

YES HUB PROJECT

RESEARCH STUDY FINAL REPORT

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TABLE OF CONTENTS

YES HUB Project	1
Table of Contents	2
Executive summary	4
Introduction	Error! Bookmark not defined.
research objective	4
scope of research	4
Research design	4
Conclusion	Error! Bookmark not defined.
Recommendations	8
Introduction	10
Project Background and scope	10
AIMS OF THE PROJECT:	10
research objective	11
scope of research	11
Research design	11
Research Questions	12
Data collection Instruments/ Tools	13
DEMOGRAPHIC DATA	13
<i>Country of Respondent</i>	13
<i>Gender</i>	14
Gender by country	14
<i>Gender by country</i>	15
<i>Age of respondents</i>	16
<i>Educational level</i>	17
Education level per country	18
Disability	18
WHICH OF THE FOLLOWING GROUPS DO YOU PRIMARILY BELONG TO	Error! Bookmark not defined.
Which of the following groups do you primarily belong to per country?	20
MAIN FINDINGS	22

EMPLOYMENT	22
E-LEARNING PLATFORM, NEEDS, AND AREAS OF DEVELOPMENT	13
Registration at the e-learning platform	13
Registration at the e-learning platform per country	14
Needs and Areas of Development	14
E-SEED EFFICIENCY	19
E-STREAM EFFICIENCY	22
E-MENTORING	28
PROGRAM GENERAL SATISFACTION	29
NEEDS AND AREAS OF DEVELOPMENT	30
ENTREPRENEURSHIP COMPETENCIES	37
SOCIAL ACTIVISM	44
NEEDS OF YOUNG SOCIAL ENTREPRENEURS	47
EXPERIENCE OF THE E-MENTORING WITH YES CLUB	51
Conclusion	56
Recommendations	59

EXECUTIVE SUMMARY

Introduction

Nowadays, social entrepreneurship has been acknowledged as an effective means to the end of creating new jobs, improving the standard of living, and encouraging citizens' participation in the decision-making process at all levels. It can also contribute to the integration of marginal and precarious strata of the population, the creation of wealth, and re-investment or making new investments in various countries across the globe.

In order to enhance social entrepreneurship in targeted countries, it would be absolutely necessary to supply the young people who dream of becoming social entrepreneurs with appropriate competencies, contacts, and the will to launch social entrepreneurs commensurate to their own profile & the needs of their milieu.

Research Objective

As a part of the YES HUB project new phase activities is to conduct research with the aim of identifying the needs of young people for support in starting socially useful initiatives in the community and starting a social business, as well as the degree of prevalence of the potential of young people to start a social business and socially useful initiatives in local communities.

Scope of research

The research aims to target three main groups as follows:

1. The basic target population is young people aged between 15 and 35 who live in Greece, Egypt, Jordan, Guadeloupe, Tunisia, and Turkey, in areas where partner organizations are active and who have access to the Internet.
2. The second target population of this research is the existing users of the e-learning platform.
3. The third group is the existing e-mentors of the program.

Research design

In order to achieve the previous objectives and answer the research questions, the research will depend on primary data collection by utilizing a **quantitative approach**. The research will depend on quantitative data collection through developed surveys with

the three target groups. A representative sample will be selected with consideration of gender.

Due to research limitations and the scope of implementation in six countries, data collection will be done remotely through **online self-administered surveys** that can reach a large number of participants while ensuring anonymity and confidentiality of the data collected. Additionally, in order to capture some insights and have a better understanding of the results, follow-up, and open questions will be added to the quantitative tools as an alternative to not applying qualitative data collection.

Main Findings

In alignment with the research findings, two-thirds of the survey respondents are normal young people who did not work/involve with other young people before. However, in Greece, an equal representation between the two categories was captured. While a high representation of the previously mentioned group “I am a young person under 35 years old” was recorded at Turkiye. This finding will have its implications across the conclusions as we shall see.

Employment status

As a first implication, almost half of the respondents are unemployed compared to a very minor percentage of the respondents having their own business with the modality of private business. On the other hand, **a substantial interest level in having a business** was captured across the six countries and a reasonable percentage of them had their **own ideas that have a social impact**. On the opposite side, above half of them did not take a serious step toward establishing their business. On a related note, the unemployment percentage is high in Turkiye and France¹ and relatively high in Tunisia.

Registration in the e-learning platform

Minor registration level was captured as less than one-fourth of the sample is registered across the six countries. No remarkable discrepancies were captured on the country level, except for Tunisia where above half of the sample is registered at the e-learning platform.

E-seed efficiency

A very limited percentage of the sample across the six countries participated in the E-seed program. Topics' rating was satisfactory across the five assessment aspects, however, due to the limited representation of the sample response can't be generalized.

¹ France here represents Guadeloupe as a department and region of France

E-stream efficiency

Another very limited percentage of respondents across the six countries participated in the E-stream program. Again, a pleasing rating was captured across the program courses/topics. Though, as a result of the limited representation of the sample response can't be generalized.

E-mentoring

Less than six out of one-thousand respondents had e-mentors before, those respondents were from Egypt and Tunisia only.

General satisfaction

Another minor percentage of the sample from Tunisia and Turkiye only expressed their satisfaction with the online platform "youthclub.eu". The same for recommending the program to friends and peers.

Despite the fact of unrepresentative sample size in satisfaction and recommendation questions, it is worth mentioning that the most beneficial topics for those limited number of respondents were:

- *Identify the problem of our community*
- *Entrepreneurship and social entrepreneurship*
- *Solve social problems*
- *Money multiplies itself in good hands*
- *Social problems in my community*

And the least useful ones were:

- *Dancing with a business idea*
- *Do we hear each other*

Difference between entrepreneurship and social entrepreneurship

Research findings found that above half of the respondents have limited knowledge concerning the difference between entrepreneurship and social entrepreneurship. Yet, less than one-fourth of the sample doesn't have any awareness. No weighty differences were recorded on the country level.

This finding is aligned with the percentage of respondents that received training on social entrepreneurship before since most of the respondents did not receive training on such a topic before.

Young people's needs and challenges

With a noteworthy representation, it can be said that the most needed support for young people is how to develop a business idea and plan and financial support. Where those two needs are converted into challenges for young people. In other words, the two top challenges are lack of financial resources and lack of required knowledge and skills.

Entrepreneurship competencies

Across the three pillars of Entrepreneurship competencies, positive responses represented a satisfactory percentage across the six countries. However, after calculating the entrepreneurship potential assessment analysis framework, none of the research participants across the six countries (both males and females) could exceed a total score of 155 points which means that none of the respondents reached the level of having good entrepreneurial characteristics.

On a related note, the majority of respondents across the six countries reached the level of “Some entrepreneurial characteristics” which noticeably, means they are in need of solid training.

Social activism

In alignment with previous findings, a realistic percentage was recorded in terms of social activism statements, in total. Yet, more awareness is needed.

Needs of young social entrepreneurs

In comparison to the total sample size, only 10% of the respondents are/were mentors before. So, following findings represent the thoughts and ideas of the mentors.

As a start, the same needs for young social entrepreneurs are reported once again by the mentors – namely support in developing business ideas and plans and financial support. And consequently, the same challenges are reported once again

(Lack of Financial resources and lack of required knowledge and skills). Those findings are commoners across the six countries.

Experience the E-mentoring with YES Club

Three-fourths of the mentors are registered in the e-learning platform. Where half of them knew about the platform through social media. Besides, most of the respondents praised the platform and saw it as a user-friendly platform. Though, this does not preclude recommendations for improvement such as:

- *Add easy guidance so the participant can find the information he/she is looking for,*
- *Create chat rooms between learners to exchange ideas and knowledge, and take advantage of networking opportunities,*
- *Provide offline content and application for easy learning at any time anywhere,*
- *Record a simple and short video on how to use the platform.*

Last but not least, preferences toward having a mixing of online and offline mentoring modality was recorded by around third-fourths of the mentors. Lastly, an acceptable general experience rate with the online platform was recorded across the six countries.

Recommendations

- It is recommended to provide career guidance as one of the online services which is an essential step to determine the direction and to find out whether a young person has the qualifications to set up his/her social business or whether it is better to be a participant of social initiatives.
- Conduct an entrepreneurship training program that aims to equip participants with the necessary skillset and mindset for identifying and launching new business ventures, practical (hands-on) methodology that is based on design thinking is highly recommended. This will enable participants to start with idea generation (ideation) and convert it into a feasible business model.
- In alignment with the previous recommendation, providing training on business planning, financial management, bookkeeping, how to develop a feasibility study, project expansion methodology, communication skills, negotiation, and persuasion skills is highly

recommended. The training for sure can follow the European Entrepreneurship Competence Framework.

- Providing credited digital marketing training full of practical exercises and real-work examples to help young people turn knowledge into action, is highly recommended.
- It is recommended to organize webinars for young people about the green economy and environment-friendly projects.
- As we can see from research findings, there is a gap with respect to financial services accessibility. In light of this, it is recommended to educate targeted young people about formal and informal financial institutions within their contexts/countries that can provide financial services, especially loans/grants. This can be done by publishing a list of those service providers on the online platform that contains all the needed information about how to apply for a loan/grant.
- Coaching and counselling (Skills Matching Mentorship) are highly recommended to be provided to young people.
- It is also, recommended to promote the platform visibility in order to be reached by the targeted young people. Promotion shall mainly depend on social media platforms.
- It is also highly recommended, to develop/provide a chat room for registered young people where they can exchange their knowledge and experience with their peers. It can be also thematic based on the type of social business/initiative.

- It is also recommended to develop a simple and short video on how to use the platform and make educational electronic games whose content is educational and entertaining at the same time.

INTRODUCTION

PROJECT BACKGROUND AND SCOPE

Nowadays, social entrepreneurship has been acknowledged as an effective means to the end of creating new jobs, improving the standard of living, and encouraging citizens' participation in the decision-making process at all levels. It can also contribute to the integration of marginal and precarious strata of the population, the creation of wealth, and re-investment or making new investments in various countries across the globe.

In order to enhance social entrepreneurship in targeted countries, it would be absolutely necessary to supply the young people who dream of becoming social entrepreneurs with appropriate competencies, contacts, and the will to launch social entrepreneurs commensurate to their own profile & the needs of their milieu.

AIMS OF THE PROJECT:

The project aims to:

- *Promote the adoption of innovative practices in social entrepreneurship education by developing personalized and collaborative learning and networking approaches through the strategic use of ICTs and open educational resources.*
- *Create a virtual youth club that promotes social entrepreneurship and aims to:*
- *Connect young people with their peers, who wish to become social entrepreneurs and resource persons from different countries around the world.*
- *Consolidate the networks dedicated to the promotion of social entrepreneurship among young people*
- *Offering dynamic distance-based training on the theme that meets the needs of young people with personalized and sustainable support.*
- *Promoting dialogue between young people and decision-makers to promote collective, sustainable, and inclusive entrepreneurship in their communities.*

- *Establish professional links and promote distance cooperation between young people from 4 continents who wish to engage themselves in social entrepreneurship.*
- *To develop and recognize the civic, technical, and entrepreneurial pedagogical skills of young members (including young people with special needs and young people with few opportunities) in order to facilitate their transition to the entrepreneurial world and optimize their empowerment and initiatives.*
- *Encourage young members to become members of the youth club for social entrepreneurship”, to develop their professional network, reinforce their motivation to undertake in a sustainable way, and increase their creativity in the field of social entrepreneurship.*
- *Improve participation in learning and strengthen the connection between non-formal education and employability by developing a methodical innovative and sustainable training tool for assistance and service.*
- *Forming a new generation of E-mentors to become able to:*
 - *provide appropriate support to the members of our virtual club.*
 - *update the club to meet the changing needs of its members.*

RESEARCH OBJECTIVE

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SCOPE OF RESEARCH

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RESEARCH DESIGN

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approach. The research will depend on quantitative data collection through developed surveys with the three target groups. A representative sample will be selected with consideration of gender.

Due to research limitations and the scope of implementation in six countries, data collection will be done remotely through online self-administered surveys that can reach a large number of participants while ensuring anonymity and confidentiality of the data collected. Additionally, in order to capture some insights and have a better understanding of the results, follow-up, and open questions will be added to the quantitative tools as an alternative to not applying qualitative data collection.

RESEARCH QUESTIONS

The following are the main questions to be addressed by the study:

1. What are the experiences of the current/previous participants of the E-seed and E-stream programs of the e-learning platform?
2. How did the programs affect the current/previous participants with their social business, knowledge, and skills?
3. What is the degree of satisfaction among the current/previous participants with regard to the programs and the support received?
4. What are the participants' main challenges, achievements, and recommendations for the enhancement of the programs?
5. What is the level of awareness about social entrepreneurship and willingness to start a social business among young people in the selected areas?
6. What are the current needs of young people and the main challenges faced while starting their own social business and social initiative?
7. What is the level of entrepreneurial competencies and social participation among research participants?
8. How is the effectiveness of the support of the e-mentors to the participants?
9. What are the experiences of the current e-mentors with the E-stream programs?
10. What is the e-mentors' main challenges and recommendations for the enhancement of the programs?
11. In general, what are the differences between gender and across selected countries with regard the needs, knowledge, and entrepreneurial competencies?

DATA COLLECTION INSTRUMENTS/ TOOLS

The following are the main surveys to be developed and shared with targeted participants:

1. Tool 1: Online Survey with Young people aged between 15 and 35
2. Tool 2: Online Survey with the existing users of the e-learning platform
3. Tool 3: Online Survey with the third subgroup are the existing e-mentors of the program
4. EntreComp self-assessment tool for Entrepreneurship Competencies²: EntreComp questionnaire will be merged with tools 1 and 2.

DEMOGRAPHIC DATA

Country of respondent

In total, 1000 respondents answered a survey from 11 countries. The survey was initially launched and prepared for active project countries (Greece, Egypt, France (Guadeloupe), Jordan, Tunisia, and Turkiye). However, the invitation to participate in the survey was shared with other young people. Those other countries were the previous project countries, such as Benin and Poland, Argentina, France, and Vietnam. However, just a few answers were collected from these non-project countries.

It is expected that most of the respondents are from project countries. So, there are 317 respondents from Egypt, 191 from Turkiye, 182 from Jordan, 113 from Tunisia, 98 from Greece, 21 from France, and 78 from other countries as shown in the table below.

Country:

	Frequency	Percent
Greece	98	9.8
Egypt	317	31.7
Jordan	182	18.2
France	21	2.1
Tunisia	113	11.3

² [The European Entrepreneurship Competence Framework \(EntreComp\) - Employment, Social Affairs & Inclusion - European Commission \(europa.eu\)](https://ec.europa.eu/eas/eas-competence-framework/)

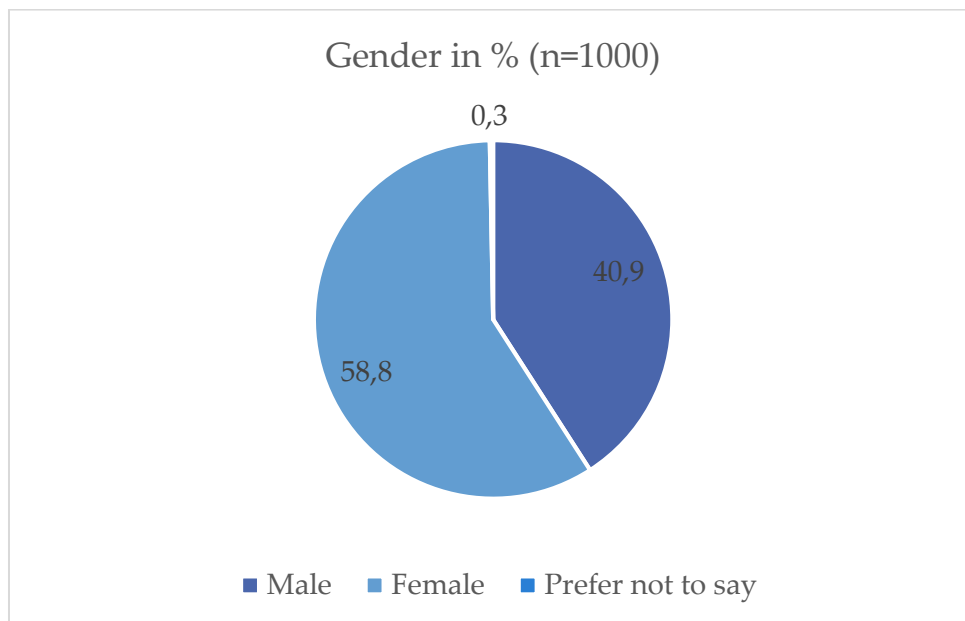
Turkiye	191	19.1
Other countries	78	7.8
Total	1000	100.0

Gender

There were 588 female respondents or 58.8% and 409 male respondents or 40.9% out of the total number of respondents. Also, three respondents didn't want to answer a question about their gender. A more detailed distribution of respondents when it comes to gender is shown in the table and graph below.

Gender:

	Frequency	Percent
Male	409	40.9
Female	588	58.8
Prefer not to say	3	0.3
Total	1000	100.0



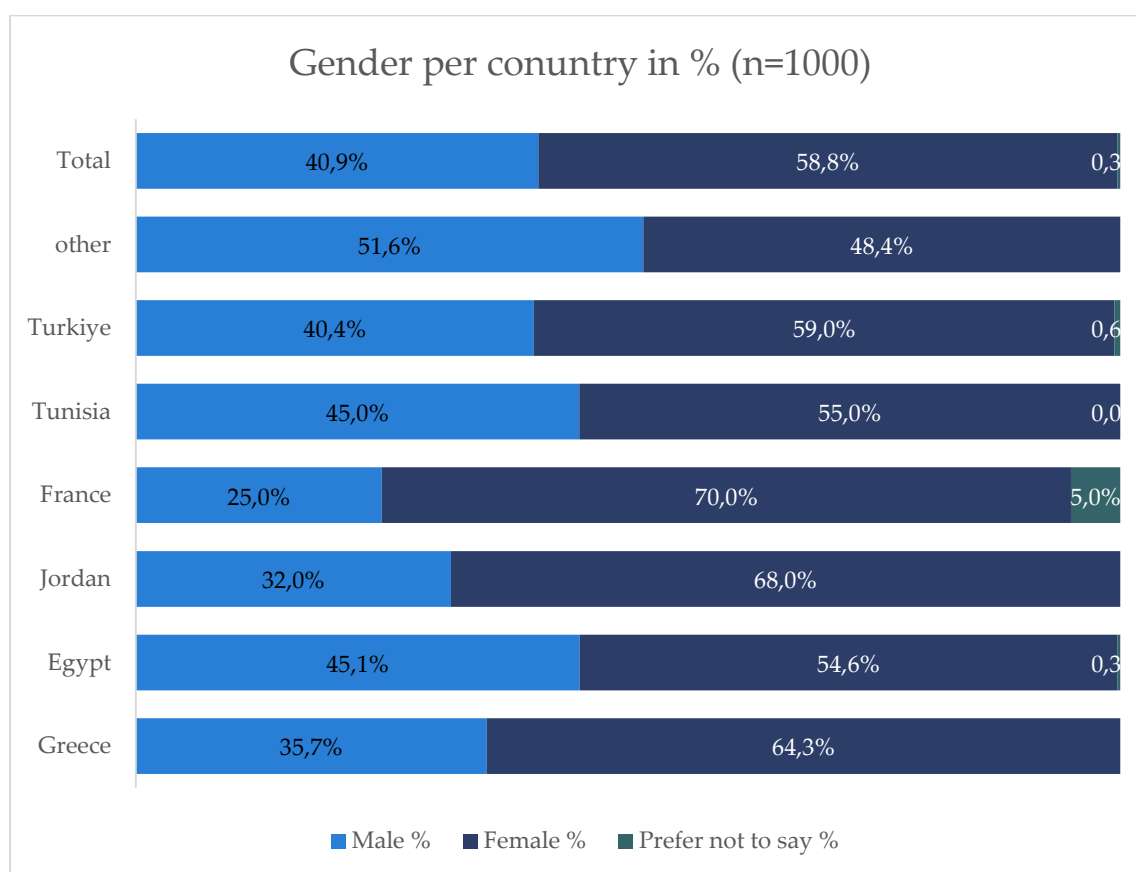
Gender by country

Although the gender in the sample is almost equally distributed, there are some variations in gender distribution in some countries. So, the study found more females in Greece (64.3%), Jordan (68%), France (70%), and Türkiye (59%). Also, more females than males were found in Egypt and Tunisia (54.6%) and (55%) but the difference is not weighty. On the other

side, the representation of males (51.6) is more than females in other countries without vital differences.

Gender by country

Gender per country (n=1000)									
		Greece	Egypt	Jordan	France	Tunisia	Turkiye	other	Total
Male	Count	41	152	56	5	50	72	33	409
	%	35.7%	45.1%	32.0%	25.0%	45.0%	40.4%	51.6%	40.9%
Female	Count	74	184	119	14	61	105	31	588
	%	64.3%	54.6%	68.0%	70.0%	55.0%	59.0%	48.4%	58.8%
Prefer not to say	Count	0	1	0	1	0	1	0	3
	%	0.0%	0.3%	0.0%	5.0%	0.0%	0.6%	0.0%	0.3%
Total	Count	115	337	175	20	111	178	64	1000
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



Along the same lines, it was found that respondents living in urban areas have a high representation (80.6%) among the study sample size as shown in the below table.

*Are you living in an urban or rural area?*³

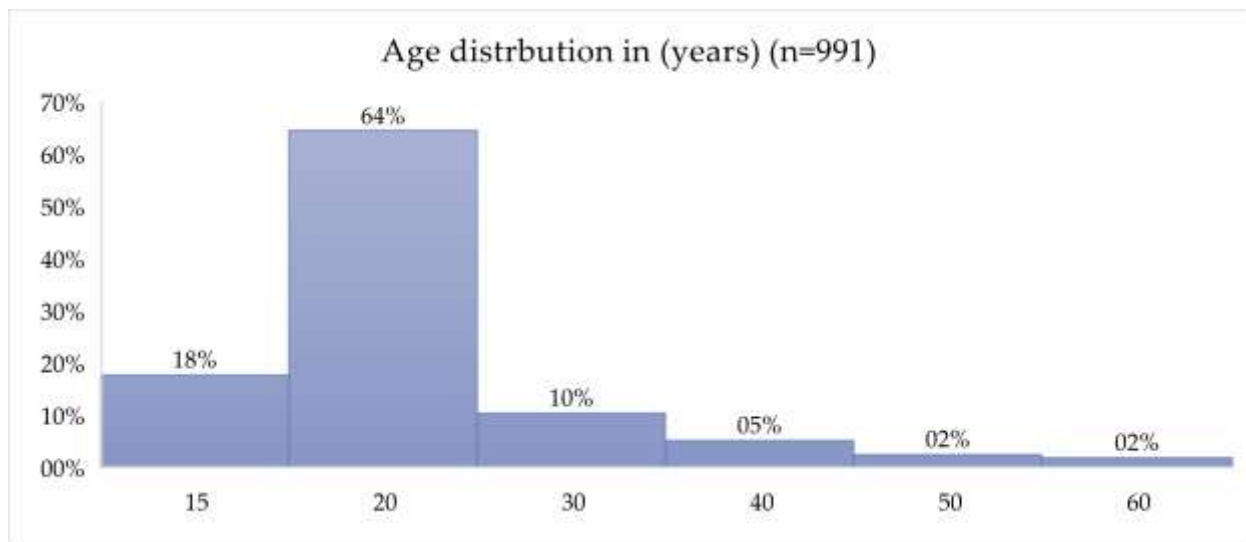
	Frequency	Valid Percent
Urban	806	85.1
Rural	141	14.9
Total	947	100.0

Age of respondents

The average age of respondents is 26.4 years with a standard deviation of 7,9, which shows that there are no big variations in respondents' age in our sample. Most of the respondents are youngsters with the age between 15 and 30. In alignment with the **Sig. .000** as shown in the below table, the data shows a **significant difference from the normal distribution for both male and female distribution, i.e. the data are not distributed normally**. A more detailed distribution of respondents' age is shown on a histogram chart below.

Tests of Normality							
	Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Age in years:	Male	.515	409	.000	.037	409	.000
	Female	.509	588	.000	.032	588	.000
a. Lilliefors Significance Correction							

³ There were missing 53 responses

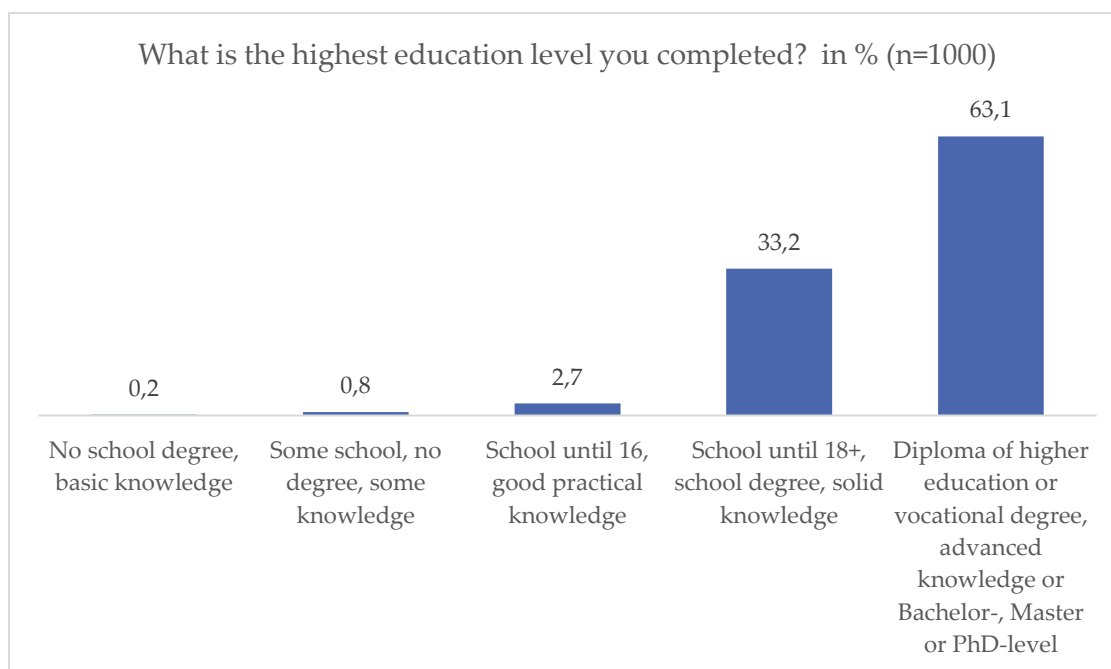


Educational level

Most of the respondents are highly educated (63.1%). ten out of one-thousand respondents have no school degree, two out of them have basic knowledge while eight out of them have some knowledge.

What is the latest education level that you have finished?

	Frequency	Percent	Valid Percent	Cumulative Percent
No school degree, basic knowledge	2	0.2	0.2	0.2
Some school, no degree, some knowledge	8	0.8	0.8	1.0
School until 16, good practical knowledge	27	2.7	2.7	3.7
School until 18+, school degree, solid knowledge	332	33.2	33.2	36.9
Diploma of higher education or vocational degree, advanced knowledge or Bachelor-, Master or PhD-level	631	63.1	63.1	100.0
Total	1000	100.0	100.0	



Education level per country

All countries follow the same above-mentioned distribution, except for Turkiye, where 77.5% of respondents have a school degree until 18.

What is the latest education level that you have finished?

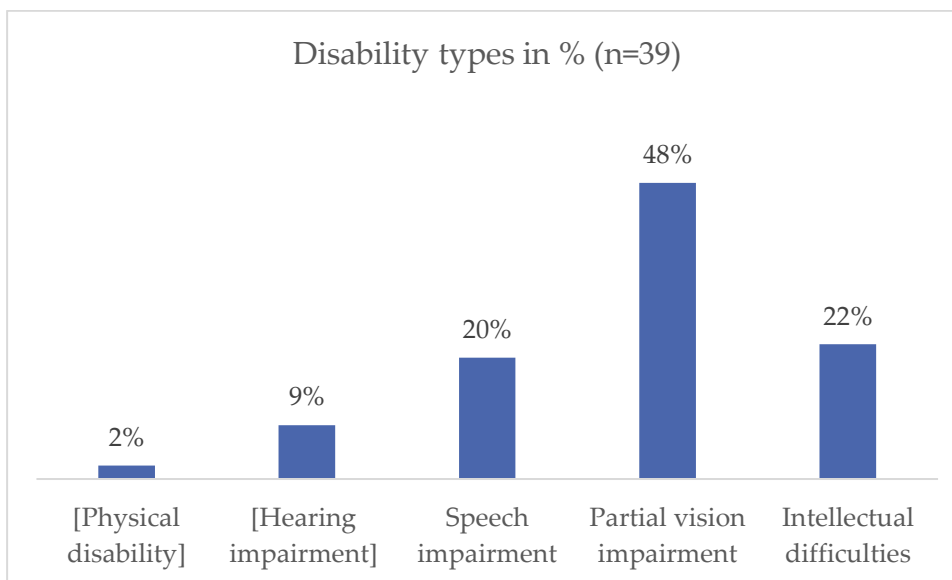
			Greece	Egypt	Jordan	France	Tunisia	Turkiye	other
What is the highest education level you completed?	No school degree, basic knowledge	#	2	0	0	0	0	0	0
		%	2%	0%	0%	0%	0%	0%	0%
	Some school, no degree, some knowledge	#	6	0	0	0	0	1	1
		%	5%	0%	0%	0%	0%	1%	2%
	School until 16, good practical knowledge	#	5	16	1	0	4	1	0
		%	4%	5%	1%	0%	4%	1%	0%
	School until 18+, school degree, solid knowledge	#	20	98	13	12	34	138	17
		%	17%	29%	7%	60%	31%	78%	27%
	Diploma of higher education or vocational degree, advanced knowledge or Bachelor-, Master or PhD-level	#	82	223	161	8	73	38	46
		%	71%	66%	92%	40%	66%	21%	72%
Total	#		115	337	175	20	111	178	64
	%		100%	100%	100%	100%	100%	100%	100%

Disability

96.1% of the study respondents did not report any kind of disability. However, thirty-nine participants reported having disabilities. 42% out of those thirty-nine participants have partial vision impairment, 22% of the same group have intellectual difficulties, and 20% have a speech impairment.

Do you have a specific type of difficulty or multiple difficulties?

	Frequency	Percent
No	961	96.1
Yes	39	3.9
Total	1000	100.0

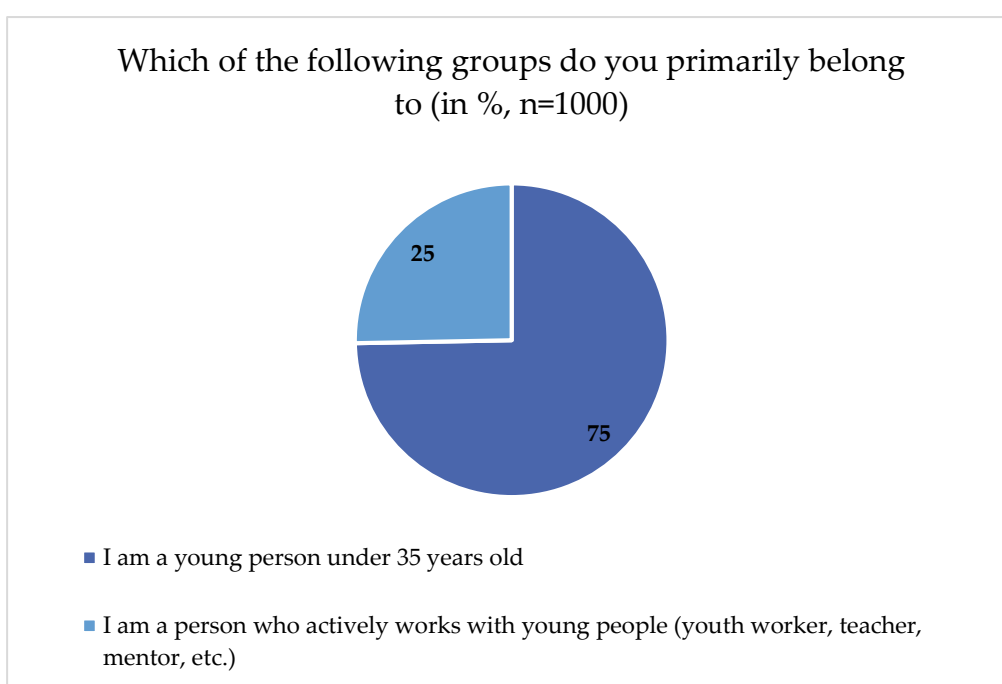


RESPONDENT PROFILE

Lastly, before elaborating on some key findings from our research, it would be useful to depict information about the nature of study respondents (I am a young person under 35 years old or I am a person who actively works with young people (youth worker, teacher, mentor, etc.)). According to the collected data, out 74.7% of the respondents are young people under 35 years old while 25.3% stated that they actively work with young people as youth worker, teacher, mentor, etc...).

Which of the following groups do you primarily belong to?

	Frequency	Percent
I am a young person under 35 years old	747	74.7
I am a person who actively works with young people (youth worker, teacher, mentor, etc.)	253	25.3
Total	1000	100.0



Respondent profile per country?

It was noticed a variation at the country level when it comes to the respondents' category. As almost equal representation between the two categories was captured in Greece. On the other hand, almost a full representation (96.1%) of the "I am a young person under 35 years old" category was recorded at Türkiye. It can be said that the same overall recorded percentage of representation was captured across the other four countries.

Which of the following groups do you primarily belong to per country?

			What is your current country of residency?							Total
			Greece	Egypt	Jordan	France	Tunisia	Turkiye	Other	
Which of the following groups do you primarily belong to?	I am a young person under 35 years old	#	58	261	113	15	84	171	45	747
		%	50.4%	77.4%	64.6%	75.0%	75.7%	96.1%	70.3%	74.7%
	I am a person who actively works with young	#	57	76	62	5	27	7	19	253
		%	49.6%	22.6%	35.4%	25.0%	24.3%	3.9%	29.7%	25.3%
	Total	#	115	337	175	20	111	178	64	1000
		%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

MAIN FINDINGS

In the following part of this report, we will present the main findings of our research. Findings are divided into several parts.

EMPLOYMENT AND WILLINGNESS TO START BUSINESS

- 58.6% of the respondents are currently unemployed. While 32.3% (n=241) are employees and 9.1% of the respondents have their own business.
- The “Private sector” is positioned as the first type of business for business owners. Followed by “Social Enterprise.” 66.2% of the business owners had their own business from one to two years ago. On the other hand, 46.1% of the employees (n=111) were employed from 1 – 2 years old.
- The majority of the respondents (91.8%/623) reported being interested in having their own business. On the other hand, fifty-six respondents reported not being interested in having their own business due to “not having a business idea (32.1%),” “not having enough financial resources (21.4%),” and “preferring to have a sustainable job with a fixed income (19.6%),” etc. reasons.
- 62.8% of respondents (n=391) who reported being interested in owning their business have a business idea. 79.5% of them (n=311) stated that their ideas have a social impact.
- After then, respondents were asked about the steps they took till the moment to establish their business. 63.4% of them (n=395) did nothing, however, 27.6% of the respondents prepared their business plans (n=172).
- Lastly, participants were asked about their interest in owning their business. The “ability to have a positive societal impact on society” response ranked first, followed by “feel of achievement in bringing an idea to life,” and “having a better income.”

Employment statements:

		#	%
Are you currently employed?	Yes, I am employed	241	32.3%
	No	438	58.6%
	I have my own business	68	9.1%
What type of business do you have?	Private sector	44	52.9%
	Social Enterprise	14	10.3%
	NGO	10	10.3%
How long have you had your own business?	For 1-2 years	45	66.2%
	For 3-5 years	12	17.6%
	For 6 to 10 years	9	13.2%
	For above 10 years	2	2.9%
How long have you been employed?	For 1-2 years	111	46.1%
	For 3-5 years	73	30.3%
	For 6 to 10 years	42	17.4%
	For above 10 years	15	6.2%
Are you interested in having your own business and being an entrepreneur?	Yes	623	91.8%
	No	56	8.2%
Why are you not interested in having your own business?	I do not have a business idea	18	32.1%
	I do not have enough financial resources	12	21.4%
	I do not have previous knowledge or experience	5	8.9%
	I am not willing to take risks	2	3.6%
	I prefer a sustainable job with a fixed income	11	19.6%
	It is too hard to run it in my country or society	3	5.4%
	Missing	5	8.9%
Do you have a business idea?	Yes	391	62.8%
	No	232	37.2%
Does your current business or your business idea have a social impact on the community?	Yes	311	79.5%
	No	28	7.2%
	Do not know	52	13.3%
	I prepared a business plan	172	27.6%

What steps did you take to establish your own business so far?	I started legal procedures	9	1.4%
	I got funds for my business	12	1.9%
	My business is currently running	13	2.1%
	I recruited staff	4	0.6%
	I have not started yet	395	63.4%
	Missing	18	2.9%
What makes you interested in establishing your own business?	I'll be my own manager	69	11.1%
	Having better income	86	13.8%
	Flexibility to choose time and place of work	61	9.8%
	Lack of employment opportunities	17	2.7%
	The feeling of achievement in bringing an idea to life	132	21.2%
	Ability to have a positive societal impact on the society	235	37.7%
	Family/friends are self-employed	1	0.2%
	Missing	22	3.5%

Employment statements per country:

When it comes to countries, several dissimilarities were captured as follows:

- The percentage of unemployment is high in Turkiye (88.3%) and France (80%) and relatively high in Tunisia (66.7%). While the employment percentage is below half in Egypt, Greece, and Jordan (almost 46%).
- The “Private sector” is positioned as the first type of business for business owners across the six countries. Still having business from one to two years ago recorded the highest percentage across the six countries. The same was captured for the employers across the six countries, except for Greece where 50% of the respondents are employees for 3 – 5 years.

- According to the descriptive statistics no substantial differences were captured across the six countries when it comes to the percentage of employees who reported being interested in having their own business. On the other hand, “not having a business idea,” is positioned first reason behind the unwillingness of having a business in Greece and Tunisia. While not having enough financial resources positioned the first reason for the other four countries (Egypt, Jordan, France, and Turkiye)

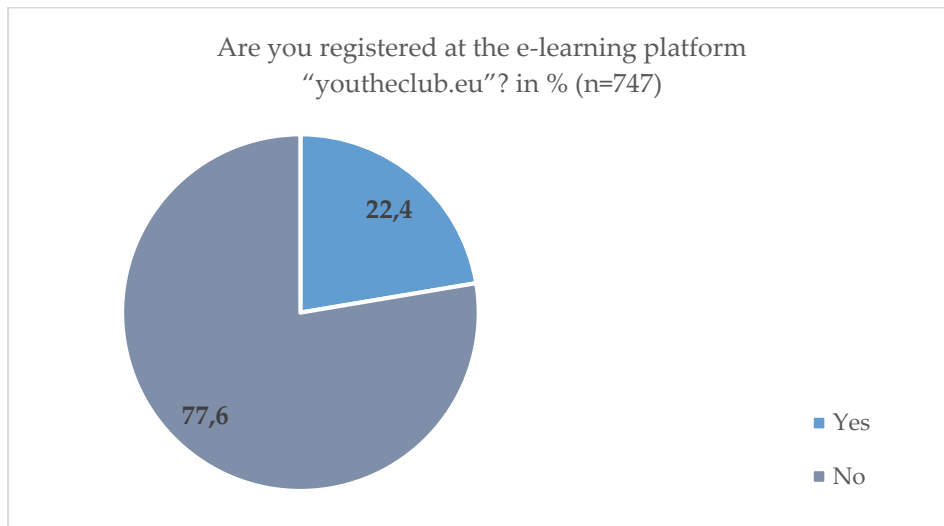
Employment statements per country:

		Greece		Egypt		Jordan		France		Tunisia		Turkiye		other	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Are you currently employed?	Yes, I am employed	28	48.3%	111	42.5%	48	42.5%	1	6.7%	20	23.8%	17	9.9%	16	35.6%
	No	27	46.6%	119	45.6%	51	45.1%	12	80.0%	56	66.7%	151	88.3%	22	48.9%
	I have my own business	3	5.2%	31	11.9%	14	12.4%	2	13.3%	8	9.5%	3	1.8%	7	15.6%
What type of business do you have?	Private sector	2	66.7%	15	48.4%	4	28.6%	1	50.0%	7	87.5%	2	66.7%	5	71.4%
	Social Enterprise	-	-	4	12.9%	2	14.3%	-	-	-	-	-	-	1	14.3%
	NGO	-	-	4	12.9%	3	21.4%	-	-	-	-	-	-	0	0.0%
	Other	1	33.3%	8	25.8%	5	35.7%	1	50.0%	1	12.5%	1	33.3%	1	14.3%
How long have you had your own business?	For 1-2 years	3	100.0%	17	54.8%	12	85.7%	1	50.0%	6	75.0%	3	100.0%	3	42.9%
	For 3-5 years	-	-	7	22.6%	-	-	1	50.0%	2	25.0%	-	-	2	28.6%
	For 6 to 10 years	-	-	5	16.1%	2	14.3%	-	-	-	-	-	-	2	28.6%
	For above 10 years	-	-	2	6.5%	-	-	-	-	-	-	-	-	-	-
How long have you been employed?	For 1-2 years	6	21.4%	44	39.6%	30	62.5%	1	100.0%	14	70.0%	10	58.8%	6	37.5%
	For 3-5 years	14	50.0%	32	28.8%	10	20.8%	-	-	6	30.0%	4	23.5%	7	43.8%
	For 6 to 10 years	5	17.9%	24	21.6%	7	14.6%	-	-	-	-	3	17.6%	3	18.8%
	For above 10 years	3	10.7%	11	9.9%	1	2.1%	-	-	-	-	-	-	-	-
Are you interested in having your own business and being an entrepreneur?	Yes	40	72.7%	221	96.1%	92	92.9%	9	69.2%	73	96.1%	153	91.1%	35	92.1%
	No	15	27.3%	9	3.9%	7	7.1%	4	30.8%	3	3.9%	15	8.9%	3	7.9%
Why are you not interested in having your own business?	I do not have a business idea	7	46.7%	2	22.2%	2	28.6%	1	25.0%	-	-	5	33.3%	1	33.3%
	I do not have enough financial resources	-	-	4	44.4%	3	42.9%	1	25.0%	3	100.0%	1	6.7%	-	-
	I do not have previous knowledge or experience	2	13.3%	-	-	-	-	1	25.0%	-	-	2	13.3%	-	-
	I am not willing to take risks	-	-	-	-	-	-	-	-	-	-	2	13.3%	-	-
	I prefer a sustainable job with a fixed income	4	26.7%	1	11.1%	1	14.3%	-	-	-	-	3	20.0%	2	66.7%
	It is too hard to run it in my country or society	1	6.7%	1	-	-	-	-	-	-	-	-	-	-	-

E-LEARNING PLATFORM, NEEDS, AND AREAS OF DEVELOPMENT

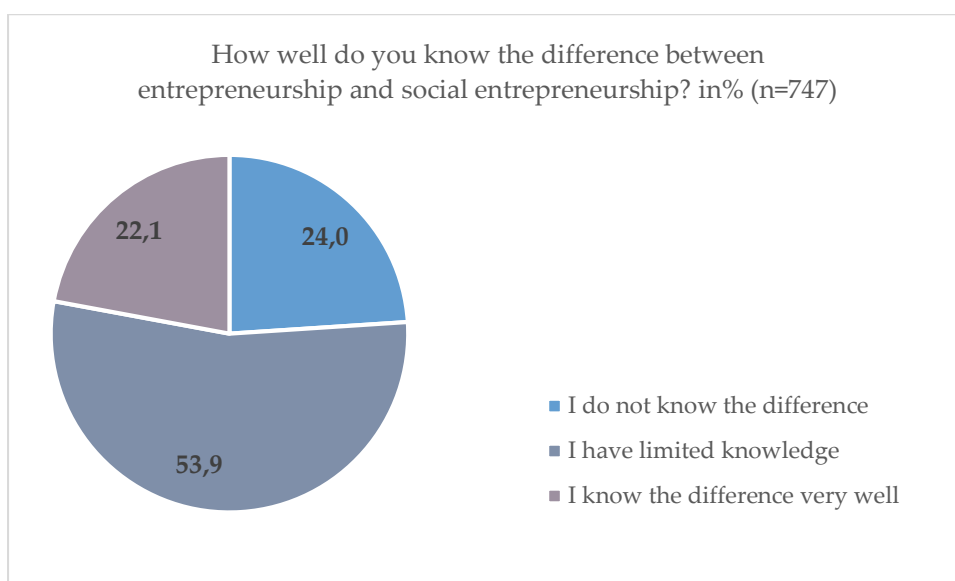
Registration at the e-learning platform

- 22.4% of the respondents (n=167) are registered at the e-learning platform "youthclub.eu"



Knowledge or awareness about Social entrepreneurship

- 53.9% of the respondents (n=403) have limited knowledge about the difference between entrepreneurship and social entrepreneurship.



Registration at the e-learning platform per country

- On the country level, the results did not differ across the six project countries, except for Tunisia where 63.1% of the respondents (n= 53 out of 84) are registered at the e-learning platform “youthclub.eu.” While two-thirds of respondents in Greece, Egypt, Jordan, and Turkiye are not registered at the e-learning platform “youthclub.eu.”
- In regard to knowledge about the difference between entrepreneurship and social entrepreneurship, study findings did not show a difference on the country level; almost half of the respondents across the six countries have limited knowledge about the difference between entrepreneurship and social entrepreneurship.

		Greece		Egypt		Jordan		France		Tunisia		Turkiye		other	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Are you registered at the e-learning platform “youthclub.eu”?	Yes	16	28%	31	12%	31	27%	3	20%	53	63%	23	14%	10	22%
	No	42	72%	230	88%	82	73%	12	80%	31	37%	148	87%	35	78%
How well do you know the difference between entrepreneurship and social entrepreneurship?	I do not know the difference	20	35%	71	27%	15	13%	5	33%	17	20%	43	25%	8	18%
	I have limited knowledge	28	48%	138	53%	66	58%	9	60%	43	51%	97	57%	22	49%
	I know the difference very well	10	17%	52	20%	32	28%	1	7%	24	29%	31	18%	15	33%

Needs and Areas of Development

After then, research participants were asked about their interest in learning the below-mentioned topics. The study findings came as follows:

- In total, “Find out my own entrepreneurship competencies” was ranked the first with 75% (n=436), followed by “Building up the

team and leadership competencies” with 70% (n=405), and “Behaviour management: emotional intelligence, self-awareness, self-regulation, relationship management” with 68% (n=396)

- 54% of the respondents (n=315) across the six countries are totally interested in learning the identification of social problems in their community. Almost the same percentage (51%/n=295) of the respondents reported the same with respect to “finding out the touchpoints of international social problems.”
- 52% of survey respondents (n=338) showed their complete interest in learning how to make distinctions between social and personal problems. 58% of the respondents reported the same about finding economically sustainable solutions with social impact.

Nearly the same percentage (60%) of the respondents (n=346 and 353) showed their complete interest in learning how to develop an innovative idea for solving social problems and how to apply those solutions to social problems. While 54% of the respondents expressed their entire interest in learning how to involve the community in solving social problems.

- A similar percentage (42%/n=243) was captured concerning respondents' complete interest in learning the difference between entrepreneurship and social entrepreneurship and the connection between social problems and social entrepreneurship.
- Half of the respondents across the six countries reported their total interest in learning the key social entrepreneur skills and competencies and how to develop them and the legislative and policy framework for starting up the social business.
- Nearly 65% of the respondents across the six countries conveyed their entire interest in learning how to find out their entrepreneurship competencies, how to get funds for their community-driven project, develop ideas for social business,

financial planning, and marketing, product promotions, and building up a brand.

- Lastly, almost 75% of the respondents across the six countries stated their full interest in learning how to build up a team and leadership competencies, and behaviour management: emotional intelligence, self-awareness, self-regulation, and relationship management.

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

	Totally not interested		Somehow not interested		Neither not		Somehow interested		Totally interested		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Identify social problems in my community	9	2	7	1	22	4	227	39	315	54	580	100
Find out the touchpoints of international social problems	9	2	14	2	60	10	202	35	295	51	580	100
Make distinctions between social and personal problems	10	2	9	2	30	5	228	39	303	52	580	100
Finding economically sustainable solutions with social impact.	9	2	5	1	37	6	191	33	338	58	580	100
How to develop an innovative idea for solving social problems	7	1	5	1	28	5	194	33	346	60	580	100
How to apply innovative solutions for social problems	6	1	7	1	29	5	185	32	353	61	580	100
Involving the community in solving social problems	8	1	12	2	43	7	204	35	313	54	580	100
What is the difference between entrepreneurship and social entrepreneurship	9	2	9	2	95	16	225	39	242	42	580	100
What is the connection between social problems and social entrepreneurship	10	2	14	2	79	14	234	40	243	42	580	100
What are the key social entrepreneur skills and competencies and how do develop them	9	2	6	1	55	9	210	36	300	52	580	100
Find out my own entrepreneurship competencies	8	1	11	2	23	4	142	24	396	68	580	100
How to get funds for your community-driven project	9	2	9	2	36	6	147	25	379	65	580	100
Developing ideas for social business	8	1	6	1	27	5	181	31	358	62	580	100
Building up the team and leadership competencies.	8	1	8	1	35	6	124	21	405	70	580	100
Financial planning	6	1	14	2	49	8	136	23	375	65	580	100
Marketing, product promotions, and building up a brand	7	1	14	2	55	9	127	22	377	65	580	100
Legislative and policy framework for starting up the social business	8	1	19	3	83	14	177	31	293	51	580	100

Behaviour management: emotional intelligence, self-awareness, self-regulation, relationship management	5	1	3	1	19	3	117	20.2	436	75	580	100
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Needs and Areas of Development per Country

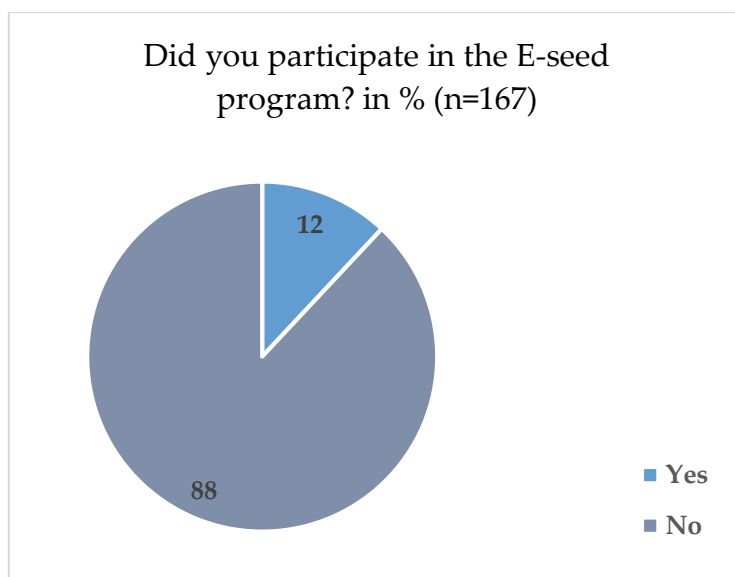
		Greece	Egypt	Jordan	France	Tunisia	Turkiye	other
		%	%	%	%	%	%	%
Identify social problems in my community	Totally not interested	7%	-	1%	-	13%	-	3%
	Somehow not interested	5%	1%	2%	-	-	1%	-
	Neither not	7%	4%	2%	-	3%	3%	3%
	Somehow interested	40%	37%	18%	50%	32%	56%	31%
	Totally interested	40%	58%	76%	50%	52%	40%	63%
Find out the touchpoints of international social problems	Totally not interested	10%	-	2%	-	6%	-	3%
	Somehow not interested	2%	3%	1%	17%	10%	-	-
	Neither not	7%	13%	1%	-	6%	15%	6%
	Somehow interested	55%	35%	22%	33%	26%	42%	20%
	Totally interested	26%	49%	73%	50%	52%	43%	71%
Make distinctions between social and personal problems	Totally not interested	14%	-	2%	-	3%	-	3%
	Somehow not interested	5%	1%	-	-	6%	1%	3%
	Neither not	7%	5%	1%	33%	3%	5%	3%
	Somehow interested	45%	39%	30%	17%	29%	48%	34%
	Totally interested	29%	55%	66%	50%	58%	45%	57%
Finding economically sustainable solutions with social impact.	Totally not interested	10%	-	2%	-	10%	-	-
	Somehow not interested	5%	1%	1%	-	-	-	-
	Neither not	10%	3%	1%	17%	23%	9%	3%
	Somehow interested	36%	28%	23%	42%	19%	47%	31%
	Totally interested	40%	67%	72%	42%	48%	43%	66%
How to develop an innovative idea for solving social problems	Totally not interested	7%	-	2%	-	6%	-	-
	Somehow not interested	7%	-	1%	8%	-	-	-
	Neither not	5%	3%	1%	8%	13%	7%	3%
	Somehow interested	40%	30%	21%	42%	19%	46%	34%
	Totally interested	40%	67%	74%	42%	61%	47%	63%
How to apply innovative solutions for social problems	Totally not interested	7%	-	1%	-	6%	-	-
	Somehow not interested	5%	-	1%	8%	6%	1%	-
	Neither not	12%	4%	1%	8%	3%	6%	6%
	Somehow interested	33%	26%	21%	17%	26%	49%	31%
	Totally interested	43%	70%	76%	67%	58%	44%	63%
Involving the community in solving social problems	Totally not interested	7%	-	2%	-	6%	-	3%
	Somehow not interested	7%	1%	1%	-	6%	2%	3%
	Neither not	12%	6%	2%	8%	6%	11%	6%
	Somehow interested	33%	33%	21%	17%	32%	46%	46%
	Totally interested	40%	60%	73%	75%	48%	41%	43%

What is the difference between entrepreneurship and social entrepreneurship	Totally not interested	7%	-	1%	17%	6%	1%	-
	Somehow not interested	7%	-	-	-	3%	3%	-
	Neither not	14%	14%	5%	33%	6%	29%	11%
	Somehow interested	45%	40%	30%	25%	29%	43%	40%
	Totally interested	26%	46%	63%	25%	55%	24%	49%
What is the connection between social problems and social entrepreneurship	Totally not interested	10%	-	1%	17%	10%	-	-
	Somehow not interested	7%	1%	-	-	3%	5%	-
	Neither not	21%	10%	6%	33%	10%	20%	11%
	Somehow interested	36%	44%	26%	25%	32%	48%	37%
	Totally interested	26%	44%	67%	25%	45%	27%	51%
What are the key social entrepreneur skills and competencies and how to develop them	Totally not interested	10%	-	1%	8%	10%	-	-
	Somehow not interested	2%	-	-	8%	3%	1%	6%
	Neither not	19%	7%	6%	8%	6%	16%	-
	Somehow interested	40%	35%	18%	33%	29%	49%	37%
	Totally interested	29%	58%	74%	42%	52%	35%	57%
Find out my own entrepreneurship competencies	Totally not interested	10%	-	1%	-	10%	-	-
	Somehow not interested	7%	1%	1%	8%	3%	1%	6%
	Neither not	7%	2%	4%	-	3%	7%	6%
	Somehow interested	24%	26%	15%	33%	23%	28%	23%
	Totally interested	52%	71%	79%	58%	61%	65%	66%
How to get funds for your community-driven project	Totally not interested	10%	-	1%	8%	6%	1%	-
	Somehow not interested	5%	1%	2%	-	3%	-	3%
	Neither not	10%	2%	1%	25%	6%	12%	9%
	Somehow interested	29%	22%	15%	17%	16%	38%	26%
	Totally interested	48%	74%	80%	50%	68%	49%	63%
Developing idea for social business	Totally not interested	7%	-	1%	8%	3%	1%	-
	Somehow not interested	5%	-	-	8%	6%	-	3%
	Neither not	10%	4%	2%	17%	3%	5%	6%
	Somehow interested	26%	30%	23%	17%	19%	43%	29%
	Totally interested	52%	66%	73%	50%	68%	51%	63%
Building up the team and leadership competencies.	Totally not interested	7%	-	2%	17%	3%	-	-
	Somehow not interested	7%	-	1%	-	3%	1%	3%
	Neither not	10%	6%	4%	8%	10%	7%	-
	Somehow interested	29%	17%	13%	25%	19%	30%	29%
	Totally interested	48%	77%	79%	50%	65%	63%	69%
Financial planning	Totally not interested	10%	-	1%	-	3%	-	-
	Somehow not interested	2%	-	1%	8%	3%	6%	-
	Neither not	10%	3%	6%	33%	6%	15%	11%
	Somehow interested	21%	21%	15%	25%	16%	32%	29%
	Totally interested	57%	75%	77%	33%	71%	47%	60%
	Totally not interested	7%	-	1%	8%	6%	-	-

Marketing, product promotions and building up a brand	Somehow not interested	7%	1%	1%	8%	-	4%	3%
	Neither not	10%	4%	4%	42%	13%	16%	20%
	Somehow interested	26%	19%	17%	8%	26%	31%	11%
	Totally interested	50%	77%	77%	33%	55%	49%	66%
Legislative and policy framework for starting up the social business	Totally not interested	7%	-	1%	17%	3%	1%	-
	Somehow not interested	7%	1%	2%	-	6%	5%	3%
	Neither not	10%	11%	5%	25%	6%	26%	17%
	Somehow interested	38%	28%	29%	17%	35%	32%	37%
	Totally interested	38%	60%	62%	42%	48%	36%	43%
Behaviour management: emotional intelligence, self-awareness, self-regulation, relationship management	Totally not interested	7%	-	1%	-	3%	-	-
	Somehow not interested	5%	-	-	-	3%	-	-
	Neither not	5%	3%	4%	8%	-	4%	3%
	Somehow interested	24%	18%	10%	-	23%	27%	29%
	Totally interested	60%	79%	85%	92%	71%	69%	69%

E-SEED EFFICIENCY

Under this section, the research was measuring the extent to which the content and the activities of the E-seed program helped in understanding and familiarity with basic concepts of social entrepreneurship. Accordingly, study participants were asked first if they participated in the E-seed program or not. 12% (n=20; 13 from Tunisia, 2 from Greece, 1 from Jordan, and 4 from other countries) out of 167 respondents confirmed their participation in the E-seed program.



As mentioned in the previous section, respondents were asked to rate each program they received in five aspects: content, visual attractiveness, interaction, engagement and challenge, and practicality on a scale from 1 to 5; 1 is the least score and 5 is the highest score. As shown in the below table:

- 8, 5, , 7, 6, and 8 of the respondents, in the order, rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “Social problems in my community” with 5.
- 11, 6, 6, 9, and 6 of the respondents, in the order, rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “Solve a social problem” with 5.
- 13, 10, 10, 12, and 8 of the respondents, in the order, rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “Entrepreneurship and social entrepreneurship” with 5.
- 12, 8, 4, 8, and 4 of the respondents, in the order, rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “Social problems in my community” with 5

Topics assessment statements

Course name	Score	Assessment Criteria (n=20)				
		Content	Visually attractiveness	Interacting	Engagement and challenge	Practical
Social problems in my community	2	0	2	0	0	1
	3	2	6	7	5	6
	4	9	7	6	9	5
	5	8	5	7	6	8
Solve social problem	1	0	0	2	0	0
	2	0	3	0	2	2
	3	2	3	3	5	2
	4	8	8	9	5	11
	5	11	6	6	9	6
Entrepreneurship and social entrepreneurship	2	0	2	0	0	2
	3	0	0	3	2	2
	4	7	8	7	7	8
	5	13	10	10	12	8

Social problems in my community	2	0	2	0	0	2
	3	0	2	4	8	0
	4	8	8	12	4	14
	5	12	8	4	8	4

Topics assessment per criteria in mean

	N	Minimum	Maximum	Mean	Std. Deviation
Social problems in my community [Content]	17	3	5	4.29	0.686
Social problems in my community [Visually attractiveness]	17	2	5	3.71	0.985
Social problems in my community [Interacting]	17	3	5	4.00	0.866
Social problems in my community [Engagement and challenge]	17	3	5	4.06	0.748
Social problems in my community [Practical]	17	2	5	4.00	1.000
[Solve social problems: from idea to action] [Content]	13	3	5	4.46	0.660
[Solve social problems: from idea to action] [Visually attractiveness]	13	2	5	3.85	1.068
[Solve social problems: from idea to action] [Interacting]	13	1	5	3.92	1.115
[Solve social problems: from idea to action] [Engagement and challenge]	13	2	5	4.08	1.038
[Solve social problems: from idea to action] [Practical]	13	2	5	4.08	0.862
[Entrepreneurship and social entrepreneurship] [Content]	12	4	5	4.67	0.492
[Entrepreneurship and social entrepreneurship] [Visually attractiveness]	12	2	5	4.33	0.888
[Entrepreneurship and social entrepreneurship] [Interacting]	12	3	5	4.33	0.778
[Entrepreneurship and social entrepreneurship] [Engagement and challenge]	12	3	5	4.50	0.674
[Entrepreneurship and social entrepreneurship] [Practical]	12	2	5	4.17	0.937
[The profile of a social entrepreneur] [Content]	10	4	5	4.60	0.516
[The profile of a social entrepreneur] [Visually attractiveness]	10	2	5	4.10	0.994
[The profile of a social entrepreneur] [Interacting]	10	3	5	4.00	0.667
[The profile of a social entrepreneur] [Engagement and challenge]	10	3	5	4.00	0.943
[The profile of a social entrepreneur] [Practical]	10	2	5	4.00	0.816

Ultimately, the below table shows the average score of all assessment criteria per each course. It can be noticed that the average score for all courses is exceeded 4. However, the total number of responses is substantially low, and accordingly, results can't be generalized.

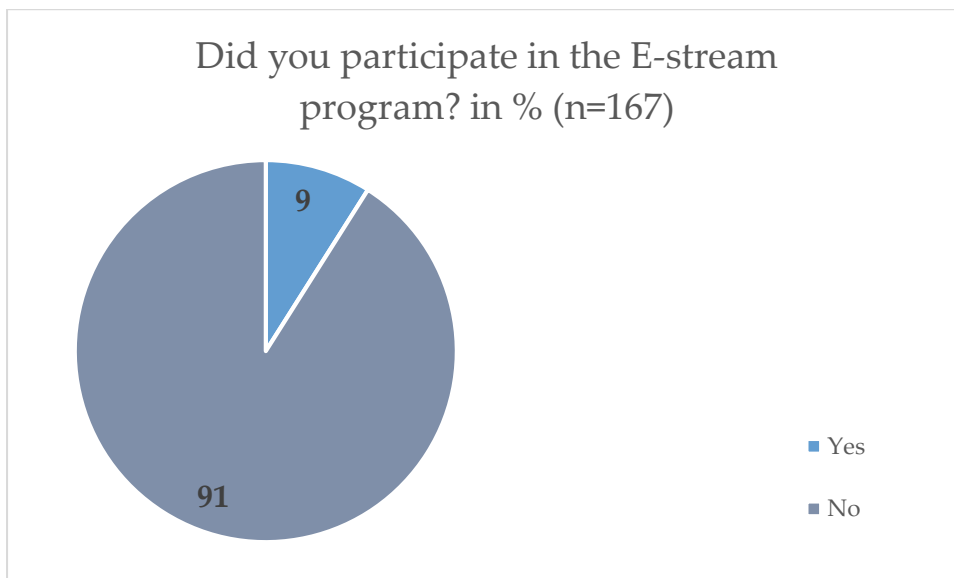
Topics assessment in mean

Course name	Mean
Social problems in my community	4.03

Solve social problems: from idea to action	4.10
Entrepreneurship and social entrepreneurship	4.44
The Profile of a social entrepreneur	4.16

E-STREAM EFFICIENCY

Only 9% of the survey respondents (n=15 out of 167) participated in the E-stream program before. Where only six respondents (49%) out of fifteen expressed their interest in continuing the program.



After then, respondents were asked about which courses they completed. "YES, a better society is possible" ranked as the most completed course by the respondents (19%), followed by "We have a problem, great opportunity" by 10%.

Which courses did you complete?

Course name	Frequencies	%
YES, a better society is possible	14	19%
The Science of project management	6	8%
We have a problem, great opportunity	7	10%

Do we hear each other	5	7%
The Spirit of Social Entrepreneurship in You	5	7%
Dancing with a business idea	4	6%
The Art of Leadership	5	7%
The social impact of your business	6	8%
Express yourself, speaking	6	8%
Money multiplies itself in good hands	5	7%
A little more than gone	5	7%
Governing myself is the highest power	4	6%
Total	72	100%

After that, respondents were asked to rate each program they received in five aspects: content, visual attractiveness, interaction, engagement and challenge, and practicality on a scale from 1 to 5; 1 is the least score and 5 is the highest score. As shown in the below table

- 6, 8, 6, 5, and 3 of the respondents, in the order, rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “YES, a better society is possible” with 5.
- 10, 10, 5, 8, and 5 of the respondents, in the order, rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “The Science of project management” with 5.
- 13, 6, 9, 9, and 11 of the respondents, in the order, rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “We have a problem, great opportunity” with 5.
- 9, 9, 3, 9, and 3 of the respondents, in the order, rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “Do we hear each other” with 5.
- 9, 9, 12, 3, and 9 of the respondents, in the order, rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “The Spirit of Social Entrepreneurship in You” with 5.

- The same number of respondents (n=8) rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “Dancing with a business idea” with 5.
- 12, 9, 9, 6, and 6 of the respondents, in the order, rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “The Art of Leadership” with 5.
- 8, 10, 5, 8, and 5 of the respondents, in the order, rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “The social impact of your business” with 5.
- 12, 9, 6, 12, and 6 of the respondents, in the order, rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “Express yourself, speaking” with 5.
- 9, 9, 9, 9, and 6 of the respondents rate the content, visual attractiveness, interaction, engagement, and challenge of “Money multiplies itself in good hands” with 5, while 40% rate it with 40%.
- 9,6,6,12, and 6 of the respondents, in the order, rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “A little more than gone” with 5.
- 11,8,4,8, and 7 of the respondents, in the order, rate the content, visual attractiveness, interaction, engagement and challenge, and practice of “Governing myself is the highest power” with 5.

Please rate each program you received in the following aspects

Course name	Score	Assessment Criteria in % (n=15)				
		Content	Visually attractiveness	Interacting	Engagement and challenge	Practical
YES, a better society is possible	1	0	0	1	0	0
	2	0	0	0	1	1
	3	2	3	4	6	3
	4	6	4	3	2	8
	5	6	8	6	5	3
The Science of project management	1	0	0	0	0	0
	2	0	2	0	0	3

	3	2	0	5	3	3
	4	3	3	5	5	5
	5	10	10	5	8	5
We have a problem, great opportunity	1	0	0	0	0	0
	2	0	2	0	2	2
	3	0	0	2	2	0
	4	2	5	4	2	2
	5	13	6	9	9	11
Do we hear each other	1	0	0	0	0	0
	2	0	3	0	0	3
	3	0	0	3	3	3
	4	6	3	9	3	6
	5	9	9	3	9	3
The Spirit of Social Entrepreneurship in You	1	0	0	0	0	0
	2	0	3	0	0	3
	3	3	0	3	3	0
	4	3	3	0	9	3
	5	9	9	12	3	9
Dancing with a business idea	1	0	0	0	0	0
	2	0	4	0	0	4
	3	0	4	4	7	0
	4	7	0	4	0	4
	5	8	8	8	8	8
The Art of Leadership	1	0	0	0	0	0
	2	0	3	0	0	3
	3	0	0	6	3	0
	4	3	3	0	6	6
	5	12	9	9	6	6
The social impact of your business	1	0	0	0	0	0
	2	0	2	0	3	3
	3	3	3	3	5	0
	4	5	0	8	0	8
	5	8	10	5	8	5
Express yourself, speaking	1	0	0	0	0	0
	2	0	3	0	0	3
	3	0	3	3	3	3
	4	3	0	6	0	3
	5	12	9	6	12	6
Money multiplies itself in good hands	1	0	0	0	0	0
	2	0	3	0	0	3
	3	3	3	6	3	3
	4	3	0	0	3	3
	5	9	9	9	9	6
A little more than gone	1	0	0	0	0	0
	2	0	3	0	0	3
	3	0	0	3	3	0
	4	6	6	6	0	6
	5	9	6	6	12	6
	1	0	0	0	0	0

Governing myself is the highest power	2	0	4	0	0	4
	3	0	0	8	7	0
	4	4	4	4	0	4
	5	11	8	4	8	7

Topics assessment per criteria in mean

	N	Minimum	Maximum	Mean	Std. Deviation
[YES, better society is possible] [Content]	14	3	5	4.29	0.726
[YES, better society is possible] [Visually attractiveness]	14	2	5	3.86	1.167
[YES, a better society is possible] [Interacting]	14	1	5	3.93	1.207
[YES, better society is possible] [Engagement and challenge]	14	2	5	3.79	1.051
[YES, better society is possible] [Practical]	14	2	5	3.86	0.864
[The science of project management] [Content]	6	3	5	4.50	0.837
[The science of project management] [Visually attractiveness]	6	2	5	4.33	1.211
[The science of project management] [Interacting]	6	3	5	4.00	0.894
[The science of project management] [Engagement and challenge]	6	3	5	4.33	0.816
[The science of project management] [Practical]	6	2	5	3.83	1.169
[We have a problem, great opportunity] [Content]	7	4	5	4.86	0.378
[We have a problem, great opportunity] [Visually attractiveness]	7	2	5	4.14	1.069
[We have a problem, great opportunity] [Interacting]	7	3	5	4.43	0.787
[We have a problem, great opportunity] [Engagement and challenge]	7	2	5	4.14	1.215
[We have a problem, great opportunity] [Practical]	7	2	5	4.43	1.134
[Do we hear each other] [Content]	5	4	5	4.60	0.548
[Do we hear each other] [Visually attractiveness]	5	2	5	4.20	1.304
[Do we hear each other] [Interacting]	5	3	5	4.00	0.707
[Do we hear each other] [Engagement and challenge]	5	3	5	4.40	0.894
[Do we hear each other] [Practical]	5	2	5	3.60	1.140
[The spirit of Social Entrepreneurship in You] [Content]	5	3	5	4.40	0.894
[The spirit of Social Entrepreneurship in You] [Visually attractiveness]	5	2	5	4.20	1.304
[The spirit of Social Entrepreneurship in You] [Interacting]	5	3	5	4.60	0.894
[The spirit of Social Entrepreneurship in You] [Engagement and challenge]	5	3	5	4.00	0.707
[The spirit of Social Entrepreneurship in You] [Practical]	5	2	5	4.20	1.304
[Dancing with business idea] [Content]	4	4	5	4.50	0.577
[Dancing with business idea] [Visually attractiveness]	4	2	5	3.75	1.500
[Dancing with business idea] [Interacting]	4	3	5	4.25	0.957
[Dancing with business idea] [Engagement and challenge]	4	3	5	4.00	1.155
[Dancing with business idea] [Practical]	4	2	5	4.00	1.414
[The art of leadership] [Content]	5	4	5	4.80	0.447
[The art of leadership] [Visually attractiveness]	5	2	5	4.20	1.304
[The art of leadership] [Interacting]	5	3	5	4.20	1.095
[The art of leadership] [Engagement and challenge]	5	3	5	4.20	0.837
[The art of leadership] [Practical]	5	2	5	4.00	1.225

[The social impact of your business] [Content]	6	3	5	4.33	0.816
[The social impact of your business] [Visually attractiveness]	6	2	5	4.17	1.329
[The social impact of your business] [Interacting]	6	3	5	4.17	0.753
[The social impact of your business] [Engagement and challenge]	6	2	5	3.83	1.329
[The social impact of your business] [Practical]	6	2	5	4.00	1.095
[Express yourself, speaking] [Content]	5	4	5	4.80	0.447
[Express yourself, speaking] [Visually attractiveness]	5	2	5	4.00	1.414
[Express yourself, speaking] [Interacting]	5	3	5	4.20	0.837
[Express yourself, speaking] [Engagement and challenge]	5	3	5	4.60	0.894
[Express yourself, speaking] [Practical]	5	2	5	3.80	1.304
[Money multiplies itself in good hands] [Content]	5	3	5	4.40	0.894
[Money multiplies itself in good hands] [Visually attractiveness]	5	2	5	4.00	1.414
[Money multiplies itself in good hands] [Interacting]	5	3	5	4.20	1.095
[Money multiplies itself in good hands] [Engagement and challenge]	5	3	5	4.40	0.894
[Money multiplies itself in good hands] [Practical]	5	2	5	3.80	1.304
[A little more than gone] [Content]	5	4	5	4.60	0.548
[A little more than gone] [Visually attractiveness]	5	2	5	4.00	1.225
[A little more than gone] [Interacting]	5	3	5	4.20	0.837
[A little more than gone] [Engagement and challenge]	5	3	5	4.60	0.894
[A little more than gone] [Practical]	5	2	5	4.00	1.225
[Governing myself is the highest power] [Content]	4	4	5	4.75	0.500
[Governing myself is the highest power] [Visually attractiveness]	4	2	5	4.00	1.414
[Governing myself is the highest power] [Interacting]	4	3	5	3.75	0.957
[Governing myself is the highest power] [Engagement and challenge]	4	3	5	4.00	1.155
[Governing myself is the highest power] [Practical]	4	2	5	4.00	1.414

Ultimately, the below table shows the average score of all assessment criteria per each course. It can be noticed that the average score for all courses exceeded 4, except for “Yes, better society is possible”. However, the total number of responses is substantially low, and accordingly, results can’t be generalized.

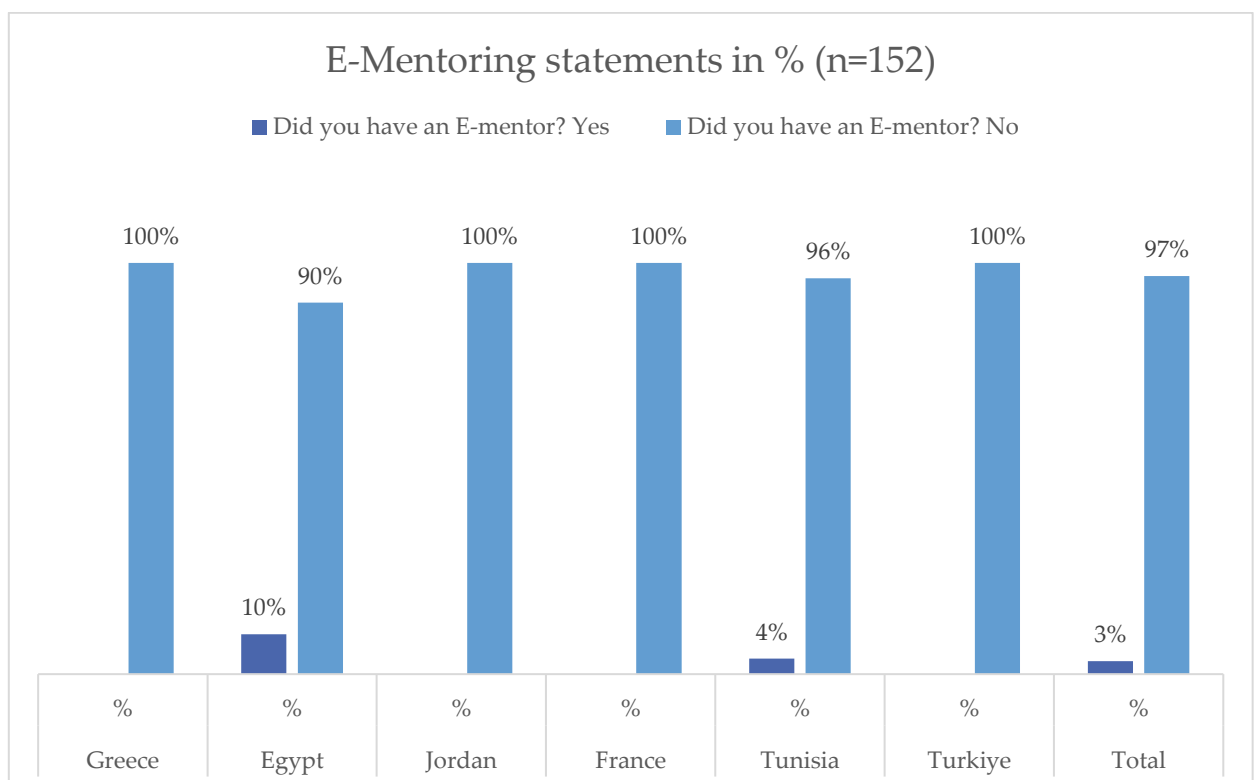
Topics assessment in mean

Course name	Mean
YES, better society is possible	3.94
The science of project management	4.20
We have a problem, great opportunity	4.40
Do we hear each other	4.16

The spirit of Social Entrepreneurship in You	4.28
Dancing with business idea	4.10
The art of leadership	4.28
The social impact of your business	4.10
Express yourself, speaking	4.28
Money multiplies itself in good hands	4.16
A little more than gone	4.28
Governing myself is the highest power	4.10

E-MENTORING

Only a few numbers (N=5; 3 in Egypt and 2 in Tunisia) of the respondents reported having e-mentor before. Two respondents (1 in Egypt and 1 in Tunisia) reported full support received by their e-mentor compared to three respondents (2 in Egypt and 1 in Tunisia) who reported moderate support from their e-mentors.



E-LEARNING PLATFORM GENERAL SATISFACTION

Another minor number of respondents answered questions related to program satisfaction. Respondents were from Tunisia and Turkiye only, where six were from Tunisia and one respondent from Turkiye reported a substantial effectiveness of the e-learning platform compared to three Tunisians who reported moderate effectiveness.

Sixteen (2 from Greece, 1 from Jordan, 12 from Tunisia, and 1 from Turkiye) out of Seventeen respondents said that they would recommend the online training programs on the e-learning platform “youthclub.eu” to their friends. In accordance with the unrepresentative sample, the percentage of satisfaction and recommendation can’t be considered as an indication.

It is worth mentioning that, the few respondents who answered the below questions were asked about the most beneficial topic and the least useful one too. For the most beneficial respondents reported the following:

- *Identify the problem of our community*
- *Entrepreneurship and social entrepreneurship*
- *Solve social problems*
- *Money multiplies itself in good hands*
- *Social problems in my community*

When it comes to the least ones, respondents mentioned the following:

- *Dancing with a business idea*
- *Do we hear each other*

On a related note, respondents were asked about the reason why would they recommend the program to their peers/friends. Around three respondents stated that the program was simple and guided them step by step to solve big problems and elaborate helpful ideas. Besides, the level of gamification used on the platform motivated them to take the courses.

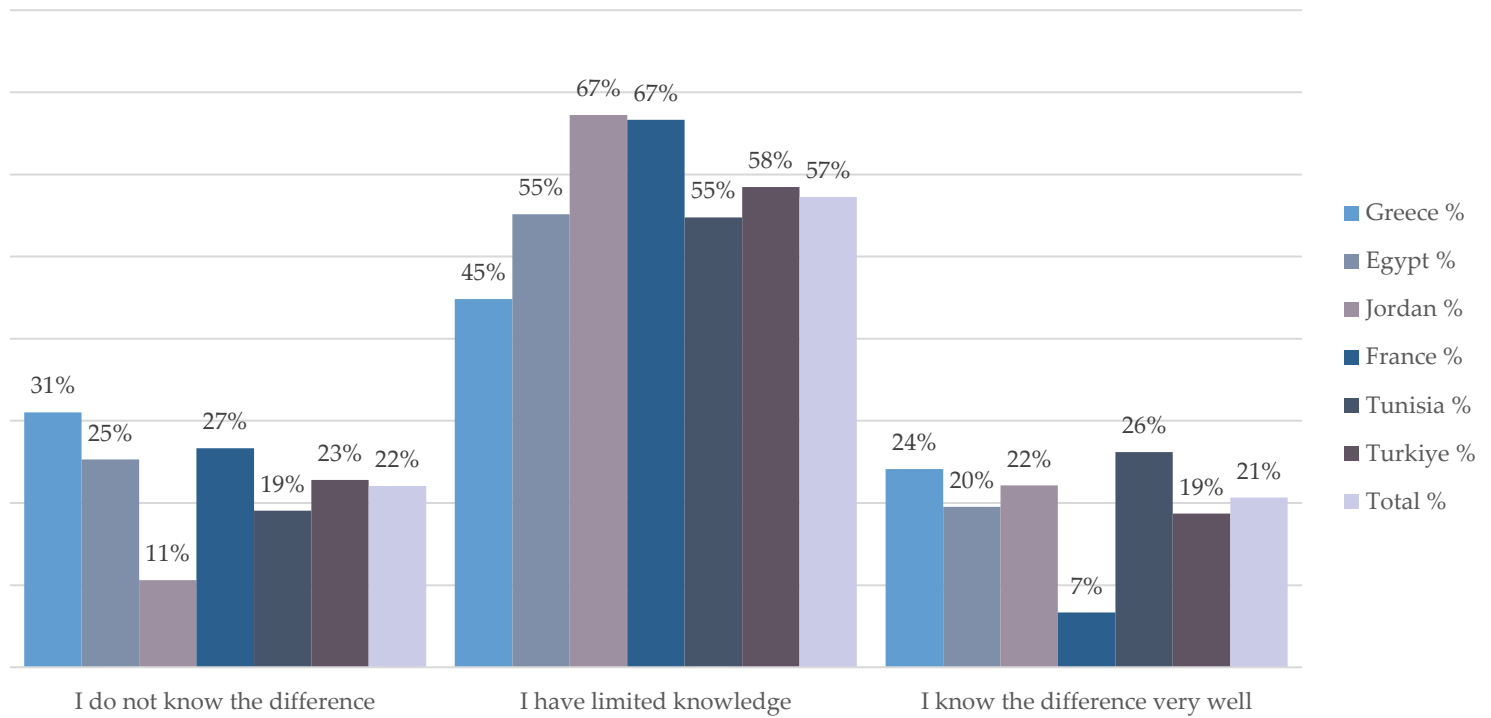
“The e-learning platform “youthclub.eu” courses on social entrepreneurship have more than met my expectations. They have played a important role in my professional and personal growth in this area, giving me the knowledge, abilities, and insights, I need to succeed and shape my mind” Female respondent from Tunisia.

NEEDS AND AREAS OF DEVELOPMENT

DIFFERENCE BETWEEN ENTREPRENEURSHIP AND SOCIAL ENTREPRENEURSHIP

- In total, 57% of the respondents reported their limited knowledge with respect to the difference between entrepreneurship and social entrepreneurship compared to 22% who reported their unawareness, and 21% who reported their very well knowledge.
- On the country level, some variances were captured as follows:
 - For France, 7% (n=1) reported a very well knowledge of the difference between entrepreneurship and social entrepreneurship compared to 67% of the respondents (n=10) who reported their limited knowledge.
 - For Jordan, a weighty percentage of respondents reported their knowledge whether limited or substantial (89%/n=101).
 - For Greece, a reasonable percentage of respondents (31%/n=18) reported their unawareness.

How well do you know the difference between entrepreneurship and social entrepreneurship? in % (n=702)

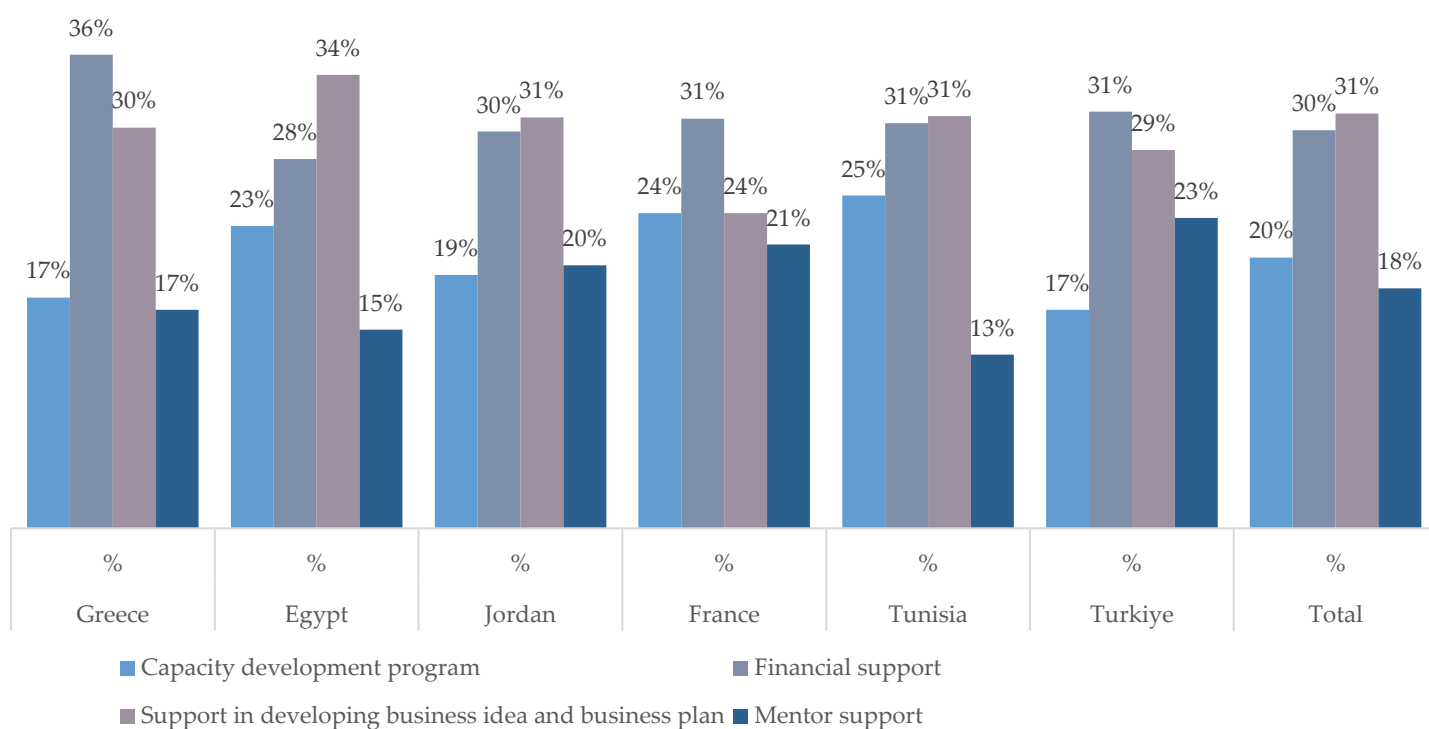


YOUNG PEOPLE NEED

Then, respondents were asked about young people's needs to be able to establish or sustain social businesses. In total “support in developing a business idea and business plan” was positioned as the first need with 31%, followed by “financial support” at 30%.

The same two needs were reported with almost the same percentage across the six countries except for France respondents who mentioned “financial support” first, followed by “capacity building program” and “support in developing a business idea and business plan.”

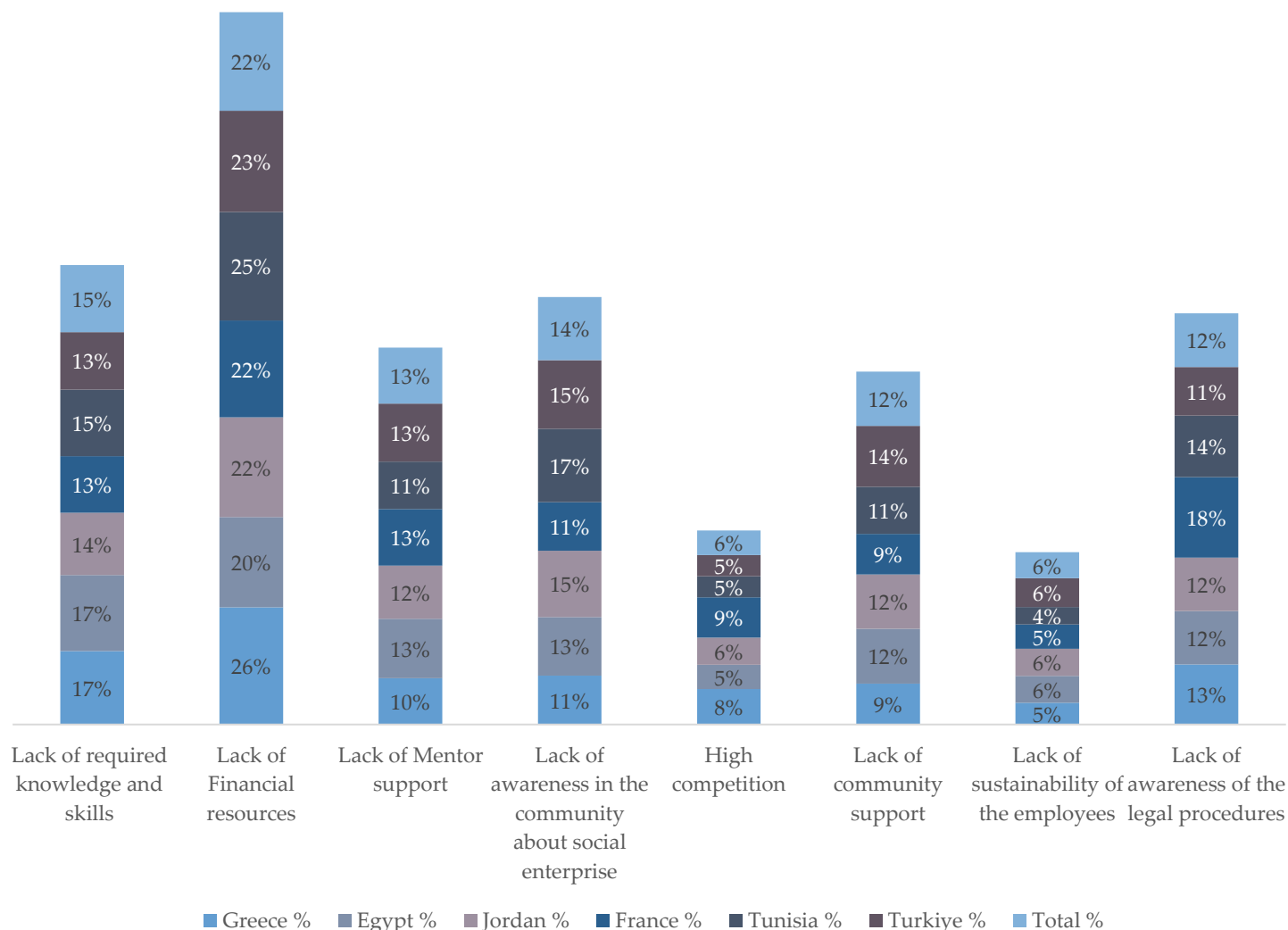
In your opinion, what do young people need to be able to establish or sustain social business? in % (n=702)



YOUNG PEOPLE CHALLENGES

As shown in the below figure, “lack of financial resources” was the first challenge (22%) facing young people while establishing their own social enterprise, as reported across the sex countries, followed by “lack of required knowledge and skills” and “Lack of awareness in the community about social enterprise.” It’s worth underlining that no noteworthy discrepancies were captured at the country level

In your opinion, what challenges do young youth face in your country while establishing their own social enterprise? in % (n=702)



SOCIAL ENTREPRENEURSHIP TRAINING

As shown in the below table, in total 82% (n=573) of survey respondents did not receive training on social entrepreneurship before. On the country level, a discrepancy was captured with respect to Tunisia respondents as 38% (n=32) of them received training before.

In total, half of the respondents received the training on face-to-face modality. While 68% of them rate the training as good.

Social Entrepreneurship Training

(n=702)															
		Greece		Egypt		Jordan		France		Tunisia		Turkiye		Total	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Have you received any training program before on social entrepreneurship rather than with Youth the Club E-learning platform?	Yes	5	9%	46	18%	25	22%	3	20%	32	38%	18	11%	129	18%
	No	53	91%	215	82%	88	78%	12	80%	52	62%	153	89%	573	82%
If yes, how did you receive it?	Face-to-face training	3	60%	20	43%	16	64%	3	100%	16	50%	6	33%	64	50%
	Online training	1	20%	9	20%	1	4%	0	0%	9	28%	10	56%	30	23%
	Combination of both On-site and online training programs	1	20%	17	37%	8	32%	0	0%	7	22%	2	11%	35	27%
How did you rate the program received?	Poor	0	0%	2	4%	1	4%	2	67%	1	3%	1	6%	7	5%
	Good	4	80%	32	70%	17	68%	1	33%	20	63%	14	78%	88	68%
	Excellent	1	20%	12	26%	7	28%	0	0%	11	34%	3	17%	34	26%

In alignment with previous findings, support in developing business ideas and business plans was the first recommendation mentioned by the respondents (32%), followed by providing capacity-building programs (25%) when they were asked about what support they recommend to be provided through the E-learning platform program.

On a related note, respondents were asked about their recommendations about courses/ topics that can be available on the E-learning platform. Respondents mentioned several topics as follows:

- *Planning Strategies*
- *Digital Marketing*
- *Fundraising*
- *Financial markets and their impact on societies and individuals*
- *All information about entrepreneurship*
- *Providing specialized programs in solving specific societal problems and providing specialists in these fields*
- *Finance methods*
- *Soft skill topics such as communication, business negotiation, leadership skill, social communication, and problem-solving.*
- *Strategic management*
- *How to develop a business plan, how to raise funds, and how to make a sustainable business.*
- *Financial markets and their impact on societies and individuals*
- *Capacity development program*
- *E-marketing, content management, planning, using artificial intelligence tools*

Lastly, half of the respondents in total prefer to have social entrepreneurship training based on a combination of both On-site and online modalities.

Recommendations for Support statements

(n=702)															
		Greece		Egypt		Jordan		France		Tunisia		Turkiye		total	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
What support do you recommend to be provided through the E-learning platform program?	Capacity development program	26	22%	165	26%	65	24%	8	21%	55	32%	99	22%	418	25%
	Financial support	35	30%	146	23%	73	27%	11	29%	37	22%	96	21%	398	24%
	Support in developing my business idea and business plan	39	33%	208	33%	82	30%	10	26%	55	32%	137	30%	531	32%
	Mentor support	17	15%	110	17%	54	20%	9	24%	24	14%	119	26%	333	20%
If you would like to learn more about social entrepreneurship, what type of modality do you prefer?	Face-to-face training	17	29%	106	41%	55	49%	6	40%	32	38%	57	33%	273	39%
	Online training	17	29%	20	8%	5	4%	0	0%	5	6%	19	11%	66	9%
	Combination of both On-site and online training programs	24	41%	135	52%	53	47%	9	60%	47	56%	95	56%	363	52%

ENTREPRENEURSHIP COMPETENCIES

This section assesses the level of entrepreneurship competencies among participants by applying “The **European Entrepreneurship Competence Framework** (EntreComp)” developed by the European Commission. EntreComp is considered a reference framework and a **comprehensive description of the required knowledge, skills and attitudes for people to be entrepreneurial and create financial, cultural or social value for others**. EntreComp identifies three key competence areas; Ideas and Opportunities, Resources and Into Action. Each area consists of 5 competencies with a total of 15 competencies that define an entrepreneurial mindset⁴. The following table presents the EtreComp competencies:

EntreComp competencies per area

Key Area	Competence
Ideas & opportunities	Spotting opportunities
	Creativity
	Vision
	Valuing ideas
	Ethical and sustainable thinking
Resources	Self-awareness and Self-efficacy
	Motivation and perseverance
	Mobilising resources
	Financial and economic literacy
	Mobilising others
Into action	Taking the initiative
	Planning and management
	Coping with uncertainty, ambiguity and risk
	Working with others
	Learning through experience

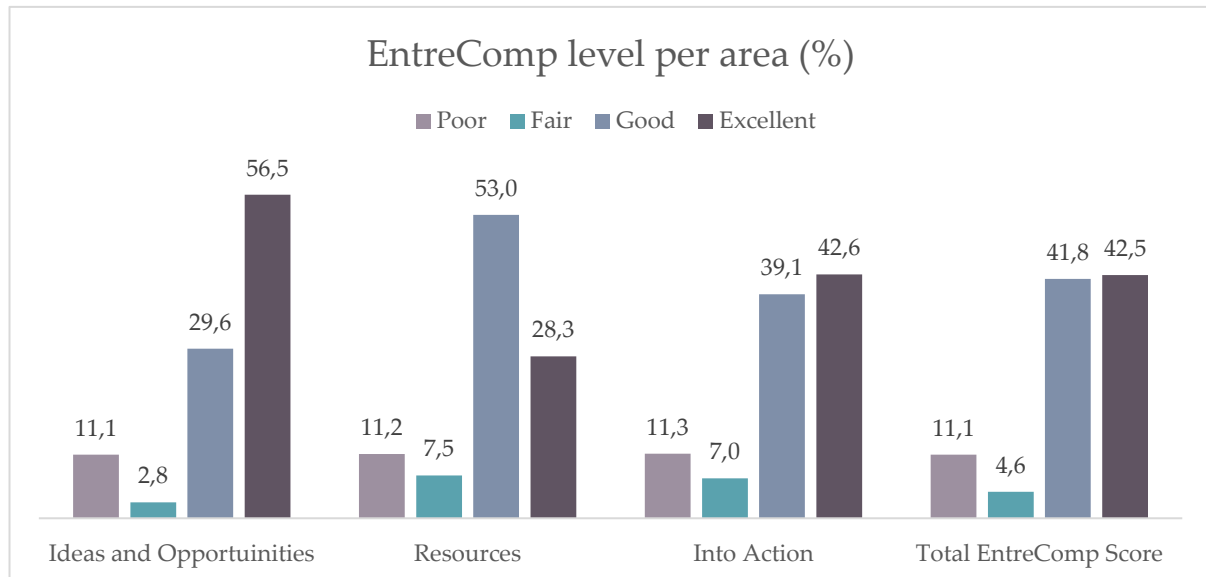
1. Overall Entrepreneurship Competencies Level:

According to participants self-reporting regarding the level of entrepreneurship competencies, the majority of the participants scored

⁴ [Publications catalogue - Employment, Social Affairs & Inclusion - European Commission \(europa.eu\)](#)

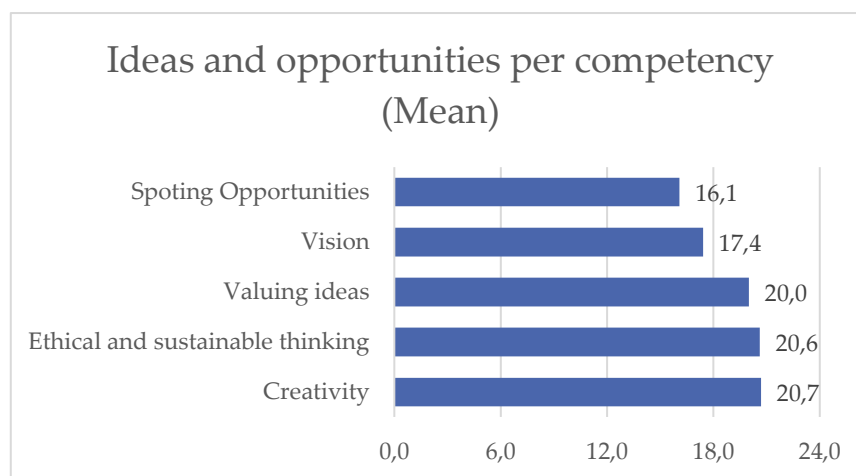
Excellent (42.5%) and Good (41.8%) while only 11% and 4.6% scored Poor and Fair of the total score of entrepreneurship competencies.

Among the main areas of the entrepreneurship competencies, data shows that participants scored the highest for “Ideas and opportunities” with 56.5% excellent score while participants scored the least for “Resources” with 28.3%. The following figure shows the level of participants’ entrepreneurship competencies per area:



2. Ideas & opportunities Competencies

On average, participants’ highest scores are against the “Creativity” and “Ethical and sustainable thinking” criteria (20.7 and 20.6) while relatively lower scores are against spotting opportunities (16.1). The following figure shows the mean differences across each criterion under Ideas and Opportunities:

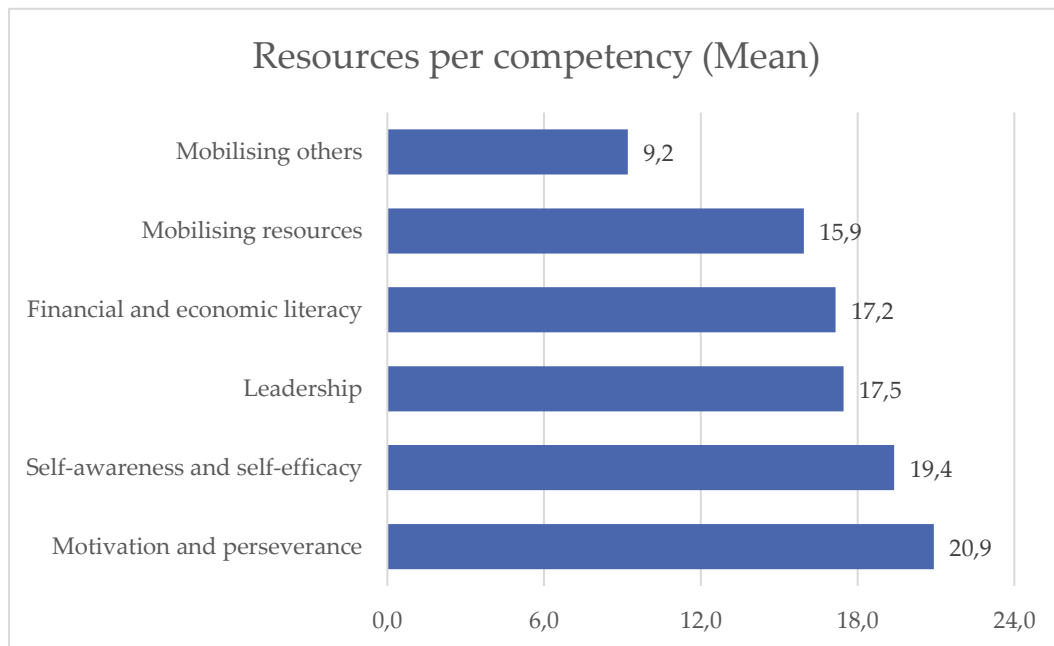


The following explains the participants' reporting against each criterion:

- **Spotting opportunities:** *Almost half of the respondents reported that most of the time they find ways and opportunities to help others. While 41% of the same target group said that sometimes they can economically interesting opportunities to satisfy an economically relevant need.*
- **Creativity:** *65% of the respondents reported their constant curiosity about new things. While 50% of the respondents stated reported the same when it comes to their curiosity about new things that can be developed into a new and improved direction for an already existing business.*
- **Vision:** *Around 40% of the respondents specified that they can build an inspiring vision of the future for themselves and others in which they play an important role as business successors.*
- **Valuing ideas:** *55% and 50% of the respondents, consecutively, described their constant liking to get other people's opinions and share ideas and knowing other people's business ideas that be used while respecting their rights.*
- **Ethical and sustainable thinking:** *Nearly 60% of the respondents reported their complete understanding that their ideas and behaviour of them and/or of an entrepreneur have impacts on their surroundings and community.*

3. Resources Competencies

While among the Resources criteria; participants' highest score is against the "Motivation and perseverance" with an average score of 20.9 while the lowest score is against "Mobilising Others" with an average score (9.2). The following figure shows the mean differences across each criterion under Resources competencies:



The following explains the participants' reporting against each criterion:

- **Leadership:** Nearly 40% of the respondents mentioned that most of the time they take the leader role in a group and their comfortability with leading employees, taking on responsibility, and not shying away from making difficult decisions.
- **Self-awareness and self-efficacy:** 42% of the same target group reported being always aware of their essential needs, desires, interests, and goals, but also of their weaknesses. On the other side, 45% of the respondents mentioned that most of the time, as a potential business successor, they are aware of my essential needs, desires, interests, and goals, but, also of my weaknesses.
- **Motivation and perseverance:** 61% and 60% of the respondents stated that they are always not afraid of working hard to achieve their goals and follow their passion, even if they experience difficulties and they are not afraid to work hard and long hours to achieve a successful business takeover and overcome possible challenges along the way.
- **Mobilising resources:** 38% and 33% of the respondents said that most of the time they know where they can get help when they face challenges and they know where they can get support or advice concerning their entrepreneurial activities when they have difficulties realizing their plans.

- **Financial and economic literacy:** 40% of the respondents stated that most of the time they can draw up a household budget in a responsible manner while 35% reported the same when it comes to the understanding of the financial and economic underpinnings of running a business and acting according to them.
- **Mobilising others:** 45% of the respondents said that most of the time they can motivate and arouse enthusiasm in others for my entrepreneurial ideas.

4. Into action

With regard to “Into Action”; participants’ highest score is against the “Working with Others” with an average score of 41.2 while the lowest score is against “Coping with uncertainty, ambiguity and risk” with an average score (30.2). The following figure shows the mean differences across each criterion under Into Action competencies:



The following explains the participants’ reporting against each criterion:

- **Taking the initiative:** 36% of the respondents mentioned that most of the time they take action on business ideas and opportunities.
- **Planning and management:** 44% of the respondents stated that most of the time, they can create an action plan which identifies the necessary steps to achieve their goals. On the other hand, 41% of the same target group reported the same when it comes to entrepreneurship goals.
- **Coping with uncertainty, ambiguity, and risk:** 42% of the respondents conveyed that most of the time they can make personal decisions, even

when the available information is insufficient, and the outcome is uncertain while 33% of the respondents conveyed that most of the time they take the risk to make a business decision, even when the result of the decision is uncertain and the information available is incomplete or ambiguous

- **Working with others:** 61% and 59% of the respondents reported that they always can work well with very different people and groups (differences concerning gender, nationality, native country, origin, religious direction, and political view and do the same when it comes to economic value.
- **Learning through experience:** Lastly, 49% and 47% of the respondents reported that they always can reflect on and judge their achievements and failures and learn from them and feel confident that they reflect on and judge their achievements and failures concerning entrepreneurial activities to become better entrepreneurs in the future.

The below table represents the scores of the “EntreComp” framework per country and gender as follows:

- In Egypt, 93% of female respondents and 100% of male respondents are located in the “possible entrepreneur” category.
- In France, 91% of female respondents and 60% of male respondents are located in the “possible entrepreneur” category.
- In Greece, 94% of female respondents and 86% of male respondents are located in the “possible entrepreneur” category.
- In Jordan, 96% of female respondents and 93% of male respondents are located in the “possible entrepreneur” category.
- In Tunisia, 91% of female and male respondents are located in the “possible entrepreneur” category.
- In Turkiye, 97% of female respondents and 95% of male respondents are located in the “possible entrepreneur” category.

In total, 95% of the respondents are located in the “possible entrepreneur” category

Entrepreneurship potential scores per country and gender

Country	Row Labels	#	%
Egypt	Female	164	53.9%

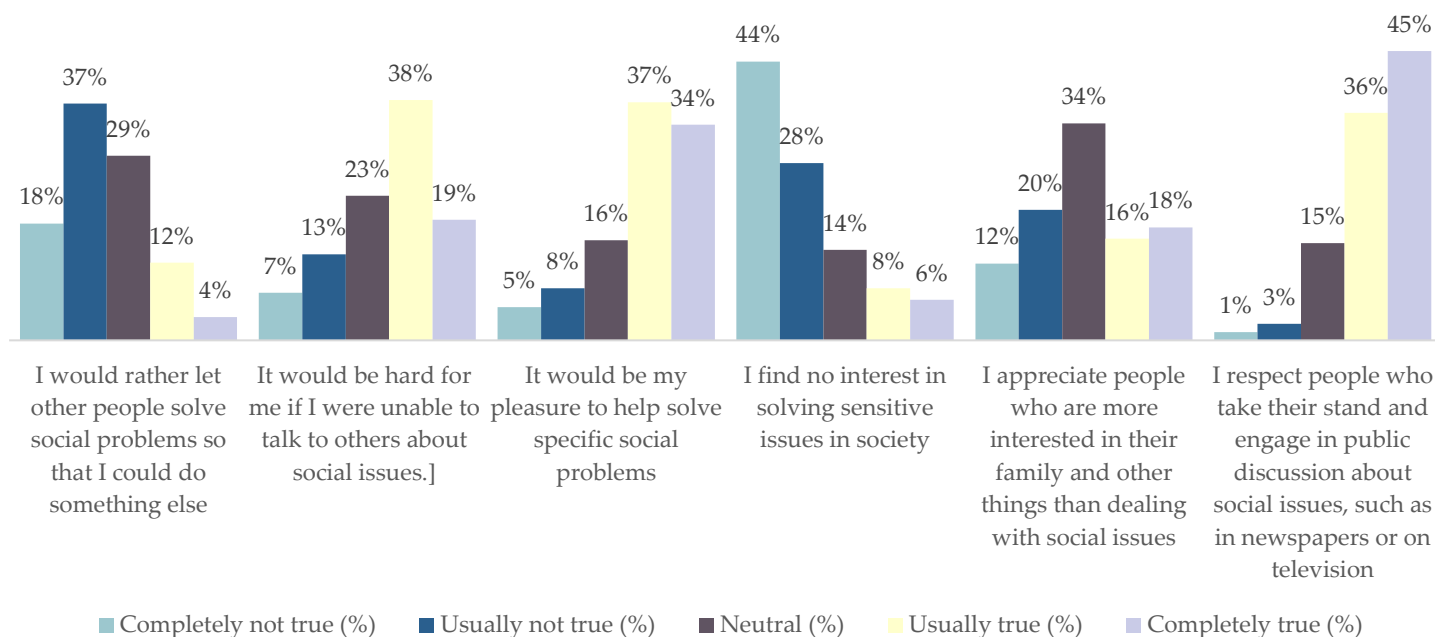
	No entrepreneurial characteristics	11	7%
	Some entrepreneurial characteristics; possible entrepreneur	153	93%
	Male	139	45.7%
	Some entrepreneurial characteristics; possible entrepreneur	139	100%
	Prefer not to say	1	0.3%
	Some entrepreneurial characteristics; possible entrepreneur	1	100%
Total		304	
France	Female	11	68.8%
	No entrepreneurial characteristics	1	9%
	Some entrepreneurial characteristics; possible entrepreneur	10	91%
	Male	5	31.3%
	No entrepreneurial characteristics	2	40%
	Some entrepreneurial characteristics; possible entrepreneur	3	60%
Total		16	
Greece	Female	65	64%
	No entrepreneurial characteristics	4	6%
	Some entrepreneurial characteristics; possible entrepreneur	61	94%
	Male	36	36%
	No entrepreneurial characteristics	5	14%
	Some entrepreneurial characteristics; possible entrepreneur	31	86%
Total		101	
Jordan	Female	102	65%
	No entrepreneurial characteristics	4	4%
	Some entrepreneurial characteristics; possible entrepreneur	98	96%
	Male	55	35%
	No entrepreneurial characteristics	4	7%
	Some entrepreneurial characteristics; possible entrepreneur	51	93%
Total		157	
Tunisia	Female	54	56%
	No entrepreneurial characteristics	5	9%
	Some entrepreneurial characteristics; possible entrepreneur	49	91%
	Male	43	44%
	No entrepreneurial characteristics	4	9%
	Some entrepreneurial characteristics; possible entrepreneur	39	91%
Total		97	
Turkiye	Female	94	59%
	No entrepreneurial characteristics	3	3%
	Some entrepreneurial characteristics; possible entrepreneur	91	97%
	Male	64	40%
	No entrepreneurial characteristics	3	5%
	Some entrepreneurial characteristics; possible entrepreneur	61	95%
	Prefer not to say	1	1%
	Some entrepreneurial characteristics; possible entrepreneur	1	100%
Total		159	

SOCIAL ACTIVISM

Under this section study respondents were requested to answer questions related to social activism. Therefore, they were asked to what extent do statements in the below figure describe them/ often happen on a scale from 1 to 5; 1 means Completely not true and 5 completely true.

- In total, 37% of the respondents selected a usually not true response to the statement *"I would rather let other people solve social problems so that I could do something else."*
- In total, 38% of the respondents designated a usually true answer to the statement *"It would be hard for me if I were unable to talk to others about social issues."*
- In total, 37% of the respondents choose a usually true answer to the statement *"It would be my pleasure to help solve specific social problems."*
- In total, 44% of the respondents choose a completely not true response to the statement *"I find no interest in solving sensitive issues in society."*
- In total, 20% of the respondents selected a usually not true response to the statement *"I appreciate people who are more interested in their family and other things than dealing with social issues."*
- In total, 45% of the respondents selected a completely true response to the statement *"I respect people who take their stand and engage in public discussion about social issues, such as in newspapers or on television."*

To what extent do the following statements describe you/ often happen? in %
(n=848)



On the country level and as shown below table, minor discrepancies were captured as follows:

- Below half of the recorded responses to the statement *“I would rather let other people solve social problems so that I could do something else”* were in the positive direction, however, a responsible percentage of “natural” answers was recorded by Greece, Egypt, Jordan, Tunisia, and Turkiye respondents.

		What is your current country of residency? (n=848)											
		Greece		Egypt		Jordan		France		Tunisia		Turkiye	
		#	%	#	%	#	%	#	%	#	%	#	%
I would rather let other people solve social problems so that I could do something else.	Completely not true	20	21%	36	13%	36	24%	3	20%	16	17%	23	15%
	Usually not true	40	41%	84	30%	47	31%	7	47%	28	30%	91	59%
	Neutral	25	26%	108	38%	47	31%	3	20%	23	25%	26	17%
	Usually, true	7	7%	43	15%	13	9%	2	13%	20	22%	13	8%
	Completely true	5	5%	12	4%	7	5%	0	0%	5	5%	1	1%
It would be hard for me if I were unable to talk to others about social issues.	Completely not true	4	4%	28	10%	10	7%	0	0%	14	15%	3	2%
	Usually not true	11	11%	50	18%	17	11%	1	7%	17	18%	12	8%
	Neutral	16	16%	84	30%	40	27%	3	20%	16	17%	24	16%
	Usually, true	34	35%	87	31%	58	39%	7	47%	35	38%	79	51%
	Completely true	32	33%	34	12%	25	17%	4	27%	10	11%	36	23%
It would be my pleasure to help solve	Completely not true	2	2%	25	9%	5	3%	0	0%	10	11%	0	0%
	Usually not true	0	0%	48	17%	5	3%	0	0%	13	14%	1	1%
	Neutral	9	9%	85	30%	14	9%	4	27%	13	14%	3	2%

specific social problems.	Usually, true	44	45%	89	31%	43	29%	4	27%	33	36%	87	56%
	Completely true	42	43%	36	13%	83	55%	7	47%	23	25%	63	41%
I find no interest in solving sensitive issues in society	Completely not true	52	54%	106	37%	78	52%	10	67%	42	46%	51	33%
	Usually not true	25	26%	77	27%	32	21%	2	13%	20	22%	64	42%
	Neutral	8	8%	51	18%	21	14%	3	20%	12	13%	18	12%
	Usually, true	6	6%	26	9%	10	7%	0	0%	12	13%	14	9%
	Completely true	6	6%	23	8%	9	6%	0	0%	6	7%	7	5%
I appreciate people who are more interested in their family and other things than dealing with social issues.	Completely not true	22	23%	10	4%	20	13%	2	13%	10	11%	26	17%
	Usually not true	25	26%	37	13%	23	15%	5	33%	20	22%	49	32%
	Neutral	29	30%	84	30%	60	40%	7	47%	31	34%	59	38%
	Usually, true	11	11%	61	22%	25	17%	1	7%	17	18%	15	10%
	Completely true	10	10%	91	32%	22	15%	0	0%	14	15%	5	3%
I respect people who take their stand and engage in public discussion about social issues, such as in newspapers or on television.	Completely not true	2	2%	2	1%	1	1%	0	0%	2	2%	2	1%
	Usually not true	3	3%	8	3%	3	2%	0	0%	7	8%	0	0%
	Neutral	21	22%	45	16%	21	14%	2	13%	12	13%	24	16%
	Usually, true	40	41%	87	31%	43	29%	10	67%	30	33%	71	46%
	Completely true	31	32%	141	50%	82	55%	3	20%	41	45%	57	37%

Ultimately, On average, participants scored 19 against the Social Activism Index where 30 is the highest total score. The following tables present average scores across gender and nationalities:

Social Activism Mean Score per Gender	
Gender	Mean
Male	19.22
Female	19.06
Prefer not to say	19.00

Social Activism Mean Score per Country	
Country	Mean
Greece	18.75
Egypt	19.29
Jordan	19.33
France	17.95
Tunisia	18.66
Turkiye	19.30
other	19.08

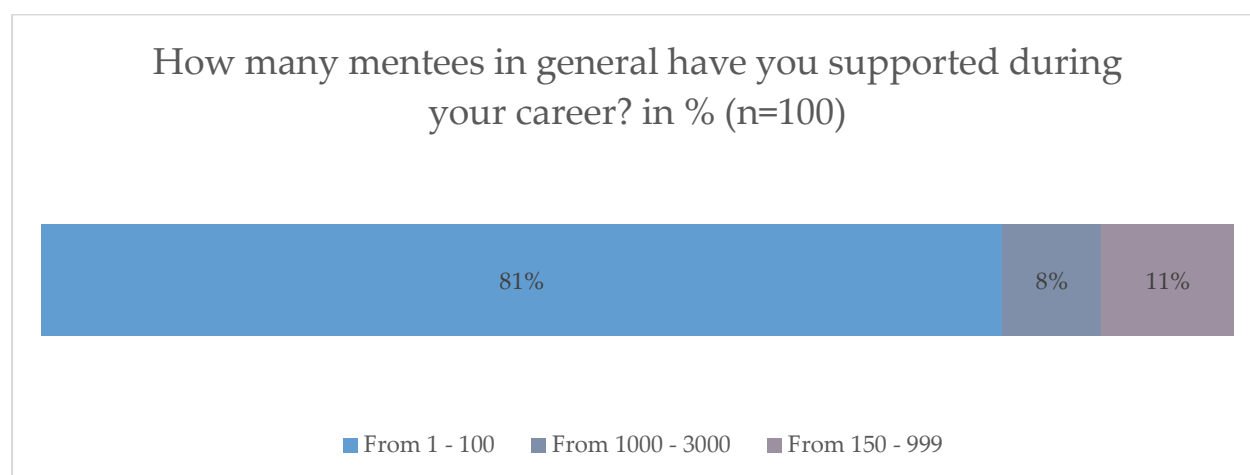
NEEDS OF YOUNG SOCIAL ENTREPRENEURS

Under this section study respondents were requested to answer questions about their previous experience in mentoring. As shown in the below table 100 out of 183 respondents worked as mentors before. Where 16% of them worked for 1-2 years, 17% worked for 3-5 years old, 10% worked for 6 to 10 years, and 12% worked for above than 10 years.

How long have you been working as a Mentor for young people willing to start their own social businesses?

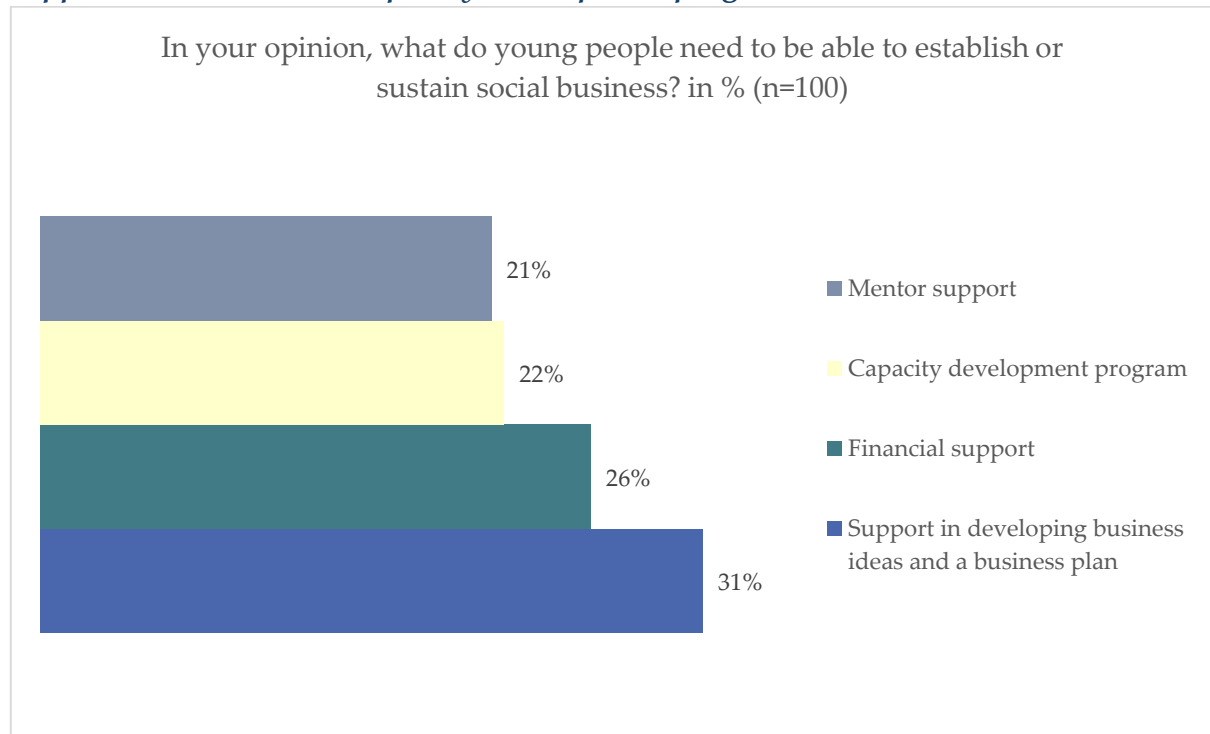
(n=183)														
	Greece		Egypt		Jordan		France		Tunisia		Turkiye		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
I have never worked as a mentor for young people willing to start their own social business	24	51%	25	41%	17	40%	2	50%	10	45%	5	83%	83	45%
For 1-2 years	8	17%	9	15%	5	12%	0	0%	6	27%	1	17%	29	16%
For 3-5 years	5	11%	13	21%	8	19%	2	50%	3	14%	0	0%	31	17%
For 6 to 10 years	3	6%	6	10%	9	21%	0	0%	0	0%	0	0%	18	10%
For above 10 years	7	15%	8	13%	4	9%	0	0%	3	14%	0	0%	22	12%

It is worth mentioning that 81% of mentors have supported from 1 to 100 mentees, while 11% supported from 150 to 999 and 8% supported from 1000 to 3000, as reported by respondents.

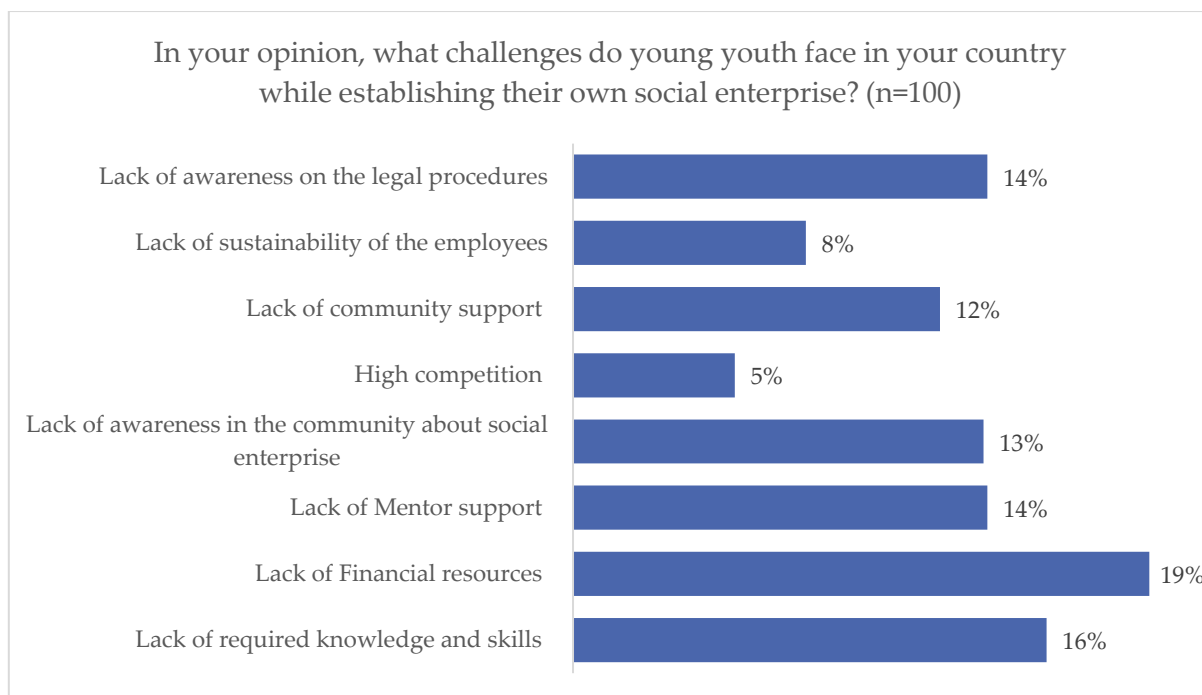


After that, mentors were asked about their opinions about young people's needs to be able to establish or sustain social businesses. In alignment with previous results *“Support in developing business ideas and a business plan”*

recorded the highest recommendation at 31%, followed by *“financial support”* at 26%, and *“capacity development program”* at 22%.



From their own perspective, mentors were asked about most challenges young youth face in their countries while establishing their own social enterprise. In total, *“Lack of Financial resources”* was positioned as the top challenge by 19%, followed by *“Lack of required knowledge and skills,”* at 16% and *“Lack of Mentor support,”* at 14%, and *“Lack of awareness on the legal procedures”* by 14%.



On the country level:

- In Greece, *“lack of financial resources”* was recorded first, followed by *“Lack of awareness of the legal procedures.”*
- In Egypt, *“Lack of required knowledge and skills”* was recorded first, followed by *“Lack of Financial resources”* and *“Lack of Mentor support.”*
- In Jordan, *“lack of financial resources”* was recorded first, followed by *“Lack of Financial resources”* and *“Lack of required knowledge and skills.”*
- In France, *“lack of financial resources”* was recorded first, followed by *“Lack of community support.”*
- In Tunisia, *“lack of financial resources”* was recorded first, followed by *“Lack of required knowledge and skills.”*
- In Turkiye, *“Lack of awareness in the community about social enterprise”* was recorded first, followed by *“Lack of Financial resources,”* and *“Lack of Mentor support.”*

It is worth mentioning that after revealing the data on the country level, it can be confirmed that the top four challenges are *“Lack of Financial resources,” “Lack of required knowledge and skills,” “Lack of Mentor support,”* and *“Lack of awareness on the legal procedures”* with minor variation between the six countries.

In your opinion, what challenges do young youth face in your country while establishing their own social enterprise? On the country level

(n=100)												
	Greece		Egypt		Jordan		France		Tunisia		Turkiye	
	#	%	#	%	#	%	#	%	#	%	#	%
Lack of required knowledge and skills	23	14%	41	17%	31	16%	1	9%	12	17%	2	9%
Lack of Financial resources	35	22%	40	16%	35	18%	3	27%	17	24%	4	18%
Lack of Mentor support	20	12%	38	16%	21	11%	1	9%	11	15%	4	18%
Lack of awareness in the community about social enterprise	21	13%	28	11%	25	13%	1	9%	10	14%	5	23%
High competition	8	5%	15	6%	12	6%	0	0%	1	1%	1	5%
Lack of community support	17	11%	30	12%	26	14%	2	18%	6	8%	2	9%
Lack of sustainability of the employees	13	8%	20	8%	14	7%	1	9%	5	7%	1	5%
Lack of awareness of the legal procedures	24	15%	33	13%	26	14%	2	18%	10	14%	3	14%

Finally, mentors were asked about their recommendations for courses/topics to be provided in the E-learning platform. Findings as follows:

- In Greece, Jordan, and Egypt, *“support in developing business ideas and plans”* was recommended first, followed by a *“capacity building program.”*
- In France, *“financial support”* was recommended first, followed by *“mentor.”*
- In Tunisia, *“support in developing business ideas and plans”* was recommended first, followed by *“financial support.”*

- In Turkiye, *“financial support”* and *“mentor support”* were recommended first, followed by *“capacity development program,”* and *“support in developing business ideas and plans.”*
- In total, *“support in developing business ideas and plans”* support” were recommended first, followed by *“capacity development program,”*

What support do you recommend to be provided through the E-learning platform program?

(n=100)															
	Greece		Egypt		Jordan		France		Tunisia		Turkiye		Total		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Capacity development program	28	29%	44	28%	30	26%	2	20%	12	25%	4	22%	120	27%	
Financial support	20	20%	30	19%	27	23%	3	30%	13	27%	5	28%	98	22%	
Support in developing my business idea and business plan	31	32%	48	30%	32	27%	2	20%	17	35%	4	22%	134	30%	
Mentor support	19	19%	36	23%	28	24%	3	30%	6	13%	5	28%	97	22%	

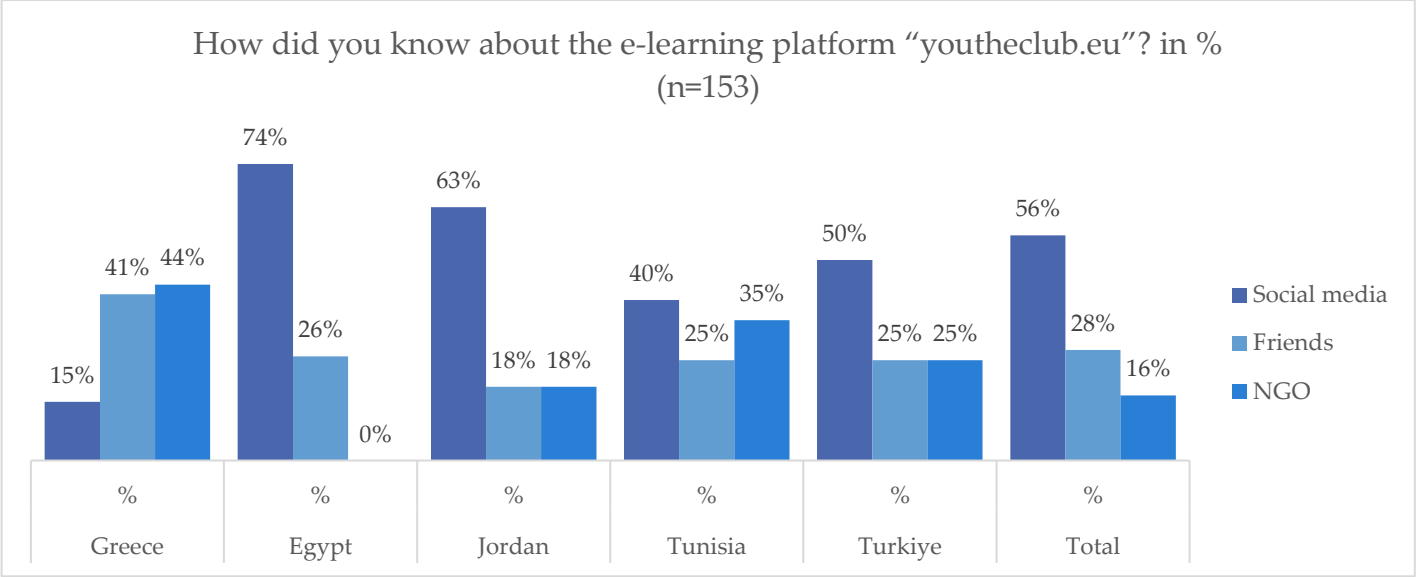
EXPERIENCE OF THE E-MENTORING WITH YES CLUB

As a started, respondents were asked about how they knew about the e-learning platform. In total, 56% of the respondents knew about it through social media, followed by their friends, and NGOs.

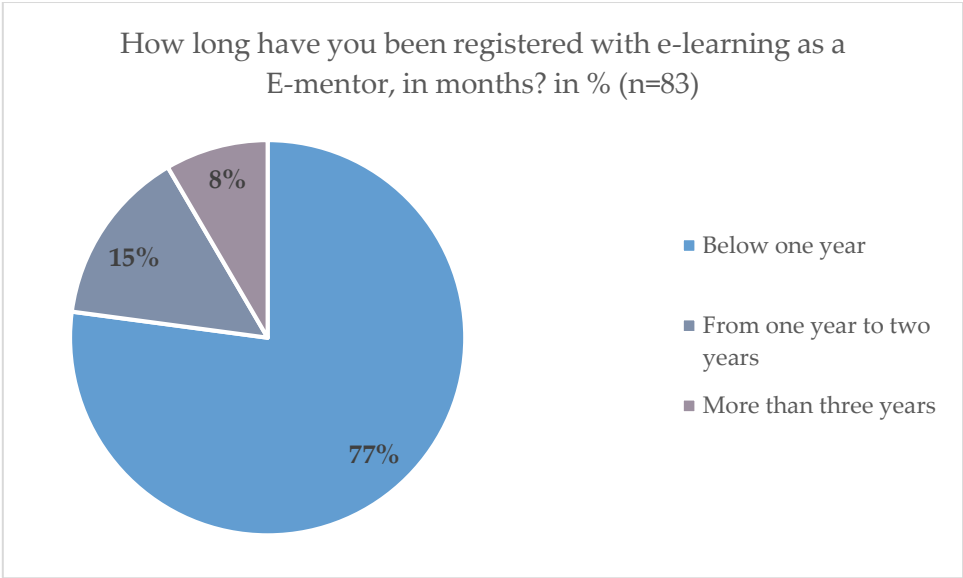
On the country level, 43.9% of respondents in Greece knew from NGOs, 74% in Egypt, 63.2% in Jordan, 40% in Tunisia, and 50% in Turkiye knew it from social media.

How did you know about the e-learning platform “youthclub.eu”?

(n=153)														
	Greece		Egypt		Jordan		France		Tunisia		Turkiye		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Social media	6	14.6%	37	74.0%	24	63.2%	0	0.0%	8	40.0%	2	50.0%	114	56%
Friends	17	41.5%	13	26.0%	7	18.4%	0	0.0%	5	25.0%	1	25.0%	56	28%
NGO	18	43.9%	0	0.0%	7	18.4%	0	0.0%	7	35.0%	1	25.0%	33	16%

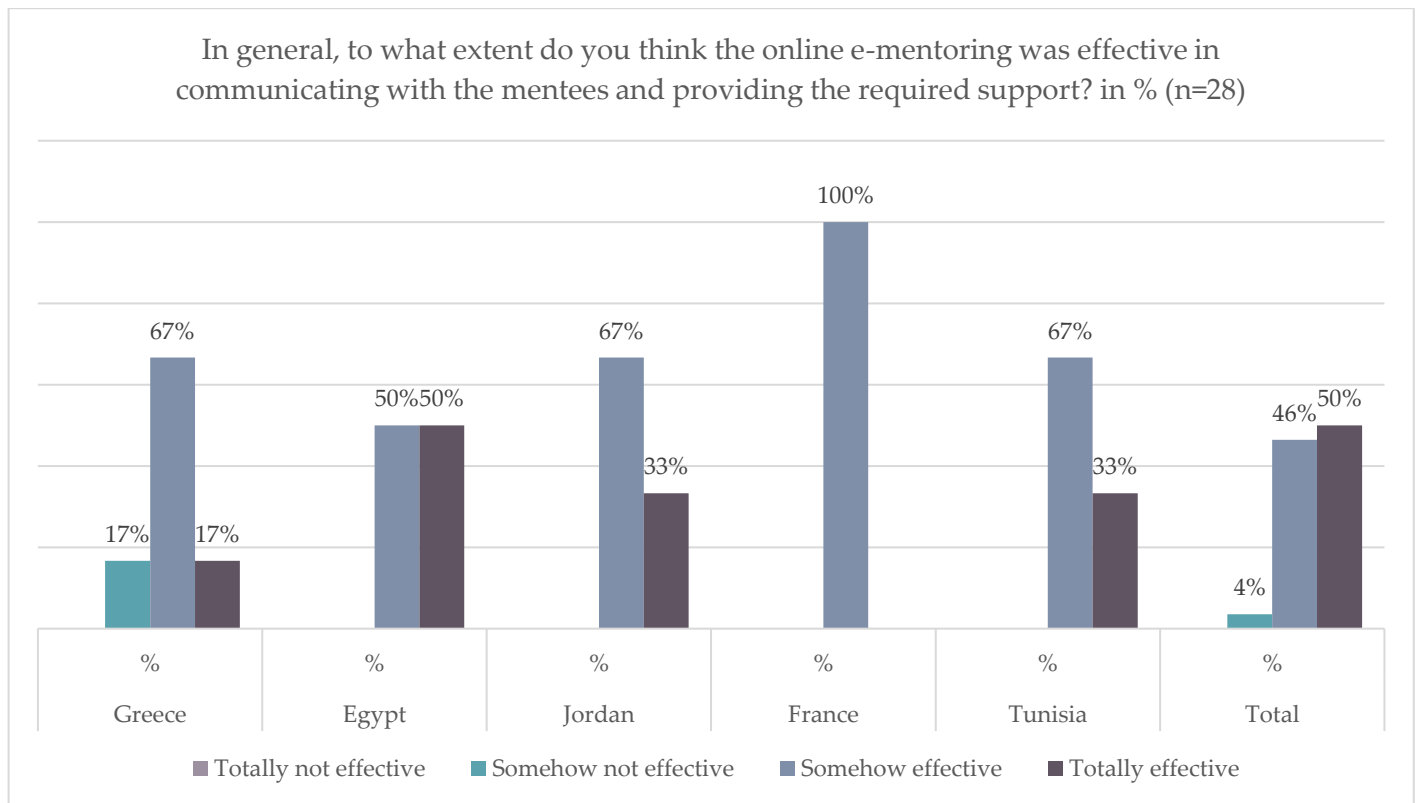


77% of the mentors are registered in the “youthclub.eu” platform for below than one year. While 15% are registered for one to two years, and 8% are registered for more than three years. Without the consideration of outliers, the average number of mentees per e-mentor is 12.



A very limited number of respondents across the six countries answered the question related to the communication effectiveness of e-mentoring. In total, 96% of respondents saw it as effective (somehow and totally). Data on the country level did not change except for Greece, where one respondent reported the ineffectiveness of the communication. Respondents were asked to elaborate more about why they considered the communication effective. The limited number of respondents mentioned

several things like e-mentoring is partially effective because physical interaction and mentoring are very effective sometimes to drive a point. Besides, effectiveness came from the practicality of the following approach. In addition to e-mentoring process keeping up with technological growth and lastly, e-mentoring gives young people the chance to circulate their knowledge and experience.



At that time, respondents were asked about their opinion on the platform. As shown in the below table, in total, the majority of the respondents (93%/n=200) said that the platform is user-friendly (somehow and totally). On the country level, the majority of respondents from France (67%/n=2) reported that the platform is not user-friendly. It is obvious that the sample representation from France is insufficient and accordingly results can not be generalized. It is worth mentioning that respondents after that were asked about the main challenges they faced with the platform but no relevant responses were recorded.

However, respondents could identify several recommendations to improve the e-learning platform as follows:

- *Add more languages,*

- Add easy guidance so the participant can find the information he/she is looking for,
- Add courses about Financial Inclusion,
- Create chat rooms between learners to exchange ideas and knowledge, and take advantage of networking opportunities,
- Making educational electronic games whose content is educational and entertaining at the same time,
- Updating the content of the courses and more interactive content,
- More promotion for the platform for better outreach,
- Provide offline content and application for easy learning at any time anywhere,
- Provide online virtual classes for direct support,
- Record a simple and short video on how to use the platform.

Was the online platform user-friendly?

(n=215)														
	Greece		Egypt		Jordan		France		Tunisia		Turkiye		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes, totally user friendly	27	61%	35	67%	23	59%	0	0%	14	67%	4	100%	138	64%
Somehow user friendly	15	34%	13	25%	14	36%	1	33%	6	29%	0	0%	62	29%
Was not user friendly	2	5%	4	8%	2	5%	2	67%	1	5%	0	0%	15	7%

Thenceforth, responses were asked about their preferences in mentoring modality. As shown in the below table, in total, 67% of the respondents (n=109) prefer a mixing modality of both online and offline. However, a responsible percentage (25%/n=40) in total prefer the offline modality. No substantial discrepancies were captured on the country level.

What type of modality do you prefer for mentoring in the future?

(n=163)														
	Greece		Egypt		Jordan		France		Tunisia		Turkiye		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Face-to-face mentoring	14	32%	5	10%	13	33%	0	0	7	33%	1	25%	40	25%
E-mentoring	7	16%	2	4%	4	10%	0	0	1	5%	0	0%	14	9%

Combination of both On-site and E- mentoring	23	52%	45	87%	22	56%	3	1	13	62%	3	75%	109	67%
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Lastly, respondents were asked to rate their experience with the online platform.

- In Greece, 73% of the respondents (n=32) rate their experience with 4 and 5.
- In Egypt, 63% of the respondents (n=33) rate their experience with 4 and 5.
- In Jordan, 51% of the respondents (n=20) rate their experience with 4 and 5.
- In France, 33% of the respondents (n=1) rate their experience with 4 and 5.
- In Tunisia, 71% of the respondents (n=15) rate their experience with 4 and 5.
- In Turkiye, 75% of the respondents (n=3) rate their experience with 4 and 5.

According to the response rate from France and Turkiye, research findings can't be generalized.

In general, please rate your overall experience with the e-learning platform "youthclub.eu" on a scale from 1 to 5, where 1 is the least score, and 5 is the highest score.

(n=163)											
	1		2		3		4		5		Total
	#	%	#	%	#	%	#	%	#	%	Frequency
Greece	1	2%	0	0%	11	25%	19	43%	13	30%	44
Egypt	3	6%	1	2%	15	29%	17	33%	16	31%	52

Jordan	2	5%	0	0%	17	44%	11	28%	9	23%	39
France	0	0%	0	0%	2	67%	1	33%	0	0%	3
Tunisia	2	10%	1	5%	3	14%	10	48%	5	24%	21
Turkiye	0	0%	1	25%	0	0%	3	75%	0	0%	4

It is worth highlighting that the mean of total responses is 3.79 for a total of 163 responses with Std. Deviation of 1.05. While on the country level, the below table shows the mean and Std. Deviation for each country's responses.

Country of residency	Mean	N	Std. Deviation
Greece	3.98	44	0.876
Egypt	3.81	52	1.085
Jordan	3.64	39	1.013
France	3.33	3	0.577
Tunisia	3.71	21	1.189
Turkiye	3.50	4	1.000

CONCLUSION

This part of the report represents the conclusion under each of the main finding section. In alignment with the research findings, two-thirds of the survey respondents are normal young people who did not work/involve with other young people before. However, in Greece, an equal representation between the two categories was captured. While a substantial representation of the previously mentioned group “I am a young person under 35 years old” recorded at Turkiye. This finding will have it is implications across the conclusions as we shall see.

Employment status

As a first implication, almost half of the respondents are unemployed compared to a very minor percentage of the respondents having their own business with the modality of private business. On the other hand, a weighty interest level in having a business was captured across the six countries and a reasonable percentage of them had their own ideas that have a social impact. On the opposite side, above half of them did not take a serious step toward establishing their business. On a related note, the unemployment percentage is high in Turkiye and France and relatively high in Tunisia.

Registration in the e-learning platform

Minor registration level was captured as less than one-fourth of the sample is registered across the six countries. No important discrepancies were captured on the country level, except for Tunisia where above half of the sample is registered at the e-learning platform.

E-seed efficiency

A very limited percentage of the sample across the six countries participated in the E-seed program. Topics' rating was satisfactory across the five assessment aspects, however, due to the limited representation of the sample response can't be generalized.

E-stream efficiency

Another very limited percentage of respondents across the six countries participated in the E-stream program. Again, a pleasing rating was captured across the program courses/topics. Though, as a result of the limited representation of the sample response can't be generalized.

E-mentoring

Less than six out of one-thousand respondents had e-mentors before, those respondents were from Egypt and Tunisia only.

General satisfaction

Another minor percentage of the sample from Tunisia and Turkiye only expressed their satisfaction with the program. The same for recommending the program to friends and peers.

Despite the fact of unrepresentative sample size in satisfaction and recommendation questions, it is worth mentioning that the most beneficial topics for those limited number of respondents were:

- *Identify the problem of our community*
- *Entrepreneurship and social entrepreneurship*
- *Solve social problems*
- *Money multiplies itself in good hands*
- *Social problems in my community*

And the least useful ones were:

- *Dancing with a business idea*
- *Do we hear each other*

Difference between entrepreneurship and social entrepreneurship

Research findings found that above half of the respondents have limited knowledge concerning the difference between entrepreneurship and social entrepreneurship. Yet, less than one-fourth of the sample doesn't have any awareness. No weighty differences were recorded on the country level.

This finding is aligned with the percentage of respondents that received training on social entrepreneurship before since most of the respondents did not receive training on such a topic before.

Young people's needs and challenges

With a substantial representation, it can be said that the most needed support for young people is how to develop a business idea and plan and financial support. Where those two needs are converted into challenges for young people. In other words, the two top challenges are lack of financial resources and lack of required knowledge and skills.

Entrepreneurship competencies

Across the three pillars of Entrepreneurship competencies, positive responses represented a **satisfactory percentage** across the six countries. However, after calculating the entrepreneurship potential assessment analysis framework, none of the research participants across the six countries (both males and females) could exceed a total score of **155 points** which means that none of the respondents reached the level of having good entrepreneurial characteristics.

On a related note, **the majority of respondents** across the six countries reached the level of "Some entrepreneurial characteristics" which noticeably, means they are in need of solid training.

Social activism

In alignment with previous findings, a realistic percentage was recorded in terms of social activism statements, in total. Yet, more awareness is needed.

Needs of young social entrepreneurs

In comparison to the total sample size, only 10% of the respondents are/were mentors before. So, the following findings represent the thoughts and ideas of the mentors.

As a start, the same needs for young social entrepreneurs are reported once again by the mentors – namely support in developing business ideas and plans and financial support. And consequently, the same challenges are reported once again

(Lack of Financial resources and lack of required knowledge and skills). Those findings are commoners across the six countries.

Experience the E-mentoring with YES Club

Three-fourths of the mentors are registered in the e-learning platform. Where half of them knew about the platform through social media. Besides, most of the respondents praised the platform and saw it as a user-friendly platform. Though, this does not preclude recommendations for improvement such as:

- *Add easy guidance so the participant can find the information he/she is looking for,*
- *Create chat rooms between learners to exchange ideas and knowledge, and take advantage of networking opportunities,*
- *Provide offline content and application for easy learning at any time anywhere,*
- *Record a simple and short video on how to use the platform.*

Last but not least, preferences toward having a mixing of online and offline mentoring modality was recorded by around third-fourths of the mentors. Lastly, an acceptable general experience rate with the online platform was recorded across the six countries.

RECOMMENDATIONS

- It is recommended to provide career guidance as one of the online services which is an essential step to determine the direction and to find out whether a young person has the

qualifications to set up his/her social business or whether it is better to be a participant of social initiatives.

- Conduct an entrepreneurship training program that aims to equip participants with the necessary skillset and mindset for identifying and launching new business ventures, practical (hands-on) methodology that is based on design thinking is highly recommended. This will enable participants to start with idea generation (ideation) and convert it into a feasible business model.
- In alignment with the previous recommendation, providing training on business planning, financial management, bookkeeping, how to develop a feasibility study, project expansion methodology, communication skills, negotiation, and persuasion skills is highly recommended. The training for sure can follow the European Entrepreneurship Competence Framework.
- Providing credited digital marketing training full of practical exercises and real-work examples to help young people turn knowledge into action, is highly recommended.
- It is recommended to organize webinars for young people about the green economy and environment-friendly projects.
- As we can see from research findings, there is a gap with respect to financial services accessibility. In light of this, it is recommended to educate targeted young people about formal and informal financial institutions within their contexts/countries that can provide financial services, especially loans/grants. This can be done by publishing a list of those service providers on the online platform that

contains all the needed information about how to apply for a loan/grant.

- Coaching and counselling (Skills Matching Mentorship) are highly recommended to be provided to young people.
- It is also, recommended to promote the platform visibility in order to be reached by the targeted young people. Promotion shall mainly depend on social media platforms.
- It is also highly recommended, to develop/provide a chat room for registered young people where they can exchange their knowledge and experience with their peers. It can be also thematic based on the type of social business/initiative.
- It is also recommended to develop a simple and short video on how to use the platform and make educational electronic games whose content is educational and entertaining at the same time.