



PROJECT NUMBER: 101052145

# TRAINING

MANUAL

(First part)

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## 1. Presentation of the project

“EYES: Entrecomp to create Youth Employability and Social Values” is a 24-month project involving six countries from the EU and the southern Mediterranean. It is based upon a series of considerations related to youth and society's challenges during the pandemic. Further, the project idea is to work together for the reconstruction and a new start.

Our project aims to exploit the potential of Social Entrepreneurship and its appeal to new generations, including a youth work approach, to provide an answer for youth's career and the possibility to answer societal challenges simultaneously.

With EYES, we want to equip NGO and youth workers with tools to promote and educate youth in Social Entrepreneurship and sustainable growth.

The consortium will combine entrepreneurial practices, the Youth work approach, and the methodology of Non-formal education to provide a set of competencies useful to build their social entrepreneurship project. We will analyze the concept of social entrepreneurship, especially three aspects:

- Skills needed to create an entrepreneurial venture with a social impact, based on ENTRECOMP
- Models for entrepreneurial ideas, especially the CANVAS model applied to social enterprise
- Different aspects of the social impact connected with SDGs

### 1.1. Objectives

Our specific objectives are:

- To map needs, ideas, tools, and good practices related to social entrepreneurship from Mediterranean and EU countries.
- To develop new educational models to provide necessary skills and knowledge to young people to develop social enterprises and to youth activists and youth workers to act as multipliers
- To support the creation of local and online cross-sectorial networks working for the creation of new entrepreneurial ventures of social impact
- To reinforce Euromed cooperation to provide answers to common youth challenges such as unemployment, migration, and post-covid reconstruction.

### 1.2. The EYES project partners are:

- **Associazione TDM 2000**, Italy. (Coordinator)
- **Institute of Entrepreneurship Development, IED**, Greece.

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- **Fundación Xul**, Spain.
- **SEEDS**, Jordan.
- **Have a dream**, Egypt.
- **Les Scouts Tunisiens**, LST, Tunisia.

## 2. International Seminar in Cairo

The International Seminar was held in Cairo, Egypt, from the 27th of January until the 2nd of February.

The seminar was structured in two main parts. First, the main findings of the exploratory study on the reality of social entrepreneurship among young people that had been carried out in the context of this project were presented and discussed. A systematic presentation of these results is developed in the following section.

In the second stage, the next phase of the project was organized to design and produce a training itinerary on social entrepreneurship for young people. These materials are available in the second part of this manual.

The seminar was attended by 20 participants from all partner countries, including social entrepreneurs, youth workers, volunteers, trainers, and people interested in social entrepreneurship.

During the seminar some discussions on the national context of social entrepreneurship and best practices from partner countries. A repository of these good practices is available in Appendix III of this document.



The created presentations for this discussion gave insights about social entrepreneurship work, organization, and facilities, in addition to mentioning the advantages and disadvantages and identifying the opportunities and challenges that each country faces.

Also, the participants visited the local social enterprise “[Startup Haus Cairo, by enpact](#)”, downtown in Cairo, where the community manager welcomed all the participants giving them insights about the facilities, support, and activities they offer. They discussed the current challenges and steps that

should be taken into consideration before starting a social enterprise, giving tips and tricks and answering the participants’ questions, which was a great opportunity to transform from the theoretical to the practical engaging side of the world.

On the last day of the Seminar, the sessions and workshops mainly addressed the future plans and the next steps of the project, through subgroups that worked on the below follow-up topics:

- Non-social enterprise ideas
- New International cooperation/educational youth projects

- Next project phase guidelines

The participants were fully engaged with the activities and showed great interest by stating high levels of satisfaction with the implementation and they were happy to share their thoughts and views about the program's next steps. Regarding their comments on the seminar, all of them were positive that expressed their high satisfaction levels.



### 3. Social entrepreneurship among young people in the Mediterranean region

#### 3.1. Methodological aspects

The main objective that this block intends to respond to is to provide a deep insight into the current situation and the state of the art concerning social entrepreneurship and its connection with the youth of the participating countries in this project.

The achievement of this objective would articulate around two processes of recollection and systematization of information: a) An empirical study, of mixed design, whose purpose was to identify and analyze the perception that different target groups have about the social entrepreneur (its main defining characteristics), the needs of the target groups in terms of necessary skills and training tools to create its project of social entrepreneurship, as well as the contextual elements that mediate their success trajectories; b) A cabinet study, mostly oriented to identify and systematize good practices present in the different national networks of the participating countries.

The empirical study was carried out using a mixed design, combining

- The realization of an exploratory and self-administered online survey, with a sample design of a structural nature (four recipients types: young people interested in social entrepreneurship, youth workers, policymakers, and social entrepreneurs) and sample selection by random convenience by countries.

A summary table of the participation data in the survey is the following:

Table 1: Survey participation summary table.

	EGYPT	SPAIN	GREECE	ITALY	JORDAN	TUNISIA	Total
<b>Men</b>	10	6	7	7	10	22	<b>62</b>
<b>Women</b>	9	13	14	13	10	15	<b>74</b>
<b>Total</b>	<b>9</b>	<b>19</b>	<b>21</b>	<b>20</b>	<b>20</b>	<b>37</b>	<b>136</b>

The survey is structured in seven blocks: Five of them correspond to the different dimensions identified with the social entrepreneur (personal attitudes, leadership, social change, social innovation, social value, and entrepreneurial management), to which must be added two more blocks. One, whose objective was to explore the familiarization of the survey respondent with the field of entrepreneurship, and another one pretended to explore the perception that the potential users had about which one was the best methodological environment to work the different skills associated with social entrepreneurship. The survey was complemented by a panel dedicated to collecting sociodemographic information, to be able to seek structural interpretations of the results.

With the data obtained in the survey, three types of analysis were made: a descriptive analysis, a bivariate analysis of a correlational nature, and a multivariate analysis using binary logistic regression. The analysis was carried out by using the SPSSv25 package.

- A discussion group whose objective was to identify and analyze the discursive construction made by the different actors with responsibility in the field of youth to the binomial “youth - social entrepreneurship”, with special emphasis on the difficulties associated with the group itself, as well as possible solutions.

The sample design was made using a structural perspective, taking into account the different profiles of the interest groups. The selection was carried out intentionally.

For the development of the discussion group, three problematic dimensions were considered: a) Consensus about the “young social entrepreneur”; b) Limitations in social entrepreneurship among young people, and c) Strategies to get over the limitations.

The content of the discussion groups was transcribed verbatim and analyzed using the [ATLAS.ti](#), a program applying the method of constant comparisons.

For more in-depth knowledge of the study on good practices, we refer to section 4.2. of this document.

## 3.2. Quantitative diagnostic results

### 3.2.1. Spain

#### a) Sociodemographic description

Next, we are going to carry out a sociodemographic characterization of the sample participating in the survey by the State of Spain.

In the first place, we must reveal that the average age of the participants is 24,6 years old, with a deviation of 7,2 years old. The sample is made up of 68% women, compared to 32% men.

The average age helps us to interpret the following data. In the sample, the subjects who are about to complete their post-compulsory studies or have already completed them prevail almost in a symmetrical and hegemonic way. As residual data, those subjects who have only completed compulsory studies are presented, which refers to the dynamics of schooling in the Spanish State.

The age data also helps us to understand the situation of employability of the sample, that is in a situation of unemployment of 70%. We have to take into account that in general, the students of post-compulsory studies in Spain are usually full-time, so this delays their insertion into the labor market, and as well this sector of the population usually presents one of the highest unemployment rates once they finish their studies.

Among those who are in an active labor situation, 60% of them are linked to economic or business activities of public interest, in which social activities prevail with 34% compared to 33% of environmental activities. This sample group is possibly one that could be linked to the target group of social entrepreneurs.

An especially significant question as well as worrying is the fact that all of the subjects linked to a professional activity developed in spaces of public interest are men, which refers us directly to a hyper-masculinization of this sector.

#### b) Familiarization with social entrepreneurship

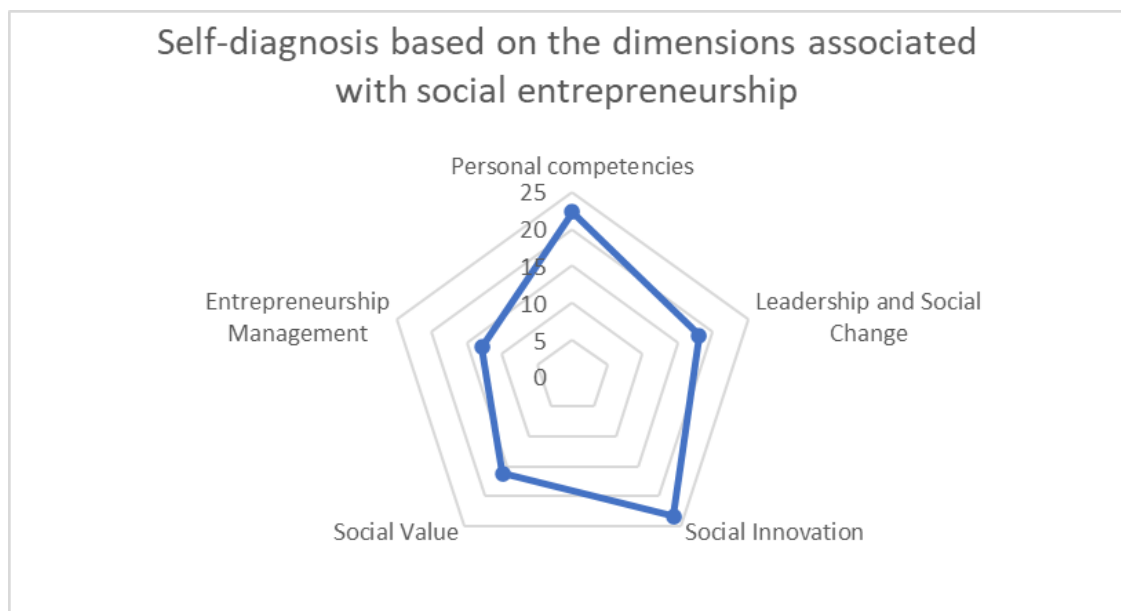
If we use as an indicator of familiarization with social entrepreneurship the fact of having carried out some previous training activity in this area, we will see that most of the participants in the survey from the Spanish quota (93%) did not have any kind of experience in this sense, so the relationship with this sector of activity occurs mainly from an external perception or already directly when one starts working in this type of activity.

Nevertheless, despite their low participation in training activities in this field, the main genre that carries them out is men (60% of the subjects that have carried out training), which continues to refer to the strong masculinized character of this sector of activity.

#### c) Self-diagnosis regarding social entrepreneurship competencies



In the following diagram, we can see the average results of the Self-assessment index of competencies associated with social entrepreneurship. As can be seen, there is a relatively symmetrical distribution between the different competencies (considering the scores in absolute terms), but in which a greater deficit of competencies associated with entrepreneurship management and the ability to generate social value is identified.



Although in all the parameters the minimum score is obtained to be considered competent in the field of social entrepreneurship, more than half of the sample does not have this perception of themselves which can be related to an oversizing of the perceived importance of technical management skills.

### 3.2.2. Italy

#### a) Sociodemographic description

Regarding the Italian sample, we find that it is made up of a majority female group, in which the mean age is 24,6 years (being the country with the least variability in the data). Compared to the Spanish sample, the composition of the Italian sample is polarized between subjects who have completed compulsory studies and those who have completed post-compulsory studies (the latter prevailing by 80%). However, the employability data is very similar to that seen in the Spanish case, which can be explained by the act that they share many characteristics in terms of the configuration of their labor market.

The 100% of the subject that is employed, are in the field of public interest, which refers to the massive participation of social entrepreneurs in this group, which, as in the previous case, is strongly masculinized, although it is possible to find a timid representation (20%) of women.

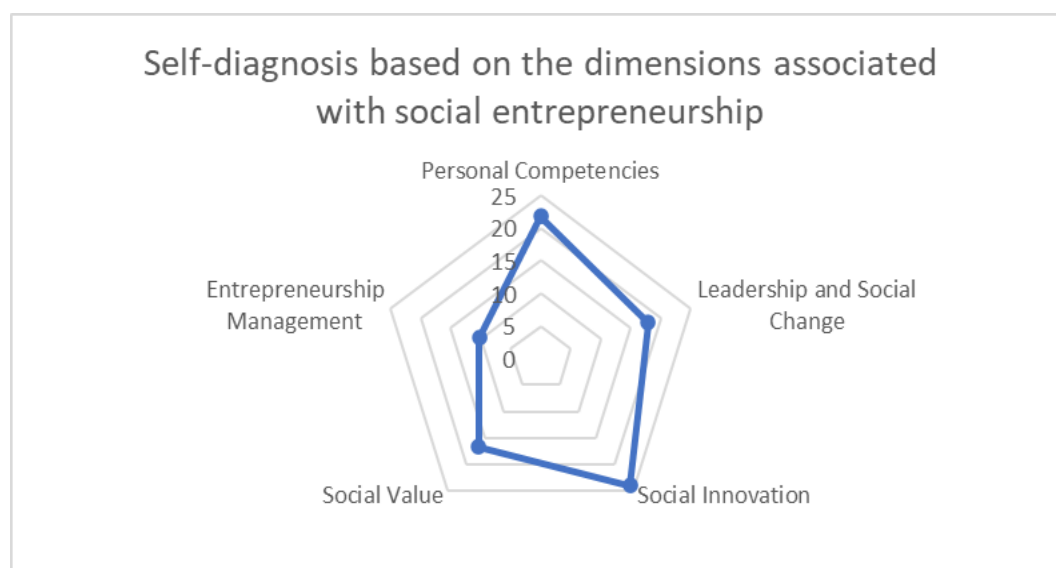
The scope of activity in which these subjects are employed is entirely socially oriented.

### b) Familiarization with social entrepreneurship

The features described in the Spanish case regarding the level of familiarization of the sample with the field of social entrepreneurship could be equally applied to the Italian case, with slight variations, (76% of no and 24% of “yes”).

### c) Self-diagnosis regarding social entrepreneurship competencies

The results obtained from the self-diagnosis of competencies regarding the field of social entrepreneurship show us that, in this case, in the competencies associated with entrepreneurial management, minimum values are not reached to identify a sufficient level of expertise. The dimension where the best competence is shown is social innovation, an issue that we have already encountered in the case of Spain.



The self-appraisal about competencies is projected in a greater perception about the possibility of performing properly in a social entrepreneurship project regarding the case of Spain, reaching values of 70% of those who claim to be able to act effectively in this area.

## 3.2.3. Greece

### a) Sociodemographic description

The sample of participants of the Greek State is characterized by an average age of 30,4 years (together with Jordan the two countries with the highest average age), and in

which there is an inversion of gender participation regarding the latest cases (in the greek case, 67% of the participant subjects are women).

As in the Italian case, in Greece, the subject with completed post-compulsory studies predominates, but unlike the previous cases, there is a greater presence of subjects with completed compulsory and non-completed post-compulsory studies. Nevertheless, we continue with the trend of the European countries with a null presence of the subjects who have not completed their basic schooling period.

Greece is also a change of the trend regarding the previous countries regarding the employability indices, presenting an unemployment rate of only 24%.

As in the previous cases, the employability space is that of the public interest, mainly social (but also there is an emerging presence of environmental and other sectors, with 13% and 20% respectively). In this case, and following the disruptive dynamic proposed by Greece, the sample of employed subjects is mostly female.

### **b) Familiarization with social entrepreneurship**

Regarding the previous experience in training in social entrepreneurship, we found out that the values in Greece are mainly affirmative (62% of the sample have done some training activity in this field), being women mainly (69%) the ones that have had this type of experience.

### **c) Self-diagnostic regarding social entrepreneurship competencies**

If we consider the average results obtained in the self-appraisal of competencies, we will see that they improve remarkably from the results obtained in the previously analyzed countries, but that does not strengthen the self-perception of the skill level to tackle projects of social entrepreneurship. Only slightly more than half of the sample is considered to have enough competencies to tackle the task of a project of social entrepreneurship currently.

## **3.2.4. Egypt**

### **a) Sociodemographic description**

The sample considered in Egypt is characterized for being slightly more feminine (57% of the sample), with an average age of around 24,74 years old, and in which subjects with completed post-compulsory studies (75%) and completed compulsory studies (25%) predominate.

The employment situation of this sample is noticeably higher than in the North Mediterranean countries previously considered (except for Greece, 74 % of the respondents are employed and the job market is mostly in the public interest).

As in the case of Spain and Italy, we find that employability is a strongly male-dominated issue, although in a lower proportion than in the previously mentioned countries

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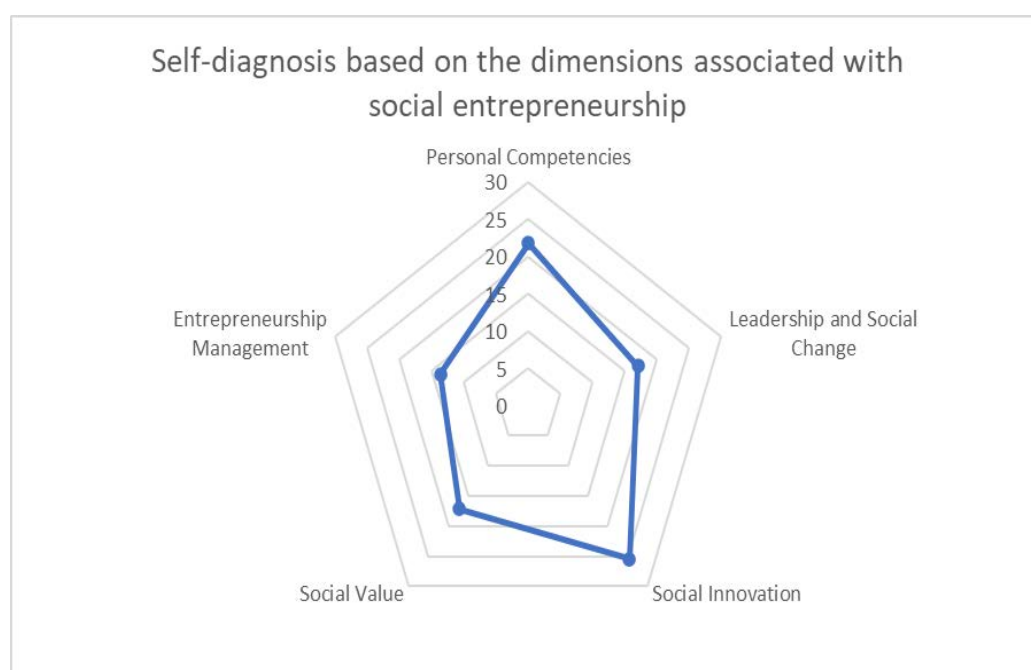
(42% of the people who are currently employed are women), and while the social sector predominates as a field of work, it is also possible to find individuals who work in the environmental field (29%) and another type of areas(7%).

### b) Familiarization with social entrepreneurship

The sample provided by Egypt presents equal figures regarding previous familiarity with this field through training activities (53% of the sample has carried out some activity in this field), and we can find a symmetrical representation between men and women in the participation of such activities.

### c) Self-diagnosis regarding social entrepreneurship competencies

Regarding the results of self-assessment, we find very similar results to the previous cases, in which Entrepreneurship Management and social value creation are the dimensions with the least development, although they reach the desired minimum values for a positive assessment.



The self-diagnostic assessments are projected in a mostly positive perception (84%) about the possibility of social effective entrepreneurship at this time.

## 3.2.5. Jordan

### a) Sociodemographic description

In the case of Jordan, we find the oldest sample, around 32 years old and with an equal distribution by gender. If we take into account the educational level, we find that

all the sample has completed post-compulsory studies, which in turn translated into an absolute employment rate for the sample.

In contrast to previous examples, in the case of Jordan, we find that the job market is not dominated by the public interest sectors, but there is a significant presence (50%) of individuals working in other sectors of activity. Among those who work in the public interest sector, 78% work in social sector activities.

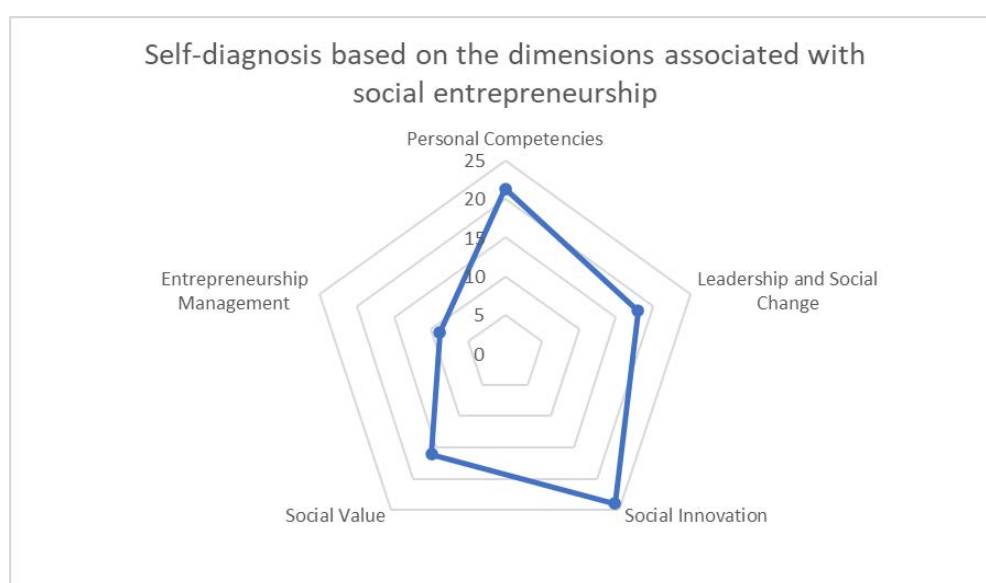
Last, it is important to highlight that the professional activity in the public interest sector is slightly occupied by women (56% of the total employed population).

### b) Familiarization with social entrepreneurship

In Jordan, we observe the trend that we have seen in previous countries, where there has been no previous contact with social entrepreneurship through training activities (only 38% of those surveyed in Jordan have developed any type of such activity), although there is an equal distribution between men and women regarding the performance of this type of activity.

### c) Self-diagnosis regarding social entrepreneurship competencies

Regarding the results obtained in the self-assessment of competencies, the most notable thing is that Jordan is the country with the lowest values in terms of entrepreneurship management competencies, but this does not translate excessively into a negative perception about the possibility of entrepreneurship. As can be seen in the graph, at least 40% of those surveyed in Jordan believe that they could carry out effective social entrepreneurship at this time.



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### 3.2.6. Tunisia

#### a) Social demographic description

The sample of the participants of the survey in Tunisia is characterized for having an average age of 26,57 years old, being mostly women (65%), with completed post-compulsory studies (only 13% of the sample has not reached this academic level), and having a labor occupation index of 45%.

The level of employability in social or public interest sectors is very similar to other countries on the southern coast of the Mediterranean, although it is characterized by a predominantly male presence (75%) in these sectors.

The distribution by themes regarding the work areas in which they are engaged is very similar to what has already been indicated for other countries such as Jordan (employability in socially oriented activities predominates with 73%, followed by sustainability and environmental activities with 18% and other activities with 9%).

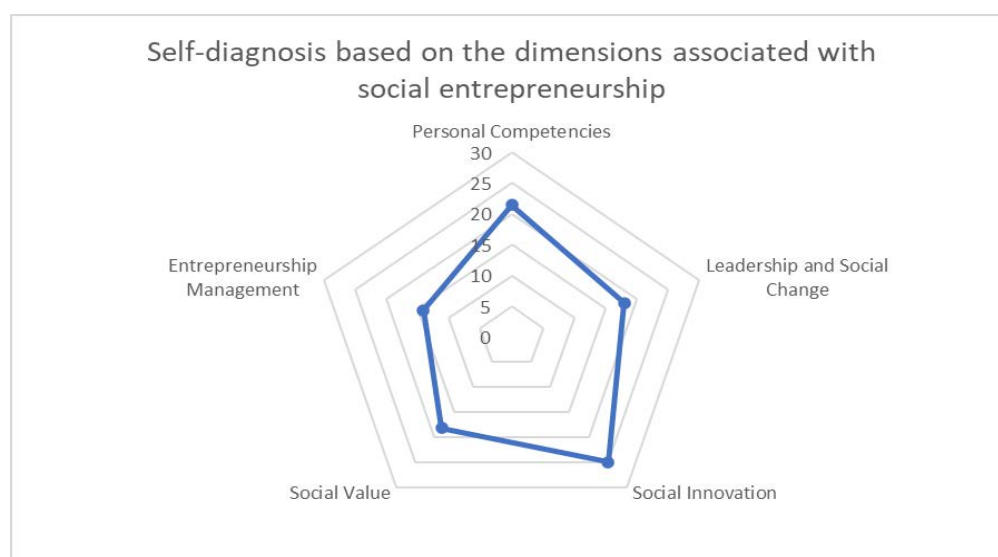
#### b) Familiarization with social entrepreneurship

In terms of previous familiarity with the field of social entrepreneurship, we find that slightly less than half (49%) have undergone some type of training, with a majority of interest from males (72% of those who participated in any training activity are men).

#### c) Self-diagnosis regarding social entrepreneurship competencies

To conclude with the country-by-country analysis, it is necessary to highlight that Tunisia follows the trend already identified in other cases, where social innovation is the

dimension with the best results in self-assessment, while competencies associated with entrepreneurship management and social value generation score the lowest.



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The results of self-assessment overwhelmingly project a negative perception regarding the possibility of carrying out social entrepreneurship activities currently, with 84% of the population having this self-perception.

### **3.2.7. Global and comparative analysis**

#### **a) Sociodemographic description**

We will now present the data as a whole after having discussed the main characteristics of the survey participants for each country.

First of all, it should be noted that the sample collected in the survey is characterized by an average age of 27,1 years (with a standard deviation of 7,3 years) and is composed of a significantly higher number of women (54%).

In turn, the sample is mainly composed of individuals with completed post-compulsory studies (81%), followed by individuals who have not yet completed such studies (12%).

Regarding the participants' work activity, over 60% are unemployed, while the rest are mainly engaged (61%) in activities that can be characterized as of public interest, especially in the social sector (71% of those who work in the public interest sector do so in

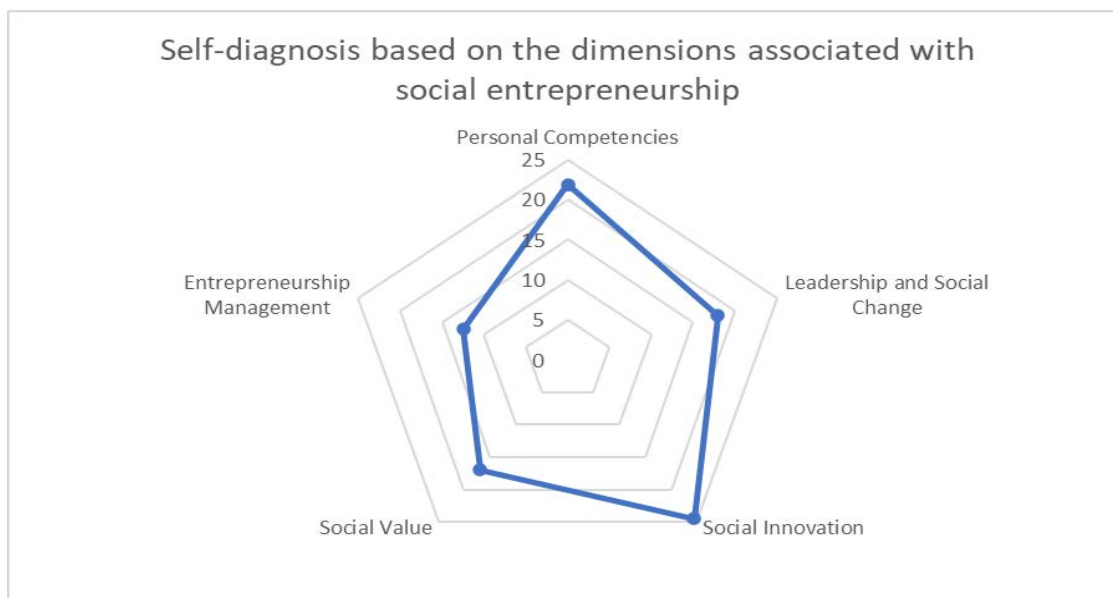
this field). In addition, it should be noted that work performance in this sector is predominantly male (55% male vs. 45% female).

#### **b) Familiarization with social entrepreneurship**

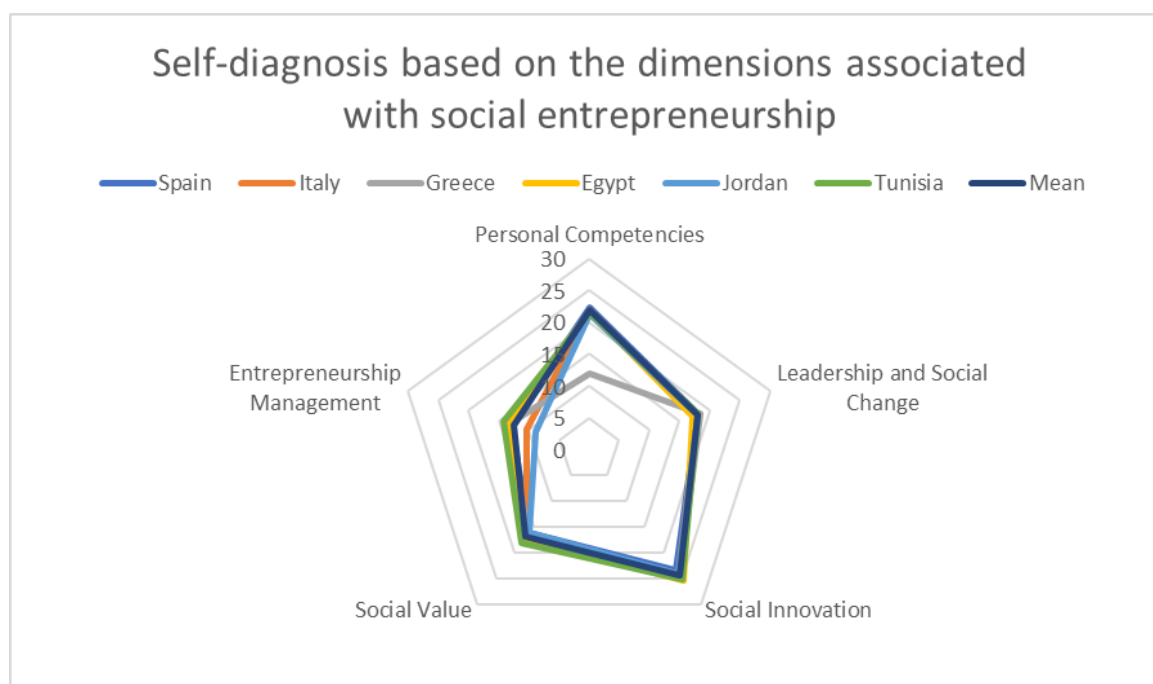
If we look at the question about previous training activities in the field of social entrepreneurship, we will see that only 45% of the survey participants have carried out any type of activity in this regard, and most (55%) are men who undertake these types of activities.

#### **c) Self-diagnosis regarding social entrepreneurship competencies**

The graphical representation of the results obtained in the self-diagnosis shows a greater perceived development of competencies in dimensions related to personal qualities and social innovation, especially, while those related to entrepreneurship management and social value creation score the lowest.



A comparative analysis by countries shows that almost all countries have very similar scores in terms of leadership and social change competencies, social innovation, and social value generation, with the greatest differences being in competencies of a personal nature and entrepreneurship management: Greece would be the country with the lowest score in personal competencies, while Jordan and Italy would be the countries with the lowest scores in competencies related to entrepreneurship management.

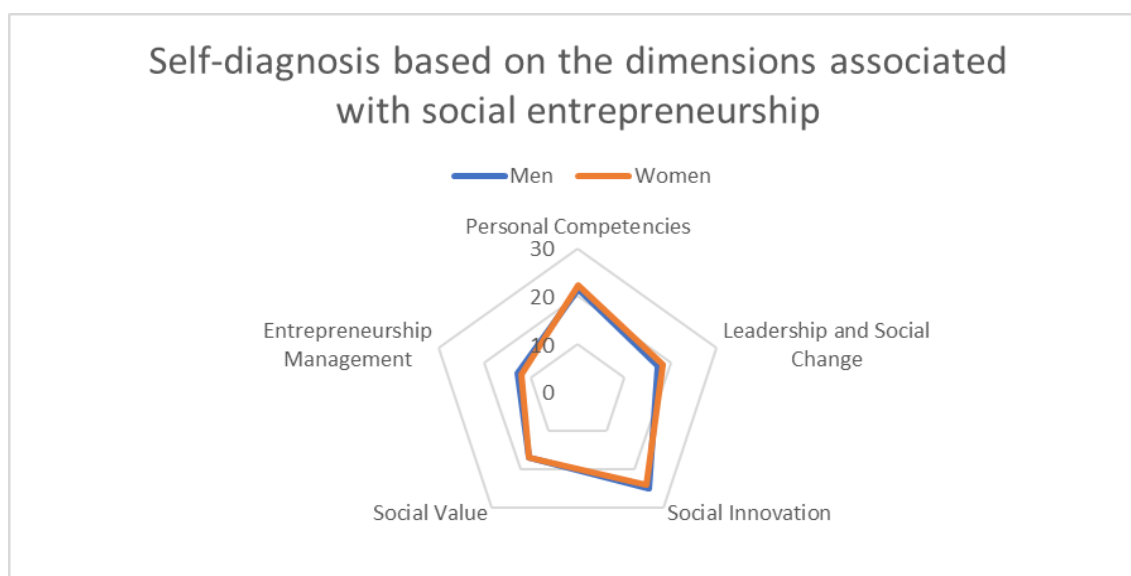


If we applied a comparative analysis by gender, we would discover, as reflected in the following graph, that the scores are very similar, although it is possible to identify some subtle relationships: women tend to score better in competencies of a personal nature,

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leadership, and social value creation, while men tend to do so in competencies of management and social innovation.



In general terms, we find that a large majority of the survey respondents stated that, for the current moment and considering their training and competency skills, they would not be in a position to effectively implement a social entrepreneurship project (only 43% of the participants claim they could do so).

#### d) Bivariate correlations and comparison of means

To achieve one of the objectives of this work, an exploratory study on the situation of social entrepreneurship in the territorial scope of the participating countries was carried out. To do so, a descriptive exposition of how the universe of the target group is configured in each territory has been provided, as well as an overview of the “micro-universe” composed of these steps. However, the construction of a state-of-the-art report is not only related to a descriptive dimension but also involves the challenge of identifying the internal dynamics underlying this phenomenon. In other words, an exploration of the state-of-the-art of social entrepreneurship in a territory should also account for the possible interactions between factors that may be conditioning it.

In this section, we will attempt to address this challenge by using bivariate analysis of different individual (gender, age) structural (educational level, nationality, country of residence, employability status) and experimental ex-post facto variables (level of familiarity with social entrepreneurship through training activities), such as a series of outcome variables, including the perception of being competent in the implementation of a social entrepreneurship project and the score on the different dimensions of the Self-Assessment Index mentioned above (Personal competencies; Leadership and Social Change; Social Innovation; Creation of Social Value; and Entrepreneurship Management).

The resulting cross-tabulation of variables, aimed at establishing the significant relationship between them, is presented in the following table. Beyond the establishment of relationships between variables of sociological interest, we suggest focusing on the set of relationships that are shaded in gray, as they are the ones relevant to this work.

## Bivariate correlations (explanation of the table below)

The following table shows the result of carrying out a binomial analysis between variables, that is, establishing through statistical calculations if the relationship between two variables is statistically significant, that is if it goes beyond pure chance. The level of statistical significance chosen has been 99% and 95% (identified with the color green and yellow respectively). When in the table we find that the value that appears when crossing two variables is less than 0.01 or 0.05, we can affirm that in 99% or 95% of the occasions, respectively, the relationship between these variables is not the product of the random.

The direction of this relationship, that is, if they are directly related (when the independent variable grows, the result variable also grows) or inversely related (when the independent variable grows, the result variable decreases), as well as the strength of this relationship, we will observe it in the following epigraph using binomial logistic regression.

**Bivariate Correlations**

		G	Age	CR	N	F	ES	PPE S	EFE S	PC	LSC	SI	SV	EM
Gender (G)	C de Pearson	1	-,192	-,192	-,128	-,036	,273)	-,133	-,170	,150	,243	-,156	-,016	-,127
	Sig. (B)		,025	,025	,136	,680	,001	,124	,048	,082	,004	,069	,853	,142
Age	C de Pearson	-,192	1	,217	,179	,250	,464	,055	,379	,104	,072	,139	,077	,069
	Sig. (B)	,025		,011	,037	,003	,000	,529	,000	,227	,405	,106	,371	,424
Country of Residence	C de Pearson	-,192	,217	1	,877	,258	,364	,246	,219	-,166	-,010	,116	,143	-,046
	Sig. (B)	,025	,011		,000	,002	,000	,004	,010	,053	,907	,178	,097	,597
Nationality (N)	C de Pearson	-,128	,179	,877	1	,157	,370	,201	,247)	-,150	,028	,093	,164	-,058
	Sig. (B)	,136	,037	,000		,068	,000	,019	,004	,080	,745	,282	,057	,504
Training	C de Pearson	-,036	,250	,258	,157	1	,191	,016	,212	-,099	-,008	-,056	-,018	,008
	Sig. (B)	,680	,003	,002	,068		,026	,849	,013	,253	,922	,516	,835	,930
Employment situation	C de Pearson	-,273	,464	,364	,370	,191	1	,107	,393	-,046	-,012	,129	,015	,055
	Sig. (B)	,001	,000	,000	,000	,026		,213	,000	,594	,890	,134	,859	,522
Perceived possibility ES (PPES)	C de Pearson	-,133	,055	,246	,201	,016	,107	1	,192	,092	,023	,331	,245)	,516
	Sig. (B)	,124	,529	,004	,019	,849	,213		,025	,287	,792	,000	,004	,000
Formative experience ES (EFES)	C de Pearson	-,170	,379	,219	,247	,212	,393	,192	1	-,017	,101	,245	,093	,217
	Sig. (B)													

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	Sig. (B)	,048	,000	,010	,004	,013	,000	,025	,845	,241	,004	,284	,011	
Personal competencies (PC)	C de Pearson	,150	,104	-,166	-,150	-,099	-,046	,092	-,017	1	,573	,187	,198	,291
	Sig. (B)	,082	,227	,053	,080	,253	,594	,287	,845	,000	,029	,021	,001	
Leadership and social change (LSC)	C de Pearson	,243	,072	-,010	,028	-,008	-,012	,023	,101	,573	1	,177	,352	,085
	Sig. (B)	,004	,405	,907	,745	,922	,890	,792	,241	,000	,039	,000	,327	
Social innovation (SI)	C de Pearson	-,156	,139	,116	,093	-,056	,129	,331	,245	,187	,177	1	,545	,474
	Sig. (B)	,069	,106	,178	,282	,516	,134	,000	,004	,029	,039	,000	,000	
Social value (SV)	C de Pearson	-,016	,077	,143	,164	-,018	,015	,245	,093	,198	,352	,545	1	,308
	Sig. (B)	,853	,371	,097	,057	,835	,859	,004	,284	,021	,000	,000	,000	
Entrepreneurship management (EM)	C de Pearson	-,127	,069	-,046	-,058	,008	,055	,516	,217	,291	,085	,474	,308	1
	Sig. (B)	,142	,424	,597	,504	,930	,522	,000	,011	,001	,327	,000	,000	

\* The correlation is significant at the 0.05 level (bilateral).

\*\* The correlation is significant at the 0.01 level (bilateral).

As can be seen in the table, we find various significant relationships between input or dependent variables and the resulting variable “Perceived possibility of social entrepreneurship (PPSE)”, with different levels of significance. In green, we present the significant relationships at the 0.01 level (two-tailed), while in yellow are presented the ones with a 0.05 level of significance.

The main result we find in this sense is that considering the obtained sample from the survey, the PPSE variable is strongly associated with the country of residence of the respondent, and to a lesser extent, the nationality of the individual. These two variables are strongly related (in most cases the nationality will match with the country of residence) but also we will find cases in which a sufficient number of individuals belong to a different nationality from the country of residence.

Taking into account the first of these relationships we can affirm that there are significant differences in social entrepreneurship capacity depending on the country of residence, such that the countries with a greater willingness to undertake would be Egypt and Tunisia (with a mean value of 0.84 in a range between 0 and 1) while Italy would be in the country with the least willingness to do so (with values of 0.30 in the mean of this variable). In turn, Greece, Jordan, and Spain would present very similar values (0.40, 0.38, and 0.37 respectively). As we will see later, when explaining the model that emerged from a multivariate analysis based on the binary logistic regression, the location in one country

or another will be a conditioning factor in the possibility of developing entrepreneurial activities.

Taking into account the nationality we can find out how Egypt and Tunisia continue to be the countries with a greater predisposition to social entrepreneurship (with values of

0.84), followed by Greece (0.48). Among Greek nationals and Jordanian (0.38), Spanish (0.35), and Italians (0.32) a non-defined group of nationalities emerges that would facilitate this behavior with values of 0.40.

Even though gender is not a variable that shows a significant relationship with the possibility of entrepreneurship, we consider it important to analyze its behavior and we see that, for the obtained sample, there is a significant difference in the determination to undertake based on gender. We can affirm that men perceive themselves as having a greater ability to undertake to a greater extent than women (with values of 0.65 and 0.61), which is striking in a sample that is characterized by its strong masculinization, as has already been seen previously.

If we analyze the behavior of the educational level variable about the ability to undertake entrepreneurship we will see that there are no statistically significant differences in the self-perception that the individuals have in the different educational levels.

In the field of education, an element that will have a significantly positive relationship with the perception of competence for entrepreneurship is taking specific training in this area. Individuals who have received training in this area have a men's self-perceived skill value of 0.68 (on a scale from 0 to 1) compared to those who have not received such training (who score values of 0.49). This result supports the hypothesis that it is necessary to continue developing specific training activities in the field of social entrepreneurship to promote the implementation of such activities.

To conclude this section, we would like to present some results that we consider to be extremely important in the possible relationship between the development of competencies associated with the five dimensions that we have already discussed.

We cannot ignore that these statements should be taken into account for the sample studied, which has limitations in terms of sample size and the fact that we do not know the specific content of the training that the individuals have undergone.

Taking this into account, we can affirm that there is a statistically significant relationship between developing training activities and two of the five dimensions: social innovation and entrepreneurship management.

Although in the binomial analysis, there is no significant relationship between the behavior of the Personal Competencies and Experience in Training Activities variables, we found a paradoxical behavior of these variables when comparing means. This

paradoxical behavior is that there is a significant difference in scores between those who perform these types of activities and those who do not, in such a way that the subjects who have received specific training in this field score worse than those who have not.

In the case of the relationship between Social Value Creation and Experience in previous training activities, it is going to be different from the previous one, so those individuals who have carried out training activities tend to score significantly better than those who have not (an average of 17.21 compared to 16.74 respectively).

Something similar happens with the entrepreneurship management variable. The individuals who have carried out training activities have better means of entrepreneurship management (13.35), than those who have not (11.65).

#### **d) Multivariate analysis using binary logistic regression**

To finish the analysis of the results, we are going to build two models using the application of a binary logistic regression analysis. The objective of this type of technique is to be able to provide an explanation about the behavior of a variable (in this case the ability to undertake entrepreneurship initiatives) using the concurrence of a series of variables.

The first model is being built using individual variables (gender and age), structural (educational level, country of residence), and experimental ex-post facto variables (training activities). As can be seen in the following table, in the concurrence of all the variables, the only one that has statistical significance is the country of residence, so we can affirm that the ability to undertake social entrepreneurship of the sample is only and exclusively measured by this variable.

This leads us to think that it is necessary to investigate the socio-economic and cultural aspects of the countries that act as determinants. As can be seen in the model, residing in Egypt or Tunisia significantly increases self-perceived competence in the field of social entrepreneurship. Analyzing in more detail the dynamics that develop in these countries around entrepreneurship can guide us very appropriately to make decisions that result in an improvement in this area.

Structural components of the possibility of entrepreneurship.

	B	E.T.	Wald	gl	Sig.	Exp(B)
Paso 1(a) Man (ref Woman)	,050	,421	,014	1	,905	1,052
Age	,035	,037	,923	1	,337	1,036
Post completed(ref)			,702	2	,704	
Completed Compulsory	,276	,784	,124	1	,725	1,318
Posts non-completed	,588	,732	,646	1	,422	1,800
No experi. (vs yes)	-,694	,450	2,382	1	,123	,499
Jordan			23,010	5	,000	
Spain	,082	,781	,011	1	,916	1,086
Italy	,041	,742	,003	1	,956	1,042
Greece	,281	,661	,181	1	,671	1,325
Egypt	2,404	,843	8,134	1	,004	11,065
Tunisia	2,391	,716	11,167	1	,001	10,927
Constant	-1,311	1,311	,999	1	,317	,270

Abbreviations legend:

B= Beta  
 E.T.= error estandar (standard error)  
 Wald= Prueba de Wald (Wald Test)  
 gl= grados de libertad( degrees of freedom)  
 Sig= Significacion (Signification)  
 : Exp(B)= exponencial de Bet (Exponential of Bet)

The second proposed model is established from the interaction of the different dimensions of entrepreneurship concerning the outcome variable. In this case, the variable referring to Entrepreneurial Management Competence is the one that most effectively explains whether individuals feel competent or not to carry out social entrepreneurship tasks at this time.

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## Dimensions of entrepreneurship linked to the possibility of entrepreneurship.

	B	E.T.	Wald	gl	Sig.	Exp(B)
Paso 1(a) Personal competencies	-,083	,133	,385	1	,535	,921
Leadership and social change	-,017	,130	,017	1	,896	,983
Social innovation	,073	,086	,715	1	,398	1,075
Social value creation	,081	,107	,570	1	,450	1,084
Entrepreneurship management	,318	,072	19,732	1	,000	1,375
Constant	-4,569	2,809	2,647	1	,104	,010

a Variable(s) introduced (s) in step 1: CP\_Completa\_Sum, LCS\_Completa\_sum, IS\_Completa\_Sum, VS\_Completa\_Sum, GE\_Completa\_Sum.

### 3.3. Results of the qualitative diagnosis

As stated at the beginning of this chapter, the characteristics of the overall objective necessitated a mixed-methods approach, which combined an empirical study with a systematic identification and categorization of best practices.

The qualitative dimension of the empirical study was mainly concerned with identifying and analyzing the discursive construction of the different actors responsible for the youth field concerning the “youth-social entrepreneurship” binomial, with special emphasis on the difficulties associated with the group itself, as well as the possible solutions.

To achieve this, the focus group technique was used, as explained in the section on methodological characteristics.

The following presents the main findings that emerged from the application of this technique, as well as a discussion about these findings.

#### 3.3.1. Consensus about the “young social entrepreneur”

The social representation that the different informant profiles have across the participating countries is quite similar, so it is possible to identify a series of common descriptors, which we will present briefly.

##### a) The social entrepreneur as a “subject of values”

The first element that articulates the social construction around the figure of the social entrepreneur is its ethical-moral dimension. The social entrepreneur is characterized by possessing a series of ethical traits and values that necessarily lead him to commit to improving the social conditions in which he operates, and as an extension of this, to transforming reality towards a more just, equitable and solidarity-based model.

*“In terms of values, they clarified that the social entrepreneur should have faith in the problem he/she deals with and think about the possible solutions and the impact”*

In this sense, the social entrepreneur is positioned as a leading and active actor, at the same time, that he acts as a facilitator of changes around him.

*“The social entrepreneur is someone who believes in social values and shares many principles as an active citizen in this world”.*

Likewise, the ethical-cognitive framework in which social entrepreneurship activity is developed is not decontextualized or historical but is guided by the principle of impact measurement and sustainability.

*“A social entrepreneur should be guided by the social and sustainable impact that their entrepreneurial venture will have”.*

*“They are always looking for creative solutions to address a specific problem, benefit from big opportunities, or leverage success to make the community thrive”.*

## **b) The social entrepreneur as a “connected and committed subject to the reality that surrounds him”**

A second fundamental element in the definition of the social entrepreneur is his liked and rooted character. The social entrepreneur is only understood from a reference community, in which he develops his activity and to which he devotes his efforts. The social entrepreneur is not a “parachutist” but develops a strong connection with the community.

*“The main factor that contributes to talent is the community”.*

*“The social entrepreneur should be a leader in the local community”.*

*“ They should have enhanced collaboration and networking skills”.*

The connection with the community does not necessarily have to have a biographical connection, but it does require a high and intense level of empathy to be meaningful.

*“Personal experiences can generate a special passion in social entrepreneurs towards a social problem”.*

This interweaving provides him with situated and experiential knowledge, which improves his ability to influence and be effective in carrying out his actions.

*“ Sometimes people can pursue trendy ideas because they are clearly stated, and it is important because people know them. However, real problems are still hidden, not well known, and deeply rooted in society. The true social entrepreneur should be able to see the main social problems and create an adequate solution for them”.*



*“Conducting a social analysis in the place where the project will be implemented is crucial as social entrepreneurs must be aware of the traditional aspect and how people perceive the problem”.*

*“Social entrepreneurs need to “listen” to social needs to find ways to respond to them”.*

### c) The social entrepreneur as a “competent” subject

A particularly significant third element is that the social entrepreneur is perceived as a subject possessing a series of knowledge, skills, and abilities that result in the effective performance of their actions. Among this know-how, the ability to identify needs and formulate novel, effective and high-impact solutions stands out, all oriented by a certain way of understanding the world in ethical terms.

*“A social entrepreneur who has a significant level of empathy and passion for social problems (talent) is not necessarily successful. The social entrepreneur must be intelligent and have the necessary skills to provide appropriate services to the community”.*

*“First, they must have a vision and a mission for their idea. They ask what the problem could be in all aspects, why they want to address it, and how it will be addressed. Additionally, the mission and vision must align with reality and be applicable. Second, they must be able to create a business model, analyze data, and think about quality and quantity; social entrepreneurs must have basic business skills. Third, the social entrepreneur can measure the desired impact with real, quantitative, and quality results and read data accurately to be able to articulate the next step. Fourth, be decisive, consistent, resilient, and capable of development. Therefore, they will be able to adapt to different circumstances, seek innovative solutions, and be able to overcome obstacles. Fifth, participants discuss other characteristics that can support social entrepreneurs, such as having personal experience and a creative idea”.*

Along with more technical knowledge, skills, and abilities, elements related to process management and interpersonal relationships are also advocated.

*“They must be flexible to overcome obstacles and consider other alternatives. Participants stated that one of the main skills that can help overcome limitations is promotion and social entrepreneurs should be able to convince donors and target audiences about their ideas”.*

*“Vision, perseverance and strategic planning skills, as well as mental resilience and the willingness to receive training and continuous development are very important qualities for the social entrepreneur”.*

### d) The social entrepreneur as a “subject in construction”

Regarding the innate-acquired nature of the qualities of the social entrepreneur, there is a widespread consensus that they are not mutually exclusive but rather often manifest synergistically. This means that through self-recognition of specific sensitivities and skills (closely linked to autobiographical elements), an objective orientation and training process takes place.

*“When discussing social entrepreneurship as an innate element, participants differentiated between innate and acquired talent and skills”.*

*“The question of whether social entrepreneurship is an innate element or something that can be incorporated, all participants agreed that it is a combination of being aware of social issues from a young age..., with an increased sensitivity throughout one’s growth and interaction with social issues”.*

At this point, the shaping role of structured training programs, whether formal or informal, is emphasized concerning social entrepreneurship.

*“Social entrepreneurship should not be a product of training but rather a part of the education that people receive during their school years, and the training that is supposed to help this particular target group in their later life is not the training that should be”.*

### **3.3.2. Limitations in social entrepreneurship among young people**

Regarding which ones are the main elements that act as limitations for entrepreneurship among the youth as social entrepreneurs, we find a consolidated consensus that gives us the idea that the problems associated with this type of activity are structural regardless of the considered territory.

We present the limitations grouped in thematic blocks and ordered according to the level of saturation reached in the discourse throughout the different focus groups.

#### **a) Social limitations**

The first block of limitations is related to the social image that is projected about social entrepreneurship. In most cases, there is a strong ignorance about the characteristics of this type of activity, which is translated into a disincentive to take part in it.

*“The wrong idea about social enterprises among the general public who believe that social enterprises are non-profit organizations which offer their free products and should have great discounts in their services”.*

*“The concept of social entrepreneurship is not common knowledge which makes the mission of the youth to be more difficult to convince their families and close network”.*

This general ignorance about social entrepreneurship coexists with a perception of being a “counterculture practice”, that tends to ideologize and idealize it, assuming that this is a mechanism of selection regarding the possible interested subjects in these activities.

#### **b) Political-legal limitations**

A second block of difficulties is related to the political and legal field, where what stands out the most is a deficit of accessible and affordable institutional support that enables access and consolidation in the practice of social entrepreneurship.

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Not all countries have specific regulations that govern this type of activity and all the countries agree that there is a high bureaucratic burden to access support resources or to implement the activity. All of this translates into an additional difficulty for the performance of the entrepreneurial activity and becomes an incentive for early abandonment of such activity.

*“There is no specific law for social entrepreneurship”.*

*“The bureaucracy that enterprises should get over is enormous to being able to work legally and in different places”.*

### c) Economic limitations

The political and legal limitations are intimately related to the difficulty in accessing sufficient financing with which to start the entrepreneurial activity until it is self-sufficient. This block coincides with insufficient availability of resources of different kinds (not only monetary) but also the difficulty to access financing or make use of it.

*“To start a social enterprise, that should have a large amount of capital”.*

*“The financial problem emerges with the legal limitations. The social enterprises pay high taxes that could block the sustainability of the enterprise”.*

*“Funding limitations; the lack of knowledge of who is responsible for the distribution of funds causes a big problem”.*

### d) Training limitations

The training limitations related to both the formats and the methodologies that support the activity of social entrepreneurship are one of the most significant blocks when it comes to conditioning the practice of social entrepreneurship.

*“It is extremely difficult to find and receive education or formal training about social entrepreneurship”.*

There is consensus among the different participants when it comes to affirming that there is a significant distance between the needs of training, both in terms of content and methodological practices, with the training activities that are proposed.

Regarding methodological issues, it is claimed a model is based on mentoring, in learning by problems, and in learning based on practice than in methodologies of a magisterial nature.

Regarding the contents, the incorporation of a more choral set of knowledge and skills is claimed, very much in line with the five dimensions of social entrepreneurship that have been raised at different times in this work.

*“Regarding training, participants in both focus groups agreed that the necessary training from their perspective included entrepreneurial awareness, team building and networking, financial management, data management, and emotional intelligence. Additionally, they suggested that practical experience can build a strong spirit and master skills. The ability to develop better capacity and identify each case are crucial skills, but people will have rough knowledge when they try it”.*

Along with the previously expressed ideas, training in this field is advocated from a lifelong learning perspective, as an open and flexible system through progressive updates, rather than just a one-time acquisition of knowledge.

*“However, participants clarified that proper training should be based on a process and analysis. There should be an assessment for social enterprises to determine what they need to develop, acquire or eliminate to offer a better outcome. The training analysis should specify what people need as skills, how this can relate to the problem they are addressing and the implementation within the community. Participants in the focus group stressed the importance of how to learn rather than what to learn; in theory, all training can fit well, but the practical aspect is what matters”.*

### e) Technological limitations

Along with the previously mentioned limitations, and with a certain level of connection with the economic limitations, we find the limitations of a scientific-technical nature, which translate into difficulties in knowledge management, competitiveness, and sustainability.

*“Regarding the technological obstacle, most of the social entrepreneurs do not have enough technological resources, training or knowledge”.*

### f) Environmental limitations

The last block of limitations that emerged in this phase of the project was related to the difficulties to configure and access entrepreneurial ecosystems that will result in synergies for the participants both from the material logistics and from the generation and management of entrepreneurial dynamics point of view.

*“The participants have mentioned some limitations related to the work environment; the colleagues that are working in the enterprise should share the values according to the social impact for which they are working”.*

*“Therefore, the social enterprises should have a solid work team to be able to pay attention to fragile communications and to adapt to different situations”.*

### 3.3.3. Strategies to overcome limitations

As a response to the previously identified limitations, a series of strategies grouped around four themes, are grouped.

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## a) Institutional transformations

The first axis articulates a series of proposals that have in common the institutional transformation at different levels. This institutional transformation has to be with explicit support for social entrepreneurship by the different social actors with responsibility, so it will be visible as an option and an opportunity for employability and standardized social intervention that is differentiated from other proposals.

Along with this, the institutional transformation also has to be with a reduction in bureaucracy and greater and more explicit support for social entrepreneurship activity which will be translated into regulation, economic support, and management.

*“It is necessary to develop a governmental strategy with awareness programs and development of short-term skills at the secondary level of education to directly address young people”.*

*“Institutional gap and bureaucracy”.*

## b) New training models to support social entrepreneurship

A second issue that results are especially relevant to is the reformulation of the training strategy in the field of social entrepreneurship, in such a way that it is answered effectively and efficiently to the training needs in this field. This reformulation necessarily goes through a revision of contents, to make them coincide with actual practices, as well as the learning methodologies, prioritizing the continuous, specialized, and collaborative training.

*“There should be two important pillars: knowledge of personality and personalized analysis. Entrepreneurs should be aware of their weaknesses and strengths to develop the necessary mindset for social entrepreneurship. Effective training should be practical, not theoretical. The training cycle has providers, apprentices, and executors. The principal objective is to transform the students into executors of their communities”.*

*“Mentoring will be necessary for the social enterprise to move to the next level”.*

## c) Network generation

In the third place, it is identified as essential to generate dynamics and processes leading to the creation of entrepreneurial networks and ecosystems, in which multiple actors participate and whose scope of application is multilevel.

*“Therefore, the diffusion of social initiatives could contribute to the required change in the community. Also, the participants suggested having an open-door policy; to take advantage of each opportunity and build a network that helps social enterprises. They recommended a network with similar interests or experience in social entrepreneurship. It will be easier for social entrepreneurs to be surrounded by experienced people that could suggest or help to solve a problem. Meanwhile, the social entrepreneur should not deal with all the problems alone and should have the support of the network, the community, and the government”.*

*“Also, social entrepreneurs should know all the actors with whom they are going to deal and identify them”.*



### 3.4. Discussion and conclusions

Being able to carry out a proper discussion of the previously presented results is extremely complicated due to two fundamental issues: a) first, the difficulty of comparing results obtained from different methodologies, especially in a work environment characterized by a lack of consensus regarding its theoretical, methodological and applied foundations. The reality of social entrepreneurship varies greatly depending on the geographical, cultural, and academic context we are considering; b) secondly, there is a clear deficit of consolidated empirical material in the Mediterranean region, making it a challenge to determine whether the results of this study are aligned with those of other studies produced in the same context.

Taking into consideration these two limitations, we proceed to discuss the results of our investigation with the main reference in terms of social entrepreneurship available worldwide (taking into account that the referred data in this document are from 2015 and it was not possible to identify any update of the same). We refer to the Special Report on Social Entrepreneurship proposed by the Global Entrepreneurship Monitor (GEM) network. This investigation of entrepreneurial activities is based on interviews with 167.793 adults in 58 economies in 2015, and therefore it is the biggest comparative study about social entrepreneurship in the world until now.

The results of our study coincide with those of this work in terms of the sociodemographic characterization of the social entrepreneur.

The global proportion of social entrepreneurs in the world is 55% men compared to 45% women. The gender gap in this field is significant but it tends to be less than what we find in traditional or commercial entrepreneurial activity. In addition, we find that there is a horizontal segmentation by gender, dedicating women to a niche of activity with social orientations in a more pronounced way.

Social entrepreneurship is strongly associated with young people, as it recognizes in them the most idealistic attributes concerning the desire for social change. The results of both our study and the GEM Report show that this is partially true, since the age range between 20 and 34, in the case of our study, and 18 to 34 in the case of GEM, are those that present a greater representation of social entrepreneurs or subjects interested in this subject.

Regarding the educational level, we find that there is variability depending on the territorial area, even though there is a tendency for interest in this type of activity to be more linked to the availability of higher education. The GEM study suggests that in the case of the Euro-Mediterranean area, at least 62% of the subjects interested in social entrepreneurship have post-compulsory studies.

Regarding the reason to be and the nature of social entrepreneurship, their “social vocation” is confirmed. The results of the GEM study, as in our case, confirm that social entrepreneurs consistently aim to create value, that is, their dominant objectives are social (although in some cases choosing because capturing value is justified) in line with the

statement *“For my organization, generating value for society and the environment is more important than generating financial value for the company”*.

The need to link entrepreneurial activity with situated knowledge, innovative practice, and ecosystemic collaboration is something that appears consistently in both studies. As in the case of traditional entrepreneurship, potential users of social entrepreneurship increasingly demand innovative products and services that adequately meet their needs. The different target groups participating in this study maintain that social entrepreneurship requires innovative solutions or approaches, as the social problem would not exist if it could have been solved through traditional adoption.

An emerging issue in social entrepreneurship but still unresolved is the ability to generate social value and measure its impact. Much of the process of professionalizing social entrepreneurship has to do with the incorporation of skills and competencies in this regard, as well as in the field of strategic management of entrepreneurship. Measuring impacts is a validation and guidance mechanism for actions while also serving as a necessary accountability strategy.

Among the main difficulties encountered is that social entrepreneurship is an activity that takes place in a market context, so aspects such as regulation, access to resources, or the tension between the need to create social value and the need to capture value act as strong conditioning factors for the practice of social entrepreneurship, becoming focal points for proposing corrective actions.

The perceived social image of social entrepreneurship is seen as a limitation, but also as a potential. To the extent that a clearer vision of the social function of social entrepreneurship can be given, as well as greater legitimacy as an activity developed in an economic environment, its acceptability will be greater and this can translate into a normalization of its choice as a socio-professional activity.

There is a persistent perception of a lack of institutional support for social entrepreneurship, ranging from economic support (according to GEM, almost 63% of social entrepreneurs struggle to find funding to carry out their project, and 38% of social entrepreneurs worldwide rely on government funding, family and banks) to regulation or support in cross-cutting issues. This last issue directly connects with the need to consolidate a practice based on evidence in training and support in social entrepreneurship since the available resources and guidelines so far have been redundant and ineffective.

## **4. Resources for the diagnosis of social entrepreneurship among young people**

### **4.1. Index for self-assessment in social entrepreneurship skills among young people**

Education in social entrepreneurship has become a first-order element for a multitude of entities from the administration, the educational sector (formal or non-formal), or the third-sector organizations, to such an extent that entrepreneurship is recognized as a relevant aspect for the education of the young people within goal 4 for sustainable development (UNESCO, 2019).

Fortunately, nowadays it is possible to identify a certain analysis availability in the field of social entrepreneurship that has into consideration the formative and educational

aspects. Some of the works more significant are the contributions of Hamizan-Roslan, Taha Ijab, and Bukhari (2019) who make a reasoned argument about the integration of training

in social entrepreneurship in the field of higher education; as well as, Solomon, Alabduljader, and Ramani (2019) who show how significantly has increased the demand for training in this field by the university students as well as indicating which are the most consolidated trends in this area.

Given the interest and potential of the training in social entrepreneurship with young people as subjects of reference, it is necessary to consolidate tools that allow to advance and consolidate the knowledge in this field as well as they are operational and designed from an applied point of view in training processes in the field of social entrepreneurship.

In the social entrepreneurship field, are necessary reliable evaluation instruments to fulfill this value purpose. It is a relatively new field and that is why, there is still a wide scope for research in its different dimensions; but, specifically, the evaluation is clearly in an initiation phase. We count on studies about the enterprising personality (Becherer and Mauer, 1999; Crant, 1996), the determinant variables of entrepreneurial intention (Liñan, Santos, and Fernandez, 2001; Sánchez, Lanero and Yurrebaso, 2005), and some surveys about the enterprising personality (Sánchez, 2010) or the attitudes of the young entrepreneur (Athayde, 2009).

In this sense, the objective of this document is to propose a self-assessment instrument of the competencies of social entrepreneurship whose preferential subject would be young people based on a systematic review of the literature.

In the systematic review of the literature, we can identify different works (Lackéus, 2014; Sáenz-Bilbao and López-Vélez, 2015; Orhei, Nandram, and Vinke, 2015; Miller et al. 2012; Portuguese, Valenzuela, and Navarro, 2018; Capella-Peris, Gil-Gómez, Martí-Puig, and Ruiz-Bernardo, 2016; Capella-Peris, Gil-Gómez, Martí-Puig, and Ruiz-Bernardo, 2019) which objective is to address the operationalization of competencies associated with social entrepreneurship, and even some proposal for a measurement instrument, although there is a clear deficit in those approaches that have young people as their main subject.

From the theoretical review of each of the studies previously mentioned, we continued to build an operational definition according to the contextual framework of the project in which the present tool will be applied and which is also in line with the consulted bibliography.

In appendix 1 of the present document, there is a concretion in the form of an index of the previously expressed operationalization.

## **4.2. Methodological proposal for identifying and analyzing good practices in promoting social entrepreneurship among young people**

### **4.2.1. General guidelines**

In recent years there has been recruited an increase in the development of programs and initiatives whose objective is to promote social entrepreneurship, especially among young people, so it is even more necessary to worry about the quality evaluation of these projects, their degree of success, to try to inform about the possible weaknesses and



strengths that may present. A strategy, which in addition to being evaluative, is oriented towards cross-learning, is the identification of good practices.

Good practices could be defined in multiple ways. However, a common thread running through most definitions implies strategies, approaches, and/or activities that have shown to be effective, efficient, sustainable, and/or transferable, and reliably lead to the desired result. Good practices in the EWSI (European Website on Integration) have been collected through a template that has been developed specifically for this purpose and includes all the information necessary to judge whether the practice is adaptable to other contexts.

In this document, we pretend to facilitate the identification process and the analysis of projects and actions likely to be considered good practices, based on a series of general criteria that are presented in later parts of this document.

#### 4.2.2. Process of gathering initiatives

Once the general criteria for the identification of good practices have been defined, it is necessary to give some guidelines in the process of searching for and identifying good practices.

- In the first place, it is important to influence the idea that they are good practices in use. It is important that the examples of good practices are not based only on abstract ideas, but are being applied at the time of identification.
- In the second place, it is worth noting the difference between the concept of good practices used here and the term good practices, which refers to the “best practices”. In this document, it has been decided to propose a series of indicators, in such a way that they allow the selection of those experiences that meet a series of criteria, that are useful for the application by other entities, and that cover the representation in various fields. The application of these indicators does not imply a hierarchical evaluation of the possible practices chosen, but rather they guarantee selection standards.
- To be evaluated positively as a good practice, a case should have at least 6 of these distinctive traits.
- As a guide, Appendix II suggests a form to systematically identify and collect good practices, while Appendix III serves as a repository for some of the good practices identified during the development of this project.

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**Anexo I Survey used:** [https://drive.google.com/file/d/16paV\\_wGp4F6\\_pOr-wq95WQ0jBhuXEr6r/view?usp=share\\_link](https://drive.google.com/file/d/16paV_wGp4F6_pOr-wq95WQ0jBhuXEr6r/view?usp=share_link)

**Anexo II. Good practices:**

[https://docs.google.com/document/d/1dERQluiVNckFJq3QYo9YaKWxdLKPviogMf-Y\\_FKmvB0/edit?usp=share\\_link](https://docs.google.com/document/d/1dERQluiVNckFJq3QYo9YaKWxdLKPviogMf-Y_FKmvB0/edit?usp=share_link)

**Anexo III. Examples of good practices:**

[https://drive.google.com/drive/folders/1M1Lmp1Xd8U3SHxSTYqoP9HcLMkLsbJmq?usp=share\\_link](https://drive.google.com/drive/folders/1M1Lmp1Xd8U3SHxSTYqoP9HcLMkLsbJmq?usp=share_link)



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