Entrepreneurship from a Young Age: Tools for a Productive Future

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ABSTRACT:

This research addresses the importance of promoting youth entrepreneurship from early stages through training in digital tools applied to the development of productive projects. The study is linked to Sustainable Development Goal No. 9 (Industry, Innovation and Infrastructure), highlighting the role of digital education as a foundation for creating innovative and resilient future entrepreneurs. Using a mixed-method approach, practical workshops were implemented on Excel, Google Workspace, Canva, and basic e-commerce platforms, aimed at high school students in the city of Neuquén. Preliminary results show a strong interest among young participants in applying these tools to simulate entrepreneurial projects and to develop key digital skills for their future professional growth.

Keywords: youth; entrepreneurship; innovation; digital tools.

1. **Introduction.**

Entrepreneurial education has become a **key tool for fostering innovation and sustainable development** among new generations. Several studies agree that educational spaces should go **beyond the transmission of theoretical content** to promote **formative experiences** that develop **soft skills and practical competencies** applicable to the real world. **Naufalin, Dinanti, and Krisnaresanti (2016)** argue that **experiential learning strengthens abilities** such as **creativity, leadership, confidence,** and **results orientation** by actively involving students in processes of observation, experimentation, and reflection on their own learning. Complementarily, **Wu, Yuan, and Pan (2018)** highlight the **importance of incorporating digital and innovative tools** into entrepreneurship teaching, as they enhance **communication, design thinking,** and **creativity** by facilitating the **visual expression of ideas and projects**. These perspectives converge in affirming that the **combination of practical experiences and technological resources** enriches entrepreneurial training and prepares young people to face the challenges of an **increasingly digitalized economy**.

Despite the progress made in this field, there are still **limitations in the effective integration of digital education** with experiential learning methodologies, especially at the early educational levels. In many cases, **technological tools are used superficially**, without being linked to activities that **stimulate creativity or real problem-solving**. This gap highlights the need to **design pedagogical strategies that connect technological innovation with the development of entrepreneurial competencies**, fostering **leadership, autonomy,** and the ability to **generate sustainable solutions** within students' own environments.

Within this framework, the present research addresses the **importance of promoting youth entrepreneurship from early stages** through **training in digital tools** applied to the development of productive projects. The study is aligned with **Sustainable Development Goal No. 9 (Industry, Innovation and Infrastructure)**, emphasizing the **role of digital education** as the foundation for creating **innovative and resilient future entrepreneurs**. Through a **mixed-method approach**, a **practical workshop** was implemented using **Excel, Google Workspace, Canva,** and **basic e-commerce platforms**, aimed at **high school students in the city of Neuquén**. **Preliminary results show a strong interest** among young participants in applying these tools to **simulate entrepreneurial projects** and strengthen **key digital competencies** for their professional development. Thus, the **combination of experiential learning and digital education** emerges as an **effective path to promote creativity, autonomy,** and the construction of a **youth entrepreneurial culture** with **social and sustainable impact**.

2. **Methodology.**

This research was structured under a **mixed-method approach** (quantitative and qualitative) with the purpose of analyzing the impact of digital and entrepreneurial training on high school students in the city of Neuquén. This approach made it possible to obtain a comprehensive view of the acquisition of digital competencies, the development of soft skills, and the motivation toward the creation of productive projects.

The methodological design was organized into **five complementary stages**: initial diagnosis, pedagogical planning, workshop implementation, learning assessment, and results analysis.

In the **first stage**, an exploratory diagnosis was conducted through structured surveys of approximately fourteen questions, aimed at students between 15 and 18 years old or individuals completing their secondary education. The goal was to identify the level of familiarity with technological tools and the degree of interest in topics related to entrepreneurship. This process allowed us to define the profile of the participants and adapt the content to the identified needs.

In the **second stage**, the design of didactic materials and audiovisual resources was carried out, adapted to the local educational context. Practical guides and interactive presentations were developed, focusing on the use of **Excel, Canva, Google Workspace, and e-commerce platforms**, prioritizing their application in real or simulated projects.

The **third stage** consisted of the implementation of an informative workshop, conducted virtually according to participants' availability. The class lasted between 60 and 90 minutes and included individual activities focused on problem-solving and the creation of entrepreneurship prototypes. The group members acted as facilitators, promoting active participation and autonomy throughout the learning process.

During the **fourth stage**, learning was assessed using quantitative data collection instruments (pre- and post-workshop surveys) and qualitative ones (class observations and analysis of student work). These instruments made it possible to measure both the progress in the use of digital tools and the participants' perceptions of their own entrepreneurial abilities.

Finally, in the **fifth stage**, the results were analyzed using descriptive and comparative techniques. Quantitative data were processed through basic statistical tools, while qualitative observations were categorized into emerging themes related to creativity, leadership, confidence, and collaboration. This combination of sources and results allowed us to validate the information and reach more consistent conclusions about the impact of the formative experience.

The adopted methodology is based on the principle that **entrepreneurship is not only taught but also experienced**, and that the strategic use of digital technologies can become a transformative vehicle for education and local development.

3. Results

The initial survey, conducted prior to the training workshop through Google Forms, was addressed to secondary school students from the city of Neuquén. Its purpose was to identify their level of familiarity with digital tools, their interest in entrepreneurship, and their perception of the usefulness of these skills for their professional future.

In seeking to understand the need to strengthen digital competencies among youth, the findings highlighted the importance of promoting **training spaces that accompany technological changes and new forms of productive participation**. In this sense, training in digital tools applied to entrepreneurship emerges as a key strategy to **reduce knowledge gaps** and **enhance young people's professional development opportunities**.

The implementation of the workshop at the secondary level made it possible to confirm the relevance of disseminating and teaching the **practical use of platforms such as Excel, Google Workspace, Canva, and basic e-commerce tools**, which participants recognized as useful and applicable to future personal projects. As observed in the initial survey, many students expressed interest in entrepreneurship, although they faced limitations related to the **lack of technological training and practical guidance**. For this reason, the project sought to bridge the gap between the identified need and the results obtained through the intervention, showing how **early digital education can stimulate innovation and the entrepreneurial spirit among youth**.

Preliminary results show that the majority of students expressed a high level of interest in learning about digital tools applied to productive projects, particularly in programs such as **Excel, Canva, and Google Workspace**. However, a significant portion acknowledged **not having sufficient prior knowledge** to apply these tools independently.

Furthermore, it was observed that **more than 70% of respondents** associated digital literacy with **greater employment and entrepreneurship opportunities**, which reflects a positive attitude toward technological education.

Regarding personal objectives, a large number of participants stated their desire to **create or manage their own project in the future**, although several pointed out the **lack of practical orientation or accessible training opportunities** to achieve it.

Finally, the survey revealed a **widespread interest in innovation and economic autonomy**, especially among those who had previous experience with **e-commerce platforms or social media for selling products or services**.

The workshop topics—such as the use of applications to improve the visual identity of a business or to manage finances (e.g., Canva or Excel)—were carefully selected to effectively address these challenges.

The following section presents the results of the surveys conducted with participants of the digital tools workshop. These results provide crucial information about the **preparedness of young people to undertake entrepreneurial projects** and their **ability to integrate into the labor market in Neuquén**. They also reveal current perceptions of **youth knowledge about essential digital tools for business**.
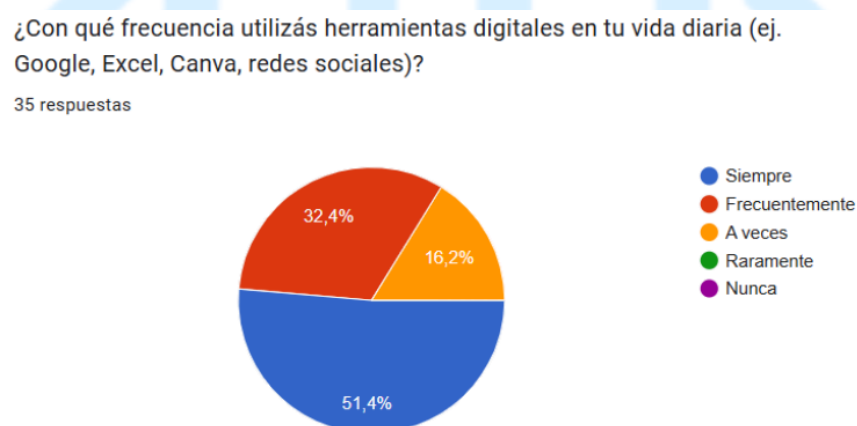

Figure 1.

Figure 2.

Figure Analysis 1 and 2.

The results show that most students possess a **basic or intermediate level of knowledge** in digital tools such as Excel, Google Docs, and Canva. This indicates that, although young people are familiar with their everyday use (as shown in *Figure 2*), they still struggle to apply these tools

for **productive or project management purposes**. This gap justifies the implementation of training programs focused on the **practical and entrepreneurial use of technology**.
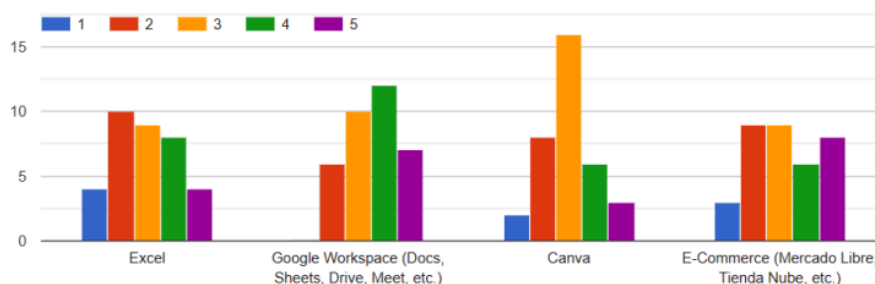

Figure 3 – Analysis

The most commonly used applications among respondents are **Google Workspace and Canva**, mainly for school or personal tasks. In contrast, the use of tools such as Excel or e-commerce platforms is less frequent. This finding highlights the need to strengthen training in programs that provide value for **organization and project planning**, especially those related to **financial analysis or digital marketing**.
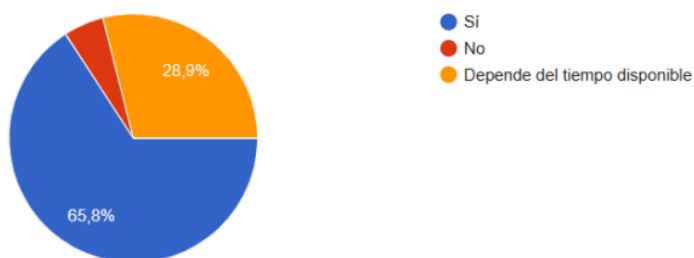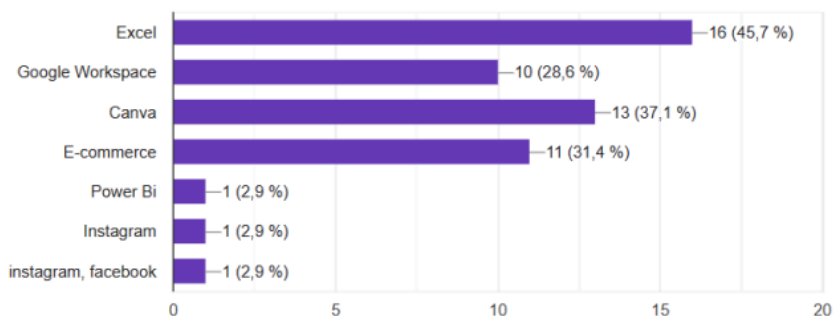

Figure 4 – Analysis:

A large majority of participants expressed a **high interest in attending workshops or courses** on digital tools. This finding confirms an **intrinsic motivation** among young people to acquire technological skills and apply them in entrepreneurial contexts, in line with **ODS 9**, which promotes inclusive innovation.

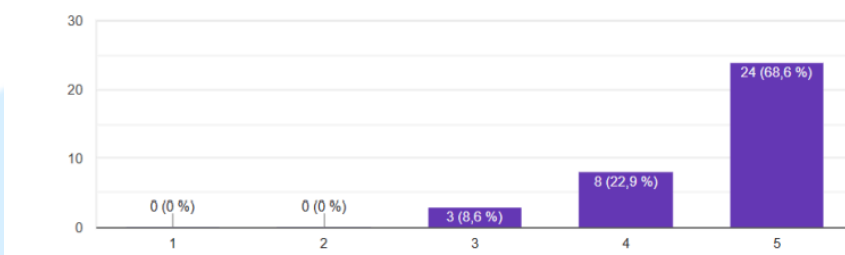¿Cuál de estas herramientas considerás más útil para emprender un proyecto juvenil?

35 respuestas

Figures 5

En una escala de 1 a 5, qué tan importante creés que es aprender sobre herramientas digitales para emprender?

35 respuestas

Figures 6

Figures 5 and 6 – Analysis

The results show a **very positive perception** of the usefulness of these tools in improving **employability and entrepreneurship opportunities**. More than 70% of respondents believe that mastering digital tools can make a difference in their professional future. This demonstrates a growing awareness of the role of technology in **creating new economic and social opportunities**. Among the most valued tools, **Excel and Canva** stand out for their versatility and practicality.

¿Te interesaría emprender un proyecto propio en el futuro?
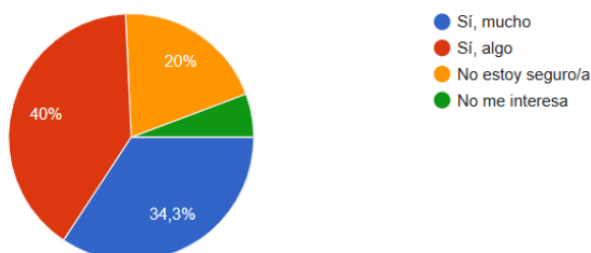
35 respuestas

Figure 7.

A considerable proportion of young participants expressed a **desire to create or manage their own business in the future**. This interest is directly related to their recognition of digital tools as **strategic allies for management, promotion, and financing** of productive projects. However, some students pointed out the **lack of guidance or formal training** as the main barrier to turning their ideas into real initiatives.
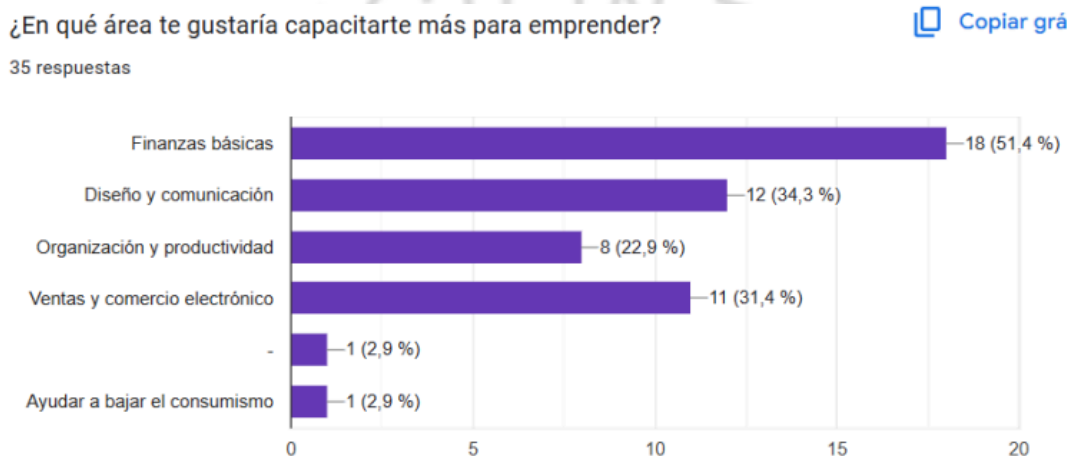
¿En qué área te gustaría capacitarte más para emprender?

35 respuestas

Área	Valor
Finanzas básicas	18 (51,4 %)
Diseño y comunicación	12 (34,3 %)
Organización y productividad	8 (22,9 %)
Ventas y comercio electrónico	11 (31,4 %)
-	1 (2,9 %)
Ayudar a bajar el consumismo	1 (2,9 %)

Figure 8.

The most frequently mentioned topics among respondents were **personal brand design, social media management, and basic financial control**, followed by the use of **Excel for budgeting**. This pattern suggests that young people seek **practical and directly applicable skills**, prioritizing those that allow them to **communicate their ideas effectively and manage resources efficiently**.
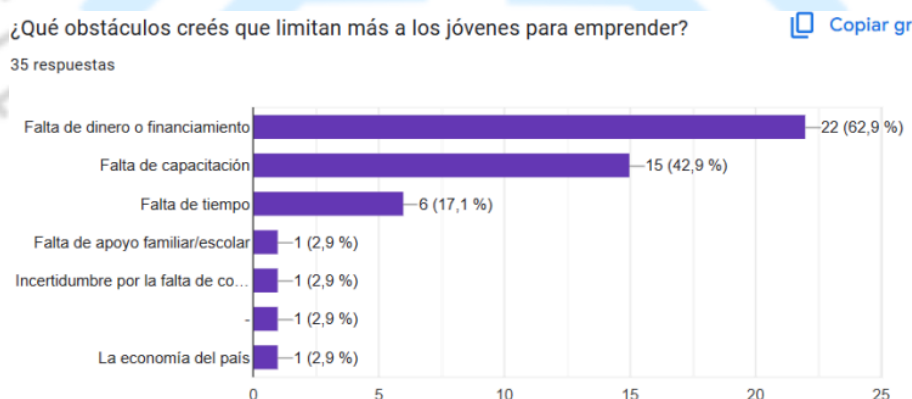
¿Qué obstáculos creés que limitan más a los jóvenes para emprender?

35 respuestas

Obstáculo	Valor
Falta de dinero o financiamiento	22 (62,9 %)
Falta de capacitación	15 (42,9 %)
Falta de tiempo	6 (17,1 %)
Falta de apoyo familiar/escolar	1 (2,9 %)
Incertidumbre por la falta de co…	1 (2,9 %)
-	1 (2,9 %)
La economía del país	1 (2,9 %)

Figure 9.

Among the main difficulties reported, students highlighted **limited technical knowledge** and the **scarcity of accessible training opportunities**. Some also mentioned **lack of self-confidence** or uncertainty about how to start a business. These findings underscore the

importance of **educational spaces that promote self-management, creativity, and collaborative work**.

Taken together, the graphs portray a **youth profile with high entrepreneurial potential** but with **limited practical digital training**. These observations support the relevance of the workshop implemented, which aimed to strengthen technological and managerial skills to accompany the **first steps toward entrepreneurship**.

Based on these initial findings, the workshop was designed to focus on the **practical use of digital tools** for idea organization, visual product design, and basic financial management of small entrepreneurial projects.

Upon completion of the workshop *"Entrepreneurship from a Young Age: Tools for a Productive Future"*, a **final survey** was conducted to evaluate the **impact of the training**, the **students' perceived learning**, and the **applicability of the content covered**. This instrument made it possible to compare the progress achieved since the initial survey and to analyze how the educational experience contributed to the development of **digital and entrepreneurial competencies** among secondary-level students in Neuquén.

Overall, the results show a **positive evolution in the self-perception of digital skills** and in the **interest in entrepreneurship**. More than **80% of respondents stated that they had acquired new knowledge** in the use of tools such as **Canva, Excel, and Google Workspace**, valuing their usefulness for the **management and presentation of productive projects**. This trend confirms the **effectiveness of the applied methodology**, which combined guided practice with collaborative learning, enhancing both comprehension and content retention.

A significant **increase in entrepreneurial motivation** was also observed. Many students reported feeling **more confident and prepared to start their own venture** or to improve an existing one. Qualitative responses showed a noticeable **change in attitude toward entrepreneurship**, with expressions such as *"It made me want to start my own business"* or *"I learned how to use these tools for my ideas."* This finding demonstrates that **experiential learning contributes not only to technical development but also to self-confidence and initiative**, which are essential aspects of entrepreneurial education.

8. ¿Sentís que el taller te motivó a emprender o mejorar tu negocio?   Copiar grá
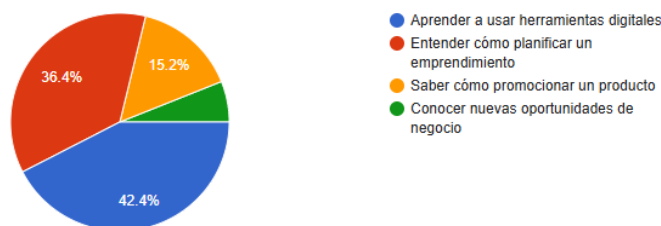33 respuestas
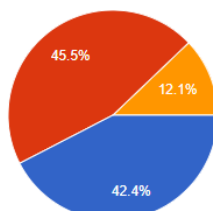
- Sí, me dejó con ganas de emprender
- Ya tengo un emprendimiento y me ayudó a mejorarlo
- Todavía no estoy seguro/a

45.5% 12.1% 42.4%

12. ¿Qué aspecto del taller te pareció más importante para el futuro? ⧉ Copiar gráfi

33 respuestas

- ● Aprender a usar herramientas digitales
- ● Entender cómo planificar un emprendimiento
- ● Saber cómo promocionar un producto
- ● Conocer nuevas oportunidades de negocio
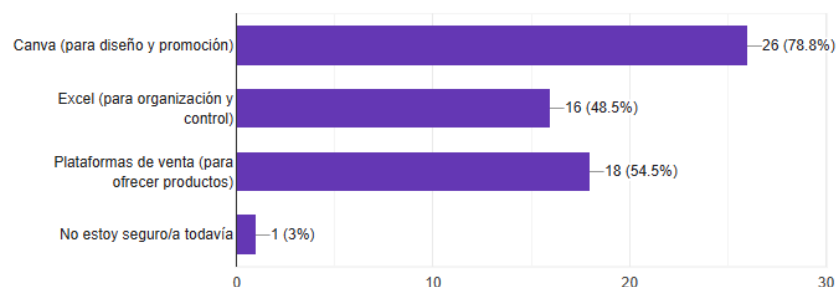
36.4% 15.2% 42.4%

The analysis of the responses also made it possible to identify the **digital tools perceived as the most applicable**. **Canva** was recognized as the most useful for **visual brand creation and product design**, while **Excel** stood out for its ability to **organize budgets and track expenses**. Meanwhile, **e-commerce platforms** were valued as a **gateway to the digital labor market**, as they facilitate the commercialization and promotion of products. This set of perceptions confirms that **young people understand the importance of technology as a driver of economic and social development**. Among the most valued aspects, participants highlighted the opportunity to **learn through practice**, **interact with peers**, and **feel motivated to continue learning about entrepreneurship**.

3. ¿Qué herramienta creés que te va a servir más para tu emprendimiento o proyecto escolar? ⧉ Copy chart

33 responses

Canva (para diseño y promoción)	26 (78.8%)
Excel (para organización y control)	16 (48.5%)
Plataformas de venta (para ofrecer productos)	18 (54.5%)
No estoy seguro/a todavía	1 (3%)

0   10   20   30

The **final results corroborate the findings of the initial survey**, showing **sustained progress in students' digital literacy and entrepreneurial motivation**. The comparison between both stages reveals that the workshop not only **strengthened the technical management of digital tools**, but also **encouraged autonomy, creativity, and collaboration**. In this sense, the training program positions itself as a **replicable model for other educational institutions** interested in linking **technological innovation with entrepreneurial education**.

4. Discussion

The results obtained in this research confirm what was stated in the theoretical framework regarding the central role of **digital education** in the training of young entrepreneurs. As Naufalin, Dinanti, and Krisnaresanti (2016) argue, **experiential learning** enhances skills such as creativity, leadership, and confidence by engaging students in active processes of discovery and

practical application. During the implemented workshop, participants experienced this process, showing a significant improvement in their use of digital tools and a greater self-perception of their entrepreneurial abilities.

Similarly, the results of the initial survey reflected a **high interest in entrepreneurship**, but a **limited level of technological training**, which aligns with what the literature identifies as a gap between youth motivation and the actual competencies acquired during secondary education. This situation highlights the need to strengthen digital learning spaces oriented toward practice, enabling young people to transform their enthusiasm into concrete and sustainable projects.

After the training, the **final survey** showed remarkable progress in the use of programs such as **Excel, Canva, and Google Workspace**, as well as in the understanding of their usefulness for the development of productive projects. This empirical progress supports the findings of Wu, Yuan, and Pan (2018), who emphasize that the use of innovative technologies enhances creativity and the communication of ideas—key aspects of an entrepreneurial culture.

In light of the studied theory, the obtained results **confirm the initial hypothesis** of the project: training in digital tools not only strengthens technical skills but also fosters autonomy, confidence, and motivation to undertake entrepreneurial initiatives. This finding aligns with the goal of **SDG 9 (Industry, Innovation, and Infrastructure)**, which promotes the development of technological capabilities and innovation-oriented education as pillars of inclusive and sustainable growth.

In summary, the study's findings demonstrate that the **integration between digital education and experiential learning** represents an effective way to foster creativity, leadership, and productive youth engagement. The workshop helped reduce the gap between the interest in entrepreneurship and the lack of practical training, showing that educational initiatives of this kind can be replicated to strengthen entrepreneurial culture from an early age and contribute to local economic development.

5. Conclusion

The project *"Entrepreneurship from a Young Age: Tools for a Productive Future"* made it possible to verify that **digital training spaces focused on entrepreneurship** generate a positive and tangible impact on young people. Participants not only expanded their technological knowledge but also strengthened their initiative, confidence, and interest in transforming ideas into real projects.

The results show that when **accessible and practical learning opportunities** are provided, students are able to recognize technology as an ally for their professional and personal development. This process reaffirms the importance of incorporating **digital education** as a fundamental component of secondary education.

Overall, the experience demonstrates that **promoting an entrepreneurial culture from early stages** contributes to local development and reduces knowledge access gaps, in line with the goals of **SDG 9: Industry, Innovation, and Infrastructure.**

Ultimately, fostering the **entrepreneurial spirit among youth through digital education** not only enhances creativity and inclusion but also lays the foundation for a more equitable, participatory, and innovative productive future.

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