

Output 4.1

Pilot of a training programme for new cities/regions that will implement the SPEED-You-UP entrepreneur hubs.

1.0 Executive Summary

The continuation or durability of SPEED-You-UP (SYU) is vital to ensure young people continue to benefit from it in the future. In each country, we aimed to recruit two cities/municipalities to adopt the SYU method after the project had ended. Training new professionals to engage with and run SYU in the absence of the project partnership is vital part of upscaling and sustaining SYU.

Building on a 'train the trainer' strategy and training programme used by project partners with professional target groups (schoolteachers and welfare organisations) during the project, we developed a new training programme with increased attention to a coaching approach and coaching skills. A pilot version of the training programme was developed and delivered to project partners from all four countries. We collected feedback and produced a final version to use with new professional target group stakeholders. The training programme contained three units of content delivered in workshops. These were: 1. Introducing SPEED-You-UP 2. Engaging young people with coaching 3. SPEED-You-UP Lift-off!

We delivered the training programme in at least two new target regions per country and trained X new professionals. These regions were: Bournemouth and Weymouth (The UK); Zeeuw-Vlaanderen, Walcheren and Beveland (The Netherlands); Valenciennes, Arques and St Omer Ruisseauville (France); Eeklo and Antwerpen (Belgium).

To determine whether the training programme was effective we measured participants' knowledge, skills, and attitudes towards: (a) Entrepreneurship and (b) Working with (at-risk) NEET young people. Data was gathered using an online survey, and the questions were developed via a quasi-exploratory approach, i.e., some questions were based on prior qualitative data collected during the pilot training programme with partners, and others were adapted from existing validated questionnaires in the entrepreneurship literature.

74 professionals completed the survey between November 2022 and March 2023. Statistical analyses were not possible however 6/39 questions related to entrepreneurship skills ('I have the skills to teach entrepreneurship'), knowledge ('I have the knowledge to teach entrepreneurship') and attitude ('I believe entrepreneurship can/should be taught') showed increased scores >10%. Thirty out of 39 other questions showed positive increases between 8.6% and 0.2% (average 3.8%).

The three remaining questions with a negative response were related to working with at-risk/NEET young people. We interpret that it is possible the training increased participants' awareness of the challenges of working with NEETs and highlighted dearth in their current knowledge. This was supported by qualitative data across all regions. Participants reported finding the training

informative and enlightening regarding their knowledge of NEET young people and how best to engage them through entrepreneurship education and the coaching approach. Some stressed that in the beginning they thought that they knew how they could work with NEETs, but the training made them realise that there was much more they could do. Participants also stressed that they were now more aware of how to grow as a coach, and they were motivated to use the materials from the training to do so.

Overall, we conclude the training was successful.

2.0 Introduction

The continuation or durability of SPEED-You-UP (SYU) is vital to ensure young people continue to benefit from it in the future. In each country, we aimed to recruit two cities/municipalities to adopt the SYU method after the project had ended with the view that they would be able to use the roadmap and feasibility framework developed (Activity 3.1). To achieve these ends, training new professionals to engage with and run SYU in the absence of the project partnership is vital.

For the duration of the project, SYU adopted the EU's 'train the trainer' strategy to equip teachers and other professionals with the knowledge and skills to engage at-risk NEETs and NEETS in the SYU methodology and approach via a series of three workshops. Building on this approach, Bournemouth University (BU) reviewed and developed a new training programme, embedding Continuing Professional Development (CPD) entrepreneurship and coaching skills. The SYU training programme aimed to upskill new stakeholders from professional target groups who will adopt SYU after the project ends in March 2023, ensuring its continued impact on young people and society. In addition, we also measured the effectiveness of the training programme. This report details the pilot of the training programme and the results.

2.1 The Training Process Timeline

We developed and delivered a pilot version of the training programme to project partners from all four countries in October 2022. We collected feedback from the project partners and modified the training content.

Training in the new regions occurred between November 2022 - March 2023. Figure 1 shows the sequence of the design and delivery of the training programme. In each country, at least one project partner was responsible for identifying at least two new regions, recruiting participants, and delivering the training programme in these regions. In the UK, BU was the lead; in Belgium, Artevelde University; in France, ACSW; and in the Netherlands, PRO WORK. The original training content in English was translated into the respective country languages.

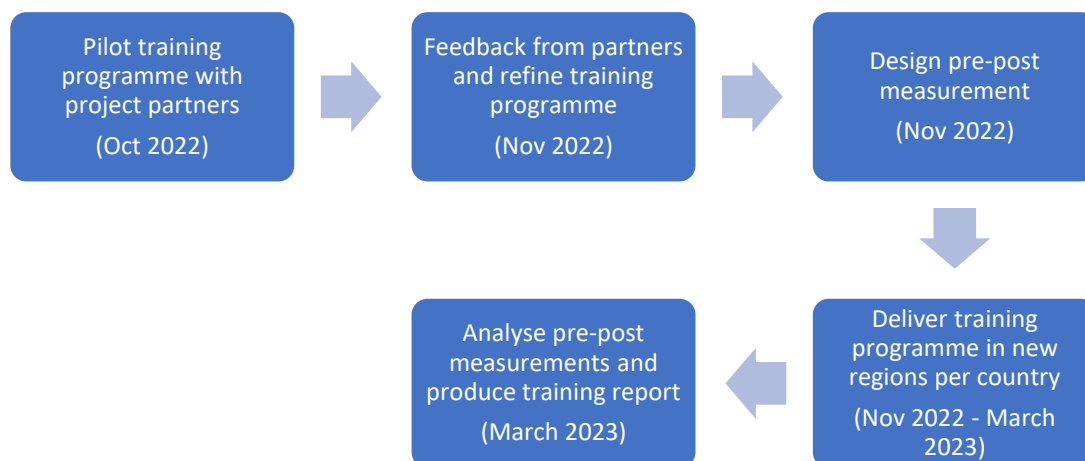


Figure 1: Sequence of the design and delivery of the training programme

3.0 Developing Training Programme Content

The training programme comprised of three workshops as follows:

Workshop 1 - Introducing SPEED-You-UP: This provided a general introduction to SYU including the social entrepreneurship model and the challenges of working with (at-risk) NEET young people. It also presented current evidence relating to the numbers of early school leavers and NEET young people.

Workshop 2 - Engaging young people with coaching: This introduced coaching as an effective way to engage (at-risk) NEET young people. It was a practice-based workshop to allow participants to develop coaching skills.

Workshop 3 - SPEED-You-UP Lift off: This focused on the process of doing SYU and included how to collaborate with stakeholders and use the SYU resources.

An online masterclass of the training was delivered for project partners on 24th October 2023 and feedback sought. On the whole, partners found the training valuable, particularly the added detail of a coaching approach. Based on this feedback, elements of the training were tweaked, and a final version produced.

4.0 Training Programme Delivery

Professional target group participants were recruited from the education, training, welfare, governmental, business, and creative sectors. They were mainly professionals with some years of experience in their respective industries, some working with young people and others wanting to. Experience as an entrepreneur or business owner was not compulsory. Partners in each country had the flexibility of deciding the training method (online or in person), duration, and frequency of the training sessions. The training programme was free to attend in each region and country.

4.1 Regional Delivery

4.1.1 The UK

1. Identifying new regions: Bournemouth was identified as one of two new regions within England's 2Seas area. This decision was based on pockets of deprivation in Bournemouth, specifically in Boscombe and West Howe, supported by community-engagement activities and meetings with representatives of Bournemouth-based welfare organizations and the local government council.

Following stakeholder meetings, desk research, and contacts within reach, BU identified Weymouth as its second region, with considerable social and infrastructural deficiencies and many inactive youths.

2. Stakeholder engagement strategy: In July 2022, BU launched a monthly online newsletter as a communication strategy to engage existing and prospective stakeholders. The newsletter included an article on topical issues relating to youth education, unemployment, employability, and entrepreneurship and linked these to SYU's approach. It also included a research spotlight section with current and relevant data on the above. The newsletter reignited the interest of stakeholders that were contacted or attended BU's SYU symposium in October 2021 and helped to increase awareness about SYU.

To strengthen the presence of SYU in Bournemouth, the BU team participated in the ESRC Festival of Social Science in October 2022, which is celebrated annually in the UK and brings together universities, professionals, and members of the public to explore research by UK universities across a range of topics in social science. The event involved a two-day [exhibition](#) of the voices of young people and school staff who have participated in the project. There was also an entrepreneurship workshop for young people and a roundtable discussion with stakeholders in the welfare sector on the value of SYU, its benefits for (at-risk) NEET young people, and prospects for community development. The event was free to attend and open to the public, including young people, parents, schools, welfare organizations, and local businesses in Bournemouth.

The BU team also attended stakeholder events in Bournemouth to spread the word about SYU and grow its stakeholder network. The team also maintains an active website with updates about the project

3. Recruiting participants: In addition to publishing information about the training programme in the monthly newsletter, all stakeholders within BU's network were contacted directly by email and sometimes, scheduled online meetings inviting them to participate in the training programme. An Eventbrite registration link was created with information about the project and a breakdown of the sessions.
4. Delivery: The first training programme for the Bournemouth region was held in November 2022 at BU and involved 10 participants, including representatives from Young Enterprise, South West Regional Assessment Centre (SWRAC), Dorset Growth Hub, West Howe Community Enterprises, and BU's Business Engagement department. Entrepreneurs from the creative sector were also present. A second training for the Bournemouth region was organized in February 2023 and involved four participants from SWRAC. The training programme for the Weymouth Region was delivered at Weymouth College in February 2023. It involved four professionals from Weymouth College, Weyforward, and the Dorset Council. A further, 23 coaches at Henley Business School were trained in March 2023.
5. Monitoring & Evaluation: Participants completed the pre-post survey and were invited to give verbal feedback about their training experience.

4.1.2 Belgium

1. Identifying new regions and participants: At first, the Flemish partners created a shortlist of 4 cities. To create this shortlist, cities with a high number of NEETs were selected. Afterwards, partners listed potential organizations from each city that could be interested in implementing the SYU approach. Artevelde University (LP) took the lead in contacting organizations in Belgium to participate in the training. Between September 2022 to December 2022, the LP contacted these organizations via email and telephone. Although some organizations were interested in the SYU materials shared, it was challenging to organize training in person.
2. Delivery: In January 2023, the LP revised its recruitment plans by leveraging the contacts within its Bachelor of Social Work programme. They contacted Project De Plek in Eeklo about SYU, who showed interest in knowing more about and implementing the project. Eeklo then became one of the two new regions. The LP delivered the training programme to team members from Project De Plek and to members of the City of Eeklo. A follow-up meeting was also held to support them in implementing SYU. For the second region, the LP decided to target Antwerpen. They organized a live training in that region for the organizations previously contacted. The team of SheDidIt was unable to attend this training, so they organized a separate training for them. To coach additional people, the LP organized a webinar, inviting only people from Antwerpen so they could zoom in on that specific region.
3. Additional training sessions: Next to selecting the two new regions, the LP also organized several webinars, which were open to everybody. Although not exclusively for the two new regions, there were a few participants from the new regions in attendance. However, there were more participants from other regions, which helped to further publicize the SYU approach in Flanders. By March 2023, a total of 64 unique professionals were trained in two new regions. Seven people attended the training more than once to further develop their skills, and 11 partners followed the training as well.
4. Monitoring & Evaluation: Apart from the pre-post survey, a brief discussion was held with participants after each training to evaluate the training sessions. Although the importance of filling out the survey was highlighted, several participants did not fill in both surveys. The discussion allowed the LP to evaluate the training in a different manner.

4.1.3 France

1. Identifying new regions and participants: Following the successful implementation of SYU in Wattrelos, ACSW extended its expertise in entrepreneurship and SYU's reach to three new regions in early 2022 by launching the project La Fabrique, with social centres from Valenciennes, Arques and St Omer and also with a business incubator from Ruisseauville. These regions were selected based on their socio-economic situations, viz., the rate of unemployment, early school leaving, and NEET young people. The interested parties for the training programme were: two social centres from Valenciennes, two from Arques and St Omer and the business incubator from Ruisseauville.
2. Delivery: Due to the need for more internal resources to efficiently deliver the training sessions in three different regions, ACSW opted for online delivery. Despite the goodwill and professionalism of all participants, there were some drawbacks of online delivery relating to

the difficulty in simplifying the training content online and limited interaction between participants and the trainer. It was also challenging to gather feedback from participants. Alternative training sessions were delivered in person within ACSW centres or at Valenciennes/Arques/St Omer centres. These were more successful, although they took longer to plan and involved multiple sessions to accommodate the different availability of participants.

3. Monitoring & Evaluation: Partners from ACSW explained the purpose of the online survey and encouraged participants to complete the pre and post-versions. They also gathered verbal feedback from participants.

4.1.4 The Netherlands

1. Identifying new regions: Before inviting new regions to participate in the training programme, research into potential new regions was conducted to ascertain the regions and identify those that would be a good fit for the project. This involved looking at factors such as the region's demographics, cultural values, and political climate. Based on PRO WORK's links to regions through its stakeholder network, the following regions were selected within its province: Zeeuw-Vlaanderen, Walcheren and Beveland.
2. Stakeholder engagement strategy: Once the new regions were identified, communication was tailored to the specific region. This involved translating project materials into the direct circumstances of these new regions, incorporating local cultural references, and highlighting how the project could benefit the region. It was clear, for example, that there is a larger group of NEET young people in the Zeeuws-Vlaanderen region than in the Beveland region. PRO WORK contacted local government officials, community leaders, and non-profit organizations and developed a communication and engagement strategy that included telephone calls, emails, in-person appointments, and online newsletters. Information about the project and results were disseminated to these stakeholders. Through this, they succeeded in building and strengthening relationships with stakeholders in these new regions.
3. Recruiting participants: Follow-up meetings were held with interested stakeholders, and the training sessions were scheduled and carried out.
4. Monitoring & Evaluation: This involved using the pre-post online survey, collecting proof of online attendance, and participants' verbal feedback.

3.4 Evaluation

To assess the effectiveness of the training, we measured participants' knowledge, skills, and attitudes towards: (a) Entrepreneurship and (b) Working with (at-risk) NEET young people.

Data was gathered using an online survey tool, and the questions were developed via a quasi-exploratory approach, i.e., some questions were based on prior qualitative data collected during the pilot training programme with partners, and others were adapted from existing validated questionnaires in the entrepreneurship literature. Although all questions were close-ended and compulsory, questions were aimed at capturing participants' perceptions, not objective facts, or knowledge, about entrepreneurship and working with (at-risk) NEETs. The list of survey questions can be accessed via the link or QR code in the Appendix section.

3.4.1 The Survey

- I. *Perceived knowledge of entrepreneurship*: We developed 10 questions asking participants how they would describe entrepreneurship. A sample question was, “It involves risk-taking”, ranging from strongly disagree to strongly agree. The questions were inferred from the qualitative responses from partners and supported by entrepreneurship studies and the EntreComp framework.
- II. *Attitudes towards entrepreneurship*: This scale measured participants’ positive or negative views about entrepreneurship and their perceived difficulty and confidence in becoming an entrepreneur. We adopted 10 questions from the Entrepreneurial Intention Questionnaire. A sample question was “Being an entrepreneur implies more advantages than disadvantages to me”, ranging from 1 (total disagreement) to 7 (total agreement).
- III. *Perceived teachability of entrepreneurship, skills, and intention to teach entrepreneurship*: We developed five questions to assess whether participants felt that entrepreneurship can be taught and if they had the skills and knowledge to teach entrepreneurship. A sample question was “I have the skills to teach entrepreneurship”, ranging from 1 (total disagreement) to 7 (total agreement).
- IV. *Knowledge of (at-risk) NEETs*: This was assessed using 10 questions grouped into two dimensions – participants’ perceived knowledge of the general characteristics of (at-risk) NEET young people, for example, level of motivation and self-confidence, and the perceived challenges of working with the target group.
- V. *Perceived skills and intention to work with (at-risk) NEETs*: We developed four questions to measure participants’ knowledge of and interest in working with the target group. A sample question was “I know what is required to work with (at-risk) NEET young people”, ranging from 1 (total disagreement) to 7 (total agreement).

3.4.2 Data Analysis

We were unable to compare pre-post answers with certainty at an individual level. In addition, not all participants filled in a pre- and/or post-measurement. In total we received 76 responses in the pre-measurement and 68 responses in the post-measurement. In response we calculate the average scores for each question from the pre- and post-measurements. Afterwards, the difference was calculated as an increase/decrease in percentage. When the average result of the post-measurement is at least 10% higher or lower than the pre-measurement, we consider this as an impactful indicator of the training.

4.0 Results

4.1 Survey Results

Six of 39 questions showed an increase in >10% for knowledge, skills and attitudes measured in the survey indicating the training was successful.

Question	Pre-measurement average	Post-measurement average	Percentage change
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'I have the knowledge to teach entrepreneurship'		4.07	17% increase
'I have the skills to teach entrepreneurship'	3.26	4.19	13% increase
'I believe entrepreneurship can be taught'	4.74	5.66	13% increase
'I believe entrepreneurship should be taught'	4.68	5.49	11% increase
'Starting a business and keeping it viable would be easy for me'	2.91	3.65	11%
'I am interested in teaching entrepreneurship'	4.12	4.82	10%

No questions had a decrease of a >10%. In the remaining thirty-three questions we did not see an increase of more than 10% between the pre-and post-measurement. Nevertheless, thirty questions showed a positive increase between 8.6% and 0.2% (average 3.8%).

The questions with a negative response were: 'I am interested in working with (at-risk) NEET young people'; 'How would you describe entrepreneurship... - It involves risk-taking'; '(At-Risk) NEET youth generally have... - Positive social behaviour'. It is possible that the training increased awareness of the challenges of working with NEETs.

4.2 Qualitative Feedback

Participants found the training informative and enlightening regarding their knowledge of NEET young people and how best to engage them through entrepreneurship education and the coaching approach. In the UK, participants appreciated the insights from research, which they confirmed reinforces their practices. The coaching workshop also helped them realise they don't have all the answers and that young people can also play an active role in their development.

In Belgium, participants were happy about the delivery of the training. They stressed that they received a lot of information, and the trainers were able to deliver it in an accessible way that kept their attention. Participants evaluated the website as a nice and rich source of resources that could help them with starting SYU. Participants felt motivated to do SYU. We noticed that some participants stressed that in the beginning they thought that they knew how they could work with NEETs, but the training made them realise that there was much more they could do. The training helped them realise that they could be more effective in reaching NEETs. Participants also stressed that they were now more aware of how to grow as a coach, and they were motivated to use the materials from the training to do so.

In France participants were happy with the training sessions despite some hesitation regarding entrepreneurship. Participants thought that although entrepreneurship may be a way to better guide and work with NEETS it may require some specific training and time to really make a difference. However, SYU felt inspiring for many. Several participants mentioned the fact that not

every NEET is ready to be part of a project like SYU. Many questions were asked regarding those who are the most vulnerable and far from employment, training, and social life. Face to face sessions were preferred to online sessions.

5.0 Conclusions

Overall, the training was well received and deemed to be a success. Although we were unable to perform statistical tests on the dataset, we can see increases in the scores from the pre- and post-measurements indicating that the training programme worked well and that it provided the participants with the knowledge and skills to support them in implementing the SYU approach. Besides increasing the participants' skills and knowledge, the training also increased interest for teaching entrepreneurship.

6.0 Appendix



Pre-post survey questions: <https://forms.office.com/e/qEULBywLja>