Skills for life and work
Annual Report 2016
## Table of contents

1. **ENTREPRENEURSHIP EDUCATION FOR EVERY YOUNG EUROPEAN** ........................................ 02
2. **WHAT ARE WE WAITING FOR?** ............................................................. 04
   Better policies for entrepreneurship education ........................................ 06
3. **EDUCATION MATTERS** ........................................................................ 08
   JA’s education pathway ............................................................................ 10
   JA programmes ......................................................................................... 11
4. **JA’S NETWORK** .................................................................................. 12
   JA’s faces ................................................................................................. 14
   Hall of fame ............................................................................................... 16
   Partners in the spotlight ........................................................................... 18
   JA by the numbers in 2016 ...................................................................... 20
5. **BRINGING SOLUTIONS TO REAL WORLD CHALLENGES** ....................... 22
   Preparing for the last mile ....................................................................... 24
   Motivating interest in STEM ................................................................... 26
   Empowering teachers ................................................................................ 28
   Building stronger communities ............................................................... 30
   Activating girls’ potential ........................................................................ 32
   Boosting financial capability .................................................................... 34
6. **JA’S LEADERSHIP** ............................................................................. 36
7. **JA’S PARTNERS** ................................................................................ 37
8. **GET IN TOUCH** .................................................................................. 38
Today, the question is not whether entrepreneurship skills can be taught or should be a fully-fledged part of education. The question is how best to spread entrepreneurship education and improve it, so that as many young Europeans as possible can benefit from it and gain better aptitudes as well as attitudes.

This is why I have made entrepreneurship education the central priority of my work to ensure that young people acquire better skills and Member States successfully modernise their education systems. Students who do an entrepreneurship course, and especially those who experience hands-on practical activities, gain skills that help them innovate, communicate, think critically and, most importantly, navigate their professional and social lives.

It is important to stress that entrepreneurship education is not only about promoting start-ups, it is about creative thinking, risk taking and turning ideas into action. An entrepreneurial mindset needs to be cultivated from a young age. Yet, only 34% of young Europeans have participated in an entrepreneurship class. At the same time, those who take part tend to achieve highly positive results: they are less likely to drop out of school or become unemployed and are more likely to start a business.

The success of JA alumni is only one example showing why entrepreneurship must be promoted as a core educational element. If every young pupil has at least one practical entrepreneurial experience before leaving school, future generations will be better decision makers, problem solvers and well prepared to enter the job market. And be more confident, independent citizens. Thus, we need to maximise entrepreneurship education at all levels, especially in schools and VET institutions, to make sure that no pupil is excluded from entrepreneurial learning.

JA is one of the leading organisations in this field and thanks to its tireless efforts and unmatched expertise, it has considerably improved entrepreneurship education in Europe, helping many Europeans to develop an entrepreneurial mindset and skills. I encourage you to keep up your efforts to reach an even greater number of young participants in the future, setting up innovative projects and continuing to expand the network of JA alumni. We count on you, more than ever, to keep on spreading entrepreneurial mentality and skills in the EU.

So what are we waiting for?
The European Commission has been supporting teaching entrepreneurship and will keep doing so. For example, the Erasmus+ programme funds highly innovative projects on mini-companies in several Member States. My goal is to build on this and boost entrepreneurship education for all young Europeans.

Foreword

Foreword by

Tibor Navracsics,
European Commissioner for Education, Culture, Youth and Sport
Entrepreneurship education for every young European
What are we waiting for?
2016 was a challenging year for Europe. Faced with terrorist incidents and uneasy politics, we have had much to distract us from the youth unemployment statistics. The average in Europe in October 2016 was around 20%. In Spain, it rose to 43% and 46% in Greece. Young people are on the front line when crisis hits the labour market and we cannot pretend that this is a temporary problem. Improving employability and job creation in Europe has become an emergency.

We can’t agree more with Commissioner Navracsics when asking “what are we waiting for?” Investing in youth has to stay a top priority. We need more entrepreneurs and new, growing businesses and these, in turn, need skilled and enterprising employees. By strengthening our programmes and increasing their reach, we can be part of the solution. Our efforts are centred on innovative collaborations to drive impact research, leverage education technologies and train more teachers. By teaming up with others through initiatives such as EE-HUB.EU and the Pact4Youth, for example, we know we can make an even bigger difference.

JA’s member organisations are catalysts on the ground: their work with thousands of teachers, volunteers from the local community, businesses, NGOs and policy-makers is actively contributing to entrepreneurship education’s stealthy progress. This year we saw how the active involvement of MEPs and MPs can raise awareness; people in government at all levels are responding to results from the field. Already, more than half of EU member states made entrepreneurship a top priority in their national curriculum: 11 have a complete and comprehensive strategy.

Our partnerships with the business community are a key success factor. They are thought leaders as well as networkers. Their employee volunteers are coaches, mentors and sector specialists. As they interact with teachers and young people, they share their work experience and expertise. They bring the real world into the classroom, helping to raise students’ awareness of what the modern work environment is like.

At JA, we believe education that matters is education that helps young people turn ideas into action.
Better policies for entrepreneurship education

Engaging stakeholders

The European Entrepreneurship Education NETwork (EE-HUB) is a platform for experts, policy-makers and practitioners committed to entrepreneurial learning.

The EE-HUB is a 3-year project (2015–2018) co-funded by the European Commission (EASME) under the COSME Programme. The consortium managing the EE-HUB is led by JA Europe in collaboration with EUROCHAMBRES, SEECEL, and EUproVET. Cisco, EY, Intel, Citi Foundation, Visa, joined as private sector partners.

The EE-HUB notably calls for countries to develop strategies to increase the penetration rate of entrepreneurship education to at least 25% in primary and secondary schools in the majority of EU Member States by 2020.

Learn more: www.ee-hub.eu

Outcomes

- 50+ policy recommendations
- 60+ good practices
- 5 round tables & 11 webinars
- First national EE-HUB created in Italy
- 35 blogposts from experts and policy-makers
Measuring impact

The Innovation Cluster for Entrepreneurship Education (ICEE), funded by the European Commission (Erasmus+), is a 27-month field trial using mini-companies in 20 academic and vocational schools across five countries.

- 4 Ministries of Education (Estonia, Finland, Italy and Latvia) and Enterprise Flanders (representing the Ministry in Flanders, Belgium);
- 3 research institutes (Eastern Norway Research Institute, The Foundation for Entrepreneurship - Young Enterprise Denmark, Faculty of Economics in Osijek, J.J. Strossmayer University);
- 5 national JA organisations (in Belgium, Finland, Italy, Estonia, and Latvia).

Objective: analyse the learning outcomes among participating students, the role of the teacher and of the school, and the effects on the community and the wider society.

Specific preliminary findings from the ICEE research indicate that schools must allow for ‘enough’ time for students to practice entrepreneurship education and the JA Company Programme in particular. Results from the field trials demonstrate that students who spent more than 100 hours in the programme during one school year have significantly higher scores in most areas of entrepreneurship education (starting and running a company, perseverance, communication, proactivity, problem-solving,…) compared to those in control groups or with lower activity. In addition, the research indicates that even if students spend a lot of time in their mini-company, no negative consequences regarding their learning in other subjects was observed.

Learn more: www.icee-eu.eu
Education Matters
Entrepreneurship Education

“… is about learners developing the skills and mind-set to be able to turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability. It is relevant across the lifelong learning process, in all disciplines of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an entrepreneurial spirit or behaviour, with or without a commercial objective.”

— European Commission, 2012

Building self-efficacy¹ in young people is a critical element of JA’s theory of change and underpins the omni-channel, hands-on programme delivery that is common across the global JA network. Self-efficacy, sometimes called ‘perceived behaviour control’, is a major influencer of belief systems that can positively impact choices, motivation and behaviours, leading to success when engaging in new challenges.

¹ A theory of Albert Bandura and Icek Ajzen.
JA’s education pathway

A personal sense of I can is one of the most important elements in the complex interaction of external and internal variables that contribute to a student’s ability to succeed. JA programmes are designed to foster that attitude. The constructive combination of new knowledge and skills, coupled with the development of positive attitudes about the topics that are being learned, increase students’ perception that they have the ability to control their future and succeed in similar tasks – that is to ‘own their success’ through full employment and financial health.

The progression model at JA shows how young people’s learning journey can be gradual, with new experiences reinforcing previous learning and challenging them on to the next stage of development.

Any student, at any age, should have access to the best opportunities for active participation in business and community life.
JA programmes

JA brings the public and private sectors together to provide young people in primary and secondary schools and early university with high-quality education programmes to teach them about enterprise, entrepreneurship, business and economics in a practical way, using learning by doing methods.

The JA Company Programme

This year-long programme invites students to create their own venture, taking an idea from conception to reality. Working as a team, and coached by a business mentor, participants manage all aspects of the business including raising capital, production, marketing and finance. They culminate the year by participating in competitions. Students are then invited to take part in a self-assessment and a knowledge and skills test to earn their Entrepreneurial Skills Pass™.

The Entrepreneurial Skills Pass™ (ESP)

The ESP complements the JA Company Programme by offering students the chance to certify their entrepreneurial knowledge skills and attitudes. In particular, this unique certification assesses and recognises their:

- **knowledge/experience** about: company structure and roles, idea generation and business opportunity, customer, marketing strategies, business plan, design and production, sales strategies, financial literacy, presentation techniques and communication skills,…

- **enterprising skills**, attitudes and behaviours: creative thinking, problem-solving, confidence and a can-do attitude, taking initiative, teamwork and leadership, being resourceful, perseverance, negotiation and decision-making, ability to take responsibility and manage risks, …

- **lifelong learning competences**: communication in mother tongue, communication in foreign language, sense of initiative and entrepreneurship, mathematics and science, social and civic, digital, cultural awareness and expression, learning to learn,…

Besides the JA Company Programme, there are dozens of JA international and locally developed programmes running in Europe.
JA’s Network

JA Worldwide

JA Europe is the European Regional Operating Centre for JA Worldwide®. It is one of the 6 Regional Operating Centres of JA.

With more than 100 member countries, the JA Worldwide network is powered by over 450,000 volunteers and mentors from all sectors of society, reaching more than 10 million young people around the world every year.
JA Europe is Europe’s largest provider of education programmes for entrepreneurship, work readiness and financial literacy, reaching 3.5 million students in 40 countries in 2016.

<table>
<thead>
<tr>
<th>Albania</th>
<th>Greece</th>
<th>Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armenia</td>
<td>Hungary</td>
<td>Poland</td>
</tr>
<tr>
<td>Austria</td>
<td>Iceland</td>
<td>Portugal</td>
</tr>
<tr>
<td>Belgium</td>
<td>Ireland</td>
<td>Romania</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>Isle of Man</td>
<td>Russia</td>
</tr>
<tr>
<td>Cyprus</td>
<td>Israel</td>
<td>Serbia</td>
</tr>
<tr>
<td>Czech</td>
<td>Italy</td>
<td>Slovakia</td>
</tr>
<tr>
<td>Republic</td>
<td>Latvia</td>
<td>Slovenia</td>
</tr>
<tr>
<td>Denmark</td>
<td>Lithuania</td>
<td>Spain</td>
</tr>
<tr>
<td>Estonia</td>
<td>Luxembourg</td>
<td>Sweden</td>
</tr>
<tr>
<td>Finland</td>
<td>Macedonia</td>
<td>Switzerland</td>
</tr>
<tr>
<td>France</td>
<td>Malta</td>
<td>Turkey</td>
</tr>
<tr>
<td>Georgia</td>
<td>Moldova</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Germany</td>
<td>Netherlands</td>
<td></td>
</tr>
</tbody>
</table>
JA’s faces

“We need a change of mind-set.”

Tiber Navracsics
European Commissioner for Education, Culture, Youth and Sport

“Putting money into developing young people is not an expenditure. It is an investment in our future. In our prospective economic growth and competitiveness, in job creation and prosperity, as well as in social cohesion and stability.”

“I see now how a small effort from our side as business people can have such a huge influence on students; impacting not only the way they behave today but also the way they see their future careers. I hope that all the youngsters I’ve met with realise the value of the education they are receiving through projects like GEP, how this experience will distinguish them from others, make them stand out from the crowd and give them more confidence to take on any challenge.”

Mentoring: small effort, big impact.

Iván Madueño Donoso
business volunteer, Siemens

“The JA programme really made me think about my future. What do I want? Which career path do I want to pursue? What skills am I good at? And also: which not? Also, the programme taught me to be creative and persevere. Everything is possible. All ideas which come to mind are possible to create: it’s about investing time and energy and continue where other people would have stopped. It’s not necessarily about the idea, it’s about your actions.”

Think and act beyond your boundaries.

Benjamin Schriej
student in The Netherlands
“I love being an Edupreneur.

Enrique Calvet Chambon
Member of the European Parliament

“The concept of JA as a whole is absolutely necessary towards the development of a viable and successful future for the next generations. It is a cornerstone of my work and especially regarding VET and the enhancement of skills for the future.”

“An amazing experience.

Dalia Lasaitė
JA alumna and CEO of CGTrader, 3D model marketplace

“The JA Company Programme helped me understand better what it means to start a company - including the effort needed to deliver something people pay for, working in a team and the financial and legal processes.”

“Innovative format and approach.

Armando Persico
Teacher in Italy

“More than 80 of my 450 students set up real companies that are generating jobs and growth (17.8% compared to an average of 3-4% for other students).”

“I love being an Edupreneur.

Enrique Calvet Chambon
Member of the European Parliament

“The concept of JA as a whole is absolutely necessary towards the development of a viable and successful future for the next generations. It is a cornerstone of my work and especially regarding VET and the enhancement of skills for the future.”

“An amazing experience.

Dalia Lasaitė
JA alumna and CEO of CGTrader, 3D model marketplace

“The JA Company Programme helped me understand better what it means to start a company - including the effort needed to deliver something people pay for, working in a team and the financial and legal processes.”

“Innovative format and approach.

Armando Persico
Teacher in Italy

“More than 80 of my 450 students set up real companies that are generating jobs and growth (17.8% compared to an average of 3-4% for other students).”
Hall of fame

European champions

Culminating points of our major programmes include European competitions where winners from each participating country present their business concepts to an external jury. These events are built on the concept of rotating from one country to another and are understood as a meeting place for all stakeholders involved (teachers, business volunteers, students and JA staff). In 2016, the following student teams have won:

- **European Company of the Year Competition:** SubReader (Denmark)
- **European Enterprise Challenge:** Save Energy (Romania)
- **Social Innovation Relay Global Finale:** Oculus (Romania)
- **Social Enterprise 360 European Finale:** Growink (Spain)
- **European Sci-Tech Challenge:** Team Romania (Romania)
- **Skills for the Future European Awards:** AMECS (Spain)
- **Global Enterprise Project:** SOSElder (Spain)
- **AmCham EU Youth Entrepreneurship Award:** MeetingPackage.com (Finland)
Model Organisation Awards

Rewarding the quality of JA national offices’ leadership and operations: their impact, quality of programmes and contribution to the overall success of JA Europe’s network.

1. Austria
2. Belgium (Flanders)
3. Denmark
4. Estonia
5. Greece
6. Luxembourg
7. Malta
8. Norway
9. Portugal
10. Romania
11. Russia
12. Sweden
13. UK

TJ Bata Quality Award

Rewarding a JA member organisation for demonstrating the highest standard of quality and excellence. The winner in 2016 was JA Luxembourg (Jonk Entrepreneuren: http://jonk-entrepreneuren.lu).
Partners in the spotlight

Supporting young people’s career prospects with AT&T

Over the past years, the scope of the collaboration with AT&T as well as its impact has been widened, growing the number of supported programmes to 55 and expanding geographically to reach over 2,000 students. To support the expansion, 180 AT&T volunteers mentored young participants, sharing their expertise and offering key insights. For instance, AT&T offered to all JA students and teachers the opportunity to participate in workshops designed to improve the presentation, communication and management skills.

“Investing in a well-educated workforce may be the single most important thing we can do to support a strong global economy. Putting our company’s assets to work for education has been our priority for more than a century. We are proud to be part of AT&T’s commitment to education by investing in students here in Europe and beyond.”

Peter Daly, Vice President, AT&T Global Service Management.

and entrepreneurial youth with Metlife

MetLife LifeChanger connects MetLife offices with local schools to deliver JA programmes to students who might otherwise lack access to financial literacy, work readiness and entrepreneurship programming. Each office works with JA to select the JA programmes that best address local needs and leverage employees’ interests and skills. Piloted in four European markets in the spring of 2014, the initiative has now expanded to 19 countries across EMEA, including 16 in Europe. In 2016, 900 EMEA volunteers delivered JA programmes to 26,000 students from primary to upper secondary level.

“The partnership has provided us with a proven way to engage large numbers of employees in diverse markets in the financial education of young people. More important, it has helped us establish a foundation for these young people to be financially confident and entrepreneurial, which will help not only their future, but also the future of our communities.”

Dirk Ostijn, Head, Western & Central Europe Sub-Region, MetLife.
Fostering entrepreneurship with Citi

Support from partners such as the Citi Foundation has allowed JA programmes to grow and increase their impact each year. Last year alone, over 300,000 students across Europe participated in the JA Company Programme, a 14% increase over the previous year.

In the 2015-2016 school year, the Citi Foundation helped bring practical entrepreneurial experiences to 18 European countries and reached over 42,000 students, with the mentorship of more than 170 Citi volunteers.

“The Citi Foundation reported in its recent research that European cities perform relatively poorly in comparison to their global counterparts in terms of enterprise education, making programmes like the JA Company Programme essential to prepare young people for the world of work. JA is a key community partner under the Citi Foundation’s Pathway to Progress initiative, a global effort to catalyse economic opportunities for young people,”

Rachael Barber, Head of Community Development EMEA, Citi.
To date, we estimate only 2 to 25% of young Europeans have had the opportunity to benefit from entrepreneurship education, depending on the country.
EUROPE needs more entrepreneurial MINDSETS

1. a ‘can do’ attitude
2. a positive attitude to risk
3. a culture of second chances
4. acceptance of individual responsibility
5. entrepreneurship education

JA ALUMNI

- are less likely to be unemployed
- earn more
- start 50% more businesses
- are less likely to drop out of school

SKILLS FOR LIFE

Creative thinking • Problem solving
Communication • Public speaking
Confidence • Teamwork • Leadership
Negotiation • Decision-making
Setting goals • Time management
Risk management
Business • Financial skills

WORK READINESS

High youth unemployment puts the future of an entire generation at risk.

ENTREPRENEURSHIP

In Europe, 1 in 5 young people is unemployed.

FINANCIAL LITERACY

Financial independence, home ownership and retirement are increasingly out of reach for young people.
Bringing solutions to real world challenges
Europe is facing persistent challenges such as youth unemployment, slow economic growth, uneven educational opportunities and strategies, as well as a deepening migration crisis. Young people need to be as best-prepared as possible to cope with the fast pace of change in the labour market and in society in general.

In response, the European Commission launched in 2016 its New Skills Agenda for Europe in order to address the quality, harmonization and relevance of skills and qualifications. There is a particular focus on policies that better support young people’s entrepreneurial potential and future employability.

**JA equips young people with the skills they need to own their economic success.**
Young people who have participated in the JA Company Programme are:

- 3-6 times more likely to start their own business than those who have not;
- less likely to drop out or be unemployed;
- more likely to earn higher incomes and be satisfied with their careers.

Also, evidence shows that students who had the opportunity to have at least 4 business interactions at school are 5 times less likely to be Not in Education, Employment or Training (NEET).

**Our Priority**

Ensure that all young people have a practical entrepreneurial experience before leaving compulsory education.
Preparing for the last mile

We offer young people hands-on learning experiences and access to volunteer mentors in order to give them a window on the working world.

Leaders-for-a-Day

Leaders-for-a-Day involves high-level leaders from various career paths and industries to share a day of their work life with a young person. JA Alumni who have completed the Company Programme and obtained an Entrepreneurial Skills Pass (ESP) certification are invited to join the Leaders-for-a-Day.

Leaders-for-a-Day engages JA alumni in a comprehensive real-life work experience to introduce them to the demands of the labour market and help them to build skills needed for success in the 21st-century workplace. It also inspires a shared responsibility across all sectors for the development of a skilled, adaptable, and successful workforce that actively contributes to a dynamic and competitive economy.

The Entrepreneurial Skills Pass™

This unique international qualification launched in 2013 certifies that students (15-19 years old), who have been in a JA Company Programme, have the necessary knowledge, competences and skills to start a venture of their own or be successfully employed.

In 2016, JA Alumni Europe and the Austrian Federal Economic Chamber (WKO) established the ESP Advisory Council. Its members include senior executives from a broad range of sectors and were selected based on the stakeholders they represent (parents, teachers, business, policy-makers,…).

Key figures:

- used in 25 countries
- 25,242 students, 850 schools and over 1,700 teachers involved so far
- 5,881 ESP certificates delivered (50% VET schools and 50% academic schools)

JA Alumni Europe is the official alumni organisation of JA Europe. It is made up of 4000+ young people who have taken part in JA programmes across 17 countries.

This vibrant network of JA alumni provides networking opportunities to its members where participants get inspired, challenged, knowledgeable and motivated. More recently, the network has been dedicated to share success stories and bring all JA alumni on board to celebrate JA’s centennial in 2019.

We offer young people hands-on learning experiences and access to volunteer mentors in order to give them a window on the working world.
Demand for digital and STEM skills is growing. Business and policy leaders are looking at ways to motivate and attract young people to these career paths in order to boost innovation in Europe.

**Our Priority**

Collaborate with the business community and the education systems to bridge the gap between demand and supply for skills, knowledge and attitudes.

**Nearly**

40% of companies report difficulty in finding staff with the right skills.

The gap between demand and supply for digital skills in the EU is **500k** in 2020.

Demand for STEM professionals is expected to grow by **8%** between 2013 and 2025.
Skils for the Future

JA Europe partnered with Hyundai Motor Europe to provide students with adequate skills to enter the job market. The automotive industry is constantly looking for skilled automotive professionals who are difficult to find due to a lack of skills and competencies. By creating their mini company in the field of the automotive industry, students develop their employability skills and entrepreneurship spirit. For the last three years, 10,000 young people (15-18 years old) in 15 European countries have had the opportunity to develop a mini-company, learn valuable skills and apply their knowledge in new ways. With support from their teachers, they were exposed to a variety of learning-by-doing approaches and were offered the chance to work with Hyundai business volunteers from all over Europe.

Sci-Tech Challenge

For the seventh consecutive year, JA Europe and ExxonMobil organised the Sci-Tech Challenge which aims to encourage students, aged 15-18, to consider science, technology, engineering & maths (STEM) oriented careers, raise awareness of the importance of STEM skills and how these can be applied in enterprising ways to tackle the challenges of tomorrow.

The Sci-Tech Challenge has taken place in 10 European countries, involving close to 13000 young people, over 300 ExxonMobil employees and 50+ teachers.

Students learn about innovations in the energy sector and take part in national challenges in order to access the European Grand Finale where they can expose their best solution to a high-level jury at the European Parliament.

JA partners with more than 5000 businesses in Europe and involves over 165,000 business volunteers; bringing outside expertise into the classroom and preparing young people for tomorrow’s jobs.
Empowering teachers

Too often, teachers working with entrepreneurship education feel alone. They ask for more opportunities to network and share best practices. As teachers develop their entrepreneurial skills and approaches, they should be recognised and their experience should be promoted to encourage others.

Our Priority
Invest in teachers’ professional learning and development to increase impact on young people.

93% of teachers would take part in the JA Company Programme again or recommend it to others.

75% of teachers consider they are not encouraged to bring innovation into the classroom.

JA in Europe trained over 122k teachers from primary to university in 2016 across 34,000 schools.
The Entrepreneurial School Awards

The Entrepreneurial School Awards (TES Awards) recognise the most entrepreneurial schools and their teachers across Europe. Schools are selected at national level for their entrepreneurial vision and outstanding implementation of entrepreneurship education programmes. The selection criteria include the schools’ strategy for entrepreneurship education, specific resource allocations, teachers’ training and the engagement of the local community and business sector.

17 schools from 17 countries won TES Awards in 2016, a national and European recognition of the best schools championing entrepreneurship education. All representatives met in Riga (Latvia) to celebrate their achievements and share good practices.

International Summit for Educators

More than 150 educators and practitioners from 25 countries gathered in Vienna (Austria) in September to attend the International Summit for Educators organised jointly by JA Europe and the Austrian Federal Economic Chamber.

They had the opportunity to discuss global trends affecting entrepreneurship education, how to make the teaching a more appealing job and how to empower young people and transform their skills into employability. Participants also had the opportunity to network and engage in workshops where they shared their experiences and took part in practical activities.

Through the Innovation Cluster for Entrepreneurship Education (ICEE) and the European Network for Entrepreneurship Education (EE-HUB), JA created a specific cluster on teachers. These groups aim to map and promote effective methods for teacher training, tools and good practices, develop a content bank and support teachers’ networks.
Schools are among the best places for integration: it is often where young people make their first contacts outside the family. Understanding how communities work is central in JA’s programmes. For instance, in the Social Innovation Relay, students come up with a business linked to their local communities and aimed at contributing to the general good of society.

Our Priority

Offer young people a chance to learn practically how communities work, to be financially confident and realise that they have a role to play in society.
Social Innovation Relay

Through this programme, JA promotes the idea of social enterprises and invites students to develop their innovative social business concepts. In Spain for instance, students took part in an Innovation Camp and were asked to promote people with intellectual disabilities’ social integration. Students were grouped in teams of five, each team working side by side with NN Group volunteers, who offered them support and guidance throughout the day.

Social Enterprise 360

Social Enterprise 360 (SE360) is a European educational programme in the field of social entrepreneurship, running in 8 countries and co-financed by the European Union through Erasmus+. SE360 helps students leverage their entrepreneurial skills and knowledge to solve the world’s most pressing problems, thanks to new business models empowering the most vulnerable groups and providing long-term sustainable societal impact. This programme is not about charity business but about creating real impact at local level while contributing to job creation. More than 10,000 high school students, came up with 668 social business ideas in 2016.

Working with migrants

JA Sweden has worked with refugee children for years by including the JA Company Programme in the Introduction Programme offered to migrants.

Success stories include a team of students from Somalia, Afghanistan, Syria, and Eritrea. Over the course of the school year, they developed a business idea with the help of a business mentor and their teachers. It encouraged them to learn Swedish quickly and build a network. All of them are now well-integrated in the Swedish society and their mini-company is offering homework support in Arabic, Somali, Swedish and English. They are now themselves contributing to the integration of other students with a migrant background.

We empower young people as active, critical and responsible citizens for a more inclusive Europe.
Recent attempts aimed at empowering women through entrepreneurship need further support. Several studies confirm indeed that some risks related to entrepreneurship are often more inhibiting for women than for men. JA programmes target both future male and female entrepreneurs, without making any distinction.

**Our Priority**

Ensure the entrepreneurial pathway is also considered as a positive option by girls.
Girls in STEM

JA Europe and Avanade have agreed to launch a new effort worldwide. The programme focuses on empowering, upskilling and educating more than 500 girls in technology, enabling them to make a considered decision on choosing a career in science, technology, engineering and maths (STEM).

Karoli Hindriks took part in the Company Programme of JA Estonia in 2002. She founded a student company startup at the age of 16 and became the youngest inventor of Estonia after registering a patent for a soft pedestrian reflector. In total she has 2 registered patents, 3 registered design solutions and 2 international trademarks in her name. Karoli is now the Founder and CEO of Jobbatical.com, a platform where techies and creatives meet employers across the globe who want to borrow their skills. She also joined JA Europe Board of Directors in April 2016.

“I think that the new female generation should perceive themselves as capable to grow in the technology area, and not only that, to be part of the positive change that is happening globally, a world with equity.”

Karoli Hindriks, from JA alumna to successful entrepreneur.

“We encourage girls move away from traditional social perceptions and offer them a better future.”

Mirna Rodriguez, Avanade.
Only 1 in 10 students is able to solve complex financial tasks.

1 in 7 students is unable to make simple decisions about everyday spending.

Only 52% of adults in Europe are financially literate.

Boosting

Financial skills are critical to anyone’s livelihood and are equally important to the sustainability of any new business. The digital revolution makes it harder for young people to grasp the monetary and financial system and its impact on our daily decisions.

Our Priority

Ensure all young people understand basic financial concepts.
Developing the right partnerships will help hone the financial skills of tomorrow’s entrepreneurs and employees.
JA’s leadership
JA’s partners

Institutional partner

Gold partners

Partners
Get in touch

- Albania JA Albania
  www.junior-albania.org
- Armenia JA Armenia
  www.jaarmenia.org
- Austria JUNIOR Enterprise Austria
  www.junior.cc
- Belgium FL Vlajo
  www.vlajo.org
- Belgium FR Les Jeunes Entreprises
  www.lesjeunesentreprises.be
- Bulgaria JA Bulgaria
  www.jabulgaria.org
- Cyprus JA Cyprus
  www.jacyprus.org
- Czech Republic JA Czech
  www.jacr.cz
- Denmark Danish Foundation for Entrepreneurship
  www.ffe-ye.dk
- Estonia JA Estonia
  www.ja.ee
- Finland Nuori Yrittäjyys
  www.nuoriyrittajyys.fi
- France Entreprendre pour Apprendre
  www.entreprendre-pour-apprendre.fr
- Georgia JA Georgia
  www.georgia.ja.org
- Germany JUNIOR Germany
  www.junior-programme.de
- Greece SEN/JA Greece
  www.senja.gr
- Hungary JA Hungary
  www.ejam.hu
- Iceland JA Iceland (observer)
  ungrfrumkvodlar.is
- Ireland JA Ireland
  www.jai.ie
- Isle of Man JA Isle of Man
  www.jaim.im
- Israel Young Entrepreneurs Israel
  www.yazamim.org.il
- Italy JA Italia
  www.jaitalia.org
- Latvia JA Latvia
  www.jal.lv
- Lithuania JA Lithuania
  www.ija.lt
- Luxembourg Jonk Entrepreneuren
  www.jonk-entrepreneuren.lu
- Macedonia JA Macedonia
  www.jamacedonia.org.mk
- Malta JA-YE Malta
  www.youngenterprise.org.mt
- Moldova JA Moldova
  www.jamoldova.org.md
- Netherlands Jong Ondernemen
  www.jongondernemen.nl
- Norway Ungt Entreprenørskap
  www.ue.no
- Poland JA Poland
  www.junior.org.pl
- Portugal JA Portugal
  www.japortugal.org
- Romania JA Romania
  www.jaromania.org
- Russia JA Russia
  www.ja-russia.ru
- Serbia JA Serbia
  www.ja-serbia.org
- Slovakia JA Slovensko
  www.jasr.sk
- Slovenia JA Slovenia
  www.jaslovenija.si
- Spain JA Spain
  www.fundacionjaes.org
- Sweden Ung Företagsamhet
  www.ungforetagsamhet.se
- Switzerland Young Enterprise Switzerland
  www.young-enterprise.ch
- Turkey JA Turkey
  www.gencbasari.org
- United Kingdom Young Enterprise UK
  www.young-enterprise.org.uk