

Partner Countries:

Greece, France/Martinique, India, Nepal, Argentina, Romania, Spain and Vietnam

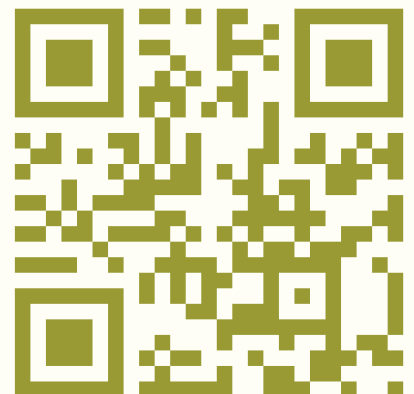
NEEDS AND INTEREST OF YOUNG PEOPLE CURRENT AND FUTURE BENEFICIARIES OF THE SOCIAL ENTREPRENEURSHIP EDUCATION PLATFORM YOUTHECLUB.EU

Research report



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PROJECT PARTNERS



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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 another countries: France/ Martinique, India, Nepal, Argentina, Romania, Spain and Vietnam. The project is named " YES Club - Youth Entrepreneurs Social Club" and it is continuation of previously successful project which started in 2017.

Aims of the project:

The basic aims of the project are:

The basic aims of our project are:

- Develop the skills of youth workers & educators , particularly in social entrepreneurship education and for supporting young people online, including disadvantaged young people.
- Develop the ICT skills of youth workers by training in the use of Moodle, a free software learning platform, to create online training and modernize their working methods
- Develop and recognize the pedagogical, civic, technical (including ICT) and entrepreneurial skills of youth entrepreneurship club members (including disadvantaged young people) in order to facilitate their integration into the labour market through social entrepreneurship, and encourage their initiatives.
- Develop and promote the virtual club of youth entrepreneurs with services tailored to young people of different abilities, and contribute to the promotion and education of social entrepreneurship among young people:
 - connect young people with their peers, social entrepreneurs and persons resources from different countries of the world.
 - create interactive and advanced e-learning courses on the topic of social entrepreneurship that respond to the needs of young people with personalized and sustainable support.
 - foster dialogue between young people and decision makers to promote & improve social entrepreneurship initiatives and more broadly positive impact initiatives within and for their communities.
 - broaden the existing international network and promote distance cooperation between young people wishing to engage in social entrepreneurship to enable them to broaden their professional network, strengthen their motivation to undertake in a sustainable way and to increase their potential for creativity and creativity and innovation in the field of social entrepreneurship.

- Continue to facilitate access to mobility and non-formal learning activities for young people with fewer opportunities to improve their skills, facilitate their social inclusion and their active participation in society
- Develop cooperation between youth organizations, education and training institutions, representatives of the business world and the labour market (including entrepreneurs) and decision-makers to improve their synergies and complementarities in the training and support of young people in order to facilitate their insertion in the labour market and in society
- Train new e-mentors and build the capacity of the current e-mentors of the platform in order to:
 - provide appropriate online support for the beneficiaries of the virtual club
 - update the content of the youth entrepreneurship club to meet the evolving needs of its members.
- support the social initiatives of young people beneficiaries of the club and make them more visible.

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

Research methodology

Research questions

What is the effectiveness of the E-seed project phase as a first part of the YES club project?

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?

What is the level of interest of youngsters in terms of their continuation of participation in E-stream project phase?

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, Spanish, Romanian, Hungarian, Nepali, Hindu and Vietnamese language and was distributed by the project partners in their countries. The survey was launched on 5th January 2020 and closed on 27th of February 2020.

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
- Effectiveness and satisfaction with E-seed project phase
- Interest in continuation of E-stream project phase

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. Therefore, 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 26.

There were in total 1042 responses. However, not all responses were completed. At the end, 906 responses were included in statistical analysis.

Demographic data

Country of respondent

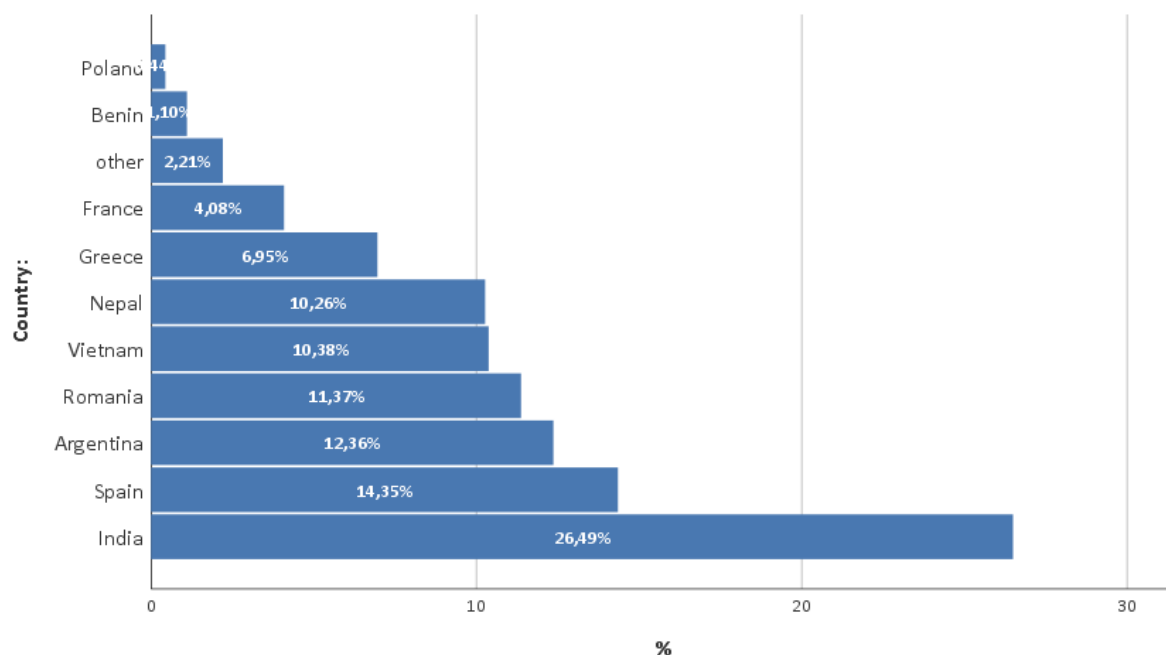
In total, 906 respondents answered on a survey from 23 countries. The survey was initially launched and prepared for active project countries. However, invitation to participate on a survey was shared with existing beneficiaries and registered user on e-learning youteclub platform. Additionally, the project partners and implementer shared invitation through their own communication channels and that caused that there are also responses from non-project participating countries. Besides previous project countries, such are Benin and Poland, and existing and new project countries (Argentina, France, Greece, India, Nepal, Romania, Spain and Vietnam), the responses were collected also from Afghanistan, Austria, Cyprus, Czech Republic, Dominica, Ecuador, Finland, Germany, Portugal, Russia, Serbia, Tunisia and UK. However, just few answers were collected from these non-project countries.

It is expected that most of the respondents are from project partner countries. So, there are 240 respondents from India, 130 from Spain, 112 from Argentina, etc. Distribution of respondents by countries are shown on the table below.

Country:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Argentina	112	12,4	12,4	12,4
	Benin	10	1,1	1,1	13,5
	France	37	4,1	4,1	17,5
	Greece	63	7,0	7,0	24,5
	India	240	26,5	26,5	51,0
	Nepal	93	10,3	10,3	61,3
	Poland	4	,4	,4	61,7
	Romania	103	11,4	11,4	73,1
	Spain	130	14,3	14,3	87,4
	Vietnam	94	10,4	10,4	97,8
	other	20	2,2	2,2	100,0
	Total	906	100,0	100,0	

When it comes to the percentages, around 26% of respondents are from India, 15% from Spain, 2,2% from other countries. More detailed distribution is shown on a graph below.

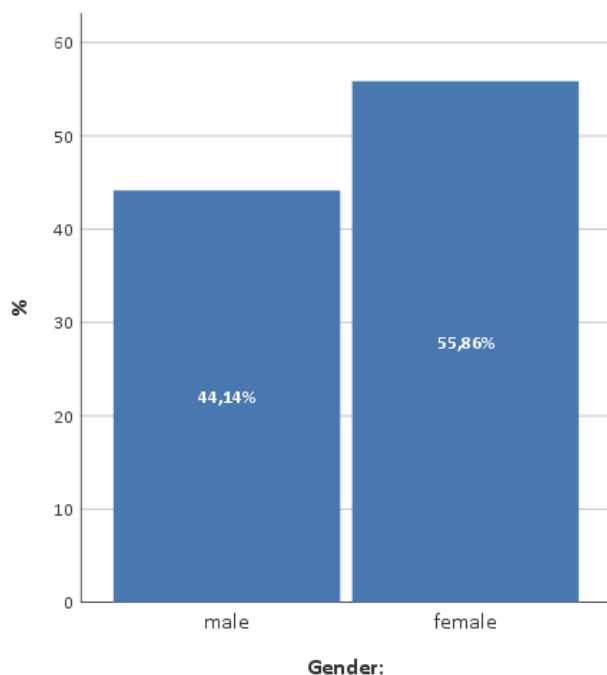


Gender of respondents

There were 496 female respondents or 54,7% and 392 male respondents or 43,3% out of total number of respondents. Also, there were 18 respondents who didn't want to answer on a question about their gender. There is no statistically significant difference in ratio of female and male respondents in our sample. More detailed distribution of respondents when it comes to the gender is shown on the table and graph below.

Gender:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	392	43,3	44,1	44,1
	female	496	54,7	55,9	100,0
	Total	888	98,0	100,0	
Missing		18	2,0		
Total		906	100,0		

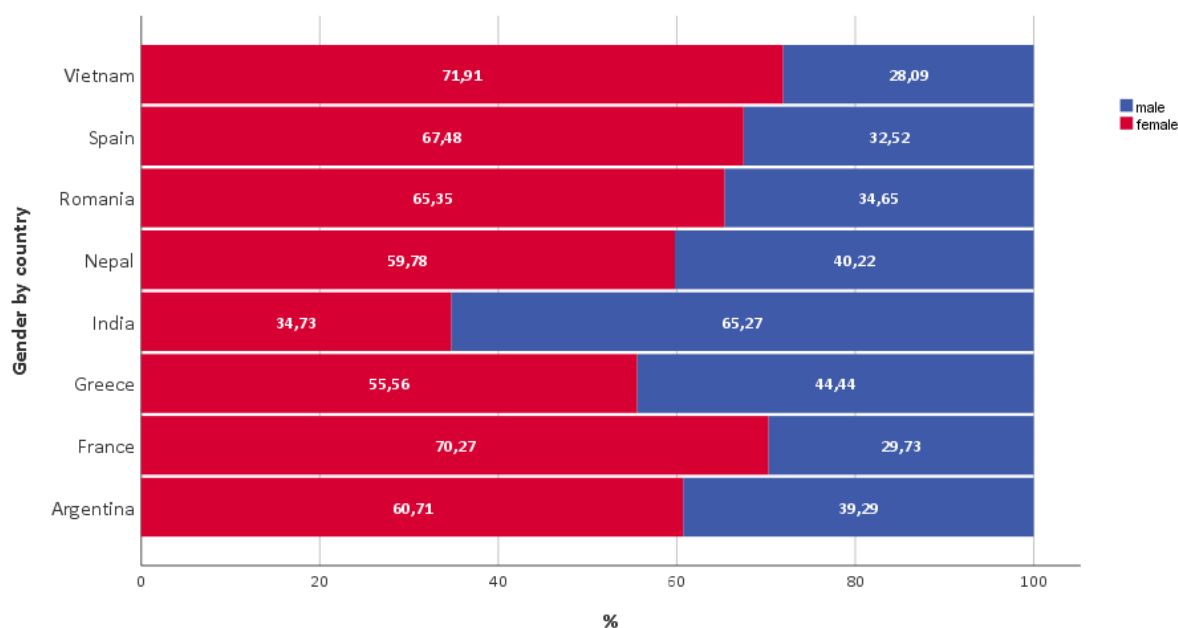


Gender by country

Although the gender in the sample is equally distributed, there are some variations in gender distribution in some countries. So, we found statistically significant more females in Vietnam (71,9%), France (70,3%), Spain (67,5%), Romania (65,4%), Argentina (60,7%) and Nepal (59,8%). Also, more females than males was found in Greece (55,6%) but the difference is not statistically significant. From the other side, in India we found more males (65,3%) than females in distribution with statistically significant difference. According to this finding, we do not meet assumptions for comparing males and females on a country level, when it comes to some findings.

Gender by country

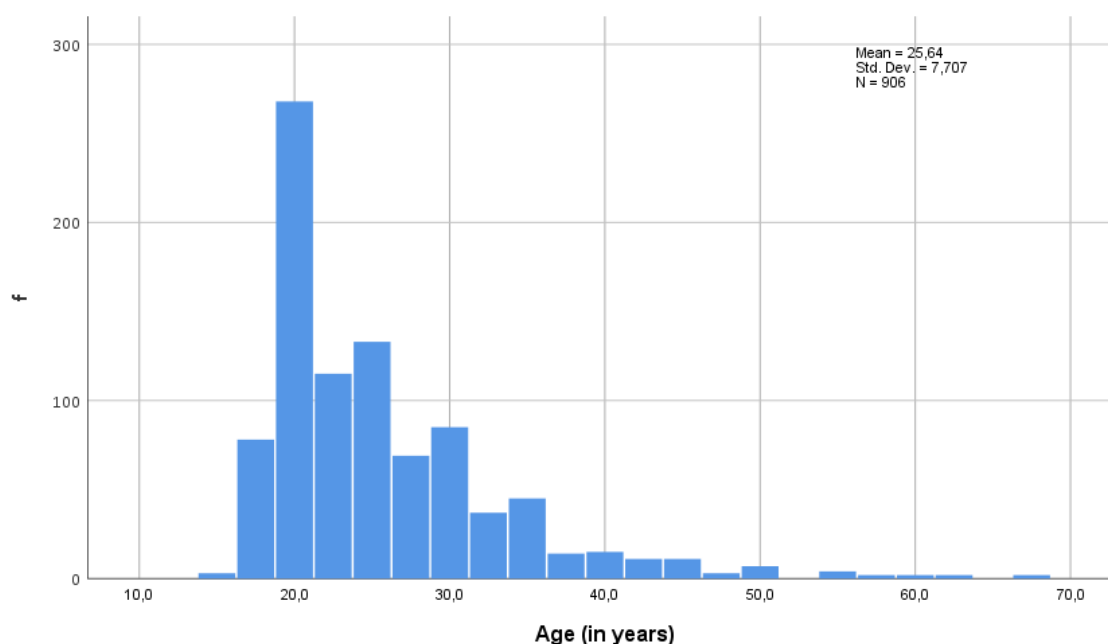
		Gender:			
		male		female	
		n	%	n	%
Country:	Argentina	44	39,3%	68	60,7%
	France	11	29,7%	26	70,3%
	Greece	28	44,4%	35	55,6%
	India	156	65,3%	83	34,7%
	Nepal	37	40,2%	55	59,8%
	Romania	35	34,7%	66	65,3%
	Spain	40	32,5%	83	67,5%
	Vietnam	25	28,1%	64	71,9%



Age of respondents

The average age of respondents is 25,64 years with standard deviation of 7,7, which shows that there are not big variations in respondents' age in our sample. Most of respondents are youngsters with the age between 15 and 35. Within geometrical mean of age, we can say that distribution of respondents' age do not differ significantly from normal distribution, so the parametric assumption is met for the following statistical analysis in which age is included.

More detailed distribution of respondents' age is shown on a histogram chart below.

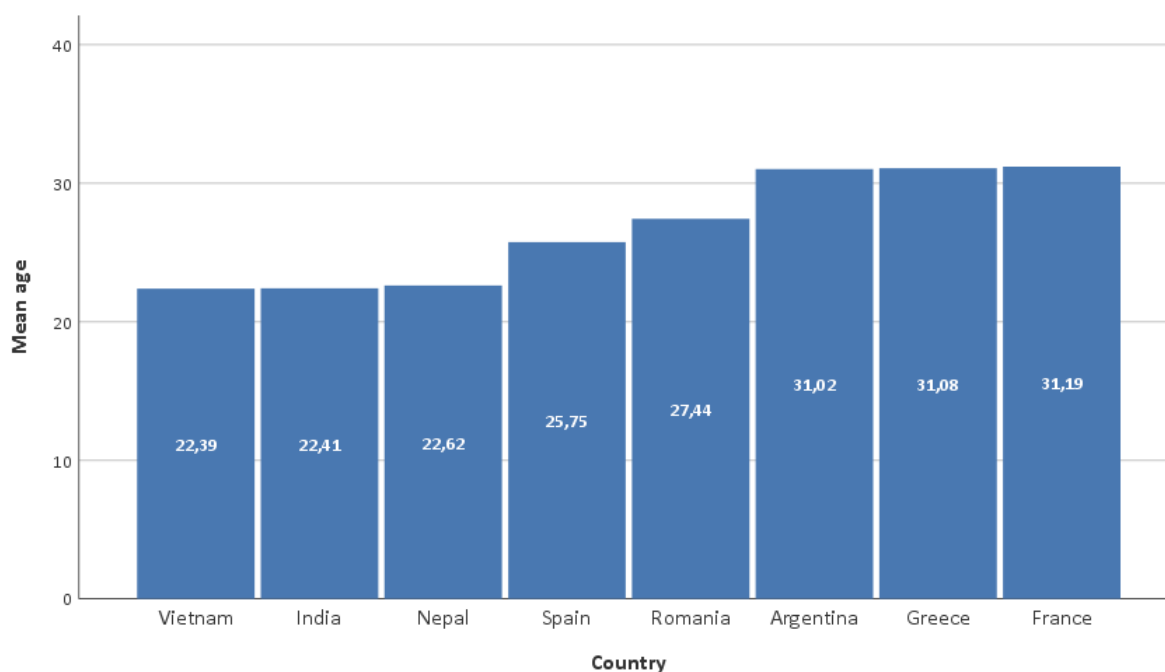


Age by country

The youngest respondents in our sample are coming from Vietnam, with average age of 22,4 years, whilst the oldest are from France, Greece and Argentina with the average age of 31. However, we also find the highest variation in age in Argentina and France.

Age by country

		Age (in years)	
		Mean	SD
Country:	Argentina	31.0	10.0
	France	31.2	9.9
	Greece	31.1	8.8
	India	22.4	5.9
	Nepal	22.6	6.5
	Romania	27.4	7.0
	Spain	25.7	5.1
	Vietnam	22.4	3.9



Additional inferential statistical test or analysis of variance, showed that difference in average age of respondent's' countries differ statically significant ($F=32,56(7)$, $p=0,00$; $p<0,05$), which shows that respondents are not the same from different countries, when it comes to their age.

ANOVA
Age (in years)

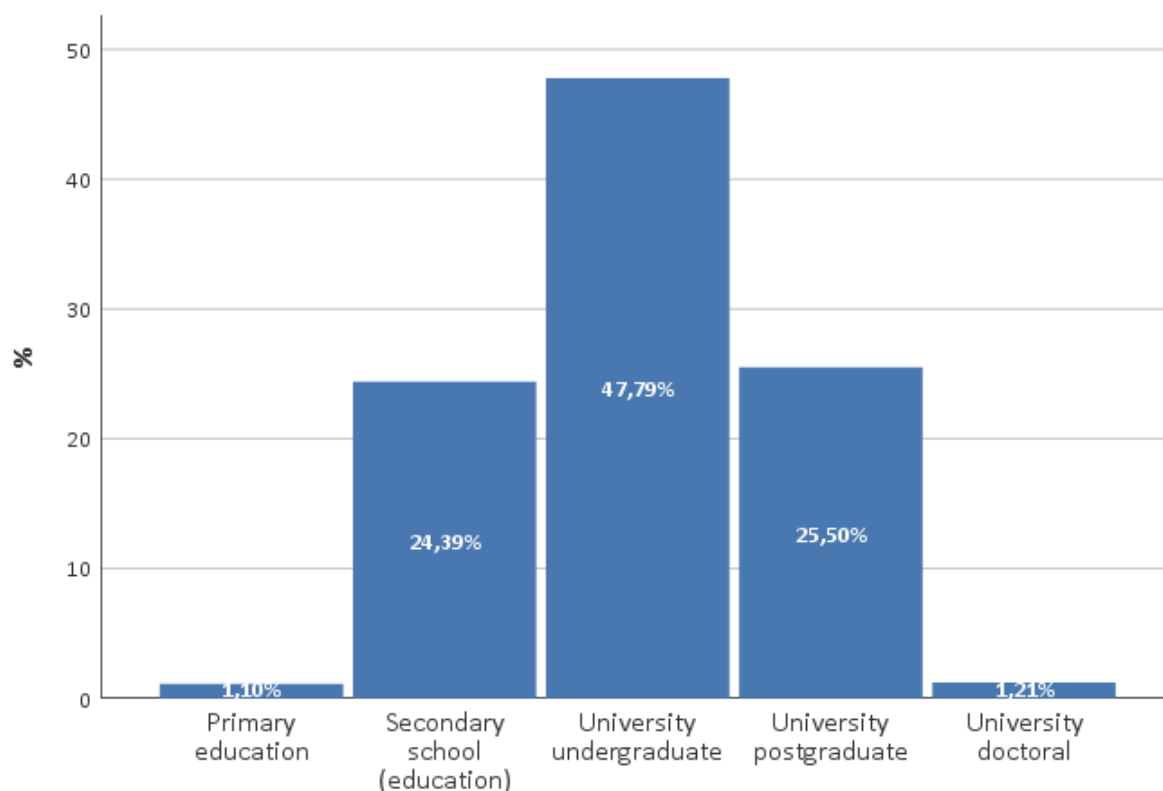
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10910,024	7	1558,575	32,556	,000
Within Groups	41362,469	864	47,873		
Total	52272,493	871			

Educational level

Most of our respondents' are highly educated. Three out of four respondents' have some university diploma, while the rest have just secondary or primary education diploma. Although we do not have a data about population distributions in partners countries, we still can conclude that our sample is not representative for the countries in terms of educational level of respondents. In the following interpretation of the findings, we need to take this bias in consideration.

What is the latest education level that you have finished:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Primary education	10	1,1	1,1	1,1
Secondary school (education)	221	24,4	24,4	25,5
University undergraduate	433	47,8	47,8	73,3
University postgraduate	231	25,5	25,5	98,8
University doctoral	11	1,2	1,2	100,0
Total	906	100,0	100,0	



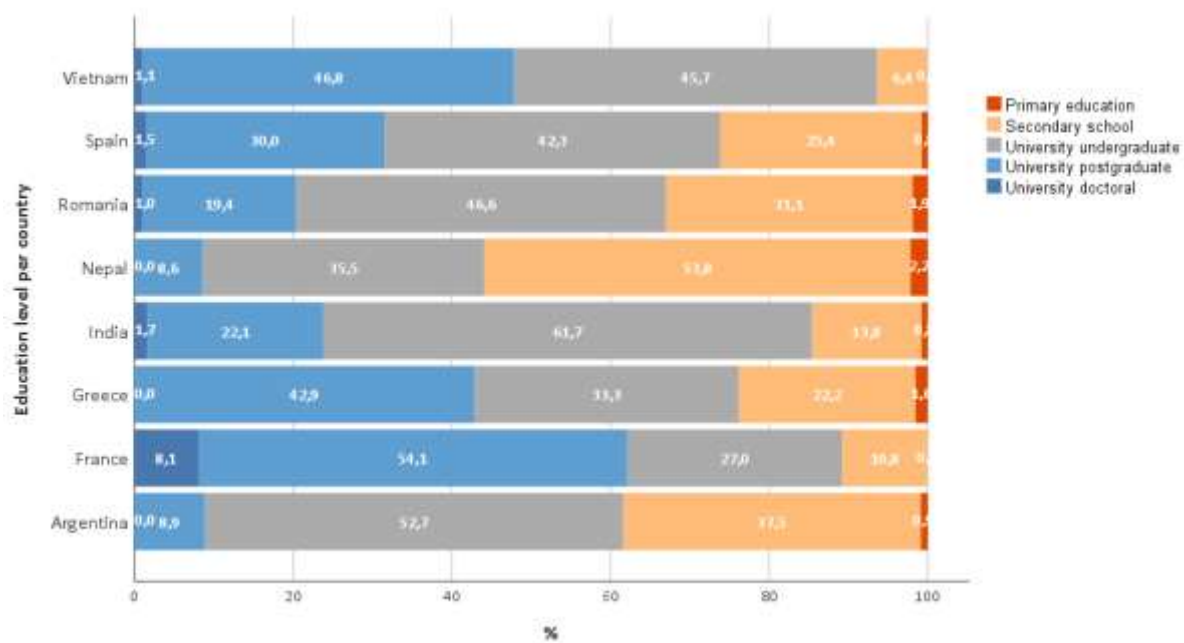
What is the latest education level that you have finished:

Education level per country

Also, we found some variations in distribution of latest educational achievements between the countries.

Education level by country

		What is the latest education level that you have finished:									
		Primary education		Secondary school (education)		University undergraduate		University postgraduate		University doctoral	
		n	%	n	%	n	%	n	%	n	%
Country:	Argentina	1	0,9	42	37,5	59	52,7	10	8,9	0	0,0
	France	0	0,0	4	10,8	10	27,0	20	54,1	3	8,1
	Greece	1	1,6	14	22,2	21	33,3	27	42,9	0	0,0
	India	2	0,8	33	13,8	148	61,7	53	22,1	4	1,7
	Nepal	2	2,2	50	53,8	33	35,5	8	8,6	0	0,0
	Romania	2	1,9	32	31,1	48	46,6	20	19,4	1	1,0
	Spain	1	0,8	33	25,4	55	42,3	39	30,0	2	1,5
	Vietnam	0	0,0	6	6,4	43	45,7	44	46,8	1	1,1



Main findings

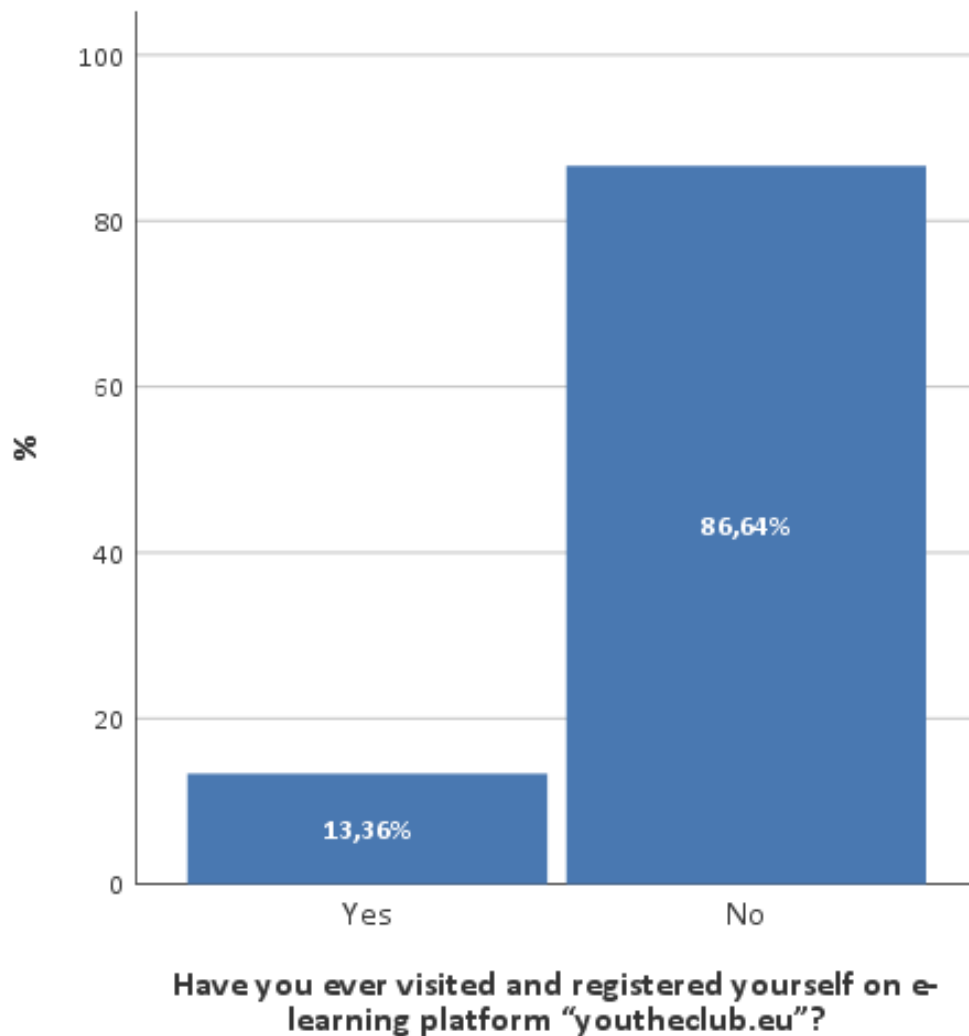
In the following part of this report, we will present main finding of our research. Findings are divided on several part.

Visiting YES e-learning platform

Before we start to elaborate some key findings from our research, it would be useful to express the information about the number or percentage of respondents who visited YES e-learning platform. According to the data we collected, out of 906 respondents, 121 or 13,4% of respondents visited YES e-learning platform, whilst the rest of them, 785 or 86,6% never visited the e-learning platform. Therefore, we can conclude that most of the respondents before taking their part in this research, never visited our YES platform.

Have you ever visited and registered yourself on e-learning platform "youthclub.eu"?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	121	13,4	13,4	13,4
	No	785	86,6	86,6	100,0
	Total	906	100,0	100,0	

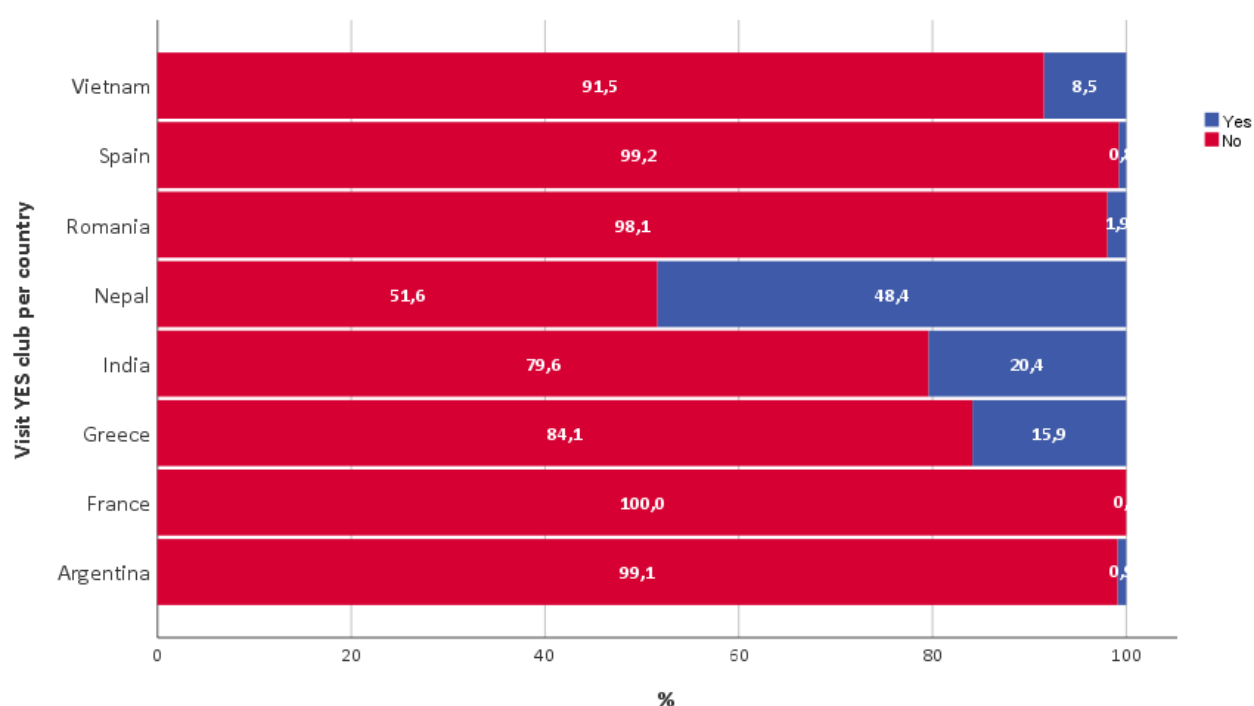


Visiting YES platform by country

It was expectable that the visitors who visited the YES platform are coming from project countries and collaborate who participated in the E-seed project phase. Therefore, we can see, that there are no respondents who ever visited YES club platform from France, and only few from Argentina, Romania and Spain. Greece, India, Nepal had some respondents who visited the platform previously. Although France and Spain in previous E-seed part participated as country, during the E-stream phase, another project partner is involved and that caused that there are just few respondents from those countries who visited YES club platform.

Visiting YES club per country

		Have you ever visited and registered yourself on e-learning platform "youthclub.eu"?			
		Yes		No	
		n	%	n	%
Country:	Argentina	1	0,9%	111	99,1%
	France	0	0,0%	37	100,0%
	Greece	10	15,9%	53	84,1%
	India	49	20,4%	191	79,6%
	Nepal	45	48,4%	48	51,6%
	Romania	2	1,9%	101	98,1%
	Spain	1	0,8%	129	99,2%
	Vietnam	8	8,5%	86	91,5%



Enrolment in online courses

Those who visited YES club platform, more and less equally were involved and enrolled into four basic online training courses. However, around 15% of respondents who visited the platform was not enrolled in any of the basic online training courses of E-seed phase.

Which online training courses you were following:

	Not selected		Yes	
	n	%	n	%
Social problems in my community	58	49,6%	59	50,4%
Solve social problems: From idea to action	71	61,7%	44	38,3%
Entrepreneurship and social entrepreneurship	63	54,8%	52	45,2%
The profile of a social entrepreneur	87	76,3%	27	23,7%
None of mentioned above	97	85,1%	17	14,9%

E-seed efficiency

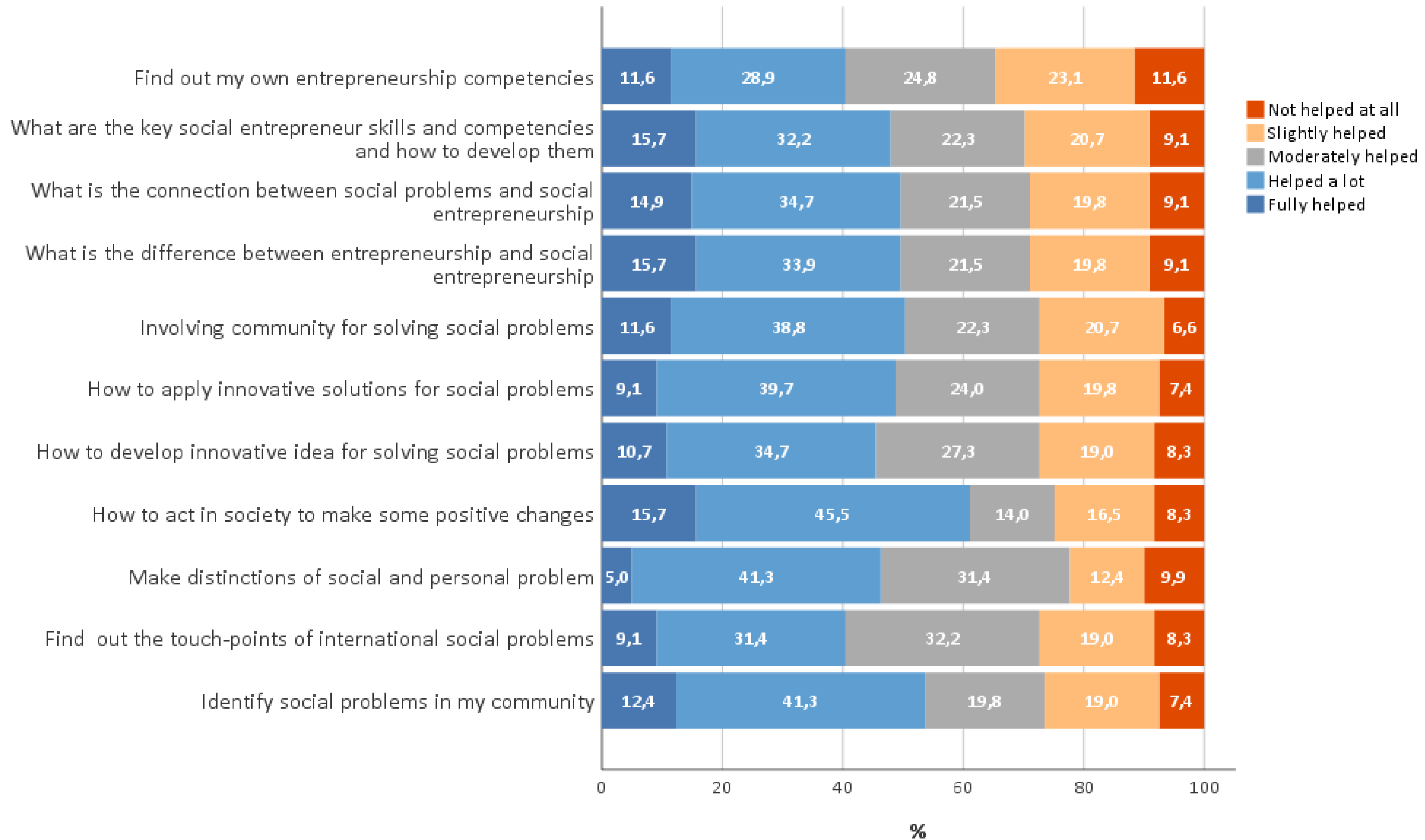
We wanted to check how much the content and the activities of E-seed programme helped in understand and familiarity of basic concepts of social entrepreneurship. Therefore, we asked respondent's to answer on a question how much do they thing that attending online training courses helped them to become more familiar with the various topics. They used five-point Likert scale for answering the question, and the table and graph below shows the raw data (in frequency and percentages) of their responses.

How much do you think that attending online training courses on youtheclub.eu helped you to be familiar with the following topics?

	Not		Slightly		Moderately		Helped		Fully	
	helped		helped		helped		a lot		helped	
	n	%	n	%	n	%	n	%	n	%
Identify social problems in my community	9	7,4	23	19,0	24	19,8	50	41,3	15	12,4
Find out the touch-points of international social problems	10	8,3	23	19,0	39	32,2	38	31,4	11	9,1
Make distinctions of social and personal problem	12	9,9	15	12,4	38	31,4	50	41,3	6	5,0
How to act in society to make some positive changes	10	8,3	20	16,5	17	14,0	55	45,5	19	15,7
How to develop innovative idea for solving social problems	10	8,3	23	19,0	33	27,3	42	34,7	13	10,7
How to apply innovative solutions for social problems	9	7,4	24	19,8	29	24,0	48	39,7	11	9,1
Involving community for solving social problems	8	6,6	25	20,7	27	22,3	47	38,8	14	11,6
What is the difference between entrepreneurship and social entrepreneurship	11	9,1	24	19,8	26	21,5	41	33,9	19	15,7
What is the connection between social problems and social entrepreneurship	11	9,1	24	19,8	26	21,5	42	34,7	18	14,9
What are the key social entrepreneur skills and competencies and how to develop them	11	9,1	25	20,7	27	22,3	39	32,2	19	15,7

Find out my own entrepreneurship 14 11,6 28 23,1 30 24,8 35 28,9 14 11,6
competencies

how much do you think that attending online training courses on ...



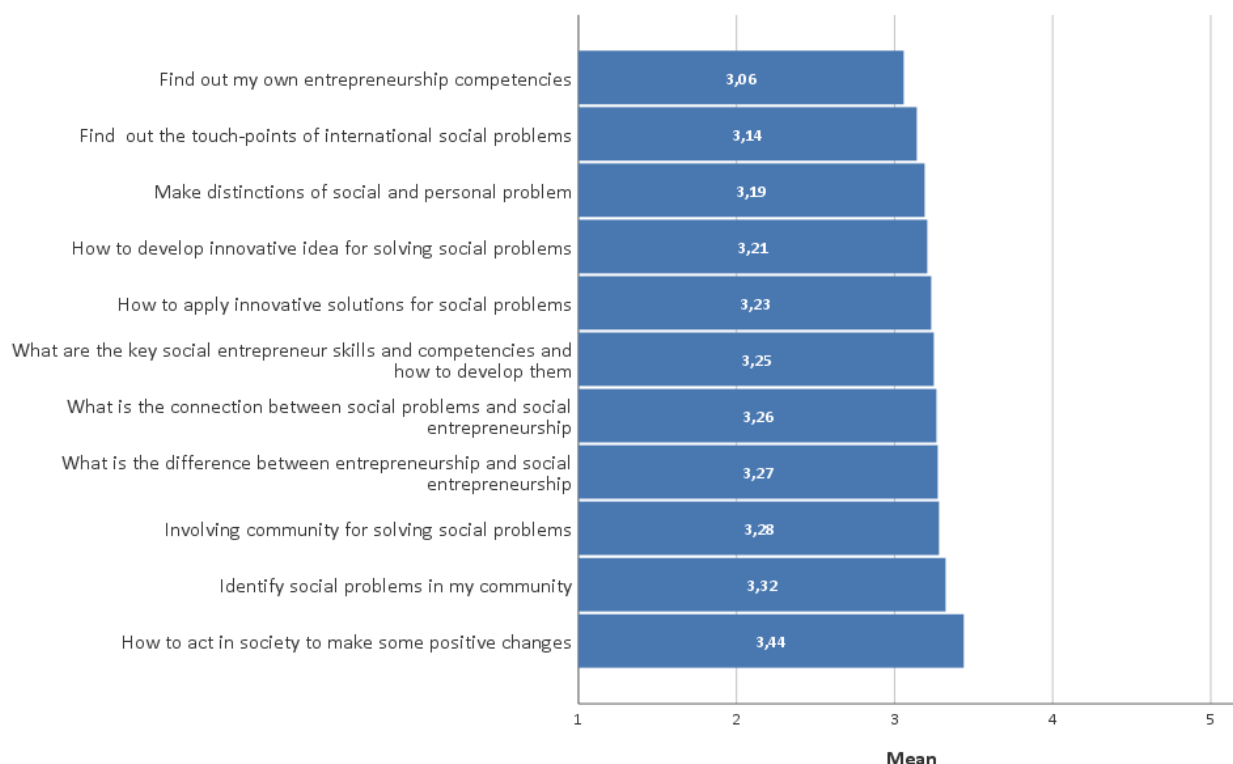
However, in order to find out what is the level of efficiency of the E-seed programme, we converted ordinal Likert scale to interval scale with theoretical scale range from 1 to 5 where the scores higher than 3 represent the level of positive influence on E-seed programme and the values lower than 3 on a lack of programme influence on familiarity of basic concepts of social entrepreneurship.

The results in the table below shows that there is minor positive influence of E-seed programme on the respondents.

How much do you think that attending online training courses on youthclub.eu helped you to be familiar with the following topics?

	Mean	SD
Identify social problems in my community	3.3	1.1
Find out the touch-points of international social problems	3.1	1.1
Make distinctions of social and personal problem	3.2	1.1
How to act in society to make some positive changes	3.4	1.2
How to develop innovative idea for solving social problems	3.2	1.1
How to apply innovative solutions for social problems	3.2	1.1
Involving community for solving social problems	3.3	1.1
What is the difference between entrepreneurship and social entrepreneurship	3.3	1.2
What is the connection between social problems and social entrepreneurship	3.3	1.2
What are the key social entrepreneur skills and competencies and how to develop them	3.2	1.2
Find out my own entrepreneurship competencies	3.1	1.2

The lowest influence was found in terms of finding out their own entrepreneurship competencies (M=3,06) and the highest in acting in society in order to make some positive changes (M=3,44).



In general, the level of programme influence of E-seed programme is minor, but positive with the mean value of 3,24 and standard deviation of 0,92.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Effectiveness of E-seed	121	1,00	5,00	3,2412	,91631
Valid N (listwise)	121				

E-seed effectiveness by country, gender and educational level

We did not find that there are any statistically significant difference in the level of E-seed programme between the countries or respondents from different countries, their gender and educational level. Therefore, we can conclude that the effect of E-seed programme is general and more and less equal for most of the participants, and does not depended of their country, gender or educational level.

ANOVA

Effectiveness of E-seed by country

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,589	6	1,265	1,631	,145
Within Groups	84,557	109	,776		
Total	92,147	115			

ANOVA

Effectiveness of E-seed by gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,003	1	,003	,004	,953
Within Groups	97,740	117	,835		
Total	97,743	118			

ANOVA

Effectiveness of E-seed education level

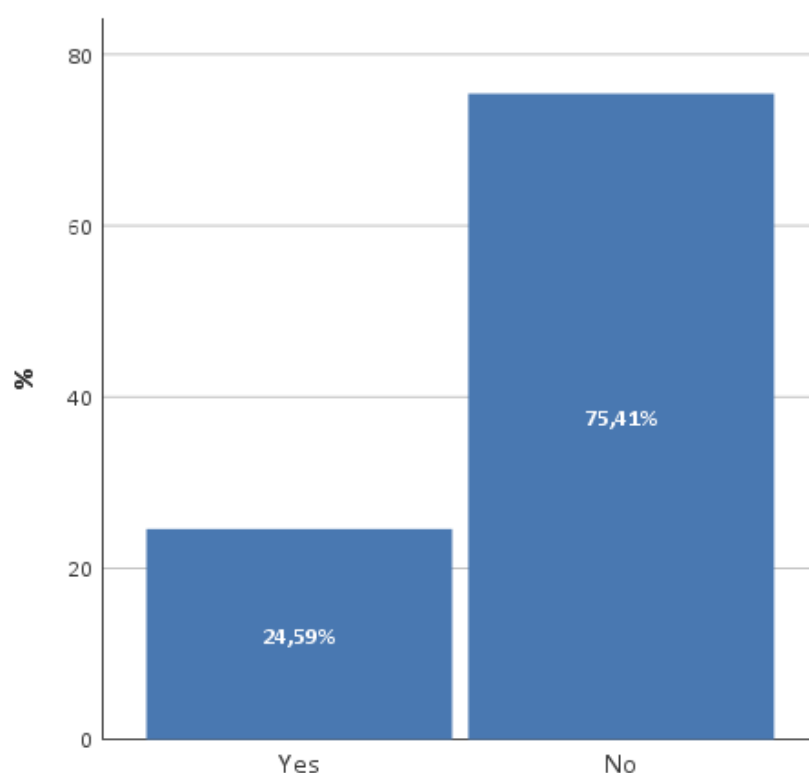
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4,297	3	1,432	1,738	,163
Within Groups	96,458	117	,824		
Total	100,756	120			

Knowing the difference between entrepreneurship and social entrepreneurship

A larger proportion of respondents, or 75,4%, stated that they do not know the difference between entrepreneurship and social entrepreneurship.

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	193	21,3	24,6	24,6
	No	592	65,3	75,4	100,0
	Total	785	86,6	100,0	
Missing		121	13,4		
Total		906	100,0		

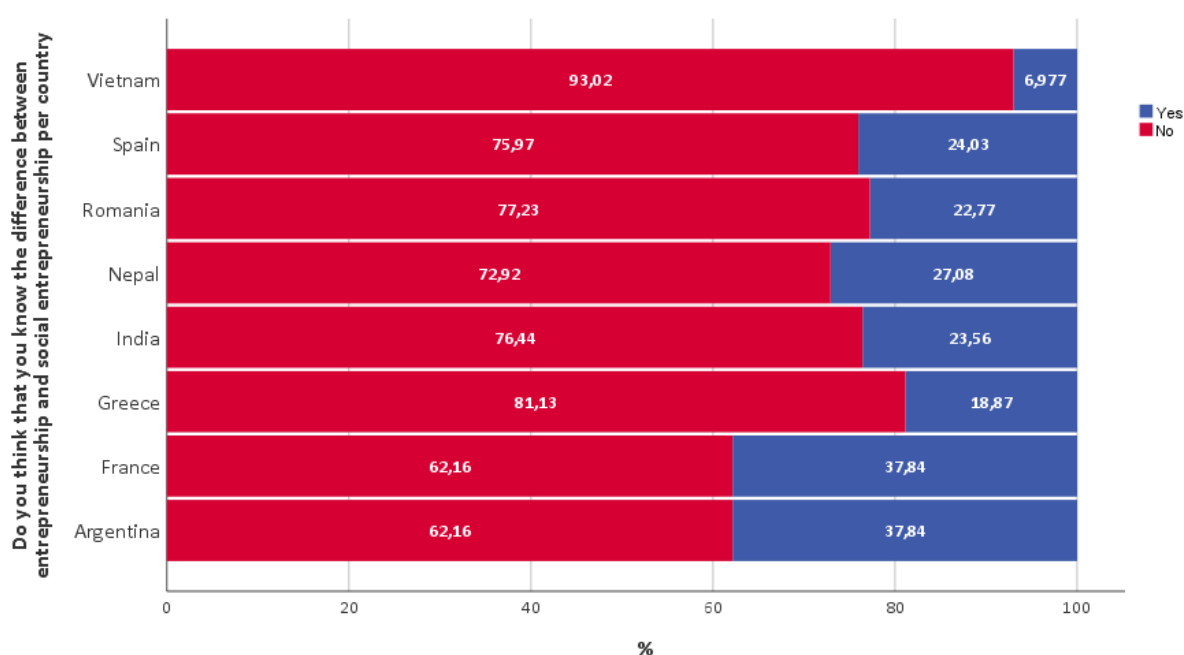


Do you think that you know the difference between entrepreneurship and social entrepreneurship?

When it comes by countries, there are some differences between the countries, but they are not big and they are not statistically different between countries, except the Vietnam, where we found that number of respondents who stated that they do not know the difference is significantly higher comparing with all other countries. All other countries do not differ significantly.

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

		Do you think that you know the difference between entrepreneurship and social entrepreneurship?			
		Yes		No	
		n		n	
Country:	Argentina	42	37,8	69	62,2
	France	14	37,8	23	62,2
	Greece	10	18,9	43	81,1
	India	45	23,6	146	76,4
	Nepal	13	27,1	35	72,9
	Romania	23	22,8	78	77,2
	Spain	31	24,0	98	76,0
	Vietnam	6	7,0	80	93,0



However, there are statistically difference inside each of the country, which means that the number of respondents who do not know difference between entrepreneurship and social entrepreneurship is statistically higher than the respondents who stated that they know the difference.

Do you think that you know the difference between entrepreneurship and social entrepreneurship? * Country: Crosstabulation

Count

		Country:								
		Argentina	France	Greece	India	Nepal	Romania	Spain	Vietnam	Total
know the difference between entrepreneurship and social entrepreneurship?	Yes	42	14	10	45	13	23	31	6	184
	No	69	23	43	146	35	78	98	80	572
Total		111	37	53	191	48	101	129	86	756

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	29,985 ^a	7	,000
Likelihood Ratio	32,629	7	,000
Linear-by-Linear Association	18,092	1	,000
N of Valid Cases	756		

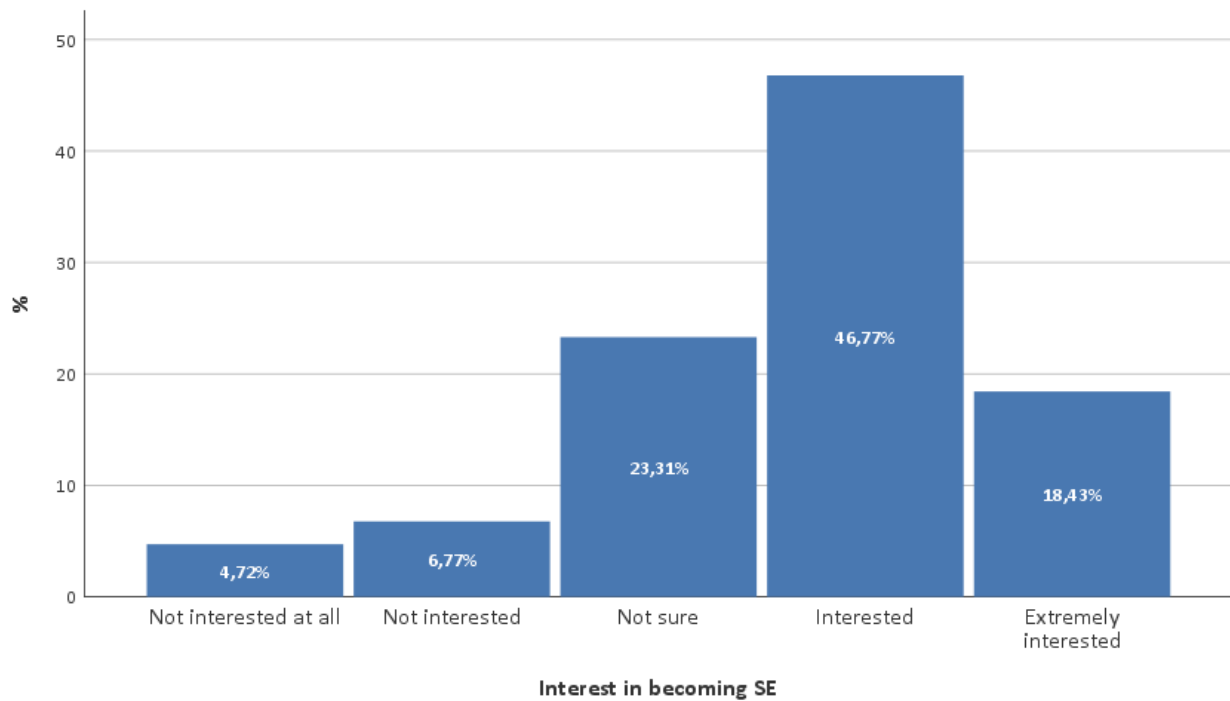
a. 0 cells (,0) have expected count less than 5. The minimum expected count is 9,01.

Interest in becoming social entrepreneur

After presenting the basic definition and meaning of social entrepreneurship, the respondents were asked about their interest in becoming social entrepreneur. 65,2% of respondents expressed their interest in becoming social entrepreneur. 23,3% still could not decide, while the rest of them, or 11,5% said that they are not interested.

Interest in becoming social entrepreneur

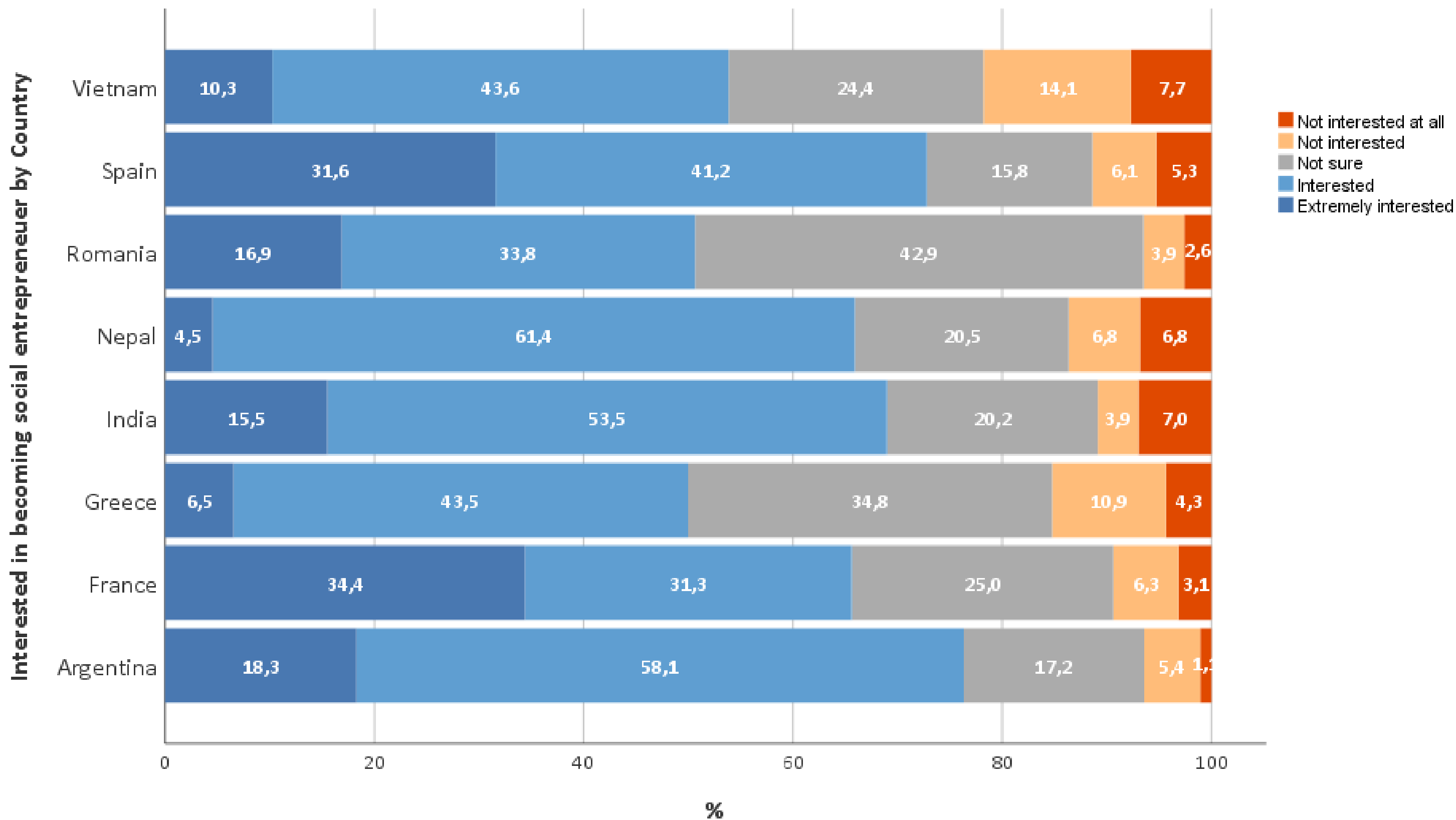
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interested at all	30	3,3	4,7	4,7
	Not interested	43	4,7	6,8	11,5
	Not sure	148	16,3	23,3	34,8
	Interested	297	32,8	46,8	81,6
	Extremely interested	117	12,9	18,4	100,0
	Total	635	70,1	100,0	
Missing		271	29,9		
Total		906	100,0		



Additionally, we could break down those data by countries, and the table and graph below represents percentages and frequencies of responses on this question, for each country.

How much you are interested to become social entrepreneur.

		Not interested at all		Not interested		Not sure		Interested		Extremely interested	
		n		n		n		n		n	
Country:	Argentina	1	1,1	5	5,4	16	17,2	54	58,1	17	18,3
	France	1	3,1	2	6,3	8	25,0	10	31,3	11	34,4
	Greece	2	4,3	5	10,9	16	34,8	20	43,5	3	6,5
	India	9	7,0	5	3,9	26	20,2	69	53,5	20	15,5
	Nepal	3	6,8	3	6,8	9	20,5	27	61,4	2	4,5
	Romania	2	2,6	3	3,9	33	42,9	26	33,8	13	16,9
	Spain	6	5,3	7	6,1	18	15,8	47	41,2	36	31,6
	Vietnam	6	7,7	11	14,1	19	24,4	34	43,6	8	10,3



In addition, we created interval variable and the score of the interest, which theoretically range from 1 to 5, where values above 3 represents the level of the interest. Therefore, in general, respondents expressed their interest in average of 3,67 with standard deviation of 1,04, which means that in general respondents are mildly interested in becoming social entrepreneurs.

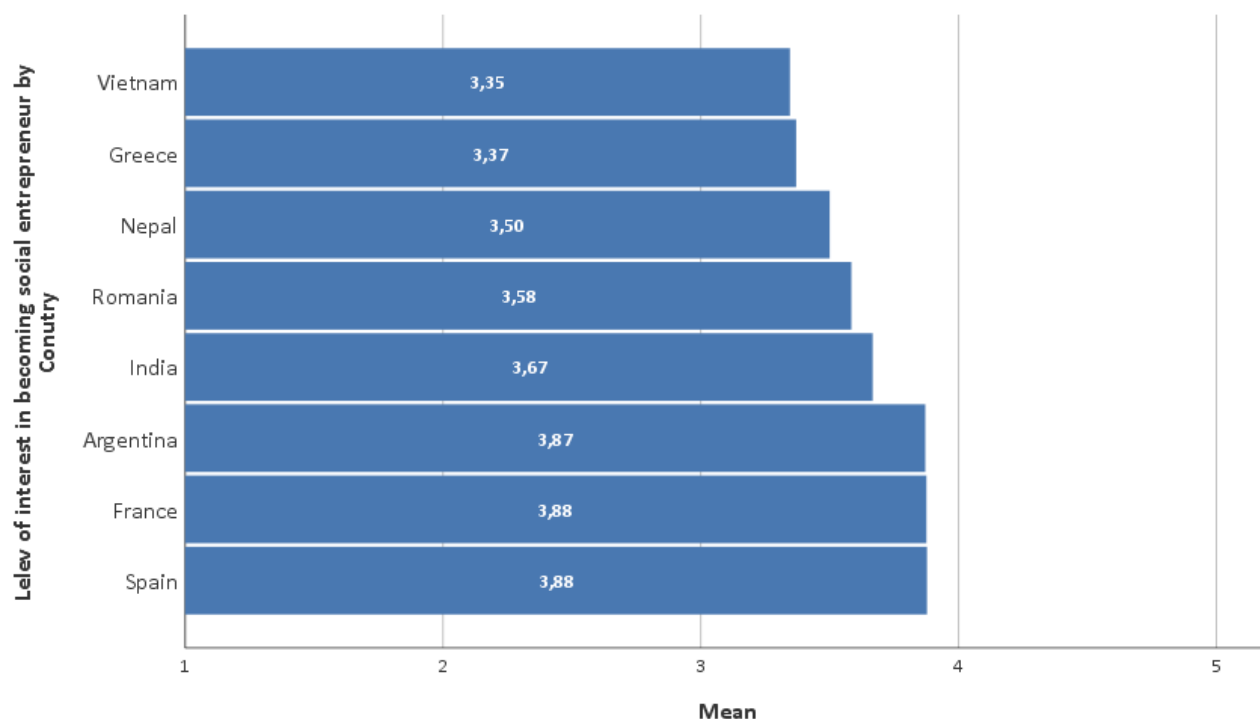
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
How much you are interested to become social entrepreneur.	635	1	5	3,67	1,004
Valid N (listwise)	635				

In addition, we compared those results within the countries, and the level of interest vary from 3,35 in Vietnam to the 3,88 in Spain in France. More detailed results by countries are presented on the table and graph below.

How much you are interested to become social entrepreneur.

		Mean	SD
Country:	Argentina	3.87	.81
	France	3.88	1.07
	Greece	3.37	.93
	India	3.67	1.02
	Nepal	3.50	.95
	Romania	3.58	.91
	Spain	3.88	1.09
	Vietnam	3.35	1.09



Conducting inferential test (ANOVA with multiple comparisons) shows that the level of interest in becoming social entrepreneur significantly differ between the countries. However, not all countries are significantly different from the others. Vietnam, Greece and Nepal are significantly different from Argentina, France and Spain, while India and Romania do not differ significantly from any other country in the sample.

ANOVA

Level of interest by country

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24,128	7	3,447	3,505	,001
Within Groups	594,972	605	,983		
Total	619,100	612			

When it comes to differences between males and females, results shows that females ($M=3,8$, $SD=0,9$) express higher interest in becoming social entrepreneur than males ($M=3,51$, $SD=1,07$), and that difference is statistically significant on the level of 1%. ($F(1)= 12,99$, $p=0,00$; $p<0,01$)

Level of interest by gender

		95 Confidence Interval for Mean						
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
male	257	3,51	1,072	,067	3,38	3,64	1	5
female	363	3,80	,900	,047	3,70	3,89	1	5
Total	620	3,68	,984	,040	3,60	3,76	1	5

ANOVA

Level of interest by gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12,344	1	12,344	12,992	,000
Within Groups	587,140	618	,950		
Total	599,484	619			

When it comes to the educational level and interest in becoming social entrepreneur, the analysis shows some trends in which the respondents with higher education are more interested comparing with those with lower levels of completed education. However, those differences are not statistically significant, so we cannot be sure that the level of interest in becoming social entrepreneur is not dependent of respondents' educational level. $F(4)=1,36$, $p=0,25$; $p>0,05$

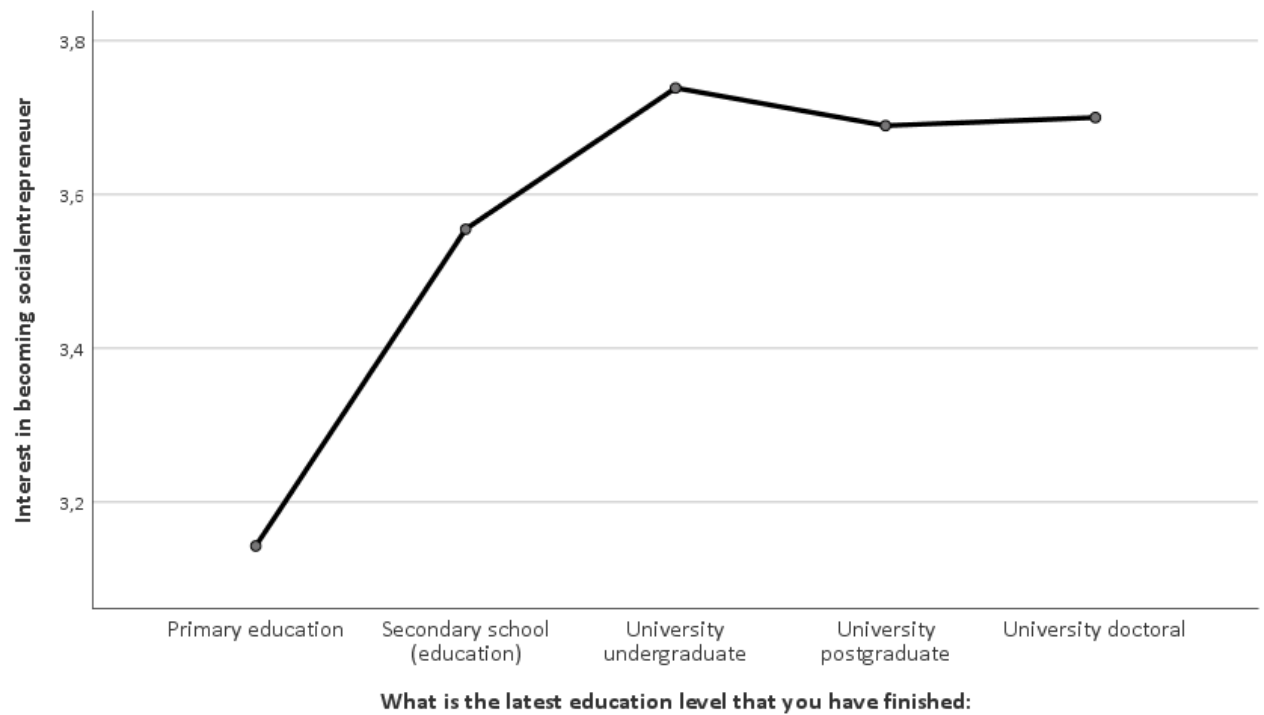
Level of interest by education level

	N	Mean	Std. Deviation	Std. Error	95 Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Primary education	7	3,14	,690	,261	2,50	3,78	2	4
Secondary school (education)	155	3,55	1,020	,082	3,39	3,72	1	5
University undergraduate	302	3,74	,996	,057	3,63	3,85	1	5
University postgraduate	161	3,69	1,008	,079	3,53	3,85	1	5
University doctoral	10	3,70	1,059	,335	2,94	4,46	2	5
Total	635	3,67	1,004	,040	3,60	3,75	1	5

ANOVA

Level of interest by education level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5,474	4	1,368	1,360	,246
Within Groups	634,048	630	1,006		
Total	639,521	634			



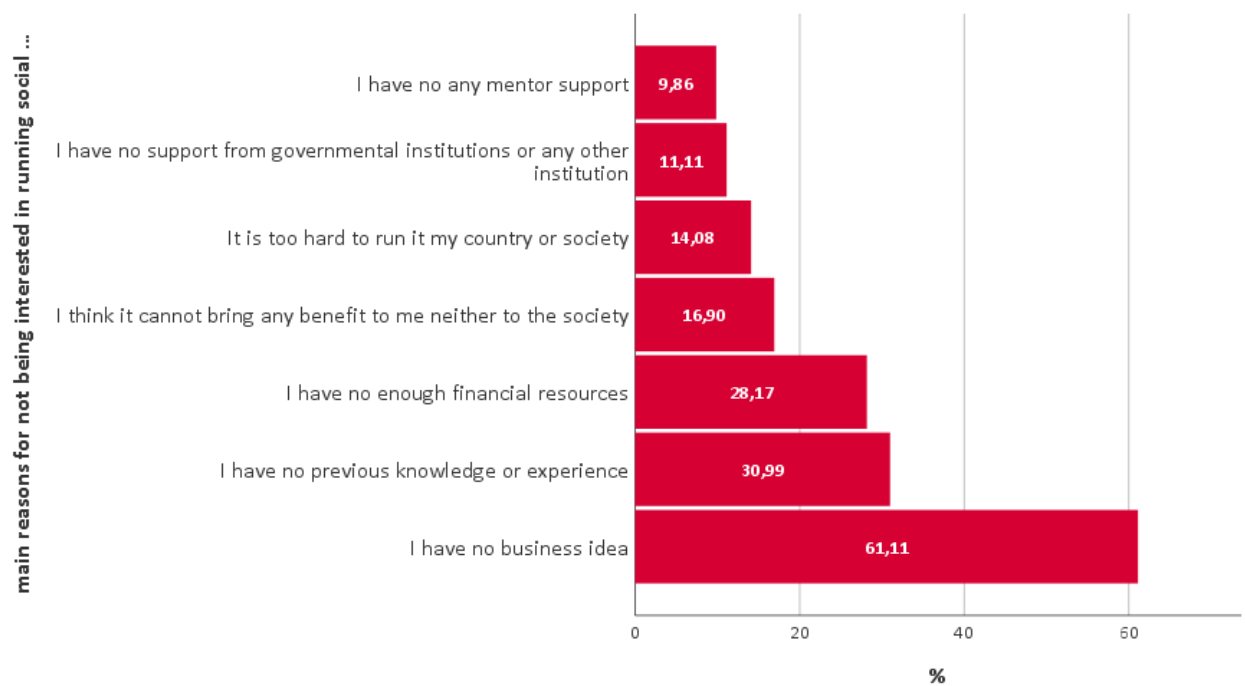
Main reasons for not being interested in running social business

For the project and research purposes, it was important to find out the main reasons for not being interest in running social business. So, we asked those who responded that are not interested in becoming social entrepreneur to select the reasons for that.

In a case of 61% of those respondents, lacking the business idea is main reason. In addition, 31% of them said that they do not have any previous knowledge and experience in the topic and 28% that they have not enough financial resources. In general, we can conclude that main reasons for not being interested in becoming social entrepreneur are lacking business idea and knowledge, but also some financial support. This also means that the project activities should focus more in helping the youngsters to build ideas and to gain some knowledge about social entrepreneurship.

Can you tell us what are the main reasons for not being interested in running social business?

	Not selected		Yes	
	n		n	
I have no business idea	28	38,9	44	61,1
I have no enough financial resources	51	71,8	20	28,2
I have no previous knowledge or experience	49	69,0	22	31,0
I have no support from governmental institutions or any other institution (including non-governmental institutions)	64	88,9	8	11,1
I have no any mentor support	64	90,1	7	9,9
I think it cannot bring any benefit to me neither to the society	59	83,1	12	16,9
It is too hard to run it my country or society	61	85,9	10	14,1



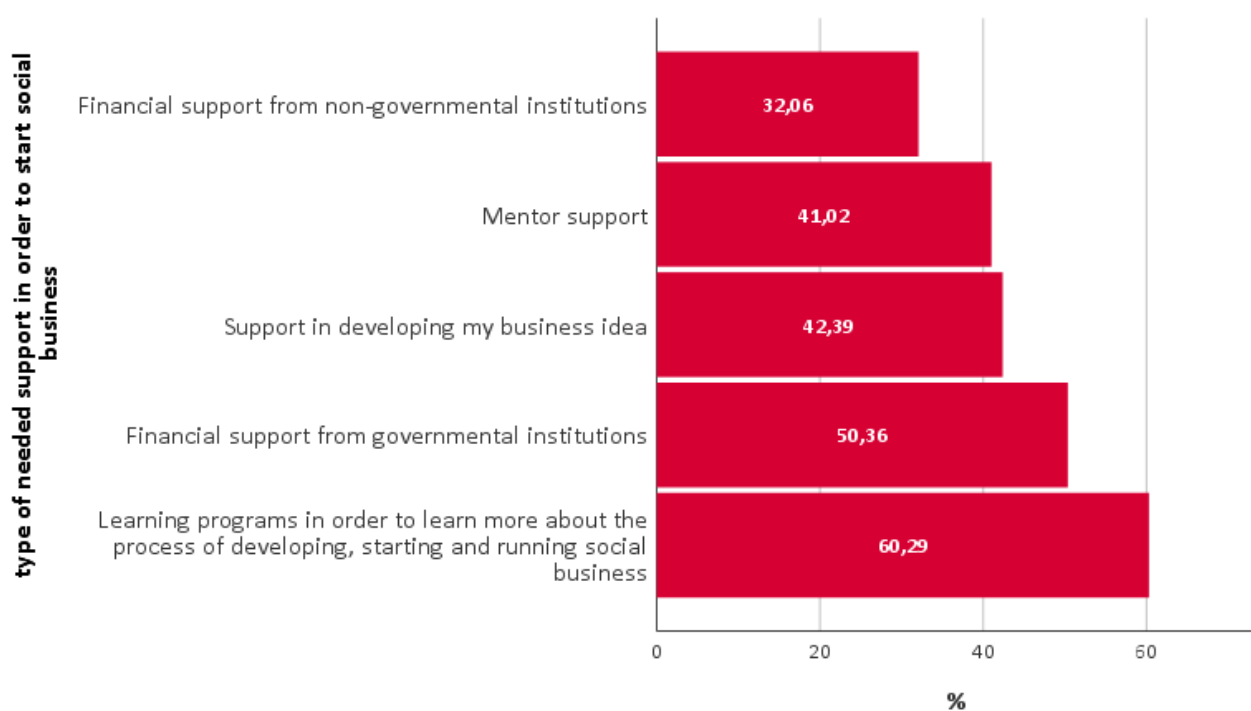
Needed support for starting social business

Very important factor that can influence someone in starting its' own social business is provided support. That is why we asked the participant what do they think it is needed for them in order to start their own social business.

From the respondents' point of view, the most needed are learning program in order to learn and start social business. This was the case of 60% of respondents. Also, very needed, for half of the respondents, are financial support from governmental institutions, then in 42% support in developing business ideas is also needed, mentor support in 41% and financial support from non-governmental institutions. Those findings also should help in developing project activities in which the project should provide support in learning, mentorship, help in business idea development, but also help in fundraising or fundraising strategies.

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

	Not selected		Yes	
	n		n	
Financial support from governmental institutions	273	49,6	277	50,4
Financial support from non-governmental institutions	373	67,9	176	32,1
Support in developing my business idea	318	57,6	234	42,4
Mentor support	325	59,0	226	41,0
Learning programs in order to learn more about the process of developing, starting and running social business	220	39,7	334	60,3

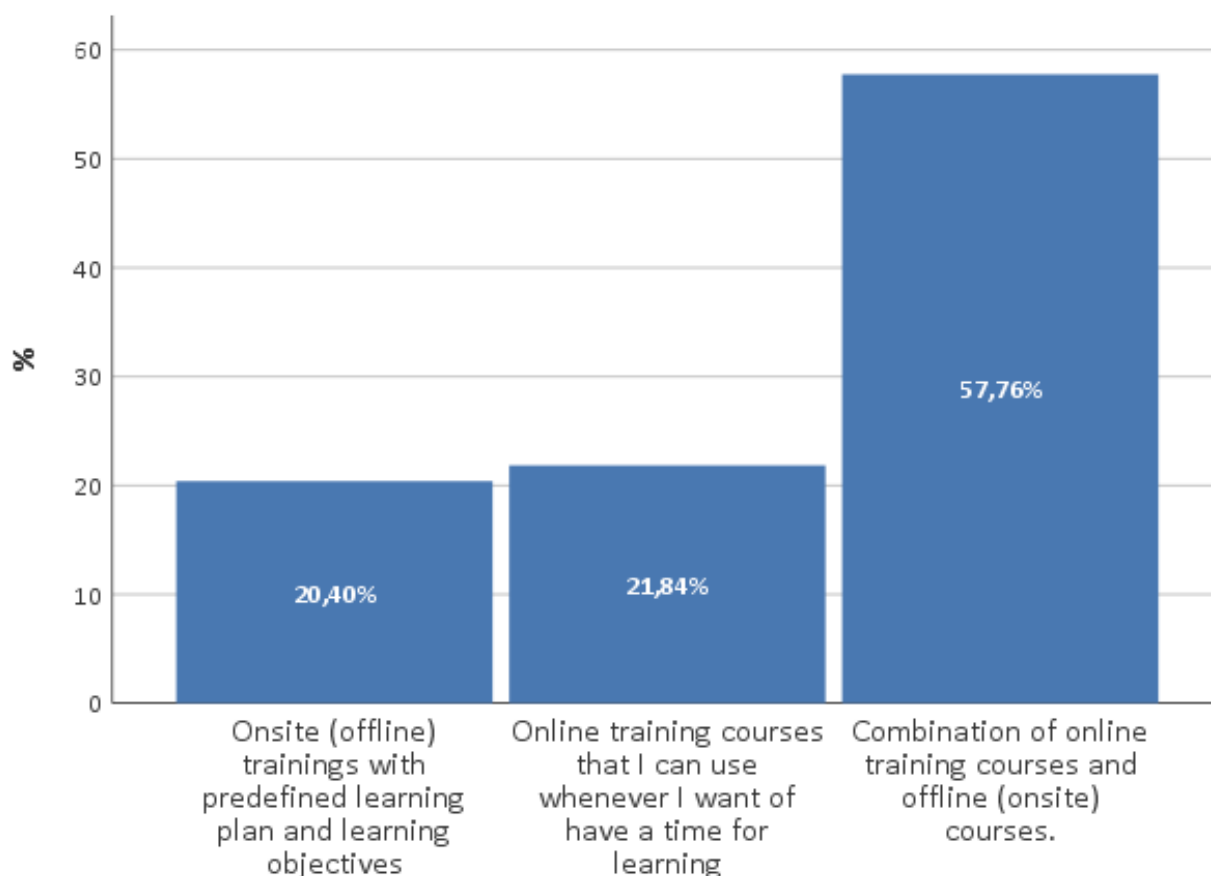


Preferred learning programmes

For us, it was important to identify preferred way of learning about the topic, so we asked the respondents about preferred way of learning. More than half of respondents, or 58% of them said that hybrid programmes are most suitable for them in which learning activities are combined in online and offline learning environments or activities. Around 20% of respondents said that only online or only offline learning activities are suitable for them. Considering those findings, we can conclude that building hybrid models of learning probably would be the most suitable for the following participants in learning and developing their social actions and business.

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:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Onsite (offline) trainings with predefined learning plan and learning objectives	113	12,5	20,4	20,4
	Online training courses that I can use whenever I want of have a time for learning	121	13,4	21,8	42,2
	Combination of online training courses and offline (onsite) courses.	320	35,3	57,8	100,0
	Total	554	61,1	100,0	
Missing		352	38,9		
Total		906	100,0		



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:

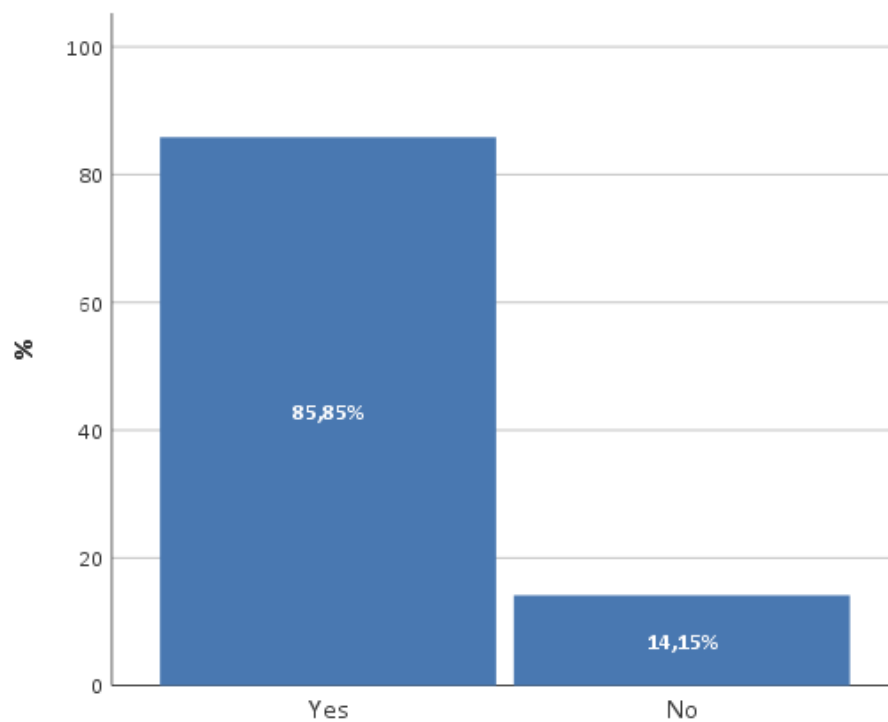
Interest in continuation of participations in programme learning activities

We asked respondents are they still interested in continuation of learning activities in E-stream programme and into getting a chances to get some funds for implementation of project ideas in their local communities.

85% of respondents said they would like to use this opportunity, while less than 15% said they are not interested in this.

Are you interested in continuation our E-stream project and getting the chances to get some funds for implementing project ideas in your community?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	91	10,0	85,8	85,8
	No	15	1,7	14,2	100,0
	Total	106	11,7	100,0	
Missing		800	88,3		
Total		906	100,0		



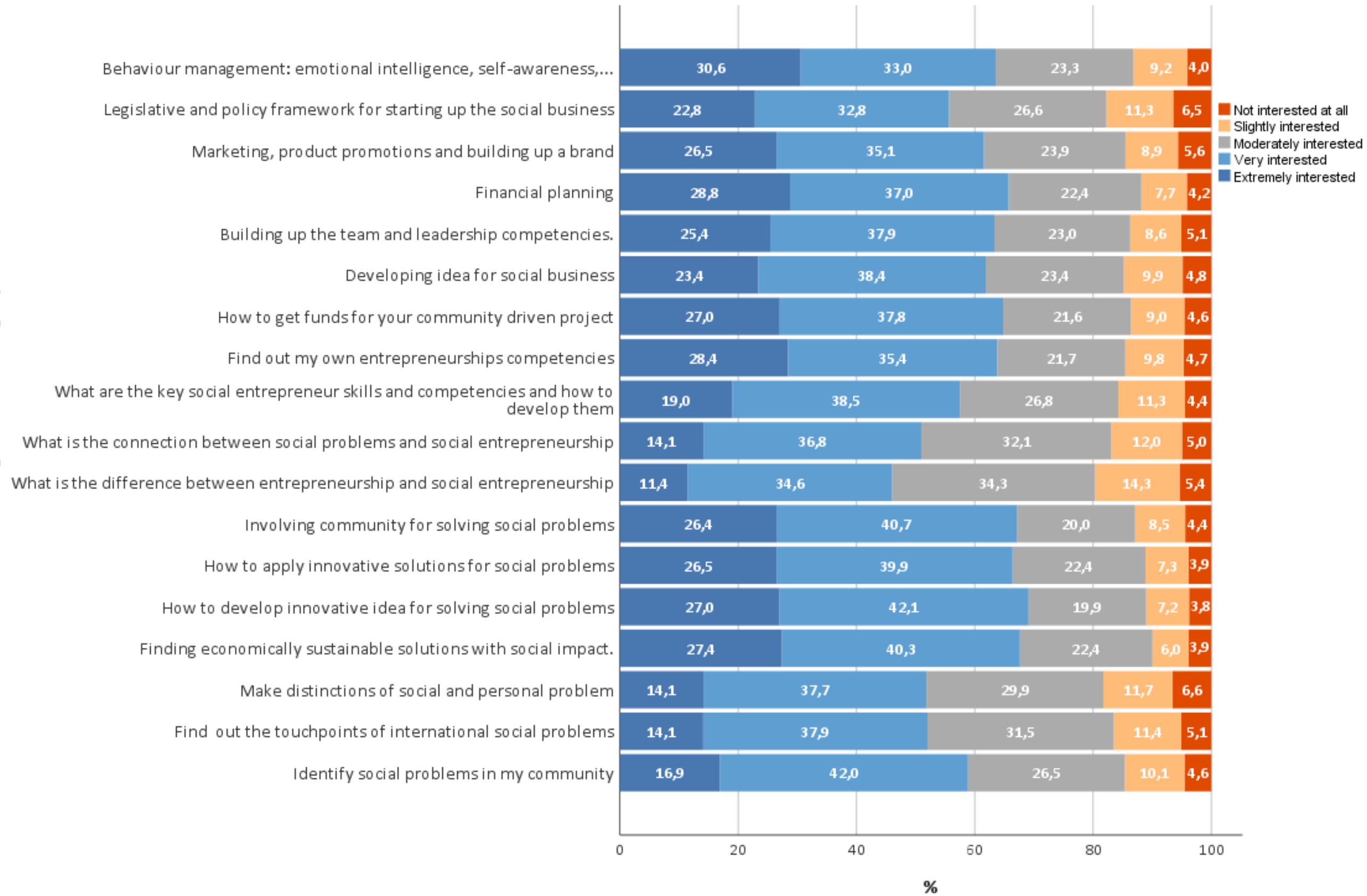
Are you interested in continuation our E-stream project and getting the chances to get some funds for implementing project ideas in your community?

Those who are interested in E-stream programme activities were asked to express the level of their interest in several various topics or areas, using the five-point Likert scale. The table and graph below show the percentages and frequencies for each topic.

How much you are interested in learning about the following topics.

	Not interested at all		Slightly interested		Moderately interested		Very interested		Extremely interested	
	n	%	n	%	n	%	n	%	n	%
Identify social problems in my community	34	4,6	75	10,1	198	26,5	313	42,0	126	16,9
Find out the touchpoints of international social problems	38	5,1	85	11,4	235	31,5	283	37,9	105	14,1
Make distinctions of social and personal problem	49	6,6	87	11,7	223	29,9	281	37,7	105	14,1
Finding economically sustainable solutions with social impact.	29	3,9	45	6,0	167	22,4	300	40,3	204	27,4
How to develop innovative idea for solving social problems	28	3,8	54	7,2	148	19,9	314	42,1	201	27,0
How to apply innovative solutions for social problems	29	3,9	54	7,3	167	22,4	297	39,9	197	26,5
Involving community for solving social problems	33	4,4	63	8,5	149	20,0	303	40,7	197	26,4
What is the difference between entrepreneurship and social entrepreneurship	40	5,4	106	14,3	255	34,3	257	34,6	85	11,4
What is the connection between social problems and social entrepreneurship	37	5,0	89	12,0	239	32,1	274	36,8	105	14,1
What are the key social entrepreneur skills and competencies and how to develop them	33	4,4	84	11,3	199	26,8	286	38,5	141	19,0
Find out my own entrepreneurships competencies	35	4,7	73	9,8	161	21,7	263	35,4	211	28,4
How to get funds for your community driven project	34	4,6	67	9,0	161	21,6	281	37,8	201	27,0
Developing idea for social business	36	4,8	74	9,9	174	23,4	286	38,4	174	23,4
Building up the team and leadership competencies.	38	5,1	64	8,6	171	23,0	282	37,9	189	25,4
Financial planning	31	4,2	57	7,7	167	22,4	275	37,0	214	28,8
Marketing, product promotions and building up a brand	42	5,6	66	8,9	178	23,9	261	35,1	197	26,5
Legislative and policy framework for starting up the social business	48	6,5	84	11,3	198	26,6	244	32,8	170	22,8
Behaviour management: emotional intelligence, self-awareness, self-regulation, relationship management	30	4,0	68	9,2	173	23,3	245	33,0	227	30,6

Interested in learning about following topics



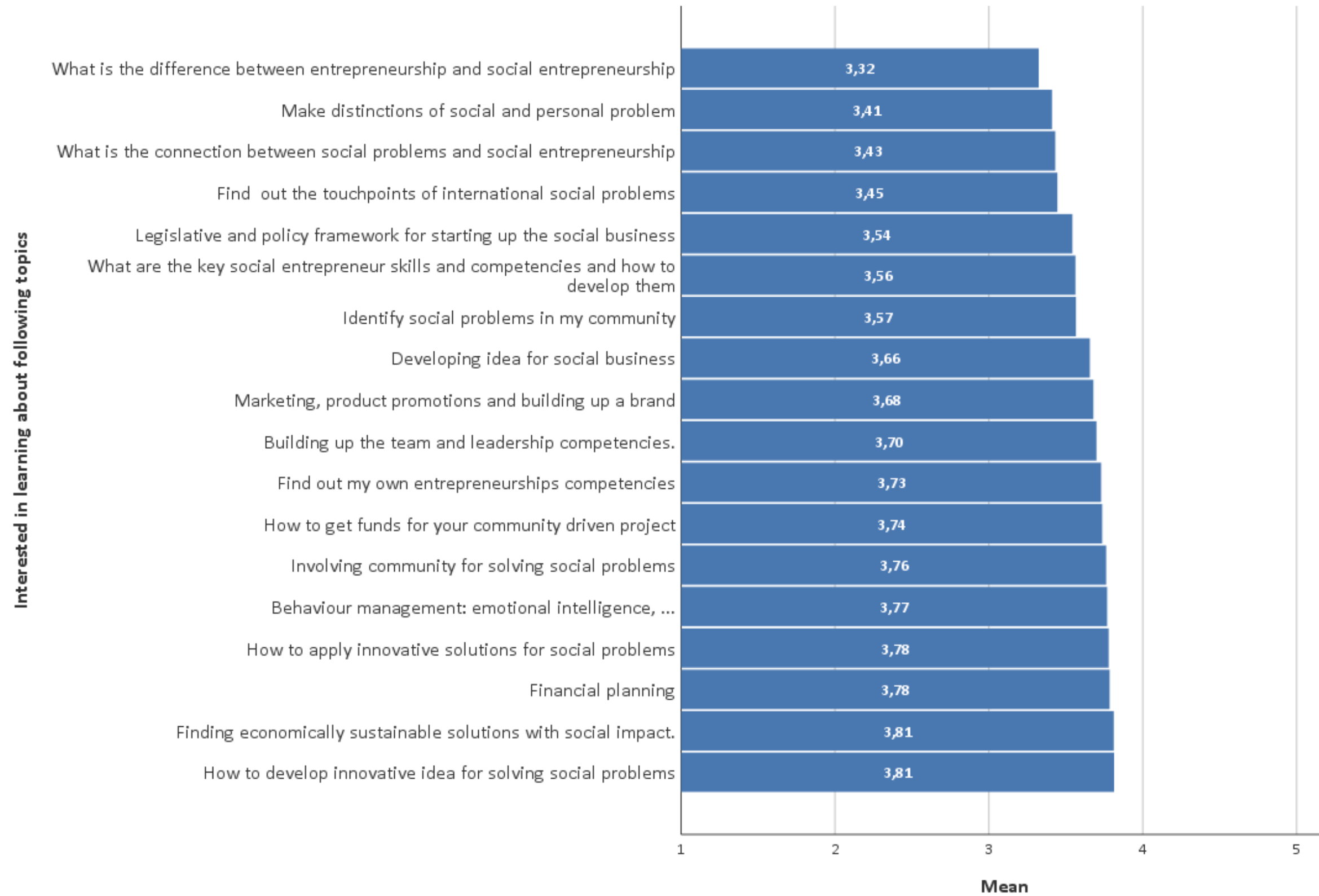
Those ordinal five-point liker scales were converted into five-point interval scale. In this way, it is possible to calculate the score or index of interest for each of the topic or area. The level of interest, theoretically could range from 1 to 5, where higher scores than 3 represents the level of interest.

As we can see on the table and graph below, respondents express the interest for each of the listed topic. The highest interested are found on the topics “How to develop innovative idea for solving social problems” and “Finding economically sustainable solutions with social impact” (M=3,81), then on the topic “How to get funds for your community driven project” (M=3,74), “finding out my own entrepreneurship competencies” (M=3,73), etc... From the other side, the lowest level of interest (but still interested in), we found on the topic “What is the difference between entrepreneurship and social entrepreneurship” (M=3,32), “making distinctions of social and personal problem” (M=3,41), etc...

Descriptive Statistics

	N	Mean	Std. Deviation
What is the difference between entrepreneurship and social entrepreneurship	743	3,32	1,028
Make distinctions of social and personal problem	745	3,41	1,074
What is the connection between social problems and social entrepreneurship	744	3,43	1,033
Find out the touchpoints of international social problems	746	3,45	1,031
Legislative and policy framework for starting up the social business	744	3,54	1,149
What are the key social entrepreneur skills and competencies and how to develop them	743	3,56	1,058
Identify social problems in my community	746	3,57	1,029
Developing idea for social business	744	3,66	1,088
Marketing, product promotions and building up a brand	744	3,68	1,125
Building up the team and leadership competencies.	744	3,70	1,095
Find out my own entrepreneurship competencies	743	3,73	1,116
How to get funds for your community driven project	744	3,74	1,091
Involving community for solving social problems	745	3,76	1,071
Behaviour management: emotional intelligence, self-awareness, self-regulation....	743	3,77	1,103
How to apply innovative solutions for social problems	744	3,78	1,041
Financial planning	744	3,78	1,072
Finding economically sustainable solutions with social impact.	745	3,81	1,028

How to develop innovative idea for solving social problems	745	3,81	1,031
Valid N (listwise)	739		



Also, we created one composite variable that express general interest in the topics. This variable theoretically can range from 1 to 5 where higher scores represent higher interest.

So, the average score of interests in topic is 3,64 with standard deviation of 0,83 which means that respondents in general express the interest in learning more about the topics we offered in a question.

Descriptive Statistics

	N	Mean	Std. Deviation
Level of interest	746	3,6376	,82895
Valid N (listwise)	746		

Level of general interests in topics by country

When we disaggregate data by countries, we find out that the highest general interests in topics are in Romania, Argentina and Spain while the lowest is in India, Greece and Nepal. There are statically significant difference in general interests in the topics between the countries ($F(7)=6,51$; $p=0,00$; $p<0,01$).

However, additional post-hoc multiple comparison test (Tukey HSD) discovered that real difference exist only between Romania, Argentina and Spain on one side, with India on another side. The other countries do not differ significantly among each other.

Descriptives

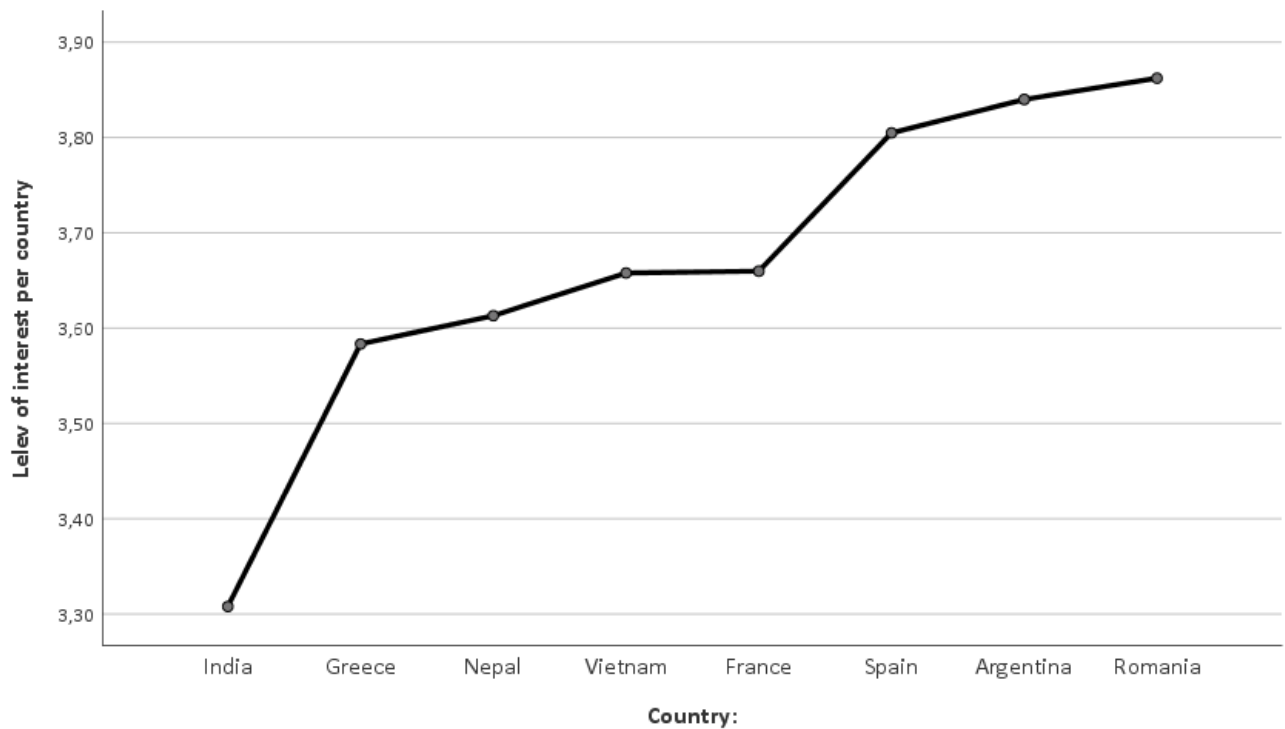
Level of interest

	N	Mean	Std. Deviation	Std. Error	95 Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Argentina	93	3,8399	,65616	,06804	3,7048	3,9750	2,00	5,00
France	32	3,6597	,66483	,11753	3,4200	3,8994	1,83	5,00
Greece	54	3,5833	,83314	,11338	3,3559	3,8107	1,00	5,00
India	174	3,3079	,99410	,07536	3,1591	3,4566	1,00	5,00
Nepal	88	3,6130	,70567	,07522	3,4635	3,7625	1,83	4,94
Romania	77	3,8622	,71701	,08171	3,6995	4,0249	1,00	5,00
Spain	115	3,8048	,72784	,06787	3,6704	3,9393	1,00	5,00
Vietnam	86	3,6578	,87206	,09404	3,4708	3,8447	1,00	5,00
Total	719	3,6311	,83328	,03108	3,5701	3,6921	1,00	5,00

ANOVA

Level of interest by country

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	30,055	7	4,294	6,516	,000
Within Groups	468,494	711	,659		
Total	498,549	718			



Level of general interests in topics by gender

Disaggregating data between male and females helped as to realise that females in general express higher general interest in topics ($M=3,79$) than males ($M=3,48$). In addition, performing inferential statistical test we found out that this difference is significant, so we can conclude that females are in general more interested in the topics comparing with females. ($F(1)=27,78$, $p=0,00$; $p<0,01$)

Results that are more detailed are shown in the tables and graph below:

Descriptives

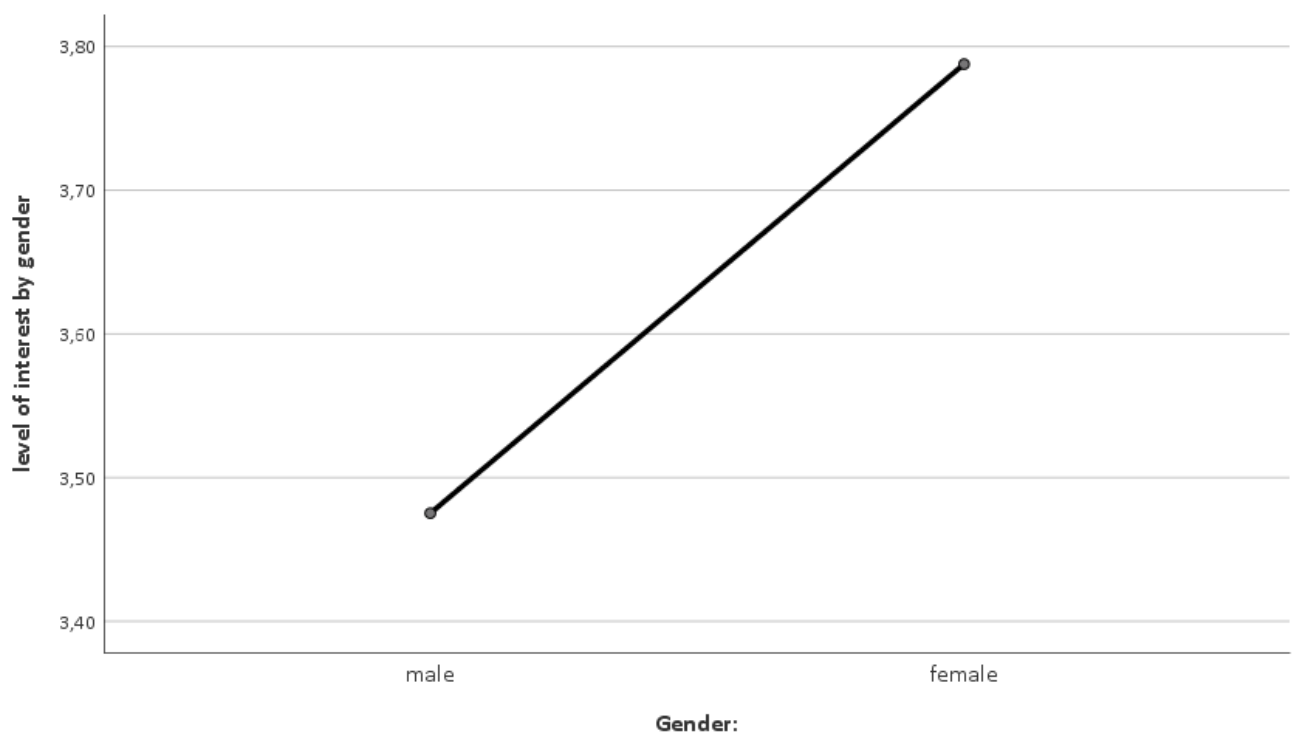
Level of interest

	N	Mean	Std. Deviation	Std. Error	95 Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
male	320	3,4752	,88100	,04925	3,3783	3,5721	1,00	5,00
female	409	3,7877	,71983	,03559	3,7178	3,8577	1,00	5,00
Total	729	3,6505	,80906	,02997	3,5917	3,7094	1,00	5,00

ANOVA

Level of interest by gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17,533	1	17,533	27,770	,000
Within Groups	459,000	727	,631		
Total	476,533	728			



Level of general interests in topics by educational level

In addition, we found out that educational level is connected with the general level of interest in the topic. It seems that respondents with higher education express also higher interests in the topics. Also, this is statistically significant. $F(4)=3,56$, $p=0,007$; $p<0,05$)

Information that is more detailed are shown on the tables and graph below.

Descriptives

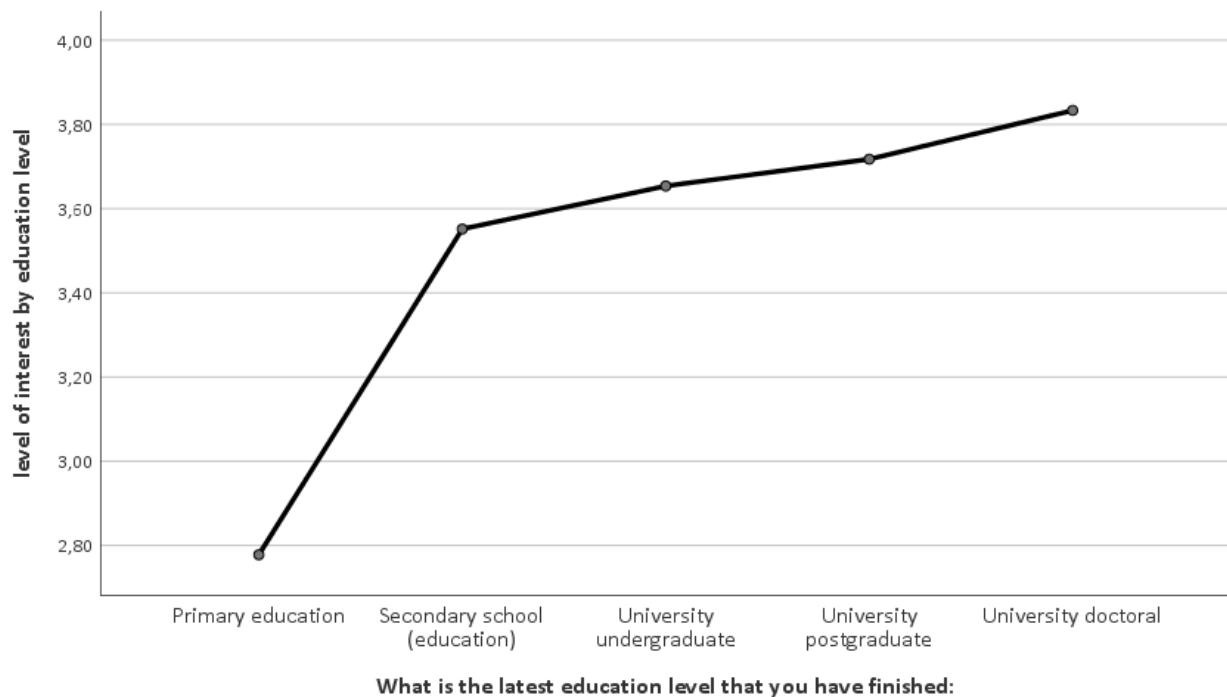
Level of interest

	N	Mean	Std. Deviation	Std. Error	95 Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Primary education	9	2,7778	,64130	,21377	2,2848	3,2707	2,00	3,78
Secondary school (education)	179	3,5516	,82668	,06179	3,4297	3,6735	1,00	5,00
University undergraduate	355	3,6538	,85199	,04522	3,5648	3,7427	1,00	5,00
University postgraduate	193	3,7175	,76976	,05541	3,6082	3,8268	1,00	5,00
University doctoral	10	3,8333	,85507	,27040	3,2217	4,4450	2,44	4,94
Total	746	3,6376	,82895	,03035	3,5780	3,6972	1,00	5,00

ANOVA

Level of interest by education level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9,686	4	2,422	3,573	,007
Within Groups	502,241	741	,678		
Total	511,928	745			



Correlation between the respondents' age and interest

We were also interested in finding possible correlation between respondents' age and the level of interest. So, we conducted Pearson correlation test and we found other there is a weak but significant positive correlation ($r=+0,14$; $p=0,000$; $p<0,001$). According to this finding we can conclude that the older responded is, the level of general interests in topics is higher.

More detailed information about this correlation is shown in the table below.

Correlations

		Age (in years)	Level of interest
Age (in years)	Pearson Correlation	1	,138**
	Sig. (2-tailed)		,000
	N	906	746
Level of interest	Pearson Correlation	,138**	1
	Sig. (2-tailed)	,000	
	N	746	746

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

Impact of satisfaction on E-seed programme on the general interest in topics

At the end of this research we wanted to find out does satisfaction of E-seed programme affects the interest of respondents' in their willingness to continue their learning path and on their general interests in the topics.

Therefore, we conducted simple linear regression where the variable "satisfaction on E-seed programme" was defined as predictor and general interests in topics as outcome variable.

First of all, we found out that there is significant difference in the level of interests in the topics depending the level of satisfaction with E-seed programme. $F(37)=2,95$, $p=0,000$; $p<0,001$).

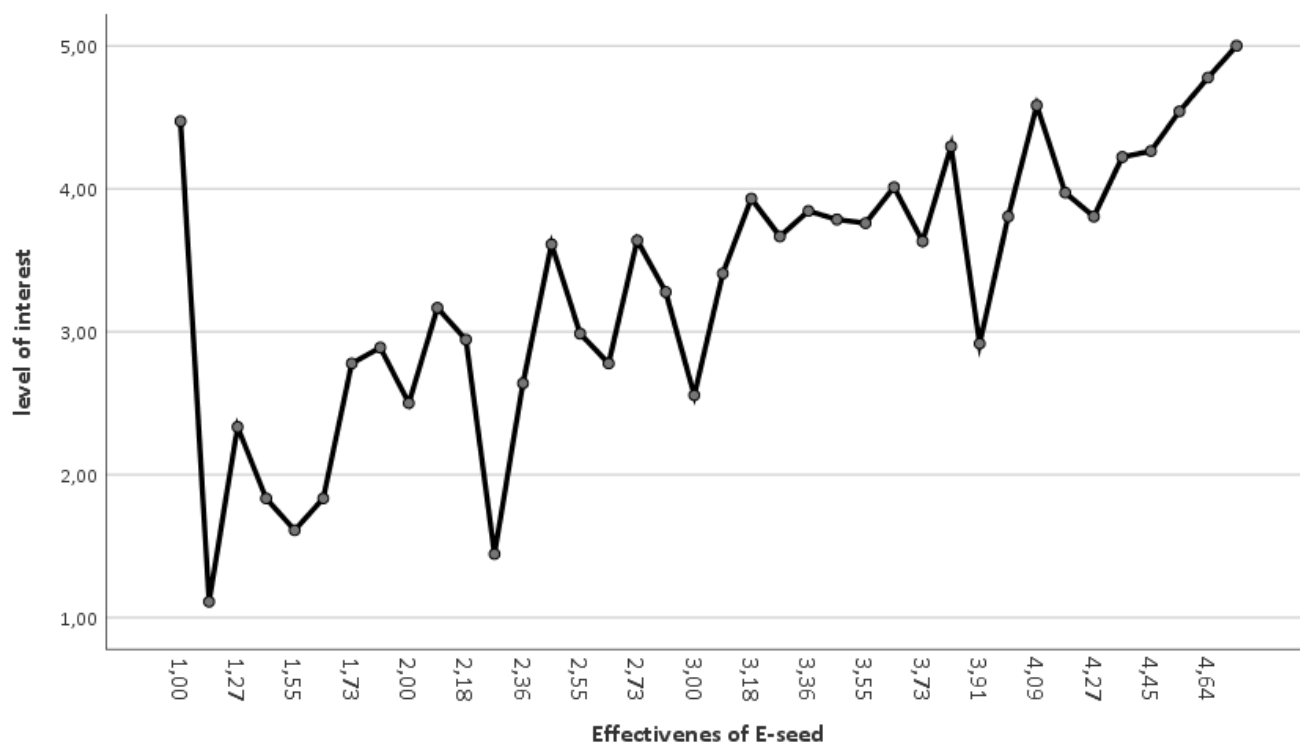
Generally, the respondents who are more satisfied with E-seed programme are also more interested in the topics.

This trend is show on the graph below.

ANOVA

Level of interest by effectiveness of E-seed

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	57,242	37	1,547	2,949	,000
Within Groups	38,815	74	,525		
Total	96,058	111			



Also, we found out that this connection or correlation between those two variables are positive, significant and stable. $r=+0,57, p=0,000; p<0,001$

Correlations

		Level of interest	Effectiveness of E-seed
Level of interest	Pearson Correlation	1	,572**
	Sig. (2-tailed)		,000
	N	746	112
Effectiveness of E-seed	Pearson Correlation	,572**	1
	Sig. (2-tailed)	,000	
	N	112	121

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

Conducted simple linear regression model showed that regression coefficient is 0,57 with regression square of 0,32. This means that variation of interests in topics can be explained by 32% of the respondents' satisfaction in E-seed programme. In a more simple way, we can say that the satisfaction of E-seed programme affects the interest in topic with 32%. Also, this means that there are around 68% of other factors that also influence respondents' interests in topics, but the satisfaction of E-seed programme is strong factor and statistically significant.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,572 ^a	,328	,322	,72388

a. Predictors: (Constant), Level of interest

b. Dependent Variable: Effectiveness of E-seed

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28,096	1	28,096	53,618	,000 ^b
	Residual	57,640	110	,524		
	Total	85,735	111			

a. Dependent Variable: Effectiveness of E-seed

b. Predictors: (Constant), Level of interest

Additional, beta coefficients shows us that is possible to influence respondents' interest in E-stream programme if we increase respondents' satisfaction with E-seed programme. So, in a case that satisfaction on E-seed programme is increased for one point (on a scale from 1 to 5), the level of interests in E-stream programme would be increased for 1,33 points. This finding showed the importance of building the quality of E-seed programme (and in general of YES club) in order to ensure participants' interests in following the programme.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,335	,269		4,963	,000
	Level of interest	,541	,074	,572	7,322	,000

a. Dependent Variable: Effectiveness of E-seed

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