

Needs and interest of young people about social entrepreneurship

Research report

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Introduction

This research report is a part of international project implemented by organization Solidarity Tracks from Greece with their partners from 7 other countries: Benin, France (Caribbean), Greece, India, Nepal, Poland, Spain and Vietnam.

Aims of the project:

The basic aims of the project are:

- To enable a group of youth workers and staff of 8 youth organizations coming from 8 countries from 4 continents to exchange and acquire knowledge, skills and competences about innovative methods for non formal education of young people to social entrepreneurship, networking, On line training, support and coaching, and building their capacity for the use of modern learning methods related to non-formal education of young people and social entrepreneurship based on virtual technology; in order to modernize their working methods and optimize their supporting role in favor of young people of different backgrounds and abilities who wish to learn and invest in social entrepreneurship.
- To promote the adoption of innovative practices in social entrepreneurship education by developing personalized and collaborative learning and networking approaches through strategic use of ICTs and open educational resources.
 - Create a virtual youth club that promotes social entrepreneurship and aims to:
 - Connect young people with their peers, who wish to become social entrepreneurs and resource persons from different countries around the world.
 - Consolidate the networks dedicated to the promotion of social entrepreneurship among young people
 - Offering dynamic distance-based training on the theme that meets the needs of young people with personalized and sustainable support.
 - Promoting dialogue between young people and decision-makers to promote collective, sustainable and inclusive entrepreneurship in their communities.
 - Establish professional links and promote distance cooperation between young people from 4 continents who wish to engage them self in social entrepreneurship.
 - to develop and recognize the civic, technical and entrepreneurial pedagogical skills of young members (including young people with special needs and young people with few opportunities) in order to facilitate their transition to the entrepreneurial world and optimize their empowerment and initiatives.
 - Encourage young members to become members of the youth club for social entrepreneurship", to develop their professional network, reinforce their motivation to undertake in a sustainable way and to increase their creativity in the field of social entrepreneurship.
- Improve participation in learning and strengthen the connection between non-formal education and employability by developing a methodical innovative and sustainable training tool for assistance and service.
- Forming a new generation of E-mentors to become able to:
 - provide appropriate support to the members of our virtual club.
 - update the club to meet the changing needs of its members.

The project is consisted by the several activities:

- 1) A 2-day transnational project meeting at Lefkas (Greece), during which the contact persons of every partner organization will be brought together in order to commonly piece together this project and determine the rules and the methods which will be applied.
- 2) A "job shadowing mobility" which will last 15 days and allow every one of the 16 youth workers including two deaf to observe the implementation of one social entrepreneurship and the related education.
- 3) Preparation of a research work which will detect the needs of the youth of the various partners in terms of training and support opportunities about the social entrepreneurship.
- 4) A training course of 11 days in Poland, during which we will create a virtual club for young people who are would-be social entrepreneurs, which will include a Moodle platform-based online course about social entrepreneurship for the benefit of the young people with different abilities.
- 5) An experimentation of the above mentioned virtual club by the young people of the countries.
- 6) Creating a technical and pedagogical manual for exploiting the above club.
- 7) A training course of 7 days in Vietnam in order to educate the 24 direct beneficiaries into becoming E-mentors in favour of the young people who benefit from the above mentioned club.
- 8) Organization of a "carrier-day" by each partner organization, which will disseminate the results of the project in question and make the virtual club more widely known.
- 9) Implementation and updating of the club through the involvement of the 24 E-mentors & the administrator of the club.
- 10) A 2-day evaluation meeting will be held at Benin, where a cooperation strategy will be applied for the sake of the virtual club's sustainability.

This research report is the one of the planned activities and it's results will be used as a basement for developing learning platform for young people interested in social entrepreneurship.

Research methodology

Research questions

What are the youngsters' needs and interests in terms of service, support and on-line training for social entrepreneurship, in order to enable them to successfully devote themselves to the social entrepreneurship, in project countries.

Data collection methods

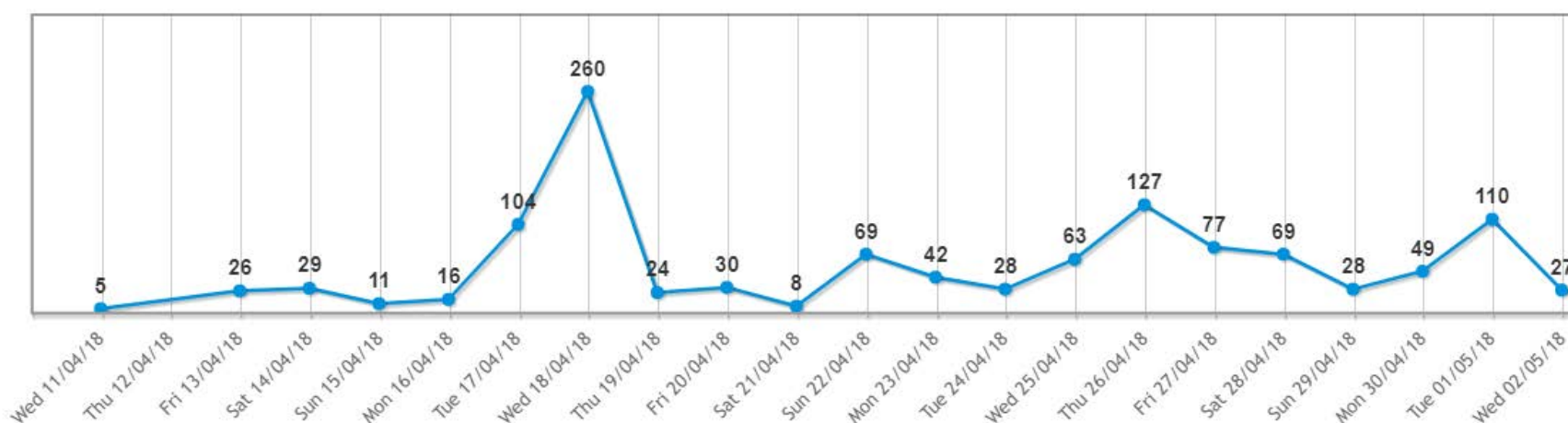
In order to answer the research question, project team have developed research survey which was adapted for usage in online environment with responsive design (adapted for usage on PC, tablet and mobile devices). The survey was originally written in English, but also translated into Greek, French and Vietnamese language and was distributed by the project partners in their countries. The survey was launched on 11/04/2018 and closed on 02/05/2018.

We used quantitative approach, with mostly close-ended questions, but also we used qualitative approach with several open-ended questions.

The survey was constructed of several block of questions:

- Demographic data
- Understanding of social entrepreneurship
- Interest about social entrepreneurship
- Needs about social entrepreneurship

The graph below shows daily participation rate by date:



Sampling strategy

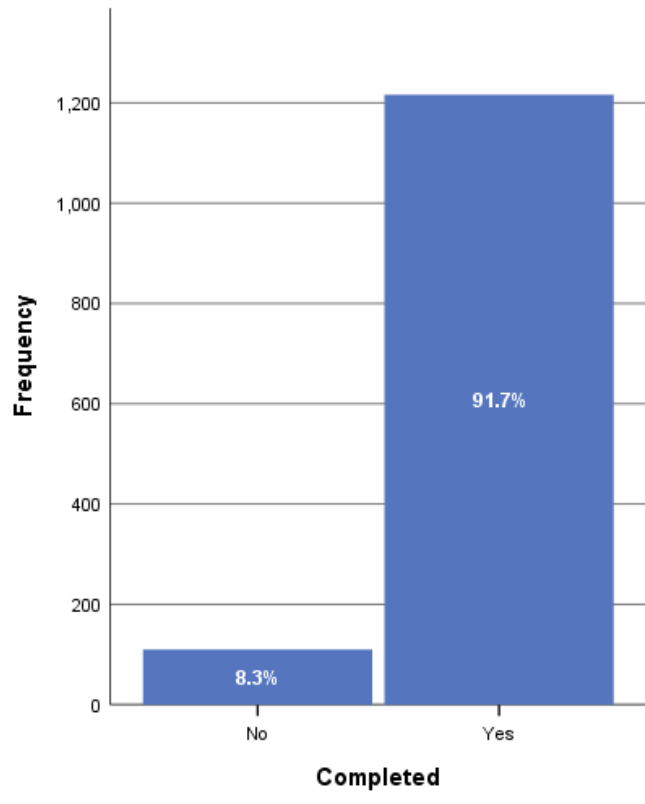
As previously mentioned we developed the survey and adapted it for usage in online environment. So, the survey was distributed through the project partners networks, mostly through the social networks. The survey mostly targeted the youngsters (18-35 years old) in the partner countries. So, we can conclude that we used targeted sample strategy.

The survey was created using open-sourced Limesurvey technology. The data was analysed using SPSS software, version 25.

There were in total 1459 opening if the survey, where 1216 completed survey in total and 110 of respondents completed more than 70% of the survey. In total, we took in analysis 1326 responses. So, the total response rate was 90,8%.

Completed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	110	8.3	8.3	8.3
	Yes	1216	91.7	91.7	100.0
Total		1326	100.0	100.0	



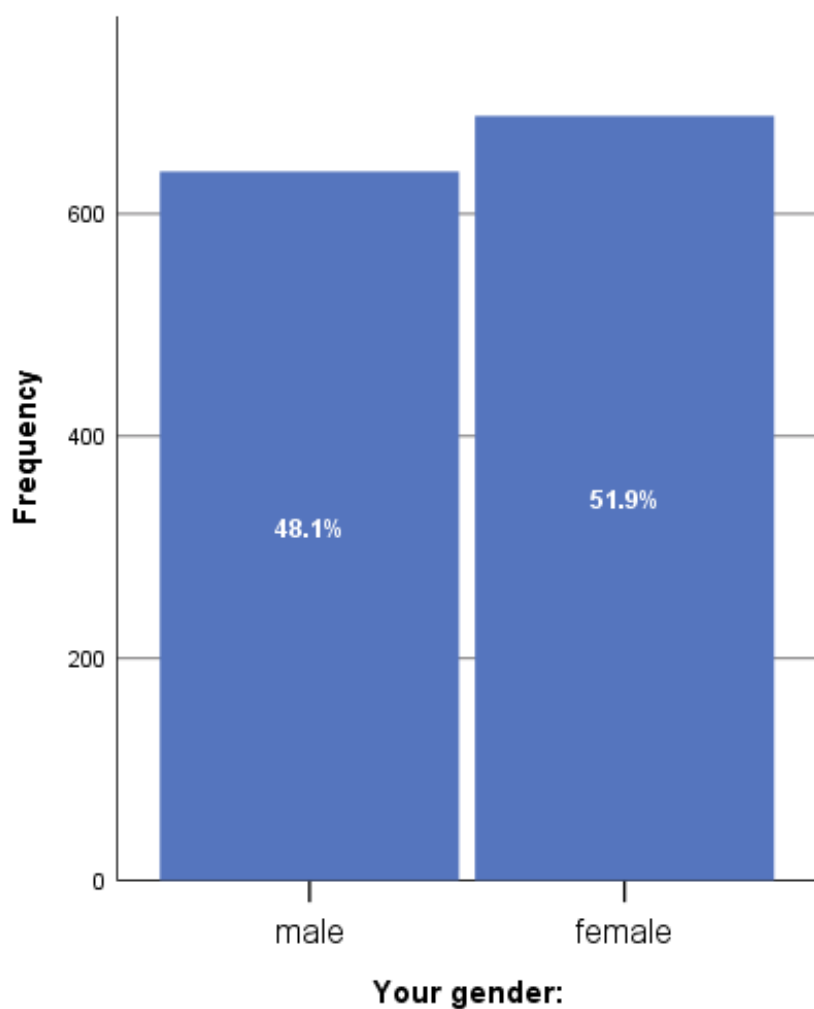
Demographic data

Gender

The gender distribution among respondents were almost equal, so there were 51,9% of female respondents and 48,1% of males.

Your gender:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	638	48.1	48.1	48.1
	female	688	51.9	51.9	100.0
	Total	1326	100.0	100.0	



Age

The average age of respondents was 26,08 years with standard deviation of 8,01, which indicates that there were moderate deviations in years. So, the youngest responded was 11 years old, while from the other side, the oldest respond was 65 years old. The year range is 54 which better explains standard deviation of 8,01.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Your age in years	1326	11	65	26.08	8.008
Valid N (listwise)	1326				

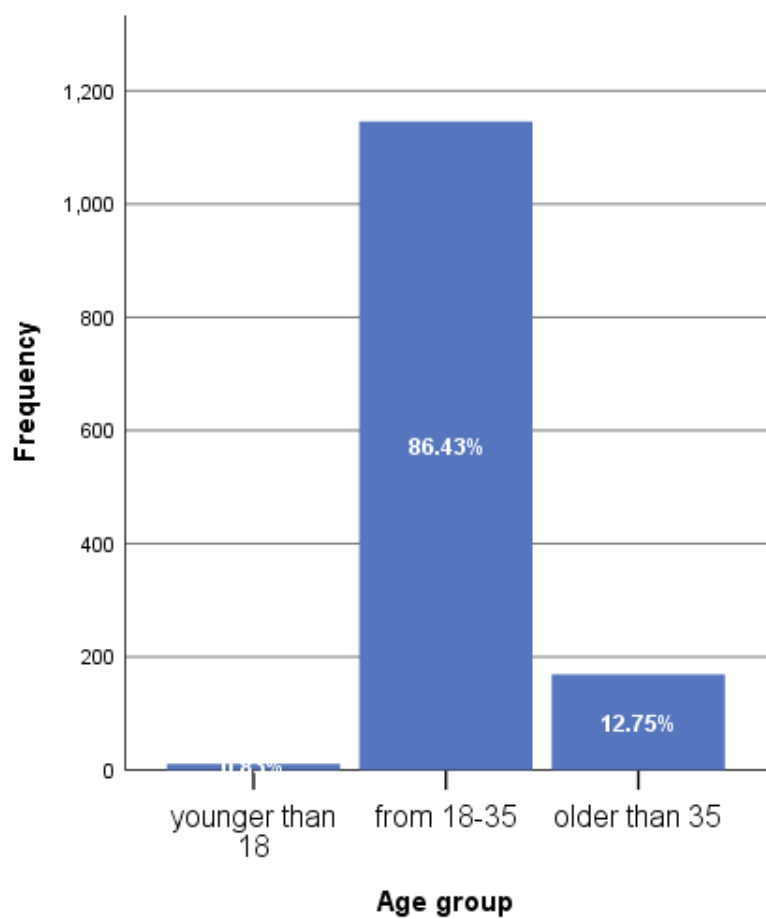
Since that this educational programme is mostly intended for youngsters, we decided to separate respondents in three age groups: youngsters (18-35), younger than 18 and older than 35.

After grouping respondents on three age groups, we have found out that that dominant age groups of respondents are those of age 15-35, with 86,4% of participation in the sample, while from the other side there were 0,8% of respondents younger than 18 and 12,7% of those older than 35.

Age group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	younger than 18	11	.8	.8	.8
	from 18-35	1146	86.4	86.4	87.3

older than 35	169	12.7	12.7	100.0
Total	1326	100.0	100.0	

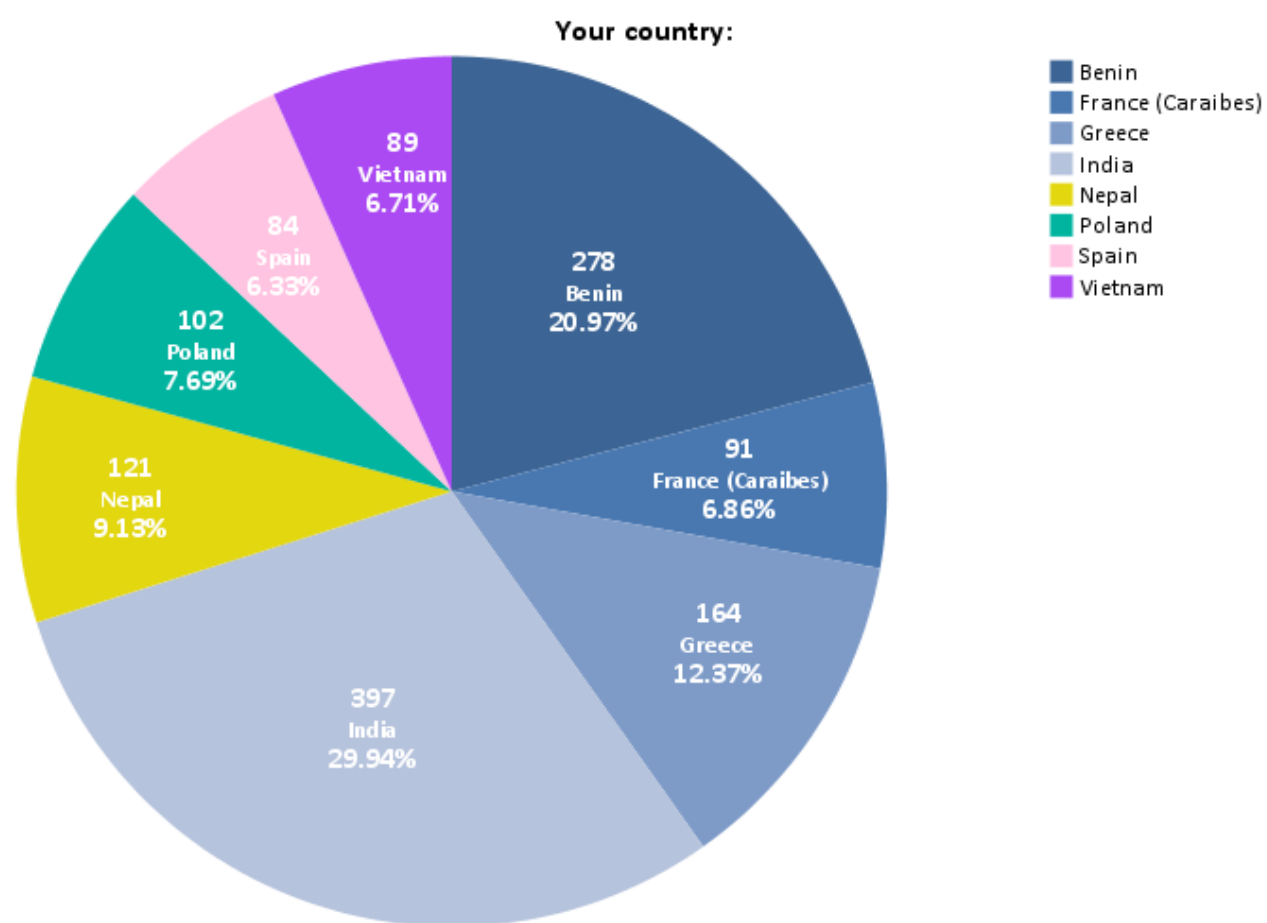


Country

When it comes to the participation per country, we did not get equal number of participants per country. There were oversampling from India (29,9%) and Benin (21%) and undersampling from Spain (6,3%), Vietnam (6,7%) and France (6,9%). The expected participation rate per country was 120 or 12,5% per country.

Your country:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Benin	278	21.0	21.0	21.0
	France (Caraibes)	91	6.9	6.9	27.8
	Greece	164	12.4	12.4	40.2
	India	397	29.9	29.9	70.1
	Nepal	121	9.1	9.1	79.3
	Poland	102	7.7	7.7	87.0
	Spain	84	6.3	6.3	93.3
	Vietnam	89	6.7	6.7	100.0
	Total	1326	100.0	100.0	

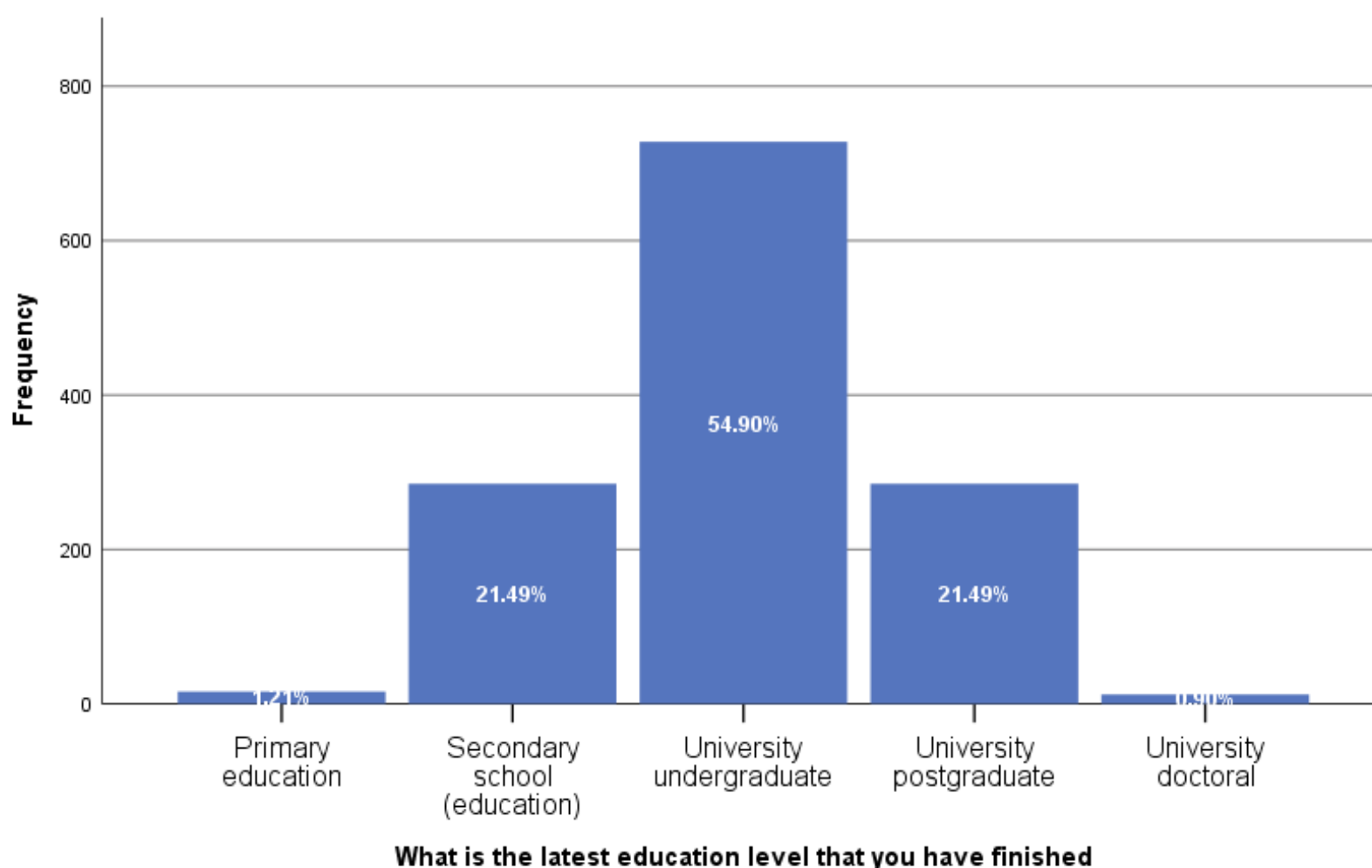


Education level

Most of respondents are well educated persons with university diploma or higher. Only 22,7% of respondents do not have university diploma (yet).

What is the latest education level that you have finished

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary education	16	1.2	1.2	1.2
	Secondary school (education)	285	21.5	21.5	22.7
	University undergraduate	728	54.9	54.9	77.6
	University postgraduate	285	21.5	21.5	99.1
	University doctoral	12	.9	.9	100.0
	Total	1326	100.0	100.0	

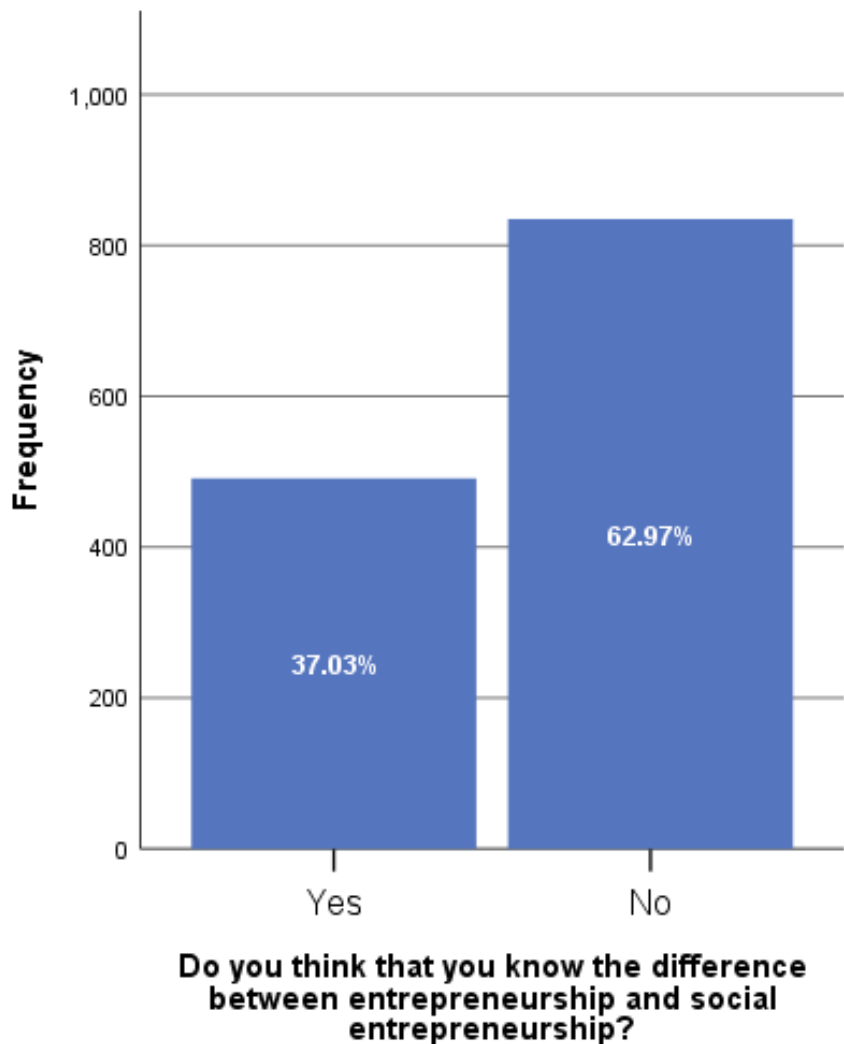


Understanding of social entrepreneurship

When we asked respondents do they think that they know the difference between entrepreneurship and social entrepreneurship, we got the results that shows that most of respondents (63%) claim that they do not know the difference.

Do you think that you know the difference between entrepreneurship and social entrepreneurship?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	491	37.0	37.0	37.0
	No	835	63.0	63.0	100.0
	Total	1326	100.0	100.0	

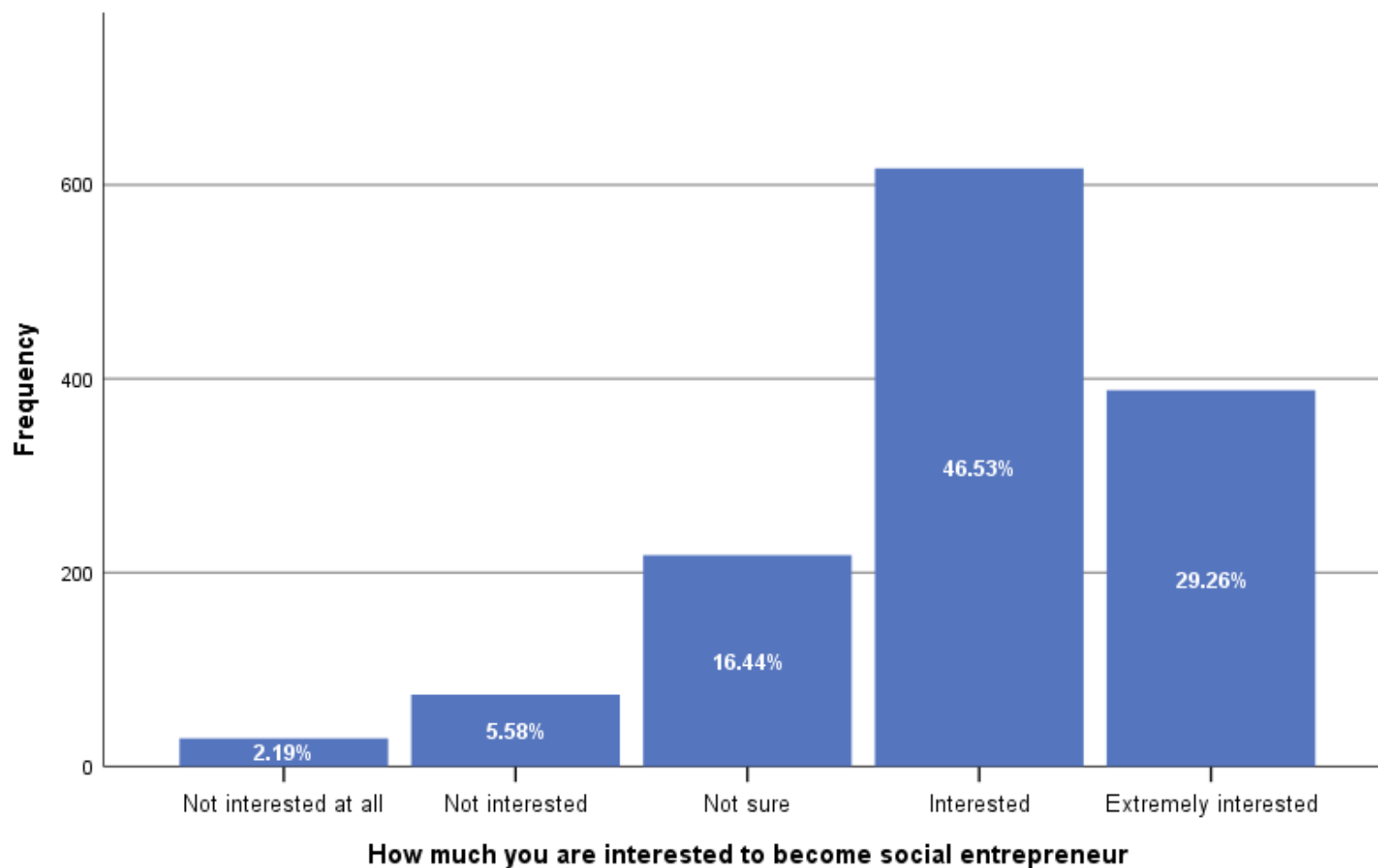


The level of interest for becoming of social entrepreneur

Out of 1326 respondents, only 103 or 7,8% claim that they are not interested in becoming social entrepreneur, and 16,4% are not sure or undecided about it. However, the most of the participants (3 out of 4), or 75,8% said that they are interested or extremely interested in becoming social entrepreneurship. Although we cannot say that the sample is representative for youngsters, still we can conclude that there are a huge interest in running social business among the youngsters who participated in survey.

How much you are interested to become social entrepreneur.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interested at all	29	2.2	2.2	2.2
	Not interested	74	5.6	5.6	7.8
	Not sure	218	16.4	16.4	24.2
	Interested	617	46.5	46.5	70.7
	Extremely interested	388	29.3	29.3	100.0
	Total	1326	100.0	100.0	



We can also create an interest scale ranging from 1 to 5 where 5 is theoretically absolute interest. Using that scale, we can conclude that interest score is also high, and is equal to 3,95 with standard deviation of 0,94.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
How much you are interested to become social entrepreneur.	1326	1	5	3.95	.936
Valid N (listwise)	1326				

Gender differences in interest for becoming social entrepreneur

In order to check whether this interest differ among gender, we conducted inferential statistical procedure – independent sample t-test between two means.

First, we found out that average interest of males (4,09) is higher than interest in females (3,83)

Group Statistics

	Your gender:		Mean	Std. Deviation	Std. Error Mean
	N				
much you are interested to become social entrepreneur.	638	male	4.09	.948	.038
	688	female	3.83	.907	.035

Conducted inferential statistical test confirms that this difference is significant at the level of 1%, so we can conclude that interest for becoming social entrepreneur is much higher in males than in females.

Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means						
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper

how much you are interested to become social entrepreneur.	Equal variances assumed	.058	.809	5.116	1324	.000	.261	.051	.161	.361
social entrepreneur.	Equal variances not assumed			5.108	1305.360	.000	.261	.051	.161	.361

Correlations between age and interest in becoming social entrepreneur

Also, we wanted to find out is there any correlations between the respondents' age and interest?

Conducted Pearson correlation shows that there is a light positive correlation significant on the level of 1%. So, we conclude that interest for becoming social entrepreneur increase as the age of young people increase.

Correlations

		Your age in years	how much you are interested to become social entrepreneur.
Your age in years	Pearson Correlation	1	.179**
	Sig. (2-tailed)		.000
	N	1326	1326
how much you are interested to become social entrepreneur.	Pearson Correlation	.179**	1
	Sig. (2-tailed)	.000	
	N	1326	1326

** . Correlation is significant at the 0.01 level (2-tailed).

Age group differences in interest for becoming social entrepreneur

We also wanted to check whether the age groups could differ in expressing their interest in becoming social entrepreneurs.

The table below, show descriptive statistics for interest differentiated by age group. So, we can see that the highest interest is found out among the oldest group of respondents (older than 35), and interest scale value is equal to 4,27. The youngsters (from 18 to 35) have lower score of 3,90 and almost the same score had a group of respondents younger than 18. Their score is 3,82.

Descriptives

how much you are interested to become social entrepreneur.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
younger than 18	11	3.82	.751	.226	3.31	4.32	2	5
from 18-35	1146	3.90	.923	.027	3.85	3.96	1	5
older than 35	169	4.27	.974	.075	4.12	4.42	1	5
Total	1326	3.95	.936	.026	3.90	4.00	1	5

Conducting the analysis of variance (ANOVA), we found out that described differences in interests is significant, at the level of 1%.

ANOVA

how much you are interested to become social entrepreneur.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.065	2	10.033	11.646	.000
Within Groups	1139.748	1323	.861		
Total	1159.814	1325			

However, ANOVA test showed us that there is a difference, but we still do not know among which group the difference is statistically significant. So, we had to run additional statistical test (post hoc Tukey HSD) in order to find out which age group differ from another.

Post Hoc Tests

The Tukey HSD test show that real statistical difference exist only between age group “older than 35” and age group of youngsters, while there is no statically significant difference in interest between respondents younger than 18 and youngsters, neither between youngster and older than 35.

Multiple Comparisons

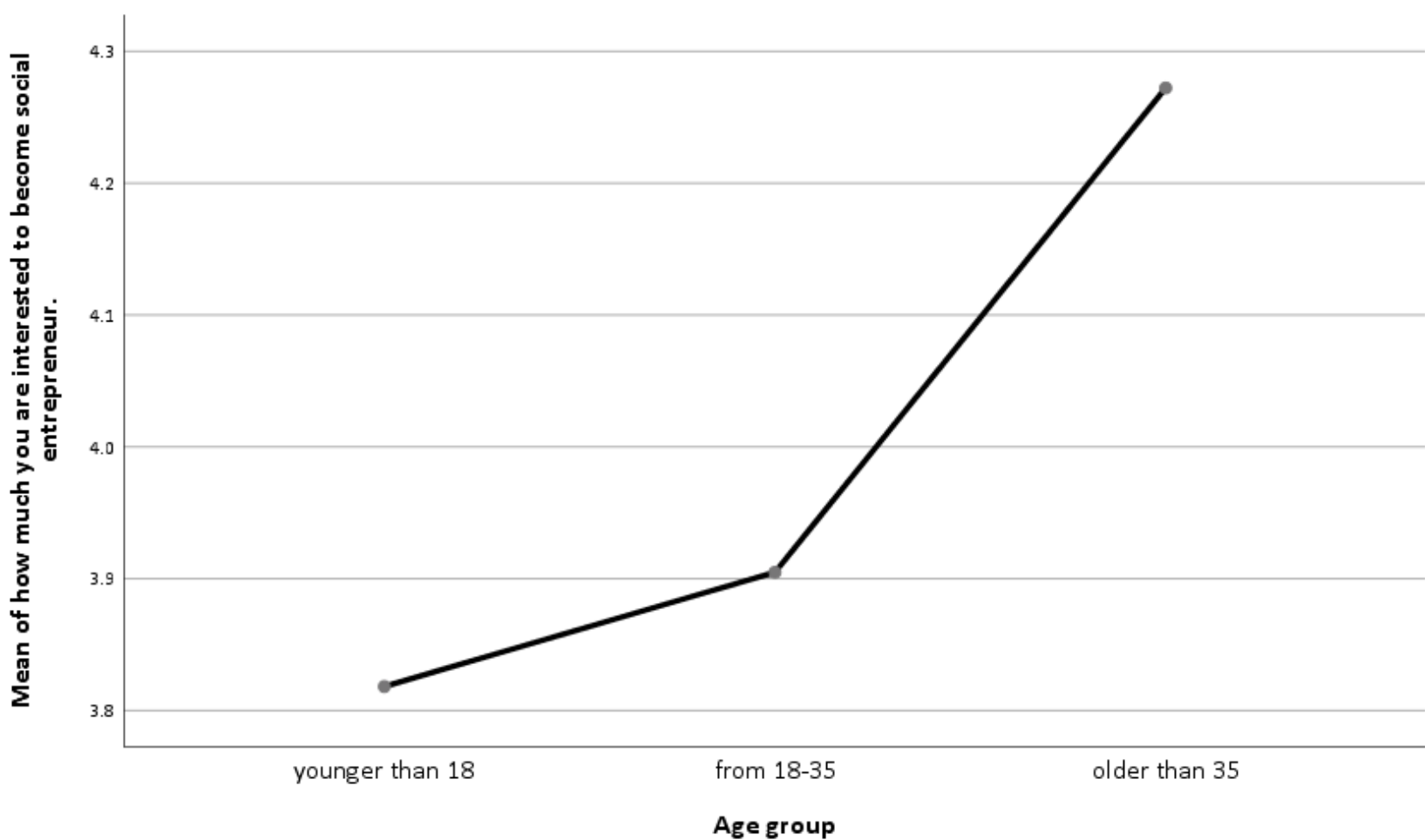
Dependent variable: how much you are interested to become social entrepreneur.

Tukey HSD

(I) Age group	(J) Age group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
younger than 18	from 18-35	-.087	.281	.949	-.75	.57
	older than 35	-.454	.289	.258	-1.13	.22
from 18-35	younger than 18	.087	.281	.949	-.57	.75
	older than 35	-.367*	.076	.000	-.55	-.19
older than 35	younger than 18	.454	.289	.258	-.22	1.13
	from 18-35	.367*	.076	.000	.19	.55

*. The mean difference is significant at the 0.05 level.

Means Plots



Country differences in interest for becoming social entrepreneur

When it comes to interest of becoming social entrepreneur by country, the results shows that the highest interest is found in Benin with the average score of interest of 4,65. From the other side, the lowest interest is found in Greece with the mean score of 3,29.

Descriptives

much you are interested to become social entrepreneur.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Benin	278	4.65	.609	.037	4.58	4.73	1	5
France (Caraibes)	91	3.57	1.156	.121	3.33	3.81	1	5

Greece	164	3.29	1.044	.081	3.13	3.45	1	5
India	397	3.94	.701	.035	3.88	4.01	1	5
Nepal	121	4.10	.757	.069	3.96	4.24	1	5
Poland	102	3.36	1.051	.104	3.16	3.57	1	5
Spain	84	4.01	.871	.095	3.82	4.20	1	5
Vietnam	89	3.81	.810	.086	3.64	3.98	1	5
Total	1326	3.95	.936	.026	3.90	4.00	1	5

When we conducted analysis of variance, we found out that the differences between the countries are real, or statically significant on the level of 1%.

ANOVA

how much you are interested to become social entrepreneur.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	263.238	7	37.605	55.282	.000
Within Groups	896.575	1318	.680		
Total	1159.814	1325			

Additional explanations of differences between the countries is more in depth explained by post-hoc test that we conducted. So, the results shows that interest in Benin is higher than in all the other countries.

The results for the other countries is shown in the table and graph below.

Multiple Comparisons

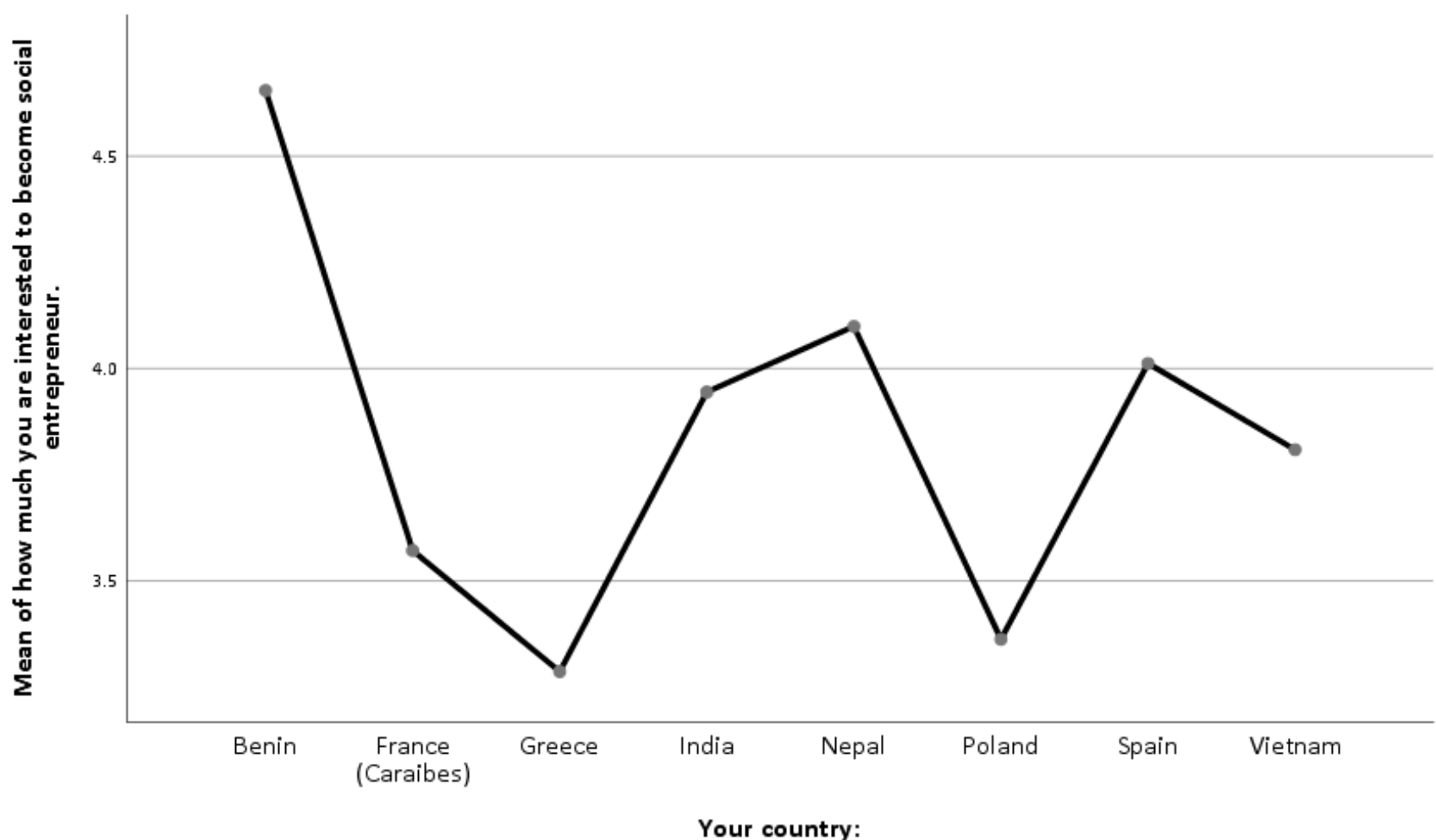
Dependent Variable: how much you are interested to become social entrepreneur.

Tukey HSD

(I) Your country:	(J) Your country:	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Benin	France (Caraibes)	1.083*	.100	.000	.78	1.39
	Greece	1.368*	.081	.000	1.12	1.61
	India	.710*	.065	.000	.51	.91
	Nepal	.556*	.090	.000	.28	.83
	Poland	1.292*	.095	.000	1.00	1.58
	Spain	.643*	.103	.000	.33	.95
	Vietnam	.846*	.100	.000	.54	1.15
France (Caraibes)	Benin	-1.083*	.100	.000	-1.39	-.78
	Greece	.285	.108	.142	-.04	.61
	India	-.373*	.096	.003	-.66	-.08
	Nepal	-.528*	.114	.000	-.88	-.18
	Poland	.209	.119	.651	-.15	.57
	Spain	-.440*	.125	.010	-.82	-.06
	Vietnam	-.238	.123	.529	-.61	.14
Greece	Benin	-1.368*	.081	.000	-1.61	-1.12
	France (Caraibes)	-.285	.108	.142	-.61	.04
	India	-.658*	.077	.000	-.89	-.43
	Nepal	-.813*	.099	.000	-1.11	-.51
	Poland	-.076	.104	.996	-.39	.24
	Spain	-.725*	.111	.000	-1.06	-.39
	Vietnam	-.522*	.109	.000	-.85	-.19
India	Benin	-.710*	.065	.000	-.91	-.51
	France (Caraibes)	.373*	.096	.003	.08	.66
	Greece	.658*	.077	.000	.43	.89
	Nepal	-.155	.086	.617	-.41	.11
	Poland	.582*	.092	.000	.30	.86
	Spain	-.067	.099	.998	-.37	.23
	Vietnam	.136	.097	.857	-.16	.43
Nepal	Benin	-.556*	.090	.000	-.83	-.28
	France (Caraibes)	.528*	.114	.000	.18	.88
	Greece	.813*	.099	.000	.51	1.11
	India	.155	.086	.617	-.11	.41

	Poland	.736*	.111	.000	.40	1.07
	Spain	.087	.117	.996	-.27	.44
	Vietnam	.290	.115	.188	-.06	.64
Poland	Benin	-1.292*	.095	.000	-1.58	-1.00
	France (Caraibes)	-.209	.119	.651	-.57	.15
	Greece	.076	.104	.996	-.24	.39
	India	-.582*	.092	.000	-.86	-.30
	Nepal	-.736*	.111	.000	-1.07	-.40
	Spain	-.649*	.122	.000	-1.02	-.28
	Vietnam	-.446*	.120	.005	-.81	-.08
Spain	Benin	-.643*	.103	.000	-.95	-.33
	France (Caraibes)	.440*	.125	.010	.06	.82
	Greece	.725*	.111	.000	.39	1.06
	India	.067	.099	.998	-.23	.37
	Nepal	-.087	.117	.996	-.44	.27
	Poland	.649*	.122	.000	.28	1.02
	Vietnam	.203	.125	.740	-.18	.58
Vietnam	Benin	-.846*	.100	.000	-1.15	-.54
	France (Caraibes)	.238	.123	.529	-.14	.61
	Greece	.522*	.109	.000	.19	.85
	India	-.136	.097	.857	-.43	.16
	Nepal	-.290	.115	.188	-.64	.06
	Poland	.446*	.120	.005	.08	.81
	Spain	-.203	.125	.740	-.58	.18

*. The mean difference is significant at the 0.05 level.



Education level differences in interest for becoming social entrepreneur

We were also interested in analysing the interest of becoming social entrepreneur depending of the education level of respondent.

The table below shows that interest is higher as the education level of respondent is higher.

Descriptives

how much you are interested to become social entrepreneur.

N	Mean	Std. Deviation	Std. Error	95% Confidence Interval	
				for Mean	Minimum Maximum

					Lower Bound	Upper Bound		
Primary education	16	3.81	.834	.209	3.37	4.26	2	5
Secondary school (education)	285	3.74	.968	.057	3.63	3.86	1	5
University undergraduate	728	3.98	.894	.033	3.91	4.04	1	5
University postgraduate	285	4.09	.987	.058	3.97	4.20	1	5
University doctoral	12	4.33	.651	.188	3.92	4.75	3	5
Total	1326	3.95	.936	.026	3.90	4.00	1	5

These differences are also statistically significant, so we can be sure that the education level plays important role in the level of interest of becoming social entrepreneur. Additional and more in depth analysis and data are provided in ANOVA and post-hoc test tables and graph below.

ANOVA

how much you are interested to become social entrepreneur.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.046	4	5.011	5.808	.000
Within Groups	1139.768	1321	.863		
Total	1159.814	1325			

Post Hoc Tests

Multiple Comparisons

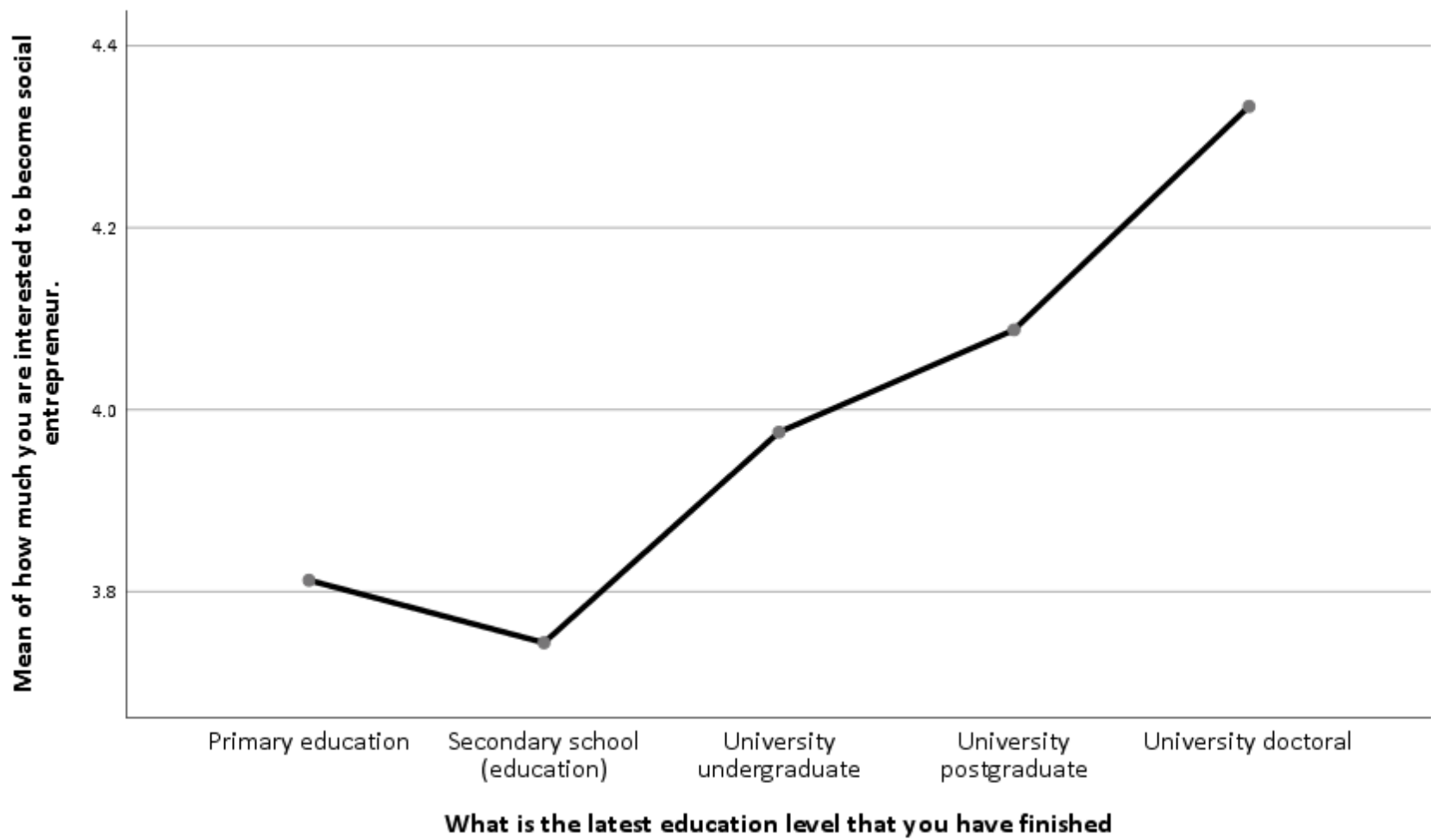
Dependent Variable: how much you are interested to become social entrepreneur.

Tukey HSD

(I) What is the latest education level that you have finished	(J) What is the latest education level that you have finished	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Primary education	Secondary school (education)	.069	.239	.999	-.58	.72
	University undergraduate	-.163	.235	.958	-.80	.48
	University postgraduate	-.275	.239	.778	-.93	.38
	University doctoral	-.521	.355	.583	-1.49	.45
Secondary school (education)	Primary education	-.069	.239	.999	-.72	.58
	University undergraduate	-.231*	.065	.003	-.41	-.05
	University postgraduate	-.344*	.078	.000	-.56	-.13
	University doctoral	-.589	.274	.198	-1.34	.16
University undergraduate	Primary education	.163	.235	.958	-.48	.80
	Secondary school (education)	.231*	.065	.003	.05	.41
	University postgraduate	-.112	.065	.414	-.29	.06
	University doctoral	-.358	.270	.676	-1.10	.38
University postgraduate	Primary education	.275	.239	.778	-.38	.93
	Secondary school (education)	.344*	.078	.000	.13	.56
	University undergraduate	.112	.065	.414	-.06	.29
	University doctoral	-.246	.274	.898	-.99	.50
University doctoral	Primary education	.521	.355	.583	-.45	1.49
	Secondary school (education)	.589	.274	.198	-.16	1.34
	University undergraduate	.358	.270	.676	-.38	1.10
	University postgraduate	.246	.274	.898	-.50	.99

*. The mean difference is significant at the 0.05 level.

Means Plots



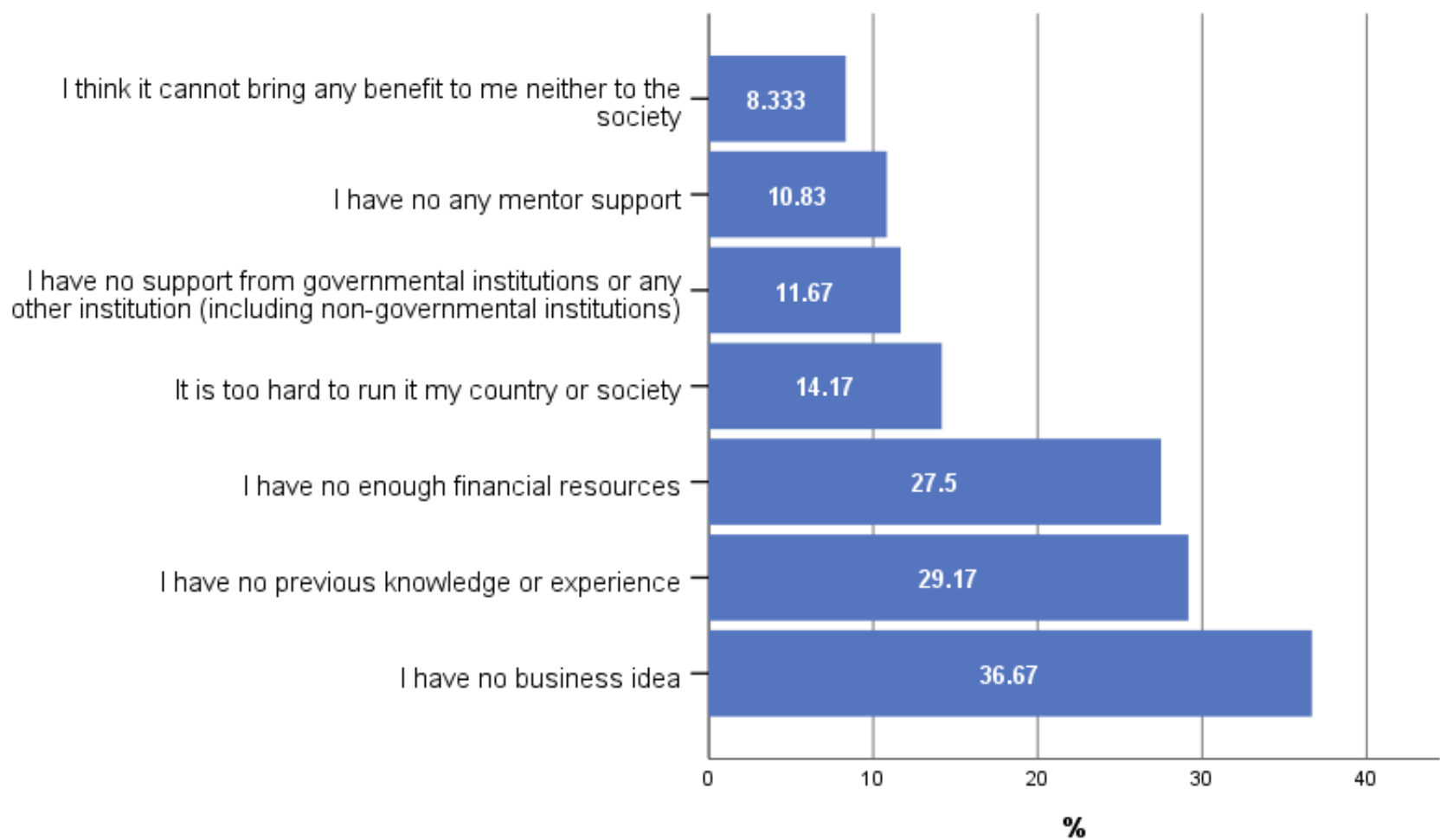
Reasons for not being interested in running social business?

However, there were some respondents who were not interested in starting up their social business. The reasons are different, but mostly they are connected with having no business idea (36,7% of cases), lacking of previous knowledge or experience (29,2%) or not having enough financial resources (27,5%).

Such information provided us a valuable input about the needs of youngsters but also helped us to determine in which direction the educational programmes should go, or what elements this programme must consist.

More in depth data and findings that are related to this question, is provided in the table and graph below:

What are the main reasons for not being interested in running social business?	f	%
I have no business idea	44	36.7%
I have no enough financial resources	33	27.5%
I have no previous knowledge or experience	35	29.2%
I have no support from governmental institutions or any other institution (including non-governmental institutions)	14	11.7%
I have no any mentor support	13	10.8%
I think it cannot bring any benefit to me neither to the society	10	8.3%
It is too hard to run it my country or society	17	14.2%



What are the main reasons for not being interested in running social business?

Needed support for starting social business

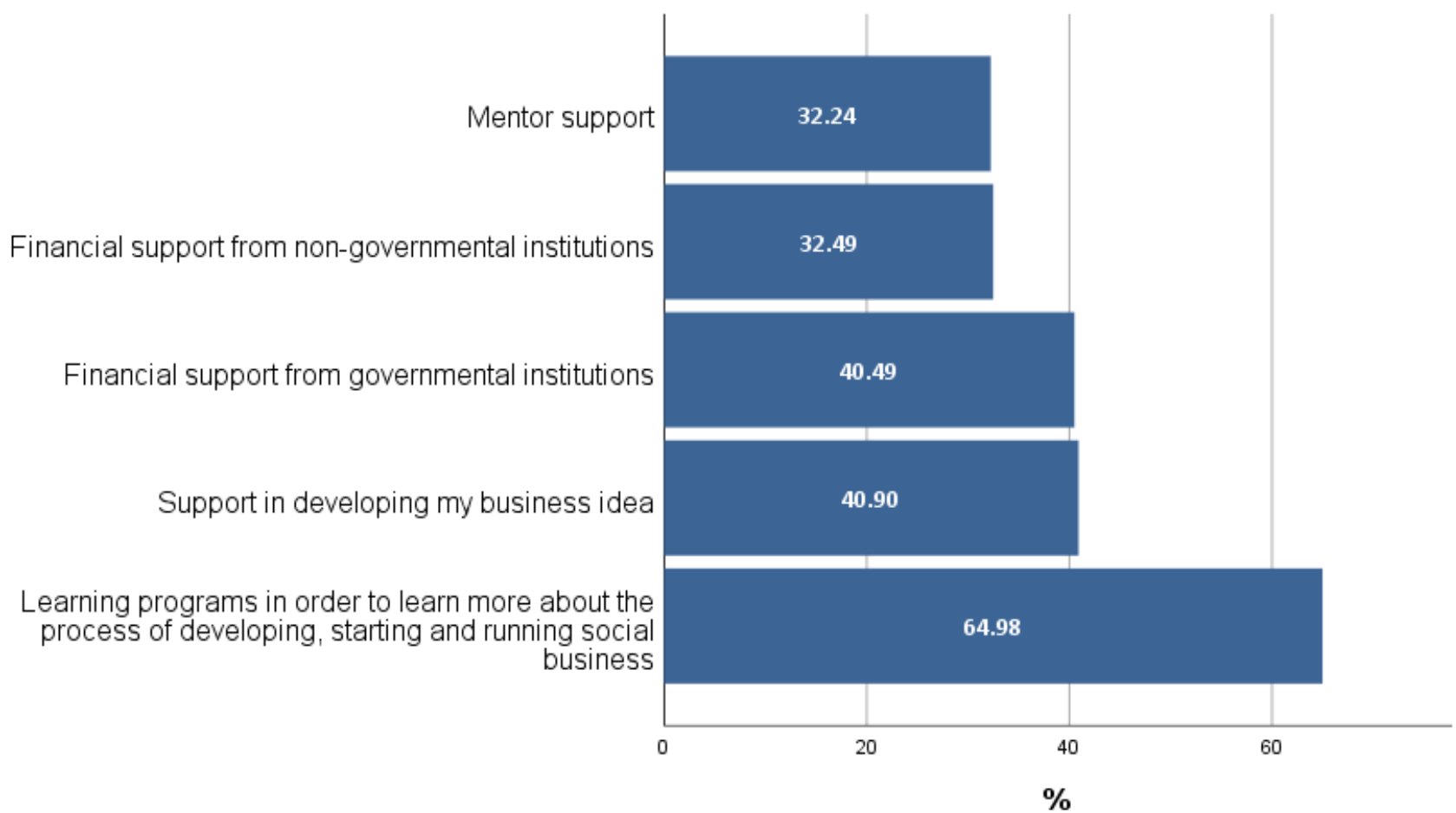
What is the real need or kind support that is needed for youngsters? Answer to this question is presented in the table below, where we can see that the most dominant answer is learning programs in order to learn more about the process of developing, starting and running social business. 65% out of all respondents took this option as their choice. Also, very needed is support in developing business idea (40,9%) and financial support from governmental institutions (40,5%).

Such kind of findings lead us to conclusion that for the youngsters are mostly needed some educational programmes. This finding is also supporting our project idea about the needs for building up some educational programmes for youngsters.

More in depth data about this question is provided in the table and graph below:

What kind of support you need in order to start your social business

	Yes	
	f	%
Financial support from governmental institutions	496	40.5%
Financial support from non-governmental institutions	398	32.5%
Support in developing my business idea	501	40.9%
Mentor support	395	32.2%
Learning programs in order to learn more about the process of developing, starting and running social business	796	65.0%



What kind of support you need in order to start your social business...

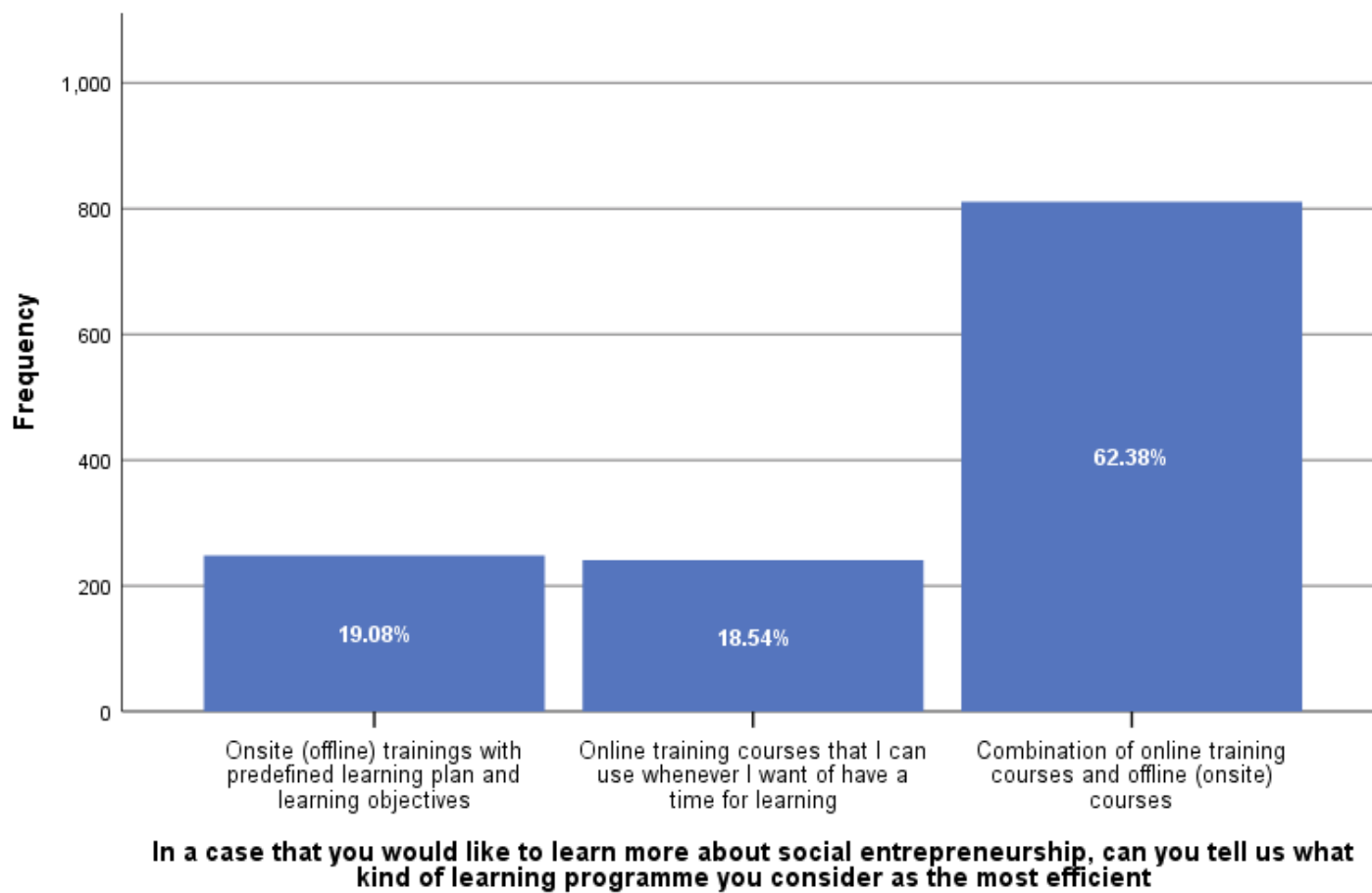
Learning programme types as support for social business

Those respondents who said that they need some educational or learning programmes, were asked to choose what kind of learning programme they consider as the most efficient.

The gathered and analysed data shows that in 61,2% cases Combination of online and offline learning activities is considered from respondents side as most efficient. More in depth data for this question is provided in the table and graph below.

what kind of learning programme you consider as the most efficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Onsite (offline) trainings with predefined learning plan and learning objectives	248	18.7	19.1	19.1
	Online training courses that I can use whenever I want of have a time for learning	241	18.2	18.5	37.6
	Combination of online training courses and offline (onsite) courses	811	61.2	62.4	100.0
	Total	1300	98.0	100.0	
Missing	System	26	2.0		
Total		1326	100.0		



Gender differences on learning programme type

When it comes to the gender differences about the most efficient learning programme, we find out that there is no such statistically significant difference, which means that both genders agree that combination of online and offline learning programmes is most efficient learning programme.

More in depth data are provided on the crosstabulation and chi-square table below.

*Your gender: * what kind of learning programme you consider as the most efficient Crosstabulation*

		what kind of learning programme you consider as the most efficient				
		Onsite (offline) trainings with predefined learning plan and learning objectives	Online training courses that I can use whenever I want of have a time for learning	Combination of online training courses and offline (onsite) courses	Total	
Your gender:	male	Count	126	108	389	623
		% within Your gender:	20.2%	17.3%	62.4%	100.0%
	female	Count	122	133	422	677
		% within Your gender:	18.0%	19.6%	62.3%	100.0%
Total		Count	248	241	811	1300
		% within Your gender:	19.1%	18.5%	62.4%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.761 ^a	2	.415
Likelihood Ratio	1.762	2	.414
Linear-by-Linear Association	.228	1	.633
N of Valid Cases	1300		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 115,49.

Age group differences on learning programme type

Also, we wanted to check are there any difference in the answers on this question depending on the age of respondent. The analysed data and conducted nonparametric statistical test of chi-square showed us that there is no difference, son the null-hypothesis is accepted. In practice, it means that the answers will remain the same, no matter of age of respondent.

More in depth data are shown on the tables below:

*Age group * what kind of learning programme you consider as the most efficient Crosstabulation*

		what kind of learning programme you consider as the most efficient			
		Onsite (offline) trainings with predefined learning plan and learning objectives	Online training courses that I can use whenever I want of have a time for learning	Combination of online training courses and offline (onsite) courses	Total
Age group	younger than 18	Count	0	1	11
		% within Age group	0.0%	9.1%	100.0%
	from 18-35	Count	219	206	1124
		% within Age group	19.5%	18.3%	100.0%
	older than 35	Count	29	34	165
		% within Age group	17.6%	20.6%	100.0%
Total		Count	248	241	1300
		% within Age group	19.1%	18.5%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.778 ^a	4	.311
Likelihood Ratio	6.812	4	.146
Linear-by-Linear Association	.012	1	.911
N of Valid Cases	1300		

a. 2 cells (22,2%) have expected count less than 5. The minimum expected count is 2,04.

Interests in the topics for learning about social entrepreneurship

Those respondents who said that they are interested in becoming social entrepreneur and who would like to use learning programmes for such topic, were asked to answer how much are they interested in the several topics, which are related to the social entrepreneurship.

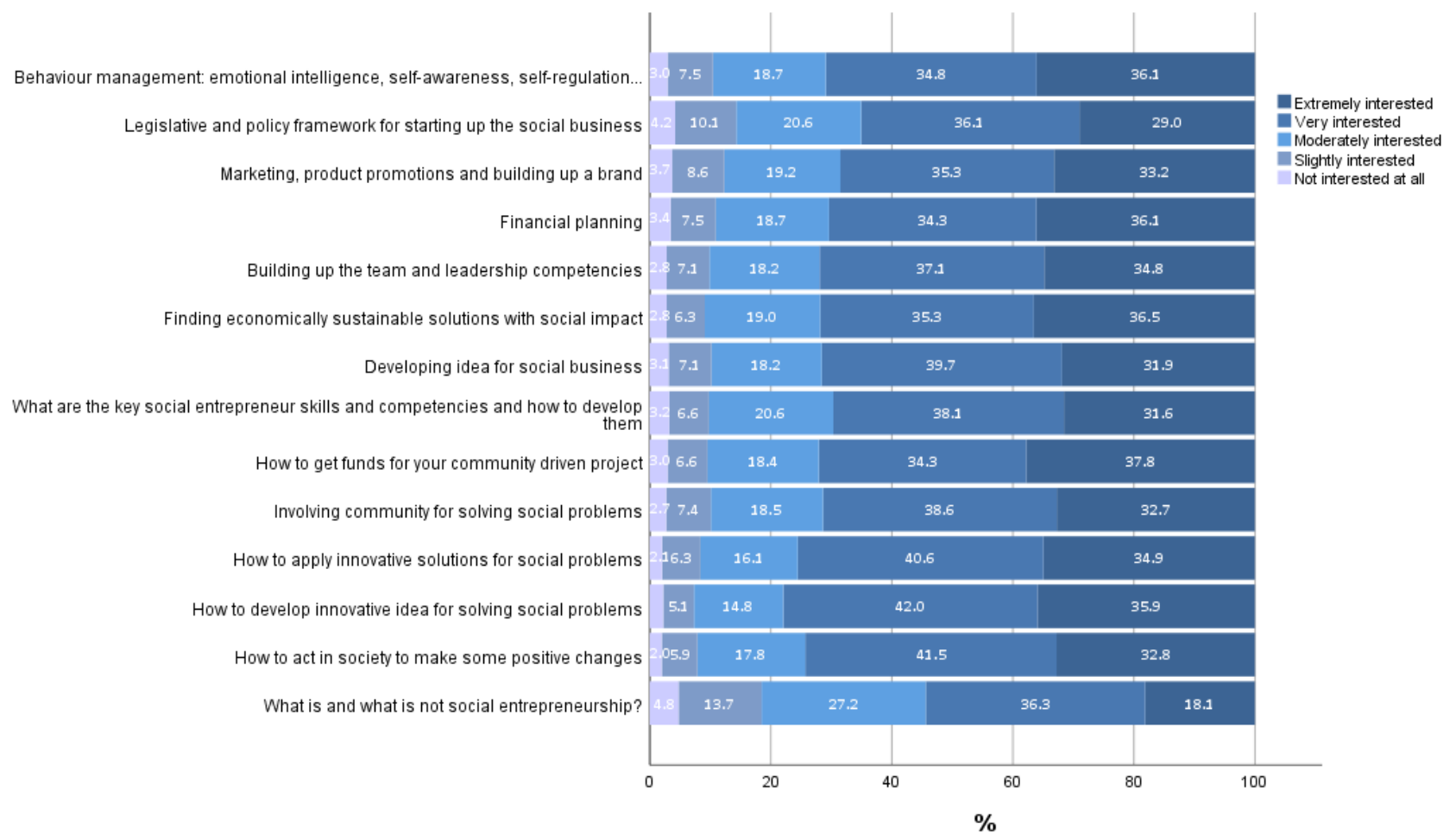
The table below, shows the frequencies and percentages for each of the offered topic.

How much will you need or will be interested in the following topics

	Not interested at all		Slightly interested		Moderately interested		Very interested		Extremely interested	
	f	%	f	%	f	%	f	%	f	%
What is and what is not social entrepreneurship?	58	4.8%	167	13.7%	331	27.2%	442	36.3%	221	18.1%
How to act in society to make some positive changes	24	2.0%	72	5.9%	217	17.8%	506	41.5%	399	32.8%
How to develop innovative idea for solving social problems	27	2.2%	62	5.1%	180	14.8%	512	42.0%	438	35.9%
How to apply innovative solutions for social problems	25	2.1%	77	6.3%	196	16.1%	495	40.6%	426	34.9%
Involving community for solving social problems	33	2.7%	90	7.4%	226	18.5%	471	38.6%	399	32.7%
How to get funds for your community driven project	36	3.0%	80	6.6%	224	18.4%	417	34.3%	460	37.8%
What are the key social entrepreneur skills and competencies and how to develop them	39	3.2%	80	6.6%	251	20.6%	464	38.1%	385	31.6%
Developing idea for social business	38	3.1%	86	7.1%	222	18.2%	484	39.7%	388	31.9%
Finding economically sustainable solutions with social impact	34	2.8%	77	6.3%	232	19.0%	430	35.3%	445	36.5%
Building up the team and leadership competencies	34	2.8%	86	7.1%	222	18.2%	452	37.1%	424	34.8%
Financial planning	42	3.4%	91	7.5%	228	18.7%	418	34.3%	440	36.1%
Marketing, product promotions and building up a brand	45	3.7%	105	8.6%	234	19.2%	430	35.3%	404	33.2%
Legislative and policy framework for starting up the social business	51	4.2%	123	10.1%	251	20.6%	439	36.1%	353	29.0%

Behaviour management: emotional intelligence, self- awareness, self-regulation, relationship management – a characteristics that can help to improve your managerial skills	36	3.0%	91	7.5%	227	18.7%	424	34.8%	439	36.1%
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Also, the percentages of responses for each of the topic is shown on the graph below:



How much will you need or will be interested in the following topics

In order to have more clear image about the real scope of interest, we converted the ordinal scale (frequencies) of responses to the interval scale, which theoretically may vary from 1 to 5, where 1 means no interest at all, and 5 means extremely interest or interest at all. So, the rank middle of this scale is 2,5, which means that all the scores that are below of 2,5 represent the lack of interest and the scores higher than 2,5 represent the interest.

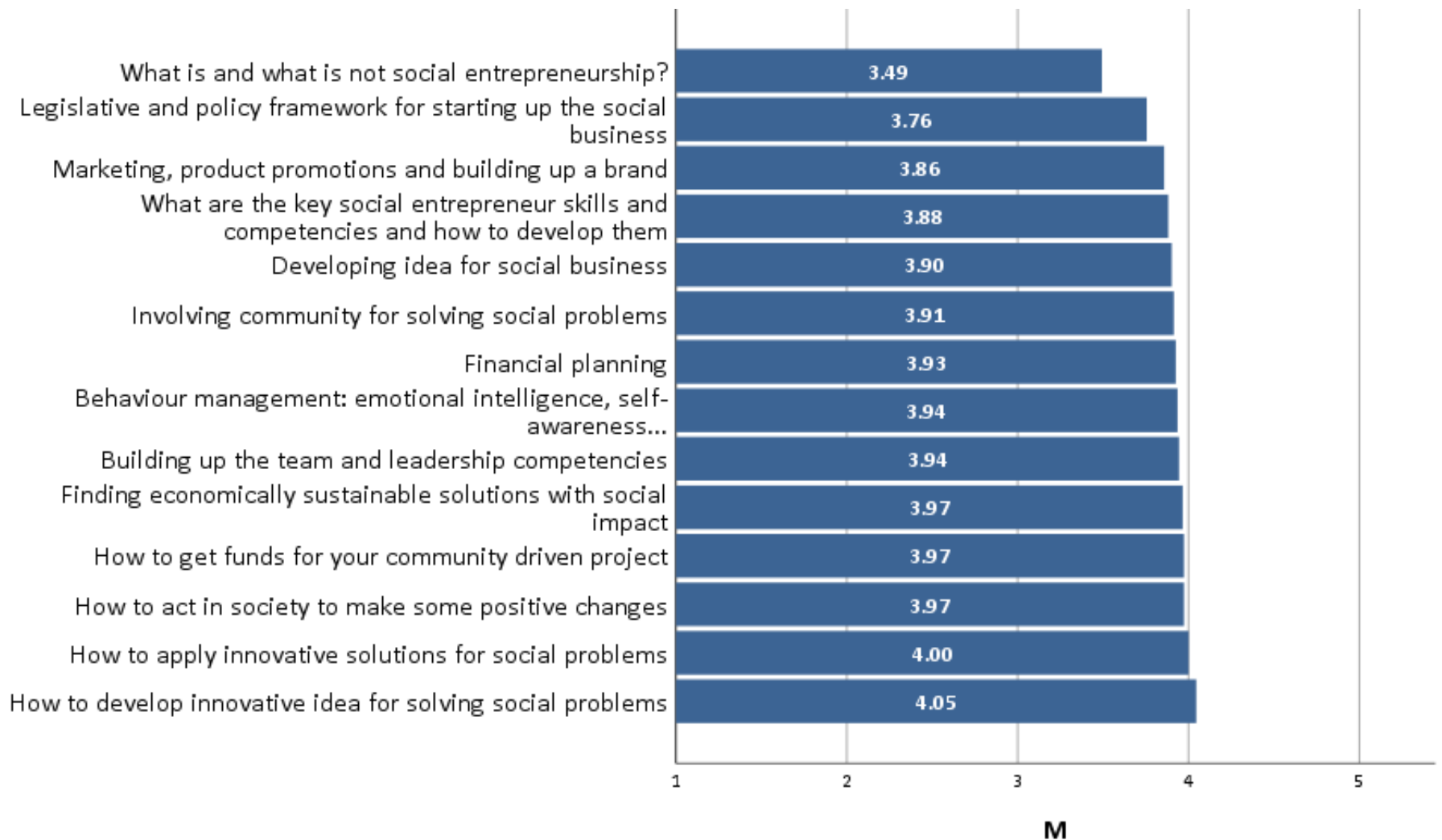
The table and graph bellows shows that there is no topic in which the respondents in average are not interested in. We found out the there are really high interest in each of the topic. The lowest interest (but still very high interest) we found is what is and what is not social entrepreneurship whit the mean score of 3,49. The highest interest we found out in the topic “How to develop innovative idea for solving social problems” with the mean score of 4,05.

More in depth analysis for this question is shown in the table and graph below:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
What is and what is not social entrepreneurship?	1219	1	5	3.49	1.083
Legislative and policy framework for starting up the social business	1217	1	5	3.76	1.104
Marketing, product promotions and building up a brand	1218	1	5	3.86	1.087
What are the key social entrepreneur skills and competencies and how to develop them	1219	1	5	3.88	1.029
Developing idea for social business	1218	1	5	3.90	1.027
Involving community for solving social problems	1219	1	5	3.91	1.022
Financial planning	1219	1	5	3.92	1.073
Behaviour management: emotional intelligence, self-awareness, self-regulation, relationship management – a characteristics that can help to improve your managerial skills	1217	1	5	3.94	1.053
Building up the team and leadership competencies	1218	1	5	3.94	1.030

Finding economically sustainable solutions with social impact	1218	1	5	3.96	1.029
How to act in society to make some positive changes	1218	1	5	3.97	.959
How to get funds for your community driven project	1217	1	5	3.97	1.045
How to apply innovative solutions for social problems	1219	1	5	4.00	.974
How to develop innovative idea for solving social problems	1219	1	5	4.04	.953
Valid N (listwise)	1216				



Gender differences on interests on topics for learning on social entrepreneurship

Since that we previously found out that there are in general higher interest in becoming social entrepreneur among males, we decided to check is there any gender differences in the interest for the topics. So, we differentiate the means scores by the gender, and the table below shows the results.

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
What is and what is not social entrepreneurship?	1219	3.49	1.083	.031	3.43	3.55	1	5
male	589	3.68	1.094	.045	3.60	3.77	1	5
female	630	3.31	1.043	.042	3.23	3.40	1	5
How to act in society to make some positive changes	1218	3.97	.959	.027	3.92	4.03	1	5
male	588	4.09	.958	.039	4.01	4.17	1	5
female	630	3.86	.948	.038	3.79	3.94	1	5
How to develop innovative idea for solving social problems	1219	4.04	.953	.027	3.99	4.10	1	5
male	589	4.17	.943	.039	4.09	4.25	1	5
female	630	3.93	.948	.038	3.85	4.00	1	5
How to apply innovative solutions for social problems	1219	4.00	.974	.028	3.95	4.06	1	5
male	589	4.12	.974	.040	4.04	4.19	1	5
female	630	3.89	.962	.038	3.82	3.97	1	5
male	588	4.03	1.007	.042	3.95	4.12	1	5
female	631	3.80	1.024	.041	3.72	3.88	1	5

Involving community for solving social problems	Total	1219	3.91	1.022	.029	3.86	3.97	1	5
How to get funds for your community driven project	male	588	4.08	1.040	.043	3.99	4.16	1	5
	female	629	3.88	1.041	.042	3.79	3.96	1	5
	Total	1217	3.97	1.045	.030	3.91	4.03	1	5
What are the key social skills and competencies and how to develop them	male	588	4.04	1.000	.041	3.96	4.12	1	5
	female	631	3.74	1.035	.041	3.65	3.82	1	5
	Total	1219	3.88	1.029	.029	3.82	3.94	1	5
Developing idea for social business	male	588	4.07	.992	.041	3.99	4.15	1	5
	female	630	3.75	1.036	.041	3.66	3.83	1	5
	Total	1218	3.90	1.027	.029	3.84	3.96	1	5
Finding economically sustainable solutions with social impact	male	588	4.11	.981	.040	4.03	4.18	1	5
	female	630	3.83	1.056	.042	3.75	3.92	1	5
	Total	1218	3.96	1.029	.029	3.91	4.02	1	5
Building up the team and leadership competencies	male	588	4.07	1.038	.043	3.99	4.16	1	5
	female	630	3.82	1.008	.040	3.74	3.90	1	5
	Total	1218	3.94	1.030	.030	3.88	4.00	1	5
Financial planning	male	589	4.07	1.033	.043	3.99	4.16	1	5
	female	630	3.78	1.091	.043	3.69	3.86	1	5
	Total	1219	3.92	1.073	.031	3.86	3.98	1	5
Marketing, product promotions and building up a brand	male	588	4.00	1.071	.044	3.91	4.09	1	5
	female	630	3.72	1.085	.043	3.64	3.81	1	5
	Total	1218	3.86	1.087	.031	3.80	3.92	1	5
Legislative and policy framework for starting up the social business	male	587	3.89	1.095	.045	3.80	3.98	1	5
	female	630	3.63	1.099	.044	3.55	3.72	1	5
	Total	1217	3.76	1.104	.032	3.69	3.82	1	5
Behaviour management: emotional intelligence, self-awareness, self-regulation, relationship management – a characteristics that can help to improve your managerial skills	male	587	4.05	1.015	.042	3.97	4.14	1	5
	female	630	3.83	1.076	.043	3.74	3.91	1	5
	Total	1217	3.94	1.053	.030	3.88	4.00	1	5

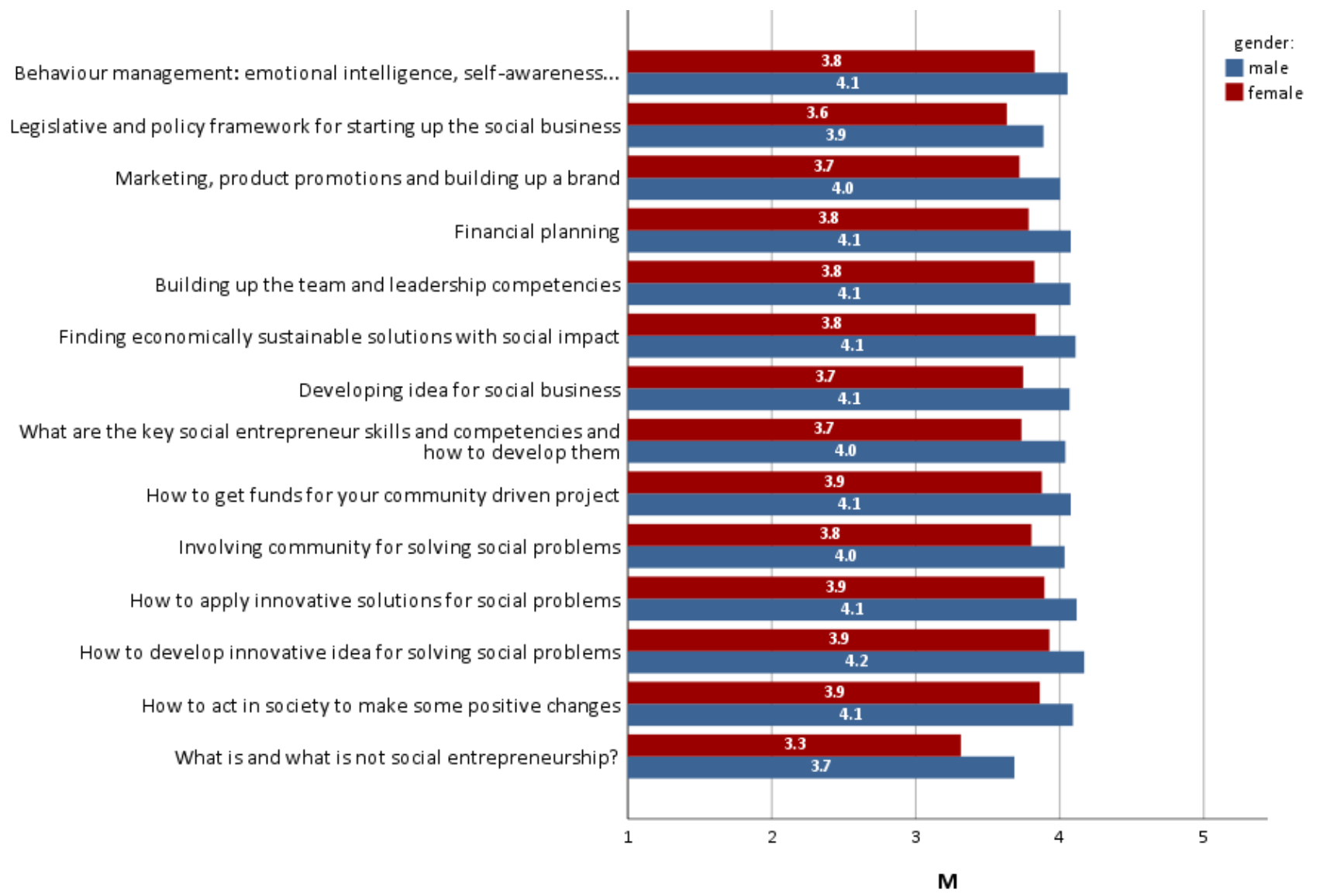
Analysis of variance as inferential parametric statistical test shows that there are statistically significant interest in the each of the topic between males and females.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
What is and what is not social entrepreneurship?	Between Groups	41.656	1	41.656	36.550	.000
	Within Groups	1387.035	1217	1.140		
	Total	1428.691	1218			
How to act in society to make some positive changes	Between Groups	15.842	1	15.842	17.462	.000
	Within Groups	1103.209	1216	.907		
	Total	1119.051	1217			
How to develop innovative idea for solving social problems	Between Groups	18.180	1	18.180	20.326	.000
	Within Groups	1088.516	1217	.894		
	Total	1106.696	1218			
How to apply innovative solutions for social problems	Between Groups	14.975	1	14.975	15.986	.000
	Within Groups	1140.024	1217	.937		
	Total	1154.999	1218			

Involving community for solving social problems	Between Groups	16.623	1	16.623	16.105	.000
	Within Groups	1256.160	1217	1.032		
	Total	1272.783	1218			
How to get funds for your community driven project	Between Groups	12.430	1	12.430	11.487	.001
	Within Groups	1314.729	1215	1.082		
	Total	1327.159	1216			
What are the key social entrepreneur skills and competencies and how to develop them	Between Groups	28.402	1	28.402	27.394	.000
	Within Groups	1261.822	1217	1.037		
	Total	1290.225	1218			
Developing idea for social business	Between Groups	31.533	1	31.533	30.611	.000
	Within Groups	1252.644	1216	1.030		
	Total	1284.177	1217			
Finding economically sustainable solutions with social impact	Between Groups	22.519	1	22.519	21.614	.000
	Within Groups	1266.963	1216	1.042		
	Total	1289.482	1217			
Building up the team and leadership competencies	Between Groups	19.372	1	19.372	18.514	.000
	Within Groups	1272.371	1216	1.046		
	Total	1291.744	1217			
Financial planning	Between Groups	26.247	1	26.247	23.211	.000
	Within Groups	1376.193	1217	1.131		
	Total	1402.440	1218			
Marketing, product promotions and building up a brand	Between Groups	24.026	1	24.026	20.664	.000
	Within Groups	1413.830	1216	1.163		
	Total	1437.856	1217			
Legislative and policy framework for starting up the social business	Between Groups	19.640	1	19.640	16.312	.000
	Within Groups	1462.879	1215	1.204		
	Total	1482.519	1216			
Behaviour management: emotional intelligence, self-awareness, self-regulation, relationship management – a characteristics that can help to improve your managerial skills	Between Groups	15.952	1	15.952	14.539	.000
	Within Groups	1333.049	1215	1.097		
	Total	1349.001	1216			

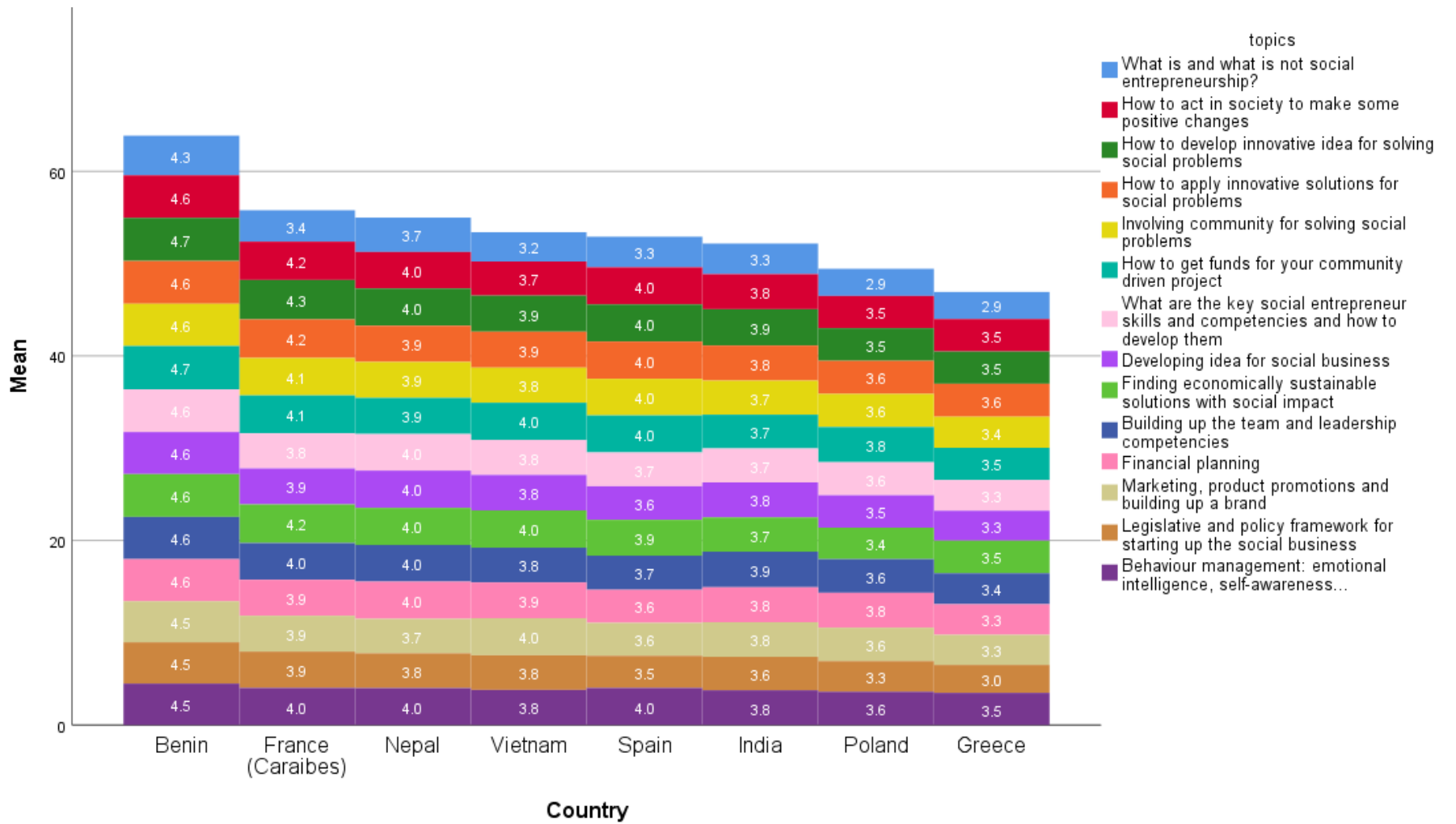
So, the males are again more interested in each of the topic than the females. The real difference can be seen on the graph below:



Country differences on interests on topics for learning on social entrepreneurship

When we analyse the data by the country, we got the results which shows that in general respondents in Benin are the most interested in the topics, while on the other side, the lowest, but still high, interest in the topics is found out in Greece.

More clear differences can be seen on the graph below:



Appendixes

Survey about needs and interest of young people about social entrepreneurship

Dear, here we will ask you several questions related to the educational programme that should support young people in several world countries to learn more or to start up their own social business.

This survey is made by Solidarity Tracks organization from Greece in cooperation with 8 partners from (India, France, Poland, Spain, Benin, Nepal & Vietnam) to use it for Capacity building project in the field of youth untitled " Join the club - go for your future!" under Erasmus plus programme. The results will help us to create a useful tool for young people who want to improve their skills and to get involved in social entrepreneurship field.

The answers that you provide us here, will help us in developing such learning programmes, so we kindly ask you to answer on them honestly, as the collected answers will be main resource in choosing and developing various educational concepts and programmes. This survey is anonymous, so your personal data will not be collected neither analysed.

Answering this survey will take you around five minutes

1. Gender
 - a. Male
 - b. Female

2. Age: _____ in years

3. Country:
 - Benin
 - France (Caribes)
 - Greece
 - India
 - Nepal
 - Poland
 - Spain
 - Vietnam

4. What is the latest education level that you have finished:
 - a. Primary education
 - b. Secondary school (education)
 - c. University undergraduate
 - d. University postgraduate
 - e. University doctoral

5. Do you think that you know the difference between entrepreneurship and social entrepreneurship?
 - a. Yes
 - b. No

6. Can you shortly describe that difference here (if 5 is answered with YES): _____

Honestly, it is not so easy to define social entrepreneurship, as there are many definitions, but, most of them agree that social entrepreneurship create innovative solutions to social problems and mobilizes the ideas, capacities, resources and social arrangements for sustainable social transformation. Social entrepreneur is usually creative individual who try to enrich and help the society rather than making himself or herself a rich.

7. Now, when we are sure that you know what social entrepreneurship is, we would like to ask you how much you are interested to become social entrepreneur.
 - Not interested at all
 - Not interested
 - Not sure
 - Interested
 - Extremely interested

8. **(if answered not interested)** Can you tell us what are the main reasons for not being interested in running social business?

- I have no business idea
- I have no enough financial resources
- I have no previous knowledge or experience
- I have no support from governmental institutions or any other institution (including non-governmental institutions)
- I have no any mentor support
- I think it cannot bring any benefit to me neither to the society
- It is too hard to run it my country or society
- Other reasons: please write: _____

9. **(If answered interested, interested at all and not sure)** Can you tell us, what kind of support you need in order to start your social business:

- Financial support from governmental institutions
- Financial support from non-governmental institutions
- Support in developing my business idea
- Mentor support
- Learning programs in order to learn more about the process of developing, starting and running social business
- Other: can you specify: _____

10. In a case that you would like to learn more about social entrepreneurship, can you tell us what kind of learning programme you consider as efficient:

- Onsite (offline) trainings with predefined learning plan and learning objectives
- Online training courses that I can use whenever I want of have a time for learning
- Combination of online training courses and offline (onsite) courses.
- Other: please specify: _____

11. In a case that you would like to learn more about social entrepreneurship, can you tell us how much will you need or will be interested in the following topics:

Topics	Not interested at all	Slightly interested	Moderately interested	Very interested	Extremely interested
What is and what is not social entrepreneurship?					
How to act in society to make some positive changes					
How to develop innovative idea for solving social problems					
How to apply innovative solutions for social problems					
Involving community for solving social problems					
How to get funds for your community driven project					
What are the key social entrepreneur skills and competencies and how to develop them					
Developing idea for social business					
Finding economically sustainable solutions with social impact.					
Building up the team and leadership competencies.					
Financial planning					
Marketing, product promotions and building up a brand					
Legislative and policy framework for starting up the social business					
Behaviour management: emotional intelligence, self-awareness, self-regulation, relationship management – a characteristics that can help to improve your managerial skills.					

If there are more topics that you think could be useful, please can you list them below:

12. Is there anything that you would like to add or comment related to this survey:
