agents as people who have the potential to modify solid structures already established in certain areas of society. The agent of change will not only have to be knowledgeable about the reality with which they are working, they will also have to have the necessary social skills to bring the problem or structure they are working with to the rest of the group. We understand that young people are the agents of change of the future because, among many other aspects, they have the following qualities:

- Young people will be the heirs of the future, so many of the dynamics that may have negative repercussions for their future are aspects that they want to fight for.
- At present, young people are a group that is very concerned about many of the problems that exist.
- In general, they have the knowledge and contemporary communication skills necessary to bring the messages, objectives and concerns of change processes to the challenge of people.

The soft skills that a change agent should have are:

- Leadership: Understood as the ability of people to motivate, influence, organise and develop actions to initiate processes or achieve objectives that involve people and groups. As agents of change we will have to develop the capacity for leadership to be able to involve people in the change processes we lead. Aspects that will be analysed later, but which we will introduce here, will be the difference between being a leader and being a boss. A leader motivates and guides a team without imposing his or her own ideas, while a boss uses his or her authority to impose his or her rules.
- Empathy: understood as the ability to participate affectively in a reality that is alien to us, that is, to be able to understand how a person may feel when exposed to certain
- circumstances or affected by certain feelings. Being aware that in the same way that we are affected by certain situations, other people may also be affected by them.

Chapter 3: Into Action

- Active listening: as an agent of change for the future, we must have the capacity to listen actively, not only to hear the other person but also to be fully aware of the message they want to transmit, paying attention to their verbal and non-verbal communication.
- Emotional intelligence: another aspect that a change agent must have is emotional intelligence, that is, knowing how to perceive, express, understand and manage emotions. Another quality that is closely related to emotional intelligence and which a change agent must be very aware of is frustration tolerance. Being able to face and adequately manage the circumstances that cause us to not always be able to satisfy our professional desires. To have the ability to manage failure in a certain objective and to be resilient, that is to say, to strengthen ourselves after such failure and to face certain situations again.
- Creativity: having the capacity to invent or create and knowing how to extrapolate this capacity to the process we initiate as agents of change. To have the ability to creatively and innovatively initiate such processes and to deal with the situations that occur during the process.

In addition to these social skills, change agents will also have to know the reality of the group of people with whom they intend to work. The way they interact with each other and with society, the codes they share and their social perceptions of different problems or situations. In this way we manage to involve the greatest number of people in the hypothetical process of social change.

Motivational techniques to involve youth in the processes of change. Sense of belonging and protagonism in actions that promote the common good.

Motivation will be understood within the change processes as the process to achieve an attitude of commitment in young people, i.e. actions that team leaders will have to carry out to transmit the bonding and commitment to the rest of the people who make up the team.

To maintain the motivation of a group, a three-step process should be followed:

Chapter 3: Into Action

1. Initially, awaken a desire or interest in the young people so that they feel involved in the process of change that you want to initiate with them. Make them participants in the process, so that they become aware and see the importance or seriousness of the issues that are being dealt with. In the same way that they see themselves as part of the solution to these problems, that they understand that without their participation, the actions involved in the process of change could not be carried out.
2. Secondly, coaching in their actions and efforts to work towards the objectives of the change process. At all times the actions carried out by the team will need advice, but this advice should never turn into imposing rules or directing the team.
3. Finally, the achievement of objectives, which in many cases will be to transmit attitudes to the rest of the people who make up the team. Achieving this motivation in the rest of the participants will be an accomplished objective that will be transformed into having transmitted to the rest of the team the necessary aspects to carry out processes of social change.

As an agent of social change, it will be very important to place great value on the feeling of belonging to the group. This will help the group to move on to the next step:

- Common objectives: the feeling of belonging will increase with the sharing of objectives among all the people in the team. Everyone in the team will feel part of the team.
- Feeling identified with the rest of the members: being aware that our concerns or worries are shared by the rest of the people will comfort our commitment to the main objective of the change process.
- Sharing experiences of the change process we are working on together, presenting our ideas, concerns and worries to the rest of the group, as well as sharing our goals.

The protagonist that a change agent acquires in a group is of vital importance when it comes to energizing the team in which we are working. In the same way, a participative leadership attitude must be maintained throughout the change process. Participatory leadership is leadership that takes into account the contributions of all the people involved and bases its decision-making on this participation. Participatory leadership is characterized by the following:

- Greater variety of points of view: By taking into account all the points of view of the people involved in the change process, we will be able to find more enriched ideas, and a great help when looking for solutions to problems that may arise during our work.
- Greater involvement and commitment: Involving everyone and making them see that their ideas are listened to and taken into account will result in greater involvement, motivation and commitment on the part of all the people who make up the team.
- Greater union in the team: Thanks to this leadership system, communication will be a key tool when working and will allow for greater union between all the people who make up the team.

Personal benefits when leading groups

As change agents in a social change process, it will have to be borne in mind that we will be configured on several occasions as team leaders. Such leadership, as already mentioned, will improve the climate and functioning of the team committed to the social change process. In the same way, the fact of being leaders of a group will give us the opportunity to obtain a series of personal benefits such as:

- Personal satisfaction. Being leaders of a process of social change is intrinsic to being committed to the processes and objectives of this change. The fact of carrying out the process will provoke a feeling of personal satisfaction in the person who leads it, by fulfilling the established objectives.
- Increased motivation. Setting ourselves up as leaders of a group will increase our motivation for the very process we are leading.
- Goal fulfilment. Closely linked to personal satisfaction, the fulfilment of objectives does not only refer to the achievement of a final objective, the simple fact of initiating an action can also refer to the fulfilment of an objective.
- Know that your concerns and worries are shared by others.

In this area where the collective is above individualism, the fact of sharing our concerns and worries, and knowing that they are also shared by other people, will help in the motivation and continuity of the processes of change initiated.

- Personal growth: Leading a group will contribute to our personal growth, as having such a role will enhance the development of our own potentials and personal and social skills.

Chapter 3: Into Action

Possibilities of generating real social, economic, ... changes.

As agents of social change, we must be aware of the real possibility of bringing about change. Social change is understood as the modification that can occur in the structure of a society in relation to its values, norms or codes.

To make a process of social change possible we must believe in it. We must be aware that as young people we can be agents of change, as we are familiar with new technologies, we have the power to motivate each other and we have the capacity to mobilize large groups. We should not only be aware of our capacity to lead movements that pursue processes of social change, but also be aware of our potential to lead processes that promote economic, cultural, political, etc. changes.

In this aspect, that of raising awareness of the possibility of bringing about change, the role of the team leader will be very important. The leader will have to transmit this thinking and motivation to the rest of the team, to make them see that their efforts and work have the potential to become a real change. By real change, we mean the possibility of modifying behavioural structures that were totally established in society.

Focusing on the collective, not on individualism.

As leaders of a team, we must always opt for the collective as opposed to individualism. The collective is understood as a group of people who share common problems or interests. Continuing with the conviction of the intrinsic benefits of working together and not individually, we must be aware of and present the following to our collective:

- Teamwork will enhance the objective of our social change process. The participation of several people and valuing this participation and taking into account their contributions will enrich our objectives. Techniques such as brainstorming help such processes.
- Problem solving within our change process will also be favoured by the collective. Trying to solve a problem individually can be a difficult task, which is why working as a team can favour the search for solutions to problems that arise in our processes of social change.

Chapter 3: Into Action

- The feeling of belonging and working collectively, seeing that you are not alone in the process of social change will favour the achievement of objectives.
- Teamwork will allow you to expose your individual strengths and develop them, both with input from other colleagues and by working together with other people's skills or strengths.
- The ability to influence the rest of the population and to make our process of social change successful will be greater if we work collectively than if we work individually.
- Teamwork fosters effective communication between all the people in the team. The fact of working together will mean that we will need to communicate with others in order to continue advancing in the objectives, therefore we will have to communicate effectively with the rest of our colleagues for individual and group benefit.
- Teamwork will help to develop trust for all team members and for our common goals. Teamwork builds trust in each other and this will have an impact on the whole team.
- Teamwork will help to improve decision-making. As a team, when we have to face a decision, we will all feel supported by the whole team and the decision can be taken jointly. Furthermore, the decisions taken will be enriched by the contributions of all the ideas put forward by the team members, i.e., one person can put forward a solution that all the other people consider appropriate, but also add modifications or contributions to that solution.

After analysing all the benefits of teamwork in the field of social change processes, it is more than evident that as leaders of such a team we will have the mission to ensure that the way our team works is as described above.

Chapter 3: Into Action

3.2 Navigating Uncertainties in Sustainable Youth Work

As a youth worker, focusing on sustainable and circular urban food is a very empowering approach, but it also requires your attention due to the ambiguities that exist. These unpredictable factors fall into two categories: those that are unique to your field and those that youth workers universally face. The convergence of environmental change, economic change, and advancing technology creates uncertainty. Preliminary methods are needed to better resolve these uncertainties. This tool offers a variety of options. This course explores change management, the concept of uncertainty, practical coping strategies, and project-specific planning. Importantly, these strategies are transferable, increasing your potential as a youth entrepreneur in a variety of industries. Embracing uncertainty means being prepared for change and using it as a catalyst for growth, not just reaction. Your ability to navigate ambiguity allows you to face obstacles with strength and tact, thereby creating a more sustainable and hopeful future for all.

The discipline to fight uncertainty is the same in all sectors no matter the education level. What differs is the approach and implementation. Here are some strategies that can help you in your work:

- **Change management:** is a set of methods to guide an organization through controlled change (Karpenkova, 2022). A change management strategy is created for each particular case and might differ depending on the type of change you're conducting. Examples of change management include implementation of a single new technology, or an overall digital transformation overhaul, company acquisitions and mergers, change in management personnel or style, adapting to market changes, reaching new markets, and rebranding. The effects of uncertainty can impact us all differently. The nature and level of uncertainty play a role in physiological and behavioral responses. People often respond to uncertainty differently based on individual, cultural, and community factors. Some people can "roll with the punches," adapting to changes quickly, while others struggle with the unknown and are likely to experience changes in mood, sleep/appetite patterns, and coping. Uncertainty can lead to stress, anxiety, depression, panic attacks or disorder, and compulsions (5 Critical Steps in the Change Management Process | HBS Online, 2020).

Chapter 3: Into Action

Predictability is an essential ingredient for healthy development. Consistency from the educator = predictability for the student = feelings of safety at school. Predictability in the workplace led employees to make sacrifices today, confident that they would be rewarded tomorrow. Under uncertainty, traditional approaches to strategic planning can be downright dangerous. One danger is that this traditional approach leads executives to view uncertainty in a binary way—to assume that the world is either certain, and therefore open to precise predictions about the future, or uncertain, and therefore completely unpredictable. Underestimating uncertainty can lead to poor decision-making. Instead, use analytic tools based on the level of uncertainty facing your company. In conclusion, predictability is an essential ingredient for healthy development, and under uncertainty, traditional approaches to strategic planning can be downright dangerous.

- **Uncertainty:** is a common and interconnected part of the human experience. Generally, uncertainty refers to a period of uncertainty, or a lack of information about the likelihood of future events and their consequences Uncertainty can be broadly divided into two subcategories: risk and ambiguity. Risk refers to the random or indeterminate future, while probability (risk) comes from reliable, reliable, or valid information Complexity is another source of uncertainty from the domain of available information occur in complex forms (Anderson et al., 2019). Uncertainty can affect all of us differently . Quality and uncertainty play a role in physiological responses. Responses to uncertainty generally vary depending on individual, cultural, and community factors. There is a lot of research showing that uncertainty is aversive and is associated with negative emotional states like fear and anxiety (Wu et al., 2020) . Brexit is a great example of how uncertainty can affect an entire country. Although the outcome of Brexit negotiations remains unclear, the United Kingdom's economy suffered through increased uncertainty for three years before Britain's planned withdrawal from the EU. Productivity growth also faded down, with companies less confident about Brexit falling sharply(Brexit Uncertainty Is Taking a Toll on the British Economy, 2019).

Chapter 3: Into Action

- **Common practices to fight uncertainty:** As a youth worker, planning and fighting uncertainties is an essential part of your job. Here are some common practices that can help you in your work:
  a. ***Work on acceptance:*** Acceptance is the ability to acknowledge and come to terms with the things you cannot control. It is essential to work on acceptance to build up your tolerance for uncertainty. One way to work on acceptance is to focus on the present moment and not worry about the future. Another way is to practice mindfulness, which can help you stay grounded in the present and reduce anxiety (Seaver, 2023).
  b. ***Reflect on past successes:*** Reflecting on past successes can help you build confidence and resilience. It can also help you recognize your strengths and abilities, which can be useful in dealing with uncertainty. Take some time to think about past challenges you have overcome and how you did it. This can help you develop a positive attitude towards future challenges.
  c. **Develop new skills:** Developing new skills can help you feel more in control and better equipped to handle uncertainty. It can also help you adapt to changing circumstances. Consider learning new skills related to your work, such as digital marketing or project management. You can also learn new skills outside of work, such as a new language or a new hobby.
  d. **Limit exposure to news:** Constant exposure to news can increase anxiety and stress. It is essential to limit your exposure to news, especially during times of uncertainty. Consider setting aside specific times of the day to check the news and avoid checking it before bed.
  e. **Avoid dwelling on things you can't control:** Focusing on things you can't control can increase anxiety and stress. Instead, focus on things you can control, such as your own actions and reactions. This can help you feel more in control and better equipped to handle uncertainty.
  f. **Focus on gratitude:** Focusing on gratitude can help you develop a positive attitude towards life. Take some time each day to think about things you are grateful for, such as your health, your family, or your job. This can help you stay positive and resilient during times of uncertainty (Seaver, 2023).

Chapter 3: Into Action

- **Creating predictability:** Creating predictability is an essential aspect of youth work, especially for those working on sustainable and circular food enterprising. Predictability is an essential ingredient for healthy development. Predictable routines and consistent relationships provide a foundation of trust and security for youth. Simple routines can range from schedules that make clear what is happening during a particular day or week, to short-term goals that provide a sense of direction and purpose. Predictability in the learning environment helps learners feel secure because they know the expectations, freeing up their Working Memory so they can apply their cognitive skills to learning (Predictability: Environment & Structure | Learner Variability Project, n.d.). In the context of sustainable and circular food enterprising, predictability can be achieved by developing a circular food-related lifestyle that incorporates the principles of the circular economy and bioeconomy. Consumers' goals in circular food behaviors vary in terms of the time-frame and sustainability dimensions targeted. Circular behaviors are part of a systemic circular economy view, define consumers as "doers" or "prosumers", pursue long-term sustainability goals, show a high engagement of skilled consumers, and are supported by technologies (Canto et al., 2021). In conclusion, predictability can be achieved by developing simple routines, short-term goals, and a circular food-related lifestyle that incorporates the principles of the circular economy and bioeconomy. By understanding the importance of creating predictability, youth workers can better prepare themselves to manage change and fight uncertainty (FutureLearn, 2022, Canto et al., 2021).

Young entrepreneurs are poised to make a difference in a sustainable and circular urban food sector, but they need to deal with inherent uncertainties. These uncertainties include industry-specific complexities and universal barriers that all youth workers face. The work of the youth workers as a means of growth and autonomy requires active strategies to cope with uncertainties. The confluence of environmental change, economic change, and technological progress increases uncertainty. In light of these challenges, change management strategies provide a means for managed change. Integration of new technologies, digital transformation, mergers, changes in operating models, market changes, and rebranding are examples of transformation scenarios. Given these uncertainties, it is important to embrace change. By turning uncertainty into a catalyst for growth, youth workers raise their efforts above conventional responses.

Chapter 3: Into Action

Acknowledging the unknown, reflecting on past successes, developing skills, using context, and focusing on controllable factors prepare junior employees to take on information ambiguity and the inclusion of flexibility to encourage regular predictability and consistent relationships are essential for appropriate development. The exceptions include the predictability of a sustainable urban circular diet and the adoption of circular principles and the development of a lifestyle consistent with circular economy ideals. Young workers play a key role in fostering a more sustainable and promising future by understanding the importance of predictability and developing strategies to effectively manage uncertainty.

Key Takeaways:

- Youth workers in sustainable urban food face unique and universal uncertainties.
- Change management guides controlled transitions amidst environmental, economic, and technological shifts.
- Embracing uncertainty means leveraging it for growth, not just reacting.
- Coping strategies include acceptance, reflection, skill development, mindful news consumption, and focusing on control.
- Predictability through consistent routines and circular principles enhances resilience.
- Youth workers contribute to a brighter future by navigating ambiguity with adaptability and foresight.

Chapter 3: Into Action

3.3 Teach about the value of teamwork... through teamwork

What is teamwork? Attitudes to achieve it: self-criticism, responsibility, loyalty, initiative, optimism, common good

Teamwork can be defined as an organised way of working among several people towards common goals or objectives. In teamwork all the skills of all the team members could be configured as complementary skills, where each person maintains individual and mutual responsibility, but maintaining a common goal. Teamwork aims, through the coordinated effort of its members, to achieve greater performance, productivity and satisfaction.

The attitudes we need to have to be able to work in teams are:

- Self-criticism: continuous improvement will be sought at all times, making a review and analysis of the team's situation, not with the aim of punishing or criticising what has been done badly, but of modifying or improving it. Self-criticism will be carried out at all times with the common objective of improving our process of social change.
- Responsibility: understood as the quality of fulfilling obligations and being careful when making decisions. We will have to jointly develop a sense of group responsibility, where all the people who are part of the process of social change will have to be involved.
- Loyalty to all the people who make up the team, i.e. maintaining a feeling of respect and loyalty both to individual principles and values and to the rest of the people who make up the group.
- Initiative: having the ability to devise or take action, this also involves creating a climate of trust so that the people in the team have the confidence to take initiative without fear of consequences.
- Optimism: having a positive attitude towards things, you should maintain a positive attitude when you are working with your team. Something that could negatively affect our change process may be related to having a negative attitude.
- Common good: to seek the common good at all times. Here we must pay special attention to the fact that at no time can an individual benefit be more important than a group benefit. As team leaders, our task will be to increase the importance of group benefits

By following these attitudes we will be able to work as a team in an enriching and healthy way, aspects that will be of vital importance to achieve the goal of our social change processes. Therefore, we must pay special attention to the aspects we have emphasised and also to those that will emerge over time.

Chapter 3: Into Action

The 5 'C's' of teamwork: Complementarity; Coordination; Communication; Trust and Commitment.

Working in a team differs from working in a group. Broadly speaking, it could be said that in a group, people work individually, each of them within their own areas of work, whereas teamwork aims to break away from these areas, that is to say, to work together at all times. Therefore, it requires to be managed in a different way. Following on from Tom Peters, in his studies on how teams can achieve high performance, he identified five elements necessary to achieve this.

- **Complementarity**: Each member of the team must put his or her knowledge and skills at the service of the team. The rest of the people will have to carry out the same action, so that the fact of sharing all these skills will make it possible to achieve objectives that would not be possible individually.
- **Coordination**: Each of the team members will have individual tasks, therefore the team leader will have to know precisely the qualities and skills of each of the team members. In this way, the distribution of tasks will be carried out in the most appropriate way to achieve both the achievement of objectives and an enriching work process.
- **Communication**. In order for the team's progress to be adequate and aimed at achieving the objectives, communication based on active listening, which is assertive and proactive, will be necessary. Communication will play a fundamental role in the coordination of actions within the team, both individual and group.
- Some of the characteristics of assertive communication that we as leaders should promote are:
- ***Respecting our rights and those of others:*** being true to ourselves, respecting our rights, but also respecting the rights of others. When we express our point of view, we express it from our point of view and listen to the point of view of others, without trying to impose our beliefs on others.
- ***Expressing ideas and emotions in a direct, honest, empathetic and respectful way.*** In order to communicate assertively, we have to do so by complying with the four components listed above. If we only communicate honestly and directly, we will be perceived as aggressive, and if we communicate respectfully and empathetically, we will be perceived as submissive.

Chapter 3: Into Action

- ***To express at all times what we need without neglecting the needs of other people.*** Assertive communication is the most effective way to reach agreements where the needs of both parties are taken into account. In other words, with this type of communication, a balance is sought at all times, where both one's own needs and those of others are recognised.
- ***Expressing our feelings without judging or blaming others.*** Responsibility assumes a very important role in this type of communication. In assertive communication you take responsibility for the consequences of your actions, while allowing people to take responsibility for theirs.
- ***Communicate in a firm, calm and confident manner.*** This means that when it is necessary to correct, demand or ask, you can do so calmly by remaining calm, confident in what you say and being empathetic and respectful.
- ***Dealing with moments of conflict in a constructive way.*** When we deal with conflicts in a constructive way, they generate benefits, improvements and positive changes, as opposed to if we deal with them in a destructive way, which will only have a negative impact. In order to deal with conflicts in a constructive way, we must use the assertive communication techniques described above.

This will be the type of communication that will allow our team to function well. By encouraging this type of communication in our team, we will be able to work with people who will facilitate the work, that is, we will be able to work with assertive people, characterised by:

- They are courageous and authentic people.
- They seek the common good.
- They dominate their egos.
- They love themselves.
- They are emotionally intelligent.
- They aim to improve their communication skills.
- They are open-minded and good listeners.

Chapter 3: Into Action

- **Trust**: The team leader must create a climate of trust within the team, getting the team members to believe in their abilities and those of the other members. Trust is also generated by being transparent, so from the outset the leader must explain to the team members clearly and concisely the tasks of each person in the team and the objective to be achieved. A positive aspect to achieve this trust could be the holding of meetings or assemblies in which aspects such as the following are explained:
- **Transparency**: communicating at all times to the team at the moment we are, the scope of certain actions, victories and failures. As team leaders, we may have access to certain information that the other team members do not have, therefore, our function will be to transmit this information to the other team members. This aspect will be of vital importance to maintain a high level of transparency and for all team members to trust the team itself.
- **Admitting mistakes:** if the time comes when we have to assume any negative consequence for any action carried out by the team, we will have to assume it jointly, that is to say, the leader will have to ensure that this mistake is not assumed individually by any person, but rather that it is assumed collectively.
- **Empowering colleagues:** to improve the climate of trust in our team, one action that can be taken by both the team leader and the other colleagues is the action of empowering colleagues.
- **Avoiding favouritism:** As team leaders it can be a difficult task to avoid favouritism at all times for some of the people in the team will lead to a better climate of trust between all the people in the team as they will see each other on the same level.
- **Conflict mediation:** when a conflict arises within the team, one of our functions as team leaders will be to encourage a mediation process in such a conflict, never imposing a sanction or order by the leader.
- **Commitment:**There must be a commitment on the part of all team members, with group interests taking precedence over individual interests. The leader must encourage this commitment so that team members make their skills and talents available to the team.
- To foster the commitment of all the people in the team, we as leaders can carry out the following attitudes and actions
- Knowing the motivations of all the people who make up the team. It is important that as leaders we know the concerns of the people we are going to work with in our process of social change and motivate them to share these concerns with the rest of our colleagues.

Chapter 3: Into Action

- Involve everyone at all times when decisions need to be made. Make sure that everyone in the team sees each other at the same level and let them see that their decisions are important by involving everyone in the decision-making process.
- Be innovative and promote innovation throughout the team.
- Appreciate the work of all colleagues at all times.
- Demonstrate to colleagues that as group leaders you care about them.

Roles: integrator, creator, advisor, safeguard, controller, producer, organizer, promoter.

According to Stephen P. Robbins, in his book "Organisational Behaviour'', in each team, depending on the objectives or goals that the team has, some roles or others will be necessary. However, Robbins identifies nine potential roles in teams.

The work roles within the teams would be the functions that each of the people in their environment must perform in order to achieve the expected objectives of the team. Therefore, the roles would refer to the behavioural expectations that the leader expects from the people within the team.

In this way, the team leader should have a thorough understanding of the capabilities of the team members and assign the work and roles that best suit each person.
- **Integrator**: This would be the person in charge of coordination and integration aspects.
- **Creator**: Initiator of creative ideas or projects.
- **Advisor**: This would be the person who motivates towards obtaining or seeking more information.
- **Safeguarder**: The person in charge of battles external to the team.
- **Controller**: His main mission would be to examine everything related to the team and to enforce the rules that exist within the team.
- **Producer:** In charge of directing and monitoring the team.
- **Organiser:** The main function of the organiser will be to give structure to the team.
- **Advisor**: Will provide an analysis of the different options available.
- **Promoter:** The person in charge of promoting and celebrating the ideas once they have been initiated.

Chapter 3: Into Action

Recommendations to improve teamwork: SMART objectives. Specific, Measurable, Achievable, Realistic, and Time-Bound.

We have seen that the benefits of teamwork are extensive but even so, as group leaders we must maintain this work philosophy within the group. Therefore, the fundamental tasks of the leaders will be to provide support and to develop actions for continuous improvement.

- Setting clear and understandable goals: one of the team leader's missions will be to set clear and understandable goals so that all members know what they are expected to achieve. In other words, be clear and concise in setting out how we are going to carry out our work.
- When setting up the team, we should pay special attention to the members who will make up the team. We must look for members with useful skills to achieve the desired common objectives. Pay great attention to the roles described in the previous section: integrator, creator, advisor, safeguard, controller, producer, organiser, advisor and promoter.
- Encourage assertive communication within the team. In addition to a good climate for sharing ideas and knowledge with each other.
- Building a climate of trust within the team.
- To provide members with the ability to confront their ideas.

- The leader's role will always be to guide and support, never to control the team. Another aspect related to the group leader will be the aspects he/she will have to take into account when setting objectives. SMART objectives, a tool proposed by researcher George Doran, refers to the importance of setting appropriate objectives. They are based on five criteria:

- **Specific**: Precise and clear objectives in terms of what they are intended to achieve so that the focus is not lost during the process.
- **Measurable:** It will be necessary to establish indicators that allow us to measure the situation of our objective, the five criteria are interrelated and that is why it is necessary that the objectives are clear and concise, otherwise they cannot be measured.

- **Achievable:** The objectives set must be reasonable in order to be achievable. Therefore, there is no point in setting unrealistic, unachievable objectives; several decision-making sessions should be carried out so that they can be creative and achievable at the same time.
- **Realistic:** In this aspect, special attention is paid to the team's capacity to reach or achieve it, that is, if we are capable of reaching the proposed objective with our resources, taking into account our economic capacities as well as the human resources we have.
- **Time-bound:** All objectives proposed by the team should have a time limit for their achievement.

Therefore, before establishing the proposed objectives, they should be studied by the team to see if they comply with the 5 items described above.

Group dynamics: what they are, what they are for and techniques.

As leaders of social change groups we will have to take group dynamics into account, these activities will contribute to a good union and communication in the work teams through activities with a recreational appearance. On many occasions these are activities that at first glance seem to be simply intended to keep the group entertained, but the objective of these activities goes much further.

Group dynamics serve among other things to:

- Break the ice, both when forming the group and when including new members. Especially in the first group sessions, it will be very important to carry out introduction dynamics to break the ice between all the people who make up the team.
- Aspects such as motivation can be worked on. At certain times when, as group leaders, we observe that the team's spirits are low, we can carry out dynamics to work on these aspects together. We can even carry out dynamics outside the environment where we usually work.
- It fosters togetherness and a feeling of belonging to the group. The dynamics will also be useful to share time and space with the people we are working with in our social change processes. In them we will talk about aspects related to the social change process, with the team and also about aspects not only related to the team and the social change process, which encourages team bonding and getting to know our colleagues.

Chapter 3: Into Action

- It will help to improve communication between all the people in the group. They are a time when we can communicate in a much more discerning atmosphere with all our colleagues, thus facilitating communication.
- They improve the working environment and will help to improve communication between team members.
- They help to highlight the skills and competences of the members. Dynamics will also be useful to learn new skills or competences of all the people in the team.
- They are useful for sharing knowledge on different topics.
- They are useful for managing conflicts. Through techniques such as "Role Playing" we can simulate situations where two or more positions on an issue have to be confronted, these techniques can help us to understand how the group works in situations of confrontation of real ideas.

Some of the techniques used in group dynamics are as follows. They depend on the number of people they are intended to work with, the point the group is at, the time available and the experience of the leader.

- **Phillips 66:**

This consists of dividing the group members into subgroups of 6 people to discuss a specific topic. This technique aims to promote the capacity for synthesis and concentration. Aspects such as communication, empathy and decision making will also be worked on.

- **Role play:**

This dynamic aims to get team members to act on a situation in a spontaneous way, i.e. where the interpretation is not previously written down. The other members of the team observe and analyse the discussion. Afterwards, a debate is held on the performance of the team members. They will be useful to appreciate and discuss aspects related to the type of communication used by the team members.

- **Exchange of experiences:**

This technique will favour the integration of the work team, collaboration and conflict resolution. Through the exchange of experiences it will be possible to learn about other people's experiences, analyse them and propose solutions. This presentation of problems can be done anonymously so as not to interfere when working on a conflict in the work team.

Chapter 3: Into Action

- **Interview or questionnaire:**

It consists of a battery of questions with closed or open answers to find out the opinion or knowledge of the people who make up the team in relation to certain aspects. As leaders, this technique can be used to gather information on something we consider important for the team.

- **Brainstorming :**

This consists of writing down the ideas that have arisen spontaneously in the team on a specific topic on a blackboard or in a space that is visible to the rest of the team members. By having all the ideas present, it will be easier for the team members to compare these ideas or enrich one of these ideas with the contribution of others.

Activity: Challenge

The aim of this dynamic is to encourage participants to take risks and challenges and that this will help them to grow personally and professionally. To carry out this dynamic, we will have to divide the team into two subgroups with the same number of participants. In a box, we will put cards with challenges and they will pass the box between them while the song is playing. When the song stops, the person who has the box must take a card with one of the challenges and will have three options.

 Accept the challenge and earn points for your team.
- Pass the challenge to another member of the team.
- Assign the challenge to a person from the opposing team and be penalised with points.
- A maximum of three opportunities may be refused, but from the fourth time onwards, the challenges must be met.

The team with the most points wins.

Chapter 3: Into Action

3.4 The benefits of learning through experience

Unlocking Knowledge, Cognitive Skills, Practical Abilities, and Generic Skills
The importance of learning outcomes in education and personal development cannot be taken lightly. Those outcomes are the main driving forces in shaping the knowledge, skills, and competencies acquired through learning experiences. This section will analyze the advantages of experiential learning and how it contributes to developing the personality of youth workers varying in experience.

Learning outcomes should be based on the following factors:

- **Knowledge:** Experience facilitates the acquisition of subject-specific knowledge. It emphasizes active engagement rather than the passive reception of information. Students develop familiarity, awareness, and comprehension by discovering and investigating concepts for themselves. This method enables individuals to collect facts, details, and descriptions pertinent to the topic. Using practical applications, students can forge meaningful connections and enhance their understanding.
- **Cognitive Skills:** Alongside nurturing the growth of cognitive faculties, this particular form of education empowers students to adeptly utilize their acquired knowledge within authentic scenarios. Individuals forge their critical thinking and analytical prowess through active participation in the resolution of intricate problems. Instructed youth workers are equipped with the skills to discern patterns, establish connections, and foster ingenious thinking. Moreover, it bolsters cognitive mechanisms, culminating in a profound comprehension of intricate principles.
- **Practical Abilities:** Another facet of this particular style of learning involves tangible proficiencies. This encompasses the creation and implementation of experiments, simulations, or immersive activities that grant learners hands-on experience and practical skills. Through active involvement in such endeavors, individuals cultivate proficiency in translating theoretical knowledge into real-life situations. The practical dimension of experiential learning equips learners with the essential abilities to navigate and thrive within their selected domain.
- **Generic Skills:** Furthermore, experiential learning nurtures the growth of versatile proficiencies that transcend specific contexts and fields. These proficiencies encompass a wide range of capabilities, including problem-solving strategies, adept communication, collaborative aptitude, adaptability, and an enduring thirst for knowledge. By employing these methodologies, individuals refine their generic skills, equipping themselves with the necessary toolkit to thrive in multifaceted and ever-changing environments.

Chapter 3: Into Action

By seamlessly integrating experiential learning into educational frameworks, instructors possess the means to unlock the boundless potential for knowledge assimilation, cognitive acuity enhancement, practical proficiencies, and the nurturing of versatile skills. This comprehensive methodology champions active participation, fosters critical thinking, and bolsters problem-solving prowess, empowering learners to emerge as proactive and impactful societal contributors.

Constructivism

Constructivism, as a learning theory, places great emphasis on the active involvement of learners in constructing knowledge through their interactions with the environment and social exchanges. Vygotsky (1978) underscored the social aspect of learning, highlighting the vital role of social interactions and collaborative efforts in the process of knowledge construction. Piaget (1970), on the other hand, delved into cognitive development by exploring assimilation and accommodation, underscoring how learners actively build their understanding by integrating fresh information into pre-existing cognitive structures. Bruner (1966) accentuated the importance of scaffolding, wherein teachers provide guidance to learners, facilitating the construction of knowledge. Wood, Bruner, and Ross (1976) further reinforced this notion by underscoring the significance of guided participation and collaboration in knowledge construction and cognitive advancement. Hmelo-Silver, Duncan, and Chinn (2007) emphasized the value of authentic tasks and real-world contexts in constructivist learning. Their research demonstrated that engaging learners in meaningful experiences and problem-solving endeavors enhances their capacity to derive meaning and apply acquired knowledge. In summary, all the aforementioned principles epitomize the fundamental tenets of constructivism: the active role of learners, the importance of social interactions, the necessity for scaffolding and guided participation, and the relevance of authentic tasks. By incorporating constructivist approaches into education, one fosters profound comprehension, cultivates critical thinking skills, and facilitates the practical application of knowledge.

Chapter 3: Into Action

Constructivism and experiential learning

Constructivism and experiential learning share several fundamental characteristics that align seamlessly. Firstly, they foster a collaborative learning environment where knowledge is co-constructed by both teachers and students, emphasizing shared responsibility (Fosnot, 1996). This approach empowers learners to take ownership of their education, as authority is distributed between teachers and students (Brooks & Brooks, 1993). The teacher's role transitions from an authoritarian figure to that of a facilitator or guide, supporting students in constructing their own understanding (Brooks & Brooks, 1993). Moreover, the formation of small heterogeneous learning groups promotes interaction and diverse perspectives, enriching the learning experience (Brooks & Brooks, 1993).

When it comes to pedagogical goals, constructivism in experiential learning seeks to provide students with firsthand experience in the process of knowledge construction (Jonassen, 1999). Students are given the opportunity to determine their own learning methods and actively participate in the construction of knowledge (Jonassen, 1999). The appreciation of multiple perspectives is encouraged, fostering critical thinking skills as students evaluate alternative solutions (Jonassen, 1999). Learning takes place within realistic contexts through authentic tasks, enabling students to apply their knowledge to real-world situations (Bonwell & Eison, 1991). Student-centered learning approaches promote a sense of ownership and agency in the learning process (Bonwell & Eison, 1991). Collaboration is emphasized, fostering social experiences and teamwork (Jonassen, 1999). Additionally, constructivist approaches accommodate diverse learning styles by incorporating multiple modes of representation (Jonassen, 1999). Reflection and metacognition are also promoted, nurturing an awareness of the knowledge construction process (Jonassen, 1999).

Chapter 3: Into Action

The benefits of experiential learning through constructivist approaches are abundant. Firstly, students derive enjoyment from the active engagement in hands-on experiences (Bonwell & Eison, 1991). The focus on deep understanding and critical thinking leads to meaningful and enduring comprehension (Brooks & Brooks, 1993). The knowledge acquired through experiential learning is transferable, allowing students to apply it in various contexts (Jonassen, 1999). As students develop ownership of their learning, intrinsic motivation and personal investment flourish (Bonwell & Eison, 1991). The emphasis on real-life scenarios and authentic tasks enhances the relevance and practicality of acquired knowledge (Bonwell & Eison, 1991). Lastly, experiential learning places emphasis on social and communication skills through collaboration and group work, effectively preparing students for interactions in the real world (Brooks & Brooks, 1993).

Situated learning

The concept of situated learning places a strong emphasis on learning within genuine and relevant contexts, under the guidance of mentors and drawing from past experiences. This paper delves into the intricacies of situated learning, with a specific focus on mentorship and learning from previous encounters, while exploring its connection to experiential learning. By examining six scholarly sources, we dissect the characteristics of situated learning, the role of mentors, the significance of past experiences, and how it aligns with experiential learning.

Distinctive Features of Situated Learning:

Situated learning unfolds when individuals engage in educational experiences that are embedded within meaningful and authentic contexts (Lave & Wenger, 1991). It emphasizes active participation, collaboration, and the application of knowledge to genuine tasks (Brown, Collins, & Duguid, 1989). The learning process thrives on social interaction, with learners immersing themselves in a community of practice where they engage with experts and peers (Wenger, 1998). This social exchange facilitates the transfer of knowledge, skills, and values through observation, participation, and mentorship (Lave & Wenger, 1991).

Chapter 3: Into Action

The Role of Mentorship in Situated Learning:

Mentorship assumes a pivotal role within the framework of situated learning, as mentors guide and support learners throughout their educational journey. Mentors, often seasoned practitioners within a specific domain, provide learners with guidance, feedback, and practical insights (Ragins & Kram, 2007). They serve as role models, assisting learners in navigating challenges, honing skills, and acquiring tacit knowledge that is not easily conveyed through formal instruction (Lave & Wenger, 1991). Through mentorship, learners gain access to invaluable expertise, develop confidence, and cultivate a deeper understanding of the subject matter (Ragins & Kram, 2007).

Learning through Past Experiences:

Situated learning acknowledges the profound impact of past experiences on an individual's learning trajectory. Previous personal or professional encounters contribute to the learner's knowledge base, frame of reference, and problem-solving abilities (Wenger, 1998). Learning is not detached from the learner's background but is constructed by building upon prior experiences and integrating new insights (Lave & Wenger, 1991). Through reflection on past experiences, learners establish connections, transfer knowledge, and apply acquired concepts to novel situations (Brown et al., 1989).

Connection to Experiential Learning:

Situated learning closely aligns with the fundamental principles of experiential learning. Both approaches underscore the importance of active engagement, reflection, and learning within genuine contexts (Kolb, 1984). Experiential learning entails learners actively participating in hands-on experiences, reflecting upon those experiences, and applying acquired knowledge and skills (Kolb, 1984). Situated learning, emphasizing real-life contexts, collaboration, and mentorship, support the experiential learning cycle of concrete experiences, reflection, conceptualization, and active experimentation (Kolb, 1984).

Chapter 3: Into Action

Situated learning, characterized by mentorship and learning through past experiences, provides a valuable framework for fostering meaningful and effective learning. Through mentorship, learners receive guidance and support from experienced practitioners, while drawing from past experiences allows for incorporating existing knowledge and real-world insights. Situated learning aligns harmoniously with the principles of experiential learning, emphasizing active engagement, reflection, and learning within genuine contexts. By integrating situated learning approaches into educational settings, educators can enhance the quality and relevance of learning experiences, promoting deeper understanding and practical application of knowledge.

Game-based learning

Playing game-based learning allows learners to dive into interactive environments that spark engagement, foster problem-solving, and encourage critical thinking (Gee, 2005). According to Wouters, van Nimwegen, van Oostendorp, and van der Spek (2013), it's a potent tool for experiential learning, enhancing motivation, collaboration, and knowledge acquisition.

Simulation-based learning

Simulation-based learning revolves around creating simulated environments that replicate real-life scenarios. Through active participation in simulated tasks, learners can apply theoretical knowledge to practical situations (Issenberg et al., 2005). This approach nurtures critical thinking, decision-making skills, and active involvement within realistic contexts, fostering experiential learning (Dieckmann et al., 2009).

Internships

Internships allow students to put their classroom knowledge into practice within professional settings. By working alongside industry professionals, interns engage in hands-on activities, develop industry-specific skills, and gain insights into real-world practices (Wilson, 2012). Bridging the gap between theory and practice, internships promote experiential learning by contextualizing understanding within professional environments.

Chapter 3: Into Action

Community groups

Community groups allow learners to collaborate on projects, engage in social interactions, and contribute to community-based initiatives. Through active involvement in community groups, learners gain practical experience, foster interpersonal skills, and contribute to societal needs (Zhang et al., 2011). These groups emphasize active engagement, cooperative problem-solving, and real-world application of knowledge, all of which characterize experiential learning.

Small-scale vs Large-scale learning environments

Differentiating between small-scale and large-scale learning environments highlights the varying scopes and contexts of educational experiences. Small-scale learning involves individual or small group activities, providing personalized attention, tailored feedback, and opportunities for self-directed exploration (Barron et al., 2008). On the other hand, large-scale learning encompasses participation in extensive projects, community initiatives, or institutional programs that involve multiple learners and diverse resources (Barron et al., 2008). Small- and large-scale learning environments foster experiential learning by promoting active engagement, reflection, and real-world application of knowledge.

These diverse teaching methods contribute to experiential learning by immersing learners in immersive, authentic, and practical experiences. They cultivate active engagement, critical thinking, and real-world application of knowledge, aligning with the principles of experiential learning. By integrating these approaches into educational settings, educators can enrich the learning experience, promote deeper understanding, foster skill development, and enhance the transferability of knowledge.

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