

INNOVATIVE SOCIAL ENTREPRENEURSHIP WITH YOUTH ENGAGEMENT

IO1 – NEEDS ANALYSIS REPORT

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SEPTEMBER 2020

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INTRODUCTION



About the project

The implementation of the project “INN@SE - Innovative Social Entrepreneurship with Youth Engagement” is aimed at contribution to strengthening the offer to enhance professional skills of young people and to promote effectiveness and innovation in the social entrepreneurship development.

The project INN@SE rely on the idea that a successful approach to overcome such challenges, can be represented by the open innovation methodology based on a cross-sectoral collaborative process. Thus, the project partnership is created by organizations from countries with different level of know-how on SE (Poland, Italy, North Macedonia, Jordan), representing sectors with different approaches to the topic (higher education, research, NGO). Partners involved in the project are:

- **Pedagogical University of Cracow**
- **Organization for Social Innovation "ARNO"**
- **ART-ER- Societa Consortile per Azioni**
- **Desert Bloom for Training and Sustainable Development.**

All partners are highly specialized in activities related to young people empowerment, training, social economy research, startups' development and the diverse knowledge, experience and skills that each partner puts into the project, should be valued and recognized as essential to ensure the success and sustainability of the joint efforts. The project is implemented in four countries: Poland, Italy, North Macedonia and Jordan. These relationships and experiences will contribute to nurture the present action in terms of lesson learnt and good practices and be leveraged to trigger a wider impact. Also, the action fosters the exchange of experiences among four countries where there is a high potential for mutual learning.



INTRODUCTION

Need areas

Youth SEs across Europe continue to face a number of barriers, which can be classified in 3 main need areas:

- Awareness raising,
- Skills and capacity building,
- Orienteering and networking.

Project's objectives

- to disseminate entrepreneurial mindset and skills among young people at a broader EU level; to provide aspiring young social entrepreneurs with a clear toolkit to start up;
- to facilitate access of young people and youth staff to information regarding grant, training and mentoring opportunities and tools at local and international level; to promote networking among young SEs;
- to promote EU culture of SE among society, rehabilitating entrepreneurship through social entrepreneurship, with a special attention to the contribution represented “by” and “to” young people; to raise awareness among young people as active citizens regarding social, environmental, and diverse challenges of EU communities, and how SE can face them; to promote the visibility among key stakeholders of social businesses and the importance of social innovation and social impact.



METHODOLOGY

Research problems

The objectives of the research is to identify the needs and challenges in the field of youth social entrepreneurship. Therefore, the following main problem was formulated:

What are the needs and challenges in the field of youth social entrepreneurship?

And the following research problems were specified in the three fields of diagnosed areas of needs:

A. Awareness

- How is social entrepreneurship understood among young people and stakeholders?
- Are the young people aware of the importance of social and environmental challenges?
- What opportunities and threats/barriers do young people see in the development of social entrepreneurship in their country?
- Is social entrepreneurship attractive for young people?
- What are the attitudes of young people towards social entrepreneurship in each country?

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B. Skills and capacity

- What entrepreneurial features do young people have in each country?
- What skills do young people perceive as important for starting a social enterprise?
- What entrepreneurial skills are the strongest and the weakest among young people?
- Are young people engaged in their local environment?

C. Orienteering and networking

- What actions should be taken to support social entrepreneurship among young people in individual countries in the opinion of the respondents?
- Are young people oriented towards cooperation, networking with other people or organization?
- Are young people aware of activities of different organizations/bodies in the field of social entrepreneurship in their local environment?
- Are the young people sensitive to social needs?
- Are there any dedicated services for young social entrepreneurship?
- Do young people need dedicated services for social entrepreneurship?



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Research method

To solve the main problem, both quantitative and qualitative approaches were used.

As part of the quantitative approach, a **survey was used as the research method**. For this purpose, a survey questionnaire in English was prepared, which was then translated into the respondents' native languages. There were two separate questionnaires prepared - one for young people, one for the relevant stakeholders. As the closed questions in the questionnaire were used, it was possible to unambiguously and objectively compare research results across countries. In the questionnaire for stakeholders there were also open questions used, to allow a more in-depth analysis of the relevant stakeholders' approach to the problem of the youth social entrepreneurship. The survey questionnaire were distributed using the Google Forms, which allowed to collect and analyze the obtained results. **They were collected in June and July 2020.**



Target groups addressed

- young people (18-35), especially running/involved in SEs or with an interest in doing so.
- youth workers, trainers, teachers, business coaches and other professionals (and related organizations) supporting and promoting entrepreneurship among young people, relevant stakeholders.

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Target groups addressed



The research sample was purposefully selected. The respondents were young people between 18 and 35 years old, youth workers and other relevant stakeholders in Poland, Italy, North Macedonia and Jordan. In total, the surveys were completed by 525 young people and 46 stakeholders.

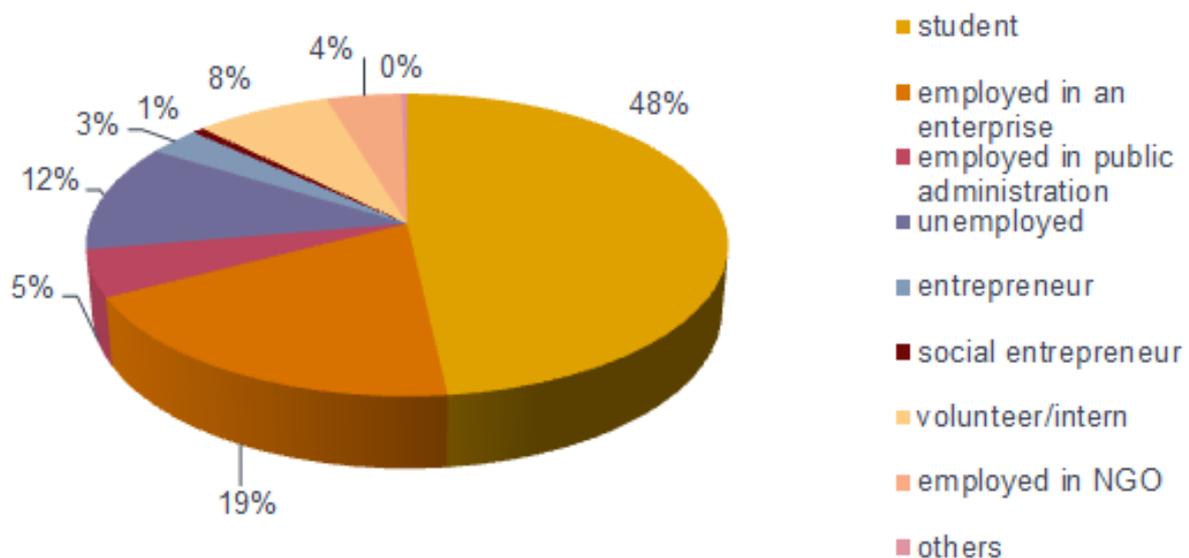
METHODOLOGY

Figure 1. Respondents



Young people involved in the research were mainly under the age of 25 (68,2%), living in villages or small cities (60,2%), female (64,2%). Most of them were students.

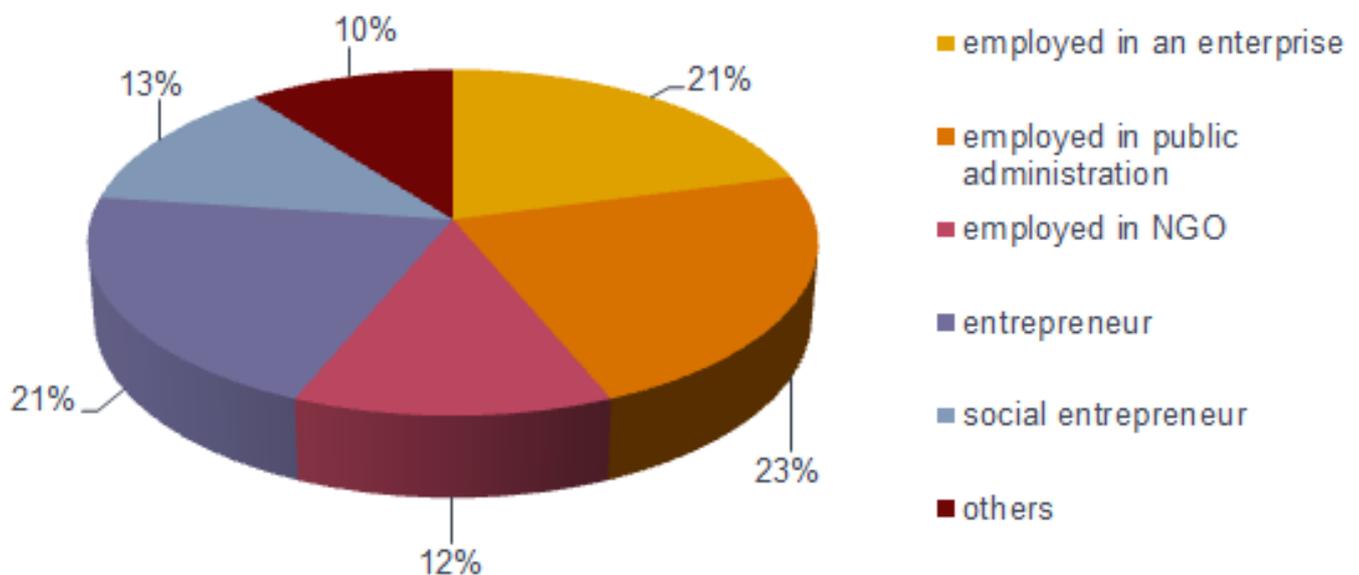
Figure 2. Professional status of young people involved in the research



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The stakeholders involved in the research were mainly in the age of 36-50 (67,4%), living in big cities (over 500 000 residents – 34,8%; 100 000 to 500 000 residents – 30,4%), males (56,5%). They came from a variety of backgrounds and had different professional status (Figure 3), however the vast majority of them had experience in working with young people.

Figure 3. Professional status of stakeholders involved in the research



CHAPTER 1. SOCIAL ENTREPRENEURSHIP - DEFINITIONS, UNDERSTANDING, MEANING

Social entrepreneurship (SE) has become an increasingly important entrepreneurial dynamic over the past few decades in most European countries. But social enterprises are still perceived in significantly different manners by national legislations, policy strategies, academics and social entrepreneurs themselves, not to mention society (and young people).

Social entrepreneurship is, at its most basic level, **doing business for a social cause**. Social enterprise is a business that allows **to solve social problems with the business tools** - the company produces goods or services with the aim to tackle social problems, rather than for the purpose of financial gain for business owners. While business entrepreneurship aims at taking a lead to open a new business in order to create economic wealth, social entrepreneurship focuses on setting up a business venture with the intent to create social capital and make a profit that will be used primarily to achieve social objectives.

Therefore, the concept of "social entrepreneurship" combines two attributes: "entrepreneurship" (carries out activities that involve economic risk and economic verification of the effects of this activity) and "social" (its operation is aimed at achieving social goals) (Hausner, Laurisz, 2008).

Social entrepreneurs create innovative solutions to **address important and neglected societal problems**, mobilizing the ideas, capacities, resources, and social arrangements required for sustainable social transformations (Bornstein, 2004).

They are reformers and revolutionaries, as described by Schumpeter, but with a social mission (Dees, 2001). In turn this means that a social entrepreneur or enterprise carries out a **social mission** and searches for solutions to social problems. Sometimes, social entrepreneurship is defined as the economic activity of creating new models for the provision of products and services to serve the basic human needs of the poorest social strata that remain unsatisfied by current economic or social institutions (Seelos, Mair, 2005). Initially, the majority of social enterprises were designed to create jobs for certain groups such as people with disabilities or long-term unemployed. However, over the last thirty years, the understanding of SE has been developed - now, number of social enterprises in Europe has reached several hundred thousand. They not only create jobs for certain groups, but also produce goods and services, thus address a variety of issues important to the public.

As such a social enterprise operates somewhere **between the boundaries of the state and the private business sector**, by trying to fill societal needs where the state does not.

There is **no single legal form for social enterprises**. They can operate in several forms like social cooperatives, private companies limited by guarantee, non-profit-distributing organizations (e.g. associations, voluntary organizations, charities or foundations), etc. The social entrepreneurs are often associated with non-profit sectors and organizations. But this does not eliminate the need for making profit. Social entrepreneurs need capital to carry on with the process and to bring a positive change in society.

Social enterprises are a key element of the European social model. It can be assumed that social entrepreneurship is just as necessary for the progressive development of society as entrepreneurship is for the progress of the economy.

One of the first mature systematization of the features of a social enterprise was developed as part of the EMES (Emergence of Social Enterprises in Europe) project carried out for the European Commission. According to the definition formulated by EMES, **initiatives falling under social entrepreneurship should be characterized by meeting economic criteria** (conducting continuous and regular operations based on economic instruments; independence, sovereignty of institution in relation to public institutions; incurring economic risk; existence of paid staff), **and social criteria** (an explicit aim to benefit the community; grassroots, civic nature of the initiative; democratic management system; participatory nature of the

action; limited profit distribution (Defourny, Nyssens, 2008).

Based on the recent study by European Commission, the social enterprise definitions that are most widely used across EU Member States are (European Commission, 2020):

- **organizational definitions**, focusing on the intrinsic features that social enterprises show and drawing on definite features shared by all the entitled entities;

- **sector-specific definitions**, looking only at specific types of organizations operating in the field of social inclusion, mainly by facilitating the integration of people excluded from the labour market; such definitions are usually policy-driven and connected to funding schemes (mainly schemes resulting from the national implementation of the European Social Fund – ESF) and policies targeted to support social inclusion.

Sector-specific definition is a sub-component of the organizational definition, narrowing the field of activity and the type of social impact.

Table 1 represents an attempt to operationalize the definition of “social enterprise” based on the Social Business Initiative (SBI) promoted by the European Commission.

Institutionally the SBI represented only the view of the Commission, but EU regulations are adopted by the co-legislators: the Council and the European Parliament, and therefore became part of the EU legislation. Definitions in EU legislation are adopted for the purpose of the implementation of specific incentives, not to propose a definition to be applied by the Member States in their legislation.

Table 1. The concept of social enterprise based on the Social Business Initiative

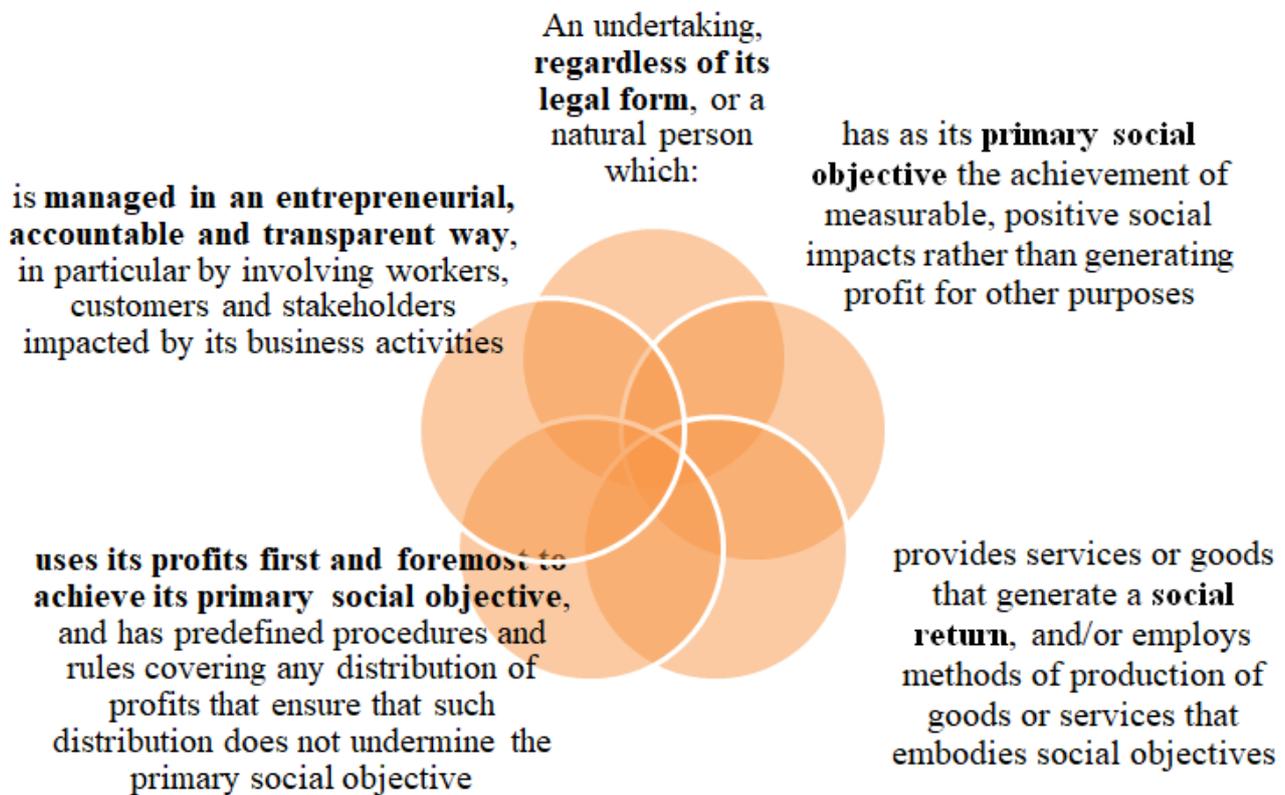
Main dimension	General definition	Minimum requirements
Entrepreneurial/ Economic dimension	<p>Stable and continuous production of goods and services</p> <ul style="list-style-type: none"> ✓ Revenues are generated mainly from both the direct sale of goods and services to private users or members and public contracts. <p>(At least partial) use of production factors functioning in the monetary economy (paid labour, capital, assets)</p> <ul style="list-style-type: none"> ✓ Although relying on both volunteers (especially in the start-up phase) and non-commercial resources, to become sustainable, SEs normally also use production factors that typically function in the monetary economy. 	<p>SEs must be market oriented (incidence of trading should be ideally above 25%).</p>
Social dimension	<p>The aim pursued is explicitly social. The product supplied/ activities run have a social/general interest connotation</p> <ul style="list-style-type: none"> ✓ The types of services offered or activities run can vary significantly from place to place, depending on unmet needs arising at the local level or in some cases even in a global context. 	<p>Primacy of social aim must be clearly established by national legislations, the statutes of SEs or other relevant documents.</p>
Inclusive governance – ownership dimension	<p>Inclusive and participatory governance model</p> <ul style="list-style-type: none"> ✓ All concerned stakeholders are involved, regardless of the legal form. <p>The profit distribution constraint (especially on assets) guarantees that the enterprise's social purpose is safeguarded.</p>	<p>The governance and/or organizational structure of SEs must ensure that the interests of all concerned stakeholders are duly represented in decision making processes.</p>

Source: (European Commission, 2020, p. 29).

However, it is worth to present the recent definition in EU proposal for a regulation on the European Social Fund Plus (ESF+) for 2021-2027,

because it reflects the direction of thinking about social enterprises at the level of EU. This definition is presented on the figure below:

Figure 4. Definition of a social enterprise by the European Commission



Source: European Commission (2018). Proposal for a Regulation of the European Parliament and of the Council on the European Social Fund Plus (ESF+), 2018/0206(COD).

Social enterprises and the social economy are unevenly developed across the globe, the same is the case with the partner countries in the INN@SE project. This is due to many factors, ranging from the degree of socio-economic development in each individual country in general terms, up to the specific age of the very concept of a social economy within the given countries. For instance, in North Macedonia and Jordan social entrepreneurship is a rather young concept that has entered public life debates in the past several years. While in Italy social entrepreneurship is a concept that has existed for longer

period of time, but is regulated in different aspects.

And finally, Poland is somewhere in the middle and notably different from the other countries.

The Thomson Reuters Foundation teamed up with Deutsche Bank's CSR "Made for Good global enterprise programme for social good" have conducted the first global experts' poll on **the best countries for social entrepreneurs** in 2016, repeating the survey in 2019[1], with some surprising results. In this rank, Italy was in 18th position (out of 43 countries), and Poland in 35th position

[1] <https://poll2019.trust.org/> (09.07.2020).

in 2019 - the two countries have worsened their position in relation to 2016 (Poland by as many as 17 positions!).
Regarding young people playing a leading role as social entrepreneurs

the situation is even worse – with Italy on 33th position and Poland on 43th (the last one!) position in 2019.
North Macedonia and Jordan were not included in this study.

CHAPTER 2. LEVEL OF YOUNG PEOPLE AND STAKEHOLDER RECOGNITION OF THE CONCEPT OF SOCIAL ENTREPRENEURSHIP

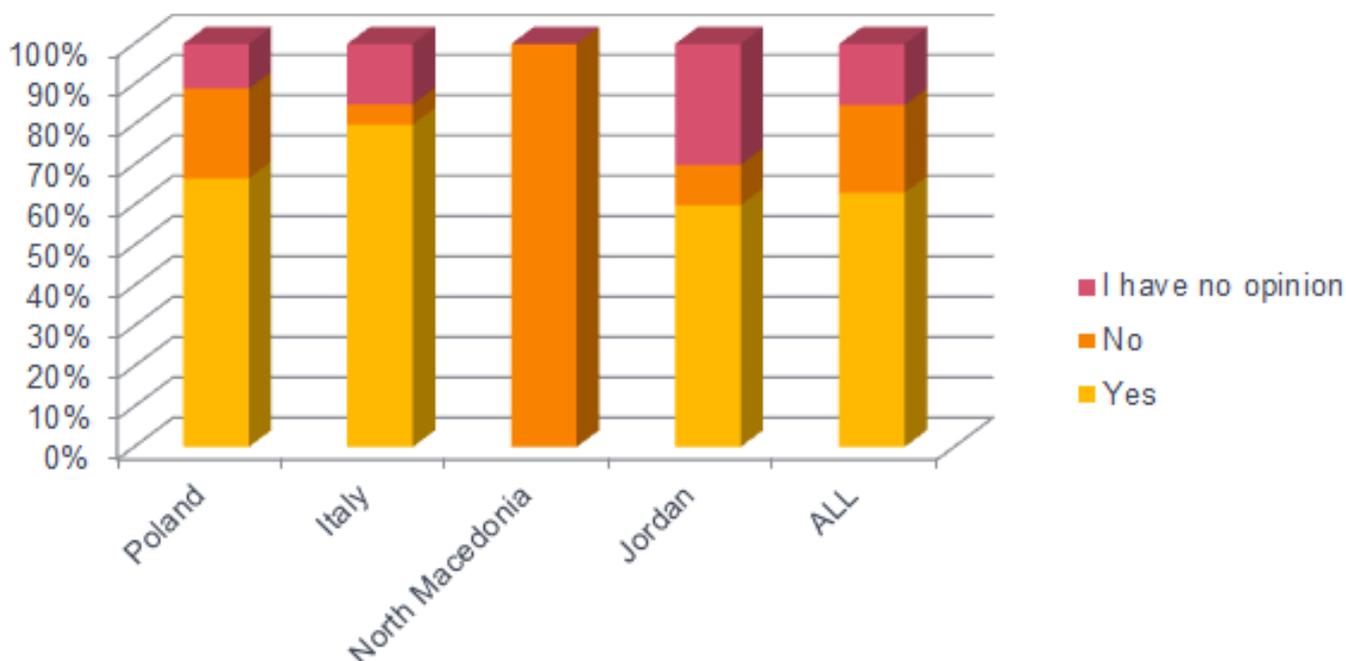
This section contains deeper analysis of the youth and stakeholders perception and their understanding of social entrepreneurship.

63% of the stakeholders involved in the research think that the legislation in their country/region effectively recognizes and differentiates social enterprises, however all respondents from North Macedonia expressed the opposite opinion. This is due to the fact that the existing legal system in that country does not recognize or regulate social enterprises. However, even in countries where social enterprises are recognized, some respondents believe that this is not effectively done.

We asked the stakeholders how do they understand social entrepreneurship. We gave them the opportunity to express their opinions. To be more specific, we also asked them to give three main characteristics of social enterprise – typical features differing it from a conventional business. The answers varied widely. Most of the respondents pointed to:

- achieving social goals (13 answers),
- reinvestment of profits (12),
- having a social impact (11),
- solving social problems (11),
- acting and responding to the needs of local community (11),
- employment of people at risk of social exclusion (8),

Figure 5. Does the legislation in your country/region effectively recognize and differentiate social enterprises? What is your opinion?



Source: Questionnaires of stakeholders.

- joint action (6),
- inclusiveness (5),
- profit is not the main determinant of success (5),
- local nature (5),
- innovative approach (4),
- internal democracy (3),
- sustainable economic management (3),
- equality, solidarity, humanity, transparency (2),
- mission, opportunity, social value, extensiveness, donations, use of volunteers, well-being (1).

It can be concluded that there is no one clear association with a social enterprise, one feature that would be considered as the most important by everybody.

Respondents mainly pointed to the features related to the social character of the enterprise, however for some of

them the social impact was more important and for others the social purpose of the activity was the crucial factor. Interestingly, the social goal of the activity was more often pointed out by Polish respondents, while the social impact - by Italians, while respondents from North Macedonia referred to solving the social problems. Reinvestment of profits as one of the most important features of SE was pointed mainly by Polish respondents. In turn, Jordanian respondents more often pointed out the features associated with the organization and management of an enterprise, like: business model, innovation, joint action and transparency.

Figure 6. What are typical features of social enterprise differing it from a conventional business?

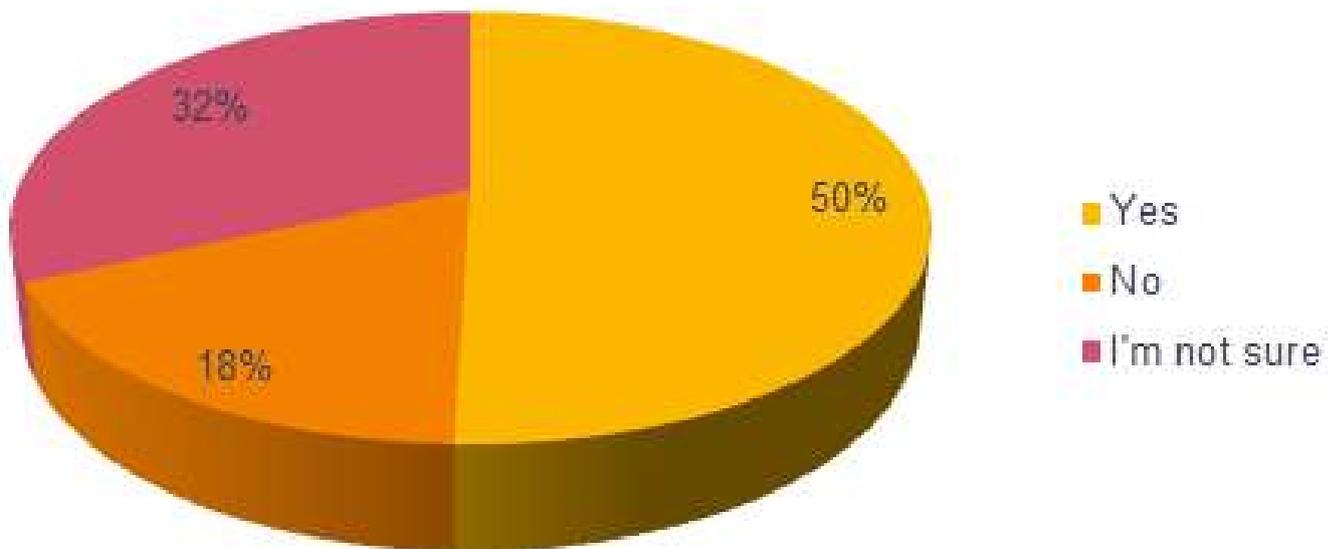


Source: Questionnaires of stakeholders.

Young people are less familiar with the term „social entrepreneurship”. Half of the respondents claimed that they are familiar with it, but only 37% replied that

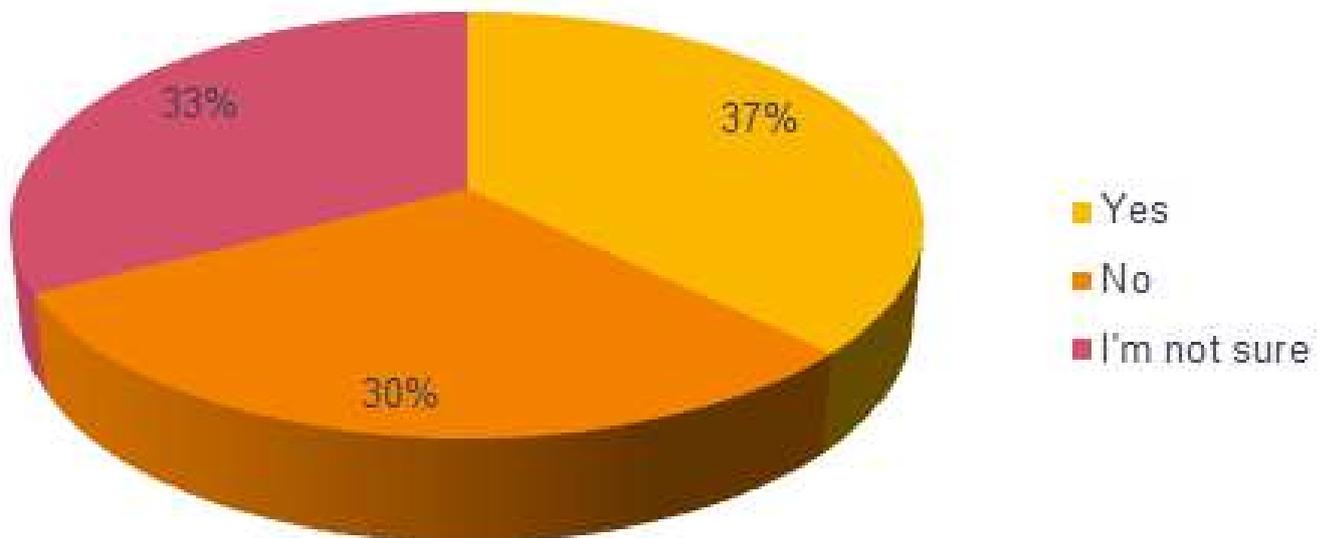
they know the difference between the social entrepreneurship and the entrepreneurship.

Figure 7. Are you familiar with the term “social entrepreneurship”?



Source: Questionnaires of young people.

Figure 8. Do you know the difference between the social entrepreneurship and the entrepreneurship?

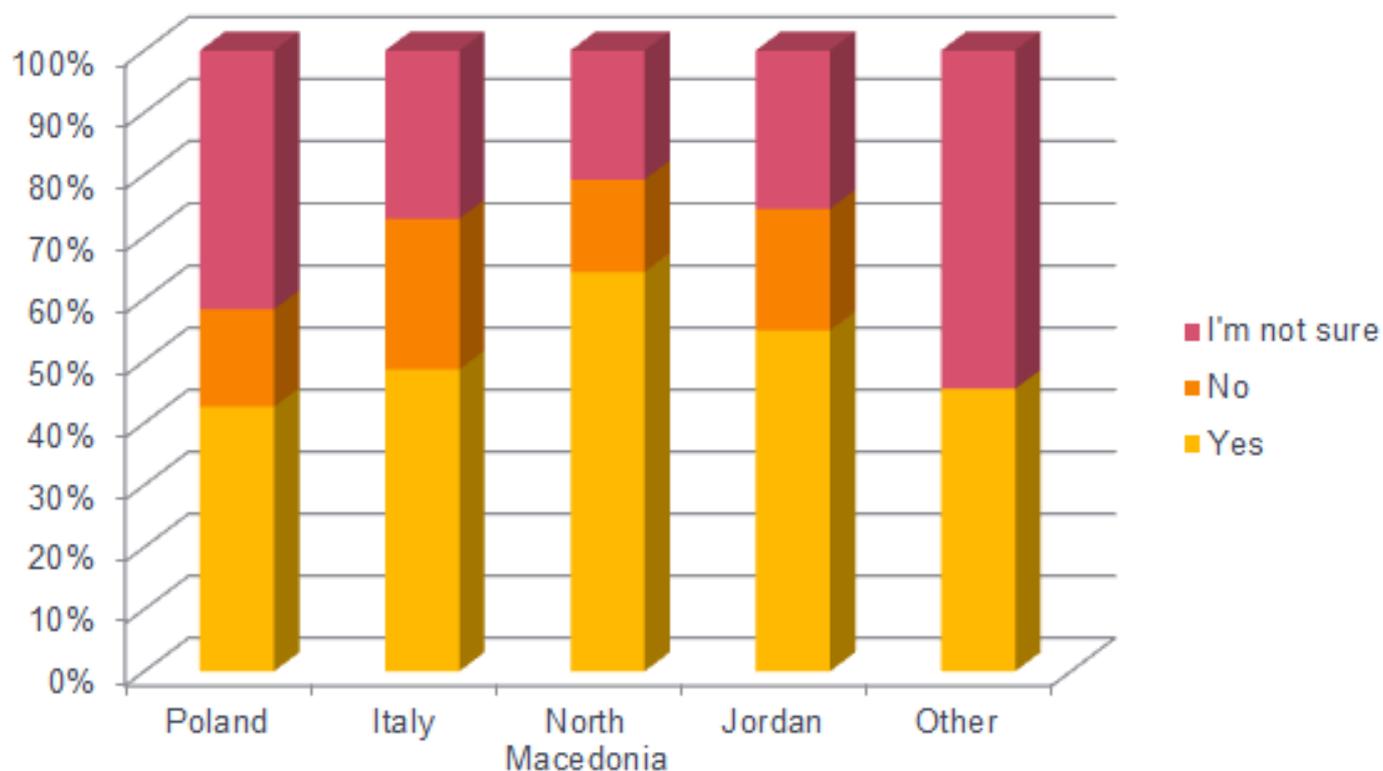


Source: Questionnaires of young people.

There are interesting differences regarding this aspect in these countries (Fig. 9 and Fig. 10). Young people in North Macedonia and Jordan seem to be the most aware of what social entrepreneurship is. This is surprising given the fact that in those countries social entrepreneurship is rather a new concept.

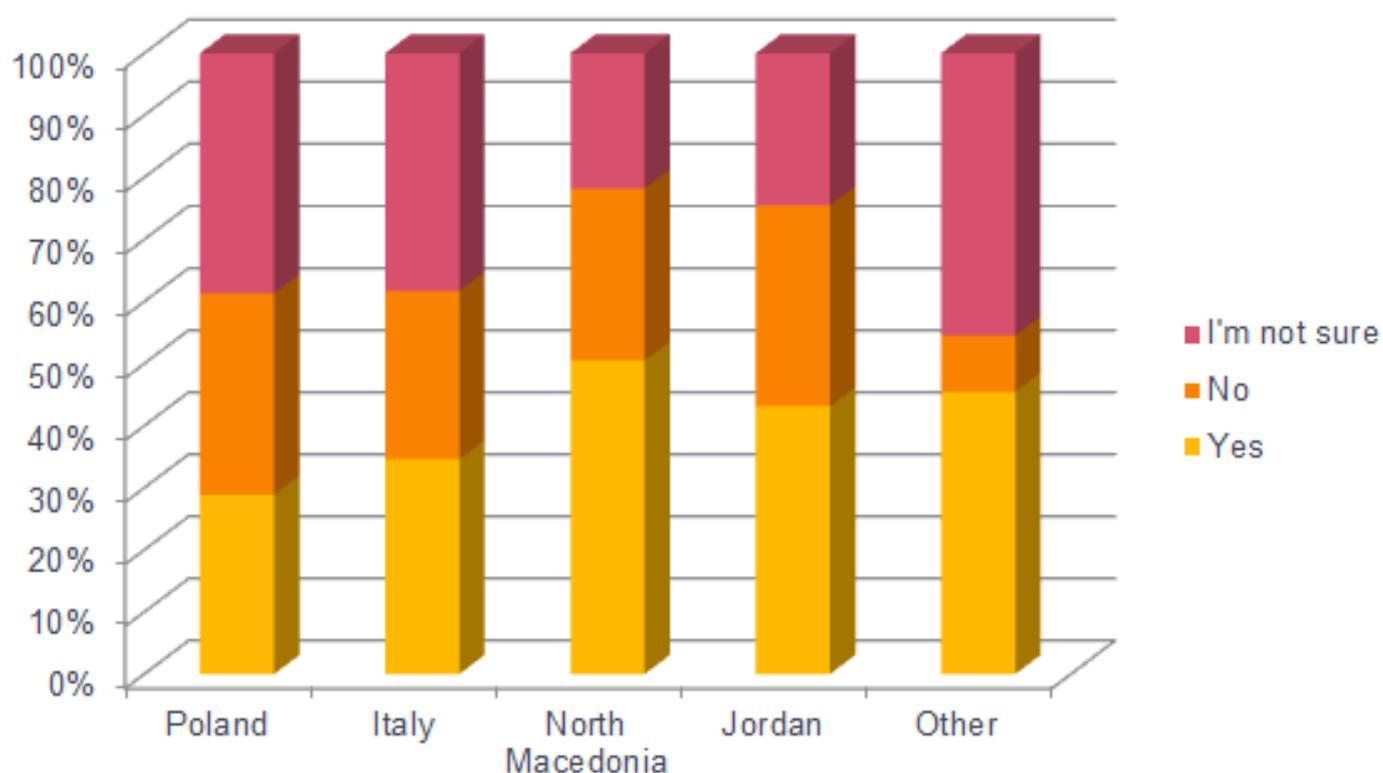
The explanation may be the fact that young people, even if they declare that they know what social entrepreneurship is, do not really understand it (see the next question and Fig. 12).

Figure 9. Are you familiar with the term “social entrepreneurship”? – responses depending on the country.



Source: Questionnaires of young people.

Figure 10. Do you know the difference between the social entrepreneurship and the entrepreneurship? – responses depending on the country.



Source: Questionnaires of young people.

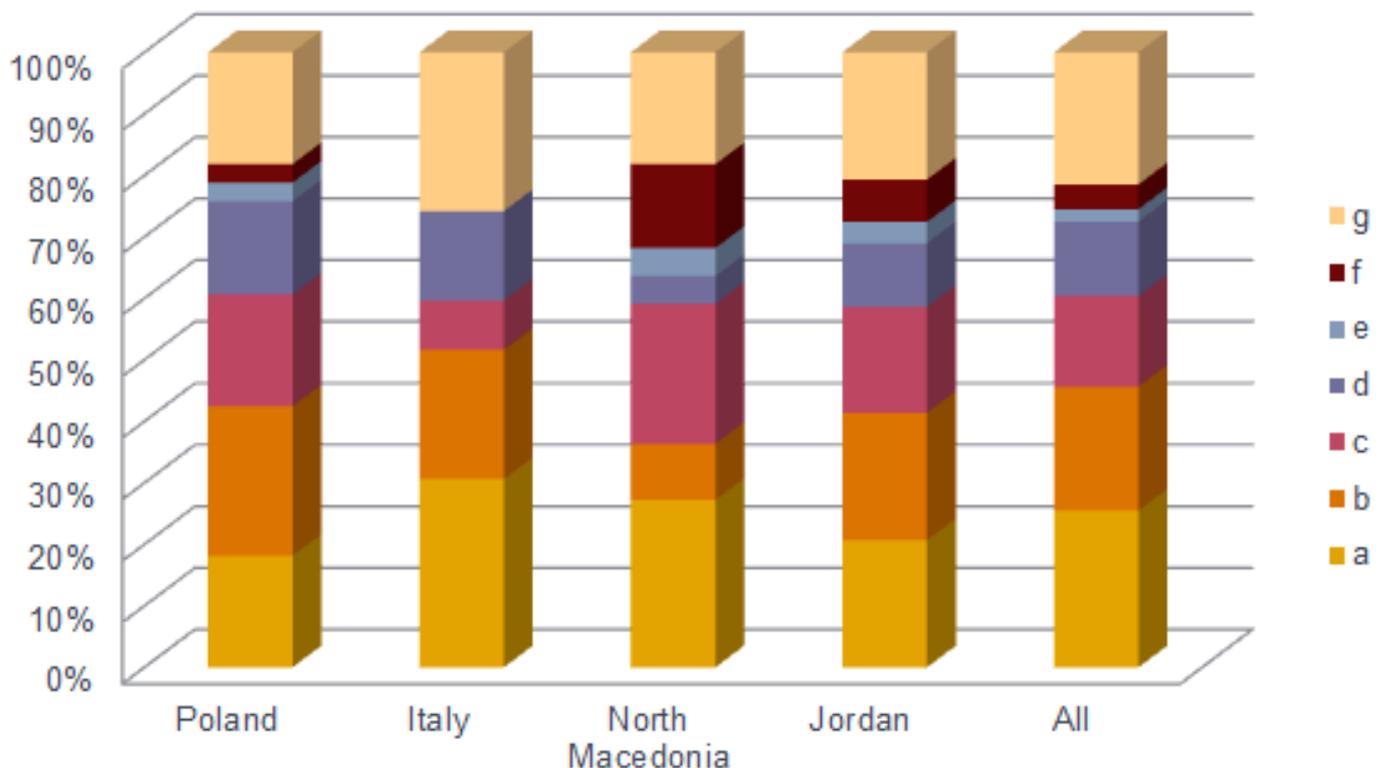
Among the young people surveyed there were also students of Social Economy[2]. Their responses, compared to all others, show a greater awareness in this regard: 68% is familiar with the term “social entrepreneurship” and 46% know the difference between the social entrepreneurship and entrepreneurship in general. This shows the important role of education in raising awareness of social entrepreneurship. However, there is still a significant percentage of young people who do not distinguish between social entrepreneurship and entrepreneurship in general, which may indicate definition problems and the need to clarify the concept.

We also asked the respondents (both young people and the stakeholders) what kind of enterprise/organization do they consider as a social enterprise.

We gave them possibility to choose (multiple choice) from the following:

- a) business solving social problems (e.g. fight against poverty and social exclusion),
- b) enterprise that employs people with fewer opportunities (such as disability, educational difficulties, cultural differences, health problems, economic, social and geographical obstacles),
- c) enterprise spending its profits for community benefit,
- d) not-for-profit organization,
- e) enterprise funded by subsidies,
- f) enterprise that donates part of its profit to charity,
- g) business which main goal is to generate some kind of social impact while being viable.

Figure 11. Which of the following do you consider as a social enterprise? (multiple responses possible; percentage of respondents who indicated a given option)



Source: Questionnaires of stakeholders.

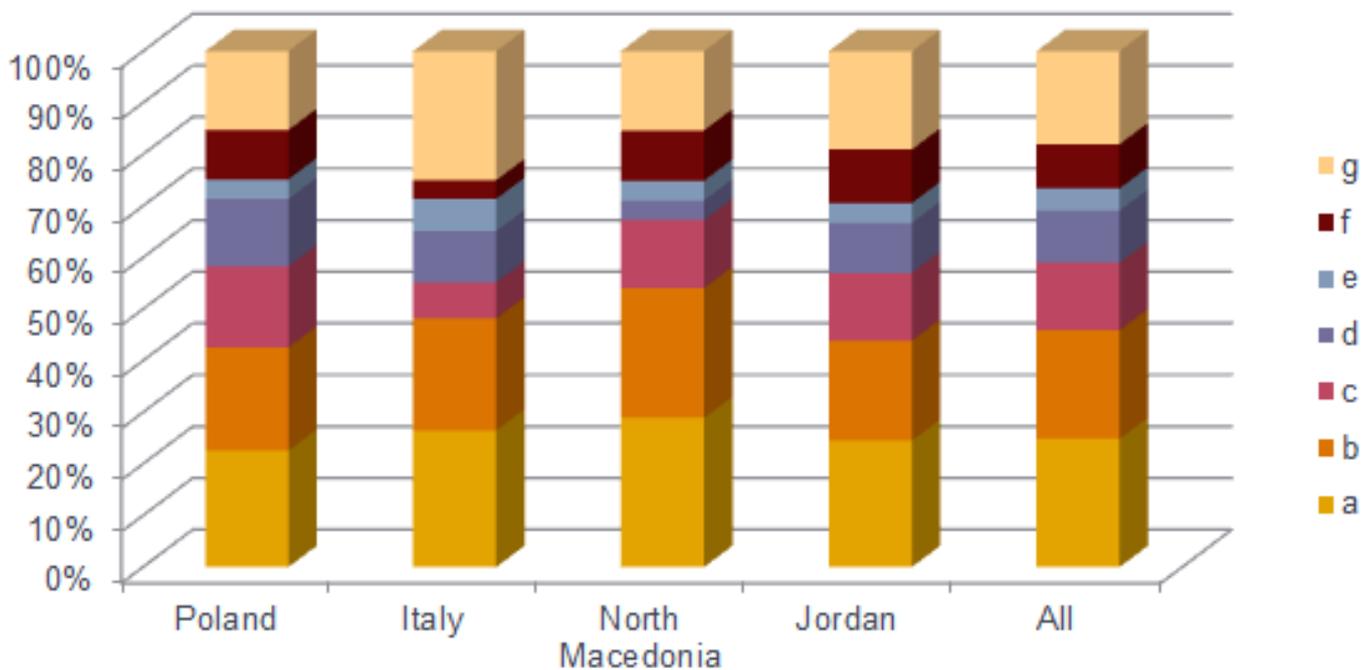
[2] The studies in the field of Social Economy are conducted at the Pedagogical University of Cracow.

The stakeholders most often indicated: business solving social problems (83% of all the respondents), business which main goal is to generate some kind of social impact while being viable (70%), enterprise that employs people with fewer opportunities (65%), enterprise spending its profits for community benefit (48%), not-for-profit organization (39%), enterprise that donates part of its profit to charity (13%), enterprise funded by subsidies (7%). Surprisingly many people indicated the answer “not-for-profit organization” – making profits should be very important for social enterprises as

they need capital to bring a positive change in society. This may be an expression of the fact that many people identify social enterprises with the non-profit sector (this answer was particularly often chosen by Polish respondents).

The answers to the same question among young people were slightly different (Fig. 12). Young people mainly consider social enterprise as a business solving social problems, however the percentage of respondents who chose this answer was of 18 percentage points lower than among the stakeholders.

Figure 12. Which of the following do you consider as a social enterprise? (multiple responses possible; percentage of respondents who indicated a given option)



Source: Questionnaires of young people.

Young respondents also chose other answers: enterprise that employs people with fewer opportunities (55%), business which main goal is to generate some kind of social impact while being viable (47%), enterprise spending its profits for community benefit (34%), not-for-profit organization (26%), enterprise that donates part of its profit to charity (22%), enterprise funded by subsidies (11%). The biggest difference in relation to the stake-

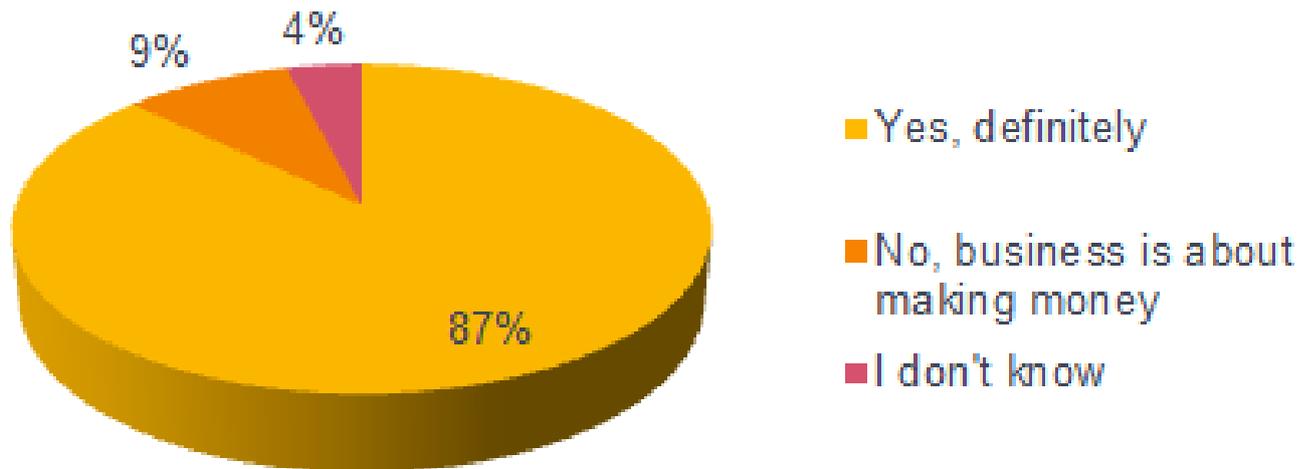
holders is visible in the answer “g - business which main goal is to generate some kind of social impact while being viable” - young respondents indicated this answer much less frequently. Interestingly, that was not the case of Italian youth, they chose this option as often as “a - business solving social problems”.

Another difference is in considering enterprise that donates part of its profit to charity and enterprise funded by subsidies as social enterprise. Young people much more often indicated those options. It can be concluded that their understanding of social entrepreneurship

is quite intuitive, not supported by real knowledge.

The vast majority of stakeholders (87%) perceive business entities as capable to solve social problems. Only 9% thinks that business is about making money (Fig. 13).

Figure 13. Do you perceive business entities as capable to solve social problems?

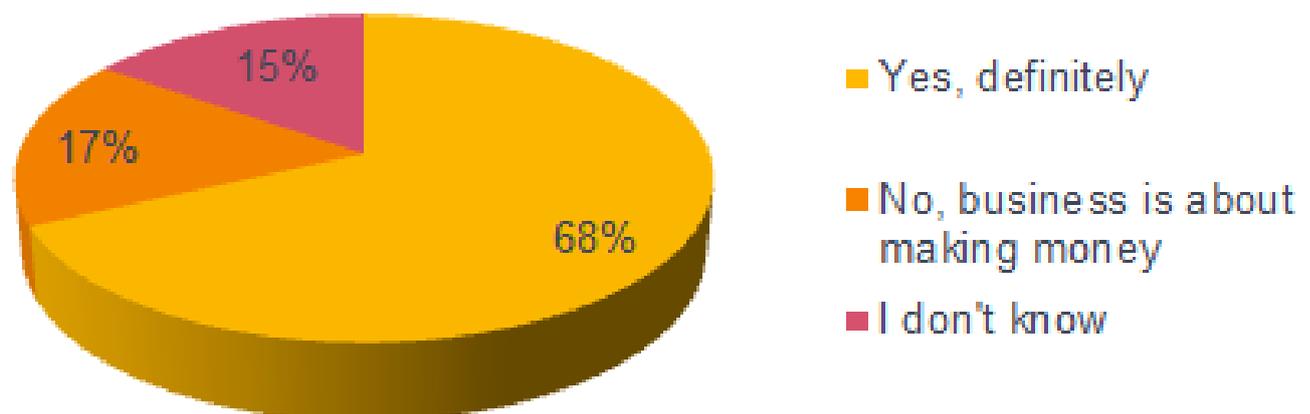


Source: Questionnaires of stakeholders.

Among young people the percentage of respondents who believe that business is only about making money, not solving social problems is almost twice as high – 17% (young people are more focused on

making money). However, still the vast majority of respondents (68%) perceive business entities as capable to solve social problems.

Figure 14. Do you perceive business entities as capable to solve social problems?



Source: Questionnaires of young people.

We also wanted to know the opinions of young people and stakeholders about their perception of the role and importance of the social entrepreneurship in the

economy and society. Among the stakeholders, 80% believe that social entrepreneurship is necessary for the economy.

70% of the respondents agree that it responds to the local needs, nearly half of them believe that it ensures equal opportunities. Surprisingly, only 30% of the stakeholders involved in the research think that social entrepreneurship is an interesting form of doing business, and 13% claim that it duplicates activities of social care. In this question it was possible

to share personal opinions and two respondents have added that social entrepreneurship is an alternative to classic business for people who engage socially and it can lower the threshold of entry to the labor market for fragile people. There were no significant differences depending on the country of residence nor professional status.

Figure 15. Do you think that social entrepreneurship (many responses possible; percentage of respondents who agree with the answers):

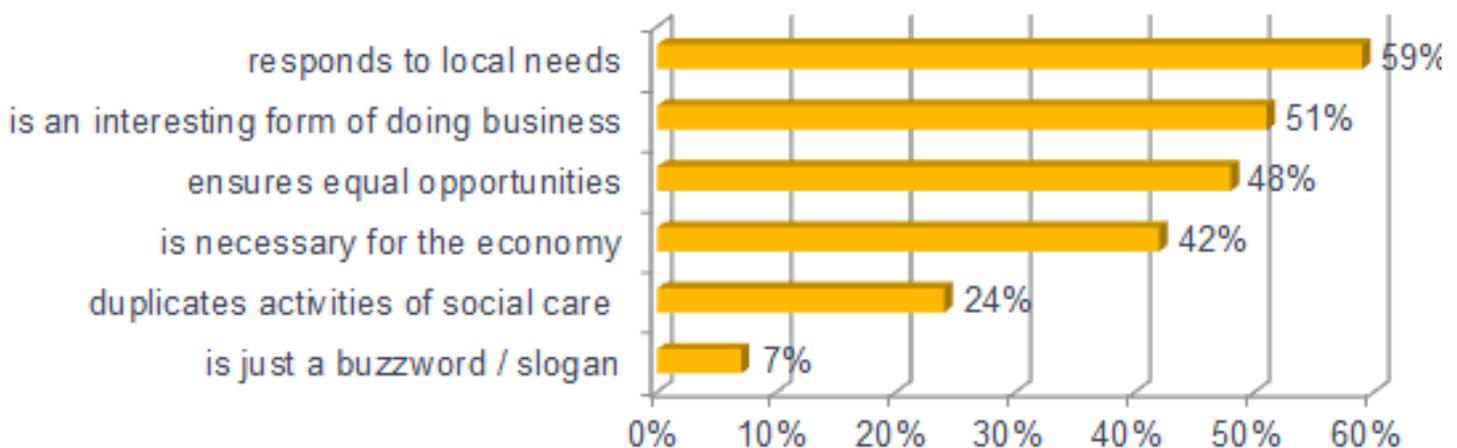


Source: Questionnaires of stakeholders.

Among the young people, only 42% believe that social entrepreneurship is necessary for the economy. 59% of the respondents agree that it responds to the local needs, 48% of them believe that it ensures equal opportunities.

Interestingly, more than a half (51%) of the young people surveyed believe that social entrepreneurship is an interesting form of doing business (it's much more than stakeholders!).

Figure 16. Do you think that social entrepreneurship (many responses possible; percentage of respondents who agree with the answers):

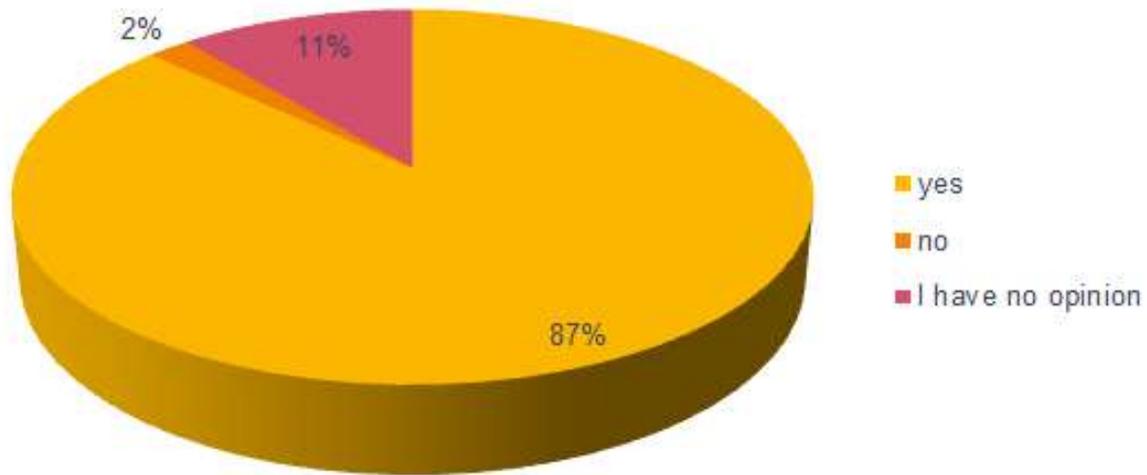


Source: Questionnaires of young people.

Social entrepreneurship serves to solve social problems, its meaning becomes so important that as many as 87% of stakeholders see the legitimacy of this ty-

pe of activity. Only 2% indicated that there is no need to establish enterprises to solve social problems in their surroundings.

Figure 17. Do you see in your local environment / surroundings a need or opportunity to run a business that would solve any social problem?



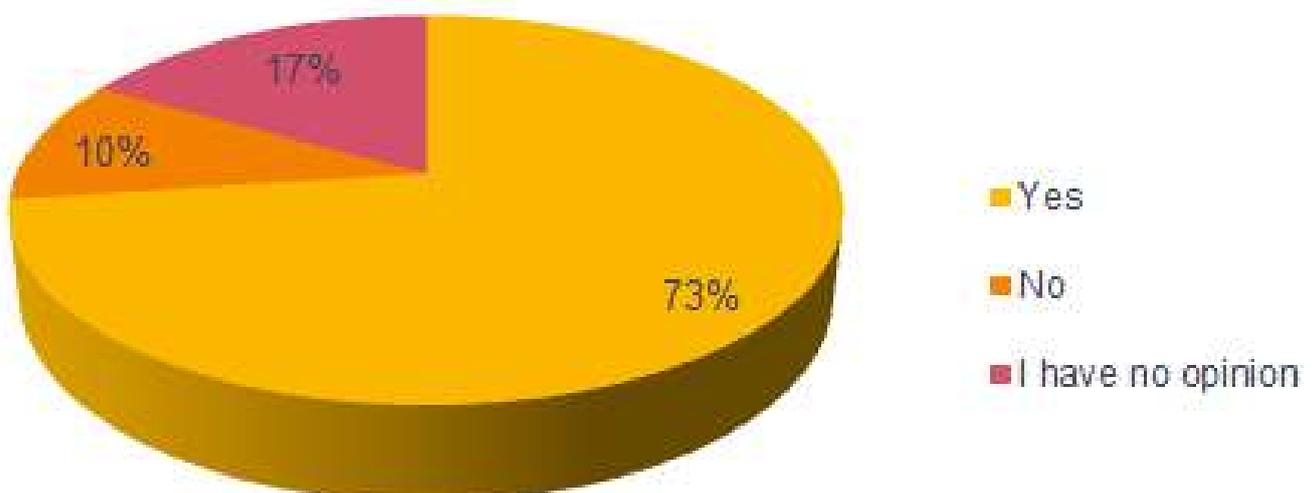
Source: Questionnaires of stakeholders.

The remaining 11% respondents had no opinion in this matter. The above responses sufficiently indicate how social enterprises can support activities aimed at improving widely understood social conditions.

Also most of the youth (73%) see opportunities to run an own business that could solve social problems in their surroundings. No opinion in this matter have 17% of respondents, while the rest do

not see that possibilities. More frequently the role of business in solving social problems is acknowledged by people aged over 26 years (85%), whereas the youngest group (below 20 years old) more frequently (28%) as well as – surprisingly – students of social economy (28%) were not able to form their opinions.

Figure 18. Do you see in your local environment / surroundings a need or opportunity to run a business that would solve any social problem?



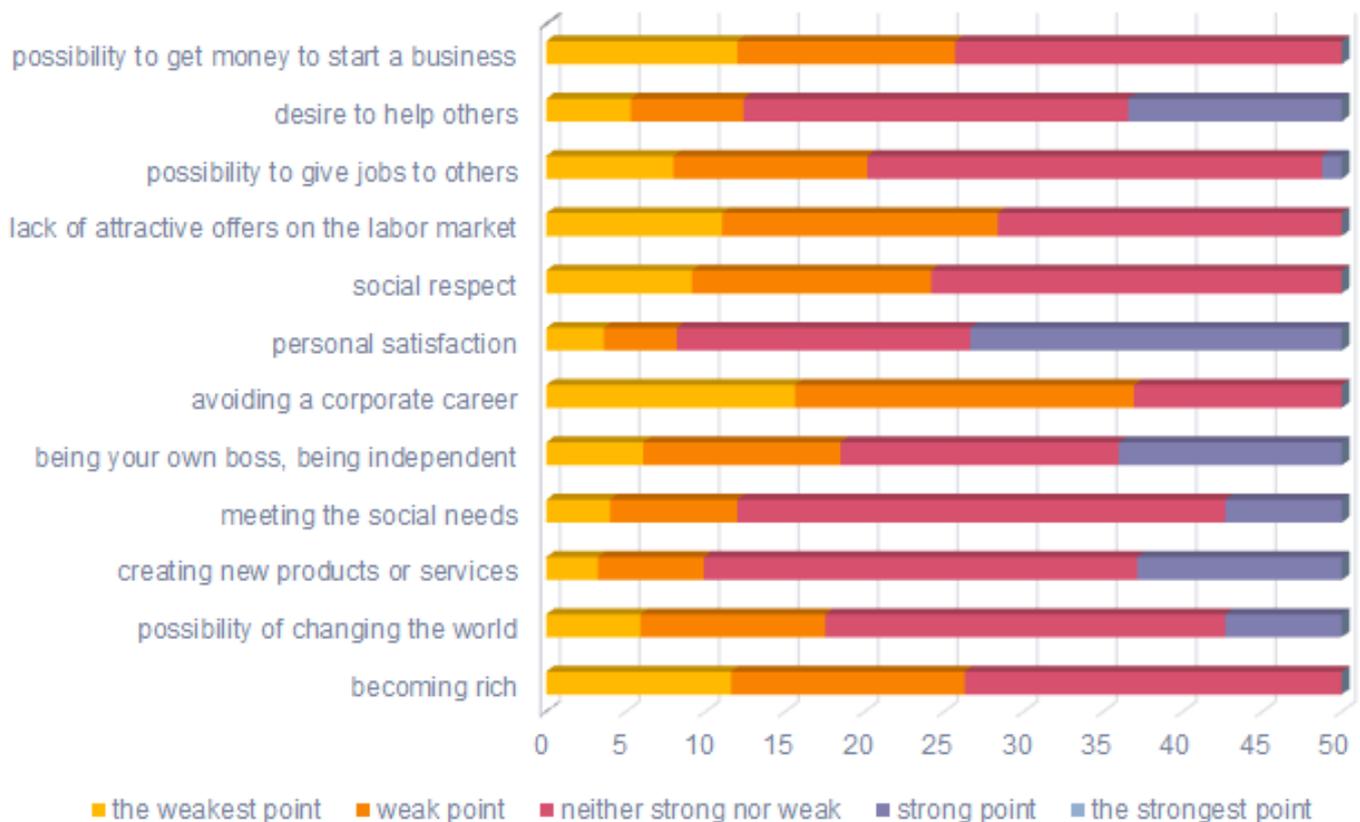
Source: Questionnaires of young people.

Important question in the research was identification of factors that motivate the youth to entrepreneurship. The research revealed that the strongest factor encouraging to set up own businesses is personal satisfaction (73% of responses of “the strong point” or “the strongest point”), independence and desire to help others (64% each). Next also important factors are: creating new products or ser-

vices (63%) and possibility of changing the world (58%).

The least important motivator is avoidance of corporate career (34%). Surprisingly material aspects (“becoming rich”) were not of the highest importance – 47% declared it as strong or the strongest point. The frequency distribution of the other factors is presented in Fig. 19.

Figure 19. What would motivate you to become an entrepreneur?



Source: Questionnaires of young people.

In-depth analysis reveals that becoming rich motivates more frequently Poles (73%), students, especially of social economy (78%) and respondents of age below 26 years. It is however less important for people living in cities over 100 thousand residents. Also getting independence is relatively more frequently important for Poles (90%) than for respondents from other countries, also for the youngest ones (up to 25 years old, 75%). In turn, avoiding corporate career is more frequently the least important factor

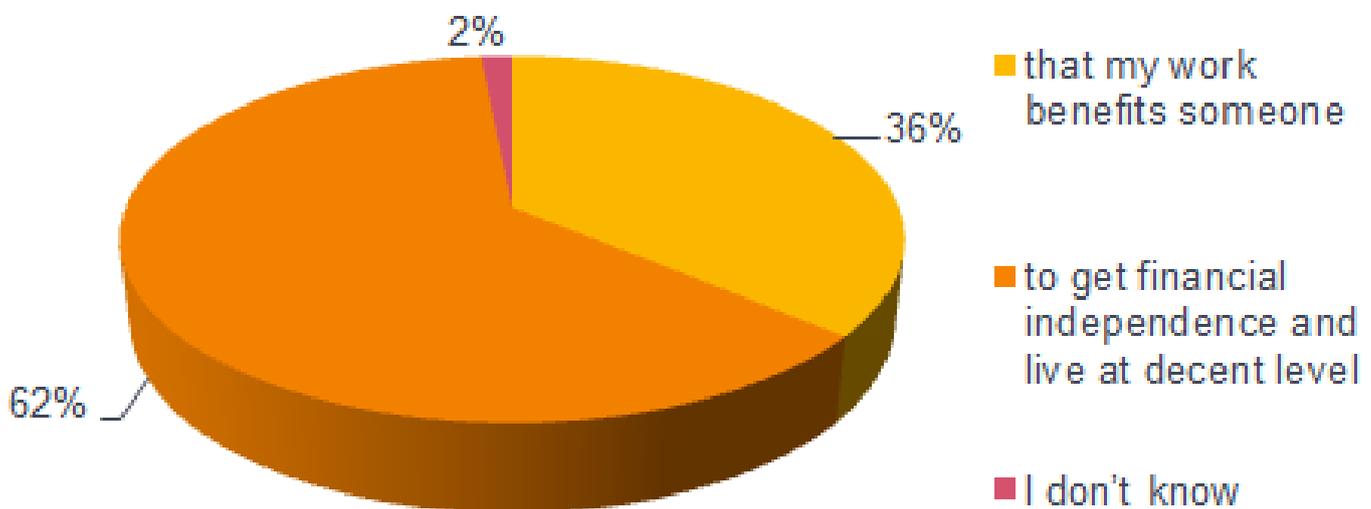
encouraging to own business for Italian respondents (59% of weak and the weakest point’ responses). Lack of attractive offers more often counts for Jordanians and less for Italians. Possibility to give jobs to others is encouraging more frequently in North Macedonia and Jordan and less in Poland. Desire to help others is more visibly among North Macedonians and Jordanians, and the least visible among Poles.

Most of the youth (62%) in the first position would like to get financial independence and live at decent level, but 36% would like that his/her job could benefit others. Only 2% did not have opinion in this matter.

Analyzing the cross-dependencies, we can notice that Poles more often tend to get the financial independency (79%), whereas

North Macedonians (54%), but also Italians (43%) and Jordanians (42%) want their job benefit others. Being financially independent is more important for the younger (up to 25 years old), students of social economy (82%), while benefitting others for the respondents 25 years of age.

Figure 20. In my professional life I would like...



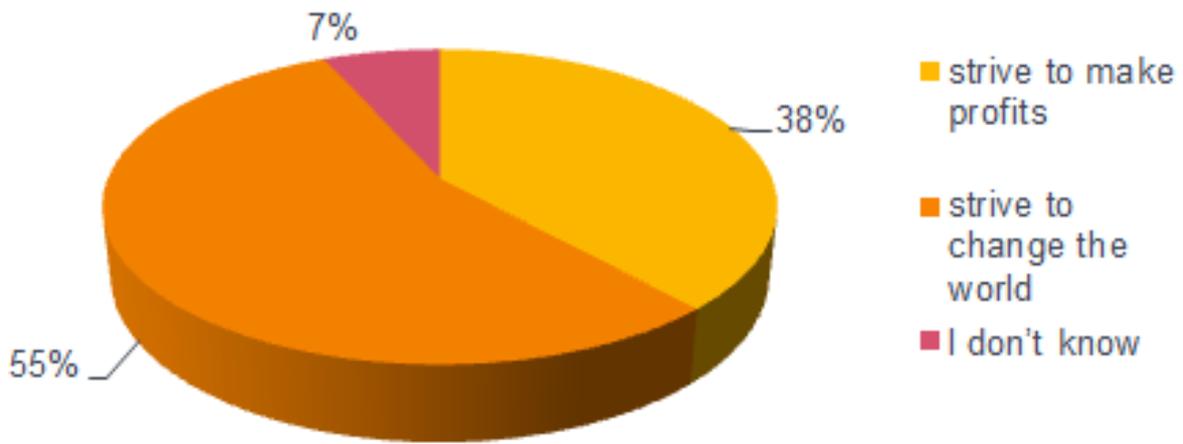
Source: Questionnaires of young people.

According to the most popular perception of an entrepreneur's role represented by 55% of the surveyed group of young people he/she should strive to change the world, whereas the typical, commonly popularized view that entrepreneur should make profits is declared by 38%. 7% of respondents do not have opinion in this regard.

Most of Poles claim that an entrepreneur should earn money (61%), while more Italians (78%) and Jordanians (69%) would like the entrepreneur to solve important problems of the contemporary world.

The younger respondents (up to 25 years old) are for earning profits, especially students of social economy (65%), while the older group is for changing the world.

Figure 21. Entrepreneur should:

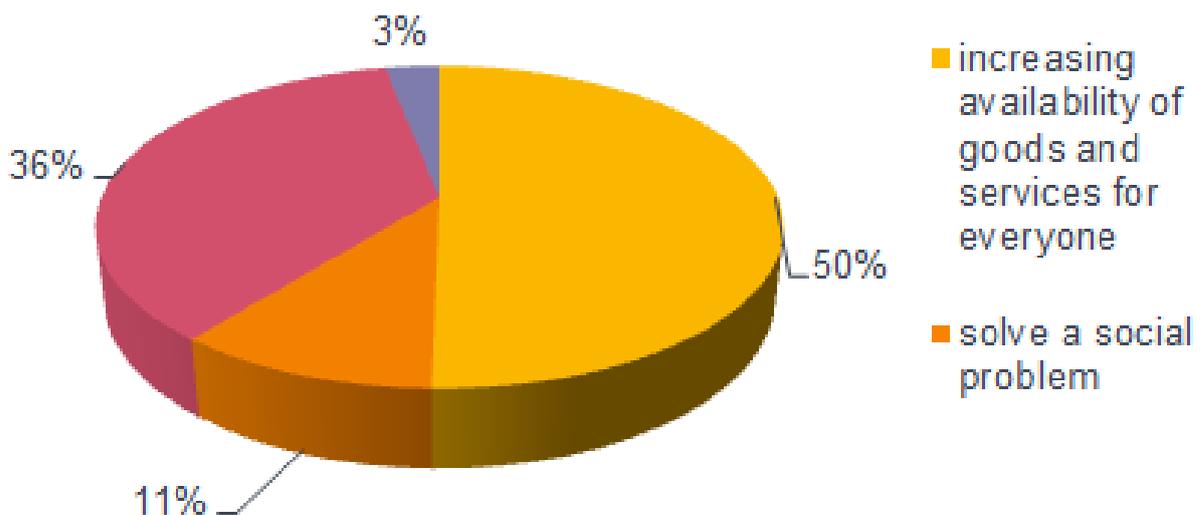


Source: Questionnaires of young people.

Innovation as the crucial characteristic of a contemporary business is another aspect the research refers. The respondents were asked about the main goals of companies that want to be innovative, e.g. Amazon, Uber. Half of them admitted that the ultimate goal of that kind entities should be to increase the availability of goods and

services (mostly North Macedonians 68% and Poles 57%), 36% said that it should be to become a market leader (mainly Italians 54%), 11% to solve a social problem. 3% did not have opinion.

Figure 22. The innovative activity of companies (e.g. Amazon, Uber) is aimed at:

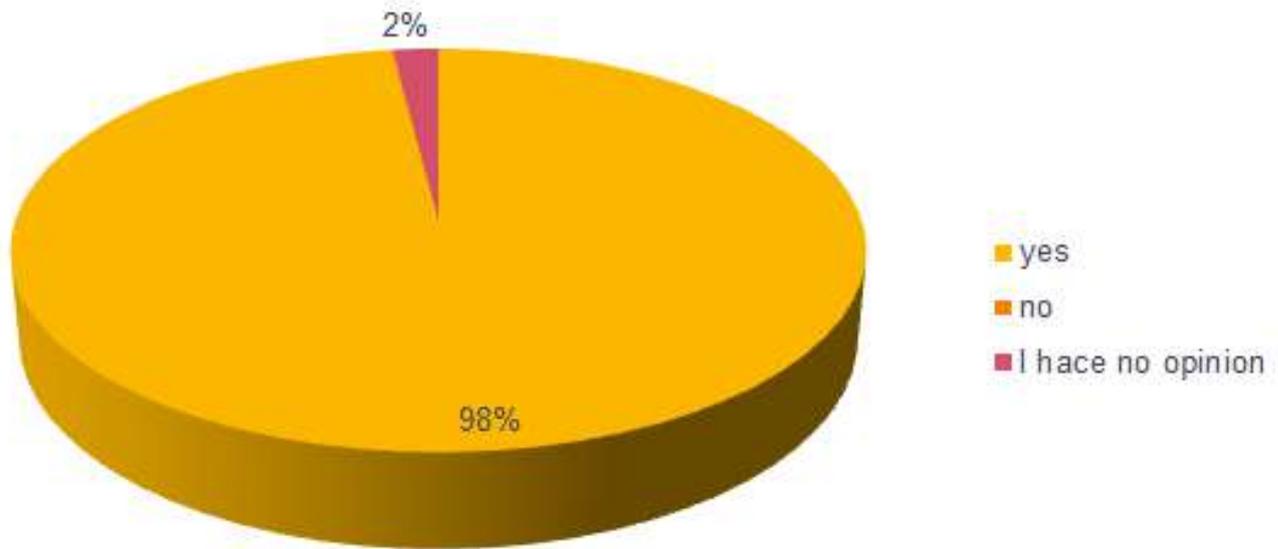


Source: Questionnaires of young people.

The expectations of satisfaction and a good atmosphere at work are valued more than salary. Of course, decent wages are also important, especially for young people, when gaining financial independence. In the opinion of 98% of stakeholders, entrepreneurship in the social dimension is attractive for the

youth. Almost complete compliance in this regard may indicate a high potential for activities in this sector, especially for young people. None of the stakeholders gave the answer “no”, while 2% of the respondents did not express their opinion on this issue.

Figure 23. Do you think that social entrepreneurship can be attractive for the youth?



Source: Questionnaires of stakeholders.

Respondents in this question could add an explanation, why they think so. Most of them emphasized that the very nature of social enterprises is the fact that they

combine business and social goals, which may be attractive for young people.



"Because it's a great combination of creating a business idea that helps solve a community's direct or indirect problem."

"It responds to concrete needs and gives the prospect of doing something useful."

"It is a bottom-up, democratically managed and inclusive organizational culture that attracts young people."

"The ability to create unconventional, innovative solutions to social problems is also a factor of attractiveness that would allow young people to pursue their own ideas in unconventional terms (in addition to schemes and procedures that usually impose large organizational structures, such as corporations)".

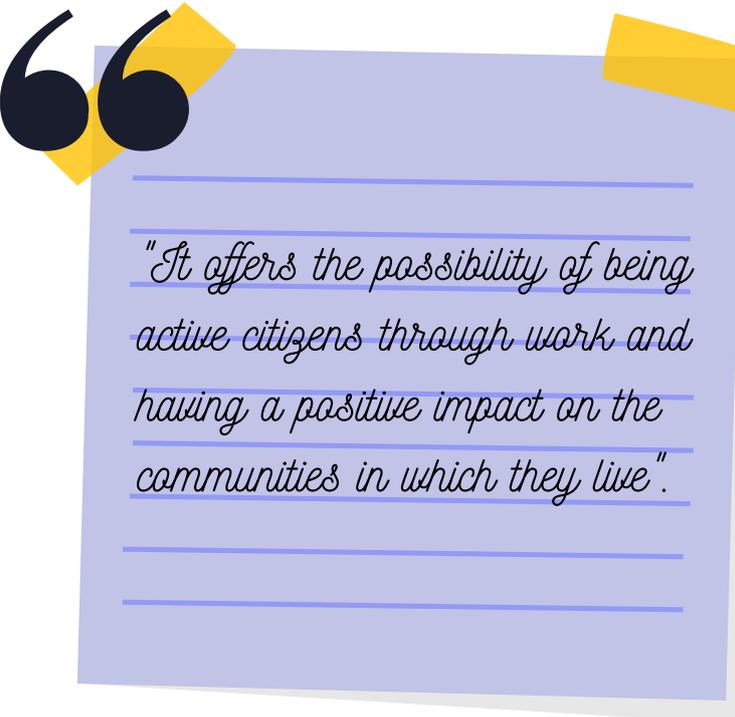
"(It allows) to rediscover the pleasure of a job that goes beyond the simple economic result, just and of the company for which you work."



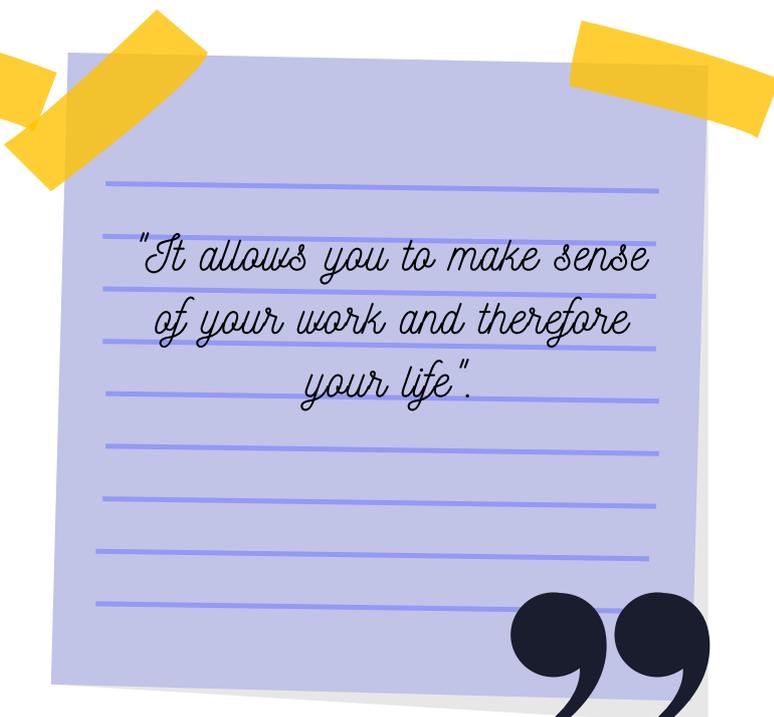
Source: Questionnaires of stakeholders.

Moreover, stakeholders stressed that social entrepreneurship can enable young people to pursue their passions, allow

them to actively involve themselves in the local community and derive satisfaction from it.



"It offers the possibility of being active citizens through work and having a positive impact on the communities in which they live".

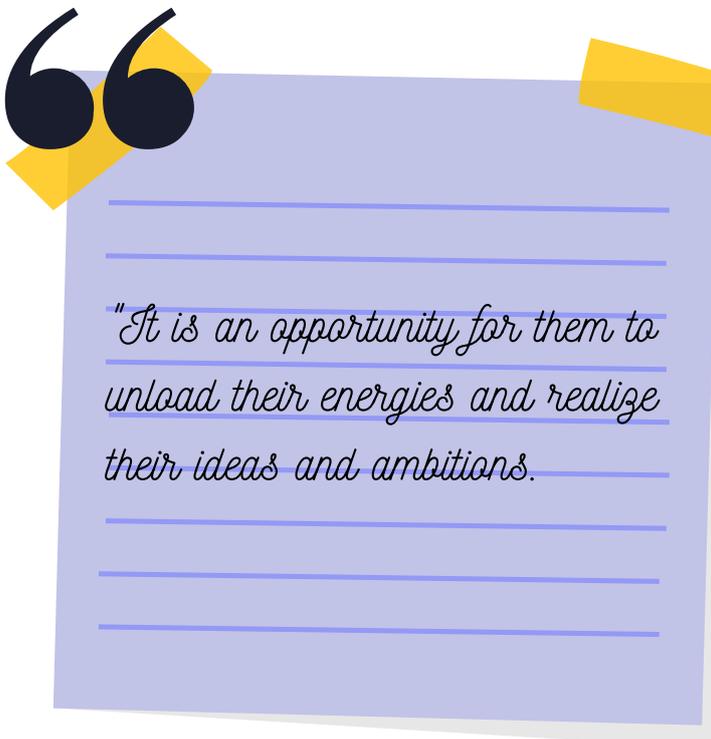


"It allows you to make sense of your work and therefore your life".

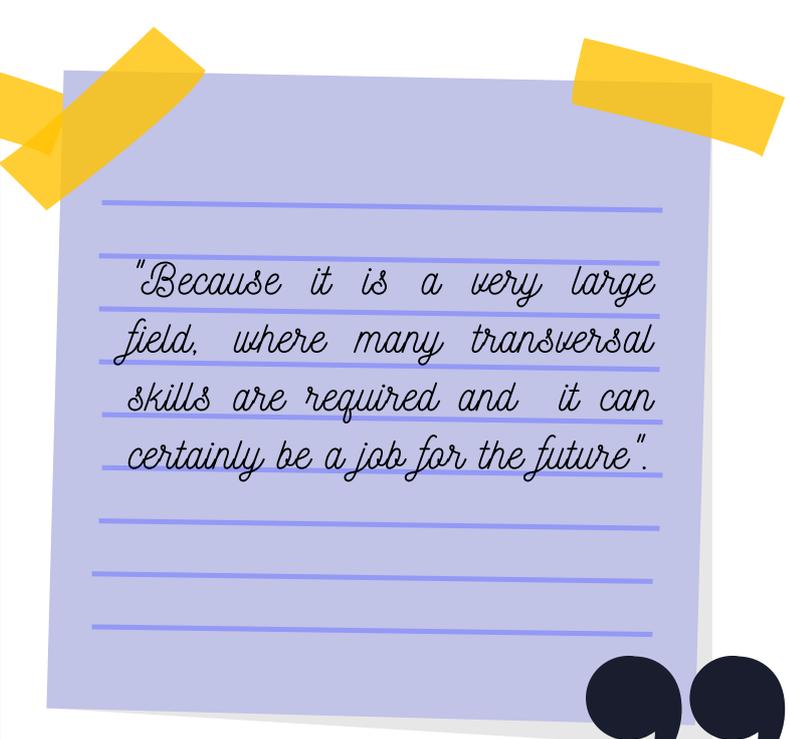
Source: Questionnaires of stakeholders.

No less important is the fact that social entrepreneurship can enhance important

skills and competences, like social sensitivity, empathy.



"It is an opportunity for them to unload their energies and realize their ideas and ambitions.

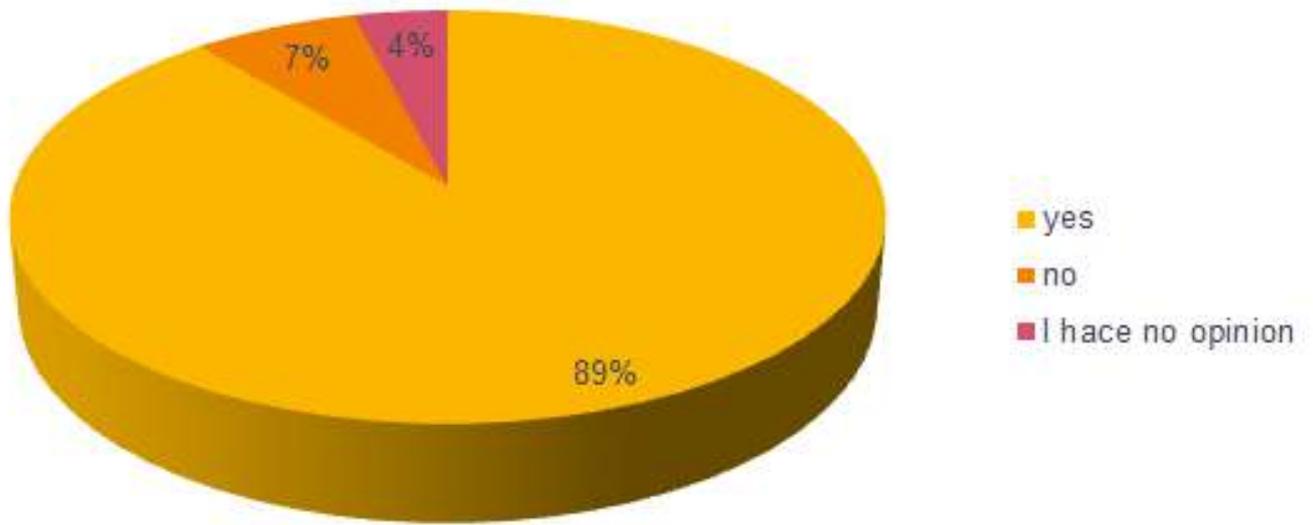


"Because it is a very large field, where many transversal skills are required and it can certainly be a job for the future".

Also in the next question, as many as 89% of stakeholders considered that running a social enterprise can be a lifetime career path. Only 7% did not consider social acti-

vity as a long-term activity, and 4% of the stakeholders did not have opinion on this issue.

Figure 24. Do you think that social business can be one's lifetime professional career path?



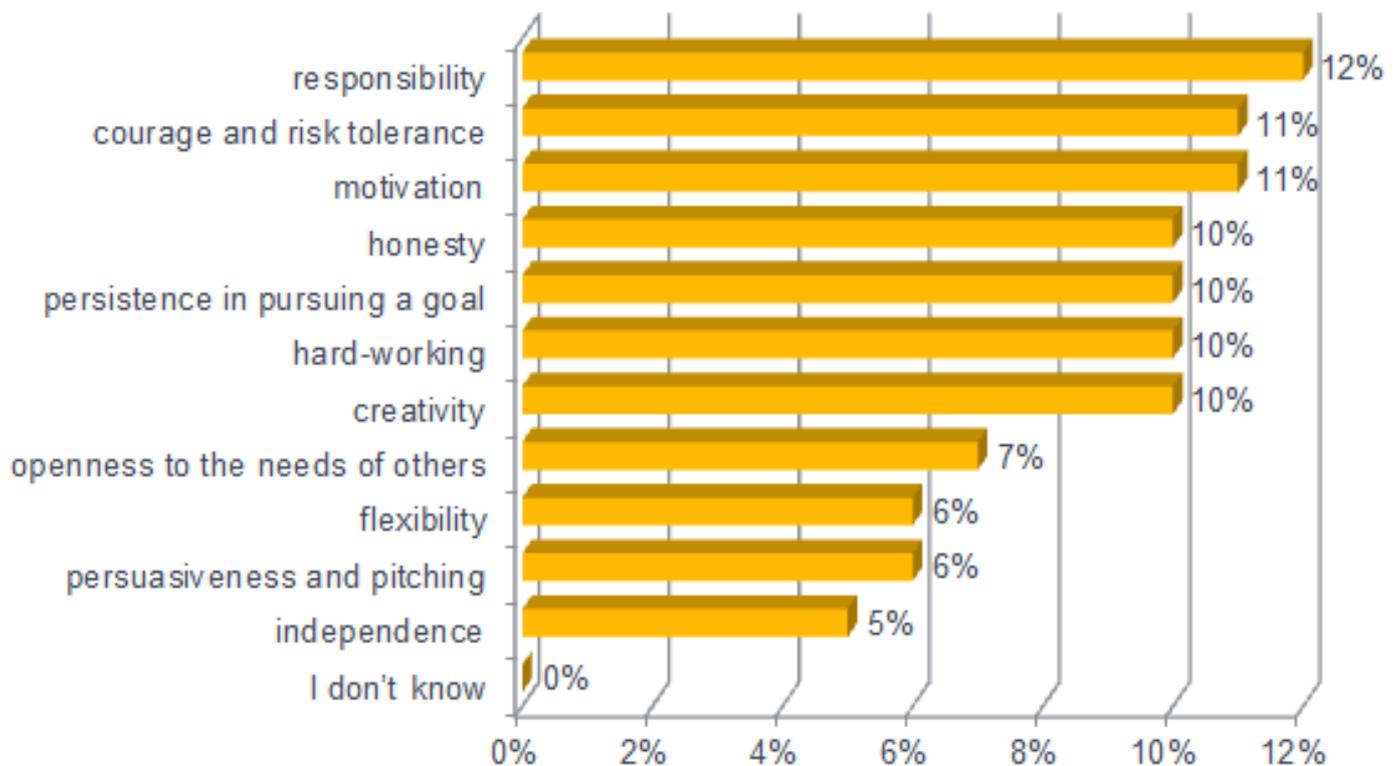
Source: Questionnaires of young people.

CHAPTER 3. SKILLS AND CAPACITIES OF YOUNG PEOPLE REGARDING SOCIAL ENTREPRENEURSHIP

The young respondents were asked to list the most important characteristics that an entrepreneur should have. They could choose from the list of the features in the question up to 5 characteristics. The percentage of all responses presents fig. 25. The most frequently indicated features are: responsibility (12% of responses), motivation (11%), courage and risk tolerance (11%), creativity, hard-working, persistence in pursuing the goals, honesty (10% each).

The least important are: persuasiveness and pitching (6%), flexibility (6%) and independence (5%). The independence however highly rated in terms of material status, is ranked the lowest in terms of entrepreneur's features.

Figure 25. What attributes in your opinion should characterize an entrepreneur?



Source: Questionnaires of young people.

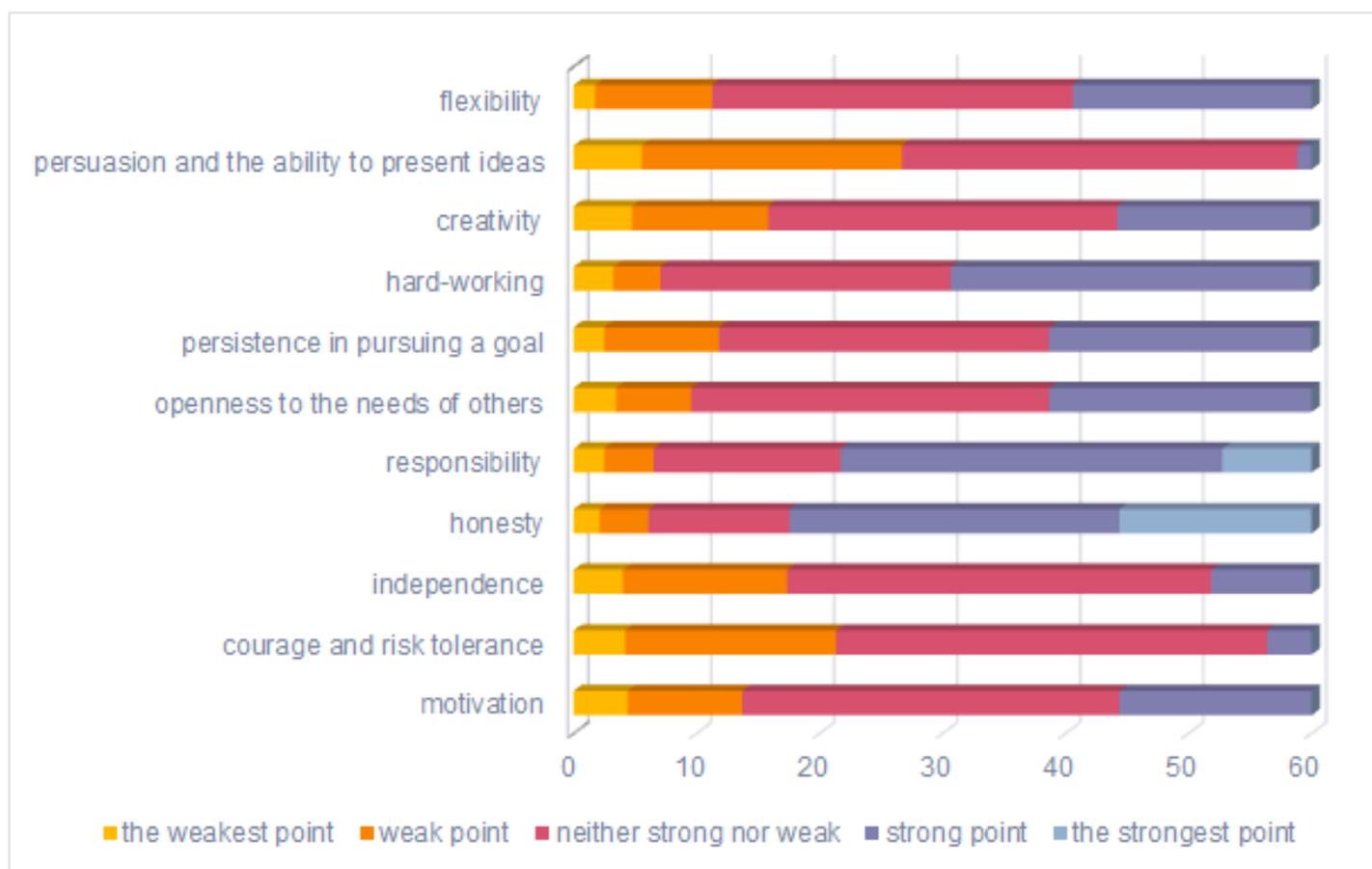
In the next step, young people evaluated their own features in order to diagnose if they already had the needed characteristics and which of them they should develop to become “a perfect entrepreneur”.

The self-evaluation shows that the largest group of the youth evaluated the highest: honesty (56%), responsibility (47%) and

hard-working (36%). The whole assessment of entrepreneurial features is presented in the Fig. 25.

More often women declared the highest level of responsibility (55% - the strongest point), whereas 40% of men declared it as strong point.

Figure 26. How do you assess your personal attributes? (assess on the scale 1- the weakest point to 5 - the strongest)

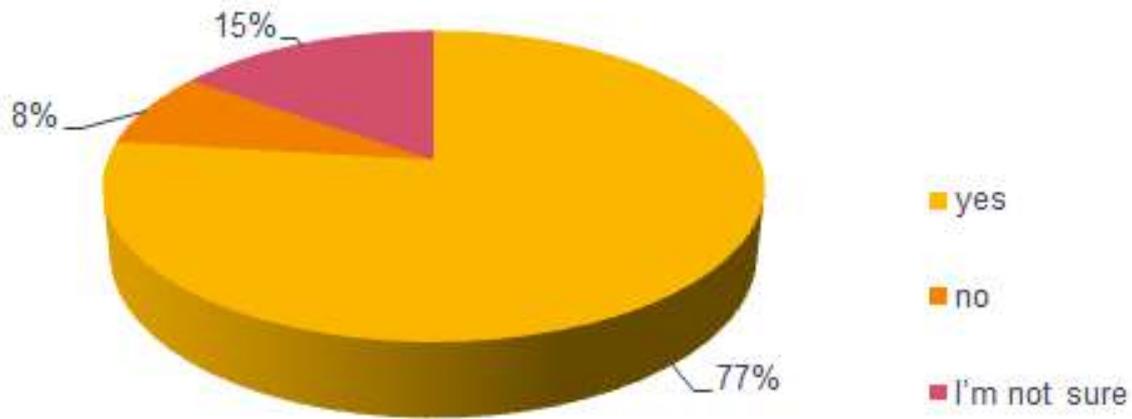


Source: Questionnaires of young people.

The surveyed group of young people is generally interested in learning more about social enterprises – 77% declared this, while only 8% is not interested in studying the subject.

15% did not show their will in this regard. Relatively more open for the new knowledge on social enterprises are women (82%).

Figure 27. Would you like to learn more about social enterprises?



Source: Questionnaires of young people.

Next, the young people were requested to identify their competences that would help them to start a social business. They could indicate many features. The most frequently signaled were: knowledge about social enterprises (61% respondents), business planning (56%), financial literacy (54%),

marketing and sales (including digital marketing, 50%), project management (49%), law (48%), accounting and record keeping (44%). Others mentioned are presented in fig. 28.

Figure 28. In what areas you would need to increase your competences in order to start a social enterprise?

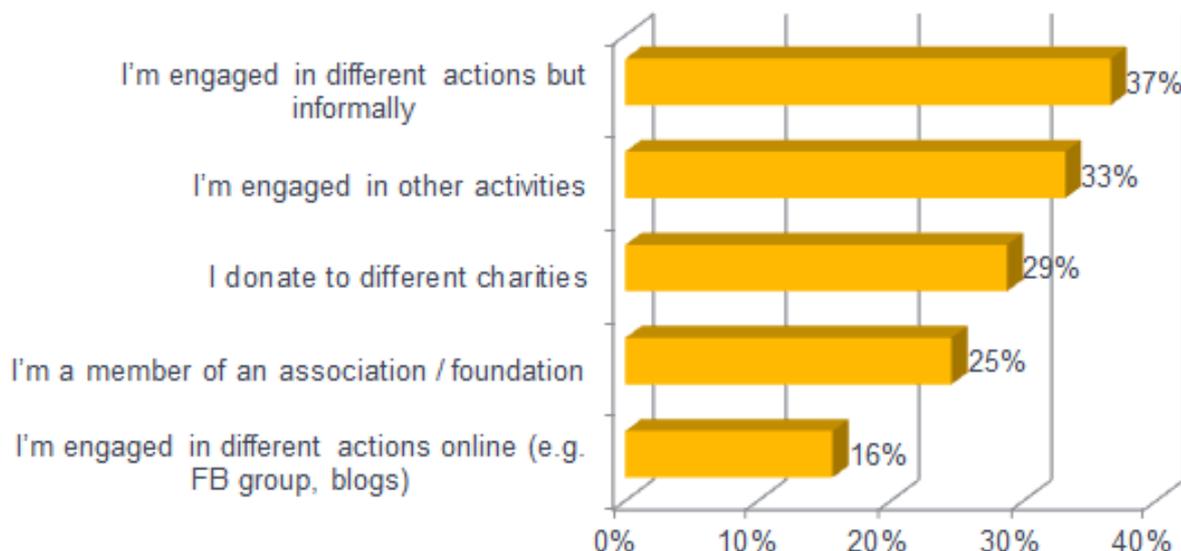


Source: Questionnaires of young people.

Young respondents also described their actual engagement in different kind of social activities. 37% of the youth are informally engaged in different actions, 33% are engaged in different activities

(formally), 29% give donations to charities, every third respondent is a member of an association or foundation, 16% are engaged but in online actions.

Figure 29. Are you engaged in any social activities, e.g. volunteering?



Source: Questionnaires of young people.

The charity actions mentioned by the surveyed youth are: having a group in the parish, scouting, volunteer fire department, blood donor, donations to the homeless, The Great Orchestra of Christmas Charity, school volunteering club, UX designer for NGOs.

Then, the respondents were asked about the reasons of their social engagement (multiple choice question).

51% wanted to help the local communities, 49% needed that for self-satisfaction, 47% liked to develop their knowledge. The other less frequently mentioned reasons were: to improve the employability prospects, to get possibility of travelling and to earn more. Additionally 13% of respondents mentioned all the reasons listed.

Figure 30. Why do you participate in social activities, e.g. volunteering?



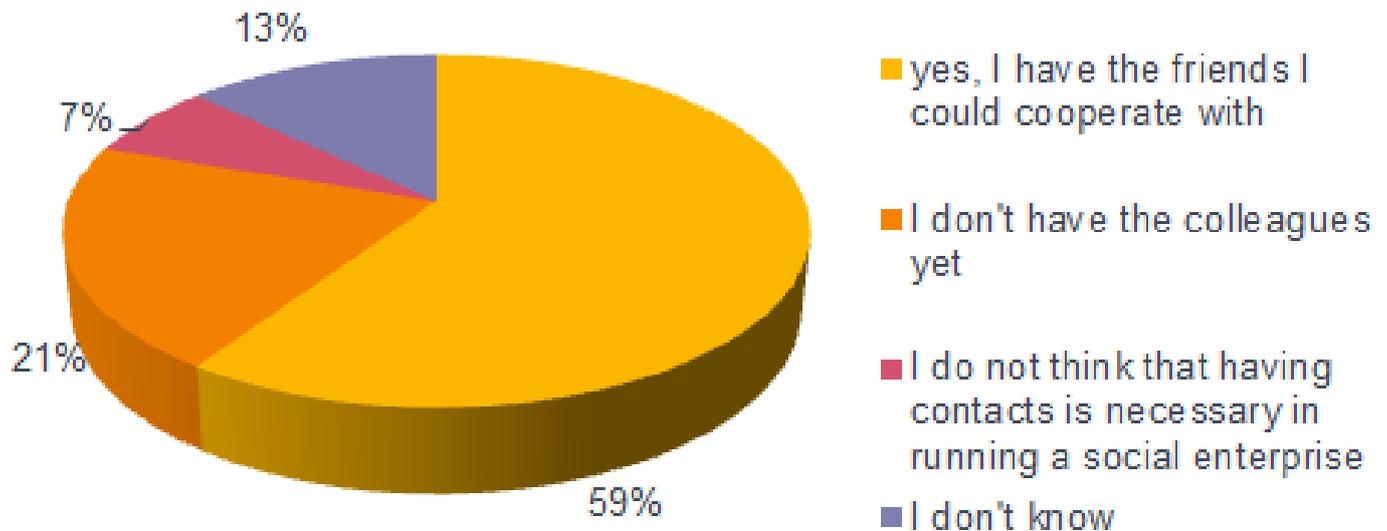
Source: Questionnaires of young people.

CHAPTER 4. ORIENTEERING AND NETWORKING

Having partners, colleagues is a very important element of planning a social enterprise. 59% of young people have friends and partners that could join their social initiatives. 21% do not have the colleagues that could participate in their social enterprises,

7% do not consider the fact of having the colleagues as important to start a social enterprise. 13% do not presented their opinion regarding this aspect.

Figure 31. Do you have a group of friends whom you could invite to cooperate in running a social enterprise?

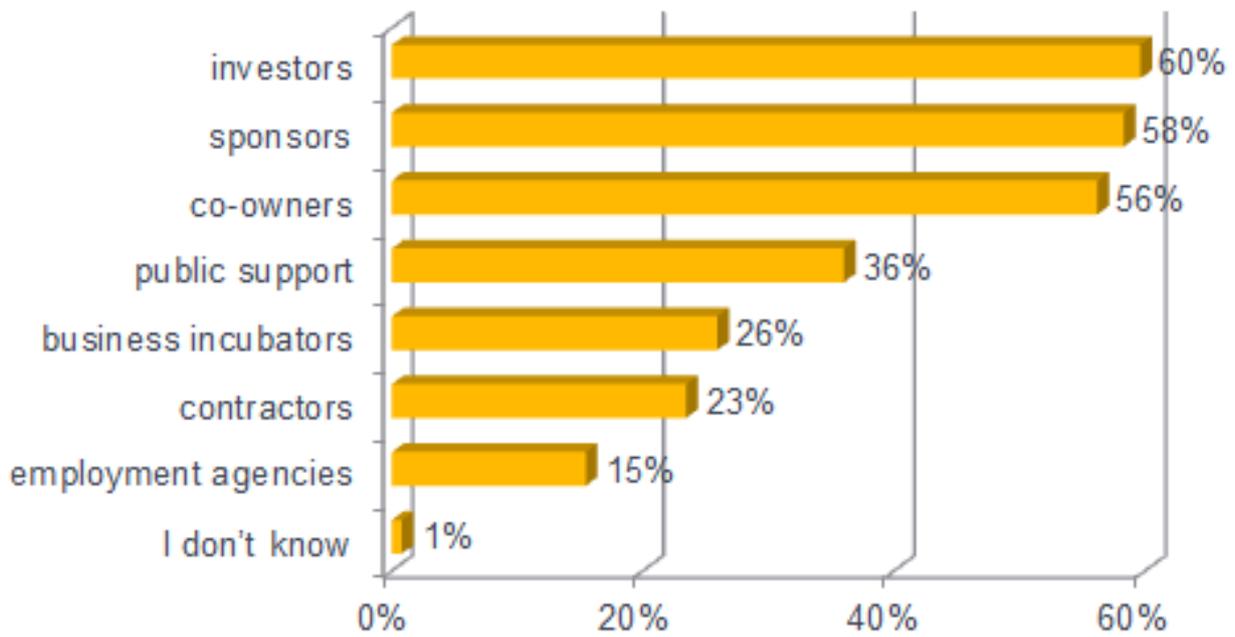


Source: Questionnaires of young people.

In the survey also different types of partners needed to cooperate within the social enterprises were identified. The most needed partners are investors (60%), sponsors (58%) and co-owners (56%).

Other types of partners mentioned were: public support (36%), business incubators (26%), contractors (23%) and employment agencies (15%).

Figure 32. What kind of partners would you need to run your own social enterprise?



Source: Questionnaires of young people.

State aid (social work) is perceived as the crucial entity dedicated to support people in need (55% declared it as very important or important party). Another group that should bring help to the people are non-governmental organizations, e.g. foundations, associations, etc. (58%), but also community (51%). According to the young respondents, enterprises were lower in the rank of units that should support the others (33%).

More often Poles perceive that state aid is a very important type of a partner to support people in need, whereas in Jordan more respondents think it's the least important source of help (11%; in average 5% respondents said so). Also more frequently women claimed that state aid is very important, men – moderately important (21%, with 16% of average).

Figure 33. Who do you think should provide support for people in need?

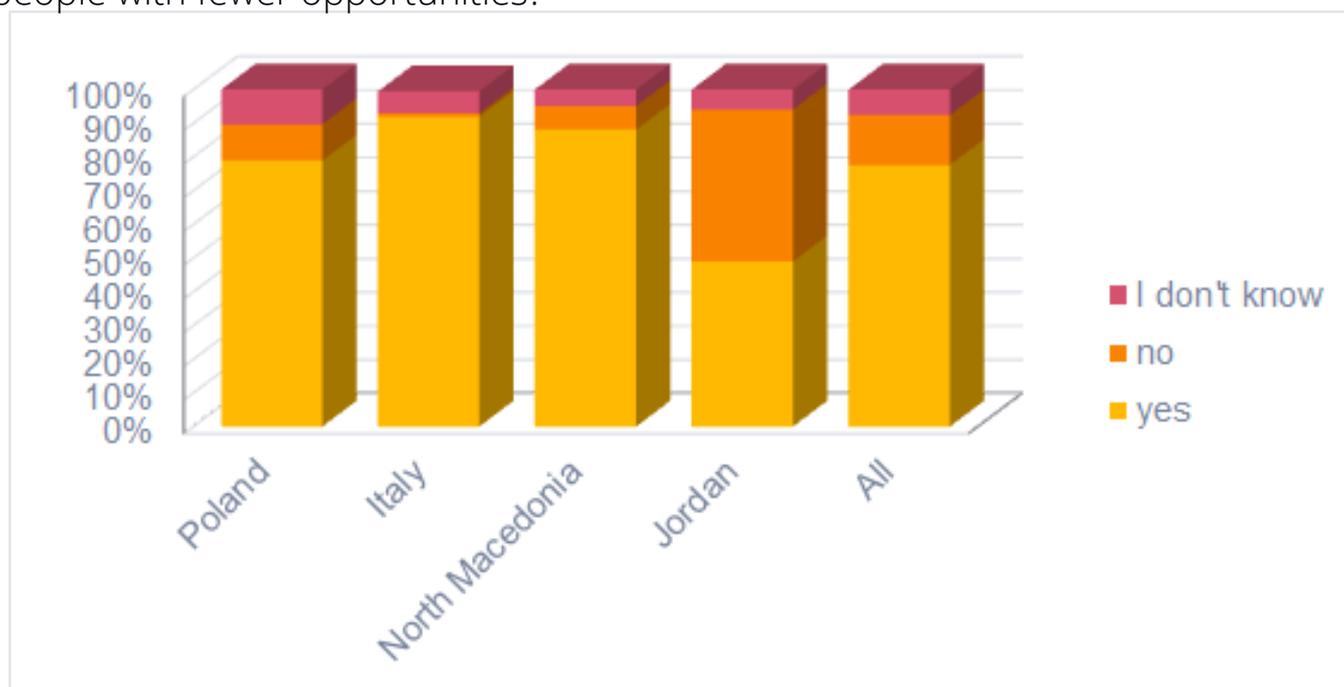


Source: Questionnaires of young people.

We asked stakeholders the same question, but gave them the opportunity to provide their personal opinions (open question). They also indicated the government most often, but they also pointed at NGOs, much less frequently they indicated business sector. Many stakeholders answered that everyone should help - all public, private and third sector actors, each for their own skills. Particularly interesting answers, and different from those in other countries, were given by Italian respondents.

They paid attention to the entire integrated territorial system and often pointed to social cooperatives and social enterprises as the most capable to effectively support people in need. As many as 78% of the youth see the need to help people around them, which proves the sensitivity of young people. Only 14% believe that support is unnecessary, 8% do not have opinion.

Figure 34. Do you think that in your country or region there is support needed for people with fewer opportunities?



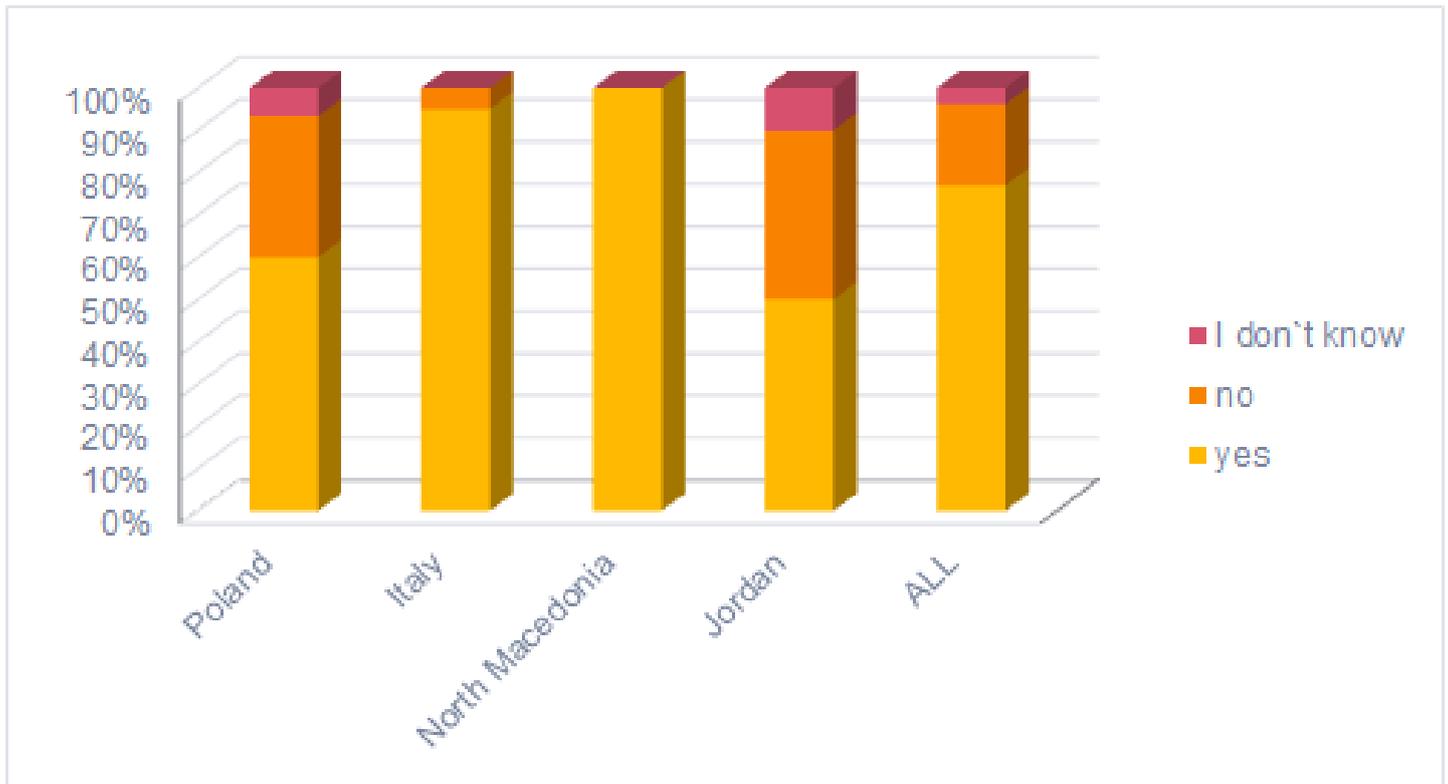
Source: Questionnaires of young people.

More frequently the young respondents from Italy (92%) see the need of supporting others, while from Jordan they declare no need for that (49%). Inhabitants of villages are more aware of the need (84%) than living in cities.

Similar opinions in this regard represent the group of stakeholders. Supporting people in need is a kind of human responsibility, of course, its form should be appropriately adapted. Depending on the country / region or the social awareness itself, the feeling of support will be different.

The respondents from Jordan stated in 50% of the responses that there is support for those in need in their country, and not much more, 60% were among the respondents from Poland. The situation is much better in Italy and North Macedonia, among those respondents, 95% and 100% were positive about support for those in need, respectively.

Figure 35. Do you think that in your country or region there is support needed for people with fewer opportunities?



Source: Questionnaires of stakeholders.

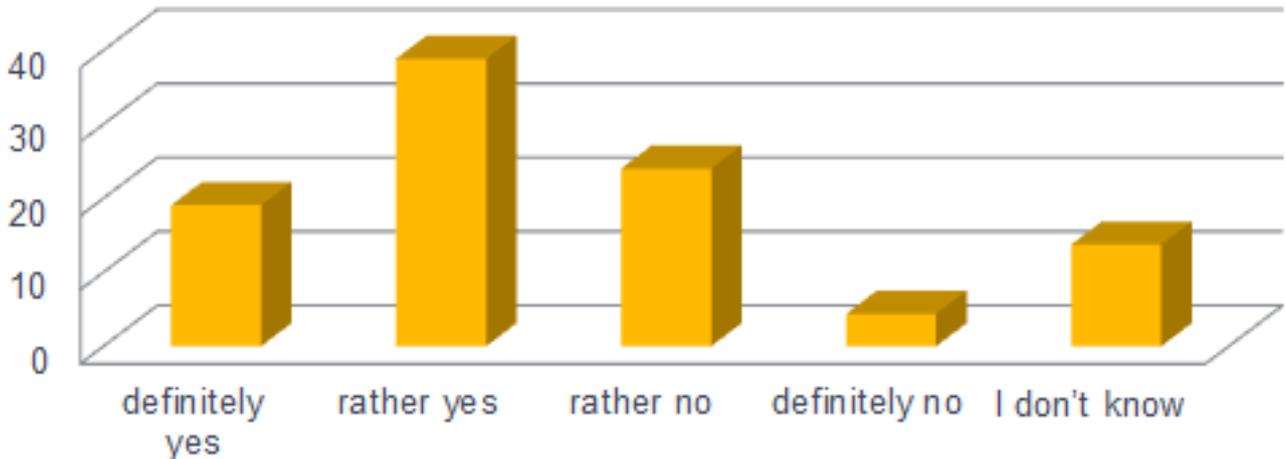
At the same time, stakeholder respondents from Poland (33% of responses) and Jordan (40% of responses) stated that there is no support for those in need in their countries. Only 7% of respondents from Italy also considered that there was no such support. Generalizing the survey results of all respondents, 77% of respondents admitted that in their country / region there is support for those in need. 4% of the respondents had no knowledge in this regard, and 19% believed that there was no support in their region.

The research confirms a fairly high level of awareness among young people regarding the activities of third sector organizations.

Their impact on local environment is noticed by 58% of the surveyed youth. No observations have 14%, the rest of 28% do not notice the impact of NGOs in their surroundings.

In North Macedonia the activities of the third sector are perceived more frequently (34% of “definitely yes”) than in other countries. Poles and Jordanians more frequently declare that they do not see NGOs activities (30% and 31% “rather no” respectively). People of age over 31 see the impact of the organizations, whereas the youth under 21 more often say: “rather not” (29%) or “I don’t know” (21%).

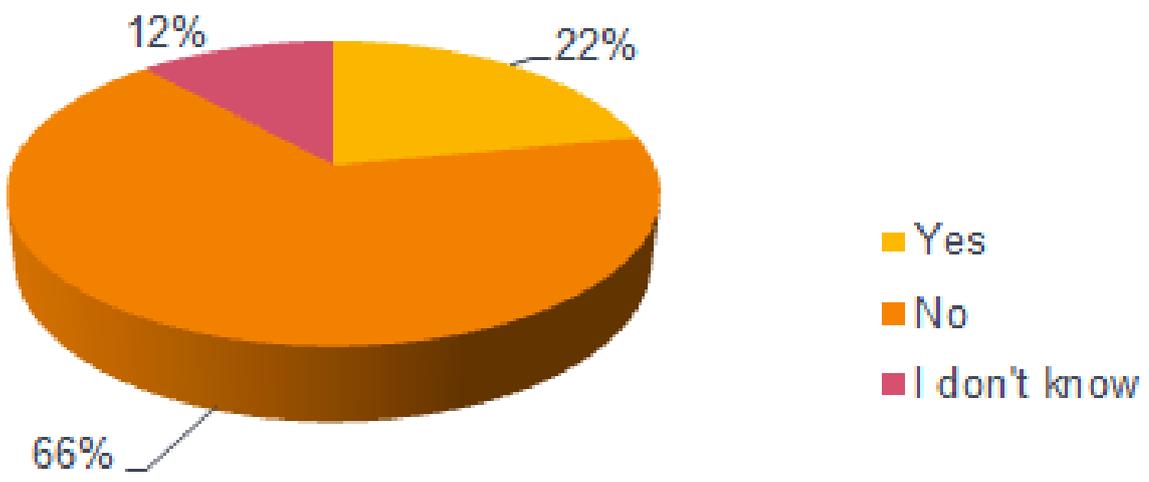
Figure 36. Do you notice the activities of third sector organizations and their impact on your local environment?



Source: Questionnaires of young people.

Only 22% of the young people declared that they had knowledge or already used services supporting their business idea development. Vast majority (66%) do not have the knowledge nor experience in this field. 12% did not presented their opinion in this matter.

Figure 37. Do you know or have you used services to help you define your business idea?



Source: Questionnaires of young people.

CHAPTER 5. SUPPORT NEEDED FOR THE DEVELOPMENT OF SOCIAL ENTREPRENEURSHIP OF YOUNG PEOPLE

Young people declare that there is a range of obstacles restraining their entrepreneurial projects realization. The most frequently outlined were: lack of capital (68% respondents mentioned), lack of knowledge and experience (54%). 53% are afraid of high taxes and costs of running a busi-

ness, 37% indicated fear of failure and every third person is afraid of bureaucracy. The abovementioned causes derive that the knowledge about business running, taxation and financing is crucial to convince the youth to start their enterprises.

Figure 38. What would discourage you from setting up own business? (assess each factor on the scale 1- not at all, to 5 - very much)



Source: Questionnaires of young people.

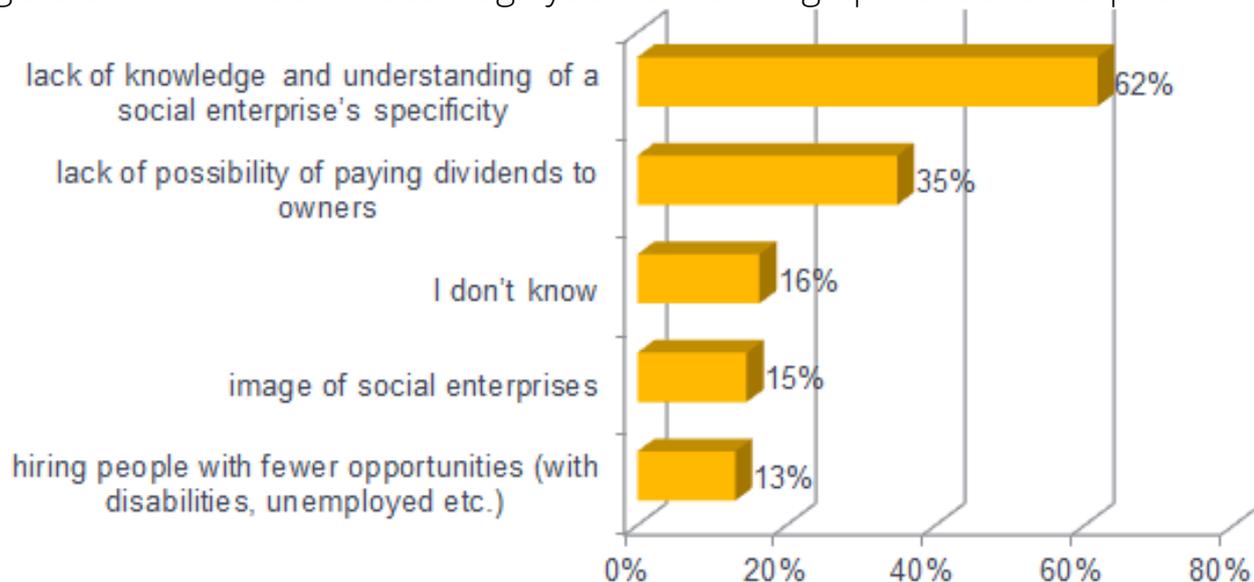
There are also barriers that restrain in particular social entrepreneurship. The main reasons for which young people do not engage in setting up this kind of entities are: lack of knowledge and lack of understanding of social enterprise's specificity (62%), no possi-

bility of paying dividends to co-owners (35%). The following seem to be less important: image of social enterprises (15%) and necessity of hiring people with disabilities (13%). 16% of respondents did not have opinion in this matter.

Also in this case, young people do not feel well informed on fees and taxes that need to be paid, and all the bureaucracy, laws and regulations associated with running a social enterprise. They also mentioned that there is very little support from the government and they do not have the capital needed for the initial phase.

As an obstacle they perceive closed mentality of market (in Italy), and that there is a low recognition of social enterprises by the authorities, institutions and the general public, and the inability of young people to participate in social work, unless they have many years of experience.

Figure 39. What would discourage you from setting up a social enterprise?



Source: Questionnaires of young people.

Regarding the support needed to start and run own business, the respondents primarily need funding and support in acquiring the initial capital to start their businesses (75%). The second needed kind of help is business mentoring (62%), then

accounting and legal support (53%), and network of contacts with business partners (50%). One person mentioned the necessity to build a team and find motivation.

Figure 40. What kind of support you would need to start and run your own business?

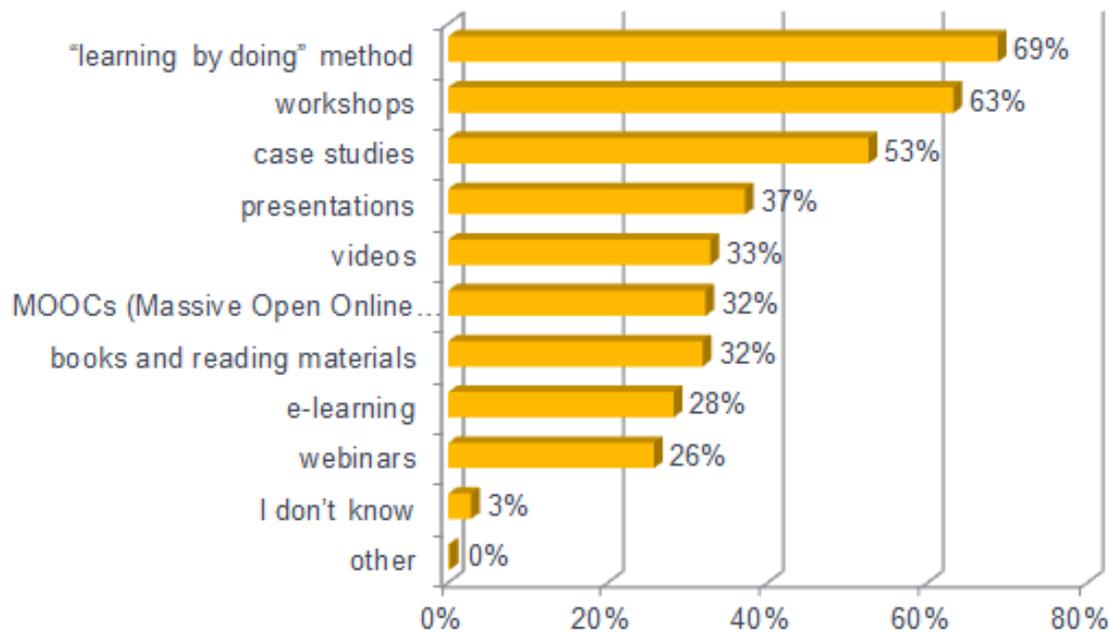


Source: Questionnaires of young people.

Respondents were also asked about the methods that seem to be the most efficient to increase their knowledge in the abovementioned fields. The most popular methods that in the opinion of the surveyed youth are the most effective are: “learning by doing” method (69% respondents), workshops (63%), case studies (53%), presentations (37%),

videos (33%) and Massive Open Online Courses – MOOCs (32%). Less frequently mentioned methods are: books and reading materials, e-learning courses and webinars. 3% respondents did not have opinion regarding the learning methods efficiency.

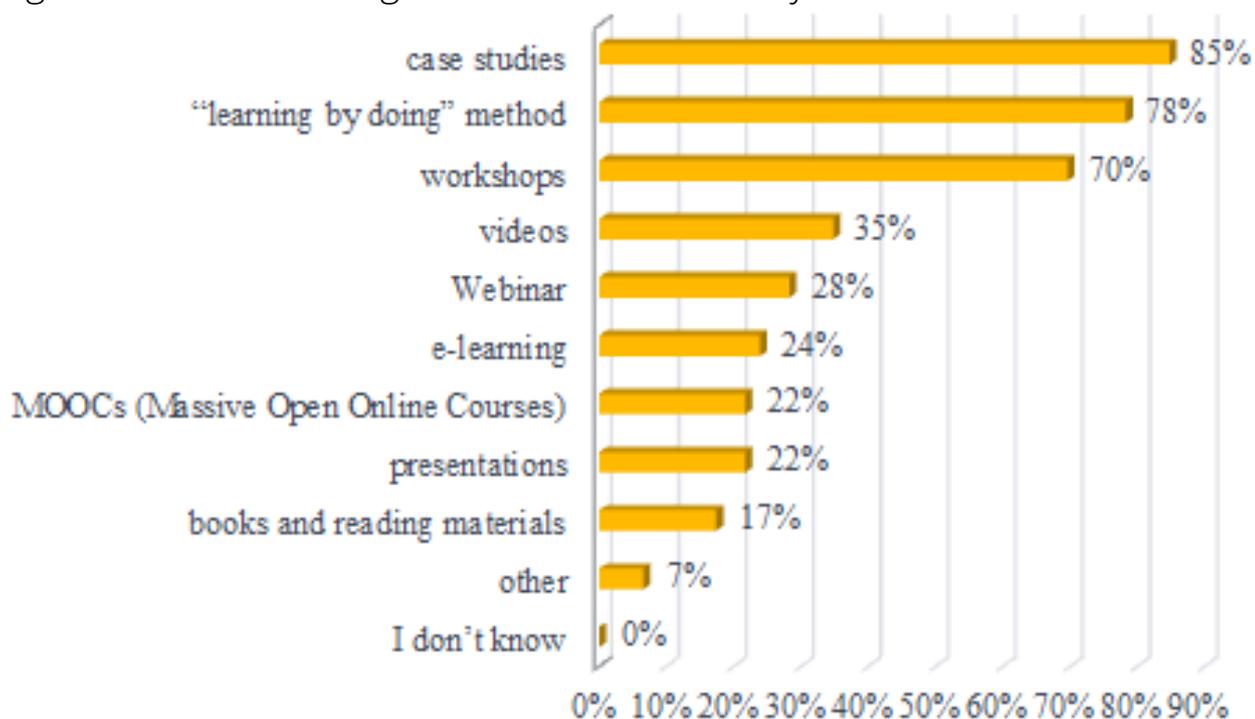
Figure 41. What training tools and methods do you consider as the most effective?



Source: Questionnaires of young people.

The same question was posed to stakeholders.

Figure 42. What training tools and methods do you consider as the most effective?



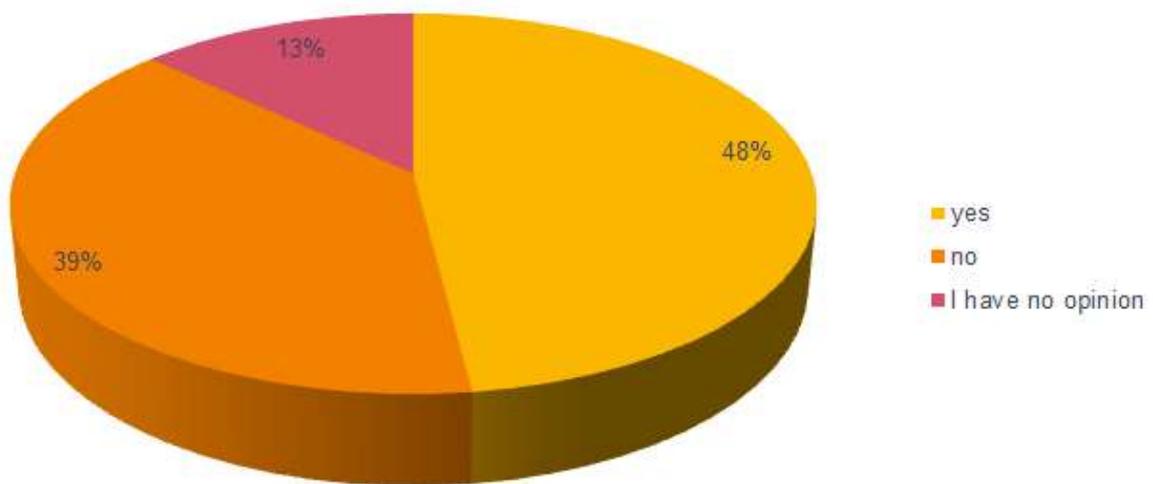
Source: Questionnaires of stakeholders.

The three most frequent responses show compliance with the indications given by the youth. According to stakeholders, case studies are the most effective form of education, as many as 85% of the responses indicated this form of learning. Another, almost equally effective form of education (78% of responses) is the “learning by doing” approach. The workshops were also considered an effective form of education (70% of the respondents). Video was rated as a good form of education with much lower popularity, but still (35% of responses) relatively high. A surprisingly low response rate of 17% referred to books and other materials. It is certainly a less

attractive form of education, but it should be noted that in the age of Internet, the book falls into the background. Quite similar percentage of responses concerned distance learning methods as webinars (28%), e-learning (24%) and MOOCs (22%).

Social awareness and the sense of responsibility for the environment in which we live is shaped by upbringing and education. This research is aimed at verifying the needs in the field of education and, according to the opinions of the stakeholders, almost half of 48% stated that education has a positive impact on shaping attitudes towards social entrepreneurship.

Figure 43. Does education contributes to the development of positive attitudes towards social entrepreneurship?



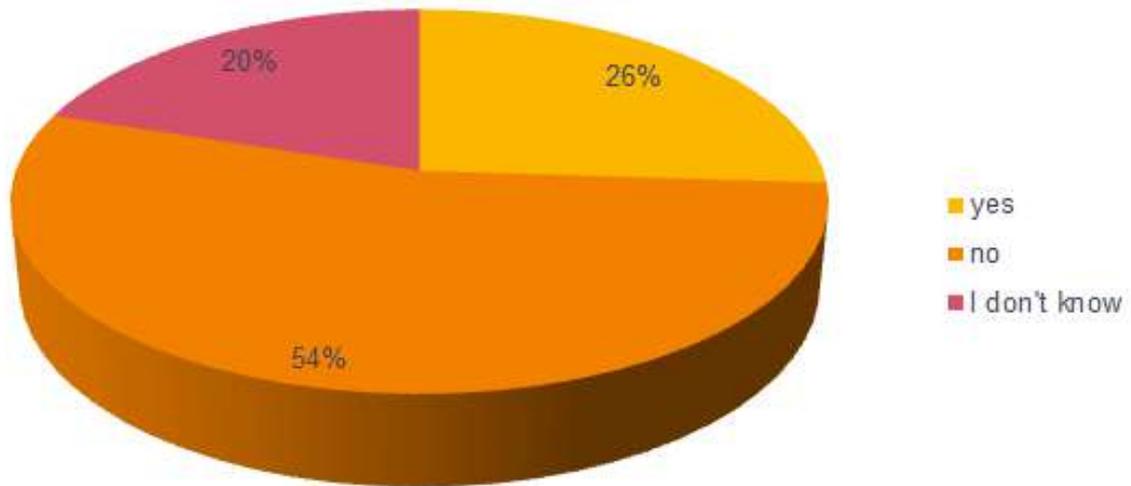
Source: Questionnaires of stakeholders.

Quite a large percentage of respondents (39%) do not consider education as a factor influencing positively the development of socio-entrepreneurial attitudes. Whereas, 13% of the respondents did not express their opinion in this regard. Such a relatively low assessment of the importance of education may result from the educational programs, which include very few courses in the field of shaping practical skills, or from the individual experiences of the respondents. This can be interpreted as important information

for those responsible for designing educational programs that there are some deficiencies in the education system in terms of influencing the perception of social entrepreneurship. It is commonly believed that state institutions cooperate closely with social economy entities. However, it turns out that there are deficits in support from the government, despite a noticeably positive opinion about the role of social enterprises in reducing social problems.

More than over half (54%) of stakeholders support and is not sufficiently stated that the government does not involved in social enterprises.

Figure 44. Do you think that institutional bodies in your region support and engage enough with social enterprises?



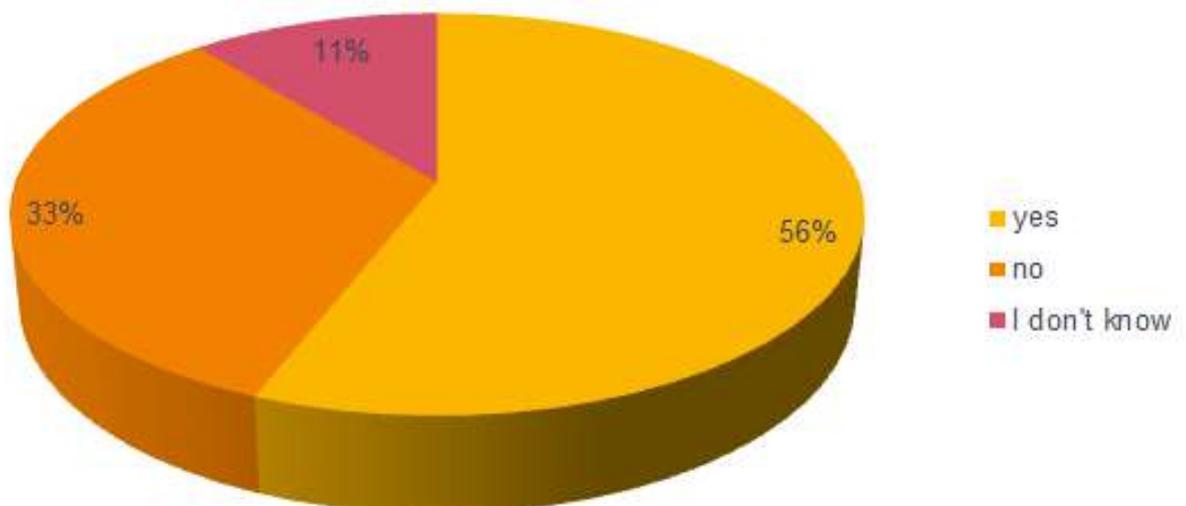
Source: Questionnaires of stakeholders.

A certain positive signal is that 26% of respondents feel support and commitment, while as many as 20% of respondents do not know whether such actions are taken.

The relationship between the respondents (among stakeholders) and social entrepreneurship is quite close. More than half (56%) provide services to young social entrepreneurs.

Almost a third part (33%) of the respondents do not provide the abovementioned services, which does not mean that there is no connection with social entrepreneurship, as the entities selected for the study had to be from this background.

Figure 45. Do you deliver dedicated services for young social entrepreneurship?



Source: Questionnaires of stakeholders.

Interestingly, but 11% do not know whether they provide services to young social entrepreneurs. Unawareness sometimes can result from a very wide range of activities that can cause difficulties in adequate classification of the services.

The respondents who declared having the services for young social entrepreneurship in their offer, added what kind of services they deliver. In Poland mainly these are the activities promoting knowledge on social economy in the form of lectures, workshops, study visits, educational games, trainings, conferences and local animation. Those employed in public administration and entrepreneurs also indicated support to develop SE, like: advising in business planning, business services, financial support, marketing services, legal advice, accounting and tax consultancy. One of the respondents (entrepreneur) noticed that there is a lack of activities that encourage those who had not yet thought about SE. It is more needed than for those already engaged in SE. Among Macedonian respondents only two deliver dedicated services for young social entrepreneurship, and these are: capacity building (person employed in

public administration) and “lessons, e-learning” (entrepreneur).

In Italy the most "yes" answers were among people employed in enterprises and entrepreneurs/social entrepreneurs.

The first of them mentioned the following services: youth protagonism projects, social and cooperative enterprise education, MOOC on how social innovation is done, support for the creation of social enterprises, a program of actions to support a new company – CoopUP. In turn, entrepreneurs and social entrepreneurs indicated: coworking, fablab, community hub, accompaniment to company, direct dialogue meetings whenever possible. There was also one person from Italy employed in public administration who deliver first level information and references to dedicated services. Among Jordanian respondents, four persons replied that they deliver dedicated services for young social entrepreneurship, and they mentioned mainly training and mentoring. One of the respondents (entrepreneur) wrote:

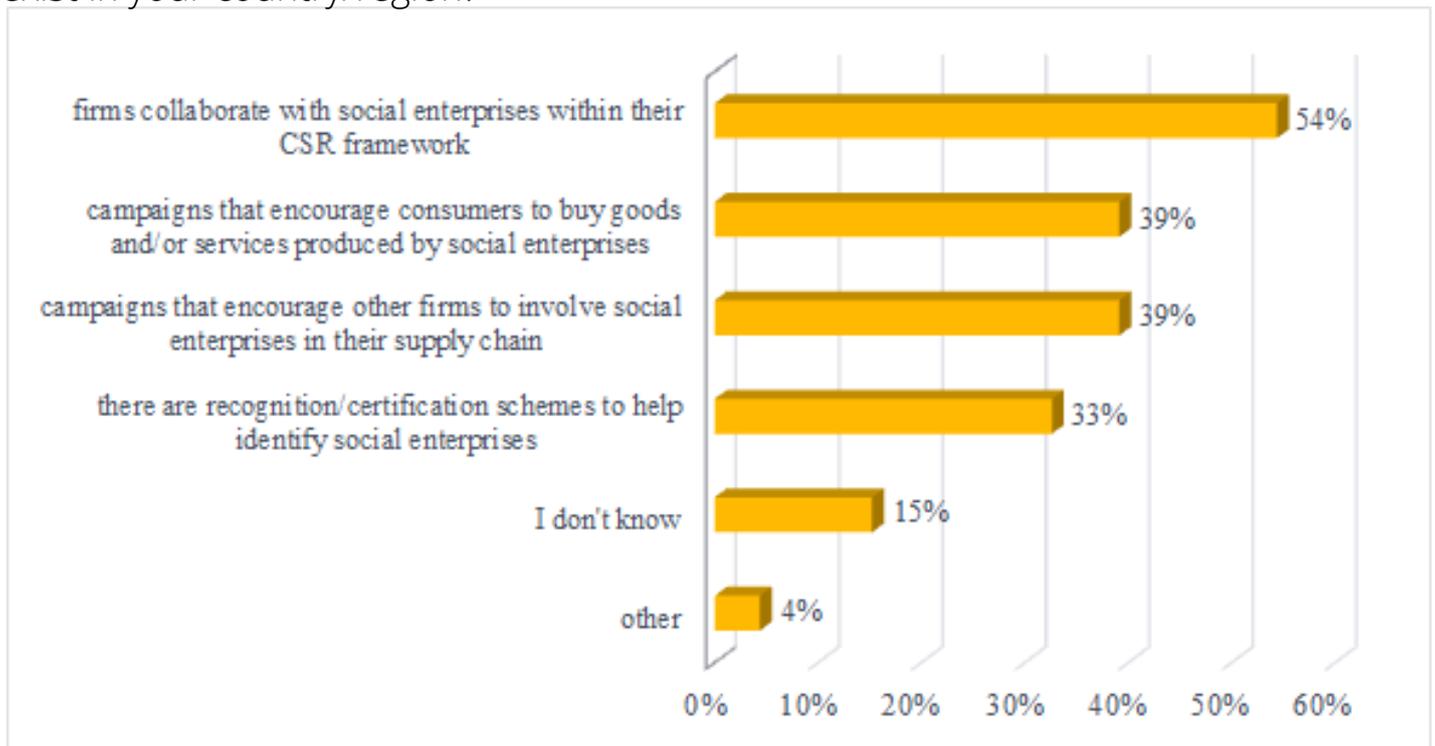
“I create jobs and institutions that lead young people to lead their lives for the better - based on innovation and investment - while remaining as a general leader and guided by the urgent need for it.”

Cooperation always brings the best results, which is why in many fields social and business enterprises find areas for joint activities. According to the respondents, the most common form of cooperation are activities in the field of corporate social responsibility, as many as

54% indicated such an answer.

Quite common fields of collaboration (39%) were campaigning for consumer awareness through purchasing from social enterprises and promoting the inclusion of social enterprises in one's supply chain.

Figure 46. What measures that support social enterprises' access to private markets exist in your country/region?



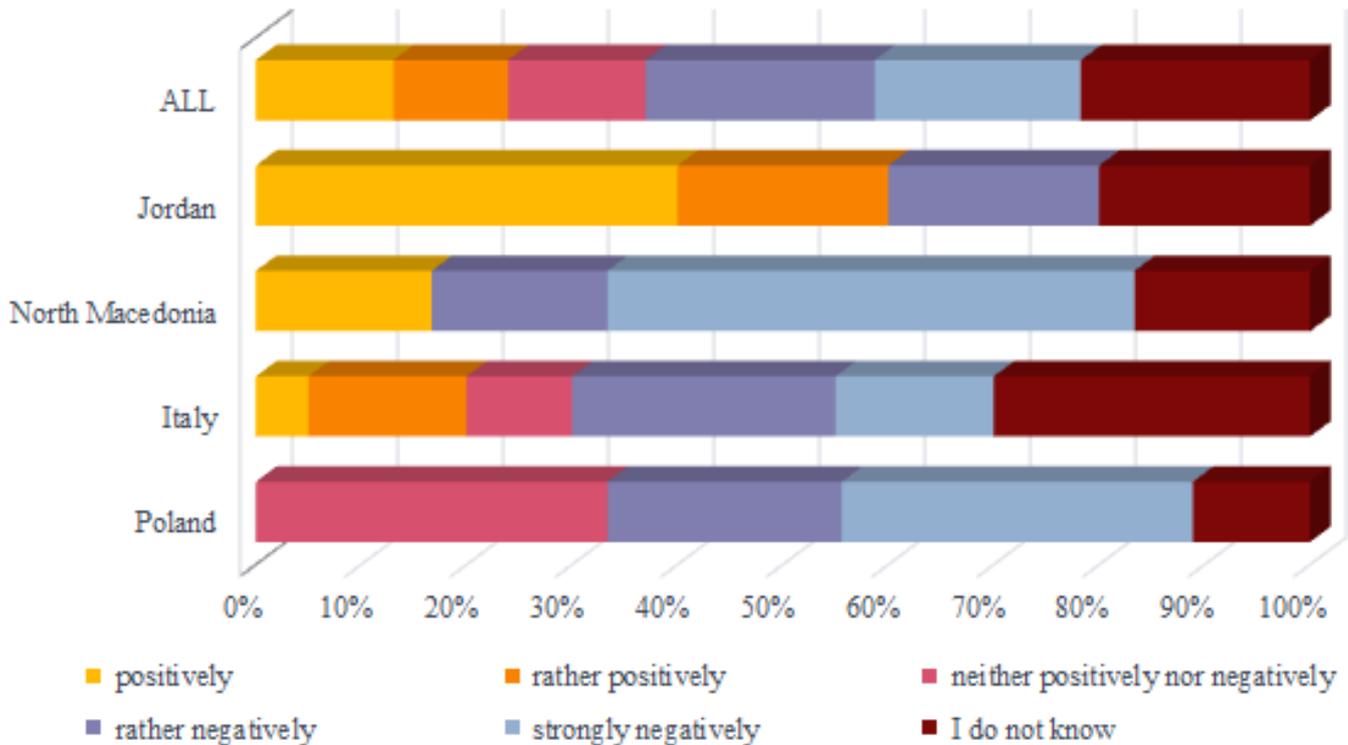
Source: Questionnaires of stakeholders.

33% respondents indicated cooperation in the area of recognition and certification aimed at better identification of social enterprises. Quite a large number - 15% of the respondents were not able to indicate nor did not know areas of cooperation between business and social enterprises. 4% implied other forms of cooperation.

At the beginning of 2020, the whole world was overwhelmed by the coronavirus pandemic. We needed to immediately adapt to functioning in completely different conditions. The pandemic times turned out to be extremely difficult for the economies of many countries, and some sectors, such as tourism, aviation and gastronomy, had to radically change the way they operated. It turns out that the pandemic positively influenced the development of social entrepreneurship in Jordan, as recognized by as many as

as 40% of respondents from this country, and moreover, 20% of respondents from Jordan declared the COVID-19 had a definitely positive impact. Less optimistic views were presented by respondent from North Macedonia. In this country, a positive impact of coronavirus on the development of social entrepreneurship was recognized by 17% of respondents. The mood was even worse in Italy - only 5% of the respondents considered the definitely positive impact and 15% the positive impact of the pandemic on the social sector. In Poland, none of the respondents expressed a positive opinion on the development of the social economy sector during the pandemic.

Figure 47. How did COVID-19 affect the development of social entrepreneurship in your region?



Source: Questionnaires of stakeholders.

The pandemic for the development of social entrepreneurship were assessed as the worst by the respondents from North Macedonia - as many as 50% of respondents assessed this influence as definitely bad, and 17% as rather bad. Poles were also negative in their opinion, for 33% of them the impact was definitely negative, and for 22% rather negative. A relatively large proportion of respondents could not indicate the impact of the coronavirus on the development of social enterprises, in Italy it was as much as 30% of respondents, in Jordan 20%, in North Macedonia 17% and in Poland 11%. No wonder that such opinions were collected, as the surveys were carried out in mid-2020. It was definitely too early for the final assessment of the situation. Of course, the authors are aware of the difficulties in implementing projects, especially those related to close contact with other people, hence so many negative opinions were raised.

Stakeholders involved in the research could also give examples of positive or negative influence of COVID-19 on their environment. They most often indicated the following negative effects: limitation of joint initiatives and activities, many activities and events stopped, loss of existing market for products/services, loss of liquidity, a lot of people lost their jobs, businesses fail, extremely reduced money supply, less investment capacity. The stakeholders also see the positive impact: noticeable greater reflection on social and environmental aspects, businesses have begun to be more responsible, increase of work efficiency, reduction of transportation costs and negative effects on the environment in this respect, demonstration that habits can be changed, innovation for the response to new needs, immediate answers to uncovered problem.



Someone begins to wonder if another way of doing business is possible.

I have seen some new entrepreneurial initiatives that seem to me to have a different, more positive social sensitivity.

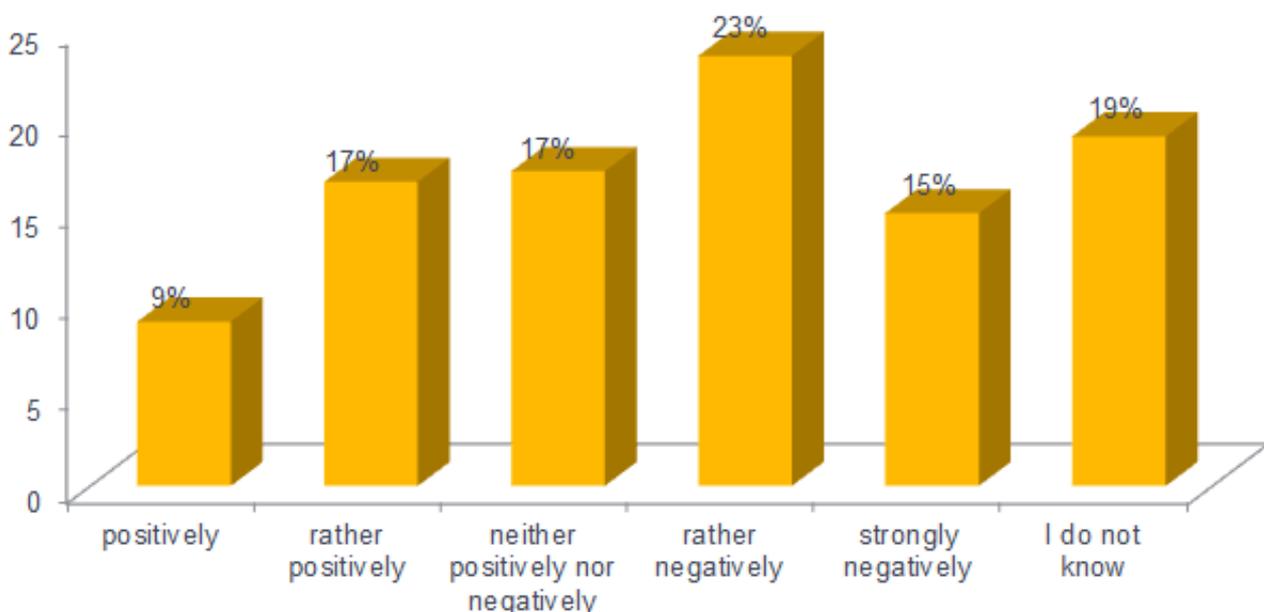
Certainly there was a more responsible participation of the people, above all young people, who felt they had to "do something".



The situation in recent months, regarding the spreading pandemic of COVID -19 is not conducive to the development of social entrepreneurship according to 38% of young respondents. Quite a significant group, as many as 26%, however, see a positive impact of the pandemic, and 17% were unable to assess its impact on the possibilities of developing social entrepreneurship.

In North Macedonia respondents more frequently declared that COVID-19 has positive impact (29%) or "strongly negative" (31%), in Italy more often they were not able to form an opinion (50%), in Poland rather negatively according to 40%, in Jordan rather positively (37%).

Figure 48. How did COVID-19 affect the development of social entrepreneurship in your region?



Source: Questionnaires of stakeholders.

CONCLUSIONS AND RECOMMENDATIONS

There is a lack of agreed definition for social entrepreneurship, there is also different level of its recognition and understanding in partner countries. Therefore, a loose and suitable definition for this project would be:

Social enterprise is a business, market-oriented, addressing important and neglected societal problems or making clear social impact by innovative approach.

This is an organizational definition rather than a sector-specific one. Such an approach is consistent with the understanding of social entrepreneurship in the European Union and allows to eliminate the differences between the countries participating in the project.

In order to promote effectiveness and innovation in the social entrepreneurship development, the following needs and challenges in the field of youth social entrepreneurship were identified:

1. Young people are rather confused and do not understand what social entrepreneurship really is. There is a need for a clear and simple definition of social entrepreneurship.

Recommendation: In all educational materials developed for young people there should be simple, straightforward, uplifting and inspiring messages to prove that social entrepreneurship is an interesting form of doing business for young people and a good way of responding to contemporary social challenges.

Examples of messages:

- Social business is making money and working for the society at the same time.
- Being a social entrepreneur is like being an innovator with a social mission.
- Do you have economic intelligence and social motivation? - Become a social entrepreneur!

CONCLUSIONS AND RECOMMENDATIONS

- Social entrepreneur is an entrepreneur and social activist in one.
- Social entrepreneurs the champions of a better world!

This can also be achieved through the use of expressions typically associated with social enterprises, like: social goal, social impact, solving social problems, inclusivity, social mission.

2. Young people have a positive attitude towards the business as an effective way of solving social problems, but they need good practice and examples. There is a need for providing the necessary informative and practical support to young people willing to start a social business.

Recommendation: Young people should have an access to a database of good practices in social entrepreneurship and a toolkit to be able to start their own social businesses.

3. Young people are motivated to set up own businesses by getting independence, personal satisfaction but also by possibility of changing the world.

Recommendation: The trainings aimed at stimulating entrepreneurship should be oriented at solving important problems of pupils/students' environment problems in order to give them satisfaction and focus their attention on ambitions goals. As there are important differences regarding the most important factors that matter for different nationalities, the teaching programs should be adjusted to each country specifics.

As the younger group of respondents is strongly oriented at getting financial independency, the courses of social entrepreneurship addressed at this age group should be more strongly oriented on the aspects of getting financial stability in a social enterprise.

CONCLUSIONS AND RECOMMENDATIONS

4. Making money within a business is more important for the youth up to 25 years, students of social economy and Poles, while for older youth in Jordan and Italy more important is striving for the change of the world.

Recommendation: the teaching programs and tools for the younger group, especially in Poland should be tailored in the way to focus more on business models and efficiency in earning money, whereas for teaching social entrepreneurship in Jordan and North Macedonia should focus more on the challenging problems that need to be solved.

5. The competences assessed at lower levels that need to be developed are: independence, courage and risk tolerance, motivation, openness to the needs of others, persistence in pursuing goals settled, persuasion and the ability to present ideas, creativity.

Recommendation: the abovementioned features/abilities should underlie the process of training toolkits preparation.

6. Regarding areas that should be developed in order to prepare the young people better to set up their social enterprises are mainly: knowledge about social enterprises, business planning, finance, marketing and sales, project management, law, accounting and record keeping.

7. The surveyed youth perceive as most effective the following teaching methods: “learning by doing”, workshops and case studies.

Recommendation: the toolkits should be tailored in a way that implements mainly all the mentioned above methods.

CONCLUSIONS AND RECOMMENDATIONS

8. The support needed to start and run their own business is primarily funding and help on how to acquire the initial capital, but also business mentoring, accounting and legal support and network of contacts with business partners. Knowledge on social enterprise is in particular very low.

Recommendation: the content of the teaching materials, games should refer to the financing start of a business, aspects needed to organize to set up own enterprise, especially a social business. It would be appropriate to collect information on taxation systems with practical information (e.g. government websites where the actual information, regulations are published and updated). All the aspects regarding setting up and running a social enterprise are crucial to encourage the youth to develop their business ideas socially and environmentally oriented.

9. Respondents declare their engagement in different kinds of social activities formal (by engagement in associations, foundations etc.) as well as informal, charitable actions and online actions. The reasons why they do it are mainly: to help the local communities, for their self-satisfaction, to develop their knowledge, but also to improve the employability prospects, to get the possibility of traveling and to earn more.

Recommendation: “the benefits’ from the engagement in social activities, social enterprises are differentiated. Many persons engage themselves in social activities for many reasons. The range of the benefits should be presented to participants as it can motivate them efficiently to undertake social activities.

CONCLUSIONS AND RECOMMENDATIONS

10. Having partners: colleagues as co-owners but also investors and sponsors is a very important element of planning a social enterprise. Other types of partners mentioned were: public support, business incubators, contractors and employment agencies.

Recommendation: In the process of preparation for a social enterprise having partners is necessary. It is important to teach how to start searching the partners, but also where to find and how to acquire the financing for the initial phase of an enterprise, but also for projects enabling to undertake a different kind of activities and actions.

11. There are significant differences in the perception of the roles of different parties (state, NGOs, others) in each country.

Recommendation: Teaching about social entrepreneurship should reflect the different conditions of a chosen country and region.

The situation in recent months, regarding the spreading pandemic of COVID-19 may encourage the development of social entrepreneurship as noticeable greater reflection is made on social and environmental aspects.

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Project title: INN@SE - Innovative Social Entrepreneurship with Youth Engagement
Erasmus+ Key action 2: Strategic partnerships for innovation
Project reference number: 2019-3-PL01-KA205-077684



With the support of the
Erasmus+ Programme
of the European Union

Project INN@SE - Innovative Social Entrepreneurship with Youth Engagement is executed under the Erasmus+ program and co-financed by the European Union. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.