



Co-funded by the  
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**SEntrA**

# Comparative Analysis

youth entrepreneurship and social entrepreneurship in Cyprus,  
Greece, Ireland, Norway and Romania.



Ollscoil  
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an Atlantaigh  
  
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# The SEntra project Overview

on social entrepreneurship and youth entrepreneurship



## The SEntrA project Overview

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- The SEntrA project aims to promote social entrepreneurship among young people by offering a set of non-formal learning tools supporting youth workers and organizations to actively enhance youth social entrepreneurship.



## **Specific objectives:**

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- Develop research-based knowledge on the social entrepreneurship landscape mainly but not exclusively in the five European countries involved (CY, GR, RO, NO, IE), with a particular focus on youth entrepreneurship and with regard to current policies, key trends, legislation & development issues (based upon the UN Sustainable Development Goals).



- Develop a manual in alignment with the EntrComp Framework of the EC that will describe the framework of the relevant skills & competencies, as well as the methodologies, way of thinking and environment required to support youth acceleration in social entrepreneurship



- Design a training toolkit as an educational tool that can be used by youth workers & youth organizations to prepare young people to develop social enterprises (aiming at reaching concrete Sustainable Development Goals)



- Develop an online learning platform providing free access to young people, youth workers/organizations and decision-makers/stakeholders to create and develop social businesses and enterprises.



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# Young people's perspective

on social entrepreneurship and youth entrepreneurship





## Methodology & profile of stakeholders

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- Online survey
- Online focus groups
- Online interviews
- 292 young people
- 71 Stakeholders\*

\* Stakeholders involved in the SEnTrA project were:

- Experts coming from a consultancy company in entrepreneurship education;
- University professors teaching entrepreneurship;
- Young leaders in youth organizations;
- Researchers in the field of social entrepreneurship;
- Leaders of NGOs working in entrepreneurship/social entrepreneurship;
- Youth workers and practitioners in the youth work field or youth civic or volunteer initiatives.



## Key findings - perception, initiatives & motivation

- ◉ More initiatives in the urban areas than in rural areas
- ◉ Focus on social / charity activities, education, health, environment
- ◉ Young people are more likely to volunteer/engage while in high school or university/college
- ◉ **Motivation:**
  - to connect to other people with whom they share the same values
  - develop important skills for future jobs and improve their CVs
  - it's fashionable
  - it gives you the feeling that you're doing something "cool"



# What motivates young people to start their own social, civic, non-profit initiative or social business in your country?

	Cyprus	Greece	Ireland	Norway	Romania	Average
To be independent and self-employed/entrepreneur	50%	59%	55%	90%	44%	59%
To help those in need	73%	76%	56%	48%	70%	65%
To secure financial well-being	50%	35%	51%	52%	44%	46%
To spot a funding opportunity provided by the government/EU/private investor for such initiatives	23%	17%	16%	5%	28%	18%
To strategically solve a problem in their community	62%	45%	38%	29%	58%	46%



## Some useful insights..

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- Helping those in need was the top ranking choice as to why young people would get involved in social enterprises getting 65% of the 1st choice score.
- Norway recorded a score of 90% for young people viewing social enterprises as a viable career or source of independent employment.
- Altruism is the predominant motivating factor.  
“ I think they’re really fantastic for giving back to the community and helping give others the opportunities and skills that you have been given.” Irish youth interviewee



# Factors that stop young people from starting their own social, civic, non-profit initiative or social business

	Cyprus	Greece	Ireland	Norway	Romania	Average
It is too complicated to start a social enterprise or initiative in our country	58%	38%	8%	5%	19%	25%
Lack of confidence	73%	79%	69%	57%	81%	72%
Lack of financial resources	65%	69%	71%	29%	81%	63%
Lack of motivation/interest in solving community problems	50%	45%	25%	52%	44%	43%
Lack of time as they are too busy in School/work	23%	21%	50%	52%	28%	35%
Lack of useful information and guidance	38%	45%	42%	67%	66%	52%
There are so many other social initiatives there	12%	7%	4%	0%	3%	5%
Lack of Entrepreneurial Competences	46%	28%	23%	52%	53%	40%



## Some useful insights..

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- Lack of confidence was cited as the biggest obstacle preventing young people from starting a social enterprise or business with 72% of the respondents.
- This correlates with the beliefs expressed in the questions on competencies answered by both the young people and key stakeholders.
- Young people from all countries did not believe that there was an over-supply of social enterprises or services provided by social businesses.



## support for more engagement

	Cyprus	Greece	Ireland	Norway	Romania	Average
Competences building activities	54%	21%	52%	81%	63%	<b>54%</b>
Mentorship and guidance	81%	66%	75%	86%	75%	<b>77%</b>
Networking with other entrepreneurs	58%	69%	43%	76%	84%	<b>66%</b>
Financial resources	77%	76%	64%	76%	59%	<b>70%</b>
Easy legal process of starting business	73%	48%	38%	29%	63%	<b>50%</b>



## Some useful insights..

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- Mentorship and Guidance is viewed as the single most important support with 77% of the respondents.
- However, this is closely followed by financial resources at 70%.
- Solutions include:
  - to advertise more the volunteering opportunities (social media)
  - to have this topic of volunteering taught in schools, to be added to the standard curriculum
  - corporations should value more such activities when they hire young people.



# Entrepreneurship competences

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# Evaluation of the Entrepreneurship competences

	Ireland		Norway		Greece		Romania		Cyprus		Average
	Average	Mode	Average	Mode	Average	Mode	Average	Mode	Average	Mode	
<b>Ideas &amp; opportunities</b>											
Spotting opportunities (Use your imagination and abilities to identify opportunities for creating value)	3.14	3	3.38	4	3.24	4	3.63	4	2.5	3	3.18
Creativity (Develop creative and purposeful ideas)	3.08	3	3.52	4	3.86	4	3.69	4	3.5	3	3.53
Vision (Work towards your vision of the future)	3.54	4	3.67	4	3.86	5	3.84	4	3.1	3	3.60
Valuing ideas (Make the most of ideas and opportunities)	3.36	3	3.52	4	3.55	4	3.66	4	3	3	3.42
Ethical & sustainable thinking (Assess the consequences and impact of ideas, opportunities and actions)	3.38	3	4	5	3.74	5	3.84	4	2.6	3	3.51
<b>Average for Ideas &amp; Opportunities</b>	<b>3.3</b>		<b>3.62</b>		<b>3.64</b>		<b>3.73</b>		<b>2.94</b>		<b>3.45</b>
<b>Resources</b>											
Self-awareness and self-efficacy (Believe in yourself and keep developing)	3.57	4	3.57	4	4	5	3.81	4	3.4	3	3.67
Motivation and perseverance (Stay focused and don't give up)	3.48	3	3.48	3	3.79	3	3.88	5	3.1	2	3.55
Mobilizing resources (Gather and manage the resources you need)	3.33	4	3.33	4	3.44	4	3.56	4	2.6	3	3.25
Financial and economic literacy (Develop financial and economic know-how)	2.76	3	2.76	3	3.27	3	3.44	5	2.7	4	2.99
Mobilizing others (Inspire, enthuse and get others on board)	3.9	4	3.9	4	3.41	3	3.63	5	2.9	4	3.55
<b>Average for Resources</b>	<b>3.41</b>		<b>3.41</b>		<b>3.58</b>		<b>3.66</b>		<b>2.94</b>		<b>3.4</b>
<b>Into action</b>											
Taking the initiative (Go for it)	3.05	3	3.05	3	3.55	5	3.72	3	3	3	3.27
Planning and management (Prioritize, organize and follow-up)	3.14	3	3.14	3	3.89	5	3.84	5	3.2	4	3.44
Coping with uncertainty, ambiguity, and risk (Make decisions dealing with uncertainty, ambiguity and risk)	3.1	2	3.1	2	3.34	3	3.13	4	2.6	3	3.05
Working with others (Team up, collaborate and network)	3.9	4	3.9	4	4.03	4	3.81	3	3.4	4	3.81
Learning through experience (Learn by doing)	4.24	5	4.24	5	4.34	5	4.25	5	4	4	4.21
<b>Average for Into action</b>	<b>3.49</b>		<b>3.49</b>		<b>3.83</b>		<b>3.75</b>		<b>3.24</b>		<b>3.56</b>



## Some useful insights..

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- No competency scored an average of 4 out of 5.
- This indicates a widespread lack of confidence amongst the respondents in each area assessed.
- Participants were comfortable with the practical hands-on aspects of media than they were with the more conceptual aspects. However the net differences were small.
- Financial and economic literacy was ranked the lowest at 2.99 out of 5. This indicates both a lack of confidence in the mechanics of financial control and a lack of knowledge/insight on the broader macro economic landscapes.



# Where did you acquire your entrepreneurship competences?

	Cyprus	Greece	Ireland	Norway	Romania	Average
I am coming from a family of entrepreneurs	25%	17%	18%	25%	6%	<b>18%</b>
I am part of a hub/incubator/accelerator program	23%	10%	2%	0%	3%	<b>8%</b>
I had specific classes and projects in school/university	62%	48%	62%	86%	72%	<b>66%</b>
I learned by doing, as I started my own initiative/business	31%	28%	14%	10%	16%	<b>20%</b>
Volunteering with various charities	27%	17%	1%	10%	38%	<b>19%</b>
Other	4%	14%	3%	14%	6%	<b>8%</b>



## Some useful insights..

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- Mentorship and Guidance is viewed as the single most important support with 77% of the respondents.
- However, this is closely followed by financial resources at 70%.
- Solutions include:
  - to advertise more the volunteering opportunities (social media)
  - to have this topic of volunteering taught in schools, to be added to the standard curriculum
  - corporations should value more such activities when they hire young people.



# In your opinion, who should support young people to develop their entrepreneurship competences?

	Cyprus	Greece	Ireland	Norway	Romania	Average
Parents/family	65%	55%	58%	58%	53%	<b>58%</b>
Schools	92%	70%	66%	60%	78%	<b>73%</b>
Specialized public agencies	73%	41%	21%	38%	41%	<b>43%</b>
Training companies / business coaching companies	42%	17%	47%	50%	69%	<b>45%</b>
NGOs and youth organizations	42%	48%	38%	38%	69%	<b>47%</b>
Incubators / accelerators	62%	45%	11%	32%	47%	<b>39%</b>
Other	0%	3%	0%	10%	6%	<b>4%</b>



# If you were to get more involved in social initiatives/civic or voluntary initiatives what training would you need?

	Cyprus	Greece	Ireland	Norway	Romania	Average
Coping with uncertainty, ambiguity and risk	35%	24%	68%	57%	63%	49%
Creativity	62%	41%	43%	62%	41%	50%
Ethical & sustainable thinking	35%	24%	24%	48%	22%	31%
Financial and economic literacy	58%	48%	30%	71%	69%	55%
Learning through experience	42%	41%	15%	14%	29%	28%
Mobilizing resources	31%	41%	14%	38%	63%	38%
Motivation and perseverance	46%	31%	33%	52%	47%	42%
Planning and management	46%	45%	25%	76%	41%	47%
Spotting opportunities	42%	38%	39%	33%	41%	39%
Taking the initiative	27%	21%	26%	14%	38%	25%
Valuing ideas	42%	31%	11%	29%	31%	29%
Vision	58%	28%	17%	24%	44%	34%
Mobilizing others	35%	35%	12%	33%	41%	31%
Self-awareness and self-efficacy	50%	35%	19%	43%	38%	37%
Working with others	42%	10%	30%	29%	41%	30%



## Some useful insights..

- ⦿ **The top needs..**

1. Spotting opportunities
2. Creativity
3. Vision
4. Financial and economic literacy

- ⦿ Participants were comfortable with their ability to work in small groups and teams.

- ⦿ This indicates some degree of confidence in their interpersonal communication skills

- ⦿ Overall:  
The Greek participants felt that they were best prepared with the Norwegian participants reporting that they would like training in all of the areas to the greatest extent.



# *Media* competences



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# Evaluation of the Entrepreneurship competences

	Cyprus		Greece		Ireland		Norway		Romania		Average
	Average	Mode	Average	Mode	Average	Mode	Average	Mode	Average	Mode	
<b>Access and Evaluate Information</b>											
Access information efficiently (time) and effectively (sources)	3.65	4	3.86	4	3.74	4	4.29	4	4.09	5	3.93
Evaluate information critically and competently	3.46	4	3.79	4	3.52	4	4.14	4	3.75	4	3.73
<b>Average Access and Evaluate Information</b>	<b>3.56</b>		<b>3.82</b>		<b>3.63</b>		<b>4.21</b>		<b>3.92</b>		<b>3.828</b>
<b>Use and Manage Information</b>											
Use information accurately and creatively for the issue or problem at hand	3.54	4	3.75	4	3.36	3	4.1	4	3.97	4	3.74
Manage the flow of information from a wide variety of sources	3.38	4	3.65	4	3.24	3	4.1	4	3.75	5	3.62
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information	3.54	4	3.44	3	3.07	3	4.14	5	3.75	5	3.59
<b>Average Use and Manage Information</b>	<b>3.49</b>		<b>3.62</b>		<b>3.22</b>		<b>4.11</b>		<b>3.82</b>		<b>3.65</b>
<b>Analyze Media</b>											
Understand both how and why media messages are constructed, and for what purposes	3.58	4	3.72	3	3.44	3	4.24	5	3.63	3	3.72
Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors	3.69	4	3.86	5	3.36	3	4.19	4	3.88	5	3.80
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media	3.46	4	3.65	4	3.14	3	4.14	5	3.38	3	3.55
<b>Average Analyze Media</b>	<b>3.58</b>		<b>3.74</b>		<b>3.31</b>		<b>4.19</b>		<b>3.62</b>		<b>3.69</b>
<b>Create Media Products</b>											
Understand and utilize the most appropriate media creation tools, characteristics and conventions	3.08	3	3.27	3	3.25	3	3.86	3	3.47	4	3.39
Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments	3.31	4	3.31	3	3.05	3	3.95	4	3.5	4	3.42
<b>Average Create Media Products</b>	<b>3.19</b>		<b>3.29</b>		<b>3.15</b>		<b>3.9</b>		<b>3.48</b>		<b>3.40</b>
<b>Apply Technology Effectively</b>											
Use technology as a tool to research, organize, evaluate and communicate information	3.58	3	4.1	4	3.87	5	4	4	4.13	5	3.94
Use digital technologies (computers, PDAs, media players, GPS, etc.), communication or networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy	3.42	4	4.06	5	3.61	3	4	4	4.03	4	3.82
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies	3.35	4	3.82	5	3.2	3	3.9	4	3.59	4	3.57
<b>Average Apply Technology Effectively</b>	<b>3.45</b>		<b>4</b>		<b>3.56</b>		<b>3.97</b>		<b>3.91</b>		<b>3.78</b>



## Some useful insights..

- The average score for all media competencies is self assessed by the respondents as below 4.00. this is similar to the average score for entrepreneurship competencies.
- However, on a more positive note, the range of scores in every category is above 3.00.
- Norwegian young people rated them self highest with a composite score of 20.38 out of 25 while Irish young people appeared the least confident with a composite score of 16.87 out of 25.
- The biggest difference in scores was in the area of ability to use and manage information with an difference of .88 between the two countries.



# Media & Information competence areas would you need to improve?

	Cyprus	Greece	Ireland	Norway	Romania	Average
Access and Evaluate Information	50%	31%	36%	5%	25%	29%
Analyze Media	73%	48%	37%	43%	50%	50%
Apply Technology Effectively	65%	24%	31%	100%	47%	53%
Create Media Products	65%	62%	43%	76%	63%	62%
Use and Manage Information	46%	28%	32%	5%	52%	33%



## Some useful insights..

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- Creating media products was the clear choice of all the young people when asked which type of key skills they would prefer to gain.
- Norwegian young people expressed very high level of confidence in their ability to “Access and Evaluate Information” & “Use and Manage Information” with of 5% of respondents seeking training.
- Overall, Irish young people expressed the lowest level of additional training needs ranking themselves lowest in all 5 categories assessed.

*Social entrepreneurship & SDGs* experience,  
knowledge, support programs

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## Which of the following sustainable development goals do you think are the most relevant for your country?

	Cyprus	Greece	Ireland	Norway	Romania	Average
No Poverty	27%	38%	50%	57%	44%	43%
Zero Hunger	19%	14%	29%	48%	28%	28%
Good Health and Well-being	54%	41%	52%	33%	66%	49%
Quality Education	77%	72%	34%	76%	78%	67%
Gender Equality	65%	31%	18%	76%	13%	41%
Clean Water and Sanitation	12%	10%	10%	48%	31%	22%
Affordable and Clean Energy	27%	31%	17%	48%	13%	27%
Decent Work and Economic Growth	58%	41%	27%	29%	44%	40%
Industry, Innovation and Infrastructure	35%	17%	14%	38%	50%	31%
Reducing Inequality	50%	14%	14%	67%	31%	35%
Sustainable Cities and Communities	42%	41%	15%	38%	25%	32%
Responsible Consumption and Production	27%	35%	9%	29%	22%	24%
Climate Action	54%	55%	20%	71%	41%	48%
Life below water	12%	17%	0%	19%	9%	11%
Life on land	19%	3%	0%	14%	6%	8%
Peace, Justice and Strong Institutions	42%	35%	23%	57%	38%	39%
Partnership for Goals	12%	17%	0%	19%	13%	12%



## Top 3 sustainable development goals considered most relevant for your country?

Cyprus	Greece	Ireland	Norway	Romania
Quality Education (SDG 4)	Quality Education (SDG 4);	Good Health and Well-being (SDG 3)	Climate Action (SDG 13)	Decent Work and Economic Growth (SDG 8)
Gender Equality (SDG 5)	Good Health and Well-being (SDG 3)	No Poverty (SDG 1)	No Poverty (SDG 1)	Quality Education (SDG 4);
Decent Work and Economic Growth (SDG 8)	Climate action (SDG 13)	Quality education (SDG 4)	Gender Inequality (SDG 5);	Climate action (SDG 13)





## Some useful insights..

- *Quality Education* was the highest ranked Sustainable Development Goal in 4 out of the 5 partner countries with the following scores:
  - Cyprus 77%
  - Greece 72%
  - Ireland 34%
  - Norway 76%
  - Romania 78%
- The SDG's *Life below water* (SDG 14) and *Life on land* (SDG 15) scored 11% and 8% respectively. These low scores would indicate a lack of awareness of the challenges facing the environment and the need for further awareness raising programmes
- *Climate Action* (SDG 13), although not ranked highly by all countries, scored consistently in the overall rankings.



## Key findings

Little experience or knowledge about social entrepreneurship/social initiatives  
(average=2.53, mode=2)

Focus groups:

- ◉ Erasmus+ program and the student organizations are the most effective programs for the development of entrepreneurship and media and information competences.
- ◉ Few participants were able to mention specific NGOs & other programs.
- ◉ One participant was involved in an accelerator program for social businesses.

How they would imagine an ideal incubator or accelerator program for developing social businesses:

- ◉ knowledge and expertise from different areas
- ◉ basic economic knowledge
- ◉ experts from NGOs and businesses;
- ◉ successful stories & risks
- ◉ legal and financial info & expertise
- ◉ mentorship program (successful entrepreneurs)
- ◉ access to technology
- ◉ hub for networking & personal development



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# Stakeholders' perspective

on social entrepreneurship and youth entrepreneurship



## Key findings

Overall stakeholders consider that **the level of engagement of young people** in starting social, civic, non-profit initiatives, or social enterprises in the partner countries is **low**. However, 1/3 of them believe that the current level of engagement is rising.

### Why?

- ◉ They do not see the individual benefits for their professional path
- ◉ The entrepreneurship education is insufficient and inadequate

When engaged, they support/promote the following **SDGs**:

1. Climate Action (SDG 13) and Quality Education (SDG 4)
2. No Poverty (SDG 1), Zero Hunger (SDG 2), Responsible Consumption and Production (SDG 12) and Life on Land (SDG 15)



## Key findings

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### How to **motivate** young people?

- ◉ More recognition for their effort/contribution
- ◉ financial/concrete support in the development of initiatives, models of good practice, the development of specific skills, better information related to current social challenges, relevant public policies, and awareness campaigns

### **Obstacles:**

- ◉ The lack of entrepreneurship education;
- ◉ Missing relevant information on the social challenges they could respond to;
- ◉ The lack of good examples and mentors;
- ◉ The lack of financial support;
- ◉ Poor institutional framework and support for such initiatives;
- ◉ Not enough European support programs for youth work in this direction.



# Stakeholders perception of young peoples' Entrepreneurship competences

	Norway		Cyprus		Greece		Ireland		Romania		Average
	Average	Mode	Average	Mode	Average	Mode	Average	Mode	Average	Mode	
<b>Ideas &amp; opportunities</b>											
Spotting opportunities	3.1	3	2.8	3	2.28	3	3.64	3	3.38	3	3.04
Creativity	3	3	3.2	4	4	4	3.91	3	3.25	3	3.47
Vision	2.6	3	2.8	2	3.28	3	3	3	3	3	2.94
Valuing ideas	2.7	3	2.5	2	2.57	3	2.91	3	3.13	3	2.76
Ethical & sustainable thinking	3.6	3	3.2	3	3.28	3	2.82	3	2.75	3	3.13
<b>Average for Ideas &amp; Opportunities</b>											<b>3.07</b>
<b>Resources</b>											
Self-awareness and self-efficacy	3.1	3	3	3	2.42	3	2.82	3	3.44	3	2.96
Motivation and perseverance	3.1	3	3	3	2.57	3	3.09	3	3.19	3	2.99
Mobilizing resources	3.1	3	2.6	3	2.14	3	2.73	4	3.13	4	2.74
Financial and economic literacy	2.9	3	2.5	2	2.42	2	2.91	2	2.56	2	2.66
Mobilizing others	2.8	3	2.9	3	2.71	3	2.91	2	3.06	2	2.88
<b>Average for Resources</b>											<b>2.84</b>
<b>Into action</b>											
Taking the initiative	3	3	2.6	2	2.85	3	2.91	3	3.25	3	2.92
Planning and management	3.1	3	2.8	3	2.71	3	2.64	2	2.75	2	2.8
Coping with uncertainty, ambiguity, and risk	2.5	2	2.3	3	2.14	3	2.36	2	2.69	2	2.40
Working with others	3.2	3	3.6	3	3.57	3	3.64	4	3.38	4	3.48
Learning through experience	3.7	4	3.9	4	4.14	5	3.82	3	3.56	3	3.82
<b>Average for Into action</b>											<b>3.09</b>



## Some useful insights..

- In summary, here are the entrepreneurship competences that young people miss the most, in this specific order:
  - Financial and economic literacy
  - Coping with uncertainty, ambiguity, and risk
  - Planning and management
  - Ethical and sustainable thinking
- The lowest scoring category overall was *Resources* with the following scores:
  - Cyprus 3.01
  - Greece 2.78
  - Ireland 2.45
  - Norway 2.89
  - Romania 3.08
  - Category average 2.84
- *The top three most relevant competences were:*
  - Learning through experience 3.82
  - Working with others 3.48
  - Creativity 3.47

# Stakeholders perception of young peoples' Media competences



	Cyprus		Greece		Ireland		Norway		Romania		Average
	Average	Mode	Average	Mode	Average	Mode	Average	Mode	Average	Mode	
<b>Access and Evaluate Information</b>											
Access information efficiently (time) and effectively (sources)	3.4	3	3.42	4	3.05	2	3.6	4	3.63	4	3.42
Evaluate information critically and competently	3.2	3	3.28	3	2.32	2	3.4	3	3	4	3.04
<b>Average Access and Evaluate Information</b>	<b>3.3</b>		<b>3.57</b>		<b>2.68</b>		<b>3.5</b>		<b>3.31</b>		<b>3.27</b>
<b>Use and Manage Information</b>											
Use information accurately and creatively for the issue or problem at hand	3.3	3	3.57	4	2.91	2	3.6	4	3.31	3	3.34
Manage the flow of information from a wide variety of sources	3.4	3	3.28	3	2.73	2	3.2	3	3.38	3	3.20
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information	2.9	3	2.57	3	2.18	2	3.4	3	3	3	2.81
<b>Average Use and Manage Information</b>	<b>3.2</b>		<b>3.14</b>		<b>2.61</b>		<b>3.4</b>		<b>3.23</b>		<b>3.12</b>
<b>Analyze Media</b>											
Understand both how and why media messages are constructed, and for what purposes	3	4	3.57	4	2.86	2	3.3	3	3	2	3.15
Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors	2.8	4	3	3	2.41	2	3	3	2.88	3	2.82
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media	2.8	3	2.71	3	1.95	1	3.4	4	2.75	3	2.72
<b>Average Analyze Media</b>	<b>2.87</b>		<b>3.09</b>		<b>2.41</b>		<b>3.2</b>		<b>2.88</b>		<b>2.9</b>
<b>Create Media Products</b>											
Understand and utilize the most appropriate media creation tools, characteristics and conventions	3.1	3	3.85	4	3.14	3	3.6	4	3.44	4	3.43
Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments	2.6	3	3.57	3	2.68	2	3.5	4	3.25	4	3.12
<b>Average Create Media Products</b>	<b>2.83</b>		<b>3.71</b>		<b>2.91</b>		<b>3.5</b>		<b>3.34</b>		<b>3.26</b>
<b>Apply Technology Effectively</b>											
Use technology as a tool to research, organize, evaluate and communicate information	3.7	4	3.71	4	3.45	4	3.9	4	3.69	4	3.69
Use digital technologies (computers, PDAs, media players, GPS, etc.), communication or networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy	3.6	4	4.14	5	3.32	2	4	4	3.63	5	3.74
Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies	2.9	3	3.14	3	2.27	2	3.5	4	2.88	3	2.94
<b>Average Apply Technology Effectively</b>	<b>3.4</b>		<b>3.66</b>		<b>3.02</b>		<b>3.8</b>		<b>3.4</b>		<b>3.46</b>





## Missing media competences:

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media (Analyse Media);
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviours (Analyse Media);
- *Understand both how and why media messages are constructed, and for what purposes (Analyse Media).*



## Some useful insights..

- **Training needs:**
  - **Apply Technology Effectively:** Use technology as a tool to research, organize, evaluate and communicate information, with the purpose of managing information for more efficient social business/non-profit or civic initiative
- **Use and Manage Information:** Use information accurately and creatively for the issue or problem at hand, especially for enhanced communication processes with team workers, business partners or network;
- **Apply Technology Effectively:** Use digital technologies (computers, PDAs, media players, GPS, etc.), communication or networking tools and social networks appropriately to access, manage, integrate, evaluate and create information,



## Key findings

### Stakeholders' activities:

financial education, how to prepare business plans, incubation programmes for social entrepreneurs, internships and volunteering opportunities for young people in social businesses, international coaching in entrepreneurship, games that support the development of social enterprises, various training courses for the improvement of media competences related to entrepreneurship

### Other programs/accelerators/ incubators:

education on basic entrepreneurship information, business plans' competitions, relevant workshops and training courses, international coaching experiences, mentorships, financial support/small grants for setting up a business, networking services among social entrepreneurs, coworking spaces for entrepreneurs, etc.



## Key findings

### Trends - social entrepreneurship

Almost half of the stakeholders are not aware of any specific regulations and policies that support social entrepreneurship in Romania.

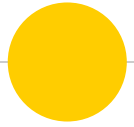
The other respondents noticed an increased interest in policies that support social entrepreneurship and a growing number of people that take into account the sustainable development goals in their social project/social businesses.

### Trends - SDGs

Supporting the Sustainable Development Goals (SDGs) is considered by almost two-thirds of the stakeholders to be a mission really well assumed in Romania by the non-governmental organizations.

Romania is still at the beginning of this process and that efforts will be more visible in the coming years.

The young people are involved in supporting SDGs mostly through volunteering activities offered by the NGOs, and sometimes as trainers or trainees in their programmes.



# Conclusion

on social entrepreneurship and youth entrepreneurship

# Key findings overall



- ◉ A very diverse and dynamic environment for youth entrepreneurship and social entrepreneurship is developing in each of the partner countries albeit at different paces.
- ◉ Many active programmes are run at national level and encourage young entrepreneurs and young people to develop businesses with social impact or social businesses.
- ◉ The landscape is dominated by the private and the NGO sectors that provide entrepreneurship competence development programmes and support services to young people/young entrepreneurs.
- ◉ Usually, a support programme includes an educational component, to enhance participants' entrepreneurship competences, mentoring and supporting services, and direct funding (grants or prizes) or access to funding opportunities.
- ◉ In contrast with the high number of entrepreneurship education programmes, there are very few incubators and accelerators that support young people's social initiatives




## **Key findings overall cont...**

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- ◉ A sizeable number of young people are determined in starting a business, but most of them lack essential entrepreneurship competences.
- ◉ They have only basic or average media & information skills, including ICT skills, which could hinder their engagement in social innovation initiatives using, for instance, smart tech and AI.
- ◉ They are less exposed to information about the 2030 Agenda, as the national strategy is just coming into place, and there are very few promoters, mainly NGOs, of the SDGs.


# Cyprus



The primary research conducted showcased that although there are several initiatives in Cyprus aiming to promote youth entrepreneurship, these only indirectly address social entrepreneurship. However, there is widespread and growing interest in developing the social entrepreneurship ecosystem in the island, particularly among civil society organizations and incubators/ accelerators. As concluded, education and NGO sector should be more involved in developing programs and implementing actions that will enable young people to develop their entrepreneurship competences and be more engaged in social initiatives and social entrepreneurship.

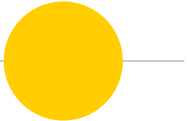


# Greece




A key outcome of the desk research in Greece was a recognition that the Social Entrepreneurship and Social and Solidarity Economy (SSE) sector is in a relatively early stage and underdeveloped in comparison to other European countries. However, it has great potential to grow and expand its impact. In the past number of years, a dynamic change of the sector development is noted, accompanied by an increase in the number and types of entities / programmes that aim to support entrepreneurship development, growing the SSE eco-system.

# Ireland




The Irish desk research exercise concluded that the project SEntrA develops in a very diverse and dynamic environment for youth entrepreneurship and social entrepreneurship in Ireland. There are many active programmes, run at national level, that encourage young entrepreneurs and young people to develop businesses in general but the social enterprise element appears to be missing, or at the very least, muted. However, most recently, stakeholders from all relevant sectors, public and private, have been actively involved in promoting and supporting social entrepreneurship, including social entrepreneurship for young people.

# Norway



The key finding from the Norwegian desk research was that Norway that is a long way behind its Nordic and European neighbors in its understanding of the potential behind social entrepreneurs. However, the Norwegian government has stated, in different political platforms and policy papers, that they will improve the conditions for the use of social entrepreneurs and the voluntary sector in the welfare system.

# Romania



**The Romanian desk research also** concluded that the project SEntrA develops in a very diverse and dynamic Romanian environment for youth entrepreneurship and social entrepreneurship. There are many active programmes, run at national level, that encourage young entrepreneurs and young people to develop businesses with social impact or social businesses. However, the landscape is dominated by the private and the NGO sectors that provide entrepreneurship competence development programmes and support services to young people/young entrepreneurs. There is an urgent need to create accessible pathways for young people to create and develop social business and enterprises.