



*Resource Pack for
Youth Educators*

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New Heights for Youth Entrepreneurship

CONTEXT AND OVERVIEW

For centuries, young people have out-migrated from Europe's remote, high-altitude regions, a process that resulted in brain drain and the consequent social and economic destabilisation of mountain communities. Mountains occupy 41.3% of European territory and are home to 25.4% of Europe's people, millions of Europeans depend on mountain resources (i.e. fresh water, energy, minerals, forests) for their living so the NEED to promote their safeguarding and sustainable development is strong.

Europe's mountain regions have contributed to shaping not only Europe's history, society and economy, but also its climate and environment. Now under threat from issues concerning low population density, the difficulty of access, and economic and ecological vulnerability, there is a distinctive NEED for a new approach to the environmental preservation, economic regeneration and sustainable development of mountain regions.

PEAK – New Heights for Youth Entrepreneurship – is a new approach which places young people at the heart of the process. With project partners in Scotland, Greece, Ireland, Italy, Iceland and Denmark, PEAK has the following objectives:

- Unlock the economic potential of youth entrepreneurship and new economic niches (such as offering tours or selling added-value regional products).
- Combat and reverse depopulation by attracting young people to stay, move to – or move back to – mountain areas and become entrepreneurs.
- Empower youth through entrepreneurship to be equal partners and torchbearers in creating and implementing goals toward environmental sustainability.

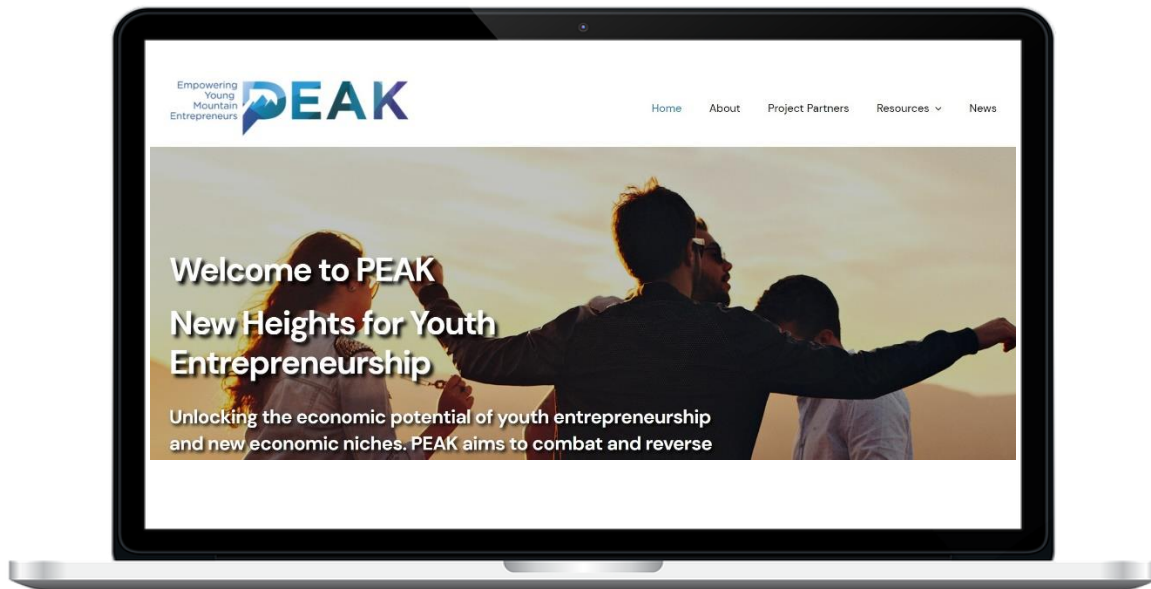
THE RESOURCE PACK

The resource pack will provide:

- A definition and context of what is a Youth Mountain Entrepreneur.
- An overview of what is it like to be a Youth Mountain Entrepreneur.
- An explanation of why and how young people should be encouraged to become Youth Mountain Entrepreneurs.
- Case studies showcasing the experiences and entrepreneurial spirit of existing Youth Mountain Entrepreneurs.
- A bibliography and further business support.

PEAK WEBSITE

You can visit the project's website by going to <https://www.peakentrepreneurs.eu>. The website contains various resources and information specifically for Youth Mountain Entrepreneurs.



PROJECT FUNDER

This project has been funded with support from the Erasmus+ programme of the European Union.

Erasmus+ is the European Union's programme to support education, training, youth and sport in Europe.

The 2021-2027 programme places a strong focus on social inclusion, green and digital transitions, and promoting young people's participation in democratic life.

You can find out more about the project's funder via the website: <https://erasmus-plus.ec.europa.eu> or by clicking on the interactive links below via the PDF.



Co-funded by the
Erasmus+ Programme
of the European Union

01

Youth Mountain Entrepreneurship



1. Youth Mountain Entrepreneurship

YOUTH

The transition from the dependence of childhood to the independence of adulthood can be categorised as “youth”. This transition can differ between individuals and therefore takes place at a different age. Because of that fact the category youth is more fluid than other fixed age-groups.

Nevertheless, age is the easiest way to define this group. The United Nations (UN) acknowledging the fact that there is no universally agreed international definition available for the age group of young people, decided on a definition for youth in the preparation for the International Youth Year in 1985 - from 15 years old to 24. This definition is also used by the UN for statistical purposes and refers to all UN publications regarding youth.

Many other definitions can be found that vary between countries and different factors, like sociocultural, institutional, economic and political. It is common in many countries to draw the line between children (14 years old and younger) and youth to the "age of majority", that is when a person is given equal treatment under the law, which is commonly at the age of 18. This is the line that often is drawn between youth and adulthood.



In this Erasmus+ project PEAK, the term “youth” refers to young people up to 30 years old.

<https://www.un.org/en/global-issues/youth>

[Microsoft Word - YOUTH Definition 2013-1-23.docx \(un.org\)](#)

ENTREPRENEUR/SHIP



The word entrepreneur is explained by the Gritti Fund to have its origin from the French verb:

“Entreprendre” that means “to begin something; undertake”

[What Is The Origin Of The Word "Entrepreneur"? - The Gritti Fund](#)

The Commission of the European Communities wrote a Green Paper on Entrepreneurship in Europe in 2003. There the words entrepreneur and entrepreneurship were discussed in the context of many different factors. Even though the green paper is not a recently published paper, its definitions and explanations on these words are still valid and do reflect through other definitions.

Answering the question “What is entrepreneurship?” the green paper mention that entrepreneurship is a mindset that:

... covers an individual’s motivation and capacity, independently or within an organisation, to identify an opportunity and to pursue it in order to produce new value or economic success. It takes creativity or innovation to enter and compete in an existing market, to change or even to create a new market.

Also, that:

Entrepreneurship is about people, their choices and actions in starting, taking over or running a business, or their involvement in a firm’s strategic decision-making. Entrepreneurs are a heterogeneous group and come from all walks of life. Yet there are certain common characteristics of entrepreneurial behaviour, including a readiness to take risk and a taste for independence and self-realisation.

 [Microsoft Word - en 27-3.doc \(europa.eu\)](#)

The Economic Discussion web page discusses many different definitions of entrepreneurs and entrepreneurship and has summarised **the main characteristic features of entrepreneurship:**



- *It relates to economic activity.*
- *It involves creativity or innovation.*
- *It involves dynamism or flexibility.*
- *It means taking decisions under uncertainty.*
- *It involves bringing together the different means of production.*
- *It involves risks.*
- *It involves the ability to organise and administer.*

 [Entrepreneur Definition: Entrepreneur Meaning and Definition \(economicdiscussion.net\)](#)

YOUTH ENTREPRENEURS

Defining Youth entrepreneurs and building it on the definitions already discussed it can be said that they are individuals, close to the age bracket of 18-30, holding the values and vision to pursue their dreams to become self-employed and make a prosperous future for themselves and their communities. But what is it like to be a Youth Entrepreneur?

[🌐 Youth Entrepreneurship Curriculum EN.pdf \(eye-project.eu\)](#)

Through PEAK desk research and interviews with youth educators and workers, we have found that young people have an affinity for entrepreneurship but that they can be lacking in specific skills to start, grow, or to succeed.

The OECD (Organisation for Economic Co-operation and Development) 2021 report *The Missing Entrepreneurs* stated:

Nearly half of young people indicate that they would prefer to be an entrepreneur relative to working as an employee and more than 40% of university students report that they plan to become entrepreneurs within five years of their graduation.

Trends regarding self-employment by youth:



- Youth are about half as likely as all adults to be self-employed.
- Youth are less likely to report “fear of failure” as a barrier to business creation (The Missing Entrepreneurs 2021).



- The BNP Paribas global entrepreneur report 2020 found that those aged 50 or over, the ‘baby boomers’, started an average of 3.5 companies, whereas the millennial group started 7.7 companies.



- A seminar on youth entrepreneurship by the OECD and the European Commission in 2014 found that 45% of youth prefer self-employment to employment, whereas 37% of adults prefer self-employment; 41% of youth think that they could be self-employed within the next five years compared to 30% of adults who believe that it is feasible.



- Youth are more active in early-stage entrepreneurship than adults.....but they are less likely to be motivated by “push” factors.



- Youth entrepreneurs are more likely to start a business in teams than adults.
- Youth are less likely than adults to operate established businesses.
- The most common reason that youth stop operating their business is a lack of profits.
- Youth entrepreneurs are slightly more likely to introduce new products and services.
- Were slightly more likely to sell to customers in other countries.....and had higher growth expectations.



[🌐 Youth self-employment and entrepreneurship activities | The Missing Entrepreneurs 2021: Policies for Inclusive Entrepreneurship and Self-Employment | OECD iLibrary \(oecd-ilibrary.org\)](#)

<https://wealthmanagement.bnpparibas/en/expert-voices/2020-global-entrepreneur-report-part-1.html>

<https://www.oecd.org/cfe/leed/SummaryReportSeminarYouthEntrepreneurshipRev.pdf>

In the PEAK project, several Mountain Youth Entrepreneurs from participating countries have told their story about being a Mountain Youth Entrepreneur.

What they describe is somewhat in line with what has already been stated in this text and to highlight a few things from their discussion, the entrepreneurs mention:

Opportunities lie in the mountains and rural areas	Just start!	Teamwork	Freedom and independence	Profit and hiring more staff
Support from others in the field	Lack of official financial support	Difficulties regarding the location, stock delivery	Complicated to start, too much paperwork	Wanting to make a difference in the society

Despite the high level of interest in entrepreneurship, very few young people are working on start-ups. This gap is due to a number of important barriers such as a lack of experience and skills, low levels of collateral and savings and under-developed professional networks. (OECD, The Missing Entrepreneurs, 2021)

BARRIERS TO YOUTH ENTREPRENEURSHIP

Recent research suggests that financial support tends to have a greater impact on the sustainability of the business, but evaluations note that training, coaching and mentoring are often more valued by youth entrepreneurs. Priority actions for the government include:

1. Address the finance gap faced by young entrepreneurs.
2. Improve the appeal of support initiatives by better capturing youth perspectives.

The OECD identified the following barriers:

- Lack of awareness of the potential for entrepreneurship among role models results in a lack of encouragement or negative social attitudes.
- Education and training programmes generally do not do enough to nurture entrepreneurial attitudes and skills.

- Lack of prior work and entrepreneurship experience is a significant determinant of business startup and entrepreneurship performance.
- Fewer financial resources and difficulty obtaining external finance, including debt finance, hampers business start-ups.
- Limited business networks and business-related social capital have consequences for business start-ups and obtaining legitimacy.
- Market barriers including a bias in financial markets away from supporting youth-owned businesses and 'discrimination' in product markets.

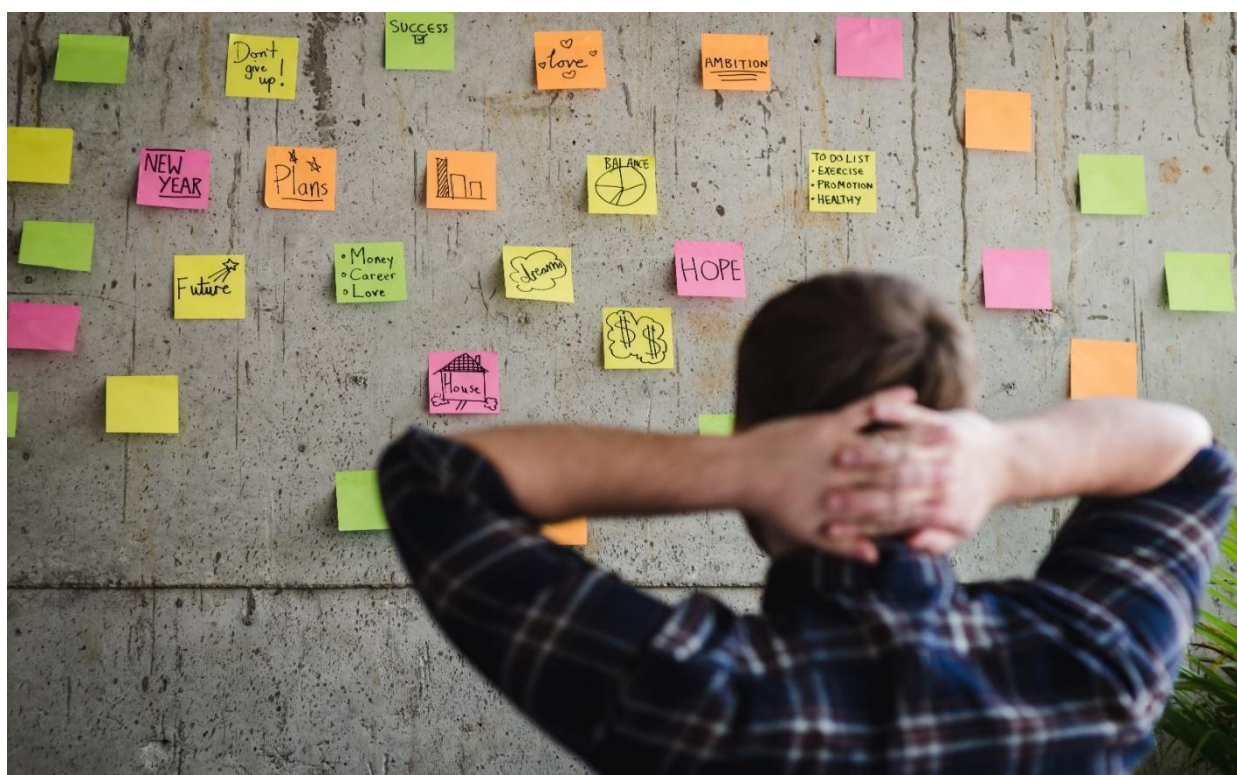
Further barriers identified by the University of Foggia, Italy include:

- Difficulty in managing business risk.
- Inability to carry out sustainable business planning.

Rural and mountainous areas in Europe are experiencing youth depopulation as they move to more populated urban areas. The Rural Migration Decisions in Scotland research investigated the main 'push', 'pull', 'stay' and 'return' factors for encouraging young people to leave or return to rural areas. The main 'push' factor was listed as employment issues, and the main 'stay' and 'return' factors were securing a good job locally and accessing appropriate jobs and vocational training. Encouraging youth mountain entrepreneurship can be a vessel to encourage more youth to stay in, return, or move to mountain areas.

Chigunta (2002) listed the following reason why it is important to encourage youth entrepreneurship:

- Creating employment opportunities.
- Helping youth develop new skills and experiences.
- Promoting innovation and resilience in youth.
- Promoting the revitalisation of local communities.
- Capitalising on young entrepreneurs being responsive to new opportunities and trends.

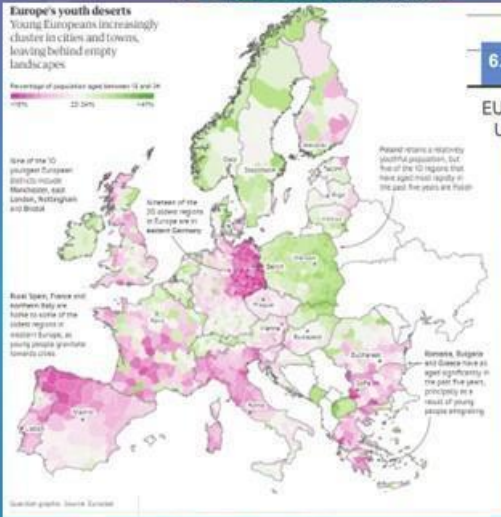




Young people (age 15-24) represent 10.6% of the EU population

Mountains occupy 41.3% of European territory and are home to 25.4% of Europe's people

PROMOTING THE REVITALISATION OF LOCAL COMMUNITIES



Unemployment % rate 2019



One year of unemployment during youth can reduce annual earnings at age 42 by up to 21%

YOUTH MOUNTAIN ENTREPRENEURS

CAPITALISING ON YOUNG ENTREPRENEURS BEING RESPONSIVE TO NEW OPPORTUNITIES AND TRENDS

45% of youth prefer self-employment to employment, whereas 37% of adults prefer self-employment

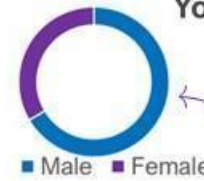
41% of youth think that they could be self-employed within the next 5 years compared to 30% of adults

On average Millennials started 7.7 companies to Baby Boomers 3.5



CREATING EMPLOYMENT OPPORTUNITIES

Youth (20-29) self-employed % rate in 2019



HELPING YOUTH DEVELOP NEW SKILLS AND EXPERIENCES

PROMOTING INNOVATION AND RESILIENCE IN YOUTH

The main 'push' factor to encourage young people to leave or return to rural areas is employment issues and the main 'stay' and 'return' factors are securing a good job locally and access to appropriate jobs and vocational training.

02

Why become Youth Mountain Entrepreneur?



2. Why become a Youth Mountain Entrepreneur?

As an educator, you need to think of the reasons why you wish to support young people to become Youth Mountain Entrepreneurs. The word cloud below outlines some of the key points why you may want to empower young people into enterprise activity.



WHY?

Many young people across the European Union cannot find employment. This can be further exacerbated when young people live in rural and remote communities such as mountain areas.

Evidence suggests that unemployed people are less happy, more likely to experience various health issues, and face challenges integrating back into employment (Bell and Blanchflower, 2009). For young people, the effects of unemployment may be particularly long-lasting and disrupt future well-being and aspirations. Evidence suggests that a young person experiences a period of unemployment increases the likelihood of lower salaries and further long-term unemployment later in life (Blanchflower and Oswald, 1998).

In 2021, there were 71.0 million people aged 15-29 in the EU, of whom 5.0 million were unemployed, leading to an EU unemployment ratio of 7.1 % (Eurostat, 2022).

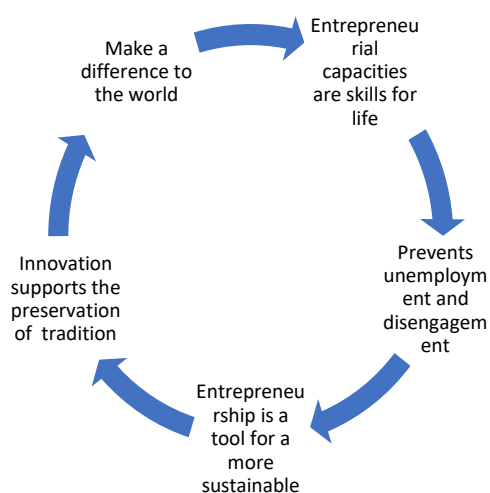
🌐 https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Youth_unemployment

Not only can this have a negative impact on young people’s aspirations and life ambitions, but such outcomes pronounced societal costs. The percentage of young people not in employment, education or training can differ depending on where you live.

The proportion of 15-29 year-olds in the EU neither in employment nor in education and training in 2021 ranged from 5.5 % in the Netherlands to 23.1 % in Italy. (Eurostat, 2022).

🌐 https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Youth_unemployment

Becoming a Youth Mountain Entrepreneur offers benefits to not just the young person but society as a whole, empowering the young person to make a positive self-led contribution to society and Europe’s economy. Entrepreneurial activity benefits the young person, including utilising their human capital for themselves and increasing their overall happiness (Blanchflower and Oswald, 1998).



There are many reasons why anyone decides to start their own business at a certain point in their lives. Some people see a gap in the market, an empty shop unit, or want to make a positive change. The lack of employment opportunities among young people can affect their health, future and overall well-being. As such, one of the ways to get young people to make a positive contribution to society and rural mountain communities is through youth entrepreneurship.

Not only does it provide employment prospects to inexperienced young people, but it also impacts economic growth through new jobs, increased competition, and innovation.

Young people who set up a new business are often seen as role models by their peers and people of all ages. Although most successful entrepreneurs tend to identify themselves as adults, there is always the opportunity for young entrepreneurs to turn their ideas into successful businesses.

If this happens in a vulnerable or disadvantaged community, such as a rural mountain community, the impact can be significant compared to helping the economic and social development in other communities. The social impact is one of the main reasons why entrepreneurship is attractive to young people. Many success stories have established a link between youth and success, especially concerning entrepreneurship. They can be more innovative and disruptive, they have more time, energy, and dynamism, they are ready to take risks while not having a lot to risk, and they tend to have fewer family or financial responsibilities compared to their older peers.

BENEFITS



Self-employed young people are more likely to employ others:

- Self-employed youth are most likely to operate in sectors with low levels of capital intensity
- ...and were more likely to be working as professionals and sales and service workers
- One-third of self-employed youth have a tertiary education



The young person empowers themselves:

- Uses their human capital for their own benefit.
- Improvement of valuable skills
- Independence and making their own decisions
- getting out of their comfort zone
- Boost self-awareness and self-confidence



Young people are more likely to be activists in tackling the challenges facing our world:

- Youth Mountain Entrepreneurs have the potential to give back to their rural mountain community because their product or service could provide the community with a solution to a specific, existing problem, such as relating to environmental concerns or over tourism.

03

Encouraging Youth Mountain Entrepreneurship



3. Encouraging Youth Mountain Entrepreneurship

REMOVING BARRIERS

Youth entrepreneurship, whether in urban or rural mountain-based communities, can offer innovative solutions for economic growth for not just the young person themselves but for their entire community. But youth enterprise initiatives are still relatively new to many rural mountain communities, and you may find barriers from your educator peers or even other entrepreneurs. To support you as an educator, the following points may be worth considering when empowering young people into becoming a Youth Mountain Entrepreneur;



Seek family and community support to encourage young people



Develop young people's transferable skills



Think about the finance options available to young people



Invite an entrepreneur mentor to speak and set goals



Encourage young people to find solutions to community problems

Family support is one of the most influential factors in the ability of youth entrepreneurs to become a success (Manolova et al, 2015). Ways should be found to involve the parent, carer or guardian of the young people you are supporting, such as inviting them to a workshop. **Community engagement** is also essential in rural mountain communities to help build successful working relationships and a customer base.

Many young people, especially in rural mountain communities, may seek to become entrepreneurs because of the lack of employment opportunities. It is recommended for an educator to factor in **transferrable skill development** into any workshop, activity or training when working with young people. This means their new skillset can be used beyond the end of the project or entrepreneur activity in other settings, resulting in better prospects for the young person.

Youth Mountain Entrepreneurs tend to have **limited access to capital and finance options** to establish, build or expand a business. This varies depending on where the young people live, as an educator, you need to research about the financial option available to young people in your context. Many young people may turn to their families for support.

Mentors can help young people to examine their business plans, concepts and ideas. They can offer young people an opportunity to connect with larger networks, act as role models and demonstrate models of success and experience (Wilbanks, 2013). As an educator, think about **inviting a local entrepreneur** to a workshop to share their insider knowledge.

As an educator, think about **encouraging young people to find solutions to community problems** - how youth social entrepreneurship can both support youth development and help accelerate the implementation of the United Nation's Sustainable Development Goals (SDGs).

 [Youth Social Entrepreneurship and the 2030 Agenda](#)

INNOVATION AND ENTREPRENEURSHIP EDUCATION

Best practice

Introducing innovation and entrepreneurship into education can foster the tools and skills required for young people to be able to start their mountain entrepreneurship journeys. Through our Peak research and interviews with youth educators and workers, we have identified themes for informal entrepreneurship education.



The importance of connecting learning to real world scenarios

- Growing coworking spaces.
- Experiences resulting from daily life activities linked to work, but also to family and leisure time; for example, being part of an association similar to the business idea, dedicating one's free time to craft and experiential activities.
- Networking and connecting with established businesses and the direct access to expert knowledge is invaluable help for new startups.
- Real life connections to people and the advice provided from real life scenarios and solutions resonate far stronger than teaching theory.
- The connection to real life solutions and scenarios.
- Connecting businesses and mentors.
- Strengthening relations between new enterprises and enterprises already structured.
- The involvement of families and the possibility of an apprenticeship or work experience preparatory to "doing business".



To draw inspiration from and showcase existing young entrepreneurs

- Create a platform where they can support each other even though they are in different industries or with different types of companies.
- Case studies of young people to inspire and inform.
- Blog pieces written by young people.



To inspire creative thinking, innovation and ideas generation

- Hosting a 'startup weekend' or focus group.
- Inspiration and meeting places where you can listen to success stories and collaborate and be inspired by those who have already done so.
- Too many young people are just consumers today but are not sufficiently interested in creativity and initiative when it comes to implementing their ideas.
- Encouraging entrepreneurs to be flexible and not to be too set on pre-formed ideas but adapting to advice and circumstances rather than a set agenda.
- 'Idea's café's' where youth are invited to discuss a topic openly and without agenda.
- Ideas festivals and workshops.
- Gaming based learning.
- Entrepreneurs to launch the idea/business in its minimal viable state- the only mistake is not starting. This allows them to learn about what works, change elements and discover things that they might not have known had they not launched.



To encourage empathy and self-reflection

- The potential entrepreneur to learn about themselves as well: Who you are; Where you are and What you know.
- The idea that the opportunity is something that is inside of you.

Additionally, our research interviewees suggested that innovation-based and entrepreneurial training needs to be integrated into youth education at the earliest stage possible.

- To disseminate an entrepreneurial mentality among the younger generations: i.e. enhancement of their skills in terms of income, strengthening their propensity to take risks and their ability to organise human resources and productive means.
- Introduces innovation education earlier in schools - down to primary school.

LEARNING ACTIVITIES

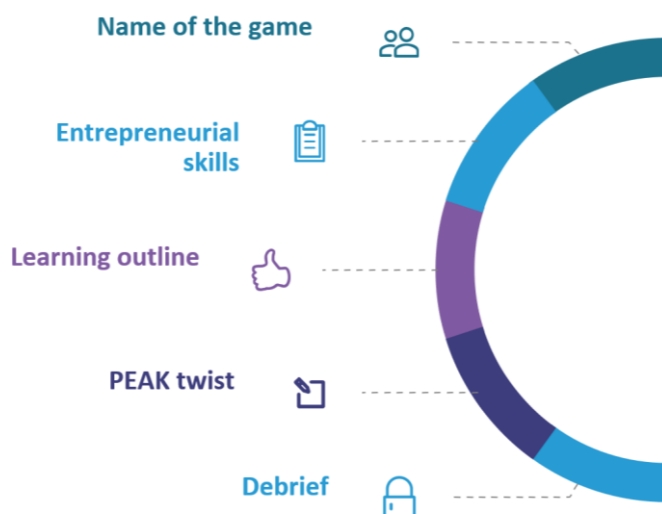
Based on the PEAK research and the experiences of the PEAK mountain entrepreneurs, we have created the following learning activities for innovation and entrepreneurship training to enable it to be incorporated into an educational organisation.

Each activity has been included to represent our selected themes for informal entrepreneurship education.

- The importance of connecting learning to real-world scenarios.
- To draw inspiration from and showcase existing young entrepreneurs.
- To inspire creative thinking, innovation and ideas generation.
- To encourage empathy and self-reflection.

The outline of the activity will be explained along with the entrepreneurial or innovation skills it encompasses. Where possible, a 'PEAK twist' will be added to address remote mountainous distinctions specifically.

After the learning activity is complete, it is vital to maximising the learning outcomes by guiding learners in reflecting upon the Games' dynamics and conceptualising key takeaways. Through play, learners become better prepared to apply an entrepreneurial approach in their life.



EMPATHY MAPPING

Entrepreneurial skills: Encourage empathy and self reflection. Creative thinking and ideas generation

Objectives:

To gain a deeper level of understanding of a particular person, demographic or situation. This could be from a personal or stakeholder perspective or be in response to a specific question or context. The exercise can be as simple or complex as you want to make it.

Learning activity:

1. Start by identifying the person and context you want to map
2. Determine a question for the person
3. Use the template guide and draw the sections that represent aspects of that person's sensory experience on a piece of paper or, if doing as a group activity, a white board.
4. Project yourself into that persons experience and empathise with their thoughts. Complete the template writing on real, tangible sensory experiences.

The empathy-mapping exercise can help you identify gaps in your understanding and help you gain a deeper understanding of the things you don't yet know.

PEAK twist

Do an empathy map for

- a young person asking 'why stay in the mountains'
- a tourist looking to have a sustainable visit to a mountainous area



Maximise the learning outcomes:

- What did you discover?
- Did you see any themes/trends?
- Can you spot any areas for potential product or service gaps?

Source: <https://gamestorming.com/empathy-mapping/>

EMPATHY MAPPING

WHO ARE WE EMPATHISING WITH?

*Who is the person we want to understand?
What age are they? What is their situation?*

What do they think and feel?

*What really matters?
What are their worries or aspirations?
What is always on their mind?
How do they show emotion?*

What do they do?

*What would they like to do?
What can we imagine them
doing?
What do they need to do?*

*What is the person attitude?
How do they behave towards others, the
environment?
What is their appearance?*

What do they hear?

*What media do they listen to?
What do they hear people saying?*

What do they see and say?

*What is their environment?
Who are their friends?
What does the market currently offer them?
What are they watching/reading?*

Pains

*What are their fears, frustrations, anxieties?
What risks, threats and obstacles do they face?*

Gains

*What wants , needs, aspirations do they have?
What do they need to become successful and achieve their
goals? How do they measure success?
What opportunities do they face?*



SQUIGGLE BIRDS

Entrepreneurial skills:

Creative thinking and ideas generation. Effective communication. Adaptability

Objectives:

To quickly demonstrate how little effort is really required to make meaningful, easy-to-read images
Learning to look at things differently. Overcoming visual communication anxieties.

Learning activity:

On a piece of paper draw lots of small squiggles

Turn each of the squiggles into birds by adding a simple triangle beak, an eye, some feet and a triangle tail.

Go as fancy or as simple as you like

PEAK twist



Playing in a group- Have each person draw a squiggle and then pass to the next person. Transform the squiggle, draw a new squiggle and pass on. Go crazy with the squiggles!

Challenge yourself to try and turn the squiggles into other things like faces, people and logos

Maximise the learning outcomes:

- Our minds our natural pattern making machines
- Visual thinking is easier than you think
- Visual communication doesn't have to be perfect

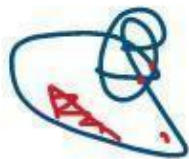
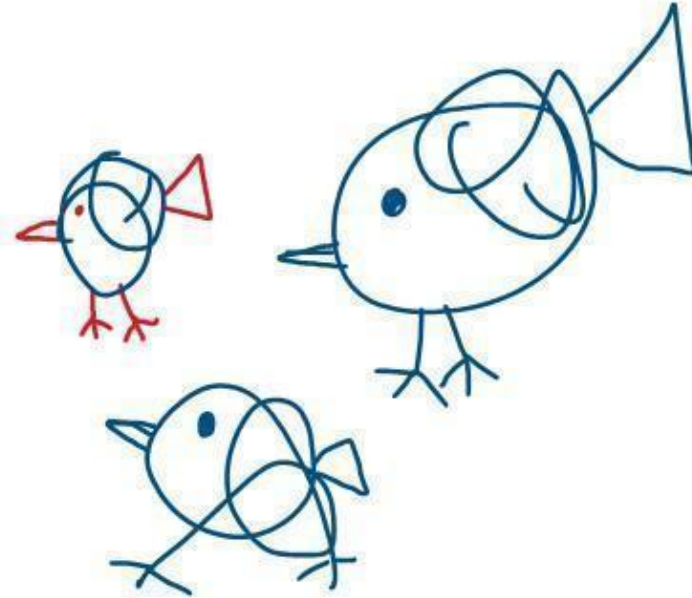
Source: <https://gamestorming.com/?s=squiggle+birds>

SQUIGGLE BIRDS

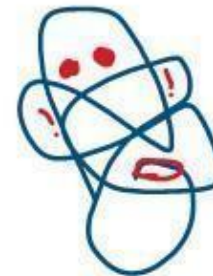
How many other different shapes can you make?

What does the squiggle say to you?

You could even add text



Space man



BAD IDEA

Entrepreneurial skills:
Creative thinking and ideas generation. Connecting to real world. Adaptability

Objectives:

To learn how to turn barriers or weaknesses into opportunities

Learning activity:

Everyone writes down a bad idea on a piece of paper and then screws it up and puts into a 'bin'. In turns the participants select a bad idea from the bin. They then present the idea to the group, explaining why it is bad and try to think of a way to alter the idea to make it good (can be discussed as a group).

PEAK twist



Try to think about the social or environmental implications of either the bad or altered good idea. How can we make it climate smart?

Maximise the learning outcomes:

- Have fun exaggerating the good and the bad
- Helps us recognise where ideas can be generated from
- Make sure you finish on a positive note

Source: <https://www.theguardian.com/teacher-network/teacher-blog/2013/nov/23/teaching-enterprise-school-curriculum>

POST UP

Entrepreneurial skills:
Creative thinking and ideas generation. Connecting to real world. Adaptability

Objectives:

To generate ideas to specific scenarios with silent brainstorming and group inspiration

Learning activity:

Start by outlining the scenario or question that everyone will be thinking of answers to or solutions for. Then individually, and silently, let everyone write their ideas on separate sticky notes. Silence to create uninterrupted thinking and separate notes to create distinct thoughts. After a set amount of time, everyone sticks up their notes and briefly presents them and the group discusses them.

PEAK twist



Spotlight the specific characteristics of mountain areas.

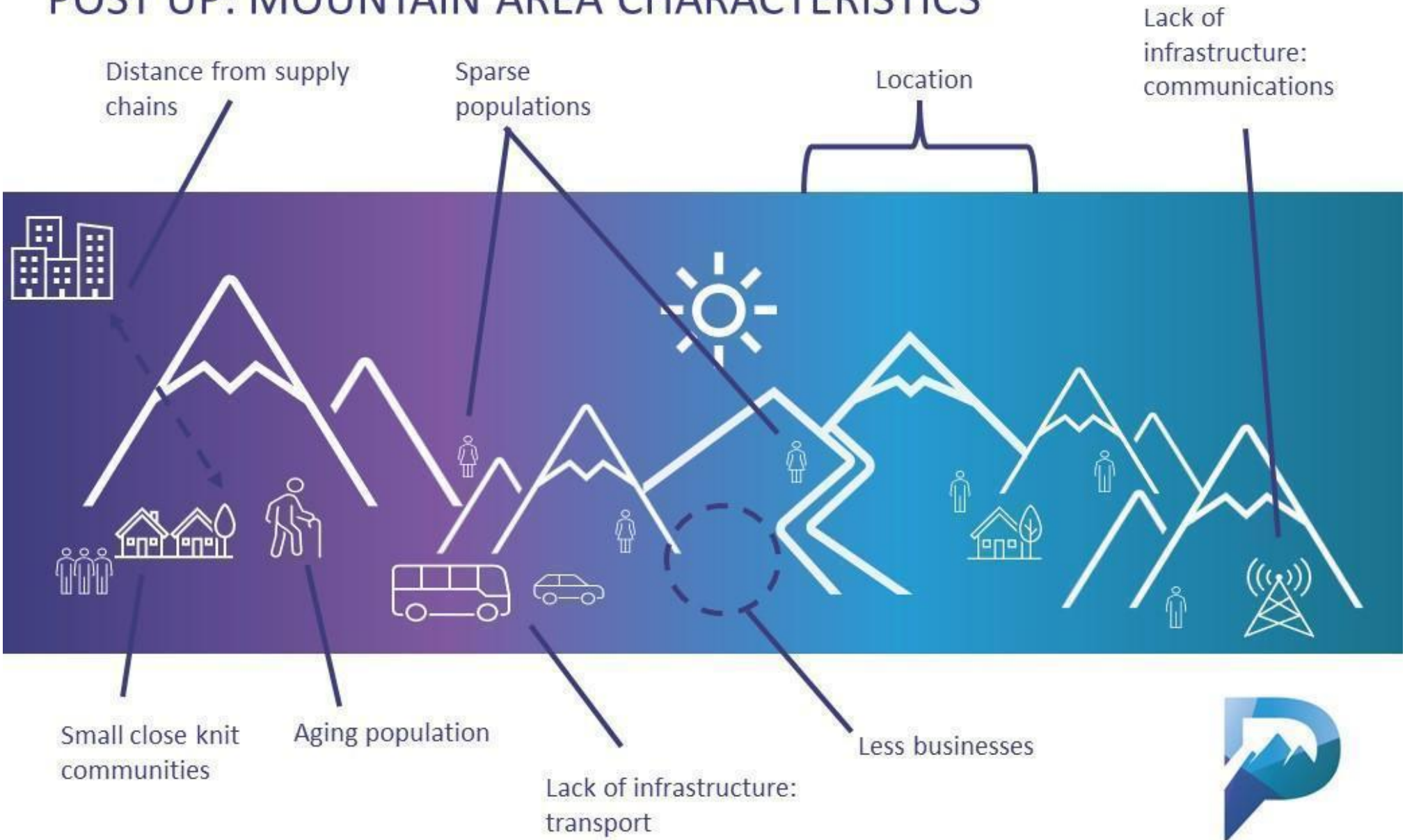
E.g. Remote locations, sparse populations, lack of infrastructure, ageing demographics. Use the template as a guide to help visualise the characteristics and then the mountain solutions infographic to see how some of our PEAK entrepreneurs did.

Maximise the learning outcomes:

- Have a look at the examples of how some of the PEAK entrepreneurs have used the mountain features in their businesses.
- Make sure there is time for a second round to allow for inspiration from others ideas.

Source: [Post-Up - Gamestorming](#)

POST UP: MOUNTAIN AREA CHARACTERISTICS



MOUNTAIN AREA CHARACTERISTICS: SOLUTIONS

Distance from supply chains:

'work with what is achievable but always keep an eye on the bigger picture' **BIRKI RESTAURANT, ICELAND**

Location:

'Surrounded by wheat fields makes it easier to tell the story of the product'

LEONE BEER, ITALY

'We are selling the mountains and location as part of our business' **THE LUNCHBOX BOYS, SCOTLAND**

'I saw a niche to work in the outdoors, in mountains and in the ocean, in nature and fresh air.' **WELLBEING WARRIERS, IRELAND**

Lack of infrastructure:

communications:

'the grounds for creative projects are just as fertile, if not more, so in the rural areas, than the big cities' **HEIMA, ICELAND**



Small close knit communities:

'The local community actually encouraged me to start my business and they supported me as customers' **CUBE TECH, GREECE**

FRÁ HAUS AÐ HALA (FROM HEAD TO TAIL), ICELAND: He provides a service to the town and they support him.

Sparse populations:

'Collaboration in our destination is key' **MUDDY SOULS, IRELAND**

MiBe, ITALY: one business but different offerings

Lack of infrastructure: transport:

CYCLE LUSS, SCOTLAND:

Electric bike hire company

Less businesses

means there will be more gaps in the market, more opportunities to be different and distinctive.

ANIMO WINE, ITALY: Took a chance to bring cocktail culture to a rural location 'virgin sector could be a strength or weakness'

04

Case studies, further support and reading



4. Case studies and further support

This chapter showcases PEAK Youth Mountain Entrepreneurs case studies from across Iceland, Greece, Italy, Ireland and Scotland. It also lists further information support and reading resources that you can use as an Educator to empower young people into enterprise activity within their mountain and rural communities.

It is recommended that educators carry out some research related to youth entrepreneurship within their own context, this can involve contacting your local government and local non-government organisations (NGOs) as well as asking other educators for their support and advice. The information contained in this chapter can be applied generally across Europe but some tailored information may be required specifically for your rural mountain community and context.

Listed below are some tips for running successful youth-focused workshops:



Ask young people to define what is a Youth Mountain Entrepreneur.



Respect the opinion of young people.



Provide guidance for tasks and ask impactful questions.



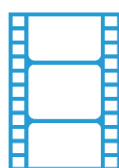
Recognise young people who are actively following instructions.



Always encourage young people to be reflective.



Seek advice and guidance from other educators.



Try and use the PEAK video case studies for real life examples.



Encourage young people to do their own research on business ideas.



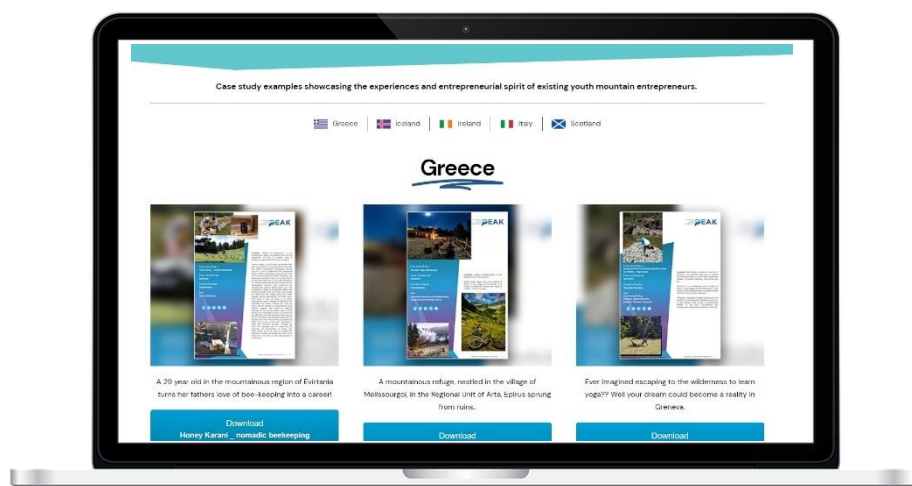
Set up an online community forum for young people to interact with one another.



Try and use the PEAK modules to learn from Youth Mountain Entrepreneurs.

CASE STUDIES

As part of the development of the Youth Mountain Entrepreneurship Resource Pack the PEAK team interviewed inspiring youth entrepreneurs and educators across all the partner countries. As well as being inspiring stand-alone examples of mountain youth entrepreneurship and best practise, they will also form the foundation on which the resource pack and bite sized modules are built.



The case studies are available to download from the PEAK website where you will also find case study examples of good practice in teaching and informal education on entrepreneurship.

 <https://www.peakentrepreneurs.eu>

VIDEO CASE STUDIES



A series of short accessible video case studies has been produced interviewing Youth Mountain Entrepreneurs from across project partners.

The videos showcase Youth Mountain Entrepreneurs who promote positive youth behaviours, innovation in climate-related smart mountain entrepreneurship, and business concepts that demonstrate a positive and regenerative effect on sustainable mountain development (such as environmental, economic and/or social).

You can access the videos by visiting the project's social media channels.

Socials:



www.tiktok.com/@peakentrepreneurs?lang=en



www.instagram.com/peak.entrepreneurs/



www.youtube.com/channel/UCTViMLo7TqGSW7-uhEPdJIA



www.facebook.com/PeakEntrepreneurs

MODULES

A six-part series of bite-sized modules has been developed to accompany this Youth Mountain Entrepreneurs Resource Pack. Each module contains learning objectives and interactive activities, designed to be either self-guided or facilitated by a Youth Educator.

You can access the modules by visiting the project's website: <https://www.peakentrepreneurs.eu>



FURTHER SUPPORT

Description	URL
<h3>SCOTLAND</h3>	
<p>COBRA is an easy-to-use resource also contains factsheets covering everything from coming up with business ideas, and protecting your intellectual property to taking on your first employee.</p>	<p> http://gcclib.cobwebinfo.com/</p>
<p>Respect for Trademarks is a World Intellectual Property Organization (WIPO) resource that aimed at young people ages 14 – 19 studying a range of subjects including business studies, media studies, psychology, law, art & design, this resource offers teachers innovative ways to educate about the importance of intellectual property rights for both consumers and creators of a wide range of products and services. Includes Interactive Logo Maker.</p>	<p> http://respectfortrademarks.org/</p>
<p>European Union Intellectual Property Office (EUIPO) is responsible for managing the EU trademark and the registered Community design.</p>	<p> https://euipo.europa.eu/ohimportal/en/home</p>
<p>Prince's Trust works with 18-30-year-olds to turn big ideas into a reality. Their website contains lots of useful business resources and tools.</p>	<p> https://www.princes-trust.org.uk/</p>
<p>Rural Youth Project to empower young people to develop their leadership, enterprise & activism skills, to play an integral part in making rural places attractive and viable for young people to build their lives and their futures therein. Resources, toolkits, templates and case studies</p>	<p> https://www.ruralityouthproject.com/  https://www.rypsv.com/</p>
<p>Scotland Can Do has created the Scottish Entrepreneurial Ecosystem Guide, a comprehensive guide to all entrepreneurial help available in Scotland in their Scottish Entrepreneurial Ecosystem Guide</p>	<p> https://unlockingambition.scot/resources/</p>
<p>Women's Enterprise Scotland is a research-led, not-for-profit Community Interest Company which champions women-led and women-owned businesses.</p>	<p> https://www.wescotland.co.uk/</p>

Create is the Highlands and Islands Centre for Enterprise and Innovation at Inverness College UHI.

Scotland's Enterprising Schools offer free support for education practitioners to cultivate an innovative and creative curriculum that motivates young people to be all they can be in learning, life and work.

Young Enterprise Scotland offers a wide variety of enterprise & financial education programmes and development opportunities for young people across all of Scotland

Centre for Entrepreneurs is a UK based entrepreneurship foundation focusing on advancing the entrepreneurship agenda for the UK.

My World of Work. The 'Be your own boss' section offers helpful tips on getting started, advice from entrepreneurs and sources of help and support.

Young Entrepreneurs Forum is an online community and business magazine website where you can learn all about business opportunities, business education and entrepreneurship.


TeenBusiness is a leading news and information portal for young entrepreneurs, investors, inventors and their parents & educators.

Inventor Resource lists articles on inventing board games, eco-friendly devices, toys and ideas.

Ted Talks 'by brilliant kids and teens' – a Ted Talk playlist of youth scientists, musicians, innovators, activists -- all under the age of 20.

European Commission's website and online resource detailing all support available to entrepreneurs in general across the European Union.

European Commission's website for Erasmus for Young Entrepreneurs and online resource detailing all support available to youth entrepreneurs across the European Union.

 <https://www.inverness.uhi.ac.uk/business-and-training/create/>

 <https://enterprisingschools.scot/index.php>

 <https://yes.org.uk/index.php>


 <https://centreforentrepreneurs.org/>

 <https://www.myworldofwork.co.uk/>


 <https://www..com/>

 <https://www.teenbusiness.com/>

 <http://www.inventorresource.co.uk>

 https://www.ted.com/playlists/129/ted_under_20

 https://single-market-economy.ec.europa.eu/smes/supporting-entrepreneurship_en

 https://single-market-economy.ec.europa.eu/smes/supporting-entrepreneurship/erasmus-young-entrepreneurs_en

The United Nation’s Youth Social Entrepreneurship and the 2030 Agenda

 <https://www.un.org/development/desa/youth/world-youth-report/wyr2020.html>

The United Nation’s Exploring Youth Entrepreneurship resource in relation to the Sustainable Development Goals (SDGs).

 <https://sdgs.un.org/publications/exploring-youth-entrepreneurship-24572>

The United Nation’s Sustainable Development Goals (SDGs).

 <https://sdgs.un.org/goals>

IRELAND

ERDF – The European Regional Development Fund

 [The European Regional Development Fund \(ERDF\)](#)

Our Rural Future 2021-2025 represents the Irish Government’s blueprint for a post-COVID-19 recovery and development of rural Ireland

 [Our Rural Future](#)

Project Ireland 2040 has developed and planned several measures and supports in its existing strategic frameworks that can cater to the future sustainable development in mountainous areas.

 [Project Ireland 2040](#)

RRDF – *Rural Regeneration and Development Fund 2019-2027* supports ambitious investments of scale which will be delivered on key Our Rural Future objectives and Program.

 [The Rural Regeneration and Development Fund \(RRDF\)](#)

CLÁR – *The Ceantair Laga Árd-Riachtanais* – is an investment program for small-scale infrastructural projects in depopulated rural areas.

 [The Ceantair Laga Árd-Riachtanais, CLÁR,](#)

The National Hub Network brings together remote working- and enterprise hubs across the country to support remote workers and businesses.

 [National Hub Network](#)

RSEs – *Regional Spatial and Economic Strategies* – provides a long-term statutory strategic planning and economic framework for the development of the NUTS 2 regions

 <https://emra.ie/rses/>

REPs – *Regional Enterprise Plans* focus on undertaking collaborative initiatives that can help realise enterprise growth and job creation in each of the nine regions across Ireland

Town and Village Renewal Scheme

Provide funding for small and medium scale projects which will assist in the development of rural and mountainous areas

The Outdoor Recreation Infrastructure Scheme supports the further development of the outdoor recreation sector with funding for new infrastructure, extensions and repairs of trails, walkways, cycleways and Blueways etc.

LEADER supports rural entrepreneurship and innovative rural small and medium enterprises (SMEs).

The Walks Scheme pays maintenance fees enterprises and landowners with National Waymarked Ways on their property

The Outdoor Recreation Infrastructure Scheme provides funding for the development of new outdoor recreational infrastructure and the necessary repair, enhancement or promotion of existing outdoor recreational infrastructure in countryside areas across Ireland.

Connected Hubs Fund enables remote working, office and business spaces and hot desks etc

Department of Rural and Community Development, more information on rural funding

GREECE

WOT – *Women on Top* is an organization aiming at the empowerment of women and the promotion of gender equality in employment.


 [Regional Enterprise Plans - DETE](#)

 [Town and Village Renewal Scheme](#)

 [The Outdoor Recreation Infrastructure Scheme](#)

 [LEADER programme](#)

 [The Walks Scheme](#)

 [gov.ie - Funding for Outdoor Recreation Facilities \(\[www.gov.ie\]\(http://www.gov.ie\)\)](#)

 [Connected Hubs Fund](#)

 [gov.ie - Rural Regeneration and Development fund \(\[www.gov.ie\]\(http://www.gov.ie\)\)](#)

 <https://womenontop.gr/to-women-on-top/>

Greek Association of Women Entrepreneurs

is a Non Governmental Organization (NGO) providing support, mentoring, consulting to women entrepreneurs.

 <https://www.sege.gr/en/>

WOMANitee is a network of centres devoted to women's entrepreneurship, in Greece. In every municipality that takes part in the WOMANitee network action there is a local center that supports women through entrepreneurship through mentoring, promotion, networking and funding.

 <https://www.womanitee.gr/>


The People's Trust is a non-profit organization that supports young people to start their own businesses. Their services include business development advising, coaching, networking, a variety of training programmes, micro-funding opportunities.

 <https://www.thepeoplestrust.org/en>

Diinekis is a consulting company providing a variety of enterprise focused services, including business plans' consulting, funding programme advice available in Greece (public, European, etc), organisational skills, website development, education and training programmes.

 <https://diinekis.gr/>

Vamvakou Incubator is a business centre aiming to support young people to start an entrepreneurial initiative that responds to local needs of the Peloponnese Region, or new start-ups located on mountain Parnonas which would like to expand their businesses. The businesses' sectors that it supports are: Agrifood, Tourism, Culture, Technology and Innovation

 <https://www.vamvakourevival.org/en/vamvakou-incubator/>

Impact Hub Athens part of an International Network of social driven professionals dedicated into prototyping the future of business. It provides programmes and services in the fields of business support, consulting, programme designing, social research, etc. it is aiming at promoting, enabling and accelerating entrepreneurship and social innovation by providing capacity building, business incubation, co-working, events space, etc.

 <https://athens.impacthub.net/?lang=en>

IED – Institute of Entrepreneurship Development is a Greek non-profit organisation committed to the promotion of innovation and the enhancement of the entrepreneurial spirit.

 <https://ied.eu/>

Ministry of Development and Investment – Operational Programmes. The official site of Greek government for all funding available in the frame of the Operational Programmes under the Partnership Agreements 2014-2020 and 2021-2027, for all Regions of Greece and all types of funding sectors

 <https://www.espa.gr/en>

National Employment Service

The public service that provides support, advice, informational material about national and European programmes to young people in order to find a job, start a business, have access to funding and unemployment benefits, find training programmes, etc. Addressed mainly to unemployed and vulnerable social groups.

 <https://www.dypa.gov.gr/>

AIESEC Greece


Aiming at creating leadership skills for young people through intercultural exchanges that are either voluntary or through training.

A team of AIESEC, is the “Innovate Greece” that is addressed at start-ups that wish to develop innovation. It brings young people in connection with businesses.

 <https://aiesec.gr>

Neaniki Epixirimatikotita _ (Youth

Entrepreneurship) is an entrepreneurial union, founded in 2010, aiming at the promotion of entrepreneurial networking, the provision of seminars, training programmes, knowhow exchange, connection with established businesses in Greece and outside it, empowerment of the voice of young people who start a business, promotion of innovative business plans, etc.

 <https://el-gr.facebook.com/neaniki.epixirimatikotita/>

Inter Connection Office at Universities



Offices that function in the Universities aiming at connecting their students with available career opportunities providing support, advising, networking and information. Among other consulting services on entrepreneurship (programmes, funding, opportunities, tools, etc.) is provided:

National Technical University of Athens.

Aristotle University of Thessaloniki.

University of Athens.

University of Macedonia.

 <http://career.ntua.gr/>
 <https://career.auth.gr/the-cso/>
 <https://www.career.uoa.gr/>
 <https://www.uom.gr/career-office>

ICELAND

RANNIS - The Icelandic Centre for Research supports research, innovation, education and culture in Iceland.

Nýskapandi: Entrepreneurs and companies in the first levels - Business and operating plans.

Nýskapandi: Information and tools to simplify the process from idea to business for entrepreneurs at all stages of business development

IceTec is serving as a bridge between industry and academia by providing expertise and access to technical infrastructure.

Lóa - *Innovation grants for the rural areas*, is a fund specially established to support entrepreneurship in rural areas.

SASS – *Association of Municipalities in the South of Iceland* provides consulting services in the field of business development, innovation and culture. Each part of Iceland offers service like that for their residents.


SASS – *Development Fund (Uppbyggingarsjóður)*, provides *project grants* in the field of innovation, culture and business development in South Iceland.

The Employment and Research Fund of the Municipality of Hornafjörður. Provides grants for projects related to business development, research, and innovation.


Vöruhúsið – centre for creative industries for interdisciplinary collaboration and **Fabrication Laboratory**.

 [About Rannis | Activities | The Icelandic Centre for Research](#)

 <https://www.nmi.is/is/frumkvodlar/vidskipta-og-rekstraraetlanir>


 [Frumkvöðlar og fyrirtæki á fyrstu stigum | Nýskapandi \(nmi.is\)](#)

 <https://www.taeknisetur.is/?lang=en>

 <https://www.stjornarradid.is/verkefni/atvinnuvegir/nyskopun/loa-nyskopunarstyrkir-fyrir-landsbygdina/>

 www.sass.is/radgjof

 www.sass.is/uppbyggingarsjodur

 [Reglur-fyrir-atvinnu--og-rannsoknarsjod.pdf \(hornafjordur.is\)](#)

 <https://voruhushofn.is/voruhusid-sem-list-og-verkgreinahus/>

 [Forsíða - Fab Lab Ísland](#)

ITALY

University of Foggia monitors with several projects the active labour policies in the area and has constant contacts with young people in the training and skills acquisition phase.

 <https://www.unifg.it/en>

Counselling centre for young people on business creation Meridaunia is a tool activated by the LAG Meridaunia and available to young people with the aim of providing information, insights and assistance on all the opportunities and incentive tools currently offered by the subsidized finance.

 <http://www.meridaunia.it>

Foggia Chamber of Commerce Sportello Fare Impresa (Business Development Desk) is a territorial body operating in the economic sphere of the territory. To meet the needs of entrepreneurs and to train future entrepreneurs, it stimulates access to public funds and business creation.

 <http://fg.camcom.gov.it/>

Talenthouse is an ideational coworking space: for the definition and implementation of project initiatives through the methodology of mapping & matching of skills, knowledge and abilities spread throughout the territory.

 <https://www.talenthouse.com/about>

PROJECT PARTNERS



You can find out more about the project's partners via the website: <https://www.peakentrepreneurs.eu>