JA Europe
A Member of JA Worldwide®

# ANNUAL REPORT 2018

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TIME TO

# SWITCH ON EUROPE

# FOREWORD

**Marianne THYSSEN**

**European Commissioner for Employment, Social Affairs, Skills and Labour Mobility**

**EUROPE NEEDS ENTREPRENEURIAL PEOPLE THAT GENERATE CREATIVE IDEAS AND TURN THEM INTO ACTION.**

Having an entrepreneurial mindset is becoming even more important as digitalisation increasingly impacts the world of work. Entrepreneurship education can equip young Europeans with the knowledge, skills and attitudes that open doors to individual fulfilment and career opportunities in times of uncertainty and rapid change.

The skills that make us uniquely 'human' – our ability to work with others, to be creative, and to persevere – will never become obsolete. In fact, they will become more essential for an innovative and inclusive society in the future. We need to have a real dialogue on these skills and I believe that an entrepreneurial mindset is key.

> ***"The work of JA Europe and the successes of JA Alumni is testimony to the value and potential of entrepreneurial skills and mindsets."***

We are working proactively with Member States and stakeholders, including JA Europe, to support the development of those skills across Europe. For instance, the Commission has developed the Entrepreneurship Competence Framework, which serves as a reference for any initiative aiming to foster entrepreneurial capacity, including the design of curricula and leaning activities and the assessment of individuals' entrepreneurial competencies. JA Europe is among many stakeholders that have helped to build a dynamic and enthusiastic community around this framework.

The work of JA Europe and the successes of JA alumni is testimony to the value and potential of entrepreneurial skills and mindsets. I see it as an excellent example of co-operation between employers, learning providers, and young people leading to impact across the EU. The invaluable experiences of students who do an entrepreneurship course, and especially those who experience hand-on practical activities, form the firm foundations for a more entrepreneurial Europe. We must ensure that the potential of these experiences are built upon and that entrepreneurial skills are recognised and developed in all education and training sectors as well as within the working age population. Entrepreneurship is no doubt one of the key competences for lifelong learning.

# PREPARING FOR THE FUTURE OF JOBS

As we enter a fast-paced future filled with digital disruption, business transformation, automation and artificial intelligence, human acumen in problem-solving, leadership, adaptability, creativity and innovation is becoming an even more precious commodity.

In his book 'World Class: How to Build a 21st Century School System', Andreas Schleicher, OECD Director for the Directorate of Education and Skills says *"the dilemma for educators is that routine cognitive skills, the skills that are easiest to teach and easiest to test, are exactly the skills that are also easiest to digitize, automate and outsource."* He goes on to explain that *"the next generation of young citizens will create jobs, not seek them.That will require curiosity, imagination, empathy, entrepreneurship and resilience, the ability to fail constructively, to learn from mistakes."*

Fostering these entrepreneurial capabilities is what JA is all about. We know huge progress has been made in Europe over the last twenty years to increase the uptake of entrepreneurship education at school—in fact, in several countries, as many as 1 in 4 secondary school students graduate having had a full year of entrepreneurship training. 11 countries have comprehensive national strategies to support entrepreneurship education.

> ***"Participation leads to higher motivation for school, better performance and grade point averages and positive shifts in teacher attitudes and school culture"***

But to meet the challenges of the so-called 4th Industrial Revolution, we need to see such commitment and progress across the board, in every European country. It is not just a question of how many young people get to participate, it is also about what they are learning, how they are learning it and what they are able to do with it later on. Moreover, all the system drivers have to be addressed in the process: teacher training, parents' involvement, national and regional policies and real-world engagement with the community outside school.

The 3-year research project that JA Europe completed this year, ICEE, showed that deep-dive entrepreneurship experiences like

**Jo DEBLAERE**

**Outgoing Chairman, JA Europe**
**COO, Accenture**

**Caroline JENNER**

**CEO, JA Europe**

the JA Company Programme deliver multiple positive impacts. There was significant improvement not only in students' entrepreneurial intentions, but also in other competences such as math, digital, language and civic engagement. Participation leads to higher motivation for school, better performance and grade point averages and positive shifts in teacher attitudes and school culture. We already know from longitudinal studies on our alumni that they are twice as likely as non-alumni to start a business, they are less likely to be unemployed and they are more capable of managing their finances.

The demand from young people, parents, teachers and business people for more education like this is persistent and growing. Businesses and schools want to partner with each other; teachers and parents want to see young people equipped with the blend of skills and practical experience they need to succeed. JA's work has always been to help bring stakeholders closer together, supporting and expanding those relationships to reach thousands more youngsters each year.

We wish to thank every JA member for their many achievements and for the ways you step up each and every day. We know that thanks to you and our donors and partners, JA will continue to innovate. As we celebrate JA's first 100 years in 2019, we should look to the future towards the even greater impact we can have.

> ***"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."***
>
> **Tibor NAVRACSICS**
> **European Commisioner for Education, Culture, Youth and Sport**

ENTREPRENEURSHIP EDUCATION

# FOR EVERY YOUNG EUROPEAN

# MEASURING IMPACT

*www.icee-eu.eu*

Innovation & Research Entrepreneurship Education

The goal of the Innovation Cluster for Entrepreneurship Education (ICEE) project was to understand the impact of increased entrepreneurship education in schools. For 3 years, 25 schools involving 12 000 students, teachers, parents and local communities in 5 countries had to scale up entrepreneurship activities to reach 50% of their students and teachers.

The participating schools used the JA Company Programme as the 'test bed'. Students involved in the programme improved significantly their transversal competences during the project, compared with students in the control group. This positive influence was highest in competences such as project management, self-efficacy, creativity and teamwork. In interviews, students underlined valuable learning concerning communication skills, conflict solving and decision-making, and the value of hard work. Moreover, students were content to work independently and take responsibility; they claimed they learnt more that way. The teachers, volunteers and parents noticed the same improvements in their students.

One often-heard concern about introducing entrepreneurship education in schools is that it may "steal" time from other important school subjects. Neither in the qualitative research, nor in the quantitative one were any indications or findings to support this concern; rather the opposite. In fact, students spending at least 100 hours in the JA Company Programme improved their digital, entrepreneurship, civic, and mathematical competences as well as oral communication in their mother tongue. The Grade Point Average measuring students' school performance was significantly higher among the students in the JA Company Programme than in the control groups. They also scored higher on school motivation, effort and presence.

Teachers themselves said they felt empowered as their relationship with the students shifted to being more collaborative, respectful and on an equal footing.

> ***"There was a lot of resistance among the teachers when we launched our participation in the ICEE project and that we would have to increase the number of students in the JA Company Programme from very few to 50%. At the end of the project, I expected all teachers to go back to "normal", but when I asked them, they all wanted to continue offering the programme to the students."***
>
> **Headmaster in the ICEE project**

# THE EE-HUB

www.ee-hub.eu

EE-HUB.EU
European Entrepreneurship Education NETwork

**7** National HUBs

**46** Experts

**26** MEP Ambassadors

**36** Forum members (including ministry representatives)

**30** Peer learning activities

**20** webinars
**7** round tables
**3** conferences

**133** Policy-makers involved

**1st** European Entrepreneurship Education Summit in Brussels

**700** Gathered people from

**40** countries

Since its inception in 2015, the EE-HUB has strived to be a strong and proactive voice for entrepreneurship education in Europe. With initial funding from COSME and several private sector partners, the EE-HUB was established to bring experts, practitioners and policy-makers across Europe together with the shared aim to significantly increase the uptake of entrepreneurship education at national level. Awareness of entrepreneurship education is greater today than it has been in two decades. The EE-HUB is designed as a specialist network and a think tank. It identifies tried and tested approaches, compares national strategies, monitors progress and organizes peer learning across multiple subject areas. The EE-HUB Round Tables are a unique opportunity for policy leaders to debate the key issues they face: entrepreneurship education policy in a number of countries has already been influenced by EE-HUB's efforts. There is no other network like it in Europe.

The EE-HUB has the support and endorsement of the European Commission and ongoing partnerships with VISA, Citi Foundation and others. JA Europe continues to serve as secretariat. Going forward, the EE-HUB will concentrate on more research, on expanding activities at national level and on an even more intensive peer-learning agenda. The second biannual EE-HUB Entrepreneurship Education Summit will take place in Lille in 2019.

# SWITCH ON EUROPE

www.switchoneurope.org

Within the EE-HUB network, JA Europe led a communication campaign to raise awareness about the lack of entrepreneurship education in our European education systems and the missed opportunity for European citizens and economy. With the pro-bono support from Fleishman Hillard, the "Switch On Europe" campaign used the 'Drumbeat' Method by creating a regular rhythm of news and outreach from the launch of the campaign in April 2016 and towards the closing conference. The results of the campaign were very positive with hundreds of policy-makers supporting the campaign, three European Commissioners expressing their support to the EE-HUB through several testimonials collected and numerous MEPs taking part in the EE-HUB activities.

The campaign received the **"BEST ETHICAL AWARD 2017"** from the **European Public Awards (EuroPAwards)**

EDUCATION

# MATTERS

# JA's EDUCATION PATHWAY

| | ENTREPRENEURSHIP | WORK READINESS | FINANCIAL LITERACY |
|---|---|---|---|
| **DISCOVER** — JA OUR COMMUNITY<br>Lower Primary | Understand the societal roles people play. | Identify one's own creativity and skills. Work with others. | Discover needs; wants and how communities work. |
| **EXPLORE** — JA EUROPE AND ME<br>Upper Primary | Explore ideas, solutions, decision-making, taking responsability and cooperating. | Learn about the different jobs and skills required. | Understand resources, goods and services in the economy. |
| **EXPERIMENT** — JA IT'S MY BUSINESS<br>Middle | Generate & turn ideas into action; experience entrepreneurial & innovative thinking; make a business plan, teamwork. | Identify choices based on skills and interest to achieve projects. Practice skills required. | Develop knowledge and personal finance and money management. |
| **DARE** — JA COMPANY PROGRAMME<br>Secondary & VET | Show entrepreneurial capability by launching a mini company. | Practice problem-solving, leadership, decision-making, perseverance. | Apply knowledge and skills to business planning, marketing, finance and economics. |
| **PERSIST** — JA START UP PROGRAMME<br>Higher Education | Establish a real and viable business. | Prove entrepreneurial competences, decision - making, networking, negotiation. | Raise capital and manage finances. Apply knowledge of different business models. |

# THE JA EXPERIENCE

### JA JOB SHADOW:

During a visit to a professional work environment, students face a series of challenges to problem-solving.

### JA COMPANY PROGRAMME:

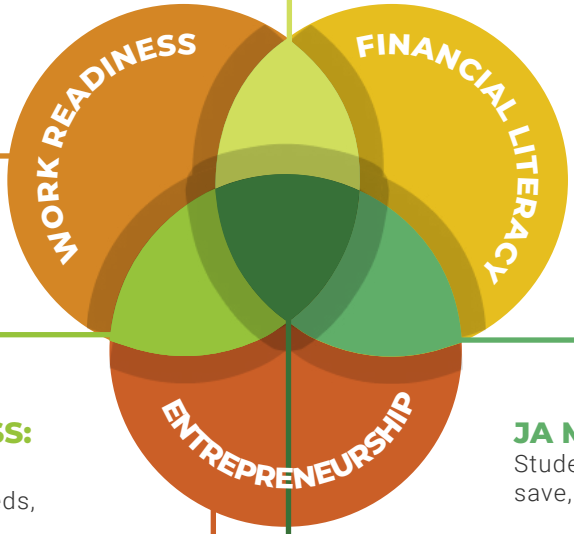
Secondary students form their own real enterprise and discover first-hand how a company functions. They elect a board of directors from amongst their peers, raise share capital, and market and finance a product or service of their own choice.

### JA ECONOMICS FOR SUCCESS:

Students build strong personal finances and explore career options based on their skills, interests, and values.

### JA OUR COMMUNITY:

Students explore the different jobs in a community, learn the basics about economics and financial decision making.




### JA IT'S MY BUSINESS:

Students anticipate customers' wants and needs, create a detailed business plan, participate in a pitch session, and embrace entrepreneurial thinking.

### JA INNOVATION CAMPS:

Students address a specific business challenge and come up with business ideas that would solve the problem.

### JA MORE THAN MONEY:

Students learn to earn, spend, save, give, and start a business.

### JA START-UP PROGRAMME:

University students develop a product, create a company, and manage their business from start to finish.

# JA COMPANY PROGRAMME

**344, 754** Students

**20,832** Volunteers

**17,431** Teachers

**8,408** Schools

**40** Countries

Generating
**28,272**
mini companies

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 invited to take part in a self-assessment and a knowledge and skills test to earn their Entrepreneurial Skills Pass™.

Some skills in particular are in high demand, notably adaptability, creativity, leadership, and problem solving. These four are amongst the qualities and competences developed by the JA Company Programme leading to the Entrepreneurial Skills Pass™.

By bringing business volunteers in the classroom to share their experience and mentor, students get a better overview of career opportunities, what skills are needed to succeed and they start to consider entrepreneurship as a potential career opportunity.

> ***"Working as a team, and coached by a business mentor, participants manage all aspects of the business including raising capital, production, marketing and finance."***

# HIGHLIGHTS

## FOSTERING ENTREPRENEURSHIP IN AGRICULTURE

*For the second year in a row, I successfully supported our team to mentor more than 600 students from around the country. Over several months, students were organised into 'mini companies' with regular face-to-face meetings, lasting five hours each with Monsanto volunteers. Volunteers shared their experiences with students regularly to create realistic pilot companies that could easily enter the market.*

**Mihaela VASILE**
Corporate Engagement & Government Relations Manager,
**Monsanto Romania**

MONSANTO Fund

In 2017-18, JA Europe and Monsanto expanded their partnership from 8 to 9 European countries, seeking to equip students with the skills they need to get a job or start a business in the agricultural industry.

## DEVELOPING EMPLOYABILITY SKILLS THROUGH PATHWAYS TO PROGRESS

*I have seen first-hand the creativity and dedication of youth as they work through the JA Company Programme, a programme that the Citi Foundation has supported in Finland for more than 10 years through Nuori Yrittäjyys. Furthermore, on a European level, we are celebrating over 30 years of partnership with Junior Achievement Europe.*

**Anneli SUNDSTRÖM**
SVP Head of Communications & Public Affairs,
**Citi, Nordic Region**

Citi Foundation

citi

Citi Foundation is one of the founding partners of JA Europe and for 30 years we have worked together in Europe to inspire the next generation of young entrepreneurs and employees.In 2017, the Citi Foundation globally expanded its Pathways to Progress initiative with a $100 million commitment to reach more 500,000 young people with entrepreneurship and employability training before 2020.

## CELEBRATING THE 10th ANNIVERSARY OF THE FEDEX ACCESS AWARD

*"FedEx taught us the importance of connecting markets sustainably in order to provide access for businesses and customers. Creating wealth for everyone while being committed to sustainability and social responsibility is an important key factor in understanding global trade."*

**Bendix SIBBEL**
Student, winner of the **FedEx Access Award**

Back in 2007, FedEx began sponsoring the annual JA Company of the Year Competition in each regions of JA Worldwide. The prestigious FedEx Access Award celebrates JA companies that have the best understanding of global development, international trade, job and business growth, and positive environmental impact. At each regional competition, students attend the FedEx Access Seminar, during which they discover the power of global connectivity and further develop their business ideas to be innovative, sustainable, socially responsible, and ready to tap new markets. In addition, JA students are mentored through FedEx Cares volunteers. At the beginning of this academic year, FedEx Express extended its support for the Company Programme to include sponsorship of national Company of the Year Competitions via JA companies in 7 countries.

## BUILDING FINANCIALLY CONFIDENT AND ENTREPRENEURIAL YOUTH

*"MetLife Foundation is committed to financial education of children and youth. Encouraging and supporting entrepreneurship from an early age helps young people develop vital skills that will assist them in launching businesses or building careers."*

**Michel KHALAF**
President of US Business and EMEA & member of MetLife Foundation's Board, **MetLife**

As part of its regional LifeChanger initiative, funded by MetLife Foundation, MetLife offices partner with JA in 15 countries across Europe and in 5 countries in the Middle East and Africa. Last year alone, almost 600 MetLife volunteers delivered the JA curricula to more than 32,000 students across EMEA.
The partnership provides young people with the hands-on financial education they need to ensure that they are knowledgeable about key financial topics, such as budgeting, saving, investing and using credit.

## GIVING BACK THROUGH VOLUNTEERING

*"Entrepreneurial skills are so important for young people because it opens up employment opportunities by making them more attractive on the job market. It could also pave the way for new innovations and businesses, thereby advancing the needs of society and creating jobs for others."*

**Anna MOLIN**
Social Media Reporter,
**Bloomberg LP**

Bloomberg business volunteers helped coach JA mini-companies, in preparation for regional and national finals. Within the competition element, Bloomberg employees had the opportunity to join as jury members. JA alumni were also given the opportunity to visit the cutting edge offices of Bloomberg to learn what it means to work in journalism. Other groups also benefited from a CV writing masterclass, helping them bridge the gap from school to the world of work.

## RAISING AWARENESS ABOUT NEW INDUSTRIES AND RAWMATERIALS

*"Our vision at EIT RawMaterials is to make raw materials a major strength for Europe. One of the ways in which we are doing that is by educating young people and the wider society on the importance of raw materials and how they can contribute to a sustainable and strong future in Europe. It is great to see students really thinking about how the raw materials that they use can be reused and can contribute to sustainable businesses in the future."*

**Ferdinand BLUMER**
Education Marketing & Student Recruitment Manager,
**EIT RawMaterials**

JA Europe launched a new partnership with EIT RawMaterials to improve student's entrepreneurial and STEM skills with a focus on the raw materials sector. The project aims to impact over 1200 young people aged 15-18 from academic and vocational schools in Romania and Bulgaria. Students take part in innovation camps as well as in the JA Company Programme before taking the ESP exam.

# THE ENTREPRENEURIAL SKILLS PASS™

entrepreneurial skills pass

The ESP is a micro-credential complementing the JA Company Programme. This unique certification offers students the opportunity to attest their entrepreneurial knowledge skills and attitudes. In particular, the ESP assesses and recognises their:

## KNOWLEDGE AND EXPERIENCE

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.

## SKILLS, ATTITUDES AND BEHAVIOURS

Creative thinking and 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.

**13,000** Students in **1,800** Schools across **26** Countries

# JA'S
NETWORK

**JA USA**
**4,845 k**
students served

**JA EUROPE**
**4,025 k**
students served

**JA ASIA PACIFIC**
**825 k**
students served

**JA AMERICAS**
**979 k**
students served

**JA AFRICA**
**199 k**
students served

**INJAZ AL-ARAB**
**307 k**
students served

# WHAT THEY SAY ABOUT JA

*"Entrepreneurship education helps you bring your drive and your passion for education that makes a difference into the project! Very much of the results depends on the teachers involved and their commitment and leadership. As a teacher, you shape the future through your work with the young talents of tomorrow. You can open the windows to the world for them. You can encourage and inspire them to grow and to build the bridges across the borders. They will never forget your efforts."*

**Maria FRIDEFORS**
**TEACHER**
**Malmö Borgarskola, Sweden**

*"By forcing you to get out of your comfort zone and develop yourself and your ideas, enrolling in the JA competitions is the best way of learning more about entrepreneurship. Growing your network and getting to know new projects and technologies are just few of the benefits brought by participating to this kind of opportunities."*

**Tudor POPA**
**JA ALUMNI**
**Inventor of the Mitra Glasses**

*"Supporting entrepreneurship education is very important for the European Commission, because we know that entrepreneurial skills support young people's employability, innovative capacity, resilience and adaptability. It is all the more important in the era of increasing globalization. What is more, entrepreneurial skills also play a wider role in supporting active citizenship and social inclusion."*

**Jyrki KATAINEN**
**VICE-PRESIDENT**
**Commissioner for Jobs, Growth, Investment and Competitiveness**
**European Commission**

*"JA is a wonderful model, which through providing a project-based, highly engaging, and relevant education, is helping students find their passions, grow their purpose, and realise their dreams."*

**Richard BRANSON**
**FOUNDER**
**Virgin Group**

# HALL OF FAME

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 2017, the following student teams have won:

European Sci-Tech Challenge:

**MIXED TEAM**

(Belgium, Italy, the Netherlands and Romania)

JA Europe Enterprise Challenge:

**BIOFY (Spain)**

JA Europe Company of the Year Competition:

**SURELIGHT (UK)**

Social Innovation Relay Global Finale:

**DYNAMITE (Singapore)**

AmCham EU Youth Entrepreneurship Award:

**BIOO (Spain)**

Arconic Inventing the Future European Finale:

**TEAM GERMANY**

## MODEL ORGANISATION AWARDS

1. BELGIUM FL
2. BELGIUM FR
3. BULGARIA
4. ESTONIA
5. FINLAND
6. FRANCE
7. GERMANY
8. GREECE
9. ITALY
10. LUXEMBOURG
11. PORTUGAL
12. ROMANIA
13. SLOVAKIA
14. SPAIN
15. SWEDEN
16. SWITZERLAND
17. UNITED KINGDOM

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.

## TJ BATA QUALITY AWARD

Rewarding a JA member organisation for demonstrating the highest standard of quality and excellence.

The winners of
**TJ BATA QUALITY AWARD 2017**
were:
**JA Romania** and
**JA in Flanders, Vlajo**

# PREPARING
## FOR THE FUTURE OF JOBS

# FOSTERING alumni

www.ja-alumni.eu

JA Alumni Europe
Network of Opportunities

**25%**

of youth do not make a smooth transition to work.

**European Commission, 2017**

**10.6%**

of the 18-24 olds in the EU had completed at most a lower secondary education and were not in further education or training ('early leavers').

**Eurostat, 2017**

**14.3%**

of young people aged 18-24 in the EU were neither in employment nor in education or training in 2017.

**Eurostat, 2018**

## JA ALUMNI

are **LESS** likely to be **UNEMPLOYED**

**EARN MORE**

start **50% MORE** businesses

are more **OPTIMISTIC** about the future

## AMCHAM EU YOUTH ENTREPRENEURSHIP AWARD

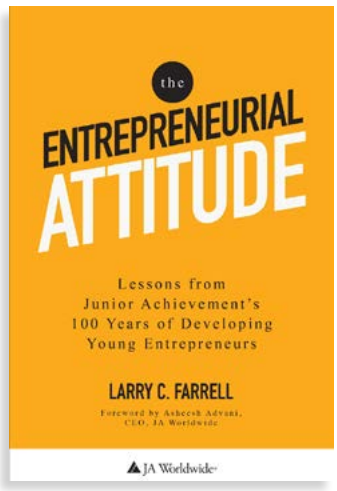
The American Chamber of Commerce to the European Union (AmCham EU) and JA Europe, organised the sixth edition of the Youth Entrepreneurship Award which aims to showcase young people with entrepreneurial talent. It is a symbol of American companies' support for jobs, growth and innovation as well as their commitment to the prosperity of Europe. Bioo, a Spanish start-up, won this edition with a unique tool to generate electricity from plants in a sustainable way.

## FERD'S LIST

In October 2017, JA Europe launched the Ferd's List, the annual celebration of young Europeans as entrepreneurs and leaders. Together with Johan H. Andresen, Ferd's Chairman, JA selected six honourees as exemplary leaders and role models, driven by a desire to succeed and to give back to society.

## THE ENTREPRENEURIAL ATTITUDE

*The Entrepreneurial Attitude,* brings proven entrepreneurship education practices to life through interviews with 70 high-achieving JA alumni across 35 countries.




*"Then finally, I found my dream job, wich was to become the CEO of JA Sweden!"*

**Cecilia NYKVIST**

**CEO, JA Sweden**
JA Alumna, Sweden

*"It turned out to be an unique idea that would patented, so I became the youngest person in Estonia to ever receive a patent!"*

**Karoli HINDRIKS**

**Founder and CEO, Jobbatical**
JA Alumna, Estonia

*"We are closing in on 11,000 customers, with 300,000 sites using Hotjar. So yes, we are one of the fastest growing digital companies in the world today"*

**David DARMANIN**

**Founder and CEO, Hotjar**
JA Alumnus, Malta

# EMPOWERING teachers

Only

**1/4**

of EU school children are taught by digitally confident teachers.

Yet

**72%**

of education providers consider the graduates adequately prepared for the job market.

*There is increasing recognition that teachers will play a key role in preparing students for the challenges of the future. We expect teachers to equip students with the skill set and knowledge required for success in an increasingly global, digital, complex, uncertain and volatile world.*

**OECD, 2018**

*Early interaction with career guides, entrepreneurs and academics helps young people to prepare for future employment and further studies.*

**European Commission, 2017**

## THE ENTREPRENEURIAL SCHOOL AWARDS

> *Implementing entrepreneurship education and making it a daily practice in schools takes time but it pays back. Everything starts with the teachers and, behind them, with the headmaster of the school. Political decisions are important to open doors and increase awareness but then each school has to find its DNA and recipe for success.*
>
> **TES Award teacher**

Headmasters and teachers from schools in 15 countries were recipients of this year's 'The Entrepreneurial School' awards supported by Siemens.

The schools scored the highest in their countries against the key indicators promoting the sustainability of entrepreneurship education: the quality of the school's strategy, the allocation of appropriate resource, the existence of relevant teacher training, the engagement of local and business communities, and the extent of the school's best practice network.

## PROFESSORS WORTH MILLIONS BY JA ROMANIA

In May 2018, JA Romania launched The Professors Worth Millions project, which included:

- A series of 7 TV show, co-produced with the National Romanian Television - TVR1, highlighting entrepreneurial teachers.
- The Professors Worth Millions website and mobile app, whereby students can nominate the professors who have influenced their way of looking at the world and the future.
- The "Invest in Education!" Anniversary Gala rewarding outstanding professors for their achievements as well as companies such as MetLife for their investment in education.

# ENGAGING communities

**50%**

of foreign-born population was in long-term unemployment in 2015.

**European Commission, 2017**

**49%**

of young Europeans believe there is a need to promote critical thinking.

**89%**

of young Europeans think governments should strengthen school education about rights and responsibilities as EU citizens.

## JA ALUMNI

are more **OPTIMISTIC** about the future.

seem to better grasp the **ADVANTAGES** of the European integration, and they tend to be more willing to work abroad.

JA is playing a crucial role in helping young people settle in new countries and integrate in any kind of environment. From language learning to the recognition of qualifications, education is a part of the solution to economic and social integration as well as civic engagement.

## FACILITATING INTEGRATION OF MIGRANTS

> *I brought one of Azad's lamps home and today I have assembled it. It went faster than Ikea.*
>
> **Mikael DAMBERG**
> **Swedish Minister of Enterprise and Innovation**

Azad Ali came to Sweden from Kurdistan three years ago and is now determined to start his business and become an entrepreneur. In 2017, Azad started his JA company Trälampor UF, creating wooden lamps. Throughout the JA Programme, he had the opportunity to learn the language, build a network and learn new skills. He even managed to sell his lamp to Swedish Minister of Enterprise and Innovation and won the award "Craftsman of the Year" in Kalmar County's Young Business Competition.

## WHY EUROPE MATTERS

The "Why Europe Matters" won the **"OUT OF THE BOX AWARD 2018"**. The campaign was selected thanks to its combination of the promotion of entrepreneurship, solidarity, inclusiveness and citizen participation

"Why Europe Matters" is a joined initiative by ERT and JA Europe to re-engage Europe's youth in a multinational debate with politicians and business leaders. Launched in March 2017, the project combined innovation workshops in 9 countries with a survey exploring young Europeans' views about Europe and the EU, their priorities, their hopes and their expectations for the future.

In March 2018, the final "Why Europe Matters" event took place in Brussels, with a threefold objective:

- Present the outcomes of the survey
- Give a voice to young Europeans
- Start a debate on the key priorities selected by young people

# ENHANCING STEM and digital capability

**40%**

of European employers report having difficulty finding people with the skills they need to grow and innovate

**44%**

of Europeans do not have basic digital skills

**37%**

of those in the labour force do not have basic digital skills while 90% of jobs will require at least basic digital skills

*"Applying their STEM and digital skills to real-world problems and business opportunities enables young people develop those crucial (and in-demand) entrepreneurial skills."*

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

## ENCOURAGING THE USE OF STEM KNOWLEDGE FOR A GOOD CAUSE

*"New technologies and innovative ideas will be critical to tackle the energy challenges of the future. Therefore, supporting the development of STEM skills among young people through programmes like the Sci-Tech Challenge is vital to achieving low-emission mobility for Europe."*

**Johan SCHARPÉ**
EU Affairs Manager,
**ExxonMobil**

The 9th European final of the Sci-Tech Challenge focused on logistics, more specifically how to build a European supply chain taking into account the environmental impact. At the national challenge, student teams had to come up with solutions to make a city's public transport system as environmentally-friendly as possible for the 2020 UEFA European Football Championship. In 2017-2018, more than 4,000 students took part in the Sci-Tech Challenge.

## INSTIGATING DIGITAL INNOVATION

*"Given the pace of change in the world in which we live, being innovative, creative and curious will be key skills for the future and I'm delighted that Avanade has sponsored this digital innovation award. I'm personally looking forward to seeing these young people continue to progress their careers and embrace the digital world in new ways in the future."*

**Adam WARBY**
CEO,
**Avanade**

Avanade has been collaborating with JA Europe since 2016, supporting its programmes with the aim to teach young people about the world of technology. In the first year of the partnership, 102 Avanade volunteers supported 1,124 girls across Brazil, Italy, Norway, Spain and Sweden. Avanade launched the Digital Innovation Signature Award within the JA Europe Enterprise Challenge to recognise the young entrepreneurs who were best able to put their digital skills into practice to conceive an innovative business idea or concept.

## EMPOWERING THE (FUTURE) GLOBAL START UP COMMUNITY

*"We are delighted that through our work with JA Europe we have been able to support and mentor young people with great ideas, helping them hone their business ideas and develop them for today's digital economy. This is one aspect of Visa's overall commitment to working with the global start up community."*

**Anthony CRAUFURD**
Director,
**Visa Ventures**

Visa has been collaborating with JA Europe since 2014, supporting the JA Start Up programme among other initiatives. The collaboration aims to make a distinctive, high profile and meaningful impact in the enterprise and financial literacy education space, equipping young people with the skills to succeed in a global economy.

## EXPOSING YOUNG PEOPLE TO INNOVATION AND JOBS IN MANUFACTURING

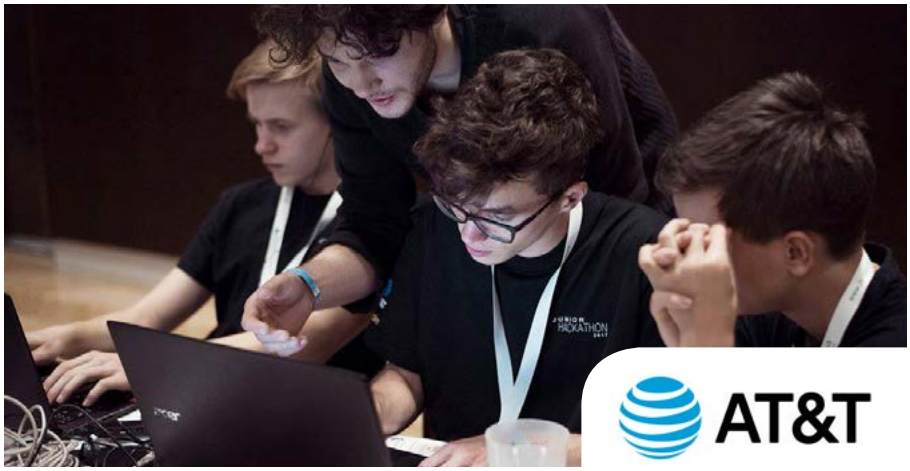
*"Our goal is to expose students to the real working life of Arconic volunteers and show them the range of roles and jobs that exist in the manufacturing sector and perhaps get inspired for their future careers."*

**Francesca STEVENS**
Director European Government Affairs and Business Development,
**Arconic**

# SHARING ON-THE-JOB EXPERIENCE AND INSIGHTS

*"There is so much talent out there. It is crucial we do our bit as businesses to help nurture the youth as they grow and flourish. Our AT&T Aspire initiative and this award does just this. It gives young people the training and mentoring they need to get—and keep—good jobs."*

**Peter DALY**
VP - Global Service Management,
**AT&T**




Since 2013, JA Europe and AT&T have worked together to empower young people with entrepreneurship and employability schemes that help students move into the workforce with a clear competitive advantage. During the academic year 2017-2018, more than 6,400 students from 8 countries across Europe participated in various activities including masterclasses, innovation camps, job shadow days and hackathons with the support of 285 volunteers in 130 programme activities.

Inventing the Future' involved some 500 young people in France, Germany, Hungary and UK and Arconic experts visiting classrooms to give students an unprecedented view of the spectrum of STEM careers available to them. Students also took part in innovation camps, focusing on manufacturing industries and exposing them to innovating technologies and products.

# ENCOURAGING sustainability

**13.6M**

The European social economy provides over 13.6 million paid jobs in Europe, the equivalent to about 6.3% of the working population of the EU-28.

**European Economic and Social Committee, 2017**

**6/10**

employees say their company was more engaged with sustainability than it was two years ago.

**McKinsey, 2017**

JA alumni are developing greener and more sustainable businesses year after year.

*"Entrepreneurship enables innovators and businesses to turn environmental and social value into business value."*

## INVOLVING YOUTH AND BUSINESSES FOR SUSTAINABLE DEVELOPMENT GOALS

We recognize the complexity of the SDGs and view the sustainable development as a constant and ongoing process. Since we have a unique position educating future business leaders, and strongly believe that we can activate young people to work towards achieving the SDGs, we are committed to staying informed and aligning our work with the development.
We are committed to educating young people on 21st century skills to ensure they enter the work force fully equipped with an applicable understanding of how business can continue to contribute to the sustainable development. **In particular, JA is committed to works towards the achievements of:**

**Goal 4**
Quality Education

**Goal 17**
Partnership for the goals

**Goal 8**
Decent work and economic growth

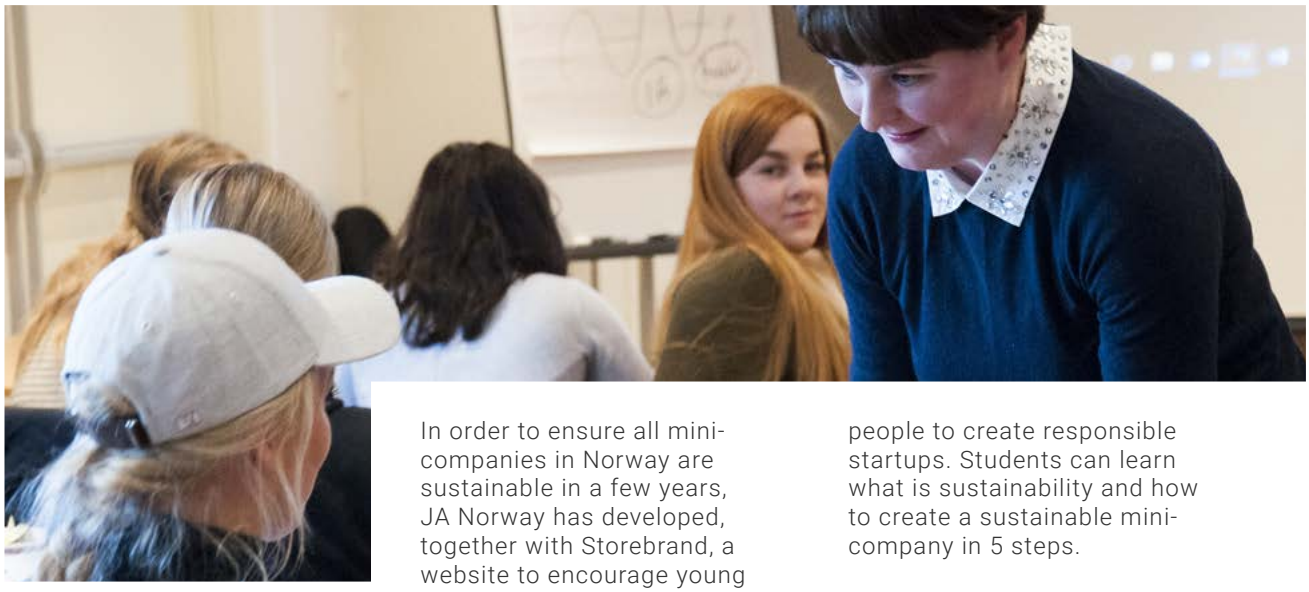
## COMBINING SOCIAL AWARENESS AND ENTREPRENEURIAL SKILLS

*"We are celebrating four years of our international partnership with Junior Achievement, and it makes us proud to see the impact we have achieved together so far. Since 2015 more than 33 000 students have participated in our activities, and became more aware of the positive social impact they can bring to their communities."*

**Fleur HUDIG**
Head of Corporate Citizenship,
**NN Group**

Thanks to NN Group, students are exposed to the importance of social awareness and they gain the necessary skills to solve social problems both locally and beyond. Our partnership is indispensable in helping to prepare youth around the world for the challenges of the future at the same time making social impact. Last year alone, the partnership reached nearly 15 000 students; over 300 teachers and 250 mentors took part in the programmes and 680 ideas were generated.

## ENCOURAGING SUSTAINABLE STARTUPS IN NORWAY



In order to ensure all mini-companies in Norway are sustainable in a few years, JA Norway has developed, together with Storebrand, a website to encourage young people to create responsible startups. Students can learn what is sustainability and how to create a sustainable mini-company in 5 steps.

MORE ABOUT

# JA EUROPE

# JA's LEADERSHIP

**Adam Warby**
**CHAIRMAN**
CEO
**Avanade**

**Michel De Wolf**
**SECRETARY / VICE-CHAIR**
Honorary Dean
**Louvain School of Management**

**Johan H Andresen**
**MEMBER**
Owner and Chairman
**FERD**

**Nikolaas Baeckelmans**
**MEMBER**
Vice President / EU Affairs
**ExxonMobil**

**Thomas A. Bata**
**MEMBER**
Global Chief Marketing Officer
**Bata**

**Grant S. Carson**
**MEMBER**
Managing Director Regional
Head Global Subsidiaries
Banking Group EMEA - **Citi**

**Irene Cervellera Micheli**
**MEMBER**
Angel Investor for start-ups

**Peter Daly**
**MEMBER**
Vice President Global
Enhanced Customer Service
**AT&T**

**Jo Deblaere**
**MEMBER**
COO
**Accenture**

**Melissa Fogarty**
**MEMBER**
Partner
**Clifford Chance LLP**

**Helena Jansson**
**MEMBER**
SVP Finance Europe
**FedEx**

**Christophe Leclercq**
**MEMBER**
Founder
**Euractiv media & Fondation Euractiv**

**Cecilia Nykvist**
**CHAIR OF THE CEOs / MEMBER**
CEO
**JA Sweden**

**Dirk Ostijn**
**MEMBER**
CEO
**MetLife Europe**

**Frits Scholte**
**MEMBER**
Vice President Sales &
Marketing Europe
**ManpowerGroup**

**Martin Spurling**
**MEMBER**
Group General Manager & Chief
Remediation Officer Latin America
**HSBC Group**

**Shane M. Spyak**
**MEMBER**
Staff Vice President
EMEAI Sales
**Delta Air Lines, Inc.**

**Thomas Tindemans**
**MEMBER**
Chairman
**Hill + Knowlton Strategies**

**Mark Torfs**
**TREASURER / EX-OFFICIO**
Program Director Deloitte
University EMEA
**Deloitte**

**Jan Van Autreve**
**MEMBER**
CEO and Member of the
Board of Directors
**NN Belgium**

**Brynhild Vinskei**
**MEMBER**
Chief Markets Officer
**24i Media**

**Caroline Jenner**
**EX-OFFICIO**
CEO
**JA Europe**

# FINANCIAL STATEMENTS

## JA EUROPE CONSOLIDATED FINANCIAL STATEMENTS

30 June 2018, in EUR

### BALANCE SHEET

| ASSETS | 2017-2018 | 2016-2017 |
|---|---|---|
| **FIXED ASSETS** | **64,405** | **81,333** |
| I. Formation expenses | | |
| II. Intangible fixed assets | 22,759 | 33,367 |
| III. Tangible fixed assets | 34,252 | 40,579 |
| *A. Land and buildings* | | |
| *B. Equipment* | | |
| *C. Material* | 11,031 | 8,416 |
| *D. Leased fixed assets* | | |
| *E/F. Other fixed assets* | 23,221 | 32,164 |
| IV. Financial fixed assets | 7,393 | 7,387 |
| **CURRENT ASSETS** | **4,247,950** | **5,674,946** |
| V. Long term | 192,173 | 1,674,687 |
| *A. Account receivables* | 192,173 | 1,674,687 |
| *B. Other* | | |
| VI. Inventories | 24,375 | 72,556 |
| VII. Short term (Contribution Agreements, invoices, etc) | 2,237,411 | 1,189,510 |
| *A. Account receivables* | 1,944,831 | 891,910 |
| *B. Other* | 292,580 | 297,600 |
| VIII. Short term financial investments | 3,725 | 3,725 |
| IX. Cash and Bank | 855,141 | 985,434 |
| X. Deferred charges and accrued income | 935,125 | 1,749,034 |
| **Total Assets** | **4,312,354** | **5,756,279** |

| LIABILITIES | 2017-2018 | 2016-2017 |
|---|---|---|
| **EQUITY** | **203,705** | **41,445** |
| I. Funds | 100,689 | 100,689 |
| *A. Starting Capital (accumulated results previous years)* | 100,689 | 100,689 |
| *B. Permanent Means* | | |
| III. Revaluation Surplus | | |
| IV. Restricted Funds | 103,016 | 11,942 |
| V. A. *Accumulated results (positive)* | - | -71,186 |
| *B. Accumulated results (negative)* | | |
| VI. Investment grants | | |
| **PROVISIONS** | **-** | **-** |
| **DEBTS** | **4,108,649** | **5,714,834** |
| VIII. Long term | 264,903 | 1,070,864 |
| *A. Due to banks* | | |
| *B/C. Long term* payables | 264,903 | 1,070,864 |
| IX. Short term | 2,210,617 | 1,706,552 |
| *A. Current portion of long term debts* | | |
| *B. Due to banks* | - | - |
| *C/D. Accounts payable* | 697,367 | 421,929 |
| *E. Wages, taxes and Social Security* | 135,064 | 62,244 |
| *F. Other* | 1,378,186 | 1,222,378 |
| X. Accrued charges and deferred income | 1,633,129 | 2,937,419 |
| **Total Liabilities** | **4,312,354** | **5,756,279** |

## INCOME STATEMENT

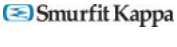
| | 2017-2018 | 2016-2017 |
|---|---|---|
| I. Operating income and charges | | |
| Turnover (sales, donations, recuperation of costs, etc.) | 7,114,567 | 7,771,771 |
| Services and other goods | -5,858,245 | -6,082,413 |
| *A. Gross margin (positive)* | 1,256,322 | 1,689,358 |
| *B. Gross margin (negative)* | | |
| *C. Wages, Social Security, pensions* | -1,036,262 | -1,560,582 |
| *D/E. Depreciation, short values* | -26,441 | -35,148 |
| *F. Provisions for liabilities and charges (withdrawal)* | | |
| *G. Other operating charges* | - | - |
| *H. Operating charges caiptalised as reorganization costs* | | |
| **Operating results (positive)** | **193,619** | **93,627** |
| **Operating results (negative)** | | |
| II. Financial proceeds | 18,662 | 21,830 |
| Financial charges | -50,021 | -73,805 |
| **Current results (positive)** | **162,260** | **41,652** |
| **Current results (negative)** | - | - |
| III. Exceptional proceeds | | |
| Exceptional costs | | |
| **Profit for the year (positive)** | 162,260 | **41,652** |
| **Loss for the year (negative)** | | |
| **Solidarity Fund (withdrawal)** | | |
| **Loss brought forward from preceding period** | **-71,186** | **-112,838** |
| **Loss/Profit to be carried forward** | **91,074** | **-71,186** |

# JA's PARTNERS

## INSTITUTIONAL PARTNERS

## 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.jag.ge

**GERMANY**
JUNIOR Germany
www.junior-programme.de

**GREECE**
SEN/JA Greece
www.senja.gr

**HUNGARY**
JA Hungary
www.ejam.hu

**ICELAND**
JA Iceland
www.ungirfrumkvodlar.is

**IRELAND**
JA Ireland
www.jai.ie

**ISLE OF MAN**
JA Isle of Man
www.jaiom.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.lja.lt

**LUXEMBOURG**
Jonk Entrepreneuren
www.jonk-entrepreneuren.lu

**MACEDONIA**
JA Macedonia
www.jamacedonia.mk

**MALTA**
JA-YE Malta
www.jayemalta.org

**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.jaslovensko.sk

**SLOVENIA**
JA Slovenia
www.jaslovenija.si

**SPAIN**
JA Spain
www.fundacionjaes.org

**SWEDEN**
Ung Företagsamhet
www.ungforetagsamhet.se

**SWITZERLAND**
Young Enterprise Switzerland
www.yes.swiss

**TURKEY**
JA Turkey
www.gencbasari.org

**UNITED KINGDOM**
Young Enterprise UK
www.young-enterprise.org.uk

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