I SEE YOU Practice Manual

FH JOANNEUM, AUSTRIA

Content

1 Introduction

One of the main outputs of the I SEE YOU (Initiative to foster Social Entrepreneurship Experience for Youth) project is a thorough analysis of the importance of entrepreneurship key competences in each of the participating countries (Austria, Romania, Slovakia, Italy, Spain, UK and Ireland). To be able to do so, a clear and comprehensible methodology needs to be outlined that is applicable in all countries and can also be replicated by other projects or initiatives interested in pursuing similar actions.

This Practice Manual will therefore form the foundation of the project activities of the first year. It shall give a brief overview of the project and assess the situation of youth entrepreneurship in Europe. Additionally, it will determine how to conduct the needs analysis by the consortium and establish the roles and responsibilities of each partner for the involved activities. Examples of how to conduct needs analysis in several different settings are outlined and different methodologies are presented to serve the reader as a source of inspiration. The list of models is not meant to be exhaustive, but should rather give an insight into the vast possibilities when defining a methodology for a specific project.

The exact objectives of this document are:
i) To outline a clear and comprehensible methodology that will enable the project consortium to weigh and rank the 10 most important key competences for youth entrepreneurship applicable on an EU-wide basis based on national importance.
ii) To establish a set of independently verifiable weighing and ranking criteria that can be used in different national settings.

1.1 Project Summary

The I SEE YOU project is an initiative of 8 partners from 7 countries (AT, ES, IT, SK, IRL, RO, UK) addressing the critical issue of youth unemployment in the European Union placing a special emphasis on migrants.
Youth unemployment has become one of the most pressing labor market issues in Europe since the economic crisis. Entering the labor market poses major challenges for young people in many European countries such as Spain, Italy, Romania, Slovakia, UK, Ireland and Austria, which manifests itself in a high youth unemployment rate. An even higher unemployment rate is faced by migrants and minority group members, who have to battle social exclusion. Many European and national initiatives or programs aim to tackle the problem, however, they focus only on isolated aspects and with limited success.

A key way out of unemployment for many young people is entrepreneurship. 40% of European youth have indicated an interest in self-employment, as it provides them with independence & self-determination. They are highly interested in IT-focused as well as social businesses, which are observable trends in many European countries. Studies show that many young people lack skills, networks & received inadequate entrepreneurship education. Nurturing entrepreneurial attitudes and skills is in the focus of I SEE YOU.

I SEE YOU aims to offer a flexible, integrative approach to train & capacitate young people to become skillful social entrepreneurs by developing the capabilities & skills of young unemployed people (18-30) with an affinity for IT & interest in creating their own social businesses. I SEE YOU provides the following core results: targeted activation, training modules, international collaboration, mentoring and a business simulation tool. A special focus will be put on migrants / minority youth. The first year of I SEE YOU is dedicated to the activation and capacitation of youth through trainings and intercultural experiences, while the second year will focus on implementing the acquired skills through applied learning techniques and using a social business simulation tool in a competitive setting. The youth will constantly be accompanied, mentored and brought in contact with key stakeholders from the business world (start-up centers, Business Angels etc.) to establish valuable networks for their future.

The main activities are:

i) Development and Execution of Entrepreneurship Trainings based on 10 essential key competences

> At least 105 participating young people from 7 countries will be capacitated (over 500 will be reached through dissemination). All materials produced in the I SEE YOU project will be transformed into OERs (Open Educational Resources). The OERs will be translated and made available in all 7 project languages.

ii) Creation of a Social Business Simulation Tool & Competence Games

> This will allow youth to apply learned concepts in a virtual setting.

iii) Involvement and Capacitation of Migrant / Minority Youth

At least 35 migrant / minority youth members will participate in the project (over 100 will be reached through dissemination).
A Migrant / Minority Inclusion Strategy will be developed and distributed to decision- & policy-makers

iv) Community building / Connecting youth with youth and key stakeholders
Building transnational teams to foster intercultural skills & create a European identity.
Involvement of multipliers (start-up centers, labor market agencies etc.) and financiers (Business Angels). All produced outputs will be provided as OERs to the public and disseminated according to a detailed strategy.

The project is implemented by a consortium with a strong background in EU-project management and a wide range of expertise from developing a needs analysis to training providers, migrant support experts, IT game developers and business creation support organizations.

The impact of I SEE YOU will be created through massive dissemination and multiplication of activities. The participating youth will be capacitated and their skill sets on entrepreneurship increased, which will enable them to open their own business. If they do not follow an entrepreneurial career after the end of the project, they have gained relevant competences enabling them to act as intrapreneurs and will therefore be in high demand and possess a competitive advantage at the labor market in the IT sector. Key stakeholder benefit from the freely available OERs and business simulation tool that they can incorporate into their own offers and present to their clientele for further education.
Long-term benefits will be achieved through:
- The cost-effective replication of the integrative, holistic approach that will contribute to lifting youth out of unemployment and into dynamic and viable jobs
- The availability of multi-lingual and game-based OERs
- The international community established among European stakeholders

1.2 Project Purpose

The overall objectives of the project are:

- ✓ To promote entrepreneurship education among unemployed youth, especially in countries with a high youth unemployment rate, which will lead to new business creation and employability and ultimately assist them in building a future for themselves
- ✓ To create a transnational European identity among participating young people to embrace active citizenship and provide a new perspective
- ✓ To facilitate innovative learning practices in entrepreneurship education by developing and implementing trainings, workshops and other approaches to increase the labour market relevance of young people

The specific objectives of the project are:

- ✓ To strengthen and build upon the competences and skill sets of young unemployed people with the development and delivery of online entrepreneurship trainings as well as the production and availability of multi-lingual OERs (open-educational resources)
- ✓ To stimulate idea creation and creative thinking processes within the youth to find their own social entrepreneurship path
- ✓ To enable teams of unemployed youth to practice their acquired entrepreneurial skills by playing competence games and an online business simulation that might serve as inspiration and / or basis for real transnational business ventures
- ✓ To develop an inclusion strategy that will assist in eliminating the barriers faced by minority youth groups and migrants in gaining access to and receiving entrepreneurship education
- ✓ To involve key stakeholders (Start-up centers, VET Center, Media Partners, Youth Centers, Business Angels, Practice Company Experts, Youth Entrepreneurship Networks, Entrepreneurship Associations) during the project duration, connect them to the young entrepreneurs and give them access to the project results

2 Youth Entrepreneurship in Europe

Economic conditions within the EU are still challenging for many countries. Today nearly 26 million people in the European Union are unemployed and actively seeking work. One of the responses to moving people back into work is through business creation and self-employment, which is a key outcome sought from inclusive entrepreneurship policies, and with it greater labour market participation by the target population groups. (Manifesto, 2012) (OECD, 2015)

However, Europe has a problem regarding Entrepreneurship. (WSJ, 2014) According to the (The Economist, 2012) and (WSJ, 2014), continental Europe has a problem with creating new businesses destined for growth. This is reflected in the Global Entrepreneurship Monitor, where early-stage entrepreneurs within European nations are the lowest on a global level. The Kauffman Foundation (a firm that promotes entrepreneurship around the world) says that one of the main issues with Europe versus USA is that there is no chance to create new, fast-growing companies, which in employment are more benefitial, as they tend to outsource less than giant firms. (WSJ, 2014)

Europe is not represented so broadly within the Internet Entrepreneurs, but there are some success stories like Skype, Spotify, Redbull and Virgin. (The Economist, 2012). Hence, Europe requires new entrepreneurs and new businesses to reactivate the economy growth and reduce unemployment. Furthermore, new firms will be agents for the “social vitality and economy”, much better than any government program in promoting new empowering ideas towards the Europeans. (WSJ, 2014)

But, as (WSJ, 2014) clearly states, to promote entrepreneurship through Europe, policy makers have to understand what the entrepreneurs really need, and one of this needs is fewer rules. Entrepreneurs need less government rules and regulations that harden the start of a new company. But this also extends to other aspects that limit new firms like working-hour limitations and environmental restrictions. Furthermore, heavy taxation also limits entrepreneurship, as money that could be used to start another project has to be paid in taxes. As much as rule making can be well-intended, it can still restrain small firms from taking off. Starting a new business that satisfies customers is hard enough with the added difficulty provided by gubermental obstacles to cross. (WSJ, 2014)

The European Comission understands that Entrepreneurship is and will be one of the pillars of the economic recovery and the increase of the growth for all of Europe, as well as the reduction of unemployment. In order to support this, the European Comission has established a “Entrepreneurship 2020 Plan”, in order to give a blueprint for “decisive action to unleash Europe's entrepreneurial potential”. (European Comission, 2015)

For the (European Comission, 2015), the “Entrepreneurship 2020 Action Plan” is built on three main pillars:

1. Entrepreneurial education and training
2. Creation of an environment where entrepreneurs can flourish and grow, and
3. Developing role models and reaching out to specific groups whose entrepreneurial potential is not being tapped to its fullest extent or who are not reached by traditional outreach for business support.

The European Commission is ready to help the Member States administrations implement the Entrepreneurship 2020 Action Plan by providing its own know-how and foster peer learning and exchange of good practices with other Member States. Although there is an Act regarding SMEs support for entrepreneurship, the EU will transmit its plan to each country in a national level, in order to support entrepreneurship. (European Comission, 2015)

Furthermore, the European Commission is supporting and co-financing many projects in relation with entrepreneurship, especially those related to young entrepreneurs, such as the following:

YES or “Young Entrepreneurship Strategies” is a project that will contribute to European competitiveness and to accelerate regional economic growth through promoting the entrepreneurial mindset in the next generation. Thus, the project aims at integrating an entrepreneurial perspective in the education system and increasing the number of young entrepreneurs. Eight partners, including six regional governments, one national youth entrepreneurship organization and the Assembly of European Regions form the project partnership. Its activities result in a Best Practice guide, action plans and improved policies regarding the integration of entrepreneurship in the education system. (YES-Young Entrepreneurship Strategies, 2015)

Another example is “Erasmus for Young Entrepreneurs“, which gives the chance to new or aspiring entrepreneurs to learn from experienced entrepreneurs running small businesses in other participating countries, and also to establish further business relationships and joined cross-national work. (Erasmus for Young Entrepreneurs, 2015)

One of the most interactive programs supported by the European Commission is EYA (European Youth Awards) (European Youth Award, 2015), which is a contest to motivate young people, social entrepreneurs and start-ups to produce socially-valuable digital projects that address the goals defined by the Council of Europe and Europe 2020. It demonstrates their potential to create innovative solutions with internet and mobile technology, through the following goals:

1. Showcasing and promoting the most innovative digital projects by young developers, start-ups and entrepreneurs from all over Europe.
2. Demonstrating young people’s creative potential and entrepreneurial spirit.

3. Taking action on Europe's most pressing issues such as employment, resource management, health, education, urban development, cultural diversity and social inclusion.
4. Contributing to the progress towards the goals defined for Europe 2020 and by the Council of Europe.
5. Connecting next generation IT pioneers with experienced experts from business, technology, education and science.
6. Encouraging inspiration and international exchange of knowledge, ideas and visions.

Even though these projects are aiming into good points regarding how to promote entrepreneurship, I SEE YOU will continue to support the development of Entrepreneurship within the EU, promoting Social Youth Entrepreneurship, in relation to the 2020 Action Plan, giving its participants the chance to develop the skills and competences of entrepreneurship to create their own social business project.

3 Types of Methodology

3.1 Needs Analysis

According to (Kaufman, 1994), a needs analysis refers to the “process for identifying the cause(s) of performance needs in order to select performance improvement solution(s)”. For this, (University of Arizona, 2000) explains that the “identification of needs“ is a process in which you need to describe the ”problems“ of a target population and possible solutions to these problems. Different researches have different ways of defining “needs”, such as:

- A gap between “what is” and “what should be” (Witkin, 1995)
- A gap between “real and ideal that is both acknowledged by community values and potentially amenable to change” (Reviere, 1996)
- May be different from such related concepts as wants (“something people are willing to pay for”) or demands (“something people are willing to march for”). (McKillip, 1987)

Therefore, as (University of Arizona, 2000) stated, “Need analysis focuses on the future” or more precisely, “on what should be done, rather than on what was done”, as this is the focus of most program evaluations. It is also important to mention that both (University of Arizona, 2000) and (Messner, 2009) say that “needs analysis” and “needs assessments” are used interchangeably.

Here are some different techniques to perform “needs analysis”:

Performance Analysis: Is the analysis of performance variables to determine acutal versus desired organizational, process and individual performance. (Swanson, 1994)The first step is to evaluate the discrepancies between possible and potential performance. The second stage of his analysis is diagnosis of expertise, which includes job description, task inventory and task analysis. However, as (Messner, 2009) indicates, (Swanson, 1994) does not suggest doing a performance analysis and documentation as it might be highly resource-demanding and time-consuming. Instead, he suggest to use parts of the organization, job, and individual analyses processes to identify organizational performance requirements and then documentation of expertise (this with the main goal of focusing on the task that will close the gap on the performace and the expected level).

Task Analysis: Inside a task analysis, we can find elements related to the needs analysis, as all jobs are comprised of tasks or activities. In a task analysis, a needs analysis is started, to be later focused on the specific task(s) that is the identified performance opportunity. (Messner, 2009) (Robbins, 1996)

A task analysis must detail the expertise required to perform the task: knowledge, skills, tools, conditions and requirements necessary for performance. (Swanson, 1994) (Bemis, 1983)

These requirements are registered in a formal “task statement“, which include the action performed, what is acted upon, the purpose of the action and any tools that are being used. Task statements set the standard for performance and provide shape to the solution to the gap, as well as an evaluation of the impact. (Messner, 2009)

According to (Rothwell, 2004), task analysis is useful to determine appropiate performance, including what is expected of a worker to know and do, while it also clarifies the conditions and establish an standard performance required. It is used to developing instruction, thanks to the fact that it can produce goals and objectives, gives importance, design and sequence to tasks, as well as establish the tasks to teach, their desing, media and evaluation. (Messner, 2009)

Job / Process Analysis: According to (Bemis, 1983), job analysis provides an objective description of the job, and not of the person that will perform it. This method informs the solution to the performance problem after this one has been identified. Both job and task analysis focus on the expertise, but at different levels of detail with task analysis going into the minute detail of performance. (Messner, 2009)

One main drawback of these 2 analysis is the level of detail required, as experts need to validate the requirements of the tasks. For (Nolan, 1996) job analyzing is more the second step of the problem-sorting process, as in this case, job analysis considers the job, learner and organization to create the training to solve the issue. Within this training it has included a task, knowledge and organization analysis.

Performance Improvement: In performance Improvement, (Rummler, 1995) see the gap problem from a systemic view, in order to understand the problems of performance and how changes in a variable will affect the rest of the system. For this, (Rummler, 1995) says that all 3 levels of performance must be analyzed. He refers to the Organization Level, Process Level and Job/Performer Level. For this analysis, the next step is to examine the goals, design and management that support the performance through the workflow. This method also serves for continuous improvement as well and not only to assess problems.

Within the performance levels, (Rummler, 1995) defines the “higher” or “outer” level of perfomance for analysis as the Organizational Level, as this includes analysis of variables like strategies, measures and goals, organizational resources and structure that are required to solve the problem in analysis.

The next level of analysis is the “Process Level”, where the analysis ensures that the process can fulfill the requirements, that the client and the organization can navigate the process measures and goals and effectiveness and efficiency in work. Finally, the most detailed level of analysis is for the Job/Performer analysis, where the focus goes to the individual and his or her performance regarding the Process level. For this level the key aspects to analyze are hiring and promotion, job responsibilities and standards, feedback, rewards and training. (Rummler, 1995)

Competence-based Needs Assessment: (Swanson R. &., 1998) defines competences as the "characteristics of employees that will enable them for a task or job". Competences are more general than expertise, which makes them useful for analyzing something more general (like a job instead of a particular task). This make competetences more flexible and applicable to jobs that are changing. However, (Rotwell, 1984) says that the "specifications of improvements are too based on existing performance measures" versus the performance that will be possible in a future condition.

Strategic Needs Assessment: A strategic needs assessment examines the perfomance against an organization´s business strategy, while identifying the difference between the current and desired conditions. (Gupta, 2007) In this analysis, the conditions do not exist or are not met by the performers. This is a long-term approach, used when conditions are uncertain or when undertaking organizationa changes initiatives. The main difference with other assessments is that the "desired performance condition'" is typically a new objective with different goals from the current condition.

Knowledge and Skill Assessment: This assessment involves assessing what knowledge and skills workers need in order to perform effectively on the job, so that the necessary solution can be implemented to close the gap. (Gupta, 2007) Usually, a Knowledge and Skills assessment occurss after identifying the lack of knowledge or skill (the performance problem). This assessment does not have the detail of a job and task analysis, a competency analysis or a strategic needs analysis. According to (Gupta, 2007) this analysis is the best for business opportunities, the implementation of a new system or technology, and to support rapid organizational growth.

Training Needs Assessment (TNA): This Assessments seeks to reduce the gap between "optimal" and "actual" induvidual and small-group performance. (Rossett, 1987) (Watkins, 1998)

The procedure for the TNA starts by performing a causal analysis of the problem, which is folowed by obtaining solution ideas primarly from soft data sources using largely qualitative methods of collection. Rosset´s assessment findings are to be used for decisionmaking, but they do not ensure how the results of individuals and groups will deliver a payoff, both for society and organization. (DirJournal.com, 2007) details the different sources from which one can pick data to determine the specific training to reach the "optimal" performance. At least 2 assessments should be done, being always one observation.

Observation: an employee's performance itself is the source of information. You evaluate a worker's performance via observation and analysis. This is best accomplished by playing the role of non-participating observer, which means that you watch and listen and evaluate what you see and hear, but do not get involved in his work process in any way. The objective is to identify both the strengths to build on and the deficiencies to overcome.

Interviews: The main advantage of interviews is that they ensure to obtain equal data from all sources, which helps you to determine what is real perception and what is a personal opinion. As you have to ask all workers the same predetermined questions, you have to work on what you want to find out. With interviews you can discuss with your employees their performance in a face-to-face level. As this is a conversation, you can deepen your level and explore their responses, as well as request for clarification and examples of what they mean. This with the final objective of fully understanding their performance deificencies.

Questionnaires: Write down all the questions that you want your employees to answer you. Questionnaires can be used to obtain a “big picture”. As every employee is asked similar questions, data will be easy to compile and analyze. This also allows employees to have a say in the need analysis process.

Job Descriptions: Job descriptions are also part of the TNA, detailing all the responsibilities of the job. After the analysis, a written job description and the needs analysis are an easy task. Having a written job description, the employer can tailor the training to what he expects from employees.

The Difficulty Analysis: This analysis establishes which are the duties that cause the most trouble for the employee and how this can be reduced via better training.

Problem Solving Conference: In this analysis, an external problem solving conference lets the workers express their feelings about their organization, which can be geared towards training needs.

Appraisal Reviews: This sort of reviews or interviews allow to both give feedback, as well as to listen to the needs of what training should be provided, which can help to uncover the lacks in training and performance.

Drive Pattern Identity: This assessment seeks to identify which forces make the employee to behave in a certain way, and which trainings might be useful to increase the confidence of the employee.

Analysis of Organizational Policy: Here the analysis focuses on the amount of training that is being offered and which changes should be introduced.

Finally, (DirJournal.com, 2007) emphasizes that no matter the method used to identify training needs, at least the following three points must be kept in view :

1. These methods should be used in combination; that is, there should never be reliance on only one method

2. They may be used to identify training needs of each of the various groups of employees

3. They should be applied to individual employees since training needs will vary with the individual employee.

Six-Step Model for Needs Assessment: This assessment model proposed by (Darraugh, 1991) follows closely the work of the TNA, in the aim to find the actual and optimal performance, attitudes and causes of problems. Darraugh provides 15 questions recommended as essentials to the need assessment process. While these questions can be an orientation to needs assessment, the six steps are not linked with each other in societal, organizational or individual accomplishments and they also do not provide guidance in the procedures of conducting a useful needs assessment.

3.2 Data Collection

Data Collection is done utilizing the qualitative and quantitative methods (Hawe, 1990). In these 2 methods, the "qualitative process" targets to find out the "why" and "how" and use unstructured methods for data collection in order to fully explore the study. In the case of qualitative questions, these follow an open-ended structure. In this area we can find methods such as group discussions, focus groups and interviews. Quantitative approach targets the "what" of the research. A systematic standardized approach is used through surveys. (Western Australian Centre for Health Promotion Research, 2015)
Both methods have their merits, however, the qualitative approach is expensive and time consuming to implement. Also, the findings cannot be generalized (only for the studied group). A way to achieve depth and a general approach is to use "Mixed methods", so that a person combines qualitative and quantitative data research, techniques and methods within a single research framework. Mixed research methods help to capitalize on the strengths and reduce weaknesses from using a single research design. (Taket, 2010) (Leech, 2009)
Some of the areas in which mixed-methods can be used include (Taket, 2010) (Leech, 2009):

- Initiating, designing, developing and expanding interventions;
- Evaluation;
- Improving Research Design
- Corroborating Findings

The challenges of mixed-methods are:

- Delineating qualitative and quantitative research questions that complement their findings;
- Data collection that are high demanding on time;
- The decision on which methods one should combine

Among the methods, we can find the following:
Surveys: Surveys can be administered electronically, mail, on the phone or face to face. The first two are massive and cheap to administer. However, their response rate is low. Surveys can suffer of biased respondents, for which is key that this method is put through validity and reliability with the target groups that will be completing the surveys, for which attention must be given to the survey design. Using an already validated survey will ensure that the data collected is accurate. Several types of questions are used within surveys: closed questions, open-ended and scaled questions, and multiple choice questions. Closed questions are formated as of yes/no or true/false questions. Open-ended questions leave the answer entirely up to the respondent and therefore provide a greater range of responses. Finally, offering an incentive for completing the survey can maximize the response rate. (Hawe, 1990) (Western Australian Centre for Health Promotion Research, 2015)

Interviews: These can be conducted over the telephone or face-to-face. They range from in-depth, semi-structured to unstructured (depending of what information is being requested). In face-to-face interviews, detailed questions can be asked. This provides with rich data to the researcher (verbal and non-verbal) and response rate is usually higher than in self-administered questionnaires. However, these interviews are costly and you need to train the interviewers to reduce bias and in this case, sensitive issues can be challenging. (Bowling, 1997)

Focus Group: This method is useful to explore a topic with a broader understanding of why the "target group" might behave or think in a certain way, while assisting in determining the reasons of this behavior. Focus groups are done with a small sample of the "target group", and used to stimulate discussion and gain better insights. (Bowling, 1997) (Hawe, 1990)

Focus group can be beneficial for exploring cultural values and beliefs. Focus groups can help to examine how and why people think in a particular way and how this will influence their values and beliefs. Focus groups can explore complex issues and also can assist in the development of hypothesis for further research. Conversely, among the disadvantages of a focus group, one can mention that this kind of research is not private and sometimes can be unbalanced in gender or culture. One of the bigger problems inside a focus group is the "group thinking", which bias the study and does not allow for other views. Therefore, group leaders need to be well trained at conducting focus groups and with dealing with all the problems that these entail, as they can be challenging as well as time-consuming. (Bowling, 1997)

Documentation: Often referred as "thick description", it is helpful to further explore a topic. With this process we can find a thorough description of the study participants, context and procedures, purpose of intervention and its transferability. The use of documentation gives the challenge that it requires to document thoughts and activities throughout the evaluation process. (Nastasi & Schensul, 2005)

Triangulation: Triangulation method use multiple forms of data collection (focus groups, observation and in-depth interviews) to investigate and evaluate the research objectives. With multiple data collection, the reliability and validity acceptance level increases. However, this method will considerably increase the cost of evaluation, but it provides multiple theoretical perspectives. (Baobur, 2001) (Golafshani, 2003) (Ovretveit, 1998) (Nutbeam & Bauman, 2006)

4 I SEE YOU Methodology

Before defining the I SEE YOU methodology, many different approaches have been researched and their advantages and disadvantages were weighed. In the end, the project team decided to use a mix of several approaches to best serve the objectives of I SEE YOU and achieve the results needed to further continue this project in the best interest of the target groups. It was also decided from the beginning, that each consortium partner will have the same role, which meant that each and every one was responsible for his/her country report. The overall goal was to rank the 10 pre-defined key competences as taken from EUCIS-LLL 2013 (**leadership, willingness to explore, ability to plan, ability to take decisions, ability to prioritize, creativity, taking initiative, digital competences, competitiveness and the ability to think critically**) and define which ones are more important and which ones are lacking in each of the project countries. The only exception were Ireland and UK, who worked together as many overlaps and synergies were identified, yet two reports were produced.

From the methodologies mentioned above, the I SEE YOU approach is most likely closest to the Training Needs Assessment (TNA) with the dual method of observation and interviews. The observation has been translated into pure desk research to get an understanding of the resources and materials already published. The interviews were conducted via expert questionnaires using the same predetermined questions for all experts in all countries. The I SEE YOU Methodology is described in more detail below:

Step 1: Defining & Applying Criteria

Before starting the country research, criteria had to be defined on which the key competences could be analysed on. These criteria were developed jointly by the project consortium keeping the possibility of finding resources in mind. Additionally, it was important to find criteria that cover all areas of society and education in order to realize the importance in each country. They are:

1) How much is (competency x) valued in society?
2) Is (competency X) strongly embedded in local society and culture?
3) Is (competency X) taught in primary / secondary level education?
4) Is (competency X) taught in VET education?
5) Is there a difference regarding (competency X) when assessed in terms of gender?
6) Is the development of (competency X) supported via other, non-formal educational offerings / training programs / peer-learning opportunities?
7) To what extent is the acquisition of (competency X) facilitated by unemployment / other services?
8) Is (competency x) supported by adequate enterprise infrastructure (incubation space, prototyping facilities, R&D support, etc.)?
9) To what extent is (competency X) evident amongst young entrepreneurs in the country?
10) What is the preferred format for the development of (competency X) amongst young entrepreneurs?

Each consortium partner now applied these criteria on each of the key competences and conducted the desk research focusing only on sources from the internet. This was a rather comprehensive task, but allowed for a deep analysis of each of the countries. Interestingly, data could not be found on all key competences, which was also an indicator for the project team, as it was apparent that this key competence had no relevance in the analyzed country.

Step 2: Weighing & Ranking Table

Once the desk research was completed, each project partner was asked to apply the competences and criteria on a weighing & ranking table to get quantifiable data on the importance of each key competence. Each criteria was to be weighed on the following three conditions:

a) Relevance of data to research goal (0 Points not very relevant,1 Point relevant, 2 Points very relevant)
*b) Quality of Sources (0 Points low, 1 Point medium, 2 Points high)**

*High:	e.g. International Organizations, National Public institutions (ministries), National Center data (employment services etc.), renowned research institutions, international publications (books), A and B rated journals
*Medium:	e.g. National Scientific Publications, C rated Journals, dissertations, working papers
*Low:	e.g. Newspapers, Independent websites, Blogs, Master / Bachelor thesis

c) Timeliness of Sources (0 Points older-2008, 1 Point 2009-2011, 2 Points 2012-2015)

The points assigned to each criterion of the key competences added up to a total sum for each key competences and automatically led to a ranking (the more points, the better) in terms of importance in the analysed country. The weighing and ranking table template can be found here:

Weighing & Ranking Table

	Relevance of data to research goal			Quality of sources			Timeliness of sources			Total	Rank
	not very relevant **0 Points**	relevant **1 Point**	very relevant **2 Points**	Low* **0 Points**	Medium* **1 Point**	High* **2 Points**	older-2008 **0 Points**	2009-2011 **1 Point**	2012-2015 **2 Points**		The higher, the better
Leadership	0	0	0	0	0	0	0	0	0	0	
Valued in Society											
Embedded in Society											
Primary / Secondary Level											
VET Education											
Gender / Migrants/ Minority											
Non-formal Offerings											
Unemployment / other service											
Enterprise infrastructure											
Young Entrepreneurs											
Format of Development											
Willingness to explore	0	0	0	0	0	0	0	0	0	0	
Valued in Society											
Embedded in Society											
Primary / Secondary Level											
VET Education											
Gender / Migrants/ Minority											
Non-formal Offerings											
Unemployment / other service											
Enterprise infrastructure											
Young Entrepreneurs											
Format of Development											

Ability to plan	0	0	0	0	0	0	0	0	0	0	
Valued in Society											
Embedded in Society											
Primary / Secondary Level											
VET Education											
Gender / Migrants/ Minority											
Non-formal Offerings											
Unemployment / other service											
Enterprise infrastructure											
Young Entrepreneurs											
Format of Development											
Ability to take decisions	0	0	0	0	0	0	0	0	0	0	
Valued in Society											
Embedded in Society											
Primary / Secondary Level											
VET Education											
Gender / Migrants/ Minority											
Non-formal Offerings											
Unemployment / other service											
Enterprise infrastructure											
Young Entrepreneurs											
Format of Development											
Ability to prioritize	0	0	0	0	0	0	0	0	0	0	
Valued in Society											
Embedded in Society											
Primary / Secondary Level											
VET Education											
Gender / Migrants/ Minority											
Non-formal Offerings											
Unemployment / other service											
Enterprise infrastructure											
Young Entrepreneurs											
Format of Development											
Creativity	0	0	0	0	0	0	0	0	0	0	
Valued in Society											
Embedded in Society											
Primary / Secondary Level											
VET Education											
Gender / Migrants/ Minority											
Non-formal Offerings											
Unemployment / other service											
Enterprise infrastructure											
Young Entrepreneurs											
Format of Development											
Taking initiative	0	0	0	0	0	0	0	0	0	0	
Valued in Society											
Embedded in Society											
Primary / Secondary Level											
VET Education											
Gender / Migrants/ Minority											
Non-formal Offerings											
Unemployment / other service											
Enterprise infrastructure											
Young Entrepreneurs											
Format of Development											
Digital competences	0	0	0	0	0	0	0	0	0	0	
Valued in Society											
Embedded in Society											
Primary / Secondary Level											
VET Education											
Gender / Migrants/ Minority											
Non-formal Offerings											
Unemployment / other service											
Enterprise infrastructure											
Young Entrepreneurs											
Format of Development											

Competitiveness	0	0	0	0	0	0	0	0	0	0	
Valued in Society											
Embedded in Society											
Primary / Secondary Level											
VET Education											
Gender / Migrants/ Minority											
Non-formal Offerings											
Jnemployment / other service											
Enterprise infrastructure											
Young Entrepreneurs											
Format of Development											
Ability to think critically	0	0	0	0	0	0	0	0	0	0	
Valued in Society											
Embedded in Society											
Primary / Secondary Level											
VET Education											
Gender / Migrants/ Minority											
Non-formal Offerings											
Jnemployment / other service											
Enterprise infrastructure											
Young Entrepreneurs											
Format of Development											

The result of the weighing & ranking table gave a placed list of all 10 key competences and their importance in each country. This made is easy for the project partners to compare their results.

Step 3: Expert Interviews

As the I SEE YOU Methodology applied a mixed approach of quantitative and qualitative approaches, the findings of the desk research were supplemented by the opinions of 10 entrepreneurship experts in each country. The experts were carefully chosen by the consortium partners and contacted through email or via phone. The goal was to have 10 valid answers in each country with the experts coming from various fields of entrepreneurship or youth support.

The questionnaire was split in 3 parts (**Section 1: Importance of Key Competences, Section 2: Strategies to reach young people, Section 3: Situation of young migrants / minority groups**) and was developed jointly by the project coordinator, the partner in charge of youth activation and the partner in charge of the migrant report. It was also important to keep the questionnaire short and simple, which is why each section only contained of 4 to 5 questions, with most of them being closed-ended. Open questions were added when it was seen to be important to get the direct and individualized opinion of the expert. The survey was administered through Surveymonkey and results collected per country. Most project partners used the English version of the questionnaire, except for Spain, where a translation was necessary to get comprehensive responses from experts. The Spanish partner translated the answers back to English to make them usable for the other consortium members as well.

For the research being discussed here, only Section 1 was relevant. The questions asked were the following:

KEY COMPETENCES FOR YOUNG ENTREPRENEURSHIP

In this section we aim to find out which are the key competences that any entrepreneur should have, which of this competences the young people in your country effectively have and which ones they lack. Finally, we aim to understand the reasons underlying in this competences lack.

1. **Which ones do you think are the key competences that an entrepreneur should have? Please rate every one of the following competences on a scale of 1 to 5 according to how relevant you think they are, being 1 not relevant at all and 5 Totally relevant**

Leadership	1☐	2☐	3☐	4☐	5☐
willingness to explore	1☐	2☐	3☐	4☐	5☐
ability to plan	1☐	2☐	3☐	4☐	5☐
ability to take decisions	1☐	2☐	3☐	4☐	5☐
ability to prioritize	1☐	2☐	3☐	4☐	5☐
creativity	1☐	2☐	3☐	4☐	5☐
taking initiative	1☐	2☐	3☐	4☐	5☐
digital competences	1☐	2☐	3☐	4☐	5☐
competitiveness	1☐	2☐	3☐	4☐	5☐
ability to think critically	1☐	2☐	3☐	4☐	5☐

2. **Which ones are the competences most frequently lacked by the young people in your country. Please choose only 3 of them**

☐ Leadership
☐ willingness to explore
☐ ability to plan
☐ ability to take decisions
☐ ability to prioritize
☐ creativity
☐ taking initiative
☐ digital competences
☐ competitiveness
☐ ability to think critically

3. **Do you consider that the educational system in your country foster or, on the contrary, inhibit the development of entrepreneurial skills of students? Please explain your answer.**

4. **To what extent the lack of key competences is a main barrier for young entrepreneurs?**

5. **Apart from the lack of competencies analysed in the previous question, please list 3 other main barriers that young people face, when deciding to start a business in your country:**

a ______________________________
b ______________________________
c ______________________________

The answers of the experts were included in a separate section of the country reports to ensure comparability and to give the report more depths.

In conclusion, it can be said that the I SEE YOU Methodology was rather extensive and required great effort from the project partners, but it produced valuable results that formed the basis for the following tasks in the project and are directly and verifiably linked to the needs of the target group.

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