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— PART 03 - STEP GUIDE - ERASMUS+ KA210-ADU

For support professionals

Understanding the entrepreneurial mindset of disengaged young people, running workshops and building bridges towards autonomy.

CH. 12 - MINDSET

CH. 13 - NEET METHODS

CH. 14 - RUNNING A WORKSHOP

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Understanding the entrepreneurial mindset of disengaged young people

Before supporting, you need to understand. These young people don't lack motivation - they lack visible ways in. What you see as passivity is often caution learned from systems that have already let them down.

Marvin explains it from his own path: **what makes the difference is mindset**. But mindset can't be decreed - it's built with time, trust and experiences of success, however small.

Your role: create those experiences. Not imposing a model, but opening a space where trust can be rebuilt.



Human support as a lever for inclusion



What they experience

Deep-rooted impostor syndrome. Lack of nearby role models. Often a negative school experience. No professional network.



What they already have

Real informal skills: organising, motivating, managing a group, keeping a commitment. This capital exists - it's just invisible to them.



What really holds them back

Not money, not qualifications. It's personal legitimacy. "It's not for me" is the phrase heard most often on the ground.



What unlocks things

A role model who looks like them. A first successful experience. Someone who believes in them before they believe in themselves.

► TESTIMONY - PODCAST FIGHT LAB / GINKGO SPORT

Marvin - From work-study student to MyCoach network director

"First of all, I think it's my mindset. I've always been someone who moves forward. I was won over by the project and that helped me a lot. It's about not giving up, being determined and questioning yourself a lot - because you don't always do good work."

In priority neighbourhoods, the impostor syndrome young people experience is often doubled, for women, by an extra obstacle: the legitimacy to occupy a sporting and entrepreneurial space still largely designed for men. Fewer visible female role models, less encouragement to see themselves as project leaders or coaches, sometimes different family or social pressure depending on gender.

It isn't inevitable; it's a starting point for support. **Showcasing women entrepreneurs in sport matters as much as showcasing young people from the neighbourhoods.** The two often add up and reinforce each other.

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— METHODS

Approaching entrepreneurship with NEET audiences



Alessandra Machado, sports educator and founder of the association Passerelle, sums up the challenge in one sentence: **"It's not pedagogy, it's andragogy."** These are adults with life experience. Build on it, don't ignore it.

Sport is a powerful lever - but it can also hold people back if the approach isn't right. Pressure to perform pushes away those who already feel illegitimate.



Start from lived experience

Start with what they already do. Not with what they should do. An exploratory conversation before any theory.



Name the skills

Organising a tournament = project management. Motivating a group = leadership. Your role: translate the informal into recognisable skills.



Step out of the expert role

Like Alessandra with her instructors - they were her students first. The supporter learns too. Show it.



Accept that it takes time

Trust isn't built in one session. Plan short steps and quick wins before long-term goals.

"I say it all the time: you come when you can and you leave when you want. It's important to let go of guilt. The proposal has to be flexible everywhere - removing the guilt around movement, first of all."

Lesson for entrepreneurship support: same logic. No imposed timetable, no rushed goals. Autonomy is built on calm, not pressure.

— IS THIS SHARED ACROSS EUROPE? THE VIEW FROM CYPRUS

The partner ARISTA DEKA, in Nicosia, supports vulnerable young people with methods such as Lego Serious Play - a play-based, hands-on approach particularly suited to audiences who don't connect with traditional theoretical formats. The lack of perceived legitimacy is widely shared across borders: all over Europe, young people far from employment associate entrepreneurship with a world that isn't theirs.

What changes are the available levers. In Cyprus as in France, andragogy and an approach based on lived experience remain key - but the tools vary with national teaching traditions. Hence the value of exchanging practices between partner countries rather than importing a single model.

— A COACH - BUT WITH WHICH QUALIFICATION? THE QUESTION OF THE PROFESSIONAL CARD

In France, supervising a sports activity for pay generally requires a sports educator's professional card, issued after a recognised qualification (BPJEPS, DEJEPS or equivalent). This is often overlooked by self-taught young people starting out: lived legitimacy isn't always enough, regulatory legitimacy is needed too.

This requirement isn't uniform across Europe: each country has its own qualification system, and equivalences aren't automatic. For a young person thinking of coaching across borders, finding out early about European equivalences saves a lot of disappointment.

— VULNERABLE GROUPS: SPORT AS A WAY TO REBUILD

Alessandra Machado's path shows how sport helps people regain confidence, especially those from minorities or marked by difficult life paths. Starting a business with these groups is also about moving into a market that carries meaning.

But you don't run a session the same way: with people with disabilities, for example, the content, the pace and the instructor's qualification change. A project that aims to "right an injustice" calls for different steps and questions than a standard project.

— WOMEN AND GIRLS: A DIFFERENTIATED APPROACH

Socialisation and the different ways girls and boys are raised weigh on sports practice: many girls stop sport in early adolescence. Offering physical activity, and then an entrepreneurial project, to women who left sport young therefore calls for a specific approach.

A few levers: women-only slots, female instructors who act as role models, places where people feel safe, and showcasing women entrepreneurs. See also the tool sheet "Starting a business in an urban sport as a woman".

A good workshop
doesn't pass on
knowledge. It opens
a space.

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PRACTICE

Running a workshop: a step-by-step guide

Here is a complete running order for an awareness session on sports entrepreneurship. It can be adapted to 2 hours or half a day depending on the context.

Workshop running order - Sports entrepreneurship				TOTAL DURATION: 2H
0-15 MIN Icebreaker Round table: one sport you practise + one thing you've organised in your life. Reveal the skills already there.	15-40 MIN Inspiring role models 3 short testimonies (video or in person). People who look like the group. Open discussion after each one.	40-75 MIN Inner fire workshop Group exercise: identify a problem in your neighbourhood, a possible sports solution, a concrete first step.	75-100 MIN 30-sec pitch Each participant presents their idea in 30 seconds. Positive feedback only in the first round.	100-120 MIN Next step Everyone writes down one concrete action for next week. Individual follow-up is offered.

FACILITATOR TOOL - UNLOCKING LEGITIMACY

5 questions to reopen what's possible

- 01 What have you already organised in your life - even informally?
- 02 Has anyone ever asked you for help with something sport-related?
- 03 If you weren't afraid of failing, what would you try?
- 04 What would be the smallest possible first step forward?
- 05 Who around you would believe in this project? Tell them this week.

Marine and Quentin - Coaching as a job, a question of legitimacy

"A sports coach isn't necessarily the strongest athlete - it's the one who knows how to adapt to different audiences. You don't need to be the best, you rely on human qualities. Legitimacy came from being present, visible, committed every day."

— WORKSHOP VARIANT - MOSTLY FEMALE GROUP

With a group of women, the icebreaker can be strengthened with an explicit question: **"Have you ever seen a woman lead a sports activity or a project in your neighbourhood?"** The answer, often negative or hesitant, leads straight into the role-model issue covered in chapter 12. Showing testimonies from women entrepreneurs in sport - even on video - noticeably changes the group dynamic.

During the 30-second pitch, make sure first-round positive feedback is shared out fairly: research in education shows that women often receive less spontaneous encouragement in mixed groups. The facilitator can correct this imbalance without naming it, simply by sharing out attention.

— WHAT IF THE PROJECT GREW BEYOND BORDERS?

The workshop can include one last, optional question for the most advanced groups: **"Could this idea exist elsewhere in Europe?"** This transnational opening isn't a gimmick. It paves the way for chapter 15, where European resources (Erasmus+, ARISTA DEKA) are presented as a concrete lever, not a distant abstraction.

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— RESOURCES

Signposting and networking: resources in France and Europe

Signposting isn't done with a directory - it's done through a relationship of trust. Before pointing to a resource, make sure the young person is ready to use it. If not, offer to go together.

 France Missions Locales - employment and entrepreneurship support. BGE - business creation for people far from employment. ADIE - microcredit for entrepreneurs without access to traditional credit.	 Cyprus ARISTA DEKA - STEP partner, supporting young people through Lego Serious Play. Cyprus Chamber of Commerce - entrepreneurship resources. Cyprus public employment service (Department of Labour).	 Europe Erasmus+ Youth - mobility with no qualification required. EPALE - adult learning platform. SALTO Youth - resources for youth work professionals. EuropeActive - recognition of sports certifications between European countries.
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What many people don't know: Erasmus+ mobility for young adults requires neither a qualification nor a job. It is specifically open to people far from employment and training.

A sports stay in Europe can be a **first entrepreneurial act**: organising the trip, managing a budget, communicating in English, building international contacts. These are exactly the skills in Part 2 of the guide.

A young person trained in France (BPJEPS, DEJEPS) who wants to coach in Cyprus, or vice versa, has to go through a European procedure for recognising professional qualifications. The EuropeActive network lists the standards recognised in several countries and is a first entry point to find your way.

For the support professional, the key is to flag this step before it becomes an obstacle: better to anticipate it when the transnational project is born than to discover it once on the ground abroad.

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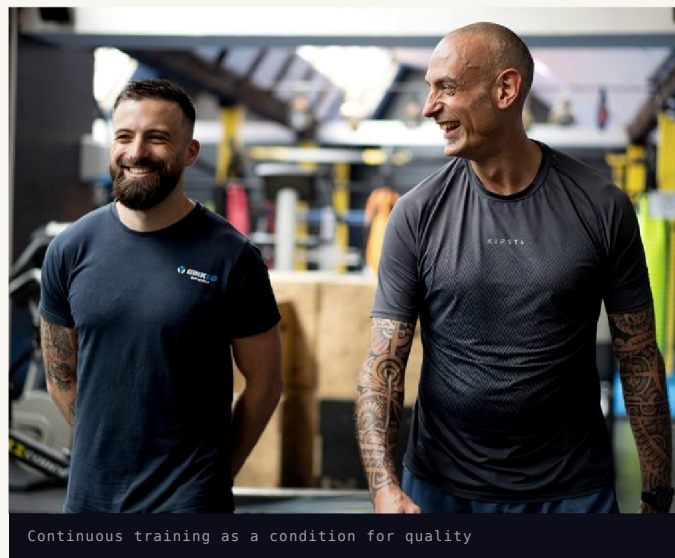
— INTEGRATION

Integrating these tools into an organisation

The MyCoach Academy - run by Quentin - shows the cost of not training your support staff: inconsistency, loss of identity, uneven results from one site to another.

The same risk exists in your organisation. If you introduce this guide without training your team, the tools will be used inconsistently. **Training the trainers is the invisible link in the impact chain.**

Stan, founder of Ginkgo, says it plainly: when a coach comes out of training, they are "at least ready to coach the basics, but not ready to coach at MyCoach". An organisation's identity is passed on, not imposed.



Adapt the framework

This guide isn't a procedure. It's a resource. Choose the chapters that fit your audiences and contexts.



Train the team

Run an internal session before rolling it out to young people. Share the tools, test the exercises among colleagues.



Measure simply

Before/after: sense of legitimacy (1-10). Number of first steps taken.
Follow-up at 3 months. No need for anything sophisticated.



Connect the two sides

This guide works best when young people and support professionals read it together. Part 2 can be used as material for a group session.

A good support professional doesn't give answers. They create the conditions for young people to find their own. Entrepreneurship is learned through experience, not lectures.

► TESTIMONY - PODCAST FIGHT LAB / GINKGO SPORT

Quentin - Head of the MyCoach Academy

"The Academy was born because we lacked consistency in what we were doing. A coach coming out of training is at least ready to coach the basics - but not ready to coach at MyCoach. It's about aligning all the coaches on what we expect of them day to day."



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