

ruraLAB 3.0

Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment

PROJECT RESULT 1

A1. State of art: analyzing entrepreneurial
competences on rural youth

Complete report of the research



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BULGARIA
SPAIN
ITALY
GREECE
CYPRUS
THE NETHERLANDS



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1. ABOUT THE PROJECT

About the ruraLAB project

Background information

Since the economic crisis that began in 2008, unemployment rates in the European Union and Europe in general have increased greatly (depending on the country and regions to a lesser or greater degree). The increase has been even greater in terms of youth unemployment between 18 and 24 years old, reaching 2019 levels close to 40% in Greece, 33.8% in Spain or 30.3% in Italy, according to official data from Eurostat.

These levels of high youth unemployment are joined by the fact that early school leaving in rural areas is much higher than in urban areas. In the article "Early school leaving in rural areas of Europe and Spain", published in the "Journal of the Association of Education Inspectors of Spain", we observe that school dropout goes from 19% in rural areas of Greece, to 10% in urban areas. In the case of Spain, rural areas have a 35% dropout rate, with 27% in urban areas, and in Romania from 5.4% of urban areas to 24% of rural areas.

Both high levels of youth unemployment in rural areas and high dropout rates cause the rate of entrepreneurship in rural areas to fall compared to urban areas. Thus, according to data from Startup Europe, while Barcelona has entrepreneurship rates close to 3%, in areas of the interior of the province of Catalonia, this rate falls below 0.3%, the same thing happens in Greece, where in Athens we have rates close to 1% and in areas of the interior data that even fall below 0.1%. According to a detailed study by BBSR Bonn in 2016, the population of these areas has fallen by more than 10% in some cases over an interval of 10 years, with peripheral and rural areas being the most affected by these population movements.

Therefore, we have a context in rural areas with higher rates of youth unemployment, higher levels of school drop-out, lower rates of entrepreneurship and, as a consequence, youth movements towards cities, where they find greater job opportunities. Young people who maintain their residence in rural areas, therefore, may suffer exclusion for all these reasons. This project is about making these areas more attractive through active involvement of young.

Depopulation of rural areas may further aggravate the economic decline already faced by these regions and thus widen the gap between rich and poor regions in Europe. The European Commission has therefore identified depopulation as a priority.

To combat this depopulation, the ruraLAB project focuses on equipping young people in rural areas with tools and skills in social entrepreneurship, thus preventing them from leaving for urban areas and preventing these areas, which are rich in tourist and ecological resources and have economic potential, from becoming empty.

Objectives

The main objective is to provide young people in rural environments with tools that enable them to start their own social businesses, favouring the exchange of ideas and perspectives with social enterprises and other social entrepreneurs through the ruraLAB platform.

In addition, the employability of the participants will also be increased, given that training on social entrepreneurship will be developed with contents on social entrepreneurship, marketing, economic management, generation of ideas, etc.

The innovation and differentiation of this project comes from the ruraLAB platform, that creates a network of entrepreneurs and a channel to allow micro-investments.

This described objective will be achieved through the collaboration of 7 partners (UNIVERSITY OF NATIONAL AND WORLD ECONOMY, DIDEAS, CRES ASSOCIATION, EDU-EUROPE, UNIVERSITY OF ROME TOR VERGATA, INCUBATOR LEEYWARDEN and EMPHASYS CENTRE) from 6 different countries (Bulgaria, Spain, Italy, Greece, Netherland and Cyprus).



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2. METHODOLOGY

1. INTRODUCTION

In this first activity of the first project result (PR1), we will define the methodology to carry out an analysis of the current competences related to social entrepreneurship that young people in rural areas have.

To do so, we will define the concept of rural area that we follow in this study (in line with the criteria of the European Commission), the specific target we are aiming at, the survey items and the scientific scale used, as well as how we will proceed to analyse the results.

This study forms the basis for defining the ruraLAB competence model, and will help us to design the PR2 training materials.

2. EUROPEAN DEFINITION OF RURAL AREA

The European Commission is following a system based on classification of territories: NUTs (Nomenclature of Territorial Units for Statistics) and LAUs (local administrative units).

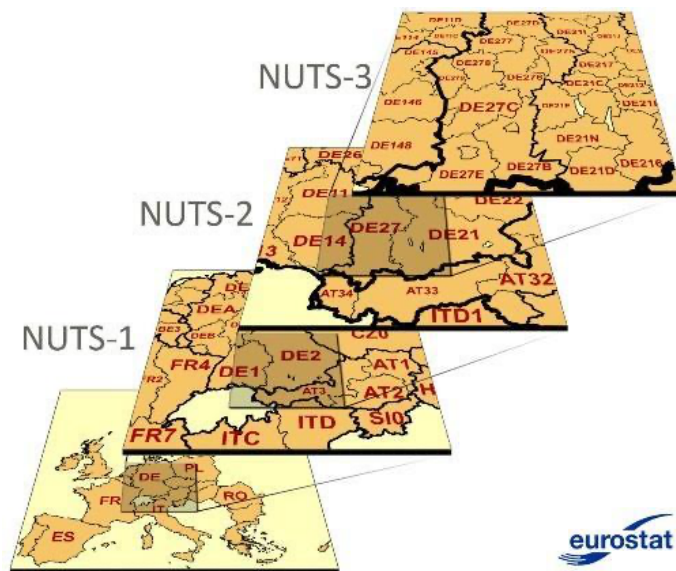
Nomenclature of Territorial Units for Statistics or NUTs is a geocode standard for referencing the subdivisions of countries for statistical purposes. The standard, adopted in 2003, is developed and regulated by the European Union, and thus only covers the member states of the EU in detail. The Nomenclature of Territorial Units for Statistics is instrumental in the European Union's Structural Funds and Cohesion Fund delivery mechanisms and for locating the areas where goods and services subject to European public procurement legislation are to be delivered.

For each EU member country, a hierarchy of **three NUTS** levels is established by Eurostat in agreement with each member state; the subdivisions in some levels do not necessarily correspond to administrative divisions within the country.

Level	Minimum	Maximum
NUTs 1	3 million inhabitants	7 million inhabitants
NUTs 2	800,000 inhabitants	3 million inhabitants
NUTs 3	150,000 inhabitants	800,000 inhabitants

A NUTS code begins with a two-letter code referencing the country, as abbreviated in the European Union's Interinstitutional Style Guide. The subdivision of the country is

then referred to with one number. A second or third subdivision level is referred to with another number each. Each numbering starts with 1, as 0 is used for the upper level. Where the subdivision has more than nine entities, capital letters are used to continue the numbering. **Below the three NUTS levels are local administrative units (LAUs).**



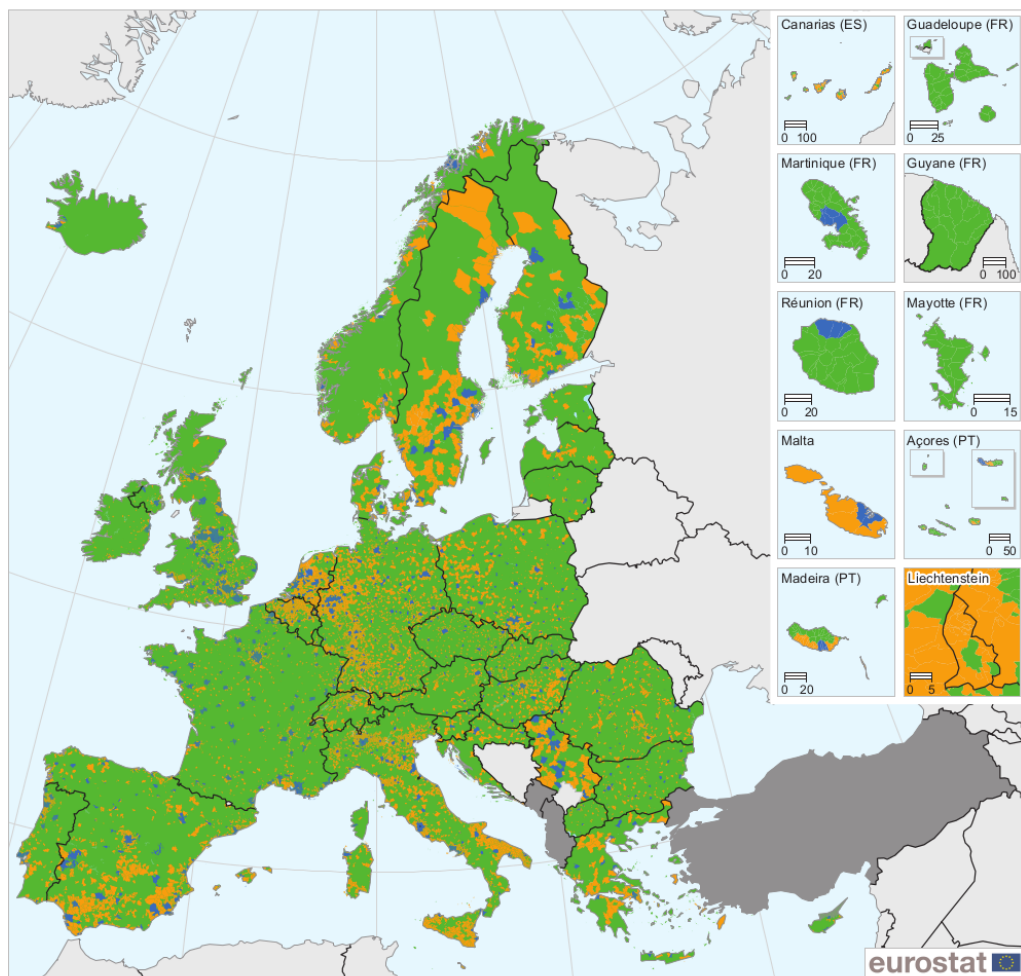
The LAUs are:

- administrative for reasons such as the availability of data and policy implementation capacity;
- a subdivision of the NUTS 3 regions covering the whole economic territory of the Member States;
- appropriate for the implementation of local level typologies included in TERCET, namely the coastal area and **DEGURBA** classification.

Based on the share of local population living in urban clusters and in urban centres, the indicator **DEGURBA** classifies Local Administrative Units (LAU or communes) into three types of area:

1. **Cities** (densely populated areas)
2. **Towns and suburbs** (intermediate density areas)
3. **Rural areas** (thinly populated areas)

Degree of urbanisation for local administrative units (LAU)



Administrative boundaries: © EuroGeographics © UN-FAO © Turkstat
Cartography: Eurostat — GISCO, 05/2018

- **Cities**
(Densely populated areas: at least 50 % of the population lives in urban centres)
- **Towns and suburbs**
(Intermediate density areas: less than 50 % of the population lives in rural grid cells and less than 50 % of the population lives in urban centres)
- **Rural areas**
(Thinly populated areas: more than 50 % of the population lives in rural grid cells)
- **Data not available**

0 200 400 600 800 km

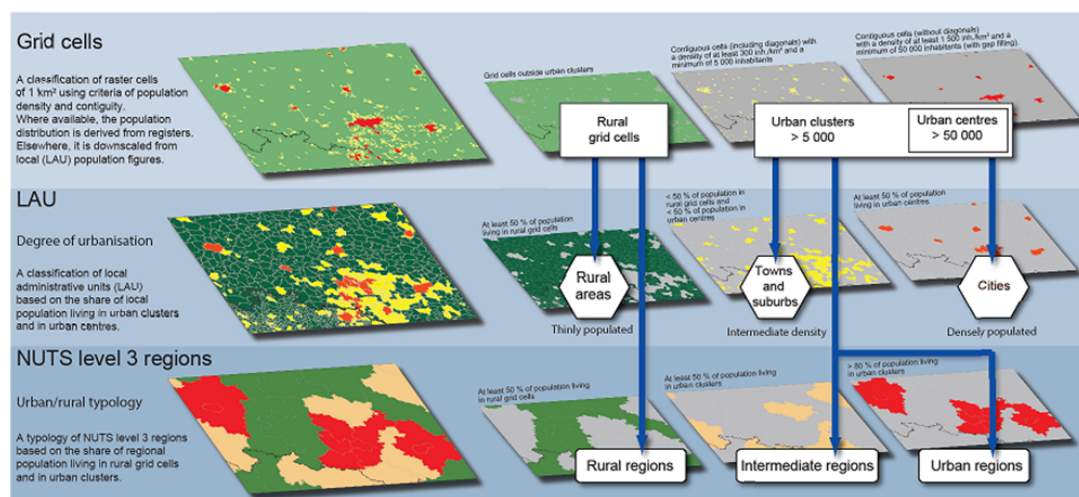
Note: based on population grid from 2011 and LAU 2016.

Source: Eurostat, JRC and European Commission Directorate-General for Regional Policy

The current NUTS classification, dated 21 November 2016 and effective from 1 January 2018 (now updated to current members as of 2020), lists 92 regions at NUTS 1, 244 regions at NUTS 2, 1215 regions at NUTS 3 level, and 99,387 local administrative units (LAUs).

To analyze the rural areas in which the partnership could do the fieldwork in this activity of the PR1, we have evaluated the LAUs classified as rural by the indicator DEGURBA (code number 3).

Schematic overview defining urban-rural typologies



Source: European Commission, Directorate-General Regional and Urban Policy, based on data from Eurostat, JRC, national statistical authorities, EFGS

eurostat

Example:

In order to find out all the rural villages in the province of Castellón in Spain, it is necessary to check first the code of classification of the NUT3 for Castellón. For that, the Excel file is used, the tab “NUTS & SR 2021”, looking for the country code (Spain in this case is ES). Then, using NUT1 (East, which is ES5) and NUT2 (Comunitat Valenciana, which is ES52), the exact code of the region could be found (NUT3, which is ES522).

Then the Excel file of LAUs is used, on the tab of the selected country (ES), where all the results are filtered by using the NUT3 (ES522) and “DEGURBA” number 3.

Finally, the list of all rural villages in Castellón is received.

4. RESEARCH TARGET GROUPS

The partnership has defined the target groups as follows:

- Young people living in rural areas between 16 and 28 years old
- Students with learning difficulties in formal training environments and who are more efficient learners in creative and practice industries

- Students in rural areas who study subjects like IT, marketing and management and who are unemployed
- Potential young social entrepreneurs
- Young coming back to rural areas from cities, due to covid or other reasons
- Private investors

Each of the 7 partners will have to achieve, at least, 150 responses to the questionnaire from these target groups. We will arrive to it through:

- Schools and High Schools in rural areas
- Youth Associations in rural Areas
- Municipalities/public bodies in rural areas
- Training centers or other education institutions in rural areas
- Stakeholders in rural areas

5. STRUCTURED QUESTIONNAIRE

In order to analyse in depth the current level of competences of young people in rural areas (both those who need to create their own business or those who wish to find a paid job in the sector of social entrepreneurship), a scientific scale has been used, namely the social entrepreneurship scale competency in higher education (SECS), developed in Development and Validation of a Scale to Assess Social Entrepreneurship Competency in Higher Education (SECS). It follows a Likert Scale of 5 points, and is composed by 30 items, linked with different competences:

Item	Competence EFA	Category
1. I like coordinating other people while working in collaboration	Leadership	Innovation
2. When working in groups I prefer to be the leader	Leadership	Innovation
3. I am determined to achieve my goals	Goal-oriented motivation	Personal
4. I think it is necessary to take risks to make progress	Ability to take risks	Personal
5. I think people who take risks are more likely to succeed than those who do not	Ability to take risks	Personal
6. I like to take calculated risks with new ideas	Ability to take risks	Personal
7. I believe I am capable of dealing with most situations	Confidence	Personal
8. I believe in my potential	Confidence	Personal
9. I consider myself self-sufficient in achieving my goals	Goal-oriented motivation	Personal
10. I take on the consequences of what I have said or done	Responsibility	Social
11. I do every job as thoroughly as possible	Responsibility	Social
12. I prefer to work in situations that involve more people	Belonging to well-informed social netw.	Innovation
13. I have access to the information required to become an entrepreneur	Belonging to well-informed social netw.	Innovation
14. I would rather collaborate for free in a non-governmental organisation	Social awareness	Social
15. I like helping my friends and classmates	Offering help and cooperation	Social
16. People who help others are an example to follow	Social awareness	Social
17. I usually perform very well in my role of any business project I am involved in	Commitment and coherence	Social
18. Coexistence problems can be solved by dialogue	Coexistence and respect for public affairs	Social
19. I am able to do things imaginatively, in a different way from others	Creativity	Personal
20. I envision new uses for common objects	Creativity	Innovation
21. I am able to create business opportunities and to take advantage of them	Ability to identify opportunities	Innovation
22. Sometimes I have participated in the implementation of group projects or collaborations	Initiative	Innovation
23. I have seriously considered starting my own business sometime after finishing my degree	Initiative	Innovation
24. I am able to formulate suggestions to improve projects in which I'm in	Ability to create ideas	Social
25. I enjoy finding effective solutions for problems nobody has looked at yet	Ability to create ideas	Social
26. I improvise without difficulty when plans change	Ability to change	Innovation
27. I am good at handling unforeseen situations	Ability to change	Innovation
28. I always look for the positive side in bad situations	Ability to learn and evolve	personal
29. I analyse my mistakes to learn from them	Ability to learn and evolve	Social
30. I believe that opportunities can be extracted from problems or difficult situations	Resilience	Social

As we are following the EntreComp model in ruraLAB 3.0, each of these competences of SECS were linked with EntreComp competences, as can be seen in this chart:

Item	Competence EFA	Category	Competence EntreComp	Category EntreComp
1. I like coordinating other people while working in collaboration	Leadership	Innovation	Mobilising others	Resources
2. When working in groups I prefer to be the leader	Leadership	Innovation	Mobilising others	Resources
3. I am determined to achieve my goals	Goal-oriented motivation	Personal	Motivation and perseverance	Resources
4. I think it is necessary to take risks to make progress	Ability to take risks	Personal	Coping with ambiguity, uncertainty and risk	Into action
5. I think people who take risks are more likely to succeed than those who do not	Ability to take risks	Personal	Coping with ambiguity, uncertainty and risk	Into action
6. I like to take calculated risks with new ideas	Ability to take risks	Personal	Coping with ambiguity, uncertainty and risk	Into action
7. I believe I am capable of dealing with most situations	Confidence	Personal	Self-awareness and self-efficacy	Resources
8. I believe in my potential	Confidence	Personal	Self-awareness and self-efficacy	Resources
9. I consider myself self-sufficient in achieving my goals	Goal-oriented motivation	Personal	Motivation and perseverance	Resources
10. I take on the consequences of what I have said or done	Responsibility	Social	Self-awareness and self-efficacy	Resources
11. I do every job as thoroughly as possible	Responsibility	Social	Self-awareness and self-efficacy	Resources

12. I prefer to work in situations that involve more people	Belonging to well-informed social networks	Innovation	Working with others	Into action
13. I have access to the information required to become an entrepreneur	Belonging to well-informed social networks	Innovation	Working with others	Into action
14. I would rather collaborate for free in a non-governmental organisation	Social awareness	Social	Ethical and sustainable thinking	Ideas and opportunities
15. I like helping my friends and classmates	Offering help and cooperation	Social	Working with others	Into action
16. People who help others are an example to follow	Social awareness	Social	Ethical and sustainable thinking	Ideas and opportunities
17. I usually perform very well in my role of any business project I am involved in	Commitment and coherence	Social	Motivation and perseverance	Resources
18. Coexistence problems can be solved by dialogue	Coexistence and respect for public affairs	Social	Working with others	Into action
19. I am able to do things imaginatively, in a different way from how others do them	Creativity	Personal	Creativity	Ideas and opportunities
20. I envision new uses for common objects	Creativity	Innovation	Creativity	Ideas and opportunities
21. I am able to create business opportunities and to take advantage of them	Ability to identify opportunities	Innovation	Spotting opportunities	Ideas and opportunities
22. Sometimes I have participated in the implementation of group projects or collaborations	Initiative	Innovation	Taking the initiative	Into action
23. I have seriously considered starting my own business sometime after finishing my degree	Initiative	Innovation	Taking the initiative	Into action
24. I am able to formulate suggestions to improve projects in which I participate	Ability to create ideas	Social	Spotting opportunities	Ideas and opportunities

25. I enjoy finding effective solutions for problems that nobody has looked at yet	Ability to create ideas	Social	Spotting opportunities	Ideas and opportunities
26. I improvise without difficulty when plans change	Ability to change	Innovation	Learning through experience	Into action
27. I am good at handling unforeseen situations	Ability to change	Innovation	Learning through experience	Into action
28. I always look for the positive side in bad situations	Ability to learn and evolve	personal	Learning through experience	Into action
29. I analyse my mistakes to learn from them	Ability to learn and evolve	Social	Learning through experience	Into action
30. I believe that opportunities can be extracted from problems or difficult situations	Resilience	Social	Learning through experience	Into action

After revising all the items, removing some of them to make a shorter and more appealing questionnaire, adding others to cover some EntreComp competences non covered and designing specific scales for people that want to start a social business and that want to find a job, this is the last version of the questionnaire (20 items for job seekers and 24 for potential/current Social Entrepreneurs)

Item	Competence EFA	Category	Competence EntreComp	Category EntreComp	Social Entrepreneur	Job Seeker
1. I am able to create business opportunities and to take advantage of them	Ability to identify opportunities	Innovation	1.1 Spotting opportunities	Ideas and opportunities	V	
2. I am able to formulate suggestions to improve projects in which I participate	Ability to create ideas	Social	1.1 Spotting opportunities	Ideas and opportunities	V	V
3. I am able to do things imaginatively, in a different way from how others do them	Creativity	Personal	1.2 Creativity	Ideas and opportunities	V	V

4. I am able to develop a vision to turn ideas into actions			1.3 Vision	Ideas and opportunities	V	V
5. I am able to recognise the potential of an idea and identify suitable ways to realize it			1.4 Valuing ideas	Ideas and opportunities	V	V
6. I would rather collaborate for free in an NGO or in a cause I believe in	Social awareness	Social	1.5 Ethical and sustainable thinking	Ideas and opportunities	V	V
7. I believe I am capable of dealing with most situations	Confidence	Personal	2.1 Self-awareness and self-efficacy	Resources	V	V
8. I take on the consequences of what I have said or done	Responsibility	Social	2.1 Self-awareness and self-efficacy	Resources	V	V
9. I do every job as thoroughly as possible	Responsibility	Social	2.1 Self-awareness and self-efficacy	Resources	V	V
10. I am determined to achieve my goals	Goal-oriented motivation	Personal	2.2 Motivation and perseverance	Resources	V	V
11. I usually perform very well in my role of any business project I am involved in	Commitment and coherence	Social	2.2 Motivation and perseverance	Resources	V	V
12. I am able to get and manage resources needed to turn ideas into action			2.3 Mobilising resources	Resources	V	V
13. I have adequate knowledge of financial and economic management			2.4 Financial & economic literacy	Resources	V	V
14. When working in groups I prefer to be the leader	Leadership	Innovation	2.5 Mobilising others	Resources	V	V

15. Sometimes I have participated in the implementation of group projects or collaborations	Initiative	Innovation	3.1 Taking the initiative	Into action	V	V
16. I have seriously considered starting my own business sometime after finishing my degree	Initiative	Innovation	3.1 Taking the initiative	Into action	V	
17. I like to plan my tasks and follow up on them properly			3.2 Planning and managing	Into action	V	V
18. I think people who take risks are more likely to succeed than those who do not	Ability to take risks	Personal	3.3 Coping with ambiguity, uncertainty and risk	Into action	V	V
19. I like to take calculated risks with new ideas	Ability to take risks	Personal	3.3 Coping with ambiguity, uncertainty and risk	Into action	V	
20. I prefer to work in situations that involve more people	Belonging to well-informed social networks	Innovation	3.4 Working with others	Into action	V	V
21. I like helping my friends and classmates	Offering help and cooperation	Social	3.4 Working with others	Into action	V	V
22. I improvise without difficulty when plans change	Ability to change	Innovation	3.5 Learning through experience	Into action	V	V
23. I analyse my mistakes to learn from them	Ability to learn and evolve	Social	3.5 Learning through experience	Into action	V	V
24. I believe that opportunities can be extracted from problems or difficult situations	Resilience	Social	3.5 Learning through experience	Into action	V	



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3. GENERAL DATA ANALYSIS

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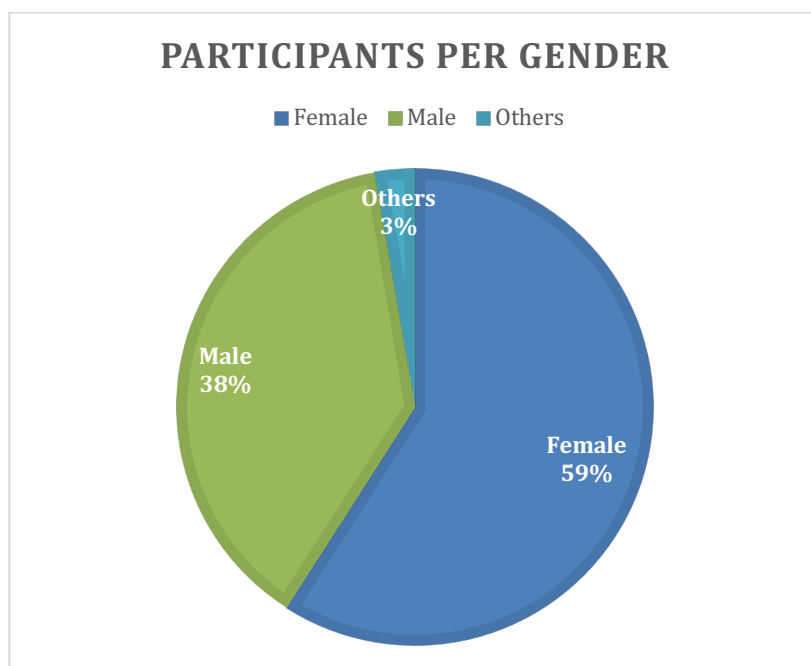
1. Profile of participants

The total number of responses was 823. In this section, we are going to analyze the profile of these 823 respondents.

a) Participants per gender

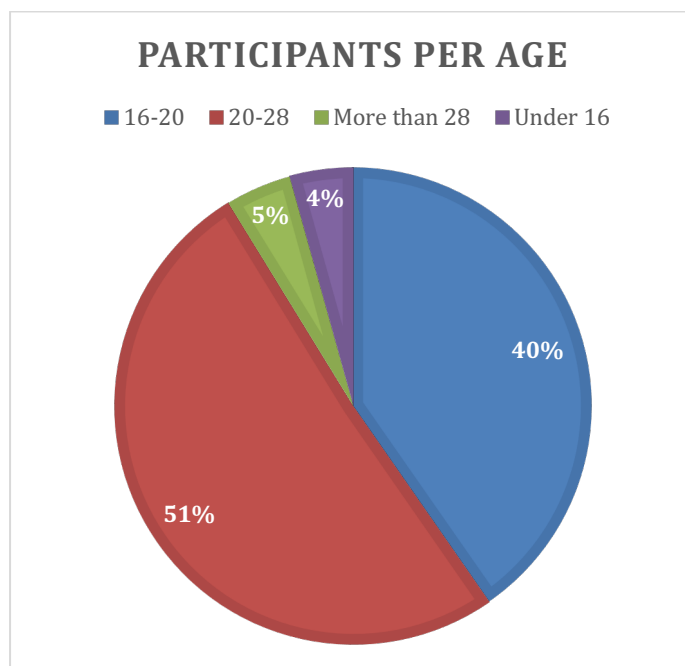
Female	486
Male	315
Others	22
Total	823

Of 823 respondents, 486 were female, 315 male and 22 others, as can be seen in the following graphic:



b) Participants per age

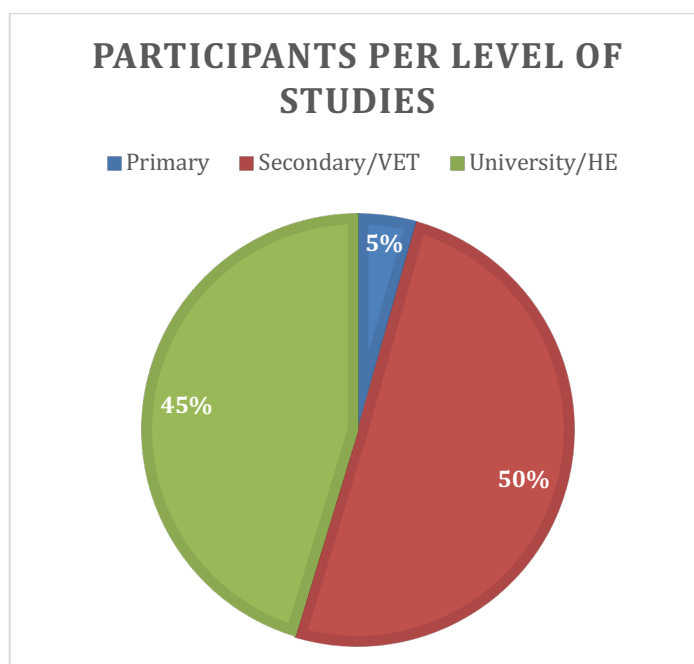
16-20	332
20-28	419
More than 28	37
Under 16	35
Total	823



51% of the participants had between 20 and 28 years old, followed by participants between 16 and 20 years old (40%).

c) Participants per level of studies

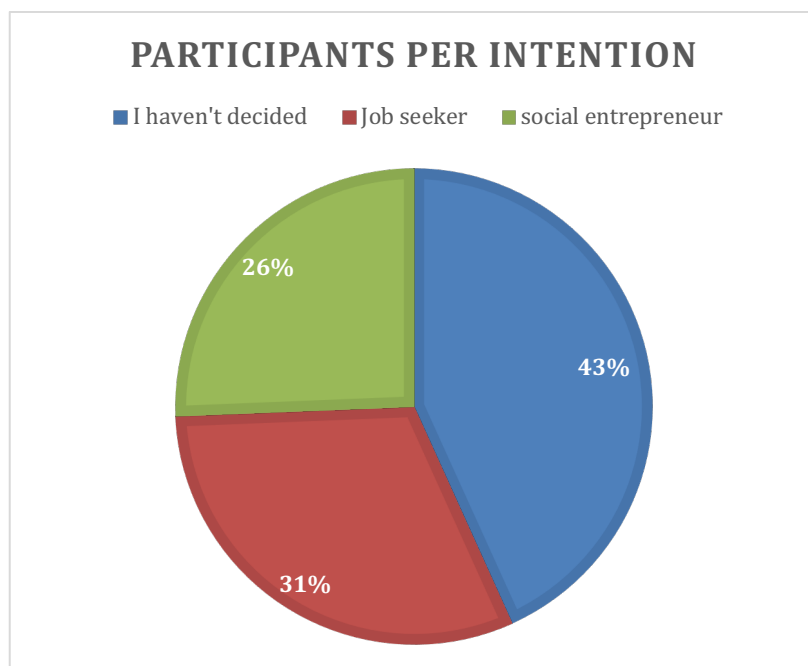
Primary	36
Secondary/VET	414
University/HE	373
Total	823



50% of the participants had secondary or VET studies, followed by University of Higher Education studies (45%) and primary studies (5%).

d) Participants per intention

I haven't decided	356
Job seeker	256
Social entrepreneur	211
Total general	823



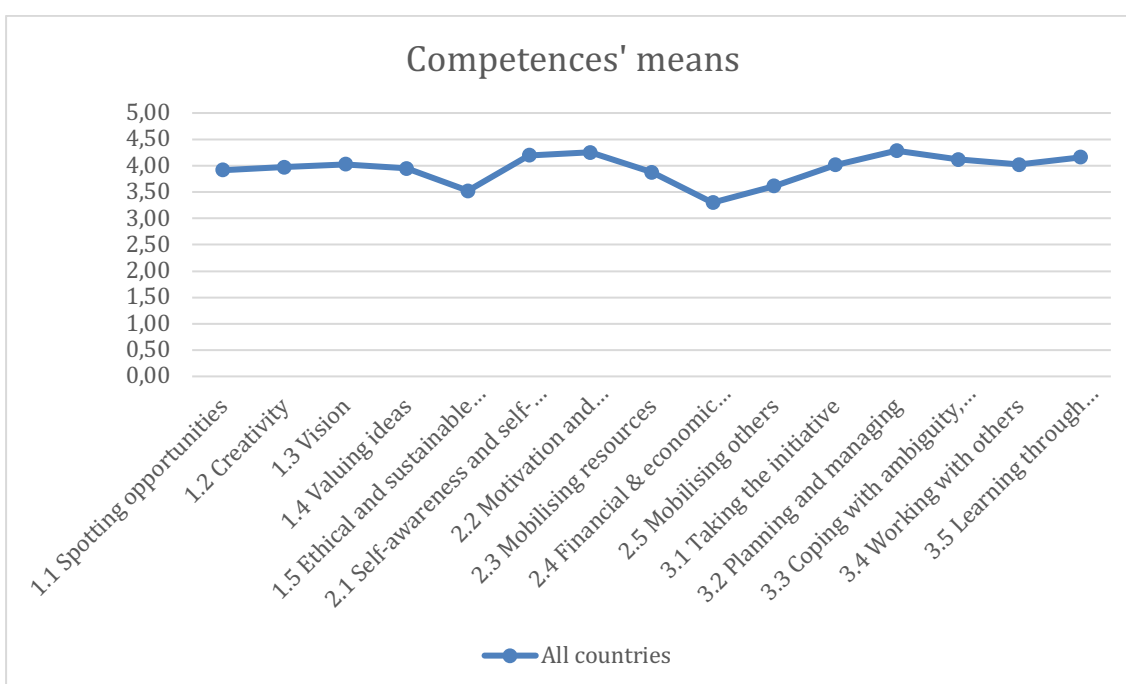
43% of participants declare that they haven't decided if they want to look for a job or start a social business, while 31% wants to look for a job and 26% to start a social business.

2. Competences of social entrepreneurs

In this section, we are going to analyze the level of competences of this profile. Mean from 1 (lowest value) to 5 (highest value) is provided following the EntreComp competences distributed in three levels: Ideas and Opportunities, Resources and Into Action.

a) General means of competences

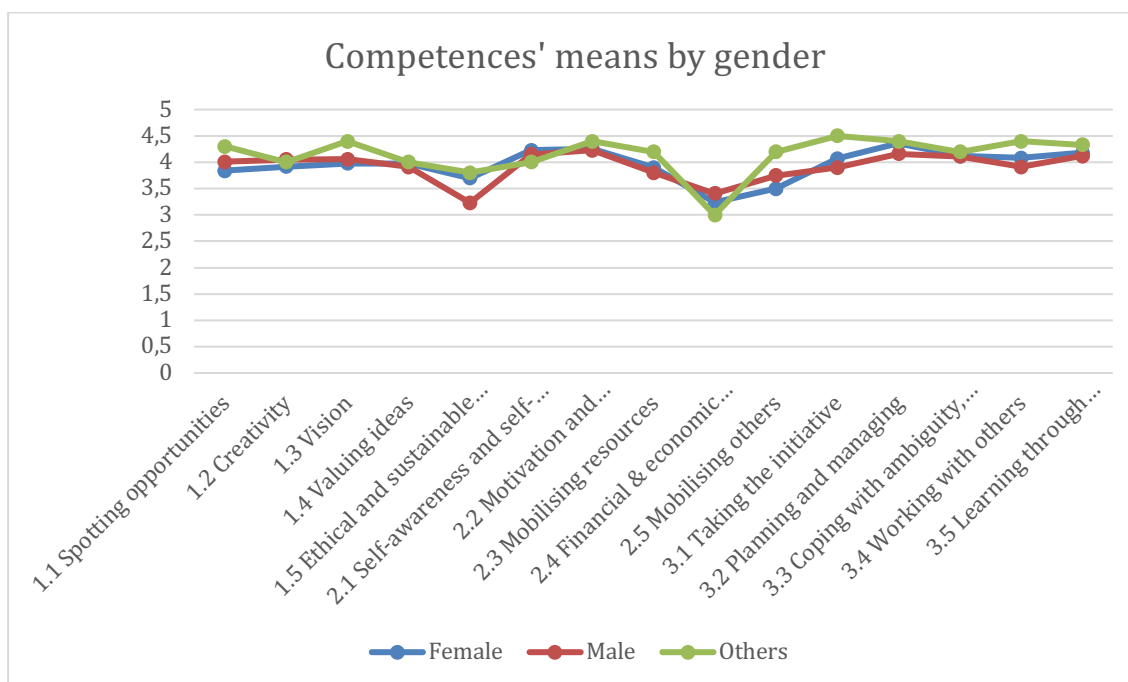
Competence	All countries
1.1 Spotting opportunities	3,92
1.2 Creativity	3,97
1.3 Vision	4,02
1.4 Valuing ideas	3,95
1.5 Ethical and sustainable thinking	3,52
2.1 Self-awareness and self-efficacy	4,20
2.2 Motivation and perseverance	4,25
2.3 Mobilising resources	3,87
2.4 Financial & economic literacy	3,30
2.5 Mobilising others	3,62
3.1 Taking the initiative	4,01
3.2 Planning and managing	4,28
3.3 Coping with ambiguity, uncertainty and risk	4,12
3.4 Working with others	4,02
3.5 Learning through experience	4,16



In general, the study conducted in 6 countries has collected quite positive results for social entrepreneurs, insofar as the average of the results obtained exceeds the score of 3 on a Likert Scale of 5 points inspired by the Scale to Assess Social Entrepreneurship Competency in Higher Education. Many of the respondents perceive themselves as having at least a medium or high level of social entrepreneurship competency. The most valued competences were Planning and managing, Motivation and perseverance and Self-awareness and self-efficacy while those with medium scores were Financial & economic literacy and Ethical and sustainable thinking.

b) Means of competences by gender

Competences	Gender			Total
	Female	Male	Others	
1.1 Spotting opportunities	3,84	4,01	4,30	3,92
1.2 Creativity	3,92	4,05	4,00	3,97
1.3 Vision	3,98	4,06	4,40	4,02
1.4 Valuing ideas	3,97	3,91	4,00	3,95
1.5 Ethical and sustainable thinking	3,70	3,23	3,80	3,52
2.1 Self-awareness and self-efficacy	4,23	4,15	4,00	4,20
2.2 Motivation and perseverance	4,26	4,23	4,40	4,25
2.3 Mobilising resources	3,90	3,80	4,20	3,87
2.4 Financial & economic literacy	3,24	3,41	3,00	3,30
2.5 Mobilising others	3,50	3,75	4,20	3,62
3.1 Taking the initiative	4,07	3,90	4,50	4,01
3.2 Planning and managing	4,36	4,16	4,40	4,28
3.3 Coping with ambiguity, uncertainty and risk	4,12	4,11	4,20	4,12
3.4 Working with others	4,08	3,91	4,40	4,02
3.5 Learning through experience	4,18	4,12	4,33	4,16

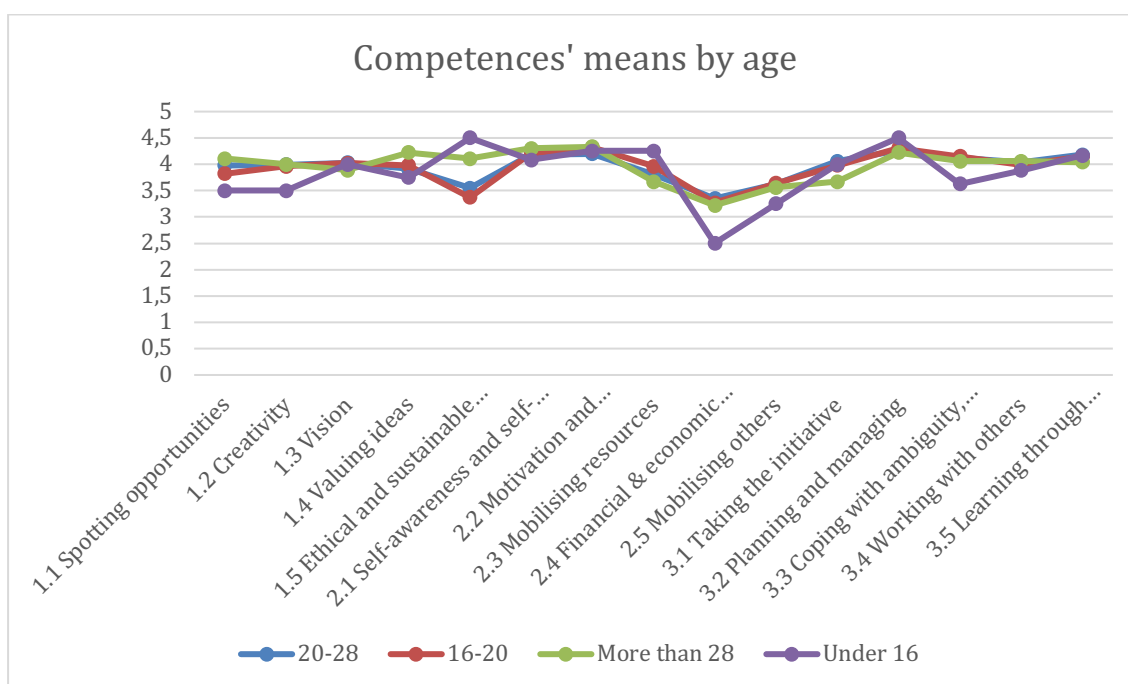


By analyzing the level of competences by gender for social entrepreneurs, most of them exceeded the average of 3, with females obtaining higher scores than their male

counterparts. Women perceive themselves as possessing the highest values in several competences, for example: first place for Planning and managing, second place for Self-awareness and self-efficacy and third place for Learning through experience. On the other hand, men agree on almost the same competences but with a different valuation, being the highest ranked Motivation and perseverance followed by Planning and managing and Self-awareness and self-efficacy. Both genders agree in valuing more negatively the following competences: Financial & economic literacy and Ethical and sustainable thinking. Participants who identified themselves as "Other" only represent 3% of all respondents and this score is not significant enough to give an approximation of trend behavior.

c) Means of competences by age

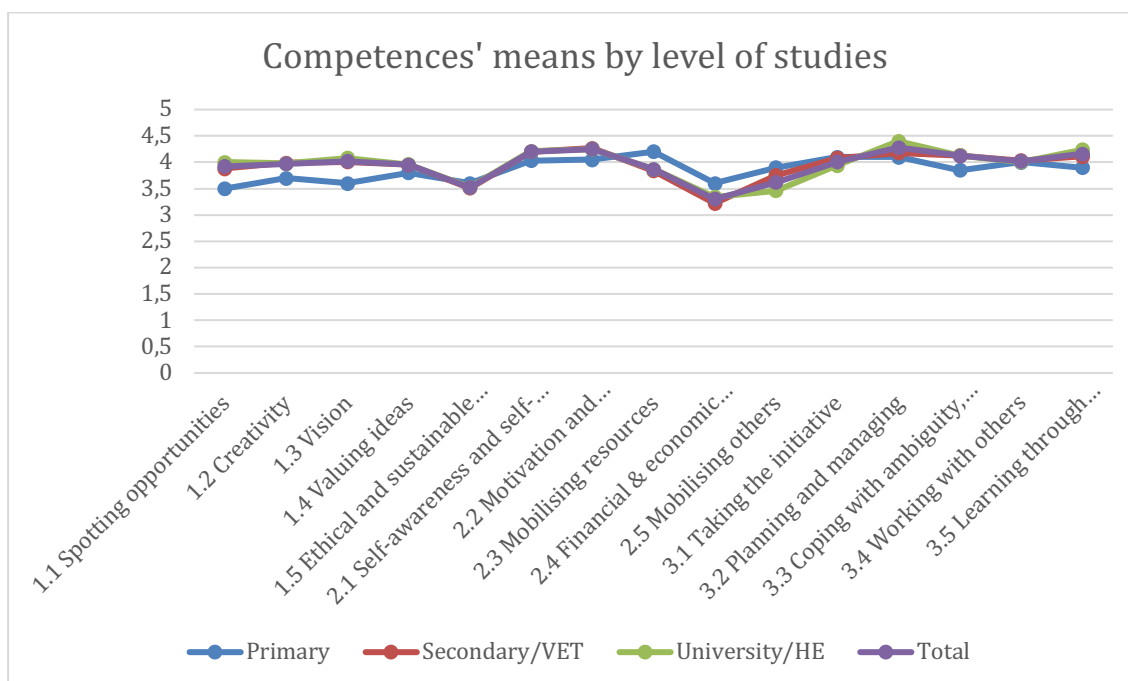
Valores	Age				Total
	Under 16	16-20	20-28	More than 28	
1.1 Spotting opportunities	3,50	3,82	3,98	4,11	3,92
1.2 Creativity	3,50	3,96	3,99	4,00	3,97
1.3 Vision	4,00	4,02	4,03	3,89	4,02
1.4 Valuing ideas	3,75	3,98	3,91	4,22	3,95
1.5 Ethical and sustainable thinking	4,50	3,37	3,55	4,11	3,52
2.1 Self-awareness and self-efficacy	4,08	4,21	4,18	4,30	4,20
2.2 Motivation and perseverance	4,25	4,32	4,20	4,33	4,25
2.3 Mobilising resources	4,25	3,96	3,81	3,67	3,87
2.4 Financial & economic literacy	2,50	3,27	3,35	3,22	3,30
2.5 Mobilising others	3,25	3,64	3,62	3,56	3,62
3.1 Taking the initiative	4,00	3,98	4,06	3,67	4,01
3.2 Planning and managing	4,50	4,31	4,26	4,22	4,28
3.3 Coping with ambiguity, uncertainty and risk	3,63	4,15	4,12	4,06	4,12
3.4 Working with others	3,88	3,99	4,04	4,06	4,02
3.5 Learning through experience	4,17	4,15	4,18	4,04	4,16



According to the level of competences by age for social entrepreneurs in 6 countries, it is possible to appreciate in the four ranges analyzed (Under 16, 16-20, 20-28, More than 28) several interesting behaviors. We observe a tendency for a positive increase or stabilization at higher values as people get older. The competences whose values begin to show a declining rating, especially when they exceed 28 years of age are Vision, Mobilising resources and Taking the initiative. In addition, Ethical and sustainable thinking presents an irregular behavior with high values in the ranges (above 4) under 16 and More than 28, while it reaches values above 3 for those between 16 and 18 years of age. On the other side, it shows an upward curve but with average values ranging from 2 and not exceeding 3 on the proposed scale, which shows the need to work for the improvement of these competences and the lack of information related to them.

d) Means of competences by level of studies

Competences	Level of studies			Total
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,50	3,88	4,00	3,92
1.2 Creativity	3,70	3,99	3,98	3,97
1.3 Vision	3,60	4,01	4,08	4,02
1.4 Valuing ideas	3,80	3,95	3,96	3,95
1.5 Ethical and sustainable thinking	3,60	3,51	3,53	3,52
2.1 Self-awareness and self-efficacy	4,03	4,20	4,21	4,20
2.2 Motivation and perseverance	4,05	4,27	4,25	4,25
2.3 Mobilising resources	4,20	3,84	3,87	3,87
2.4 Financial & economic literacy	3,60	3,22	3,34	3,30
2.5 Mobilising others	3,90	3,75	3,46	3,62
3.1 Taking the initiative	4,10	4,08	3,94	4,01
3.2 Planning and managing	4,10	4,18	4,40	4,28
3.3 Coping with ambiguity, uncertainty and risk	3,85	4,13	4,13	4,12
3.4 Working with others	4,00	4,03	4,01	4,02
3.5 Learning through experience	3,90	4,11	4,24	4,16

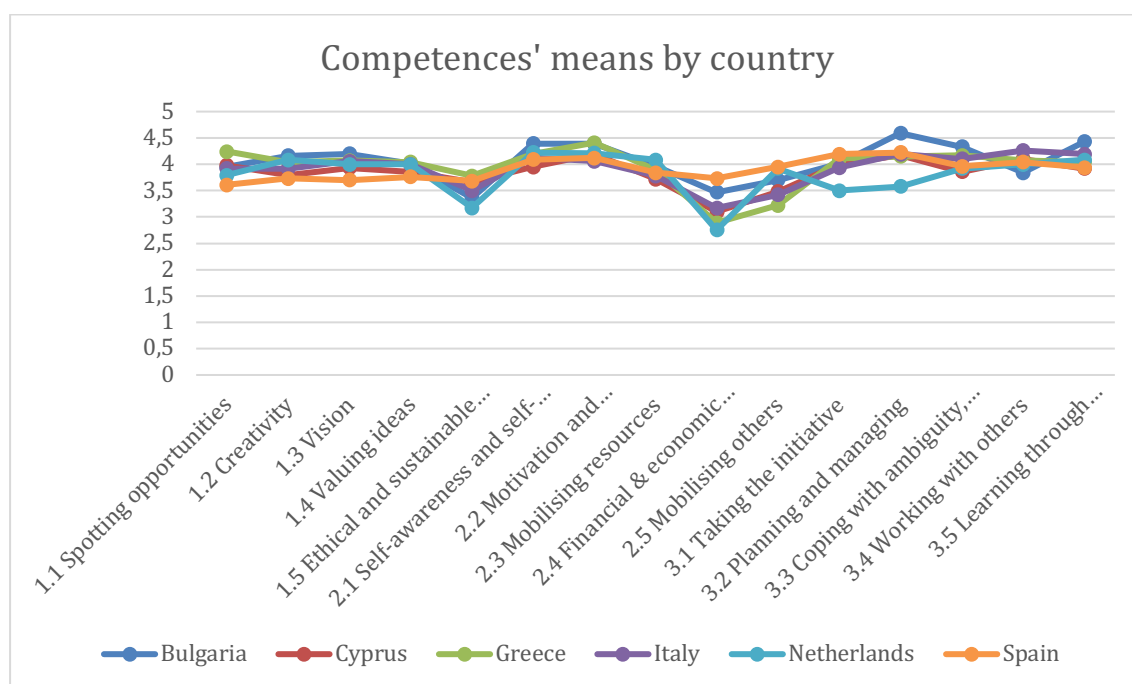


In general terms, we can observe a tendency to increase the perception of possession of competences as one progresses through the educational system, where university students (University / HE level) constitute the group with the highest score, generally close to 4 or exceeding this value. This allows us to assess the positive impact that the training received has on the perception of the competences acquired. On the other

hand, the competences that show a negative score (above 3) that increases with the passage from the primary level to university level are: Ethical and sustainable thinking, Mobilising resources and Mobilising others.

e) Means of competences by country

Competences	Country						Total
	Bulgaria	Cyprus	Greece	Italy	Netherlands	Spain	
1.1 Spotting opportunities	3,95	3,98	4,24	3,92	3,79	3,61	3,92
1.2 Creativity	4,16	3,79	4,04	3,92	4,08	3,73	3,97
1.3 Vision	4,20	3,93	4,07	4,06	4,00	3,70	4,02
1.4 Valuing ideas	4,01	3,86	4,04	4,00	4,00	3,76	3,95
1.5 Ethical and sustainable thinking	3,36	3,66	3,78	3,50	3,17	3,68	3,52
2.1 Self-awareness and self-efficacy	4,39	3,95	4,19	4,12	4,22	4,09	4,20
2.2 Motivation and perseverance	4,39	4,19	4,41	4,06	4,21	4,12	4,25
2.3 Mobilising resources	3,96	3,72	3,89	3,78	4,08	3,84	3,87
2.4 Financial & economic literacy	3,47	3,10	2,89	3,17	2,75	3,73	3,30
2.5 Mobilising others	3,70	3,48	3,22	3,42	3,92	3,95	3,62
3.1 Taking the initiative	4,01	4,00	4,11	3,94	3,50	4,19	4,01
3.2 Planning and managing	4,59	4,17	4,15	4,19	3,58	4,22	4,28
3.3 Coping with ambiguity, uncertainty and risk	4,33	3,86	4,17	4,10	3,92	3,96	4,12
3.4 Working with others	3,84	4,10	4,07	4,26	4,00	4,04	4,02
3.5 Learning through experience	4,43	3,92	4,04	4,19	4,08	3,94	4,16



When we analyze the results obtained by country for the social entrepreneurs, it is possible to note some interesting data related to the level of national competences among the surveyed participants. In the different countries we can detect trends that show strengths and weaknesses, always from an exploratory approach related with the surveyed sample and never as a generalization of the national situation.

For example, the highest scores detected in Bulgaria correspond with Planning and managing and Learning through experience while it should continue to work on Ethical and sustainable thinking. Cyprus records highest numbers in Motivation and perseverance and Planning and managing. In addition, Greece report more positive values in Motivation and perseverance and Spotting opportunities. In Italy, we can observe highest values in Working with others and Planning and managing. However, in all three countries, we must continue to work to improve Financial & economic literacy. For Netherlands the best results are in Self-awareness and self-efficacy and Motivation and perseverance but Ethical and sustainable thinking represent the competency with the lowest score. Finally, Spain registers their best numbers in Planning and managing and Taking the initiative, but it need to pay attention on Spotting opportunities.

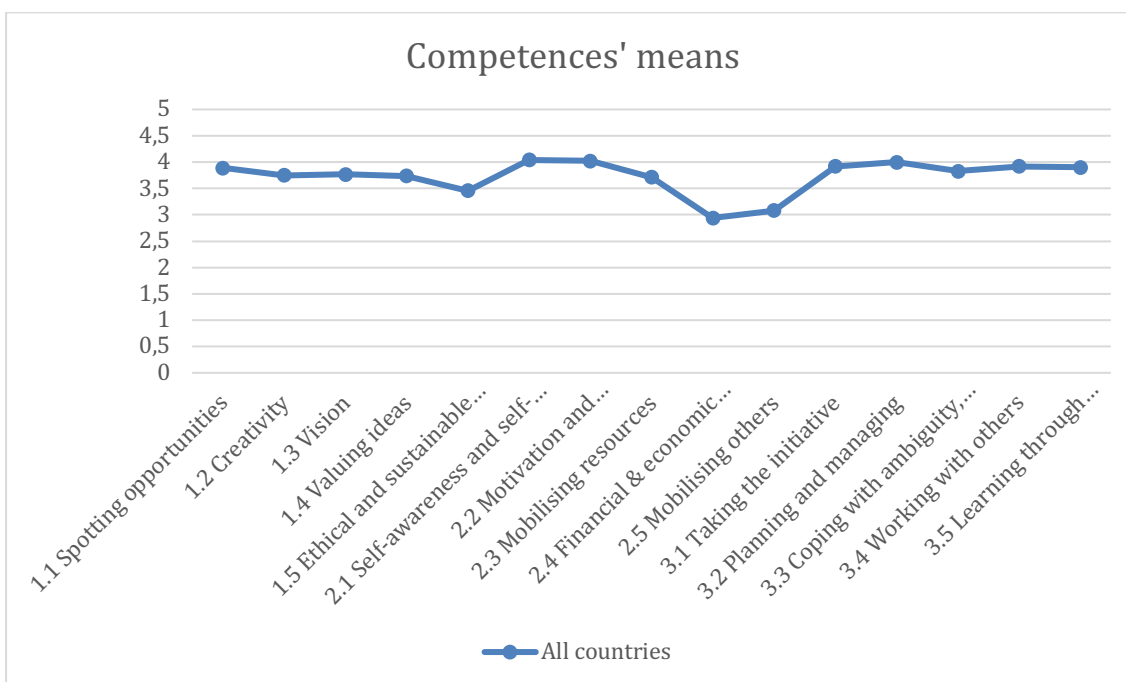
In terms of competences, Bulgaria recorded the highest values in Creativity, Self-awareness and self-efficacy, Motivation and perseverance, Planning and managing, Coping with ambiguity, uncertainty and risk and Learning through experience. Greece reports best numbers in Spotting opportunities, Vision, Valuing ideas and Ethical and sustainable thinking, Netherlands and Italy in Mobilising resources and Working with others, respectively. In addition, Spain registers the highest score in Financial & economic literacy, Mobilising others and Taking the initiative.

3. Competences of job seekers

In this section we are going to analyze profile of competences of Young people that wants to look for a job.

a) General means of competences

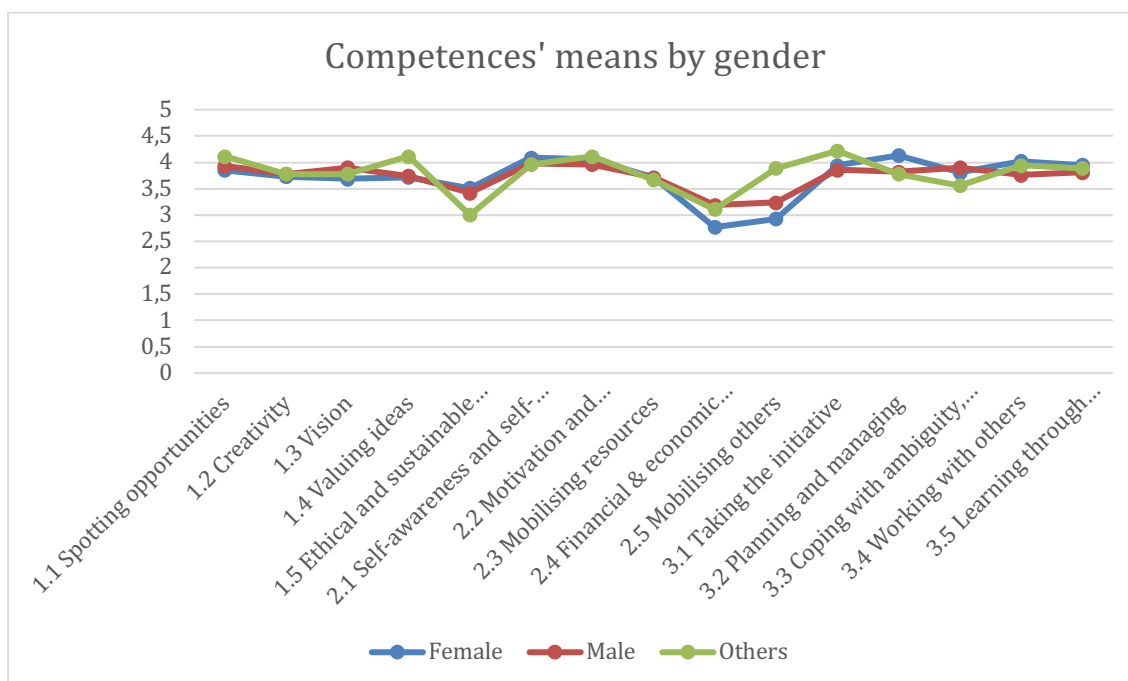
Competences	All countries
1.1 Spotting opportunities	3,89
1.2 Creativity	3,75
1.3 Vision	3,77
1.4 Valuing ideas	3,74
1.5 Ethical and sustainable thinking	3,46
2.1 Self-awareness and self-efficacy	4,04
2.2 Motivation and perseverance	4,02
2.3 Mobilising resources	3,71
2.4 Financial & economic literacy	2,94
2.5 Mobilising others	3,08
3.1 Taking the initiative	3,92
3.2 Planning and managing	4,00
3.3 Coping with ambiguity, uncertainty and risk	3,83
3.4 Working with others	3,92
3.5 Learning through experience	3,90



We can perceive that the level of competences for job seekers in 6 countries surveyed, the most values are Self-awareness and self-efficacy and Motivation and perseverance, while the lowest rates are represented by Financial & economic literacy and Mobilising others.

b) Means of competences by gender

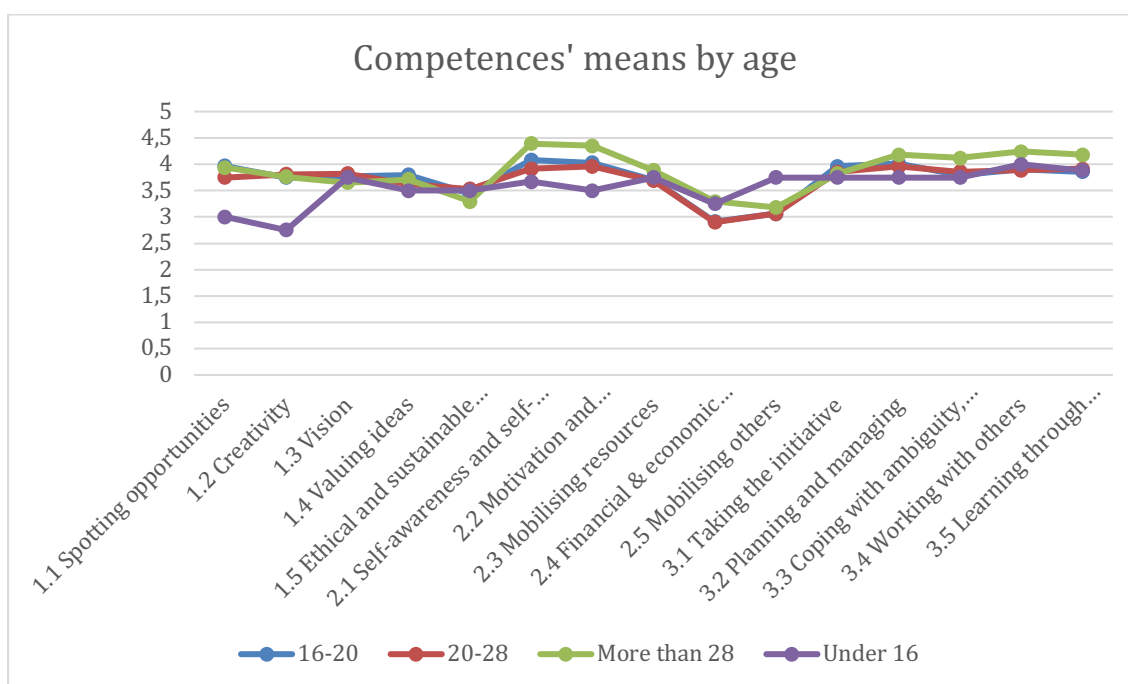
Competences	Gender			Total
	Female	Male	Others	
1.1 Spotting opportunities	3,85	3,93	4,11	3,89
1.2 Creativity	3,73	3,78	3,78	3,75
1.3 Vision	3,69	3,90	3,78	3,77
1.4 Valuing ideas	3,72	3,74	4,11	3,74
1.5 Ethical and sustainable thinking	3,51	3,42	3,00	3,46
2.1 Self-awareness and self-efficacy	4,09	3,98	3,96	4,04
2.2 Motivation and perseverance	4,05	3,96	4,11	4,02
2.3 Mobilising resources	3,71	3,71	3,67	3,71
2.4 Financial & economic literacy	2,77	3,19	3,11	2,94
2.5 Mobilising others	2,93	3,24	3,89	3,08
3.1 Taking the initiative	3,94	3,86	4,22	3,92
3.2 Planning and managing	4,13	3,82	3,78	4,00
3.3 Coping with ambiguity, uncertainty and risk	3,81	3,90	3,56	3,83
3.4 Working with others	4,02	3,76	3,94	3,92
3.5 Learning through experience	3,95	3,81	3,89	3,90



By analyzing competences by gender in job seekers, we can detect disparate trends connecting or separating the two sexes in terms of perceived possession of competences. For example, male and female register very close values in Mobilising resources and Valuing ideas and both record the lowest numbers in Financial & economic literacy and Mobilising others. The most value competency by women was Planning and managing and the same for their counterpart masculine was Self-awareness and self-efficacy. Participants who identified themselves as "Other" only represent 3% of all respondents and this score is not significant enough to give an approximation of trend behavior.

c) Means of competences by age

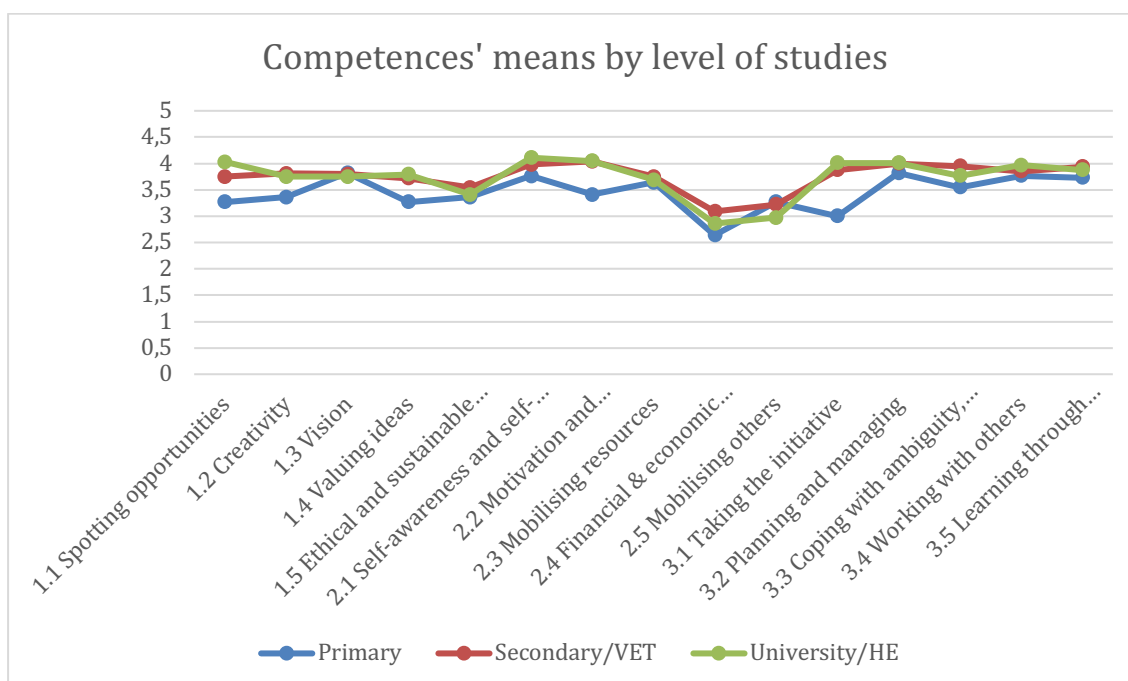
Competences	Age				Total
	Under 16	16-20	20-28	More than 28	
1.1 Spotting opportunities	3,00	3,97	3,75	3,94	3,89
1.2 Creativity	2,75	3,75	3,81	3,76	3,75
1.3 Vision	3,75	3,77	3,82	3,65	3,77
1.4 Valuing ideas	3,50	3,80	3,63	3,71	3,74
1.5 Ethical and sustainable thinking	3,50	3,44	3,53	3,29	3,46
2.1 Self-awareness and self-efficacy	3,67	4,08	3,91	4,39	4,04
2.2 Motivation and perseverance	3,50	4,03	3,96	4,35	4,02
2.3 Mobilising resources	3,75	3,70	3,69	3,88	3,71
2.4 Financial & economic literacy	3,25	2,91	2,90	3,29	2,94
2.5 Mobilising others	3,75	3,06	3,06	3,18	3,08
3.1 Taking the initiative	3,75	3,96	3,85	3,82	3,92
3.2 Planning and managing	3,75	4,01	3,96	4,18	4,00
3.3 Coping with ambiguity, uncertainty and risk	3,75	3,79	3,86	4,12	3,83
3.4 Working with others	4,00	3,90	3,89	4,24	3,92
3.5 Learning through experience	3,88	3,86	3,91	4,18	3,90



Regarding the level of competences by age for job seekers in the surveyed age ranges it is possible to appreciate data fluctuating between the values of 2,3 and 4. Due to these fluctuations, it is impossible to detect an upward or downward pattern in general terms. Learning through experience and Coping with ambiguity, uncertainty and risk describe a positive upward trend as the age range increases. The lowest values record by 16 to 28 years old are in Financial & economic literacy and Mobilising others, while Learning through experience and Motivation and perseverance represent the most value under 16 years old and for 20 to 28 years old, respectively. Self-awareness and self-efficacy, gains ground under 16 to 20 years old and for the more than 28 years old.

d) Means of competences by level of studies

Competences	Level of studies			Total
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,27	3,75	4,03	3,89
1.2 Creativity	3,36	3,81	3,75	3,75
1.3 Vision	3,82	3,80	3,75	3,77
1.4 Valuing ideas	3,27	3,72	3,79	3,74
1.5 Ethical and sustainable thinking	3,36	3,54	3,41	3,46
2.1 Self-awareness and self-efficacy	3,76	3,98	4,11	4,04
2.2 Motivation and perseverance	3,41	4,04	4,05	4,02
2.3 Mobilising resources	3,64	3,75	3,69	3,71
2.4 Financial & economic literacy	2,64	3,09	2,86	2,94
2.5 Mobilising others	3,27	3,22	2,97	3,08
3.1 Taking the initiative	3,00	3,88	4,01	3,92
3.2 Planning and managing	3,82	4,00	4,01	4,00
3.3 Coping with ambiguity, uncertainty and risk	3,55	3,95	3,77	3,83
3.4 Working with others	3,77	3,85	3,97	3,92
3.5 Learning through experience	3,73	3,94	3,88	3,90

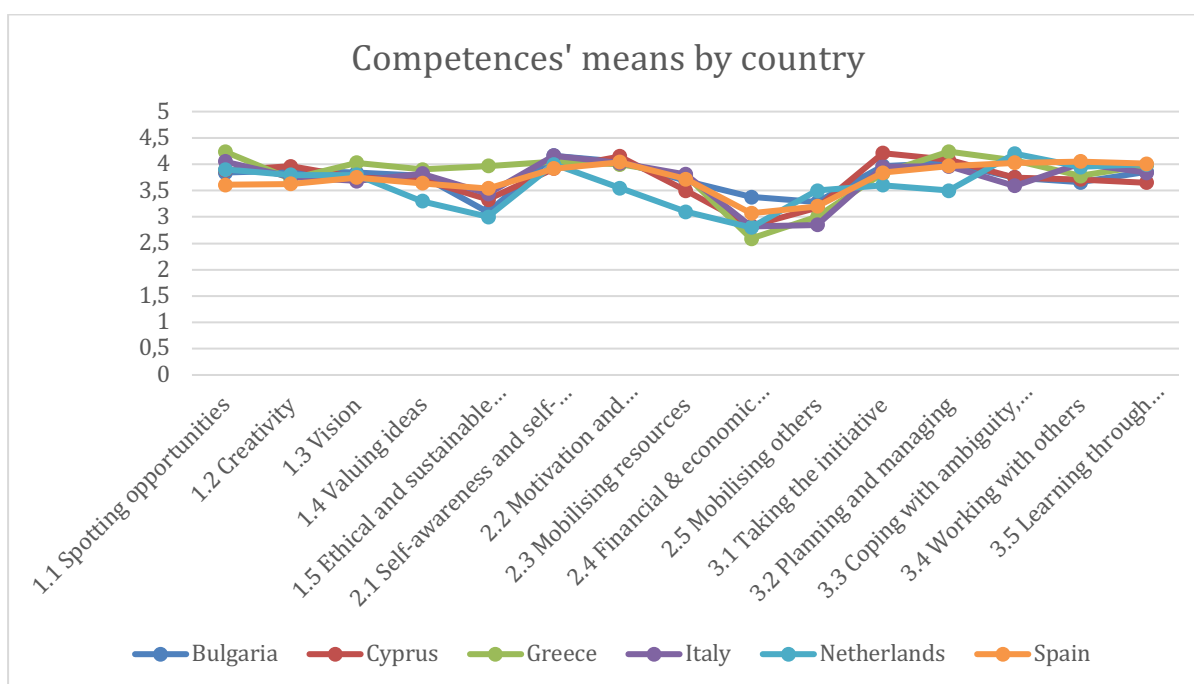


Regarding the competences by level of studies for job seekers it can be observed that the perception of the different competences describes an upward trajectory with positive values related to progress in educational training, such as: Spotting opportunities, Valuing ideas, Self-awareness and self-efficacy and Working with others.

On the other hands, Mobilising others shows a decreasing index, and it is positioned below 3 points at the university level (University/HE) with a difference of 0.30 percentage points. In addition, Financial & economic literacy registers negative scores below 2 in Primary and University and is the worst valued showing a worrying lack of knowledge or deficiency of acquired knowledge related to this subject.

e) Means of competences by country

Competences	Country						Total
	Bulgaria	Cyprus	Greece	Italy	Netherlands	Spain	
1.1 Spotting opportunities	3,84	3,88	4,24	4,05	3,90	3,61	3,89
1.2 Creativity	3,88	3,96	3,72	3,76	3,80	3,63	3,75
1.3 Vision	3,84	3,75	4,03	3,68	3,80	3,75	3,77
1.4 Valuing ideas	3,78	3,71	3,90	3,82	3,30	3,64	3,74
1.5 Ethical and sustainable thinking	3,09	3,33	3,97	3,44	3,00	3,54	3,46
2.1 Self-awareness and self-efficacy	4,16	3,92	4,05	4,16	4,00	3,92	4,04
2.2 Motivation and perseverance	4,05	4,15	4,00	4,02	3,55	4,04	4,02
2.3 Mobilising resources	3,69	3,50	3,79	3,81	3,10	3,72	3,71
2.4 Financial & economic literacy	3,38	2,83	2,59	2,82	2,80	3,07	2,94
2.5 Mobilising others	3,28	3,17	3,00	2,85	3,50	3,20	3,08
3.1 Taking the initiative	3,97	4,21	3,83	3,95	3,60	3,84	3,92
3.2 Planning and managing	4,03	4,08	4,24	3,96	3,50	3,97	4,00
3.3 Coping with ambiguity, uncertainty and risk	3,75	3,75	4,07	3,59	4,20	4,03	3,83
3.4 Working with others	3,66	3,71	3,78	4,01	3,95	4,05	3,92
3.5 Learning through experience	3,86	3,65	3,98	3,84	4,00	4,01	3,90



By analyzing the level of competences by country for the job seekers, among the six nations that participated in the study, it is possible to appreciate trends that show strengths and weaknesses, always from a conservative approach related to the size of the surveyed sample that does not allow a generalization of the national situation.

For example, Bulgaria records highest numbers in Self-awareness and self-efficacy and Motivation and perseverance while it should continue to work on Ethical and sustainable thinking. Cyprus report more positive values in Taking the initiative and Motivation and perseverance. In Greece, we can observe highest values in Spotting opportunities and Planning and managing. For Italy the best results are in Self-awareness and self-efficacy and Spotting opportunities. Spain registers their best numbers in Working with others and Motivation and perseverance. However, in all four countries, we must continue to work to improve Financial & economic literacy.

Finally, the highest scores detected in Netherlands correspond with Coping with ambiguity, uncertainty and risk and Learning through experience but it need to pay attention on Mobilising resources.

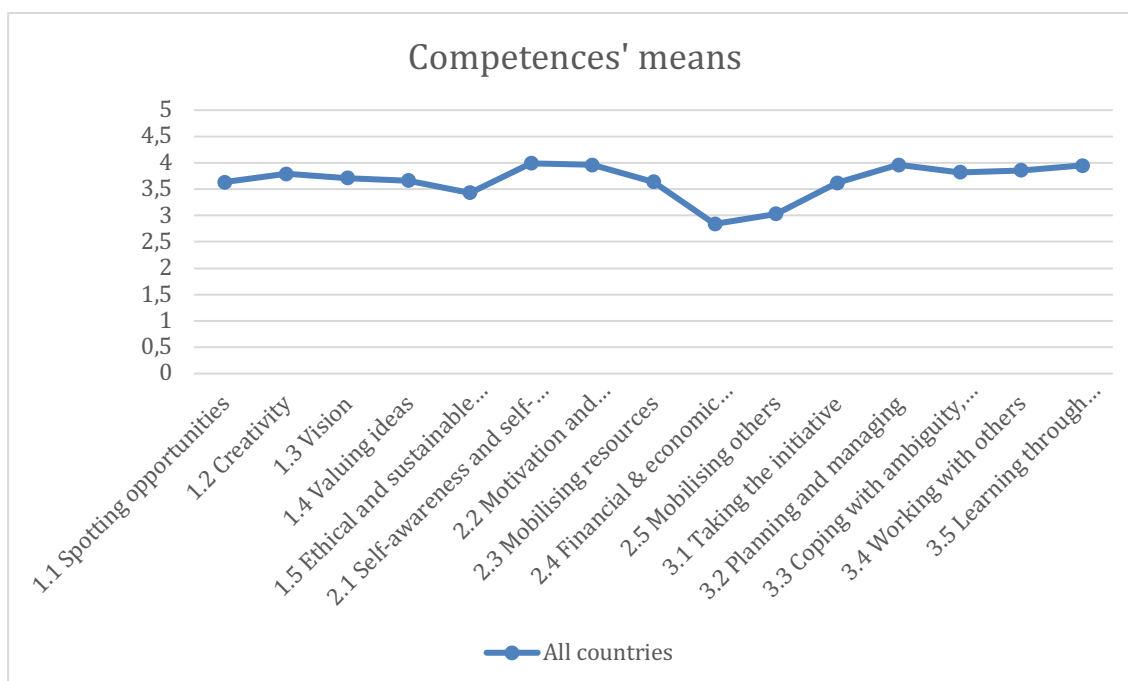
In terms of competences, Bulgaria recorded the highest values in Self-awareness and self-efficacy, Financial & economic literacy and Taking the initiative. Greece reports best numbers in Spotting opportunities, Creativity, Vision, Valuing ideas, Ethical and sustainable thinking and Planning and managing. Netherlands represent the highest score in Mobilising others and Coping with ambiguity, uncertainty and risk, Italy and Cyprus in Mobilising resources and Motivation and perseverance, respectively. In addition, Spain registers the highest numbers in Working with others and Learning through experience.

4. Competences of undecided

In this section, we are going to analyze level of competences of young people that didn't make a decision about starting a social business or looking for a job.

a) General means of competences

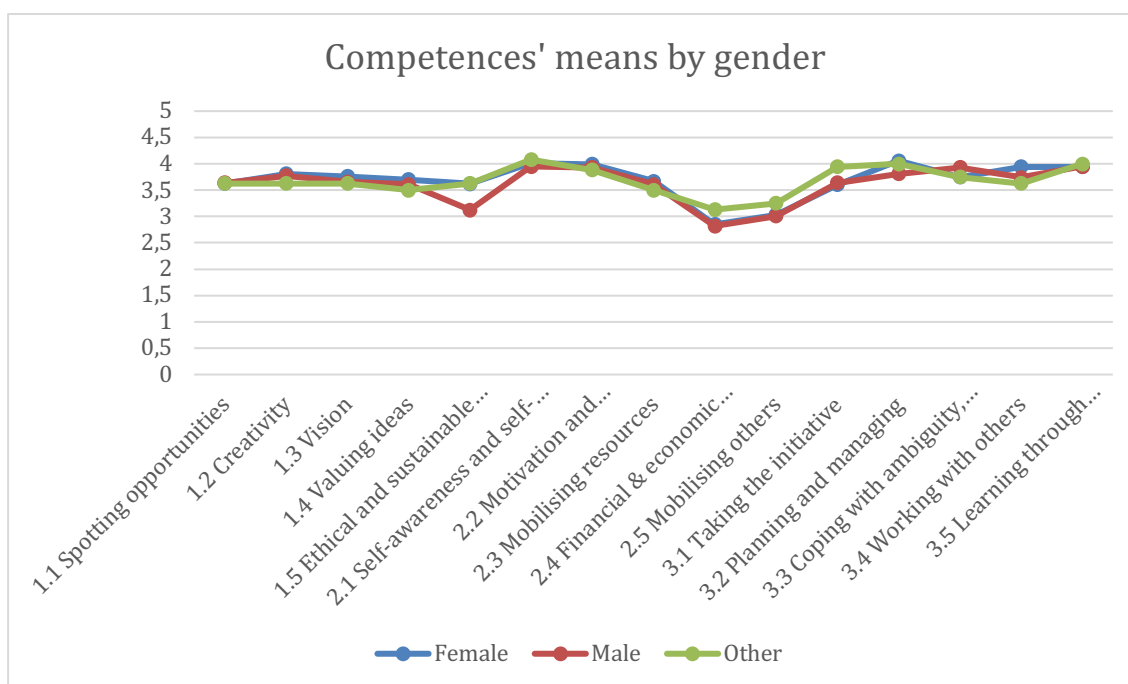
Competences	All countries
1.1 Spotting opportunities	3,63
1.2 Creativity	3,79
1.3 Vision	3,71
1.4 Valuing ideas	3,66
1.5 Ethical and sustainable thinking	3,43
2.1 Self-awareness and self-efficacy	3,99
2.2 Motivation and perseverance	3,96
2.3 Mobilising resources	3,64
2.4 Financial & economic literacy	2,84
2.5 Mobilising others	3,03
3.1 Taking the initiative	3,62
3.2 Planning and managing	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,82
3.4 Working with others	3,86
3.5 Learning through experience	3,95



The Undecided category represent 43% of the participants in 6 countries surveyed. When we analyze the level of competences for this group it is possible to appreciate that the score does not exceed the number of 3 of the established scale. The highest numbers correspond with Self-awareness and self-efficacy, Motivation and perseverance and Learning through experience, while the lowest score belong to Financial & economic literacy and Mobilising others.

b) Means of competences by gender

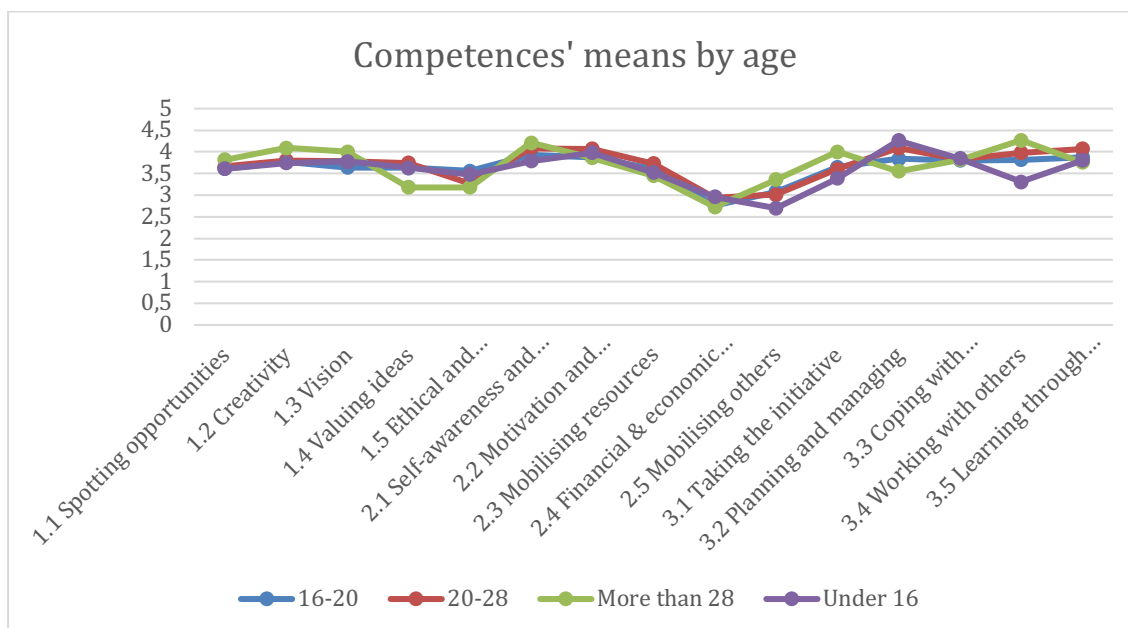
Competences	Gender			Total
	Female	Male	Other	
1.1 Spotting opportunities	3,63	3,64	3,63	3,63
1.2 Creativity	3,81	3,77	3,63	3,79
1.3 Vision	3,76	3,66	3,63	3,71
1.4 Valuing ideas	3,70	3,61	3,50	3,66
1.5 Ethical and sustainable thinking	3,62	3,12	3,63	3,43
2.1 Self-awareness and self-efficacy	4,01	3,95	4,08	3,99
2.2 Motivation and perseverance	3,99	3,93	3,88	3,96
2.3 Mobilising resources	3,67	3,61	3,50	3,64
2.4 Financial & economic literacy	2,85	2,82	3,13	2,84
2.5 Mobilising others	3,03	3,01	3,25	3,03
3.1 Taking the initiative	3,60	3,64	3,94	3,62
3.2 Planning and managing	4,06	3,81	4,00	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,75	3,93	3,75	3,82
3.4 Working with others	3,94	3,74	3,63	3,86
3.5 Learning through experience	3,94	3,95	4,00	3,95



When we analyze the competences by gender in Undecided, we can detect different behaviors connecting or separating the two sexes in terms of perceived possession of competences. For example, male and female record very similar values in Learning through experience, Motivation and perseverance and Spotting opportunities and both register the lowest figures in Financial and economic knowledge and Mobilizing others (with scores close to 2). The most value competency by men was Learning through experience and the same for their counterpart feminine was Planning and managing. Also for both, Self-awareness and self-efficacy obtained one of the highest estimates. Participants who identified themselves as "Other" only represent 3% of all respondents and this score is not significant enough to give an approximation of trend behavior.

c) Means of competences by age

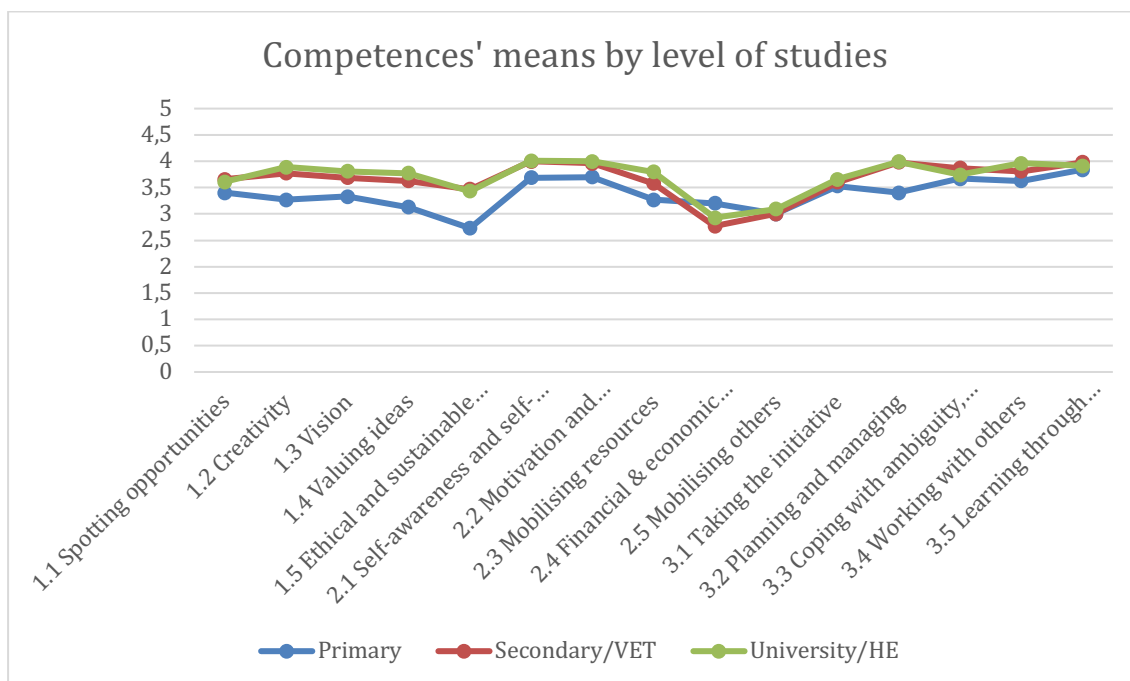
Valores	Age				Total
	Under 16	16-20	20-28	More than 28	
1.1 Spotting opportunities	3,61	3,61	3,66	3,82	3,63
1.2 Creativity	3,74	3,77	3,80	4,09	3,79
1.3 Vision	3,78	3,64	3,78	4,00	3,71
1.4 Valuing ideas	3,63	3,63	3,74	3,18	3,66
1.5 Ethical and sustainable thinking	3,48	3,56	3,26	3,18	3,43
2.1 Self-awareness and self-efficacy	3,79	3,93	4,08	4,21	3,99
2.2 Motivation and perseverance	3,98	3,88	4,07	3,86	3,96
2.3 Mobilising resources	3,52	3,60	3,73	3,45	3,64
2.4 Financial & economic literacy	2,96	2,76	2,94	2,73	2,84
2.5 Mobilising others	2,70	3,08	3,01	3,36	3,03
3.1 Taking the initiative	3,39	3,65	3,60	4,00	3,62
3.2 Planning and managing	4,26	3,84	4,09	3,55	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,85	3,80	3,83	3,82	3,82
3.4 Working with others	3,31	3,82	3,98	4,27	3,86
3.5 Learning through experience	3,80	3,88	4,07	3,76	3,95



When we study the level of competences by age for Undecided in the surveyed age ranges, we can observe the prevalence of values around 3 with other score of 2 and some competences arrives to 4. Results alternate between downward and upward trajectories and values that take into account the growth and age group of respondents. For example, Self-awareness and self-efficacy and Working with others were the most value and describe a positive upward trend as the age range increases. The lowest values record were Financial & economic literacy and Mobilising others, while in all age group.

d) Means of competences by level of studies

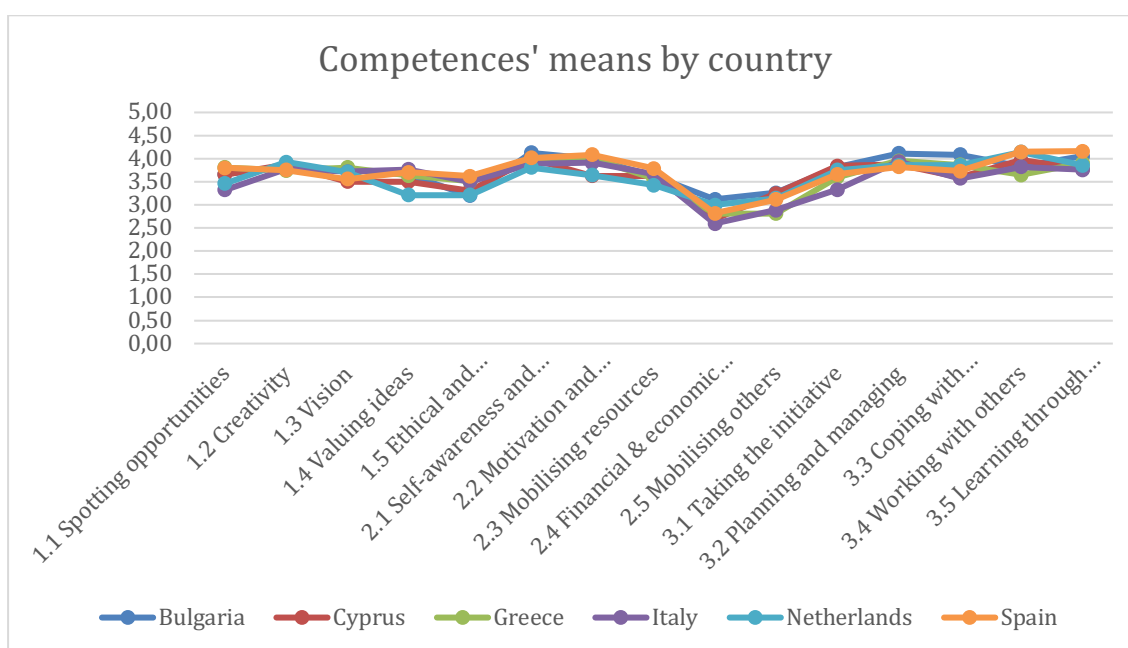
Competences	Level of studies			Total
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,40	3,66	3,61	3,63
1.2 Creativity	3,27	3,77	3,89	3,79
1.3 Vision	3,33	3,69	3,81	3,71
1.4 Valuing ideas	3,13	3,63	3,77	3,66
1.5 Ethical and sustainable thinking	2,73	3,47	3,43	3,43
2.1 Self-awareness and self-efficacy	3,69	4,00	4,01	3,99
2.2 Motivation and perseverance	3,70	3,96	4,00	3,96
2.3 Mobilising resources	3,27	3,58	3,80	3,64
2.4 Financial & economic literacy	3,20	2,77	2,93	2,84
2.5 Mobilising others	3,00	3,00	3,09	3,03
3.1 Taking the initiative	3,53	3,60	3,66	3,62
3.2 Planning and managing	3,40	3,98	3,99	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,67	3,87	3,74	3,82
3.4 Working with others	3,63	3,81	3,96	3,86
3.5 Learning through experience	3,84	3,98	3,91	3,95



Regarding the competences by level of studies for Undecided it can be observed that the perception of the different competences is directly proportional to progress in the higher education system, where the university level maintains the most positive numbers (almost 4 or 4). Financial & economic literacy describes an irregular downward trajectory and ends up with values below 3 even at the university level (University/HE). Planning and managing, Self-awareness and self-efficacy and Motivation and perseverance register the highest values of all competences.

e) Means of competences by country

Competences	Country						Total
	Bulgaria	Cyprus	Greece	Italy	Netherlands	Spain	
1.1 Spotting opportunities	3,66	3,66	3,81	3,32	3,46	3,80	3,63
1.2 Creativity	3,82	3,88	3,74	3,78	3,93	3,75	3,79
1.3 Vision	3,76	3,50	3,81	3,72	3,71	3,56	3,71
1.4 Valuing ideas	3,65	3,50	3,63	3,77	3,21	3,70	3,66
1.5 Ethical and sustainable thinking	3,20	3,31	3,51	3,50	3,21	3,62	3,43
2.1 Self-awareness and self-efficacy	4,12	4,00	3,96	3,88	3,81	4,02	3,99
2.2 Motivation and perseverance	3,99	3,63	4,01	3,91	3,64	4,08	3,96
2.3 Mobilising resources	3,63	3,63	3,57	3,67	3,43	3,79	3,64
2.4 Financial & economic literacy	3,12	2,69	2,81	2,60	3,00	2,82	2,84
2.5 Mobilising others	3,26	3,25	2,81	2,89	3,14	3,11	3,03
3.1 Taking the initiative	3,82	3,84	3,60	3,33	3,75	3,66	3,62
3.2 Planning and managing	4,11	3,88	3,96	3,94	3,86	3,82	3,96
3.3 Coping with ambiguity, uncertainty and risk	4,08	3,59	3,87	3,57	3,86	3,73	3,82
3.4 Working with others	3,84	3,97	3,65	3,82	4,14	4,15	3,86
3.5 Learning through experience	4,05	3,77	3,91	3,76	3,86	4,16	3,95



By analyzing the results obtained by country for Undecided, it is possible to observe different relevant data related to the level of national competences among the surveyed participants. From the 6 countries we can detect trends that show strengths and weaknesses, always from an exploratory approach based on the possibilities offered by the size of the surveyed sample and never as a generalization of the national situation.

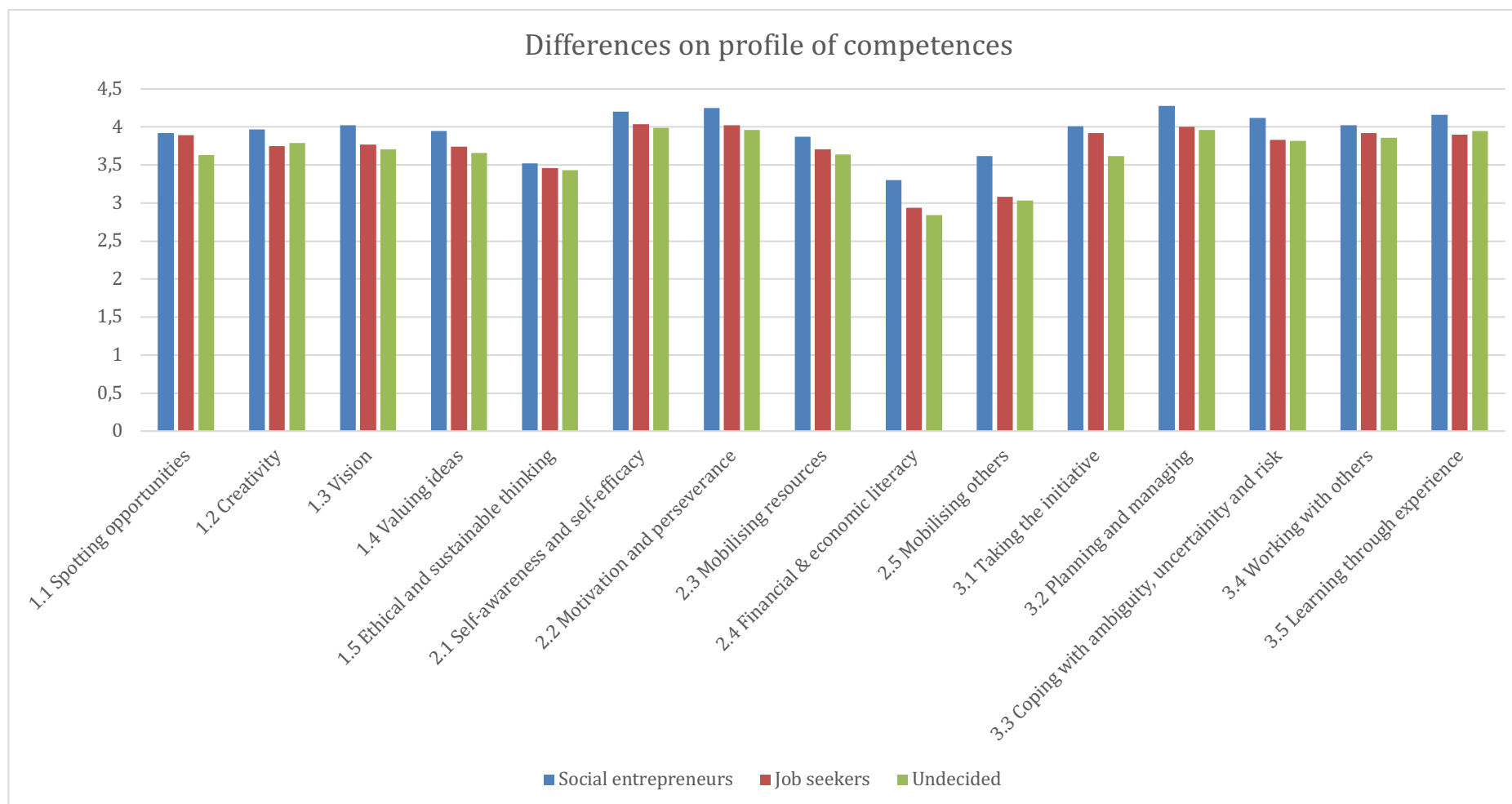
For Bulgaria the best results are in Self-awareness and self-efficacy and Planning and managing. Cyprus records highest numbers in Working with others and Self-awareness and self-efficacy. The highest scores detected in Greece correspond with Motivation and perseverance and also Self-awareness and self-efficacy. In addition, Italy reports more positive values in Planning and managing and Motivation and perseverance. In Netherland, we can observe highest values in Working with others and Creativity. Finally, Spain registers their best numbers in Learning through experience and Working with others. All countries must continue to work to improve Financial & economic literacy.

In terms of competences, Bulgaria recorded the highest values in Self-awareness and self-efficacy, Financial & economic literacy, Mobilising resources, Planning and managing and Coping with ambiguity, uncertainty and risk. Spain reports best numbers in Spotting opportunities, Ethical and sustainable thinking, Motivation and perseverance, Mobilising resources, Working with others and Learning through experience. In addition, Netherland registers the highest score in Creativity, Greece and Italy in Vision and Valuing ideas, respectively. Finally, Cyprus shows more positive score in Taking the initiative.

5. Conclusions

A comparative is presented between the level of competences of the three different profiles:

Competences	Social entrepreneurs	Job seekers	Undecided
1.1 Spotting opportunities	3,92	3,89	3,63
1.2 Creativity	3,97	3,75	3,79
1.3 Vision	4,02	3,77	3,71
1.4 Valuing ideas	3,95	3,74	3,66
1.5 Ethical and sustainable thinking	3,52	3,46	3,43
2.1 Self-awareness and self-efficacy	4,20	4,04	3,99
2.2 Motivation and perseverance	4,25	4,02	3,96
2.3 Mobilising resources	3,87	3,71	3,64
2.4 Financial & economic literacy	3,30	2,94	2,84
2.5 Mobilising others	3,62	3,08	3,03
3.1 Taking the initiative	4,01	3,92	3,62
3.2 Planning and managing	4,28	4,00	3,96
3.3 Coping with ambiguity, uncertainty and risk	4,12	3,83	3,82
3.4 Working with others	4,02	3,92	3,86
3.5 Learning through experience	4,16	3,90	3,95



The study of the level of competences of the three profiles analyzed for the report: Social entrepreneur, Job seeker and Undecided, shows in general terms an evolution that favors the social entrepreneurs in all the competences analyzed. This profile obtained the highest values in the overall computation of the sample investigated. Social entrepreneurs record the most positive numbers in Motivation and perseverance and Planning and managing. On the other hand, Job seekers and Undecided register the highest values in Self-awareness and self-efficacy and Motivation and perseverance. However, the three profiles describe a negative trend in Financial & economic literacy that represent the lowest valued of all competences analyzed. This situation highlights the lack of knowledge in economic and financial management among young people. It also shows the shortcomings of an educational system that does not respond correctly to all the needs of the new generations and that urgently needs to be updated in terms of methodology and training proposals, in order to better adapt to the changing labor market and the booming world of social entrepreneurship. Finally, the following competency with worrying values is Ethical and sustainable thinking. This reality highlights the need to continue working to disseminate and imbue society and new generations with the ethical principles of sustainability in its social, economic and ecological dimensions that are inherent to the modern business world, especially in rural areas.



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4. DATA ANALYSIS PER COUNTRY



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BULGARIA

DATA ANALYSIS: BULGARIA

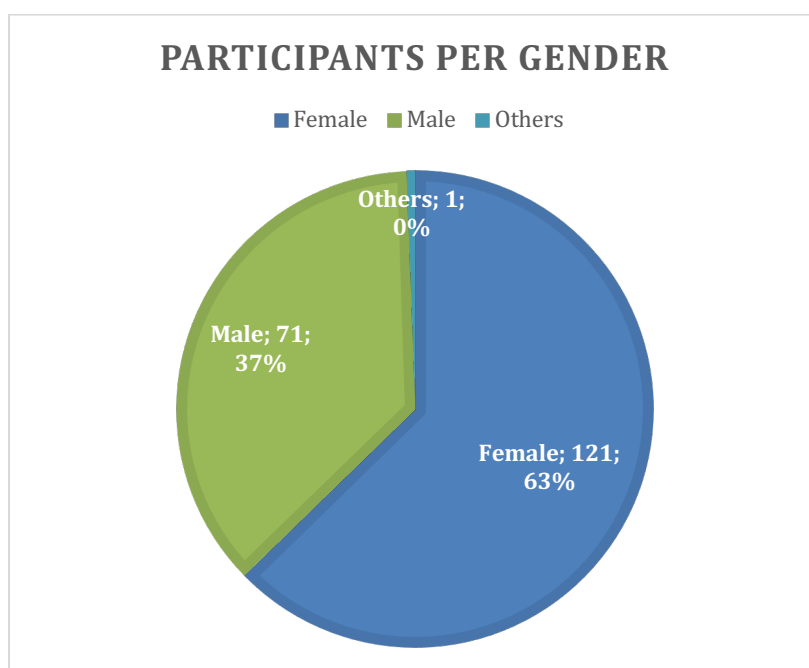
1. Profile of participants

The total number of responses in Bulgaria is 193. In this section, we are going to analyze the profile of these 193 respondents.

a) Participants per gender

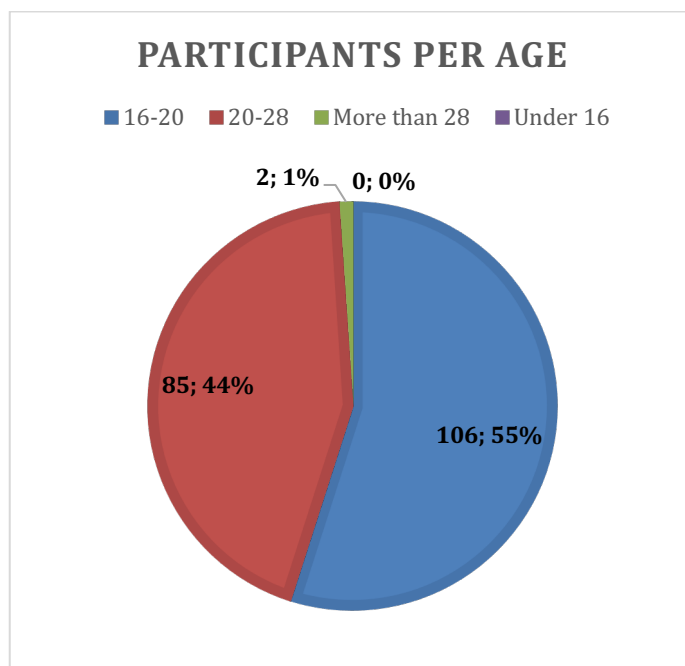
Bulgaria	193
Female	121
Male	71
Others	1

In Bulgaria, of 193 respondents, 121 are female, 71 male and 1 others, as can be seen in the following graphic:



b) Participants per age

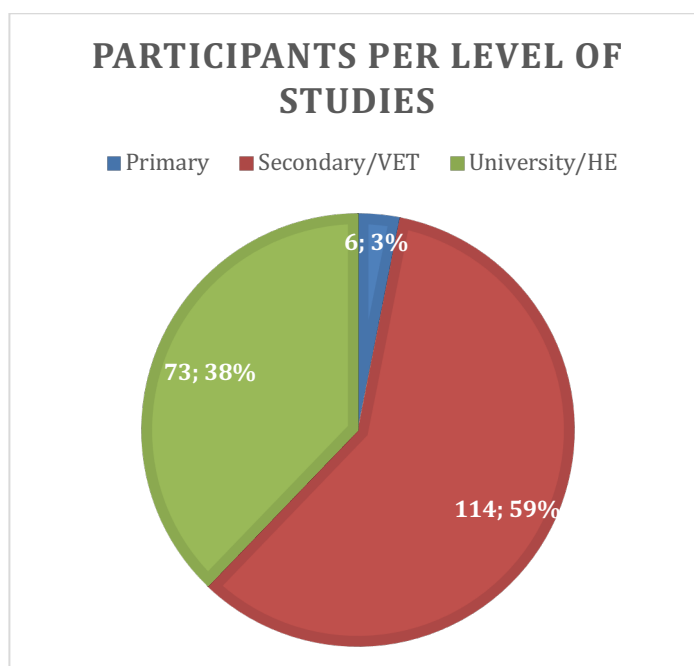
Bulgaria	193
16-20	106
20-28	85
More than 28	2
Under 16	0



55% of the participants are at the age between 16-20 years old, 44% of the participants are between 20 and 28 years old, and only 1% are more than 28 years old.

c) Participants per level of studies

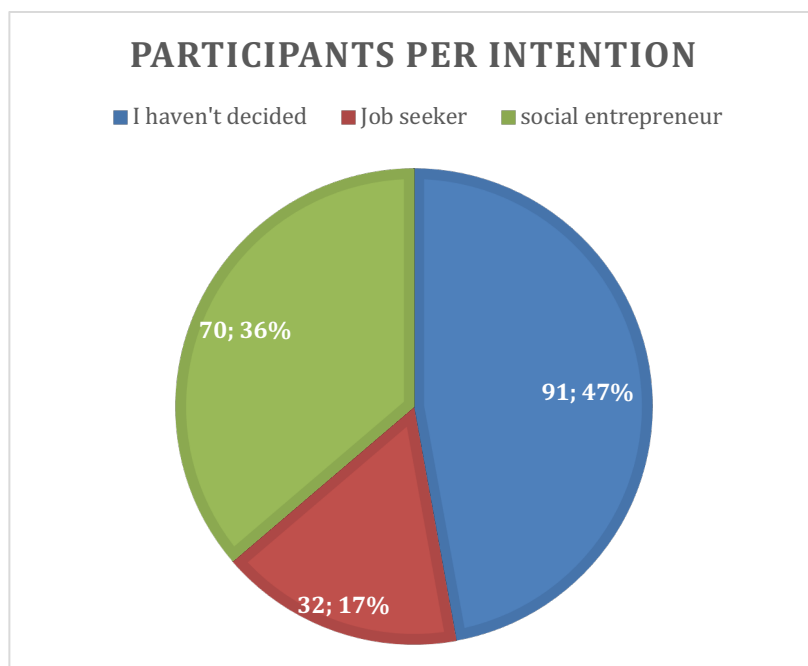
Bulgaria	193
Primary	6
Secondary/VET	114
University/HE	73



59% of the participants had secondary or VET studies, followed by University of Higher Education studies (38%) and primary studies (3%).

d) Participants per intention

Bulgaria	193
I haven't decided	91
Job seeker	32
social entrepreneur	70



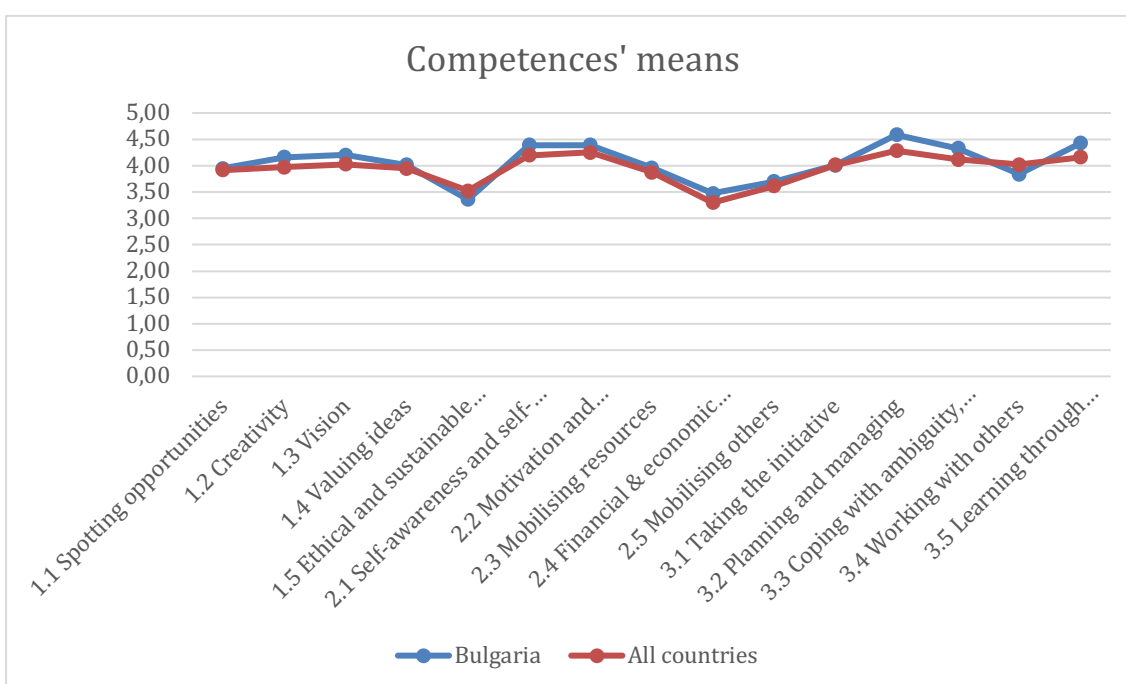
47% of Bulgarian participants declare that they haven't decided if they want to look for a job or start a social business, while 17% wants to look for a job and 36% to start a social business.

2. Competences of social entrepreneurs

In this section, we are going to analyze the level of competences of this profile. Mean from 1 (lowest value) to 5 (highest value) is provided following the EntreComp competencies distributed in three levels: Ideas and Opportunities, Resources and Into Action.

a) General means of competencies

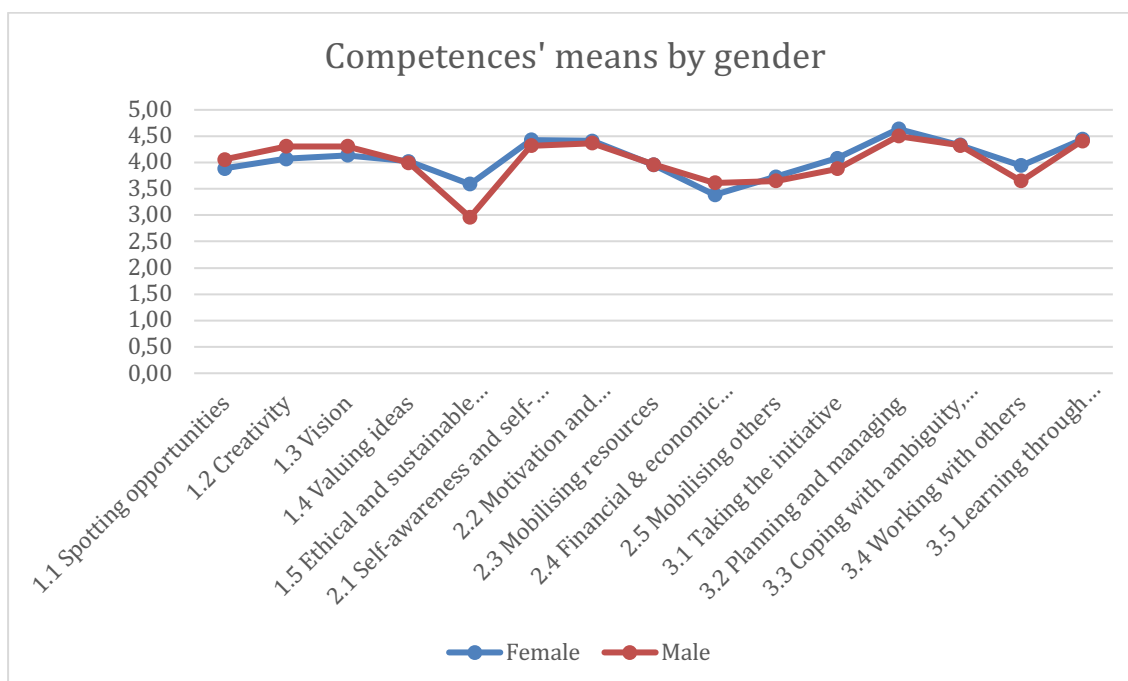
Competence	Bulgaria	All countries
1.1 Spotting opportunities	3.95	3.92
1.2 Creativity	4.16	3.97
1.3 Vision	4.20	4.02
1.4 Valuing ideas	4.01	3.95
1.5 Ethical and sustainable thinking	3.36	3.52
2.1 Self-awareness and self-efficacy	4.39	4.20
2.2 Motivation and perseverance	4.39	4.25
2.3 Mobilising resources	3.96	3.87
2.4 Financial & economic literacy	3.47	3.30
2.5 Mobilising others	3.70	3.62
3.1 Taking the initiative	4.01	4.01
3.2 Planning and managing	4.59	4.28
3.3 Coping with ambiguity, uncertainty and risk	4.33	4.12
3.4 Working with others	3.84	4.02
3.5 Learning through experience	4.43	4.16



We can observe that the level of competences in Bulgaria is similar to the general level of competences of all countries in the study. Planning and managing and Learning through the experience have higher values in Bulgaria, while Ethical and sustainable thinking and Financial & economic literacy have lower values in Bulgaria.

b) Means of competencies by gender

Competences	Bulgaria		Total Bulgaria
	Female	Male	
1.1 Spotting opportunities	3.89	4.06	3.95
1.2 Creativity	4.07	4.31	4.16
1.3 Vision	4.14	4.31	4.20
1.4 Valuing ideas	4.02	4.00	4.01
1.5 Ethical and sustainable thinking	3.59	2.96	3.36
2.1 Self-awareness and self-efficacy	4.43	4.32	4.39
2.2 Motivation and perseverance	4.41	4.37	4.39
2.3 Mobilising resources	3.95	3.96	3.96
2.4 Financial & economic literacy	3.39	3.62	3.47
2.5 Mobilising others	3.73	3.65	3.70
3.1 Taking the initiative	4.08	3.88	4.01
3.2 Planning and managing	4.64	4.50	4.59
3.3 Coping with ambiguity, uncertainty and risk	4.33	4.33	4.33
3.4 Working with others	3.94	3.65	3.84
3.5 Learning through experience	4.44	4.41	4.43

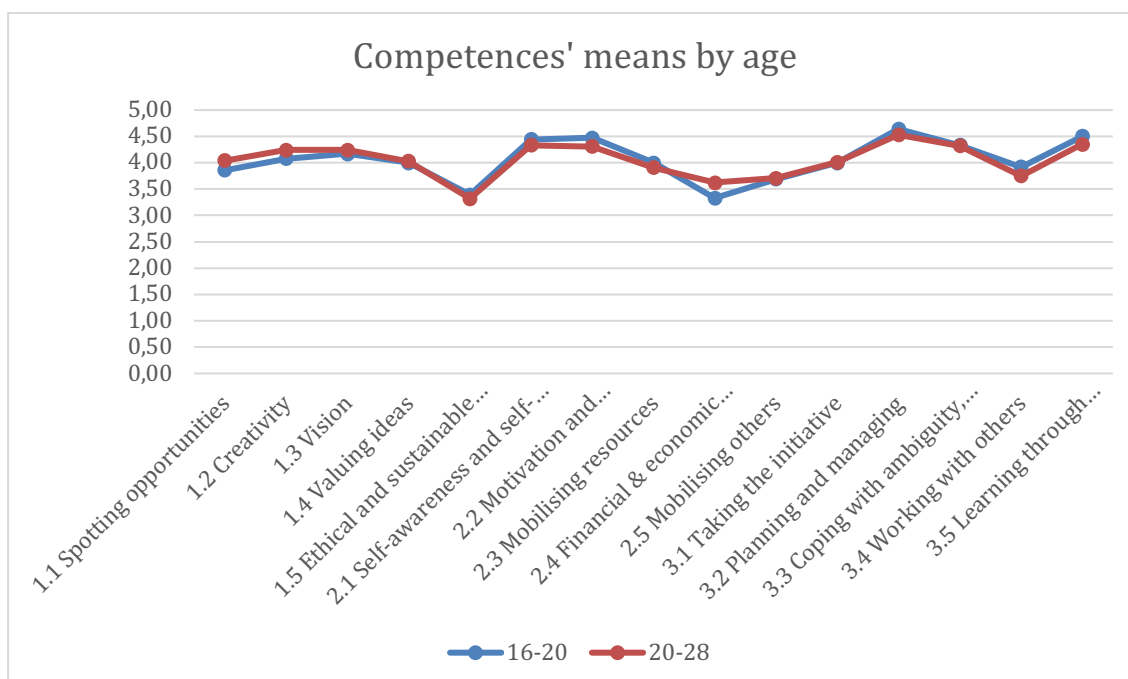


The results reveal that the highest level of competences in Bulgaria for both, males and females, are Planning and managing and Learning through experience. The lowest level

of competences are Ethical and sustainable thinking for males, and Financial & economic literacy for females.

c) Means of competencies by age

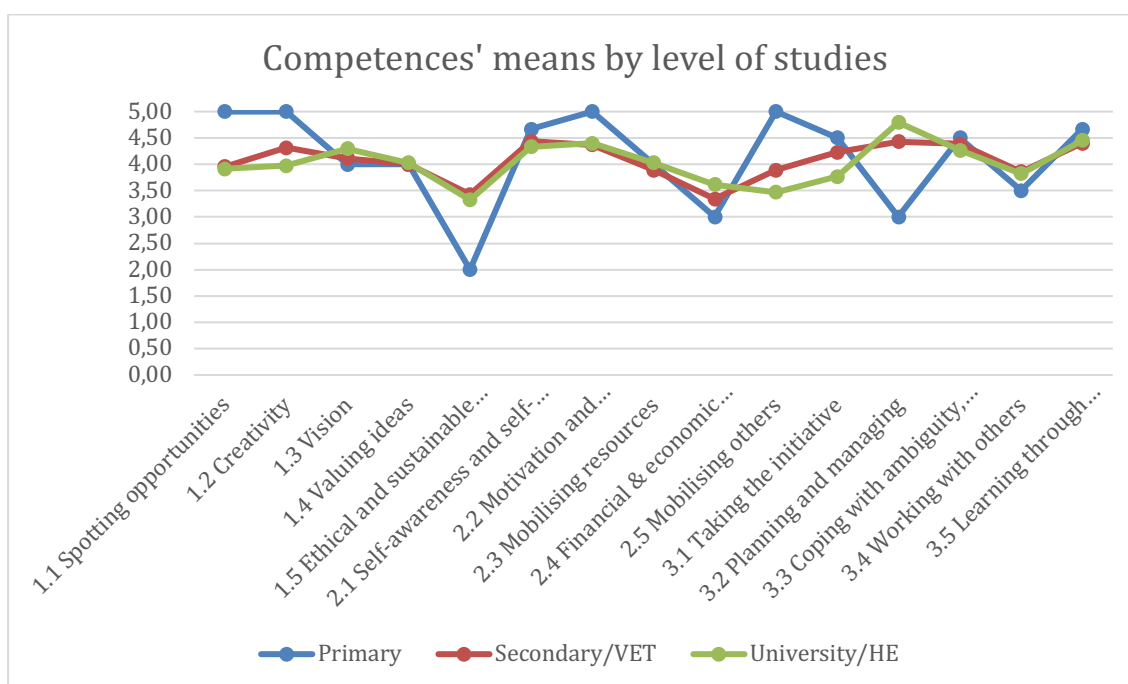
Competences	Bulgaria		Total Bulgaria
	16-20	20-28	
1.1 Spotting opportunities	3.86	4.04	3.95
1.2 Creativity	4.08	4.24	4.16
1.3 Vision	4.17	4.24	4.20
1.4 Valuing ideas	4.00	4.03	4.01
1.5 Ethical and sustainable thinking	3.39	3.32	3.36
2.1 Self-awareness and self-efficacy	4.44	4.33	4.39
2.2 Motivation and perseverance	4.47	4.31	4.39
2.3 Mobilising resources	4.00	3.91	3.96
2.4 Financial & economic literacy	3.33	3.62	3.47
2.5 Mobilising others	3.69	3.71	3.70
3.1 Taking the initiative	4.00	4.01	4.01
3.2 Planning and managing	4.64	4.53	4.59
3.3 Coping with ambiguity, uncertainty and risk	4.33	4.32	4.33
3.4 Working with others	3.92	3.75	3.84
3.5 Learning through experience	4.50	4.35	4.43



The results reveal that the highest level of competences in Bulgaria for both age categories, are Planning and managing and Learning through experience. The lowest level of competences are Ethical and sustainable thinking for 20-28 years of age, and Financial & economic literacy for 16-20 years old.

d) Means of competencies by level of studies

Competences	Bulgaria			Total Bulgaria
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	5.00	3.96	3.91	3.95
1.2 Creativity	5.00	4.31	3.97	4.16
1.3 Vision	4.00	4.11	4.29	4.20
1.4 Valuing ideas	4.00	4.00	4.03	4.01
1.5 Ethical and sustainable thinking	2.00	3.43	3.32	3.36
2.1 Self-awareness and self-efficacy	4.67	4.44	4.33	4.39
2.2 Motivation and perseverance	5.00	4.37	4.40	4.39
2.3 Mobilising resources	4.00	3.89	4.03	3.96
2.4 Financial & economic literacy	3.00	3.34	3.62	3.47
2.5 Mobilising others	5.00	3.89	3.47	3.70
3.1 Taking the initiative	4.50	4.23	3.76	4.01
3.2 Planning and managing	3.00	4.43	4.79	4.59
3.3 Coping with ambiguity, uncertainty and risk	4.50	4.39	4.26	4.33
3.4 Working with others	3.50	3.86	3.82	3.84
3.5 Learning through experience	4.67	4.40	4.45	4.43



The results achieved for the Bulgarian respondents reveal that:

- **Primary education:** The highest level of competences are Spotting opportunities, Creativity, Motivation and perseverance and Mobilising others. The lowest level of competences is Ethical and sustainable thinking.
- **Secondary/VET:** The highest level of competences are Self-awareness and self-efficacy and Planning and managing. The lowest level of competences is Financial & economic literacy.
- **University/HE:** The highest level of competences are Planning and managing and Learning through experience. The lowest level of competences is Ethical and sustainable thinking.

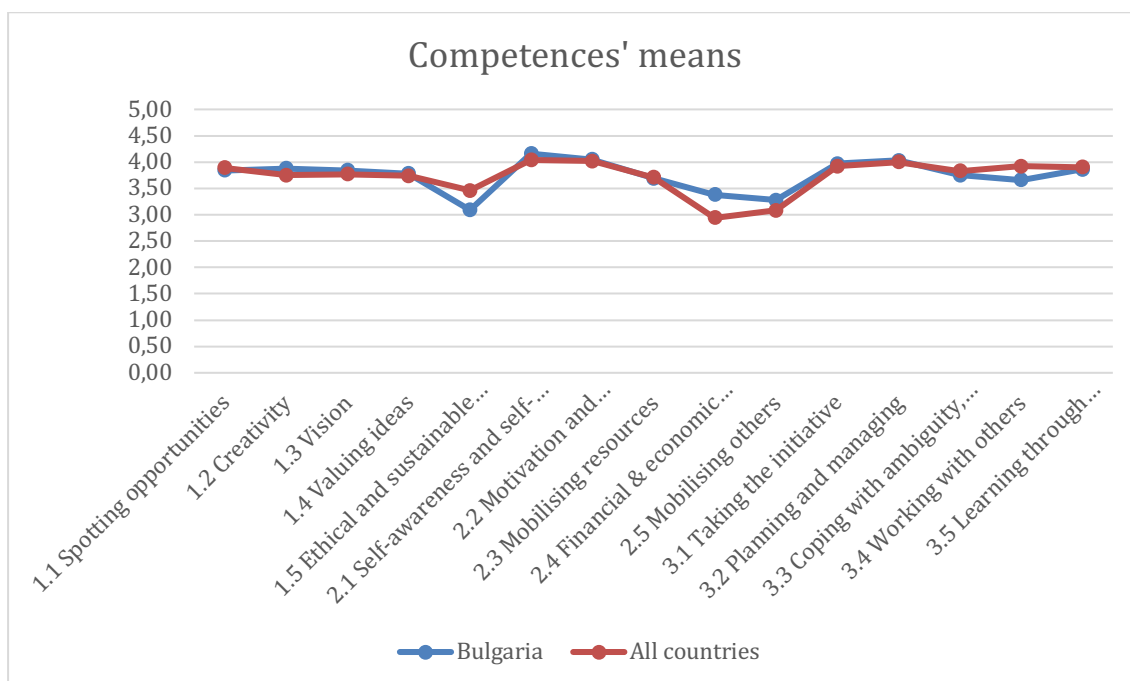
3. Competences of job seekers

In this section we are going to analyze profile of competences of Young people that wants to look for a job.

a) General means of competencies

Competences	Bulgaria	All countries
1.1 Spotting opportunities	3.84	3.89
1.2 Creativity	3.88	3.75
1.3 Vision	3.84	3.77
1.4 Valuing ideas	3.78	3.74
1.5 Ethical and sustainable thinking	3.09	3.46
2.1 Self-awareness and self-efficacy	4.16	4.04
2.2 Motivation and perseverance	4.05	4.02
2.3 Mobilising resources	3.69	3.71

2.4 Financial & economic literacy	3.38	2.94
2.5 Mobilising others	3.28	3.08
3.1 Taking the initiative	3.97	3.92
3.2 Planning and managing	4.03	4.00
3.3 Coping with ambiguity, uncertainty and risk	3.75	3.83
3.4 Working with others	3.66	3.92
3.5 Learning through experience	3.86	3.90

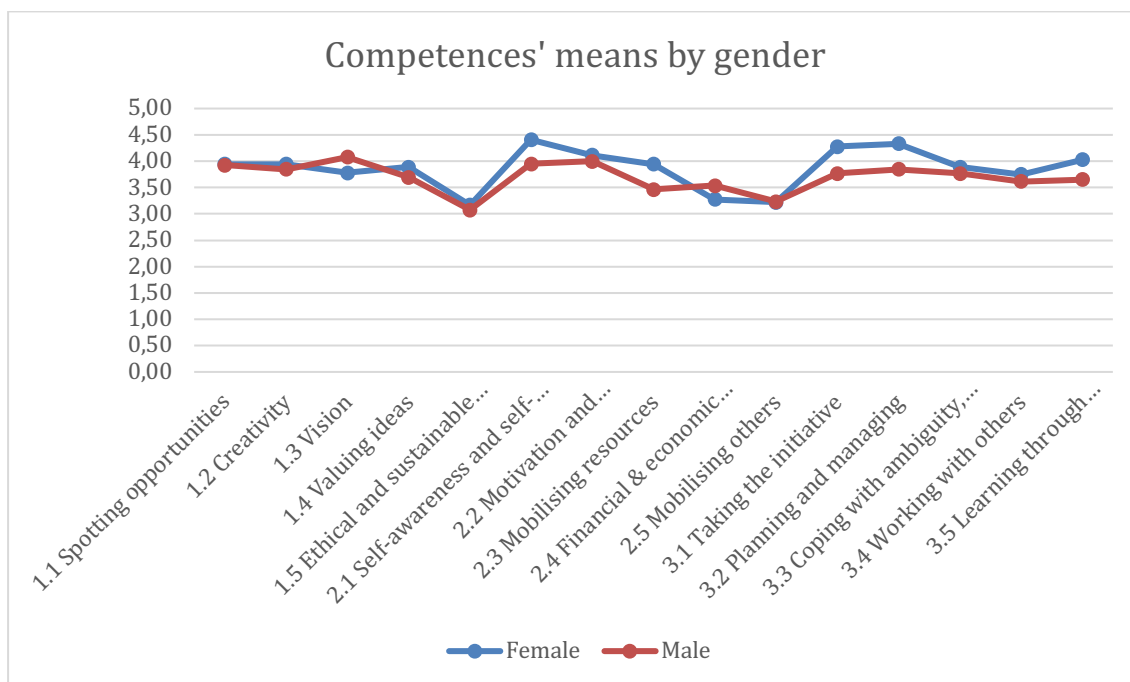


We can observe that the level of competences in Bulgaria is similar to the general level of competences of all countries in the study. Self-awareness and self-efficacy and Motivation and perseverance have higher values in Bulgaria, while Ethical and sustainable thinking and Mobilizing others have lower values in Bulgaria.

b) Means of competencies by gender

Competences	Bulgaria		Total Bulgaria
	Female	Male	
1.1 Spotting opportunities	3.94	3.92	3.84
1.2 Creativity	3.94	3.85	3.88
1.3 Vision	3.78	4.08	3.84
1.4 Valuing ideas	3.89	3.69	3.78
1.5 Ethical and sustainable thinking	3.17	3.08	3.09
2.1 Self-awareness and self-efficacy	4.41	3.95	4.16
2.2 Motivation and perseverance	4.11	4.00	4.05
2.3 Mobilising resources	3.94	3.46	3.69
2.4 Financial & economic literacy	3.28	3.54	3.38

2.5 Mobilising others	3.22	3.23	3.28
3.1 Taking the initiative	4.28	3.77	3.97
3.2 Planning and managing	4.33	3.85	4.03
3.3 Coping with ambiguity, uncertainty and risk	3.89	3.77	3.75
3.4 Working with others	3.75	3.62	3.66
3.5 Learning through experience	4.03	3.65	3.86

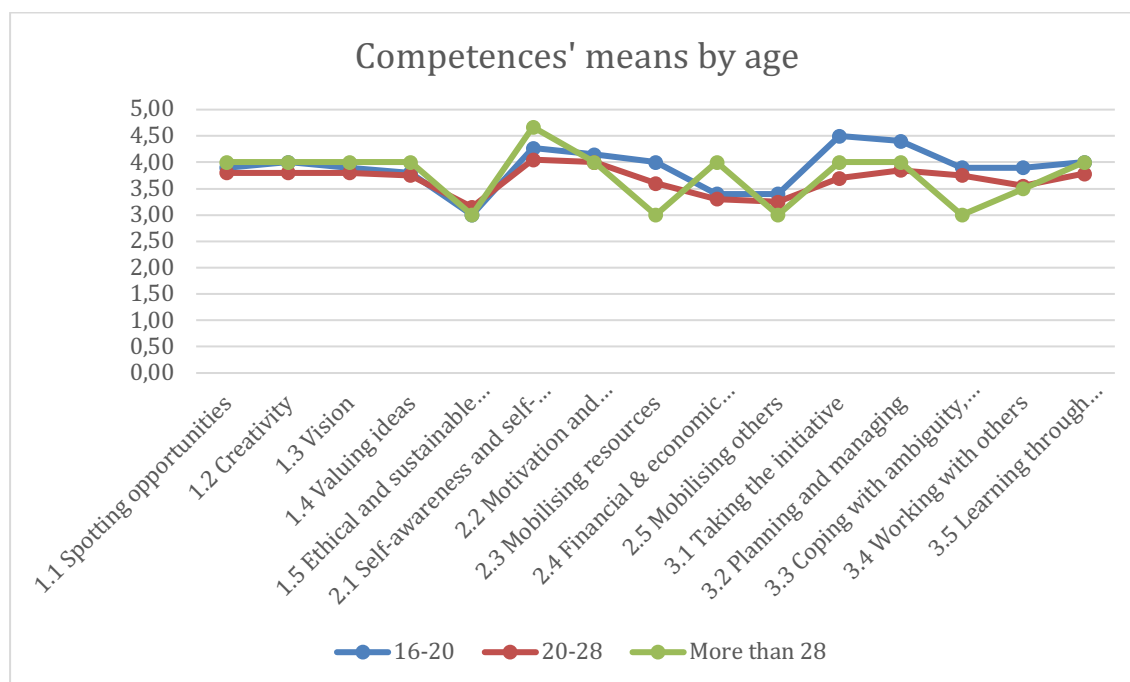


The results reveal that the highest level of competences in Bulgaria for males are Vision and Motivation and perseverance, and for females are Self-awareness and self-efficacy and Planning and managing. The lowest level of competences for both, males and females, are Ethical and sustainable thinking and Mobilizing others.

c) Means of competencies by age

Competences	Bulgaria			Total Bulgaria
	16-20	20-28	More than 28	
1.1 Spotting opportunities	3.90	3.80	4.00	3.84
1.2 Creativity	4.00	3.80	4.00	3.88
1.3 Vision	3.90	3.80	4.00	3.84
1.4 Valuing ideas	3.80	3.75	4.00	3.78
1.5 Ethical and sustainable thinking	3.00	3.15	3.00	3.09
2.1 Self-awareness and self-efficacy	4.27	4.05	4.67	4.16
2.2 Motivation and perseverance	4.15	4.00	4.00	4.05
2.3 Mobilising resources	4.00	3.60	3.00	3.69
2.4 Financial & economic literacy	3.40	3.30	4.00	3.38

2.5 Mobilising others	3.40	3.25	3.00	3.28
3.1 Taking the initiative	4.50	3.70	4.00	3.97
3.2 Planning and managing	4.40	3.85	4.00	4.03
3.3 Coping with ambiguity, uncertainty and risk	3.90	3.75	3.00	3.75
3.4 Working with others	3.90	3.55	3.50	3.66
3.5 Learning through experience	4.00	3.78	4.00	3.86

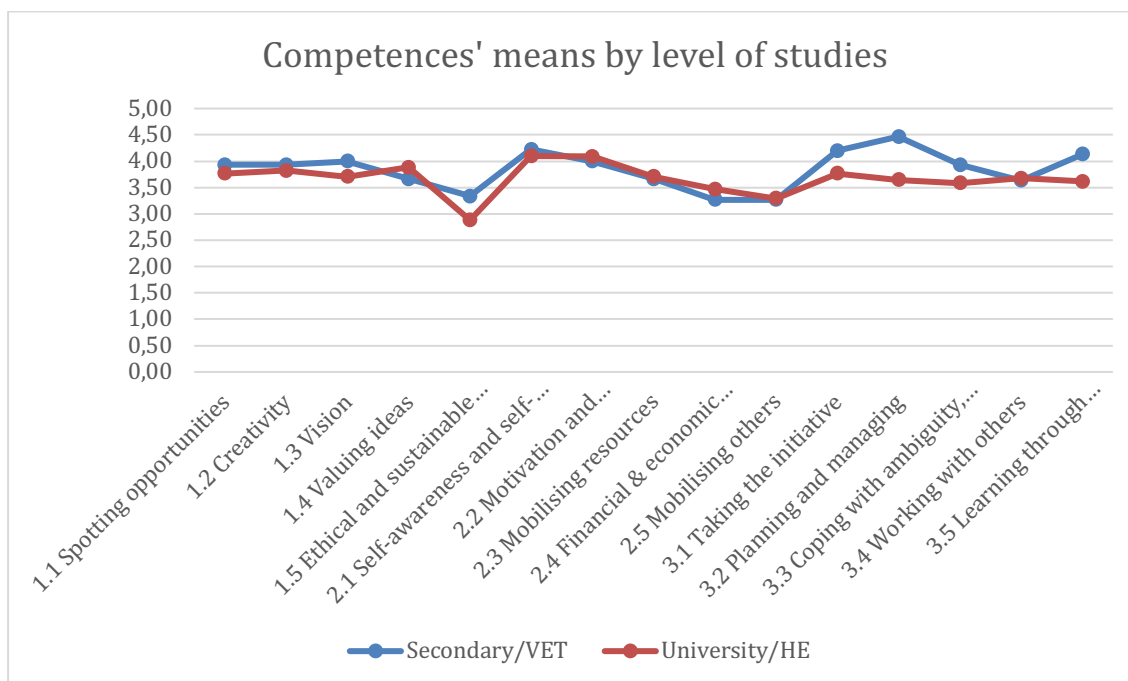


The results achieved for the Bulgarian respondents reveal that:

- **Age category 16-20:** The highest level of competences are Taking the initiative and Planning and managing. The lowest level of competences is Ethical and sustainable thinking.
- **Age category 20-28:** The highest level of competences are Self-awareness and self-efficacy and Motivation and perseverance. The lowest level of competences is Ethical and sustainable thinking.
- **Age category – more than 28:** The highest level of competences is Self-awareness and self-efficacy. The lowest level of competences are Ethical and sustainable thinking, Mobilising resources, Mobilising others, and Coping with ambiguity, uncertainty and risk.

d) Means of competencies by level of studies

Competences	Bulgaria		Total Bulgaria
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3.93	3.76	3.84
1.2 Creativity	3.93	3.82	3.88
1.3 Vision	4.00	3.71	3.84
1.4 Valuing ideas	3.67	3.88	3.78
1.5 Ethical and sustainable thinking	3.33	2.88	3.09
2.1 Self-awareness and self-efficacy	4.22	4.10	4.16
2.2 Motivation and perseverance	4.00	4.09	4.05
2.3 Mobilising resources	3.67	3.71	3.69
2.4 Financial & economic literacy	3.27	3.47	3.38
2.5 Mobilising others	3.27	3.29	3.28
3.1 Taking the initiative	4.20	3.76	3.97
3.2 Planning and managing	4.47	3.65	4.03
3.3 Coping with ambiguity, uncertainty and risk	3.93	3.59	3.75
3.4 Working with others	3.63	3.68	3.66
3.5 Learning through experience	4.13	3.62	3.86



The results achieved for the Bulgarian respondents reveal that:

- **Secondary/VET:** The highest level of competences are Planning and managing and Self-awareness and self-efficacy. The lowest level of competences are Financial & economic literacy and Mobilizing others.

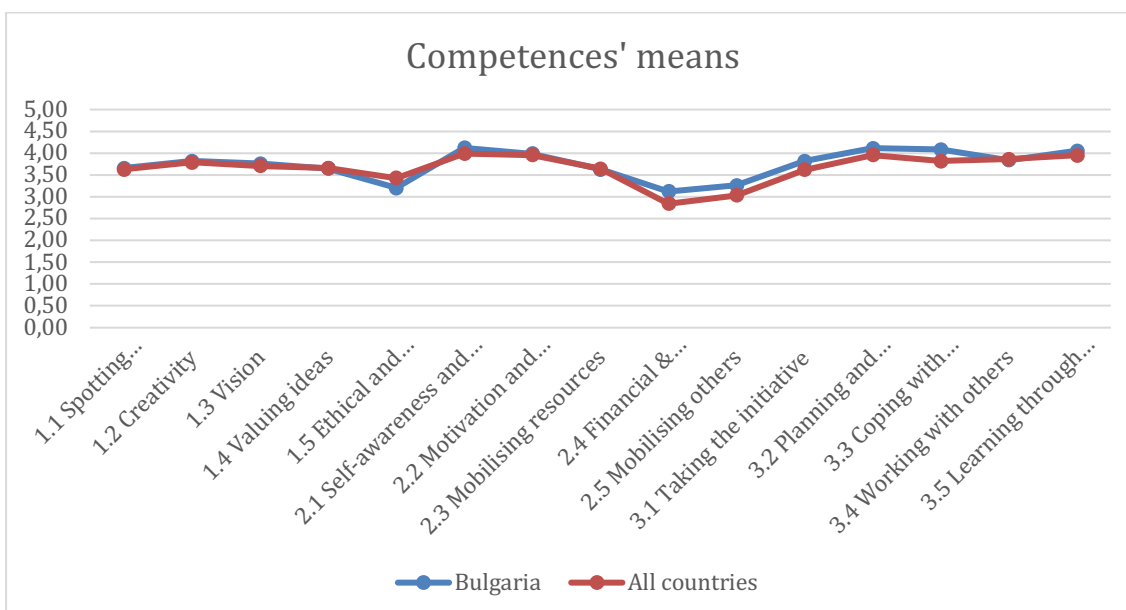
- **University/HE:** The highest level of competences are Self-awareness and self-efficacy and Motivation and perseverance. The lowest level of competences is Ethical and sustainable thinking.

4. Competences of undecided

In this section, we are going to analyze level of competences of young people that haven't made a decision about starting a social business or looking for a job yet.

a) General means of competencies

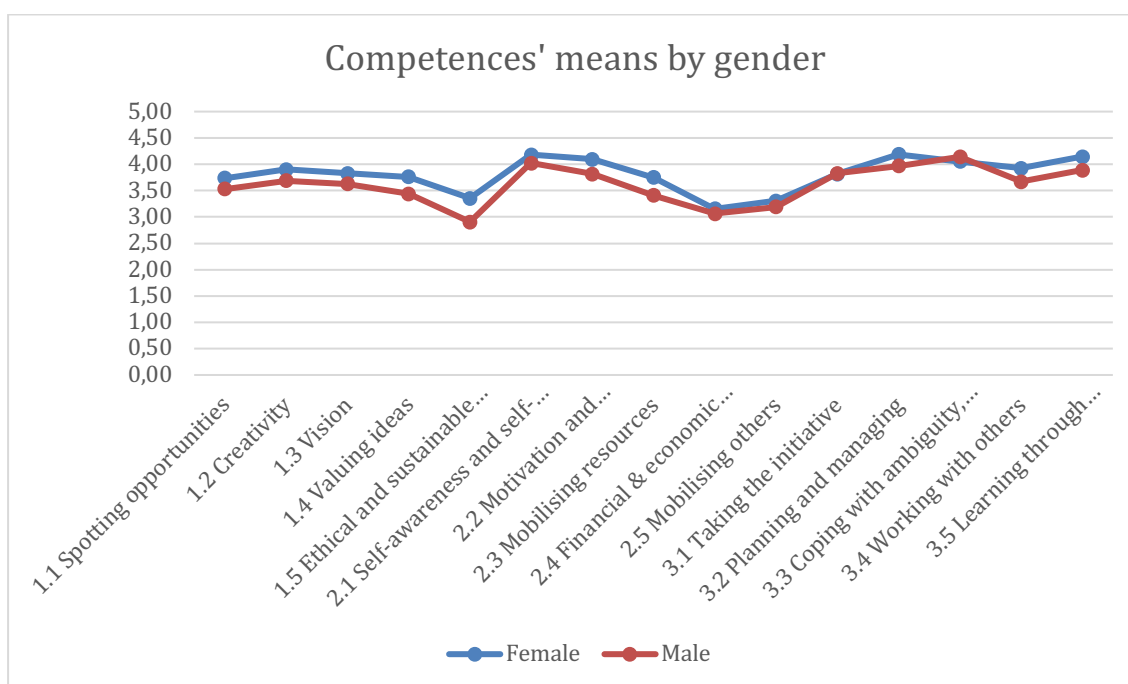
Competences	Bulgaria	All countries
1.1 Spotting opportunities	3.66	3.63
1.2 Creativity	3.82	3.79
1.3 Vision	3.76	3.71
1.4 Valuing ideas	3.65	3.66
1.5 Ethical and sustainable thinking	3.20	3.43
2.1 Self-awareness and self-efficacy	4.12	3.99
2.2 Motivation and perseverance	3.99	3.96
2.3 Mobilising resources	3.63	3.64
2.4 Financial & economic literacy	3.12	2.84
2.5 Mobilising others	3.26	3.03
3.1 Taking the initiative	3.82	3.62
3.2 Planning and managing	4.11	3.96
3.3 Coping with ambiguity, uncertainty and risk	4.08	3.82
3.4 Working with others	3.84	3.86
3.5 Learning through experience	4.05	3.95



We can observe that the level of competences in Bulgaria is similar to the general level of competences of all countries in the study. Self-awareness and self-efficacy and Planning and managing have higher values in Bulgaria, while Financial and economic literacy and Mobilizing others.

b) Means of competencies by gender

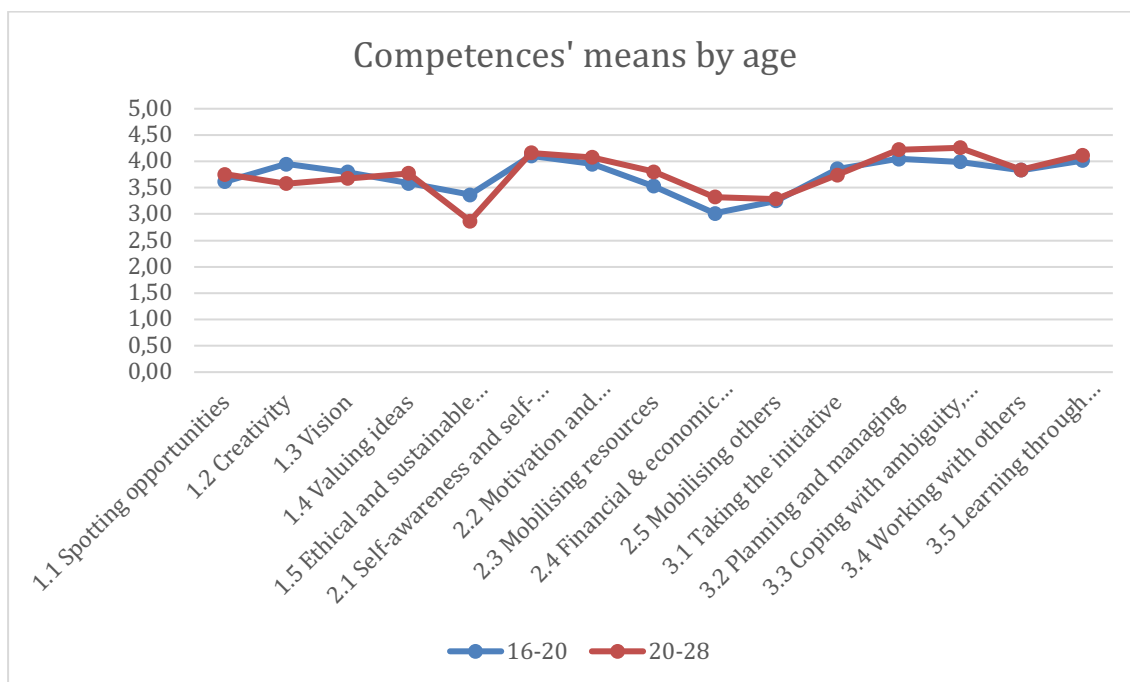
Competences	Bulgaria		Total Bulgaria
	Female	Male	
1.1 Spotting opportunities	3.74	3.53	3.66
1.2 Creativity	3.90	3.69	3.82
1.3 Vision	3.83	3.63	3.76
1.4 Valuing ideas	3.76	3.44	3.65
1.5 Ethical and sustainable thinking	3.36	2.91	3.20
2.1 Self-awareness and self-efficacy	4.18	4.02	4.12
2.2 Motivation and perseverance	4.09	3.81	3.99
2.3 Mobilising resources	3.75	3.41	3.63
2.4 Financial & economic literacy	3.15	3.06	3.12
2.5 Mobilising others	3.31	3.19	3.26
3.1 Taking the initiative	3.81	3.83	3.82
3.2 Planning and managing	4.19	3.97	4.11
3.3 Coping with ambiguity, uncertainty and risk	4.05	4.14	4.08
3.4 Working with others	3.92	3.67	3.84
3.5 Learning through experience	4.14	3.89	4.05



The results reveal that the highest level of competences in Bulgaria for males are Coping with ambiguity, uncertainty and risk, and Self-awareness and self-efficacy, and for the females are and Planning and managing and Self-awareness and self-efficacy. The lowest level of competences are Ethical and sustainable thinking for males and Financial and economic literacy for females.

c) Means of competencies by age

Competences	Bulgaria		Total Bulgaria
	16-20	20-28	
1.1 Spotting opportunities	3.62	3.76	3.66
1.2 Creativity	3.95	3.58	3.82
1.3 Vision	3.80	3.68	3.76
1.4 Valuing ideas	3.58	3.77	3.65
1.5 Ethical and sustainable thinking	3.37	2.87	3.20
2.1 Self-awareness and self-efficacy	4.11	4.16	4.12
2.2 Motivation and perseverance	3.95	4.08	3.99
2.3 Mobilising resources	3.53	3.81	3.63
2.4 Financial & economic literacy	3.02	3.32	3.12
2.5 Mobilising others	3.25	3.29	3.26
3.1 Taking the initiative	3.86	3.74	3.82
3.2 Planning and managing	4.05	4.23	4.11
3.3 Coping with ambiguity, uncertainty and risk	3.99	4.26	4.08
3.4 Working with others	3.83	3.84	3.84
3.5 Learning through experience	4.02	4.12	4.05

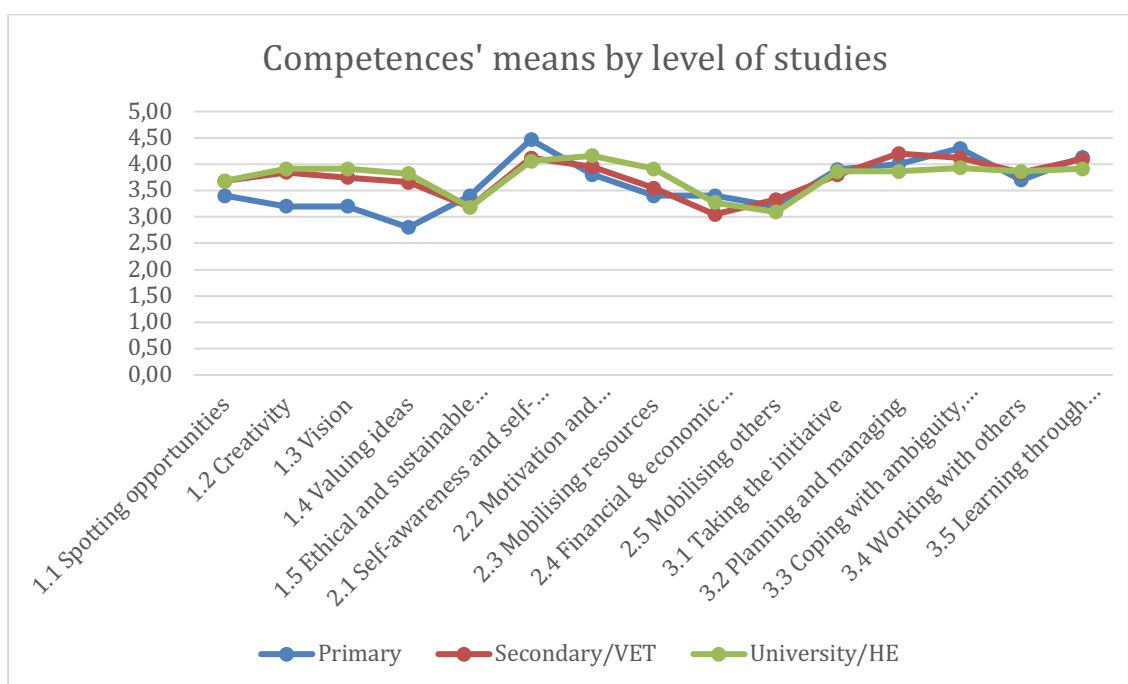


The results achieved for the Bulgarian respondents reveal that:

- *Age category 16-20*: The highest level of competences are Self-awareness and self-efficacy and Planning and managing. The lowest level of competences is Financial and economic literacy.
- *Age category 20-28*: The highest level of competences are Coping with ambiguity, uncertainty and risk, and Planning and managing. The lowest level of competences is Ethical and sustainable thinking.

d) Means of competencies by level of studies

Competences	Bulgaria			Total Bulgaria
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3.40	3.68	3.68	3.66
1.2 Creativity	3.20	3.84	3.91	3.82
1.3 Vision	3.20	3.75	3.91	3.76
1.4 Valuing ideas	2.80	3.66	3.82	3.65
1.5 Ethical and sustainable thinking	3.40	3.19	3.18	3.20
2.1 Self-awareness and self-efficacy	4.47	4.12	4.06	4.12
2.2 Motivation and perseverance	3.80	3.95	4.16	3.99
2.3 Mobilising resources	3.40	3.55	3.91	3.63
2.4 Financial & economic literacy	3.40	3.05	3.27	3.12
2.5 Mobilising others	3.20	3.33	3.09	3.26
3.1 Taking the initiative	3.90	3.80	3.86	3.82
3.2 Planning and managing	4.00	4.20	3.86	4.11
3.3 Coping with ambiguity, uncertainty and risk	4.30	4.12	3.93	4.08
3.4 Working with others	3.70	3.84	3.86	3.84
3.5 Learning through experience	4.13	4.09	3.91	4.05



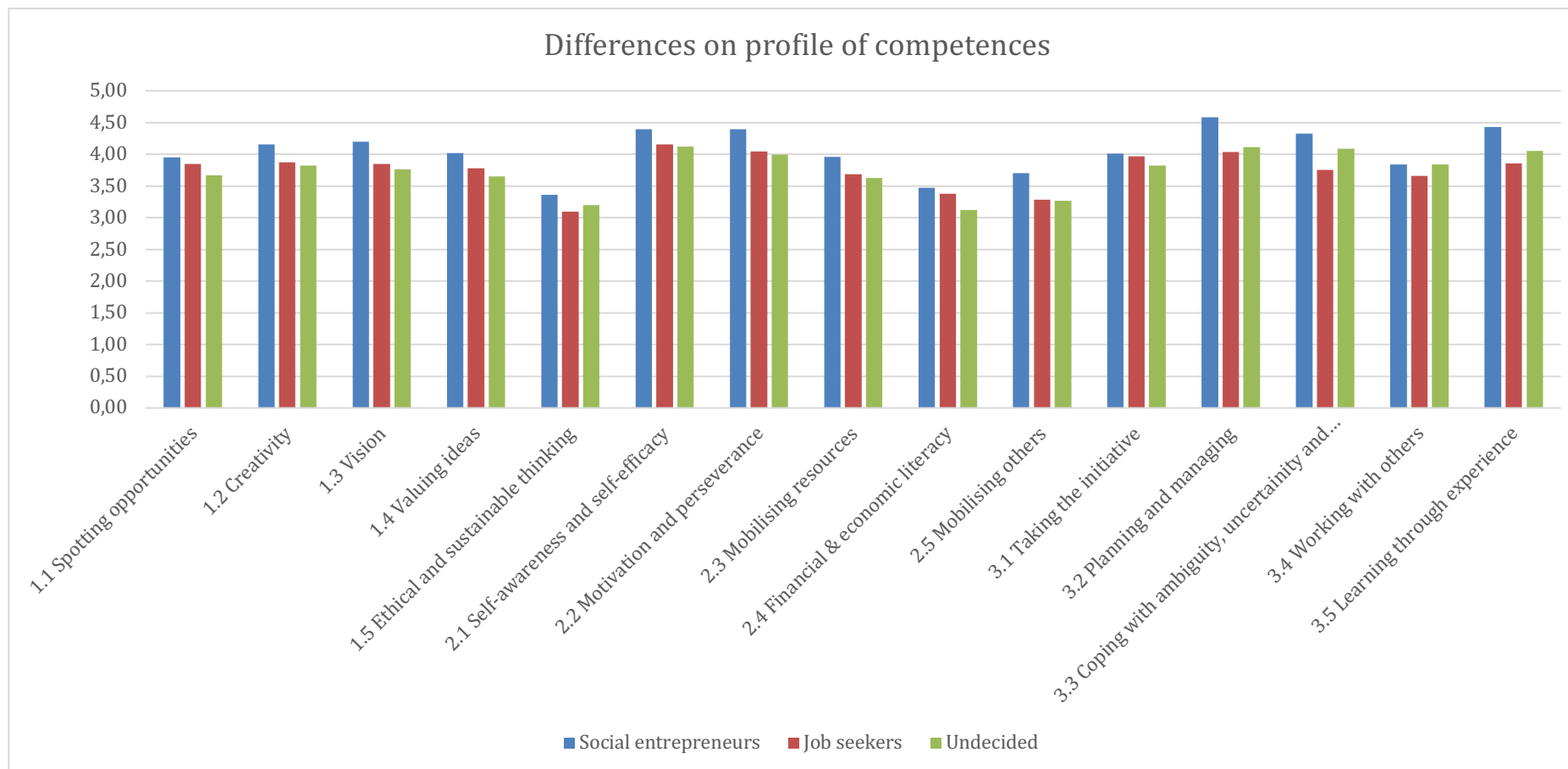
The results achieved for the Bulgarian respondents reveal that:

- **Primary:** The highest level of competences is Self-awareness and self-efficacy. The lowest level of competences is Valuing ideas.
- **Secondary/VET:** The highest level of competences is Planning and managing. The lowest level of competences is Financial & economic literacy.
- **University/HE:** The highest level of competences is Motivation and perseverance. The lowest level of competences is Mobilizing others.

5. Conclusions

A comparative is presented between the level of competences of the three different profiles:

Competences	Social entrepreneurs	Job seekers	Undecided
1.1 Spotting opportunities	3.95	3.84	3.66
1.2 Creativity	4.16	3.88	3.82
1.3 Vision	4.20	3.84	3.76
1.4 Valuing ideas	4.01	3.78	3.65
1.5 Ethical and sustainable thinking	3.36	3.09	3.20
2.1 Self-awareness and self-efficacy	4.39	4.16	4.12
2.2 Motivation and perseverance	4.39	4.05	3.99
2.3 Mobilising resources	3.96	3.69	3.63
2.4 Financial & economic literacy	3.47	3.38	3.12
2.5 Mobilising others	3.70	3.28	3.26
3.1 Taking the initiative	4.01	3.97	3.82
3.2 Planning and managing	4.59	4.03	4.11
3.3 Coping with ambiguity, uncertainty and risk	4.33	3.75	4.08
3.4 Working with others	3.84	3.66	3.84
3.5 Learning through experience	4.43	3.86	4.05



The achieved results reveal that in Bulgaria the level of all competences is highest for the social entrepreneurs.

The highest level of competences for the three respondent groups are Self-awareness and self-efficacy, Planning and managing, and Motivation and perseverance. The lowest level of competences are Ethical and sustainable thinking, and Financial & economic literacy.



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Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment



Co-funded by
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SPAIN

DATA ANALYSIS: SPAIN

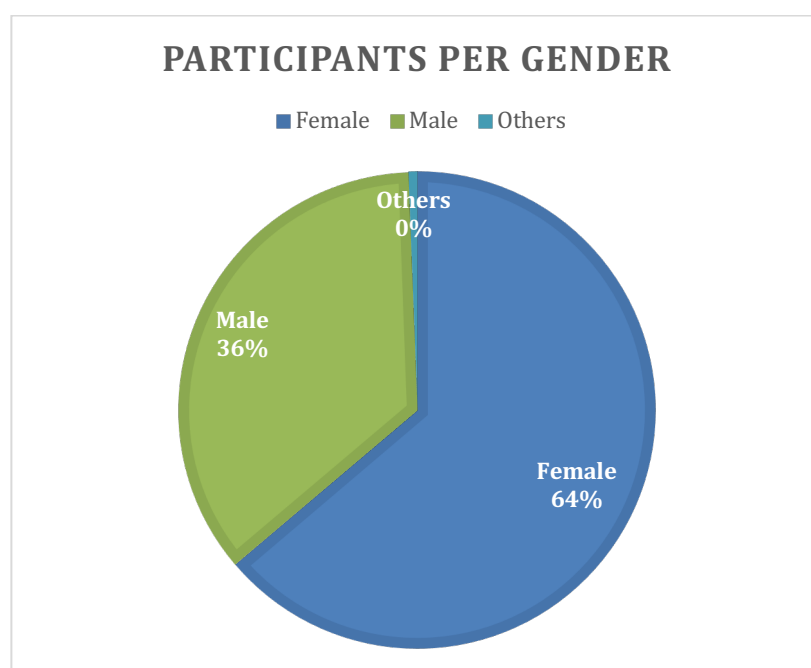
1. Profile of participants

The total number of responses in Spain was 174. In this section, we are going to analyze the profile of these 174 respondents.

a) Participants per gender

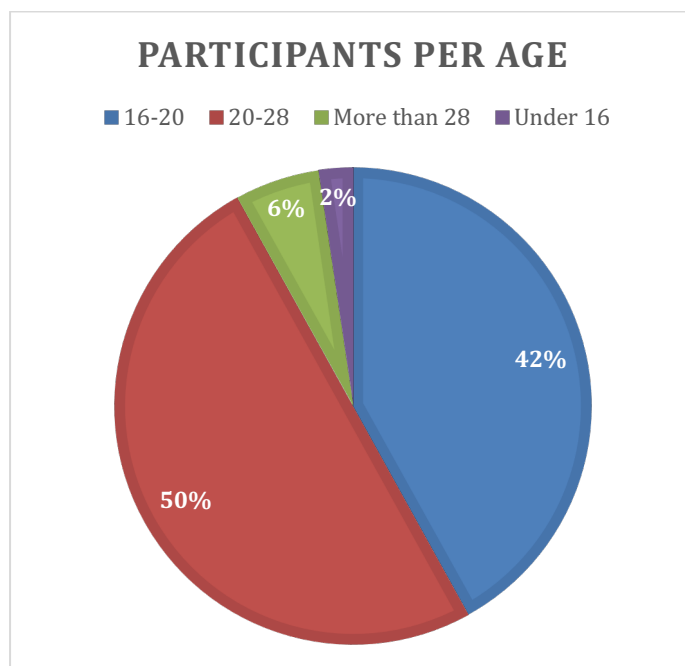
Spain	174
Female	111
Male	62
Others	1

In Spain, of 174 respondents, 111 were female, 62 male and 1 others, as can be seen in the following graphic:



b) Participants per age

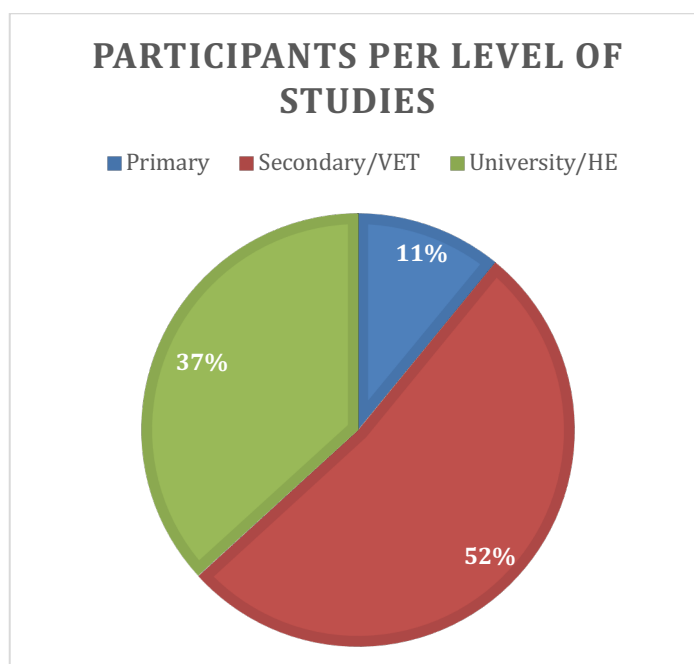
Spain	174
16-20	73
20-28	87
More than 28	10
Under 16	4



50% of the participants had between 20 and 28 years old, followed by participants between 16 and 20 years old (42%).

c) Participants per level of studies

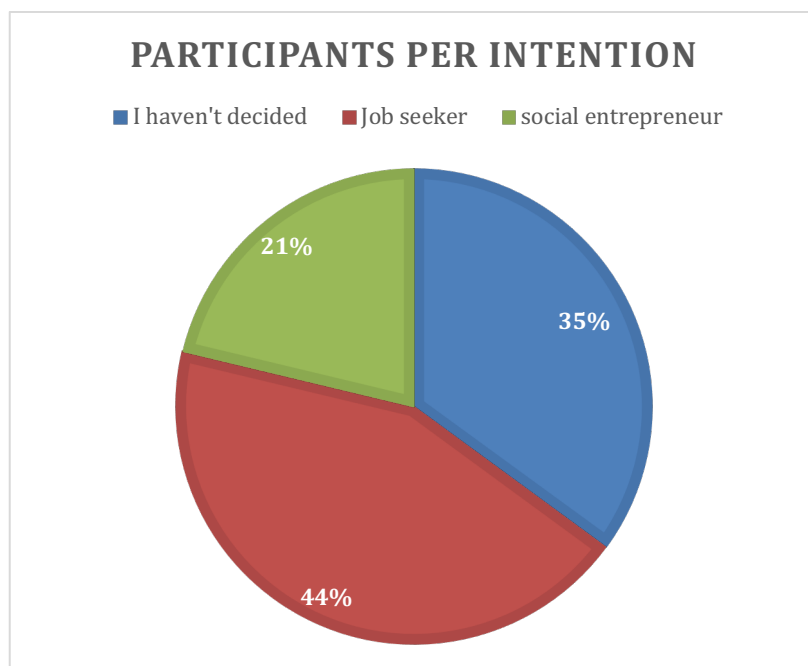
Spain	174
Primary	19
Secondary/VET	91
University/HE	64



52% of the participants had secondary or VET studies, followed by University of Higher Education studies (37%) and primary studies (11%).

d) Participants per intention

Spain	174
I haven't decided	61
Job seeker	76
Social entrepreneur	37



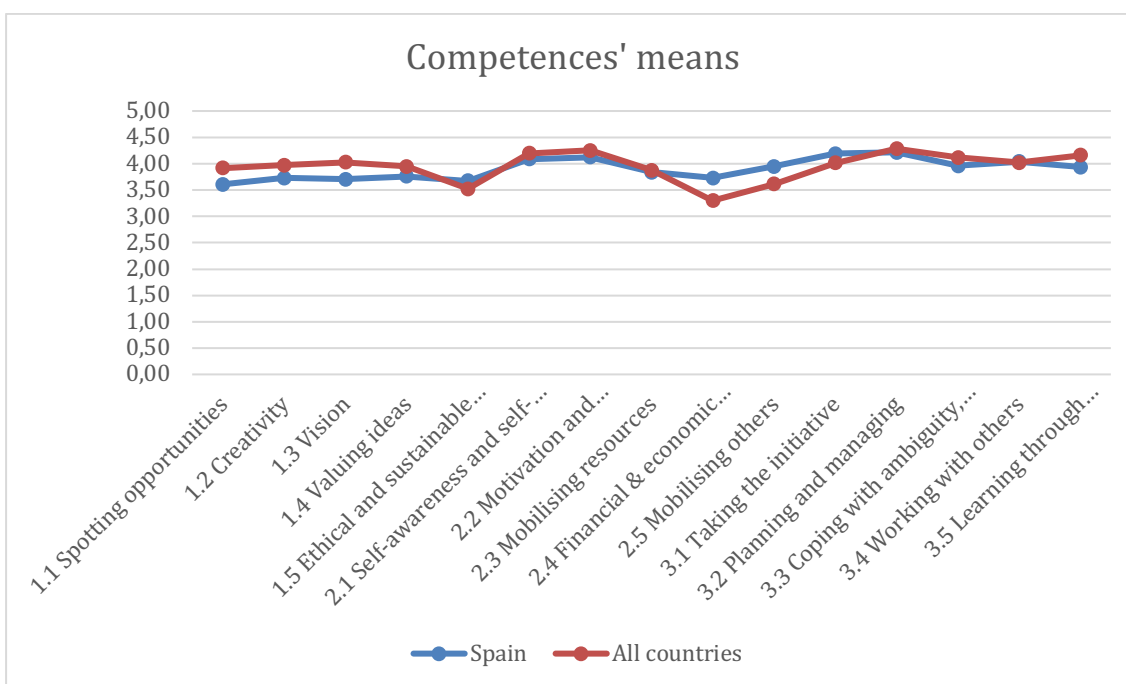
35% of Spanish participants declare that they haven't decided if they want to look for a job or start a social business, while 44% wants to look for a job and 21% to start a social business.

2. Competences of social entrepreneurs

In this section, we are going to analyze the level of competences of this profile. Mean from 1 (lowest value) to 5 (highest value) is provided following the EntreComp competencies distributed in three levels: Ideas and Opportunities, Resources and Into Action.

a) General means of competencies

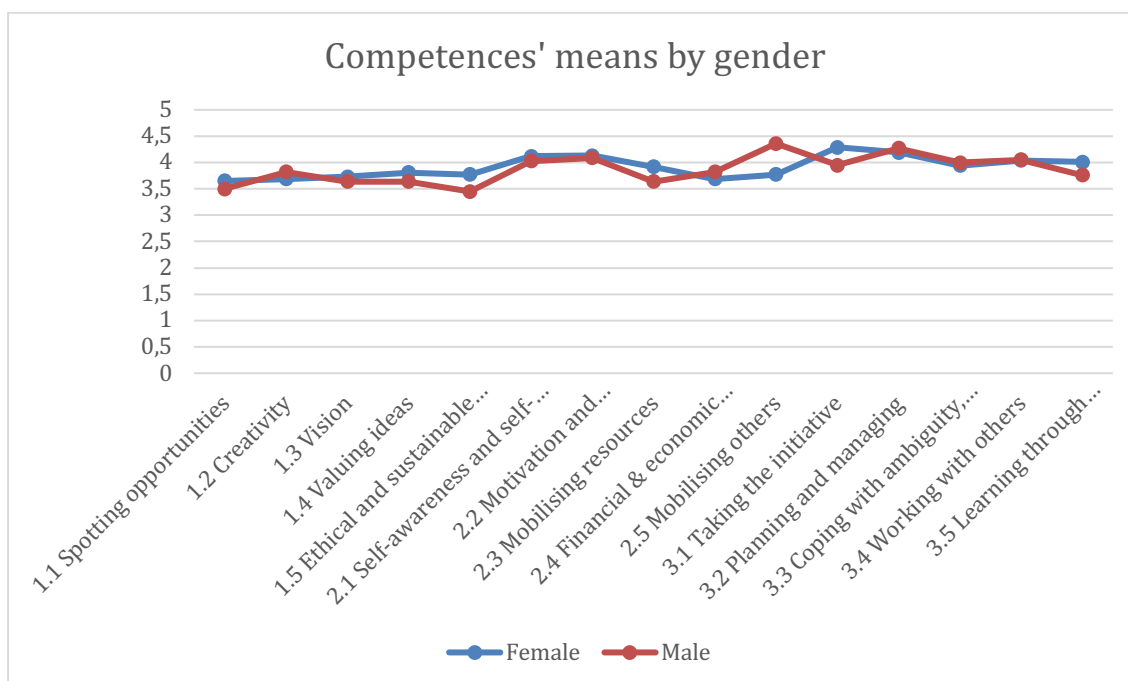
Competence	Spain	All countries
1.1 Spotting opportunities	3,61	3,92
1.2 Creativity	3,73	3,97
1.3 Vision	3,70	4,02
1.4 Valuing ideas	3,76	3,95
1.5 Ethical and sustainable thinking	3,68	3,52
2.1 Self-awareness and self-efficacy	4,09	4,20
2.2 Motivation and perseverance	4,12	4,25
2.3 Mobilising resources	3,84	3,87
2.4 Financial & economic literacy	3,73	3,30
2.5 Mobilising others	3,95	3,62
3.1 Taking the initiative	4,19	4,01
3.2 Planning and managing	4,22	4,28
3.3 Coping with ambiguity, uncertainty and risk	3,96	4,12
3.4 Working with others	4,04	4,02
3.5 Learning through experience	3,94	4,16



We can observe that the level of competences in Spain is similar than the general level of competences of all countries in the study. Working with others and Learning through the experience have higher values in Spain, while vision and ethical and sustainable thinking have lower values in Spain.

b) Means of competencies by gender

Competences	Spain		Total Spain
	Female	Male	
1.1 Spotting opportunities	3,65	3,50	3,61
1.2 Creativity	3,69	3,82	3,73
1.3 Vision	3,73	3,64	3,70
1.4 Valuing ideas	3,81	3,64	3,76
1.5 Ethical and sustainable thinking	3,77	3,45	3,68
2.1 Self-awareness and self-efficacy	4,12	4,03	4,09
2.2 Motivation and perseverance	4,13	4,09	4,12
2.3 Mobilising resources	3,92	3,64	3,84
2.4 Financial & economic literacy	3,69	3,82	3,73
2.5 Mobilising others	3,77	4,36	3,95
3.1 Taking the initiative	4,29	3,95	4,19
3.2 Planning and managing	4,19	4,27	4,22
3.3 Coping with ambiguity, uncertainty and risk	3,94	4,00	3,96
3.4 Working with others	4,04	4,05	4,04
3.5 Learning through experience	4,01	3,76	3,94

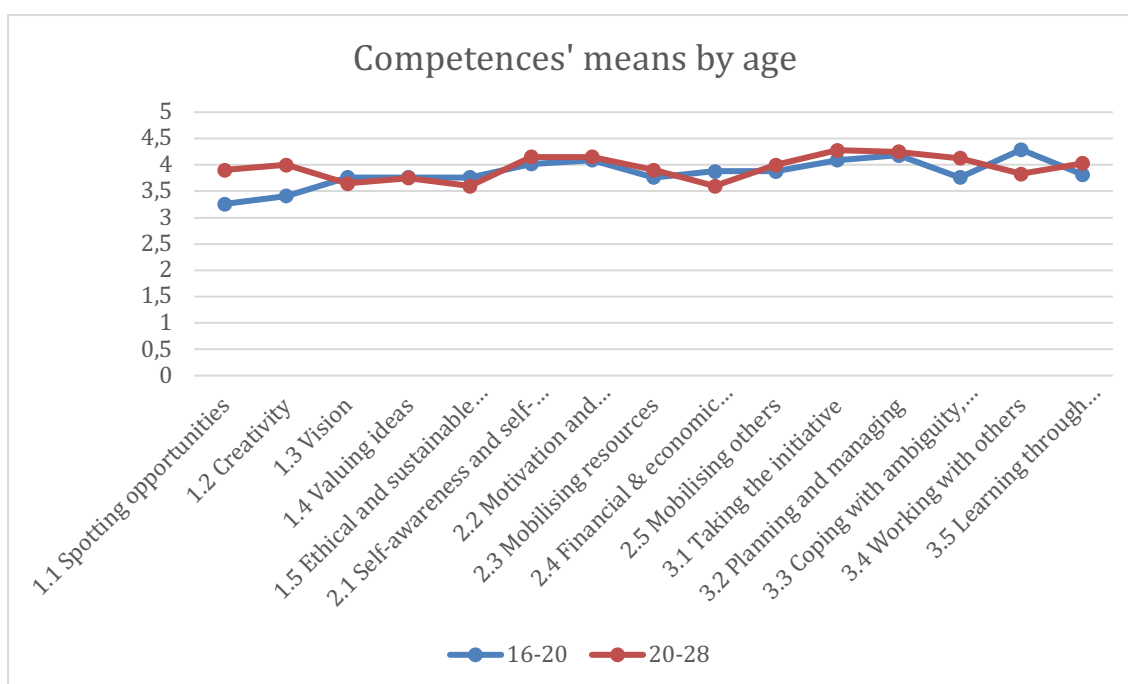


From the analysis of the data obtained with the questionnaire applied, it is possible to observe that the level of competencies by gender for social entrepreneurs manifests a balanced behavior between both sexes, when measuring as a difference between them 0.20 to 0.30 percentage points on average. It is important to highlight the differences

found in Mobilising others, where men are perceived as having greater aptitudes, while in Taking the initiative, women understand that they are ahead.

c) Means of competencies by age

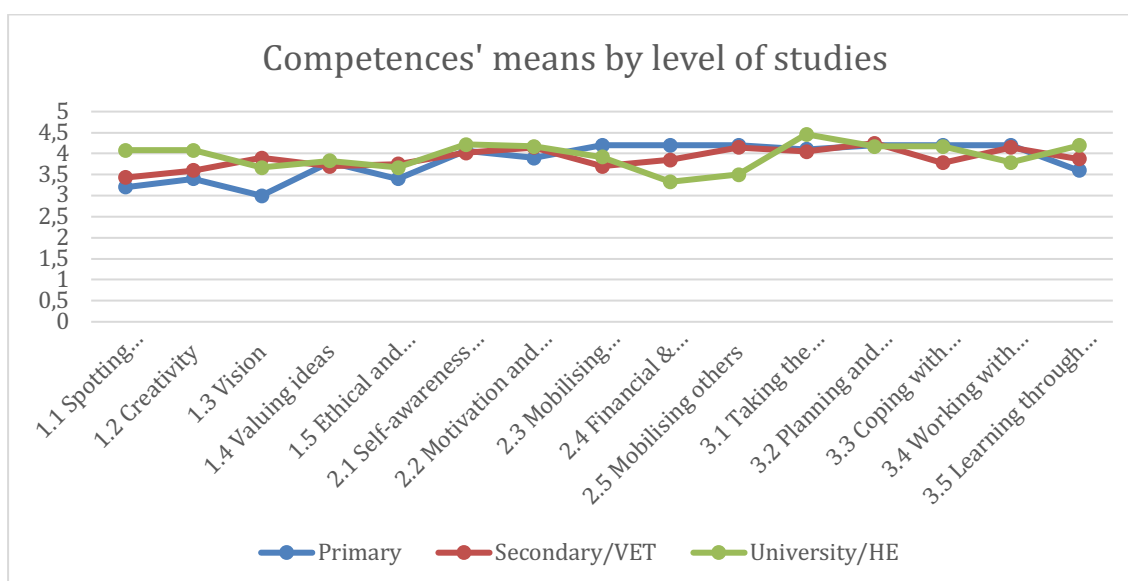
Competences	Spain		Total Spain
	16-20	20-28	
1.1 Spotting opportunities	3,26	3,90	3,61
1.2 Creativity	3,41	4,00	3,73
1.3 Vision	3,76	3,65	3,70
1.4 Valuing ideas	3,76	3,75	3,76
1.5 Ethical and sustainable thinking	3,76	3,60	3,68
2.1 Self-awareness and self-efficacy	4,02	4,15	4,09
2.2 Motivation and perseverance	4,09	4,15	4,12
2.3 Mobilising resources	3,76	3,90	3,84
2.4 Financial & economic literacy	3,88	3,60	3,73
2.5 Mobilising others	3,88	4,00	3,95
3.1 Taking the initiative	4,09	4,28	4,19
3.2 Planning and managing	4,18	4,25	4,22
3.3 Coping with ambiguity, uncertainty and risk	3,76	4,13	3,96
3.4 Working with others	4,29	3,83	4,04
3.5 Learning through experience	3,82	4,03	3,94



Regarding the level of competencies by age, it is possible to appreciate that according to the two age ranges analyzed (16-20 and 20-28) young people perceive themselves as having greater competences to the extent that they exceed 20 years old. Only in Ethical and sustainable thinking, Vision and Financial & economic literacy lower values are observed at the earliest ages. Taking the initiative and Planning and managing represent the competencies best valued by young people over 20 years old.

d) Means of competencies by level of studies

Competences	Spain			Total Spain
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,20	3,43	4,08	3,61
1.2 Creativity	3,40	3,60	4,08	3,73
1.3 Vision	3,00	3,90	3,67	3,70
1.4 Valuing ideas	3,80	3,70	3,83	3,76
1.5 Ethical and sustainable thinking	3,40	3,75	3,67	3,68
2.1 Self-awareness and self-efficacy	4,07	4,02	4,22	4,09
2.2 Motivation and perseverance	3,90	4,15	4,17	4,12
2.3 Mobilising resources	4,20	3,70	3,92	3,84
2.4 Financial & economic literacy	4,20	3,85	3,33	3,73
2.5 Mobilising others	4,20	4,15	3,50	3,95
3.1 Taking the initiative	4,10	4,05	4,46	4,19
3.2 Planning and managing	4,20	4,25	4,17	4,22
3.3 Coping with ambiguity, uncertainty and risk	4,20	3,78	4,17	3,96
3.4 Working with others	4,20	4,15	3,79	4,04
3.5 Learning through experience	3,60	3,87	4,19	3,94



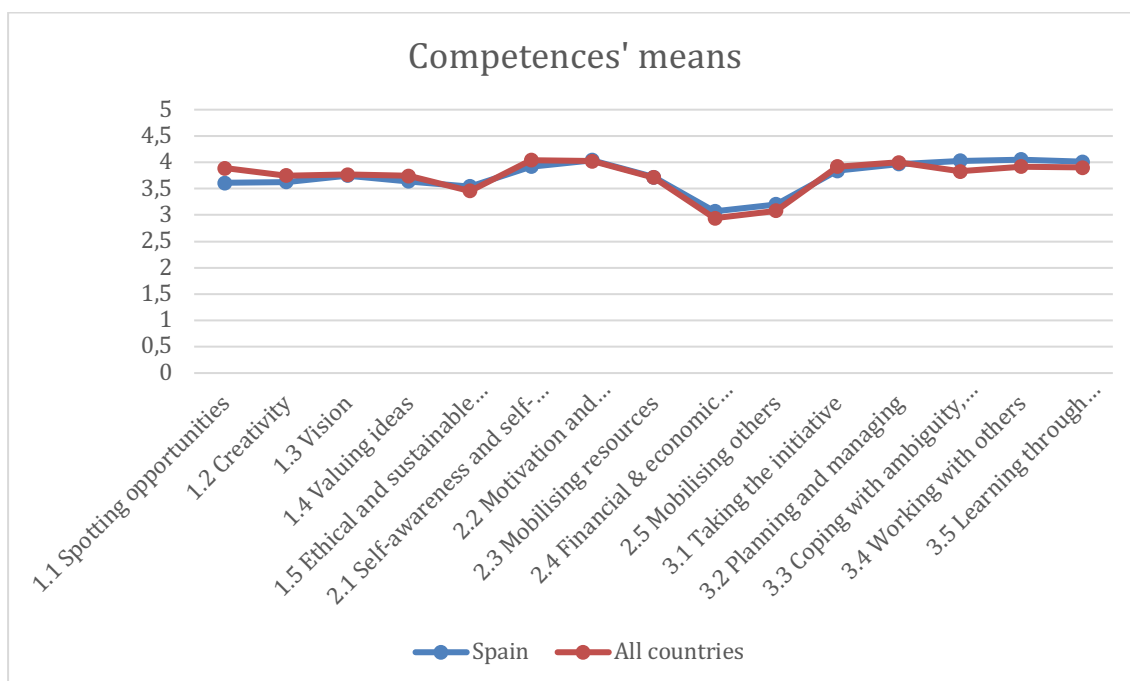
When we analyze the behavior of competencies by level of studies, we notice that there are three competencies that register decreasing values at the University/HE level: Financial & economic literacy, Mobilising others and Working with others. On the other hand, Taking the initiative records higher data at all levels, reaching a difference of 0.41 percentage points in the University / HE. Another interesting fact, is that Coping with ambiguity, uncertainty and risk and Mobilising resources, record lower values during Secondary/VET.

3. Competences of job seekers

In this section we are going to analyze profile of competences of Young people that wants to look for a job.

a) General means of competencies

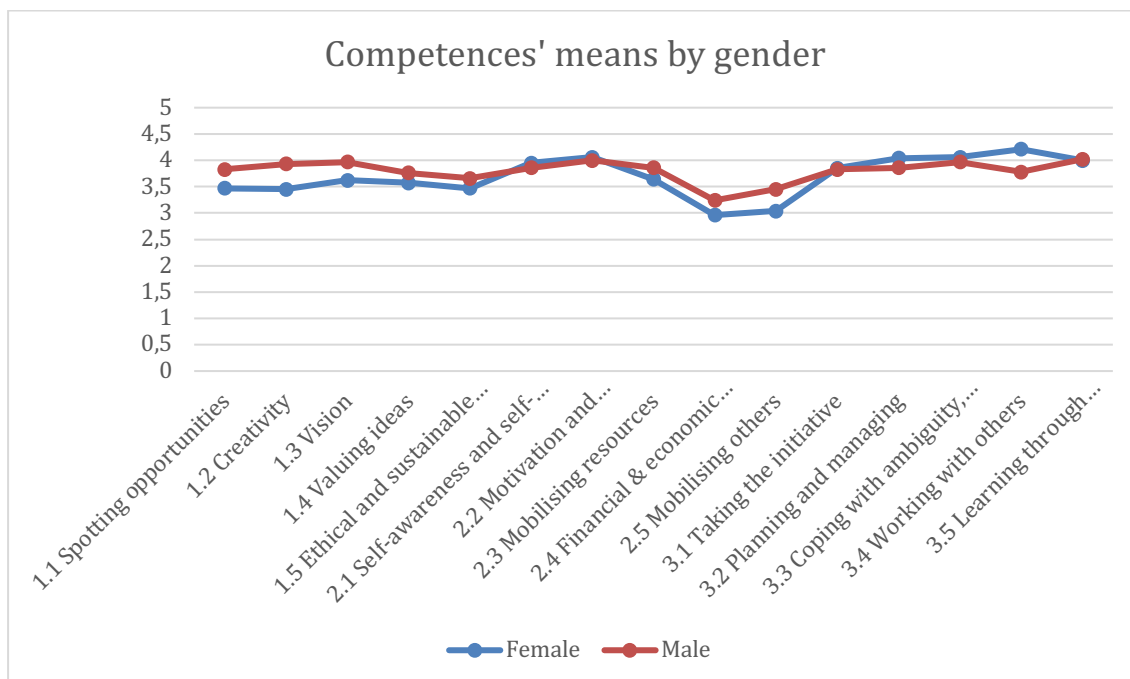
Competences	Spain	All countries
1.1 Spotting opportunities	3,61	3,89
1.2 Creativity	3,63	3,75
1.3 Vision	3,75	3,77
1.4 Valuing ideas	3,64	3,74
1.5 Ethical and sustainable thinking	3,54	3,46
2.1 Self-awareness and self-efficacy	3,92	4,04
2.2 Motivation and perseverance	4,04	4,02
2.3 Mobilising resources	3,72	3,71
2.4 Financial & economic literacy	3,07	2,94
2.5 Mobilising others	3,20	3,08
3.1 Taking the initiative	3,84	3,92
3.2 Planning and managing	3,97	4,00
3.3 Coping with ambiguity, uncertainty and risk	4,03	3,83
3.4 Working with others	4,05	3,92
3.5 Learning through experience	4,01	3,90



We can perceive that the level of competences for job seekers in Spain is close than the general level of competences of all countries included in the study. It is interesting the higher values score bay Spain in Coping with ambiguity, uncertainty and risk, Working with others and Learning through experience. On the contrary, Spotting opportunities and Creativity registered lower values than the average of all the countries studied.

b) Means of competencies by gender

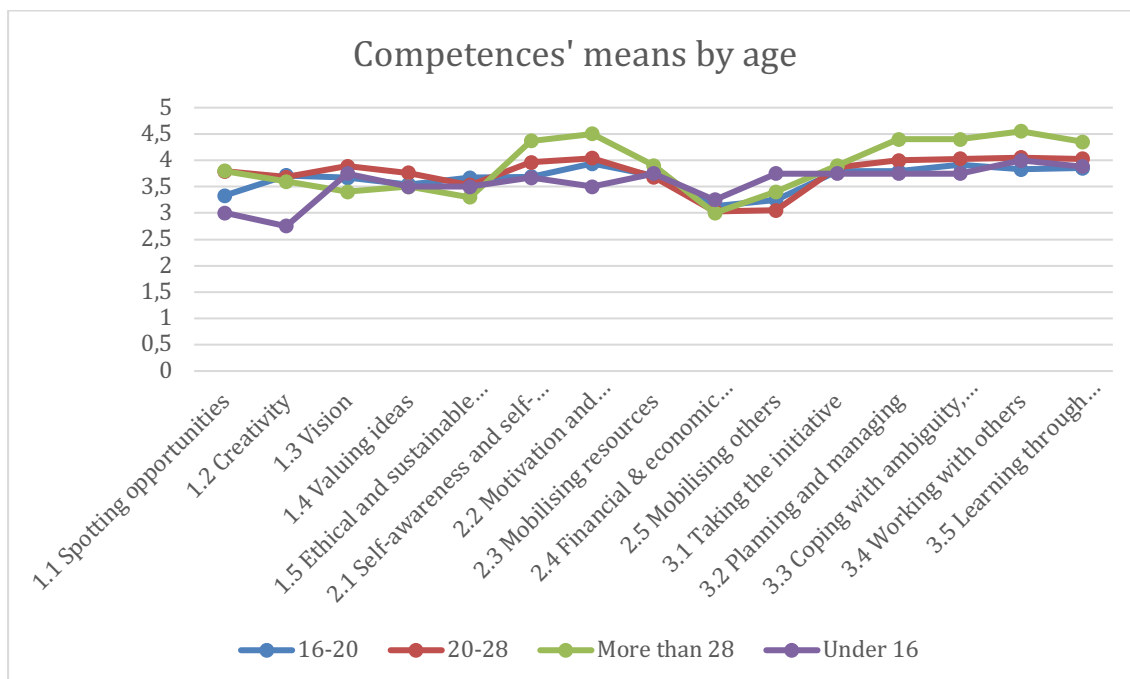
Competences	Spain		Total Spain
	Female	Male	
1.1 Spotting opportunities	3,47	3,83	3,61
1.2 Creativity	3,45	3,93	3,63
1.3 Vision	3,62	3,97	3,75
1.4 Valuing ideas	3,57	3,76	3,64
1.5 Ethical and sustainable thinking	3,47	3,66	3,54
2.1 Self-awareness and self-efficacy	3,95	3,86	3,92
2.2 Motivation and perseverance	4,06	4,00	4,04
2.3 Mobilising resources	3,64	3,86	3,72
2.4 Financial & economic literacy	2,96	3,24	3,07
2.5 Mobilising others	3,04	3,45	3,20
3.1 Taking the initiative	3,85	3,83	3,84
3.2 Planning and managing	4,04	3,86	3,97
3.3 Coping with ambiguity, uncertainty and risk	4,06	3,97	4,03
3.4 Working with others	4,21	3,78	4,05
3.5 Learning through experience	4,00	4,02	4,01



Regarding competencies by gender in job seekers, we can detect a balance behavior between female and male in Spain. Men achieve higher values in Creativity and Vision, surpassing their female counterparts by 0.48 and 0.35 percentage points, respectively. In the other hands, women achieve more outstanding values in Self-awareness and self-efficacy, Motivation and perseverance and Working with others.

c) Means of competencies by age

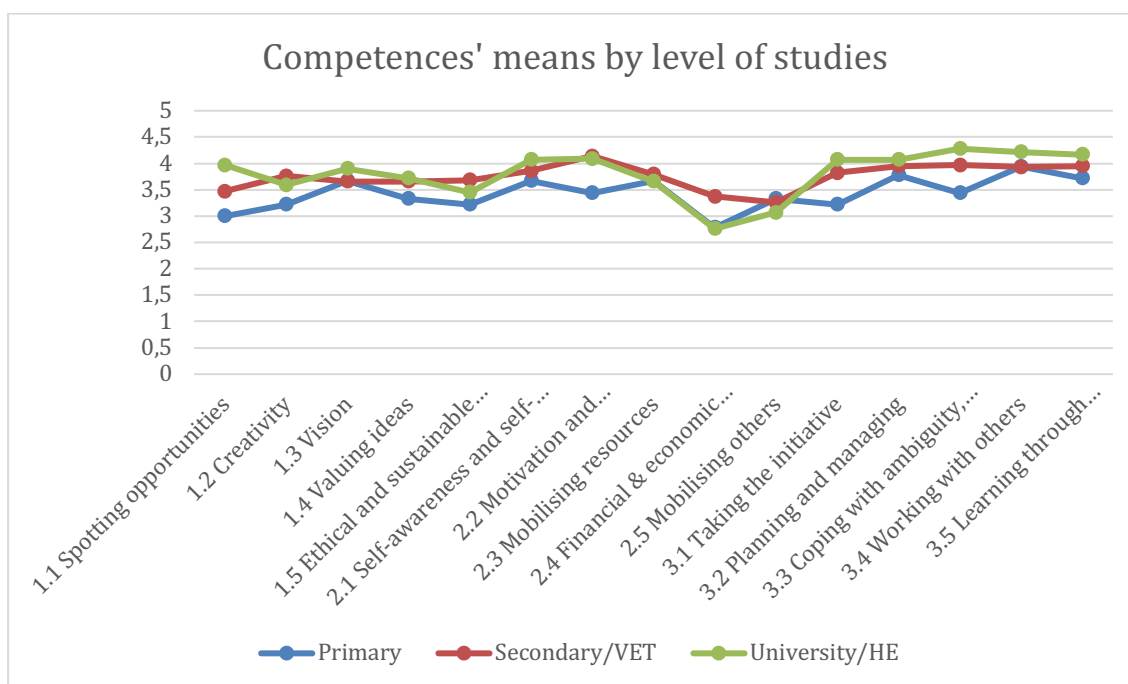
Competences	Under 16	16-20	20-28	More than 28	Total Spain
1.1 Spotting opportunities	3,00	3,33	3,79	3,80	3,61
1.2 Creativity	2,75	3,71	3,68	3,60	3,63
1.3 Vision	3,75	3,67	3,89	3,40	3,75
1.4 Valuing ideas	3,50	3,54	3,76	3,50	3,64
1.5 Ethical and sustainable thinking	3,50	3,67	3,53	3,30	3,54
2.1 Self-awareness and self-efficacy	3,67	3,69	3,96	4,37	3,92
2.2 Motivation and perseverance	3,50	3,94	4,04	4,50	4,04
2.3 Mobilising resources	3,75	3,71	3,68	3,90	3,72
2.4 Financial & economic literacy	3,25	3,13	3,03	3,00	3,07
2.5 Mobilising others	3,75	3,25	3,05	3,40	3,20
3.1 Taking the initiative	3,75	3,79	3,87	3,90	3,84
3.2 Planning and managing	3,75	3,79	4,00	4,40	3,97
3.3 Coping with ambiguity, uncertainty and risk	3,75	3,92	4,03	4,40	4,03
3.4 Working with others	4,00	3,83	4,05	4,55	4,05
3.5 Learning through experience	3,88	3,85	4,03	4,35	4,01



According to the level of competencies by age for job seekers, as a general rule, it is possible to appreciate in the four ranges analyzed (Under 16, 16-20, 20-28, More than 28) a tendency to positive increase or stabilization in higher values when the people become older. We want to point out that Motivation and perseverance reach the highest number with an increase of 1 percentage point, compared to the other competencies analyzed. Financial and economic education records the lowest score and a negative trend when participants are over the age of 28 years old.

d) Means of competencies by level of studies

Competences	Spain			Total Spain
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,00	3,47	3,97	3,00
1.2 Creativity	3,22	3,76	3,59	3,22
1.3 Vision	3,67	3,66	3,90	3,67
1.4 Valuing ideas	3,33	3,66	3,72	3,33
1.5 Ethical and sustainable thinking	3,22	3,68	3,45	3,22
2.1 Self-awareness and self-efficacy	3,67	3,86	4,07	3,67
2.2 Motivation and perseverance	3,44	4,14	4,09	3,44
2.3 Mobilising resources	3,67	3,79	3,66	3,67
2.4 Financial & economic literacy	2,78	3,37	2,76	2,78
2.5 Mobilising others	3,33	3,26	3,07	3,33
3.1 Taking the initiative	3,22	3,82	4,07	3,22
3.2 Planning and managing	3,78	3,95	4,07	3,78
3.3 Coping with ambiguity, uncertainty and risk	3,44	3,97	4,28	3,44
3.4 Working with others	3,94	3,93	4,22	3,94
3.5 Learning through experience	3,72	3,95	4,17	3,72



In general lines we can observe that competencies by level of studies manifest, as a general behavior, a positive increase related to progress made in the educational system, reaching high values in the University / HE. Mobilising resources and Mobilising others record lower values in the University / HE. In the other hands, Financial &

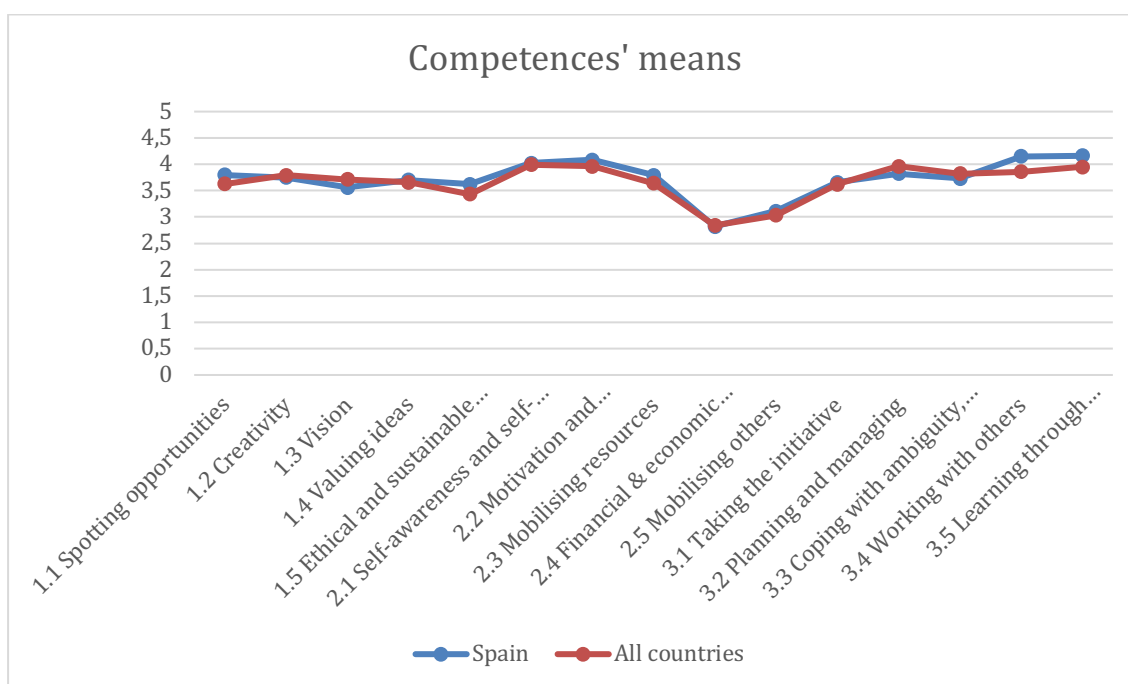
economic literacy present the lowest values of the study, it only reaches the 3.37 percentage points in Scondary /VET.

4. Competences of undecided

In this section, we are going to analyze level of competences of young people that didn't make a decision about starting a social business or looking for a job.

a) General means of competencies

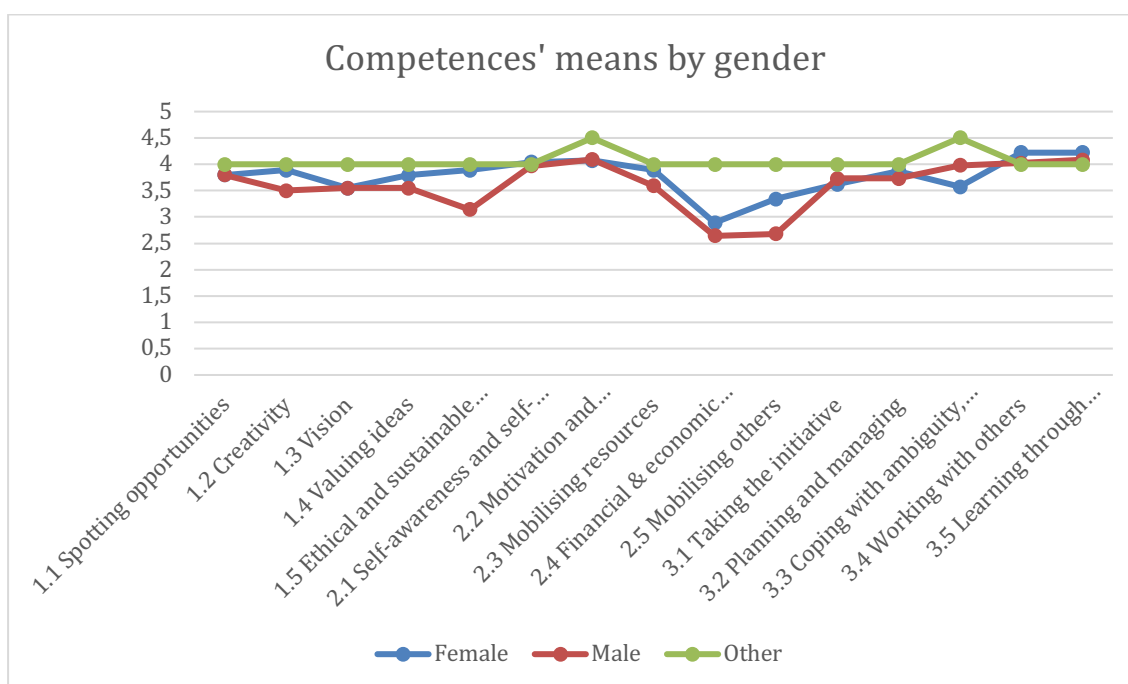
Competences	Spain	All countries
1.1 Spotting opportunities	3,80	3,63
1.2 Creativity	3,75	3,79
1.3 Vision	3,56	3,71
1.4 Valuing ideas	3,70	3,66
1.5 Ethical and sustainable thinking	3,62	3,43
2.1 Self-awareness and self-efficacy	4,02	3,99
2.2 Motivation and perseverance	4,08	3,96
2.3 Mobilising resources	3,79	3,64
2.4 Financial & economic literacy	2,82	2,84
2.5 Mobilising others	3,11	3,03
3.1 Taking the initiative	3,66	3,62
3.2 Planning and managing	3,82	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,73	3,82
3.4 Working with others	4,15	3,86
3.5 Learning through experience	4,16	3,95



When we analyze the general means of competence among the undecided in Spain, we observe a similar behavior related to the average of the countries included in the study. In Working with others, Learning through experience and Ethical and sustainable thinking, Spain surpass its counterparts by 0.29 percentage points, 0.21 percentage points and 0.19 percentage points, respectively. On the other hand, Vision and Plannings and managing record lower values.

b) Means of competencies by gender

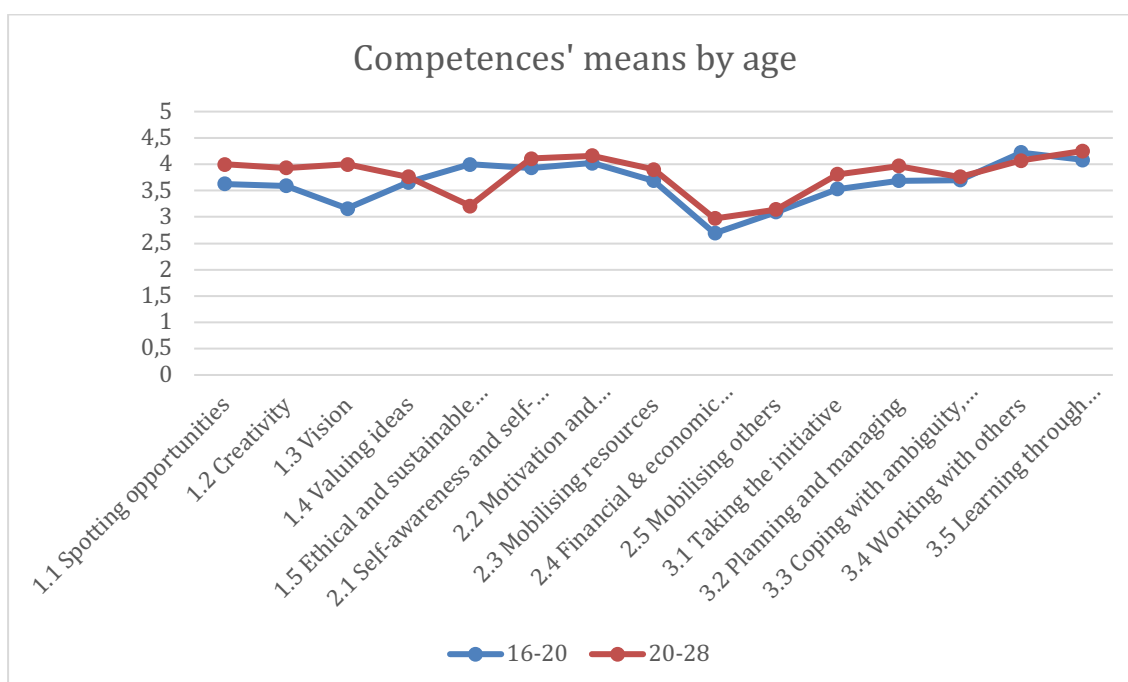
Competences	Spain			Total Spain
	Female	Male	Other	
1.1 Spotting opportunities	3,80	3,80	4,00	3,80
1.2 Creativity	3,89	3,50	4,00	3,75
1.3 Vision	3,55	3,55	4,00	3,56
1.4 Valuing ideas	3,79	3,55	4,00	3,70
1.5 Ethical and sustainable thinking	3,89	3,14	4,00	3,62
2.1 Self-awareness and self-efficacy	4,04	3,97	4,00	4,02
2.2 Motivation and perseverance	4,07	4,09	4,50	4,08
2.3 Mobilising resources	3,89	3,59	4,00	3,79
2.4 Financial & economic literacy	2,89	2,64	4,00	2,82
2.5 Mobilising others	3,34	2,68	4,00	3,11
3.1 Taking the initiative	3,62	3,73	4,00	3,66
3.2 Planning and managing	3,87	3,73	4,00	3,82
3.3 Coping with ambiguity, uncertainty and risk	3,57	3,98	4,50	3,73
3.4 Working with others	4,22	4,02	4,00	4,15
3.5 Learning through experience	4,22	4,08	4,00	4,16



Regarding the competencies by gender of undecided, Ethical and Sustainable thinking Mobilising others and Creativity, reaches higher values in women that surpass the male average in 0.75 percentage points, 0.66 percentage points and 0.39 percentage points, respectively. In others, Coping with ambiguity, uncertainty and risk manifest more positive values to men that to women, but the sample is too small.

c) Means of competencies by age

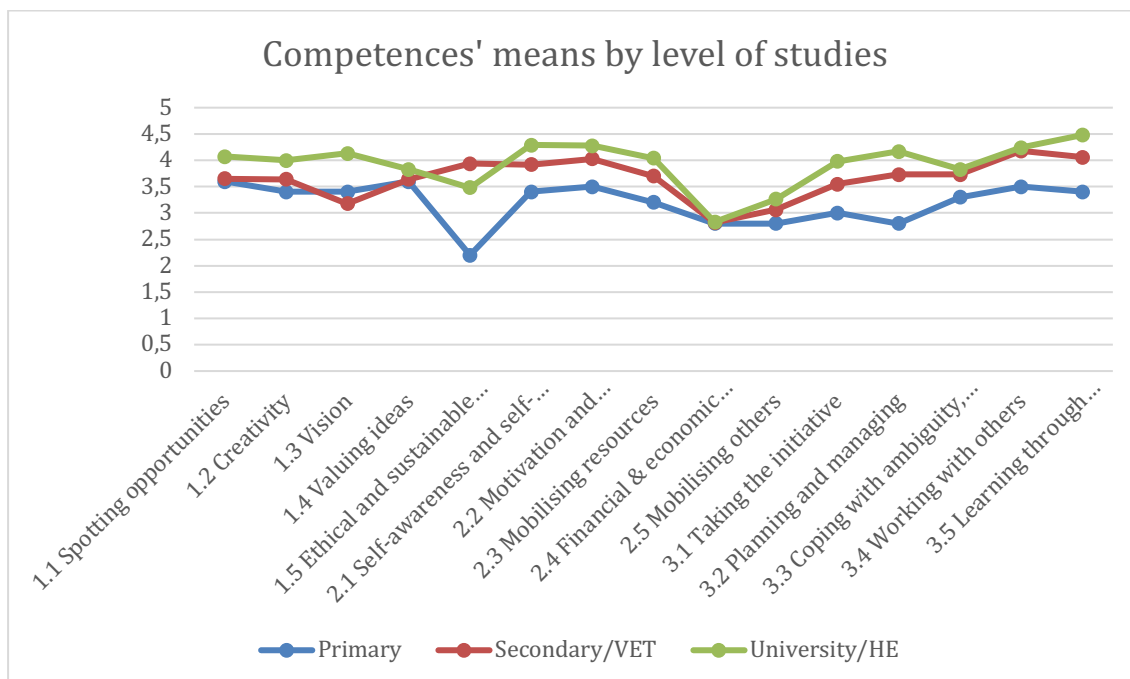
Competences	Spain		Total Spain
	16-20	20-28	
1.1 Spotting opportunities	3,63	4,00	3,80
1.2 Creativity	3,59	3,93	3,75
1.3 Vision	3,16	4,00	3,56
1.4 Valuing ideas	3,66	3,76	3,70
1.5 Ethical and sustainable thinking	4,00	3,21	3,62
2.1 Self-awareness and self-efficacy	3,93	4,11	4,02
2.2 Motivation and perseverance	4,02	4,16	4,08
2.3 Mobilising resources	3,69	3,90	3,79
2.4 Financial & economic literacy	2,69	2,97	2,82
2.5 Mobilising others	3,09	3,14	3,11
3.1 Taking the initiative	3,53	3,81	3,66
3.2 Planning and managing	3,69	3,97	3,82
3.3 Coping with ambiguity, uncertainty and risk	3,70	3,76	3,73
3.4 Working with others	4,22	4,07	4,15
3.5 Learning through experience	4,08	4,25	4,16



According to the level of competencies by age, it is possible to appreciate that between the two age ranges analyzed (16-20 and 20-28) young people who exceed 20 years old consider themselves as having greater competences than they do not exceed this age average. Only in Ethical and sustainable thinking and Working with others values are observed more positive values for the youngest. They surpass in 0.79 percentage points and 0.15 percentage points respectively the elders.

d) Means of competencies by level of studies

Competences	Spain			Total Spain
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,60	3,65	4,07	3,80
1.2 Creativity	3,40	3,64	4,00	3,75
1.3 Vision	3,40	3,18	4,13	3,56
1.4 Valuing ideas	3,60	3,64	3,83	3,70
1.5 Ethical and sustainable thinking	2,20	3,94	3,48	3,62
2.1 Self-awareness and self-efficacy	3,40	3,92	4,29	4,02
2.2 Motivation and perseverance	3,50	4,03	4,28	4,08
2.3 Mobilising resources	3,20	3,70	4,04	3,79
2.4 Financial & economic literacy	2,80	2,82	2,83	2,82
2.5 Mobilising others	2,80	3,06	3,26	3,11
3.1 Taking the initiative	3,00	3,55	3,98	3,66
3.2 Planning and managing	2,80	3,73	4,17	3,82
3.3 Coping with ambiguity, uncertainty and risk	3,30	3,73	3,83	3,73
3.4 Working with others	3,50	4,18	4,24	4,15
3.5 Learning through experience	3,40	4,06	4,48	4,16

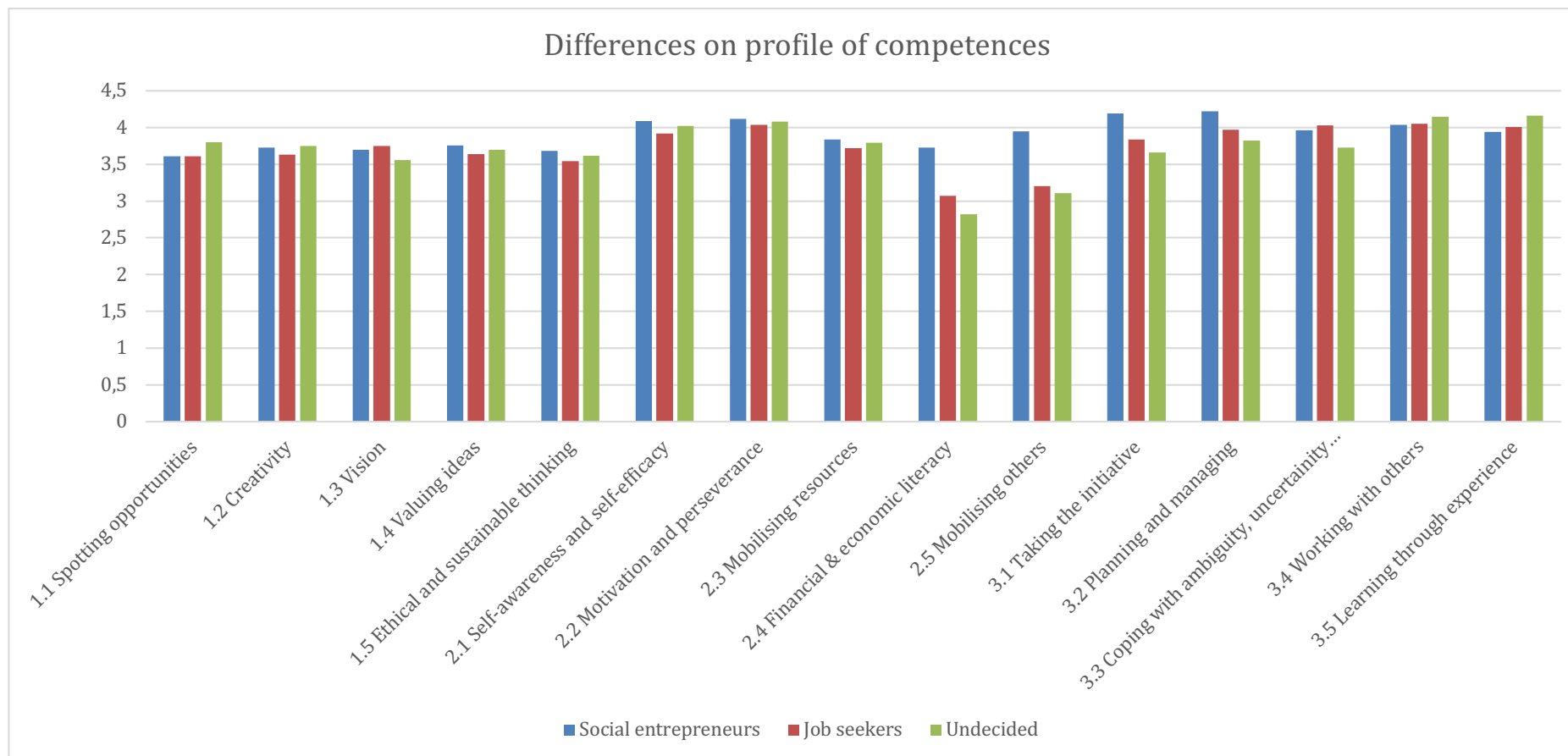


When we analyze the competencies by level of studies in the undecided, we observe that in a general way the values obtained increasing accordingly to the progress in educational system and we constate the highest numbers in University/HE. Vision is the competence that reaches the lower values in Secondary/VET and Ethical and sustainable thinking manifest an irregular behaviors with lowers numbers in Primary, higher values in Secondary /VET and it down again in University/ HE.

5. Conclusions

A comparative is presented between the level of competences of the three different profiles:

Competences	Social entrepreneurs	Job seekers	Undecided
1.1 Spotting opportunities	3,61	3,61	3,80
1.2 Creativity	3,73	3,63	3,75
1.3 Vision	3,70	3,75	3,56
1.4 Valuing ideas	3,76	3,64	3,70
1.5 Ethical and sustainable thinking	3,68	3,54	3,62
2.1 Self-awareness and self-efficacy	4,09	3,92	4,02
2.2 Motivation and perseverance	4,12	4,04	4,08
2.3 Mobilising resources	3,84	3,72	3,79
2.4 Financial & economic literacy	3,73	3,07	2,82
2.5 Mobilising others	3,95	3,20	3,11
3.1 Taking the initiative	4,19	3,84	3,66
3.2 Planning and managing	4,22	3,97	3,82
3.3 Coping with ambiguity, uncertainty and risk	3,96	4,03	3,73
3.4 Working with others	4,04	4,05	4,15
3.5 Learning through experience	3,94	4,01	4,16



When we examine the overall of the data collected through the questionnaire for the National Spanish Report, we can notice that the social entrepreneurs manifest an average that always surpass the 3.5 percentage points and it represent the target group with the more positive obtained score. On the other hand, job seekers and Undecided record lower values for Financial & economic literacy and Mobilising others but for them the higher number prevail in Self-awareness and self-efficacy, Working with others and Learning through experience. No group falls below the two- points barrier.



ruraLAB 3.0

Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment



Co-funded by
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ITALY

DATA ANALYSIS: ITALY

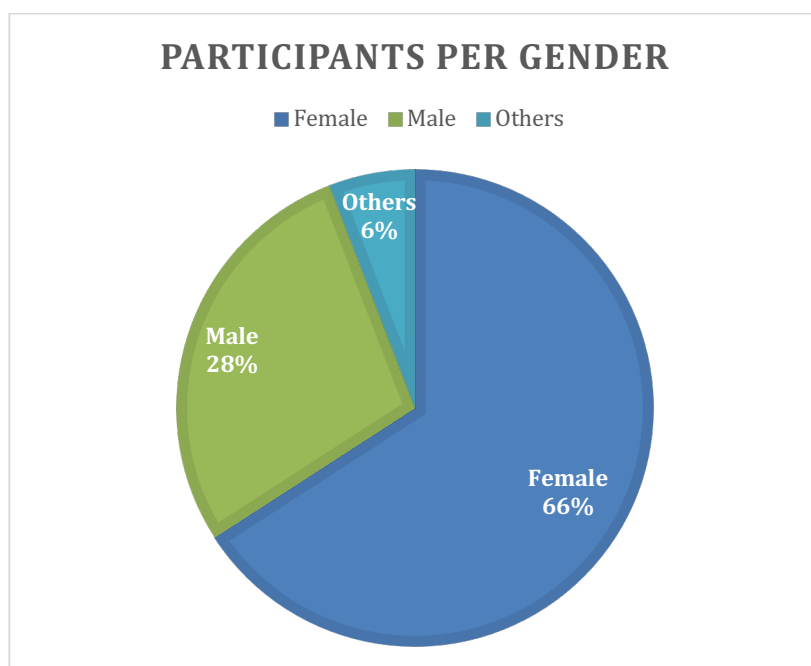
1. Profile of participants

The total number of responses in Italy was 205. In this section, we are going to analyze the profile of these 205 respondents.

a) Participants per gender

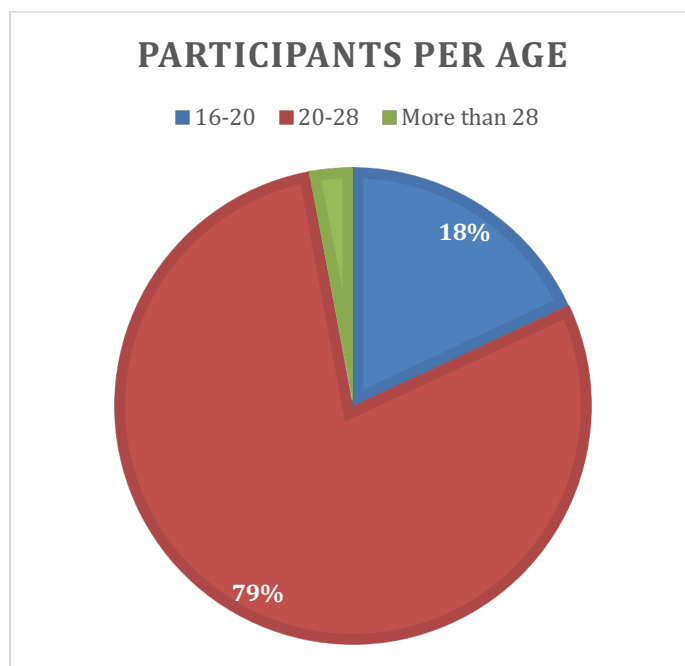
Italy	205
Female	135
Male	58
Others	12

In Italy, of 205 respondents, 135 were female, 58 male and 12 others, as can be seen in the following graphic:



b) Participants per age

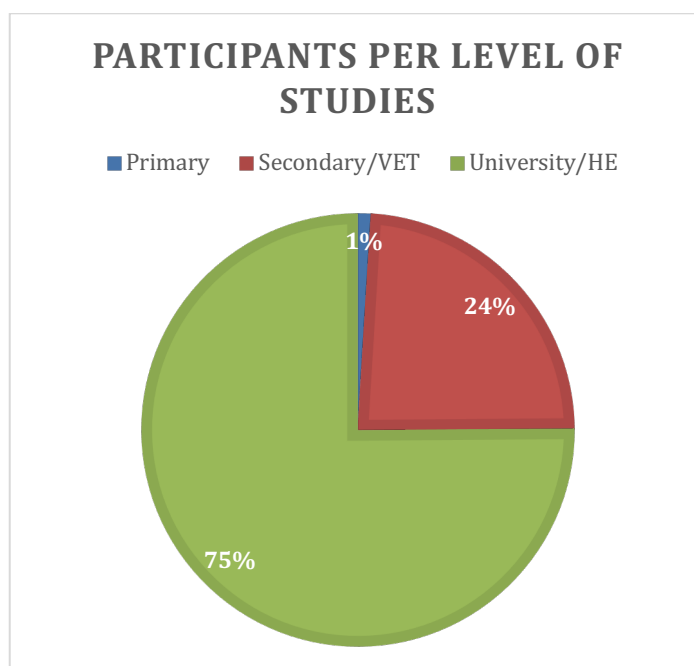
Italy	205
16-20	37
20-28	162
More than 28	6
Under 16	0



79% of the participants had between 20 and 28 years old, followed by participants between 16 and 20 years old (18%).

c) Participants per level of studies

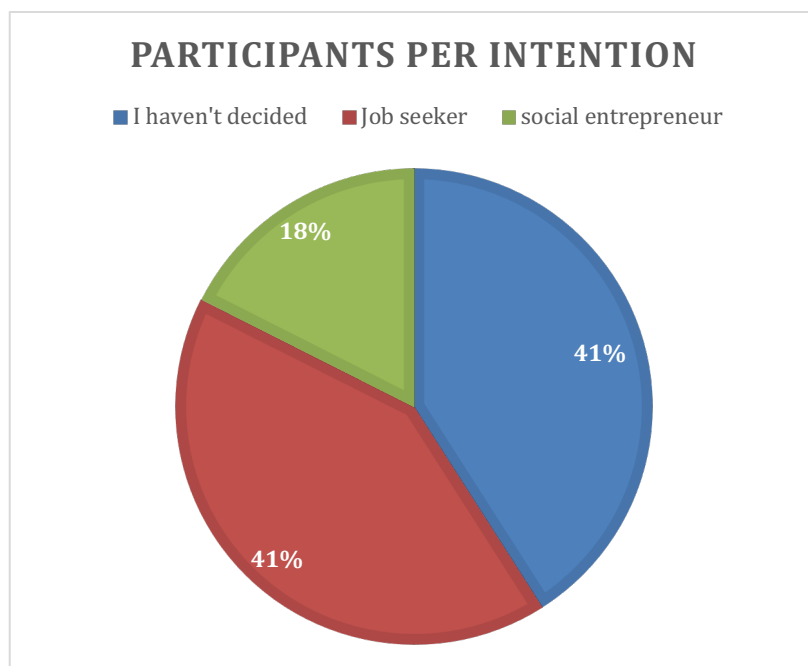
Italy	205
Primary	2
Secondary/VET	49
University/HE	154



75% of the participants had University of Higher Education studies, followed by secondary or VET studies (24%).

d) Participants per intention

Italy	205
I haven't decided	84
Job seeker	85
social entrepreneur	36



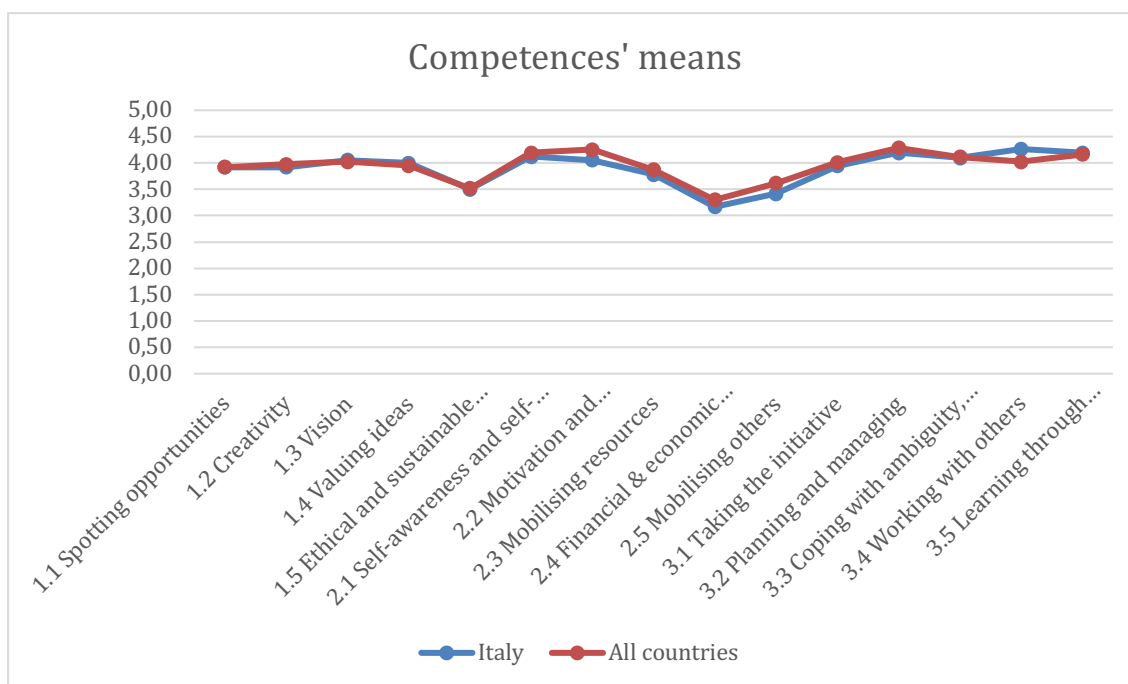
41% of Italian participants declare that they haven't decided if they want to look for a job or start a social business, and other 44% wants to look for a job. Only 21% intends to start a social business.

2. Competences of social entrepreneurs

In this section, we are going to analyse the level of competences of this profile. Mean from 1 (lowest value) to 5 (highest value) is provided following the EntreComp competences distributed in three levels: Ideas and Opportunities, Resources and Into Action.

a) General means of competences

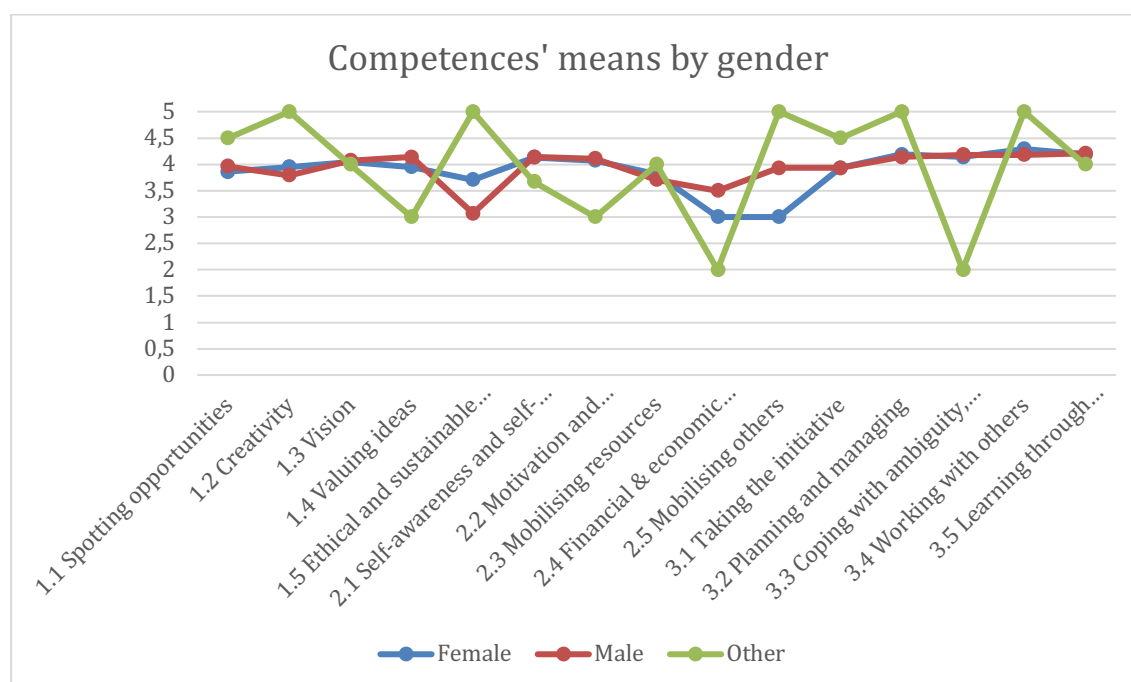
Competence	Italy	All countries
1.1 Spotting opportunities	3,92	3,92
1.2 Creativity	3,92	3,97
1.3 Vision	4,06	4,02
1.4 Valuing ideas	4,00	3,95
1.5 Ethical and sustainable thinking	3,50	3,52
2.1 Self-awareness and self-efficacy	4,12	4,20
2.2 Motivation and perseverance	4,06	4,25
2.3 Mobilising resources	3,78	3,87
2.4 Financial & economic literacy	3,17	3,30
2.5 Mobilising others	3,42	3,62
3.1 Taking the initiative	3,94	4,01
3.2 Planning and managing	4,19	4,28
3.3 Coping with ambiguity, uncertainty and risk	4,10	4,12
3.4 Working with others	4,26	4,02
3.5 Learning through experience	4,19	4,16



The level of competences in Italy is similar than the general level of competences of all countries in the study. Working with others and Learning through the experience have higher values in Italy, while Financial & economic literacy have lower values in Italy.

b) Means of competences by gender

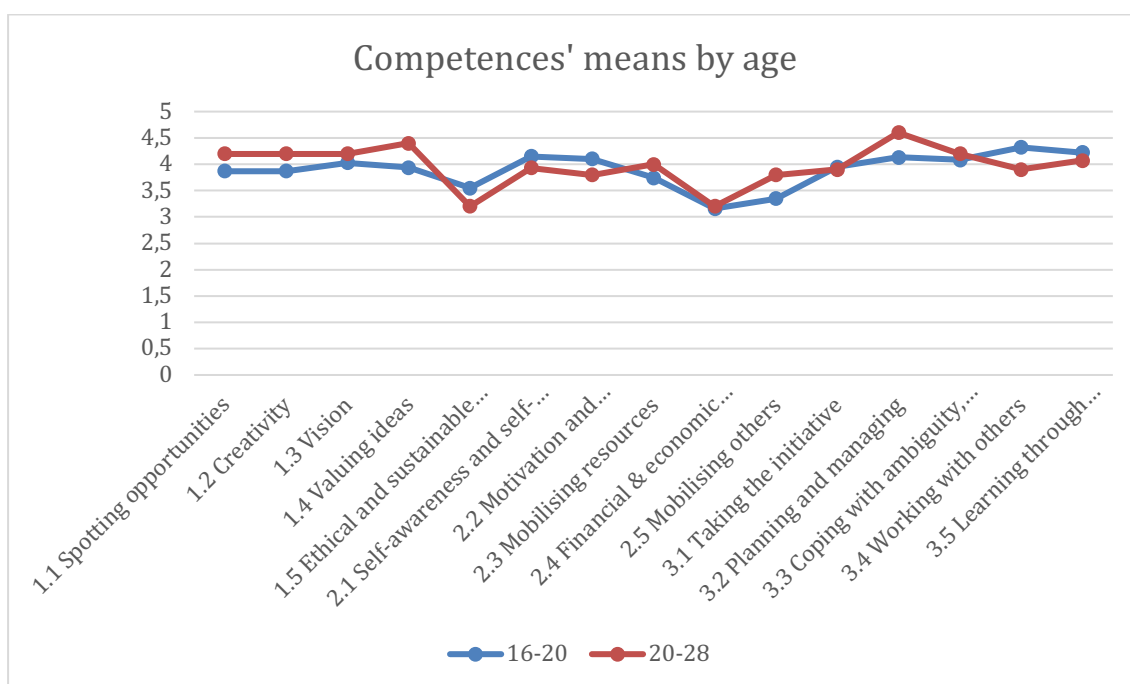
Competences	Italy			Total Italy
	Female	Male	Other	
1.1 Spotting opportunities	3,86	3,96	4,5	3,92
1.2 Creativity	3,95	3,79	5	3,92
1.3 Vision	4,05	4,07	4	4,06
1.4 Valuing ideas	3,95	4,14	3	4
1.5 Ethical and sustainable thinking	3,71	3,07	5	3,5
2.1 Self-awareness and self-efficacy	4,13	4,14	3,67	4,12
2.2 Motivation and perseverance	4,07	4,11	3	4,06
2.3 Mobilising resources	3,81	3,71	4	3,78
2.4 Financial & economic literacy	3	3,5	2	3,17
2.5 Mobilising others	3	3,93	5	3,42
3.1 Taking the initiative	3,93	3,93	4,5	3,94
3.2 Planning and managing	4,19	4,14	5	4,19
3.3 Coping with ambiguity, uncertainty and risk	4,14	4,18	2	4,10
3.4 Working with others	4,29	4,18	5	4,26
3.5 Learning through experience	4,19	4,21	4	4,19



On the one hand, the distribution of competences by gender is very similar between male and female (with a clear male prevalence as for Financial & economic literacy and Mobilising others, and a clear female prevalence as for Ethical and sustainable thinking). On the other hand, there is a substantial lack of homogeneity with regard to those who perceive themselves as "other" in terms of gender, but it is clear that part of this result depends on the lowest numbers that make up this group of respondents (12 against 135 females and 58 males).

c) Means of competences by age

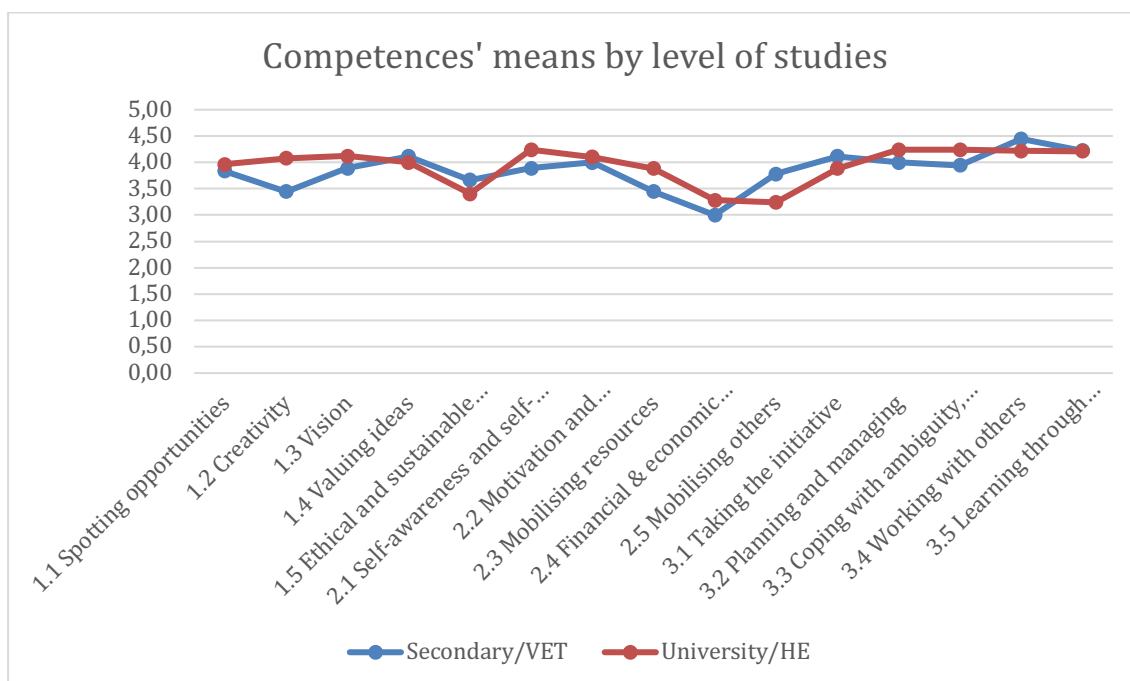
Competences	Italy		Total Italy
	16-20	20-28	
1.1 Spotting opportunities	3,87	4,2	3,92
1.2 Creativity	3,87	4,2	3,92
1.3 Vision	4,03	4,2	4,06
1.4 Valuing ideas	3,94	4,4	4
1.5 Ethical and sustainable thinking	3,55	3,2	3,5
2.1 Self-awareness and self-efficacy	4,15	3,93	4,12
2.2 Motivation and perseverance	4,10	3,8	4,06
2.3 Mobilising resources	3,74	4	3,78
2.4 Financial & economic literacy	3,16	3,2	3,17
2.5 Mobilising others	3,35	3,8	3,42
3.1 Taking the initiative	3,95	3,9	3,94
3.2 Planning and managing	4,13	4,6	4,19
3.3 Coping with ambiguity, uncertainty and risk	4,08	4,2	4,10
3.4 Working with others	4,32	3,9	4,26
3.5 Learning through experience	4,22	4,07	4,19



The answers show a substantial overlap between the two age groups. The competence most present for the 16-20 age group is Working with others; for the 20-28 age group it is Planning and managing.

d) Means of competences by level of studies

Competences	Italy		Total Italy
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,83	3,96	3,92
1.2 Creativity	3,44	4,08	3,92
1.3 Vision	3,89	4,12	4,06
1.4 Valuing ideas	4,11	4	4
1.5 Ethical and sustainable thinking	3,67	3,4	3,5
2.1 Self-awareness and self-efficacy	3,89	4,24	4,12
2.2 Motivation and perseverance	4	4,1	4,06
2.3 Mobilising resources	3,44	3,88	3,78
2.4 Financial & economic literacy	3	3,28	3,17
2.5 Mobilising others	3,78	3,24	3,42
3.1 Taking the initiative	4,11	3,88	3,94
3.2 Planning and managing	4	4,24	4,19
3.3 Coping with ambiguity, uncertainty and risk	3,94	4,24	4,10
3.4 Working with others	4,44	4,22	4,26
3.5 Learning through experience	4,22	4,21	4,19



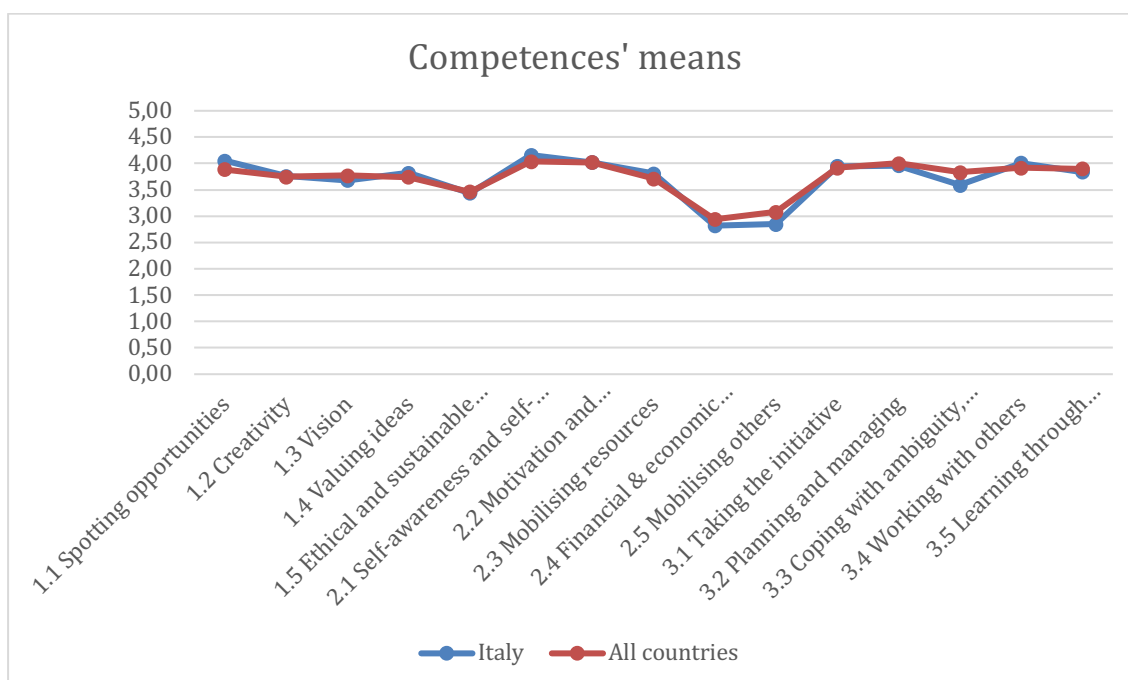
Primary school data have been removed because they are irrelevant here. Interesting to note the good level of Working with others for both levels. The biggest difference is in creativity, which is higher as the level increases.

3. Competences of job seekers

In this section we are going to analyse profile of competences of Young people that wants to look for a job.

a) General means of competences

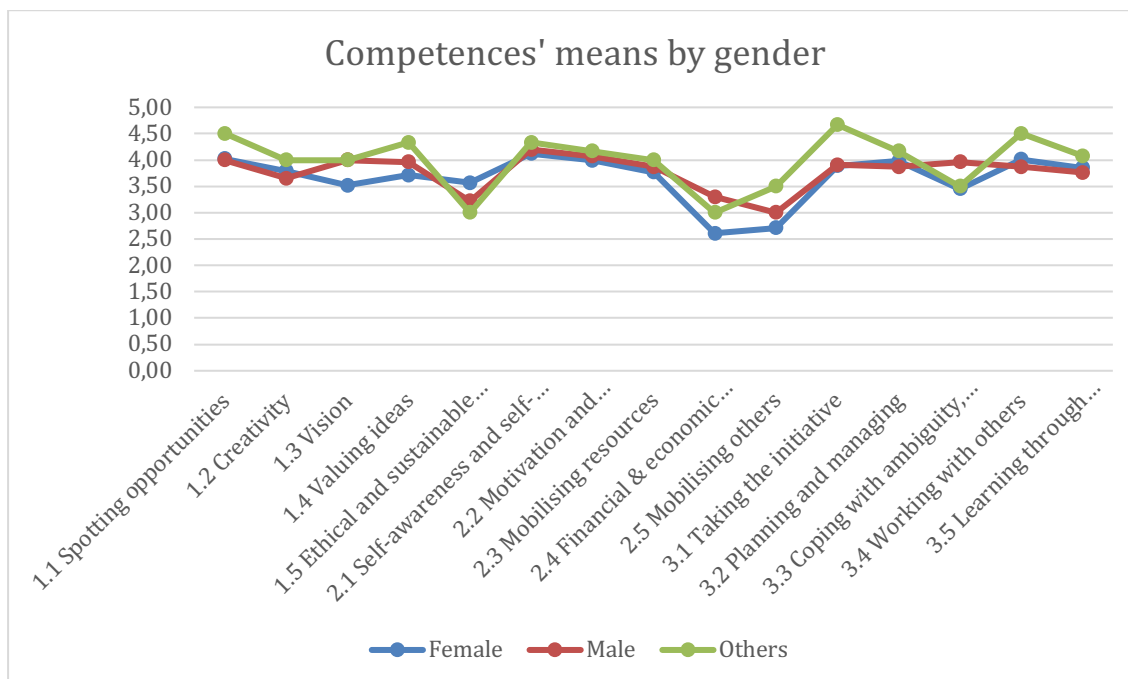
Competences	Italy	All countries
1.1 Spotting opportunities	4,05	3,89
1.2 Creativity	3,76	3,75
1.3 Vision	3,68	3,77
1.4 Valuing ideas	3,82	3,74
1.5 Ethical and sustainable thinking	3,44	3,46
2.1 Self-awareness and self-efficacy	4,16	4,04
2.2 Motivation and perseverance	4,02	4,02
2.3 Mobilising resources	3,81	3,71
2.4 Financial & economic literacy	2,82	2,94
2.5 Mobilising others	2,85	3,08
3.1 Taking the initiative	3,95	3,92
3.2 Planning and managing	3,96	4,00
3.3 Coping with ambiguity, uncertainty and risk	3,59	3,83
3.4 Working with others	4,01	3,92
3.5 Learning through experience	4,01	3,90



As for competences of job seekers, results of general means can almost overlap with the average of all countries.

b) Means of competences by gender

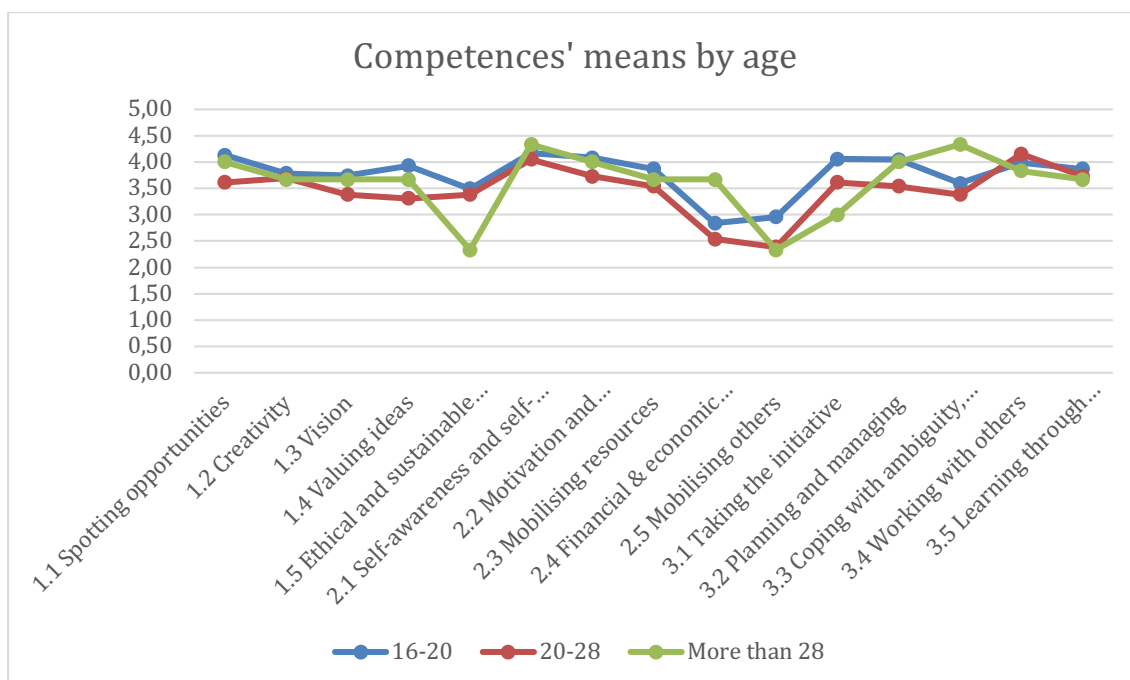
Competences	Italy			Total Italy
	Female	Male	Other	
1.1 Spotting opportunities	4,02	4	4,5	4,05
1.2 Creativity	3,79	3,65	4	3,76
1.3 Vision	3,52	4	4	3,68
1.4 Valuing ideas	3,71	3,96	4,33	3,82
1.5 Ethical and sustainable thinking	3,57	3,22	3	3,44
2.1 Self-awareness and self-efficacy	4,12	4,20	4,33	4,16
2.2 Motivation and perseverance	3,99	4,07	4,17	4,02
2.3 Mobilising resources	3,77	3,87	4	3,81
2.4 Financial & economic literacy	2,61	3,30	3	2,82
2.5 Mobilising others	2,71	3	3,5	2,85
3.1 Taking the initiative	3,89	3,91	4,67	3,95
3.2 Planning and managing	3,98	3,87	4,17	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,45	3,96	3,5	3,59
3.4 Working with others	4,01	3,87	4,5	4,01
3.5 Learning through experience	3,85	3,76	4,08	3,84



In terms of skills by gender, the most significant differences concern a certain male prevalence for Vision, Financial & economic literacy, Coping with ambiguity, uncertainty and risk. Those who define themselves as 'other' generally express higher levels of competence.

c) Means of competences by age

Competences	Italy			Total Italy
	16-20	20-28	More than 28	
1.1 Spotting opportunities	4,13	3,62	4	4,05
1.2 Creativity	3,78	3,69	3,67	3,76
1.3 Vision	3,74	3,38	3,67	3,68
1.4 Valuing ideas	3,93	3,31	3,67	3,82
1.5 Ethical and sustainable thinking	3,49	3,38	2,33	3,44
2.1 Self-awareness and self-efficacy	4,17	4,05	4,33	4,16
2.2 Motivation and perseverance	4,08	3,73	4	4,02
2.3 Mobilising resources	3,87	3,54	3,67	3,81
2.4 Financial & economic literacy	2,84	2,54	3,67	2,82
2.5 Mobilising others	2,96	2,38	2,33	2,85
3.1 Taking the initiative	4,06	3,62	3	3,95
3.2 Planning and managing	4,04	3,54	4	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,59	3,38	4,33	3,59
3.4 Working with others	3,99	4,15	3,83	4,01
3.5 Learning through experience	3,87	3,73	3,67	3,84

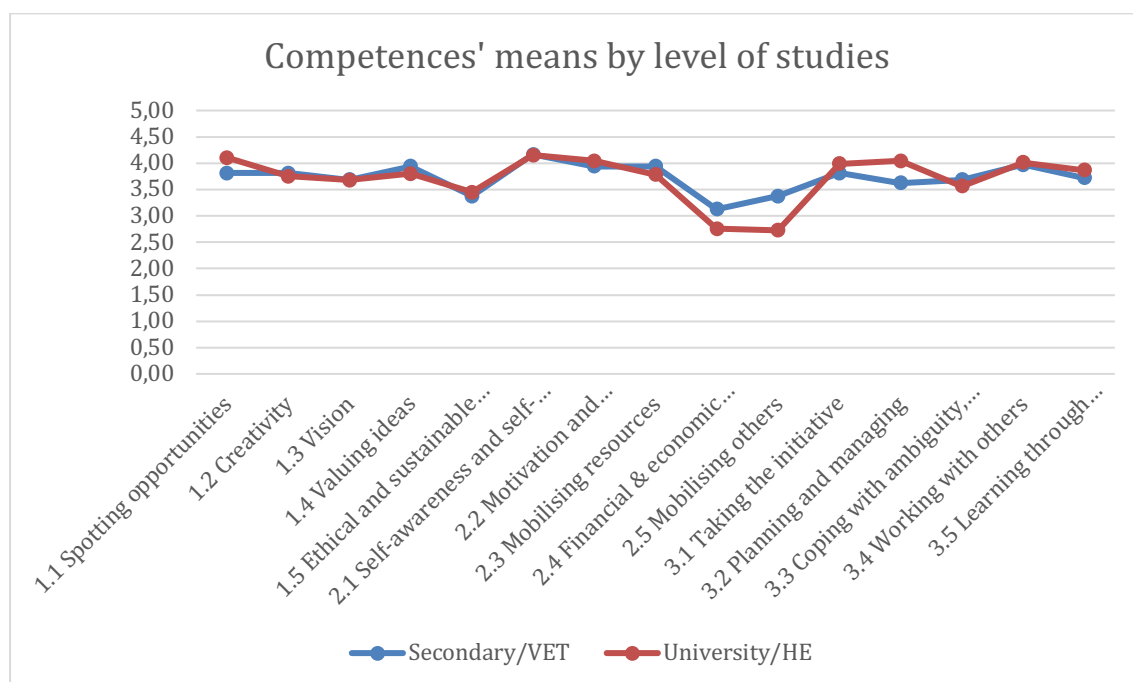


In terms of age, those over 28 years old report a lower level of ethical and sustainable thinking than the other groups, but a higher level of Financial & economic literacy and Coping with ambiguity, uncertainty and risk. The 20-28 range generally expresses lower levels than the 16-20 range, with the only exception of Working with others. In general,

the most critical competences are Financial & economic literacy and Mobilising others; the one considered most highly possessed is Self-awareness and self-efficacy.

d) Means of competences by level of studies

Competences	Italy		Total Italy
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,81	4,10	4,05
1.2 Creativity	3,81	3,75	3,76
1.3 Vision	3,69	3,68	3,68
1.4 Valuing ideas	3,94	3,80	3,82
1.5 Ethical and sustainable thinking	3,38	3,45	3,44
2.1 Self-awareness and self-efficacy	4,17	4,15	4,16
2.2 Motivation and perseverance	3,94	4,04	4,02
2.3 Mobilising resources	3,94	3,78	3,81
2.4 Financial & economic literacy	3,13	2,75	2,82
2.5 Mobilising others	3,38	2,72	2,85
3.1 Taking the initiative	3,81	3,99	3,95
3.2 Planning and managing	3,63	4,04	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,69	3,57	3,59
3.4 Working with others	3,97	4,01	4,01
3.5 Learning through experience	3,72	3,87	3,84



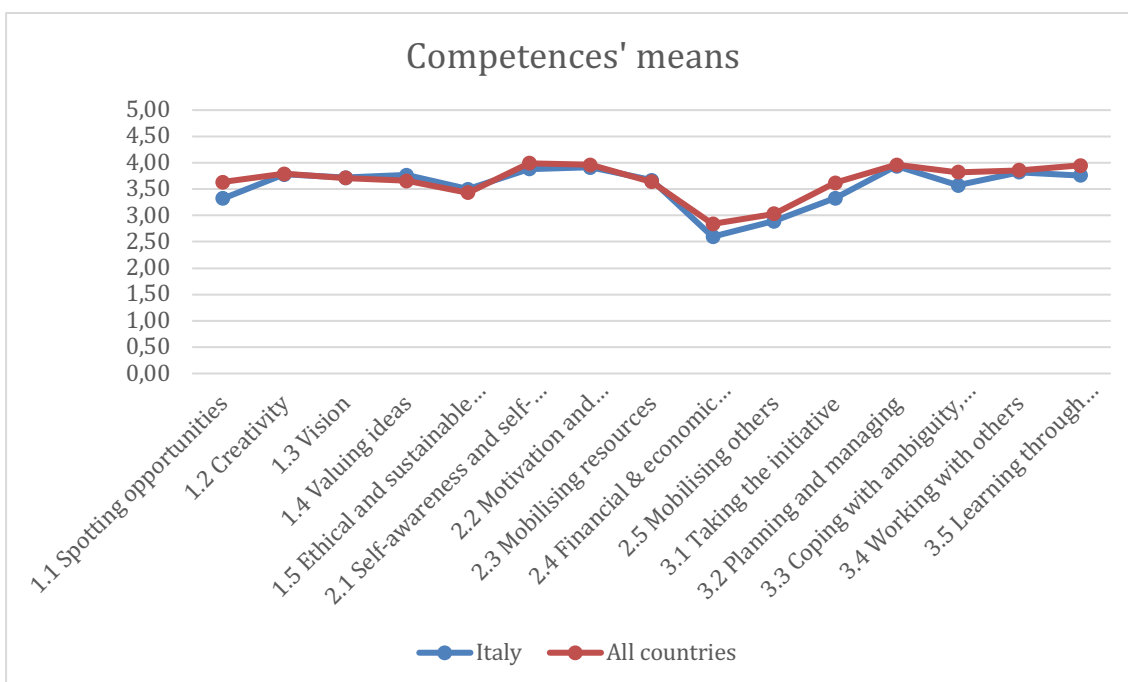
Again, the results of Primary Education are not considered. The results confirm the findings of the age distribution.

4. Competences of undecided

In this section, we are going to analyse level of competences of young people that didn't make a decision about starting a social business or looking for a job.

a) General means of competences

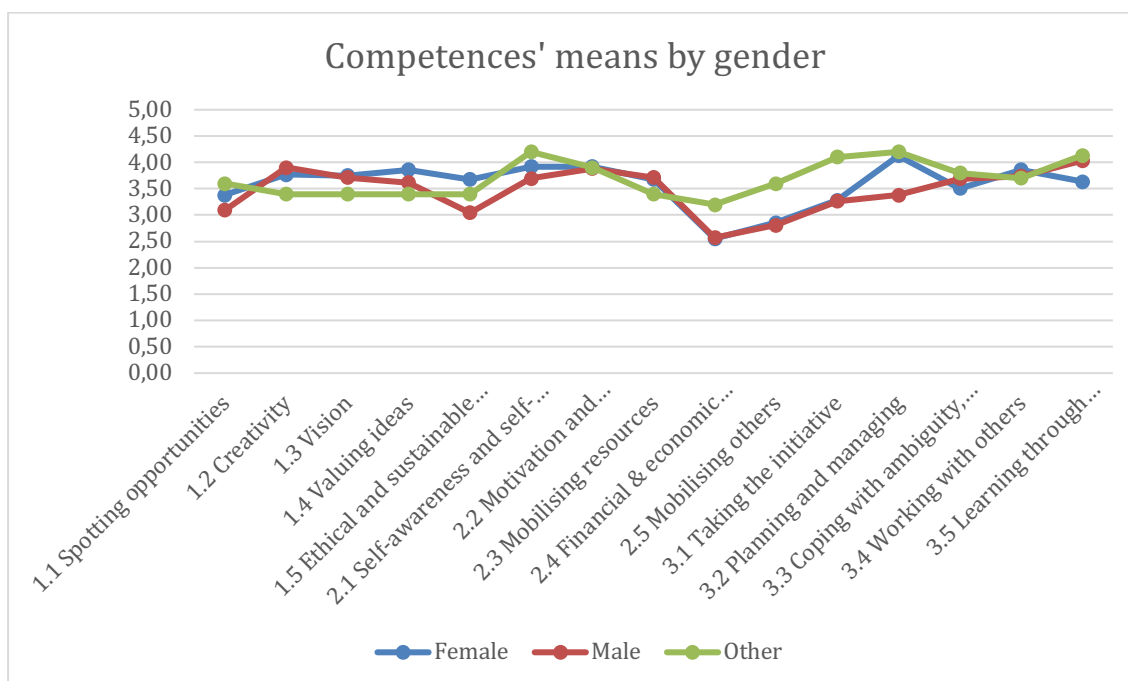
Competences	Italy	All countries
1.1 Spotting opportunities	3,32	3,63
1.2 Creativity	3,78	3,79
1.3 Vision	3,72	3,71
1.4 Valuing ideas	3,77	3,66
1.5 Ethical and sustainable thinking	3,50	3,43
2.1 Self-awareness and self-efficacy	3,88	3,99
2.2 Motivation and perseverance	3,91	3,96
2.3 Mobilising resources	3,67	3,64
2.4 Financial & economic literacy	2,60	2,84
2.5 Mobilising others	2,89	3,03
3.1 Taking the initiative	3,33	3,62
3.2 Planning and managing	3,94	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,57	3,82
3.4 Working with others	3,82	3,86
3.5 Learning through experience	3,76	3,95



Again, there is no significant deviation from the results of other countries.

b) Means of competences by gender

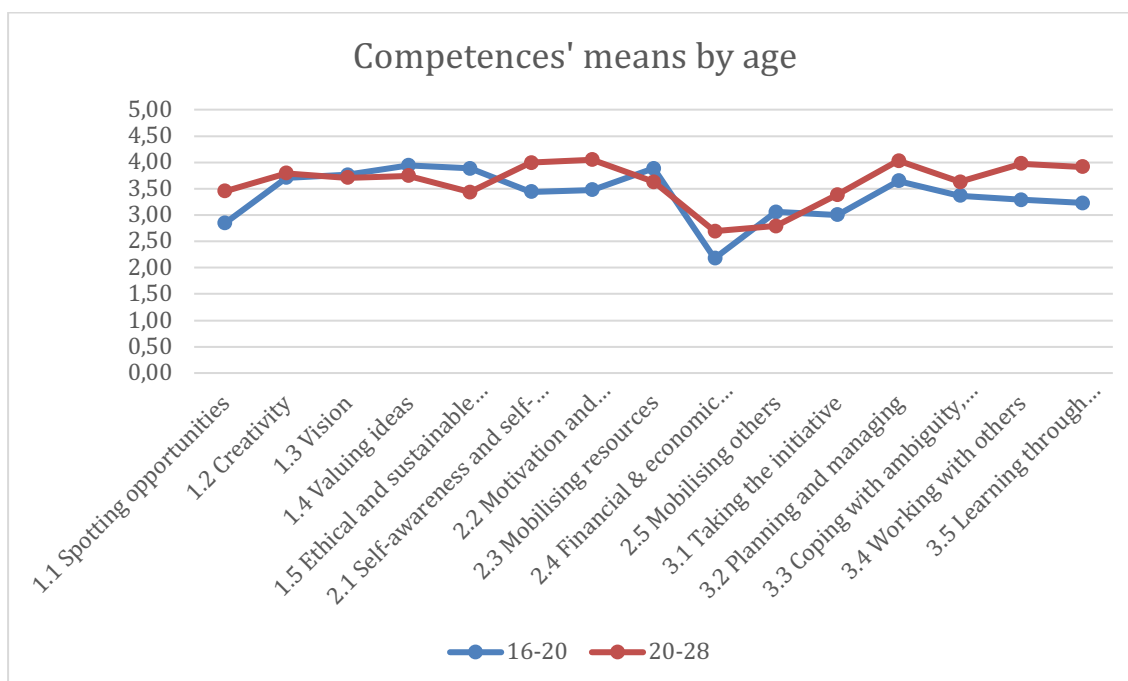
Competences	Italy			Total Italy
	Female	Male	Other	
1.1 Spotting opportunities	3,38	3,10	3,60	3,32
1.2 Creativity	3,77	3,90	3,40	3,78
1.3 Vision	3,75	3,71	3,40	3,72
1.4 Valuing ideas	3,86	3,62	3,40	3,77
1.5 Ethical and sustainable thinking	3,68	3,05	3,40	3,50
2.1 Self-awareness and self-efficacy	3,92	3,70	4,20	3,88
2.2 Motivation and perseverance	3,92	3,88	3,90	3,91
2.3 Mobilising resources	3,68	3,71	3,40	3,67
2.4 Financial & economic literacy	2,55	2,57	3,20	2,60
2.5 Mobilising others	2,86	2,81	3,60	2,89
3.1 Taking the initiative	3,28	3,26	4,10	3,33
3.2 Planning and managing	4,13	3,38	4,20	3,94
3.3 Coping with ambiguity, uncertainty and risk	3,51	3,69	3,80	3,57
3.4 Working with others	3,86	3,74	3,70	3,82
3.5 Learning through experience	3,63	4,03	4,13	3,76



Even among the undecided, the perceived level of competence of those who define themselves as 'other' in gender is higher than that of males and females.

c) Means of competences by age

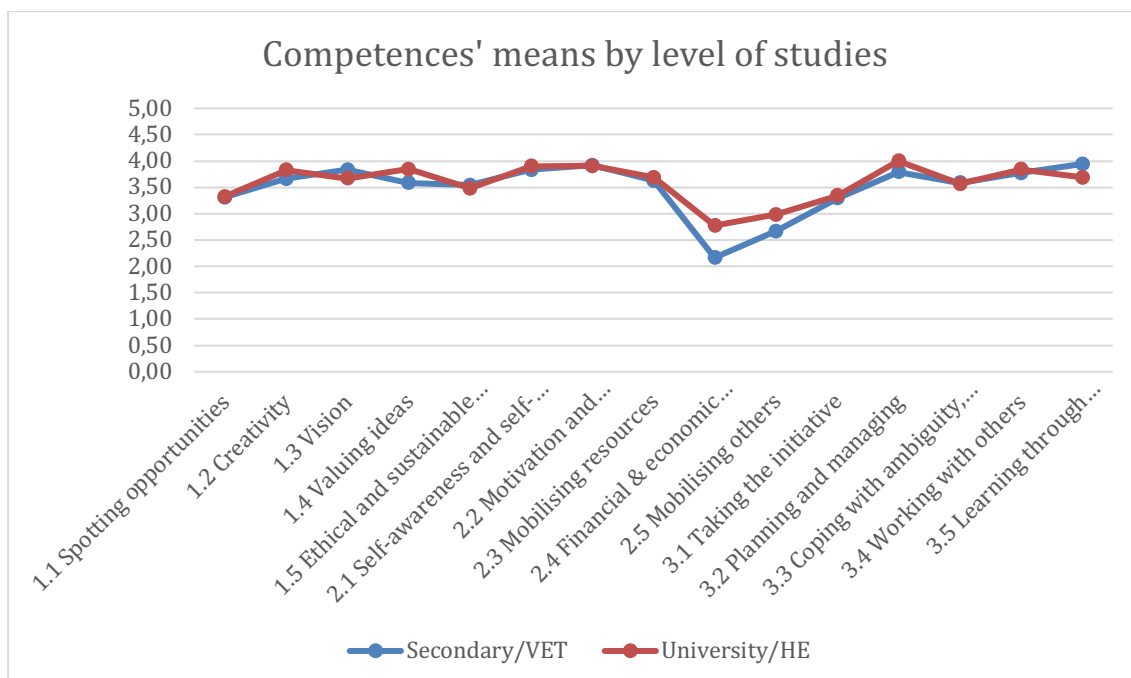
Competences	Italy		Total Italy
	16-20	20-28	
1.1 Spotting opportunities	2,84	3,45	3,32
1.2 Creativity	3,71	3,79	3,78
1.3 Vision	3,76	3,71	3,72
1.4 Valuing ideas	3,94	3,74	3,77
1.5 Ethical and sustainable thinking	3,88	3,44	3,50
2.1 Self-awareness and self-efficacy	3,44	3,99	3,88
2.2 Motivation and perseverance	3,47	4,05	3,91
2.3 Mobilising resources	3,88	3,63	3,67
2.4 Financial & economic literacy	2,18	2,69	2,60
2.5 Mobilising others	3,06	2,79	2,89
3.1 Taking the initiative	3	3,39	3,33
3.2 Planning and managing	3,65	4,03	3,94
3.3 Coping with ambiguity, uncertainty and risk	3,37	3,63	3,57
3.4 Working with others	3,29	3,98	3,82
3.5 Learning through experience	3,23	3,91	3,76



Among the undecided, the higher age group influences the level of competence, which is generally higher than in the lower age group. The most significant exception in terms of variance is Ethical and sustainable thinking.

d) Means of competences by level of studies

Competences	Italy		Total Italy
	Secondary /VET	University/ HE	
1.1 Spotting opportunities	3,31	3,33	3,32
1.2 Creativity	3,67	3,83	3,78
1.3 Vision	3,83	3,67	3,72
1.4 Valuing ideas	3,58	3,84	3,77
1.5 Ethical and sustainable thinking	3,54	3,48	3,50
2.1 Self-awareness and self-efficacy	3,83	3,90	3,88
2.2 Motivation and perseverance	3,92	3,91	3,91
2.3 Mobilising resources	3,63	3,69	3,67
2.4 Financial & economic literacy	2,17	2,78	2,60
2.5 Mobilising others	2,67	2,98	2,89
3.1 Taking the initiative	3,29	3,34	3,33
3.2 Planning and managing	3,79	4	3,94
3.3 Coping with ambiguity, uncertainty and risk	3,58	3,57	3,57
3.4 Working with others	3,77	3,84	3,82
3.5 Learning through experience	3,94	3,69	3,76

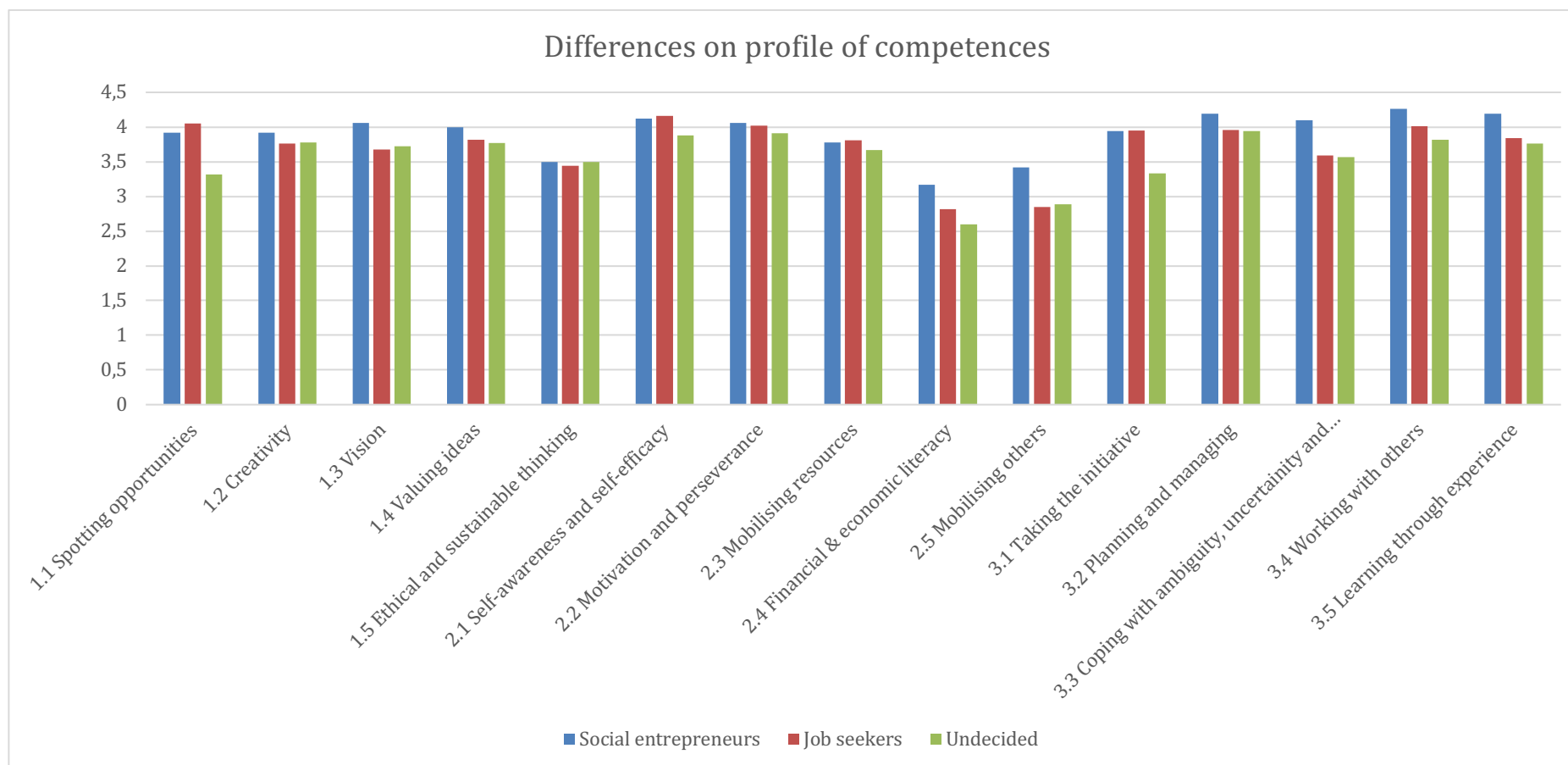


Among the undecided, the only significant difference with respect to educational level concerns the competency Financial & economic literacy, perceived to be higher at University/HE

5. Conclusions

A comparative is presented between the level of competences of the three different profiles:

Competences	Social entrepreneurs	Job seekers	Undecided
1.1 Spotting opportunities	3,92	4,05	3,32
1.2 Creativity	3,92	3,76	3,78
1.3 Vision	4,06	3,68	3,72
1.4 Valuing ideas	4,00	3,82	3,77
1.5 Ethical and sustainable thinking	3,50	3,44	3,50
2.1 Self-awareness and self-efficacy	4,12	4,16	3,88
2.2 Motivation and perseverance	4,06	4,02	3,91
2.3 Mobilising resources	3,78	3,81	3,67
2.4 Financial & economic literacy	3,17	2,82	2,60
2.5 Mobilising others	3,42	2,85	2,89
3.1 Taking the initiative	3,94	3,95	3,33
3.2 Planning and managing	4,19	3,96	3,94
3.3 Coping with ambiguity, uncertainty and risk	4,10	3,59	3,57
3.4 Working with others	4,26	4,01	3,82
3.5 Learning through experience	4,19	3,84	3,76



Overall, the difference between the three profiles shows a higher level of perceived competence in social entrepreneurs. The level of job seekers is close, and in three cases even higher (Spotting opportunities, Self-awareness and self-efficacy, Taking the initiative). For the undecided, on the other hand, the level of competence is always lower than for the other profiles, and the deviation is particularly significant for Spotting opportunities and Taking the initiative.



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Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment



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GREECE

DATA ANALYSIS: GREECE

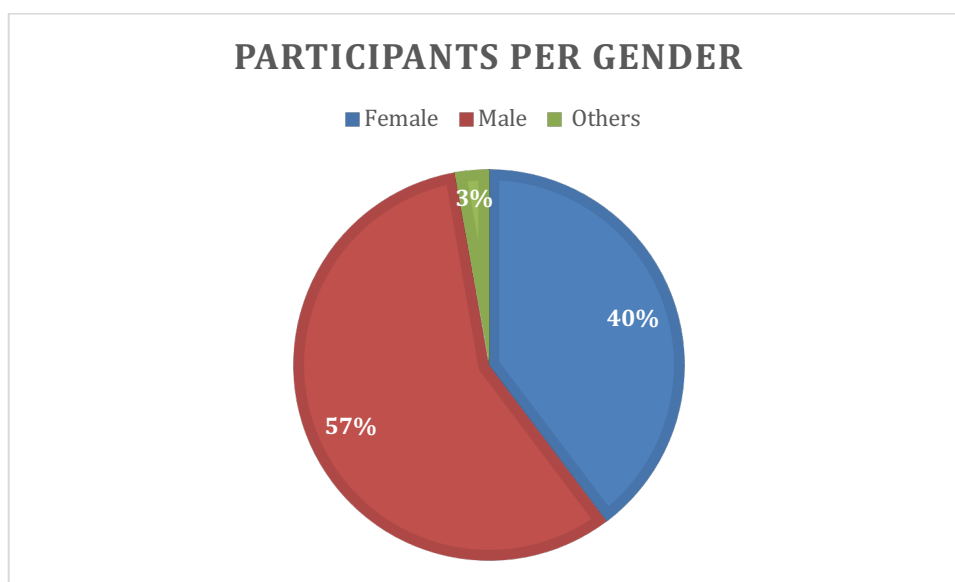
1. Profile of participants

The total number of responses in Greece was 146. In this section, we are going to analyze the profile of these 146 respondents.

a) Participants per gender

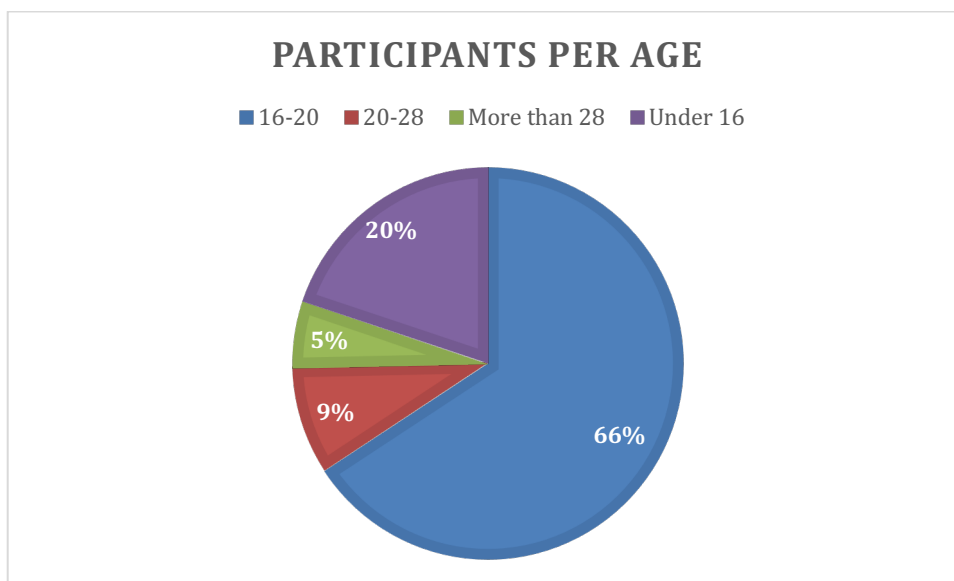
Greece	146
Female	58
Male	84
Others	4

In Greece, of 146 respondents, 58 were female, 84 male and 4 others, as can be seen in the following graphic:



b) Participants per age

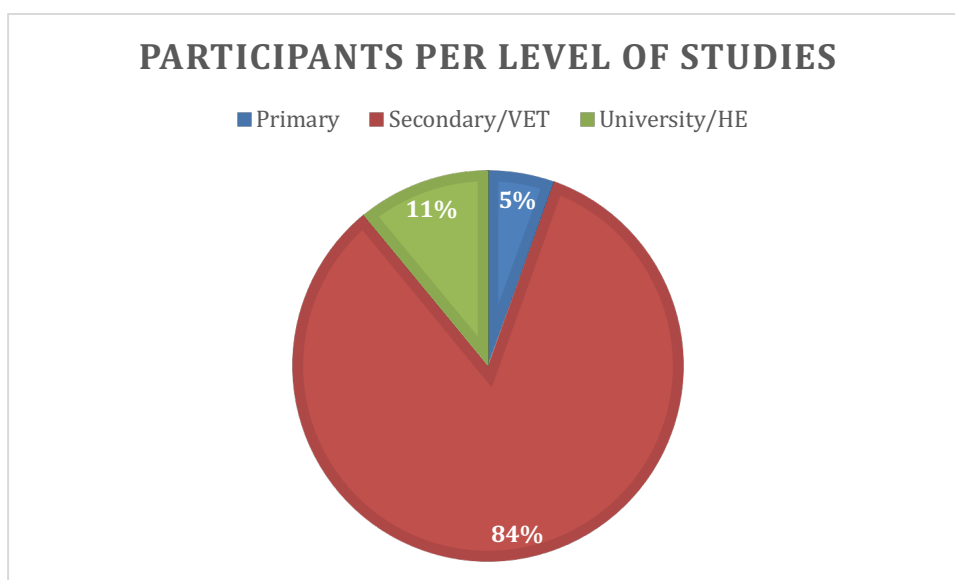
Greece	146
16-20	96
20-28	13
More than 28	8
Under 16	29



66% of the participants were between 16 and 20 years old, followed by participants under 16 (20%). Participants over 20 years old cover the rest 14%.

c) Participants per level of studies

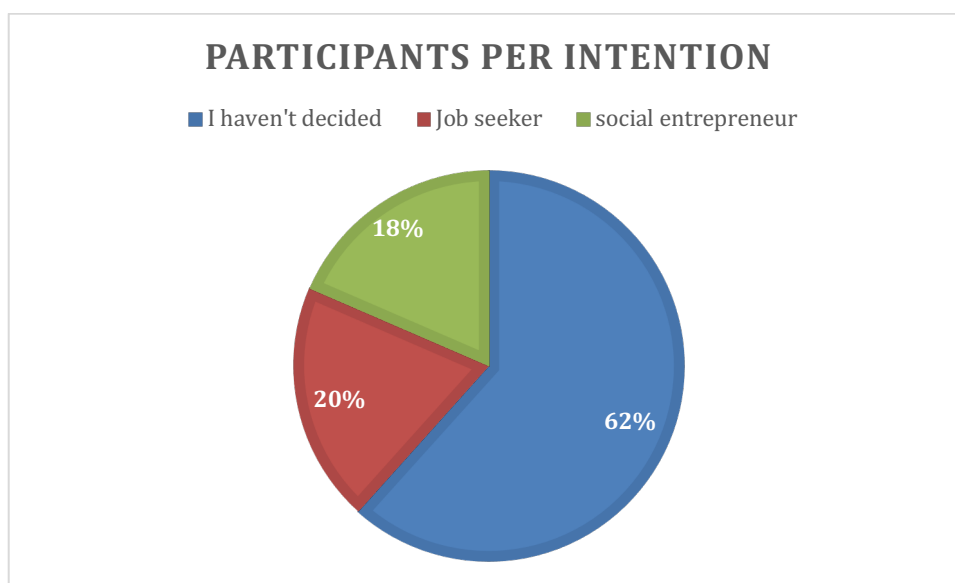
Greece	146
Primary	8
Secondary/VET	122
University/HE	16



84% of the participants had secondary or VET studies, followed by University of Higher Education studies (11%) and primary studies (5%).

d) Participants per intention

Greece	146
I haven't decided	90
Job seeker	29
Social entrepreneur	27



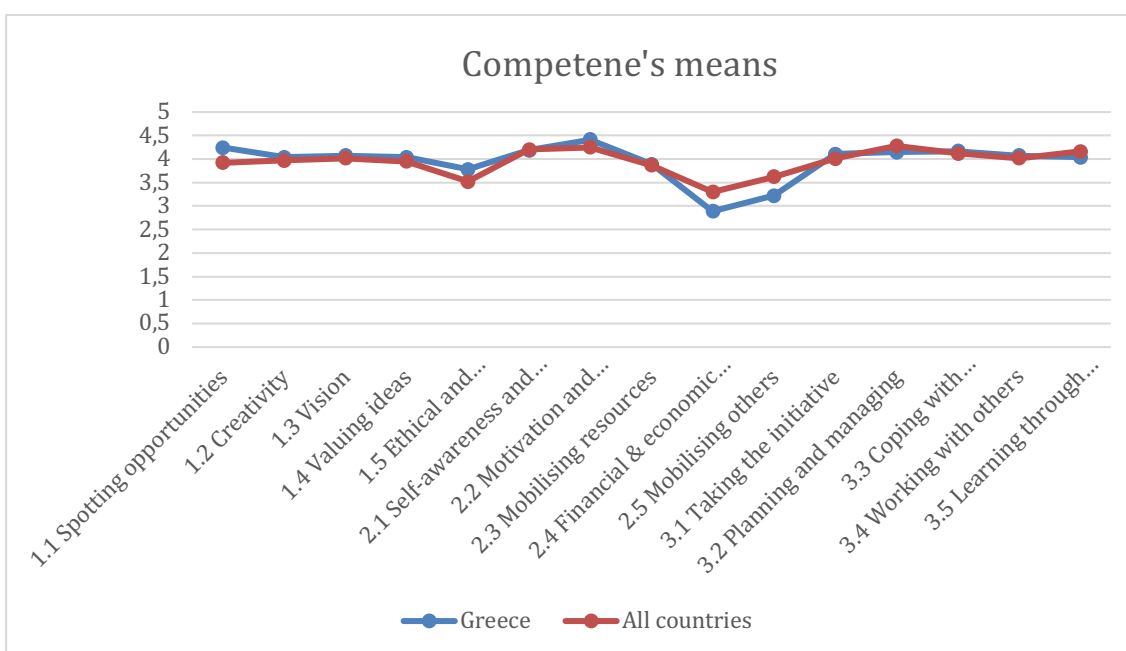
62% of Greek participants declare that they haven't decided if they want to look for a job or start a social business, while 20% wants to look for a job and 18% to start a social business.

2. Competences of social entrepreneurs

In this section, we are going to analyze the level of competences of this profile. Mean from 1 (lowest value) to 5 (highest value) is provided following the EntreComp competencies distributed in three levels: Ideas and Opportunities, Resources and Into Action.

a) General means of competencies

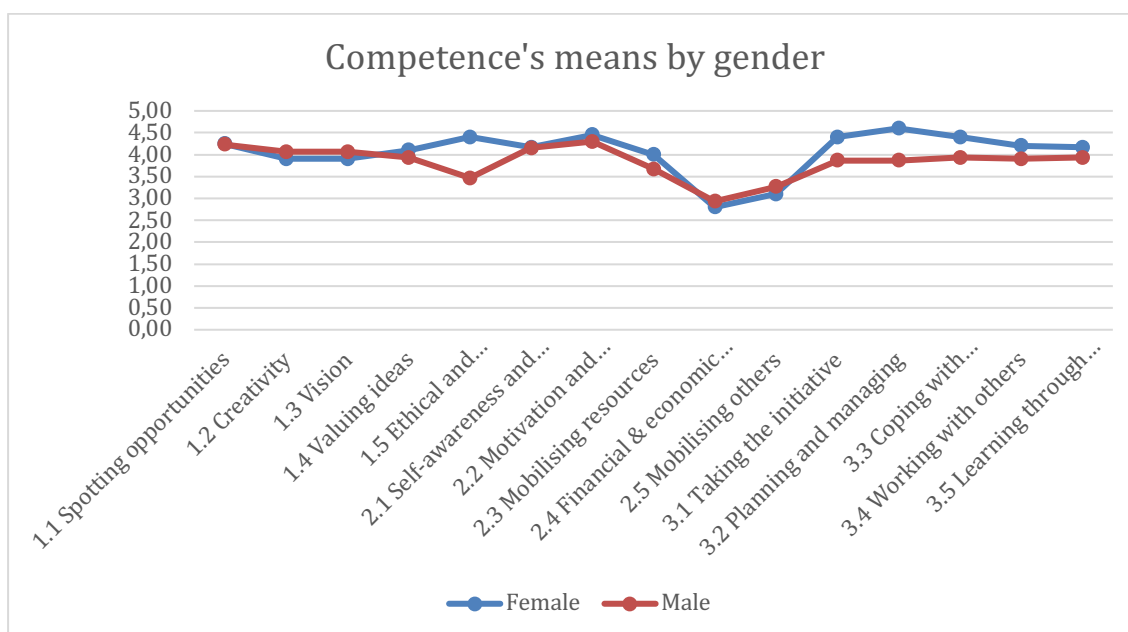
Competence	Greece	All countries
1.1 Spotting opportunities	4,24	3,92
1.2 Creativity	4,04	3,97
1.3 Vision	4,07	4,02
1.4 Valuing ideas	4,04	3,95
1.5 Ethical and sustainable thinking	3,78	3,52
2.1 Self-awareness and self-efficacy	4,19	4,20
2.2 Motivation and perseverance	4,41	4,25
2.3 Mobilising resources	3,89	3,87
2.4 Financial & economic literacy	2,89	3,30
2.5 Mobilising others	3,22	3,62
3.1 Taking the initiative	4,11	4,01
3.2 Planning and managing	4,15	4,28
3.3 Coping with ambiguity, uncertainty and risk	4,17	4,12
3.4 Working with others	4,07	4,02
3.5 Learning through experience	4,04	4,16



As we can see the level of competences in Greece is almost similar than the general level of competences of all countries in the study. Working with others and Learning through the experience have higher values in Greece, while vision and ethical and sustainable thinking have lower values in Greece.

b) Means of competencies by gender

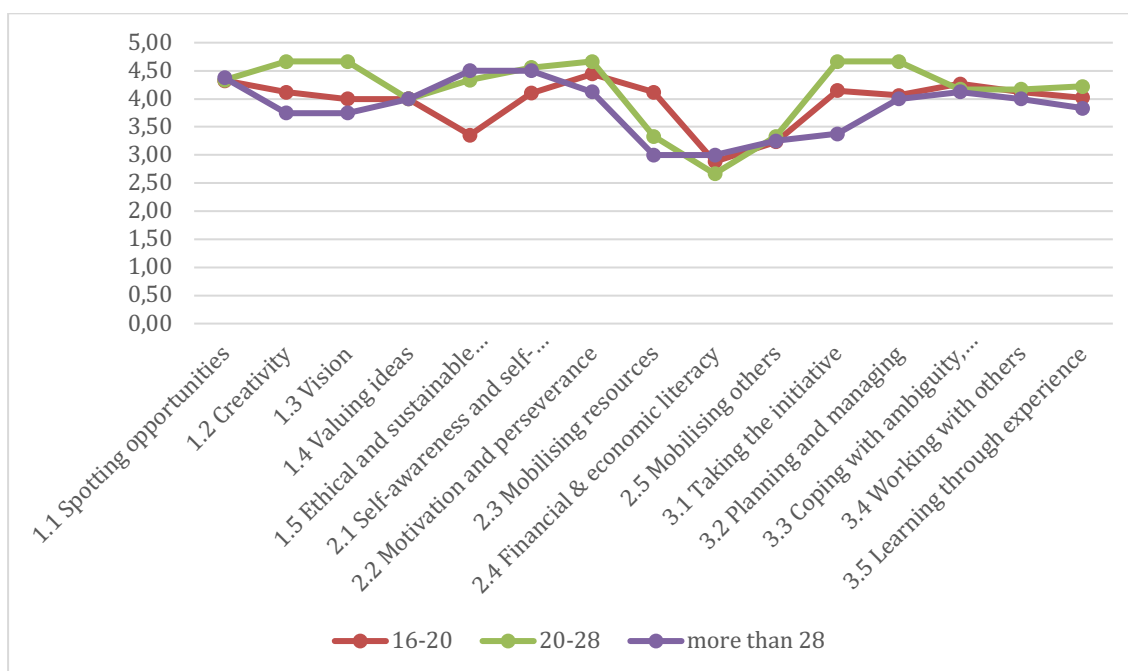
Competences	Greece		Total Greece
	Female	Male	
1.1 Spotting opportunities	4,25	4,23	4,24
1.2 Creativity	3,90	4,07	4,04
1.3 Vision	3,90	4,07	4,07
1.4 Valuing ideas	4,10	3,93	4,04
1.5 Ethical and sustainable thinking	4,40	3,47	3,78
2.1 Self-awareness and self-efficacy	4,17	4,16	4,19
2.2 Motivation and perseverance	4,45	4,30	4,41
2.3 Mobilising resources	4,00	3,67	3,89
2.4 Financial & economic literacy	2,80	2,93	2,89
2.5 Mobilising others	3,10	3,27	3,22
3.1 Taking the initiative	4,40	3,87	4,11
3.2 Planning and managing	4,60	3,87	4,15
3.3 Coping with ambiguity, uncertainty and risk	4,40	3,93	4,17
3.4 Working with others	4,20	3,90	4,07
3.5 Learning through experience	4,17	3,93	4,04



We observe that the distribution of competencies by gender is very similar between male and female. However, there is a clear male prevalence as for Ethical and sustainable thinking, Taking the initiative, Planning and managing and Coping with ambiguity, uncertainty and risk.

c) Means of competencies by age

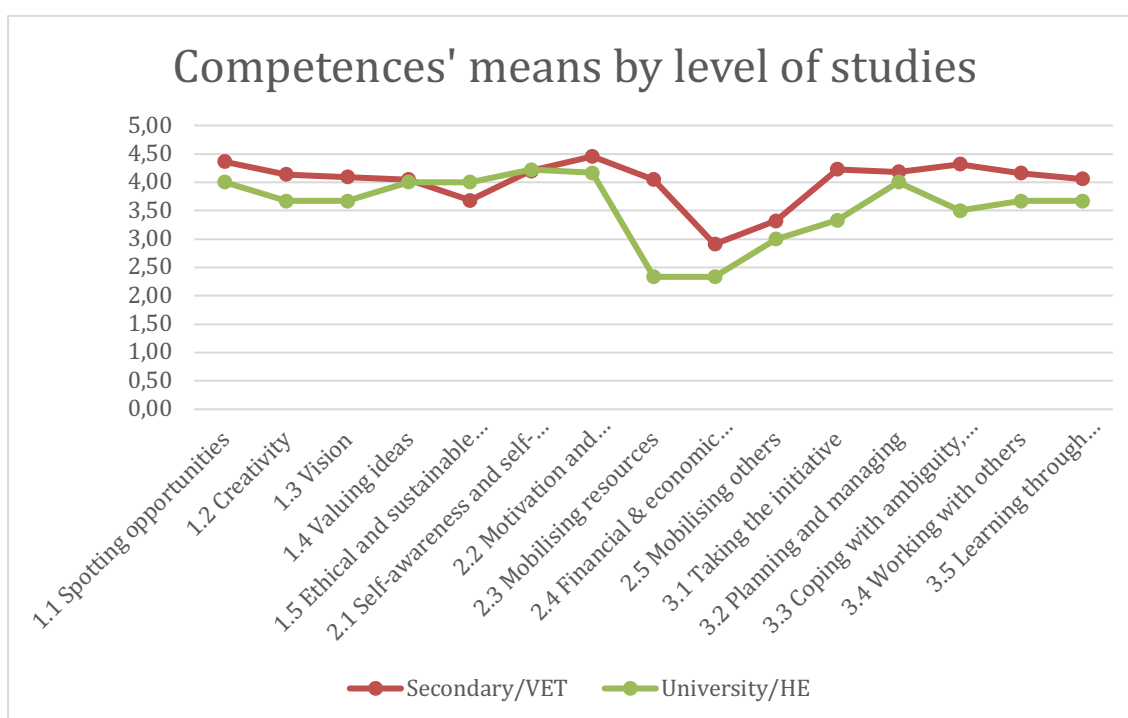
Competences	Greece				Total Greece
	Under 16	16-20	20-28	More than 28	
1.1 Spotting opportunities	3,50	4,32	4,33	4,38	4,24
1.2 Creativity	3,33	4,12	4,67	3,75	4,04
1.3 Vision	4,33	4,00	4,67	3,75	4,07
1.4 Valuing ideas	4,33	4,00	4,00	4,00	4,04
1.5 Ethical and sustainable thinking	4,67	3,35	4,33	4,50	3,78
2.1 Self-awareness and self-efficacy	3,89	4,10	4,56	4,50	4,19
2.2 Motivation and perseverance	4,33	4,44	4,67	4,13	4,41
2.3 Mobilising resources	4,33	4,12	3,33	3,00	3,89
2.4 Financial & economic literacy	3,00	2,88	2,67	3,00	2,89
2.5 Mobilising others	3,00	3,24	3,33	3,25	3,22
3.1 Taking the initiative	4,33	4,15	4,67	3,38	4,11
3.2 Planning and managing	4,33	4,06	4,67	4,00	4,15
3.3 Coping with ambiguity, uncertainty and risk	3,67	4,26	4,17	4,13	4,17
3.4 Working with others	3,83	4,12	4,17	4,00	4,07
3.5 Learning through experience	4,22	4,02	4,22	3,83	4,04



Ages under 16 were excluded as they are a small statistical sample. Analyzing the graf we can see that Creativity and Vision is rated higher at the ages 20-28 and also Planning and managing and Coping with ambiguity, uncertainty and risk. On the other hand, Ethical and sustainable thinking is rated with a lower value at the ages 16-20. Financial & economic literacy is rated with the lowest value by all the age groups.

d) Means of competencies by level of studies

Competences	Greece			Total Greece
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,25	4,36	4,00	4,24
1.2 Creativity	3,50	4,14	3,67	4,04
1.3 Vision	4,50	4,09	3,67	4,07
1.4 Valuing ideas	4,00	4,05	4,00	4,04
1.5 Ethical and sustainable thinking	4,50	3,68	4,00	3,78
2.1 Self-awareness and self-efficacy	4,00	4,20	4,22	4,19
2.2 Motivation and perseverance	4,25	4,45	4,17	4,41
2.3 Mobilising resources	4,50	4,05	2,33	3,89
2.4 Financial & economic literacy	3,50	2,91	2,33	2,89
2.5 Mobilising others	2,50	3,32	3,00	3,22
3.1 Taking the initiative	4,00	4,23	3,33	4,11
3.2 Planning and managing	4,00	4,18	4,00	4,15
3.3 Coping with ambiguity, uncertainty and risk	3,50	4,32	3,50	4,17
3.4 Working with others	3,75	4,16	3,67	4,07
3.5 Learning through experience	4,33	4,06	3,67	4,04



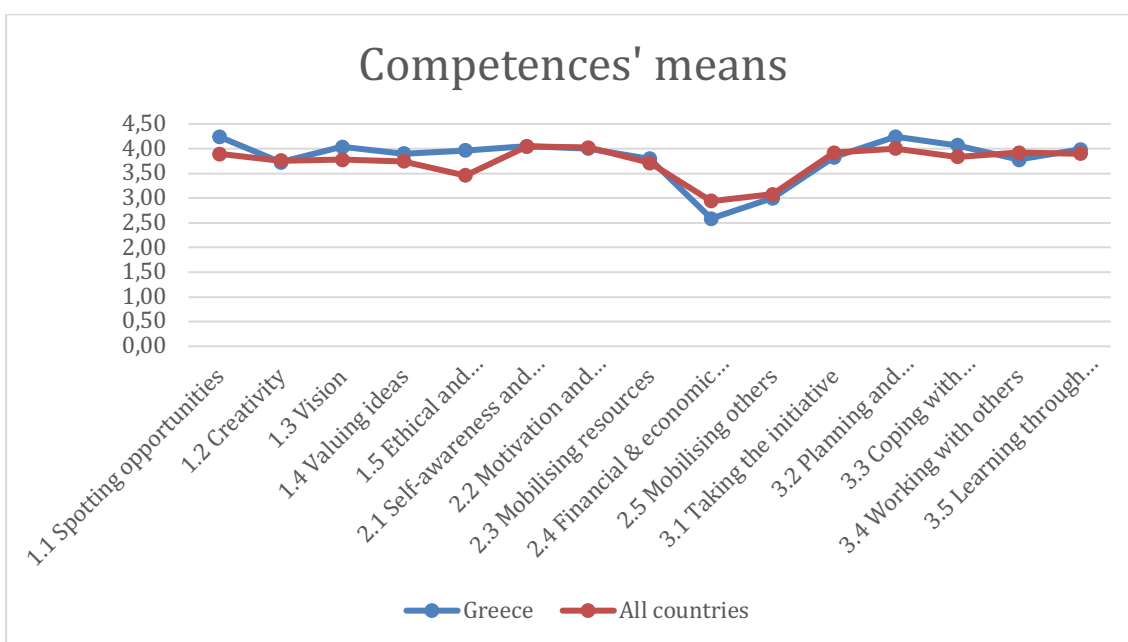
Obviously, the level of studies “primary” was set by mistake (as the level of education of all those who participated was secondary education and above), for this reason it was excluded from the graph. As we can see the level of competences is almost similar for both level of studies, secondary/VET and Uni/HE. Mobilising resources, Financial & economic literacy and Mobilising others is rated with a lower value at both groups.

3. Competences of job seekers

In this section we are going to analyze profile of competences of Young people that wants to look for a job.

a) General means of competencies

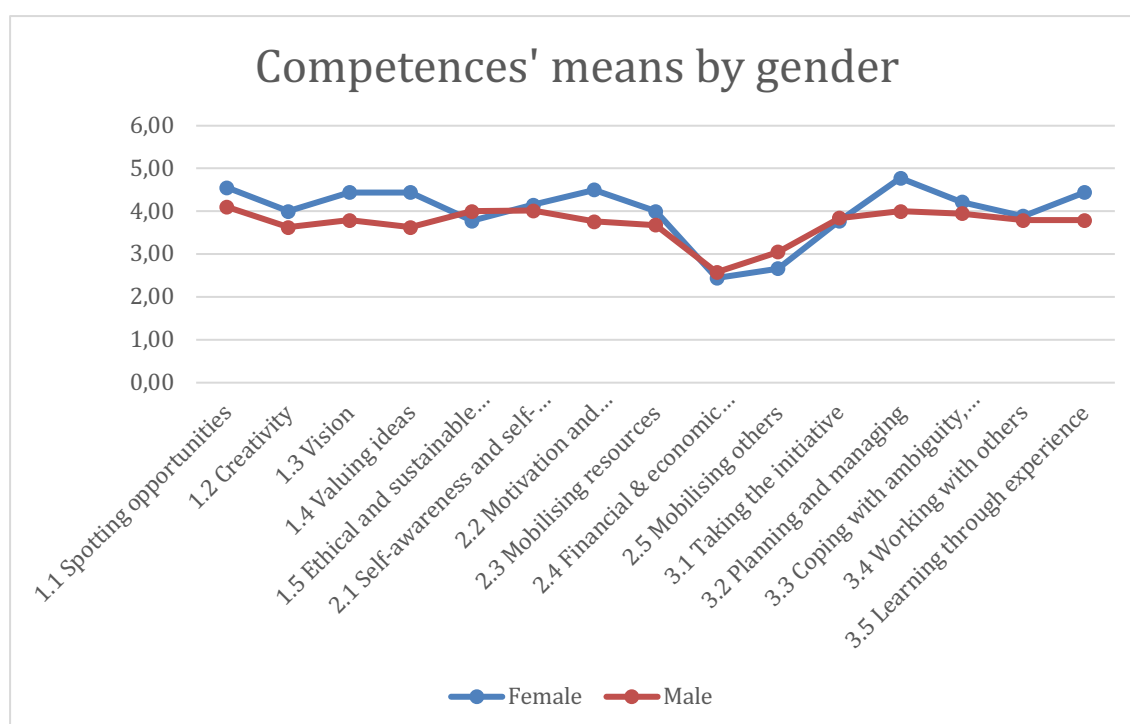
Competences	Greece	All countries
1.1 Spotting opportunities	4,24	3,89
1.2 Creativity	3,72	3,75
1.3 Vision	4,03	3,77
1.4 Valuing ideas	3,90	3,74
1.5 Ethical and sustainable thinking	3,97	3,46
2.1 Self-awareness and self-efficacy	4,05	4,04
2.2 Motivation and perseverance	4,00	4,02
2.3 Mobilising resources	3,79	3,71
2.4 Financial & economic literacy	2,59	2,94
2.5 Mobilising others	3,00	3,08
3.1 Taking the initiative	3,83	3,92
3.2 Planning and managing	4,24	4,00
3.3 Coping with ambiguity, uncertainty and risk	4,07	3,83
3.4 Working with others	3,78	3,92
3.5 Learning through experience	3,98	3,90



As we can see the level of competences in Greece is almost similar than the general level of competences of all countries in the study. Spotting opportunities and Ethical and sustainable thinking have higher values in Greece, while Financial & economic literacy have lower values in Greece.

b) Means of competencies by gender

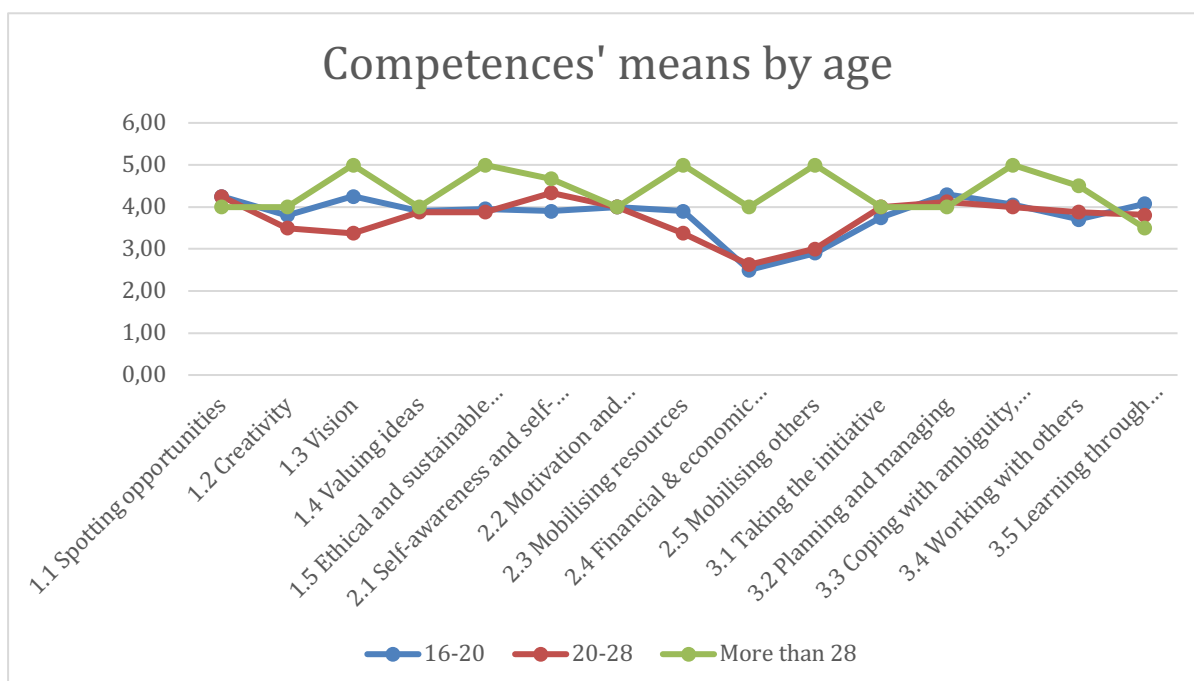
Competences	Greece		Total Greece
	Female	Male	
1.1 Spotting opportunities	4,56	4,11	4,24
1.2 Creativity	4,00	3,63	3,72
1.3 Vision	4,44	3,79	4,03
1.4 Valuing ideas	4,44	3,63	3,90
1.5 Ethical and sustainable thinking	3,78	4,00	3,97
2.1 Self-awareness and self-efficacy	4,15	4,02	4,05
2.2 Motivation and perseverance	4,50	3,76	4,00
2.3 Mobilising resources	4,00	3,68	3,79
2.4 Financial & economic literacy	2,44	2,58	2,59
2.5 Mobilising others	2,67	3,05	3,00
3.1 Taking the initiative	3,78	3,84	3,83
3.2 Planning and managing	4,78	4,00	4,24
3.3 Coping with ambiguity, uncertainty and risk	4,22	3,95	4,07
3.4 Working with others	3,89	3,79	3,78
3.5 Learning through experience	4,44	3,79	3,98



We observe that the distribution of competences by gender is very similar between male and female. However, there is a clear female prevalence as for Vision, Valuing ideas, Motivation and perseverance, Planning and managing and Learning through experience.

c) Means of competencies by age

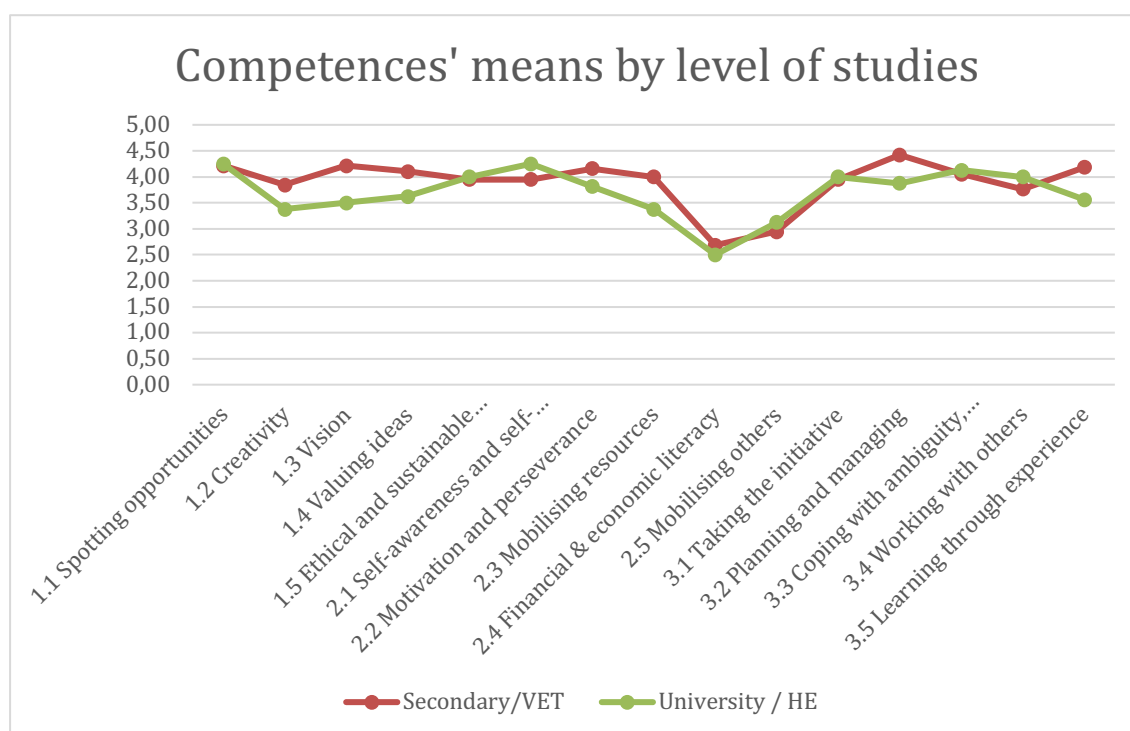
Competences	Greece			Total Greece
	16-20	20-28	More than 28	
1.1 Spotting opportunities	4,25	4,25	4,00	4,24
1.2 Creativity	3,80	3,50	4,00	3,72
1.3 Vision	4,25	3,38	5,00	4,03
1.4 Valuing ideas	3,90	3,88	4,00	3,90
1.5 Ethical and sustainable thinking	3,95	3,88	5,00	3,97
2.1 Self-awareness and self-efficacy	3,90	4,33	4,67	4,05
2.2 Motivation and perseverance	4,00	4,00	4,00	4,00
2.3 Mobilising resources	3,90	3,38	5,00	3,79
2.4 Financial & economic literacy	2,50	2,63	4,00	2,59
2.5 Mobilising others	2,90	3,00	5,00	3,00
3.1 Taking the initiative	3,75	4,00	4,00	3,83
3.2 Planning and managing	4,30	4,13	4,00	4,24
3.3 Coping with ambiguity, uncertainty and risk	4,05	4,00	5,00	4,07
3.4 Working with others	3,70	3,88	4,50	3,78
3.5 Learning through experience	4,08	3,81	3,50	3,98



Analyzing the graf we can see that all competences is rated almost equal by the age groups 16-20 and 20-28. However Creativity, Valuing ideas, Mobilising resources, Financial & economic literacy, Mobilising others, Coping with ambiguity, uncertainty and risk and Working with others is rated higher at the ages more than 28.

d) Means of competencies by level of studies

Competences	Greece			Total Greece
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	4,50	4,21	4,25	4,24
1.2 Creativity	4,00	3,84	3,38	3,72
1.3 Vision	4,50	4,21	3,50	4,03
1.4 Valuing ideas	3,00	4,11	3,63	3,90
1.5 Ethical and sustainable thinking	4,00	3,95	4,00	3,97
2.1 Self-awareness and self-efficacy	4,17	3,95	4,25	4,05
2.2 Motivation and perseverance	3,25	4,16	3,81	4,00
2.3 Mobilising resources	3,50	4,00	3,38	3,79
2.4 Financial & economic literacy	2,00	2,68	2,50	2,59
2.5 Mobilising others	3,00	2,95	3,13	3,00
3.1 Taking the initiative	2,00	3,95	4,00	3,83
3.2 Planning and managing	4,00	4,42	3,88	4,24
3.3 Coping with ambiguity, uncertainty and risk	4,00	4,05	4,13	4,07
3.4 Working with others	3,00	3,76	4,00	3,78
3.5 Learning through experience	3,75	4,18	3,56	3,98



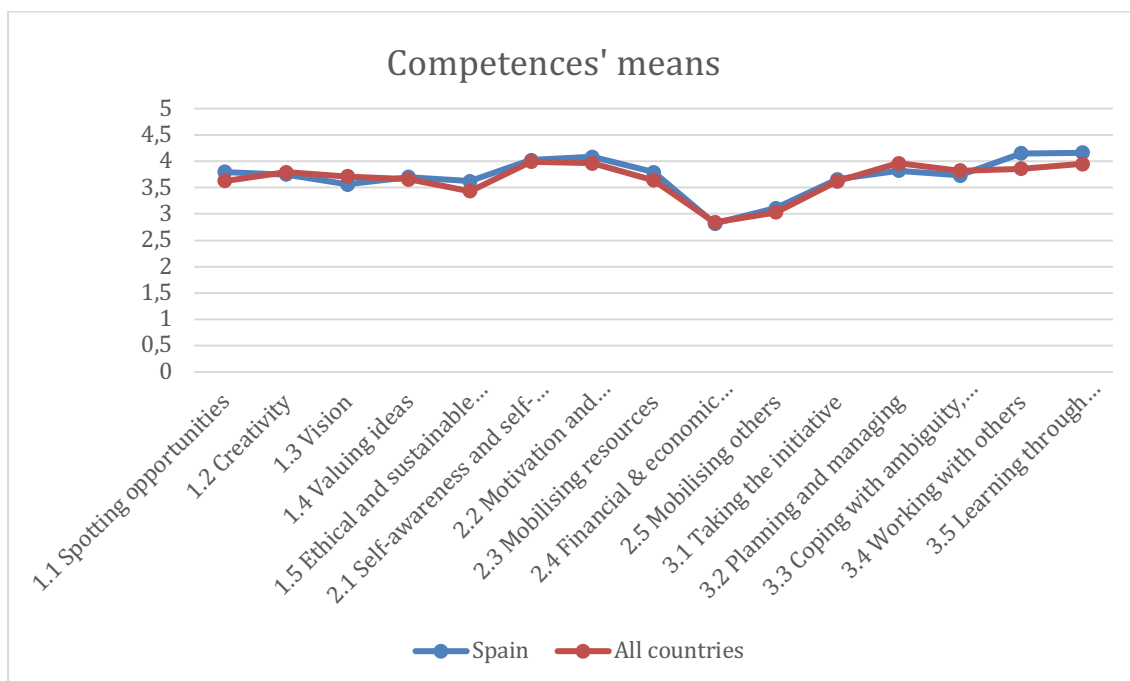
Obviously, the level of studies “primary” was set by mistake (as the level of education of all those who participated was secondary education and above), for this reason it was excluded from the graph. As we can see the level of competences is almost similar for both level of studies, secondary/VET and Uni/HE. Mobilising resources, Financial & economic literacy and Mobilising others is rated with a lower value at both groups.

4. Competences of undecided

In this section, we are going to analyze level of competences of young people that didn’t make a decision about starting a social business or looking for a job.

a) General means of competencies

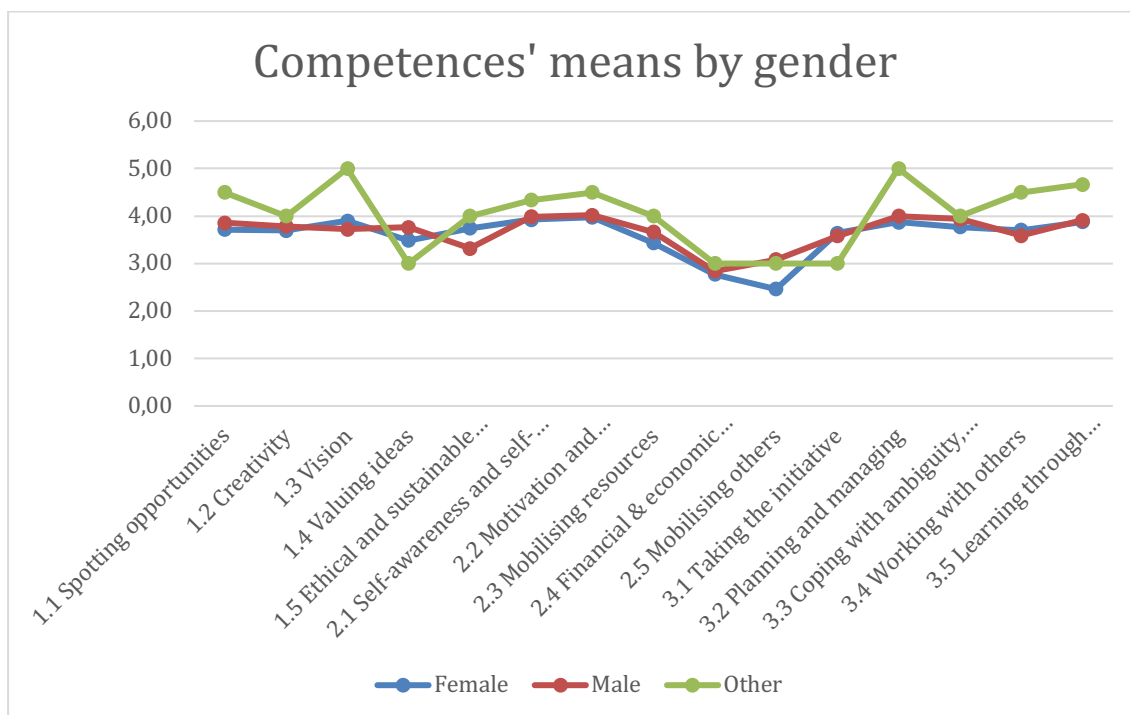
Competences	Greece	All countries
1.1 Spotting opportunities	3,81	3,63
1.2 Creativity	3,74	3,79
1.3 Vision	3,81	3,71
1.4 Valuing ideas	3,63	3,66
1.5 Ethical and sustainable thinking	3,51	3,43
2.1 Self-awareness and self-efficacy	3,96	3,99
2.2 Motivation and perseverance	4,01	3,96
2.3 Mobilising resources	3,57	3,64
2.4 Financial & economic literacy	2,81	2,84
2.5 Mobilising others	2,81	3,03
3.1 Taking the initiative	3,60	3,62
3.2 Planning and managing	3,96	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,87	3,82
3.4 Working with others	3,65	3,86
3.5 Learning through experience	3,91	3,95



As we can see the level of competences in Greece is absolutely similar than the general level of competences of all countries in the study.

b) Means of competencies by gender

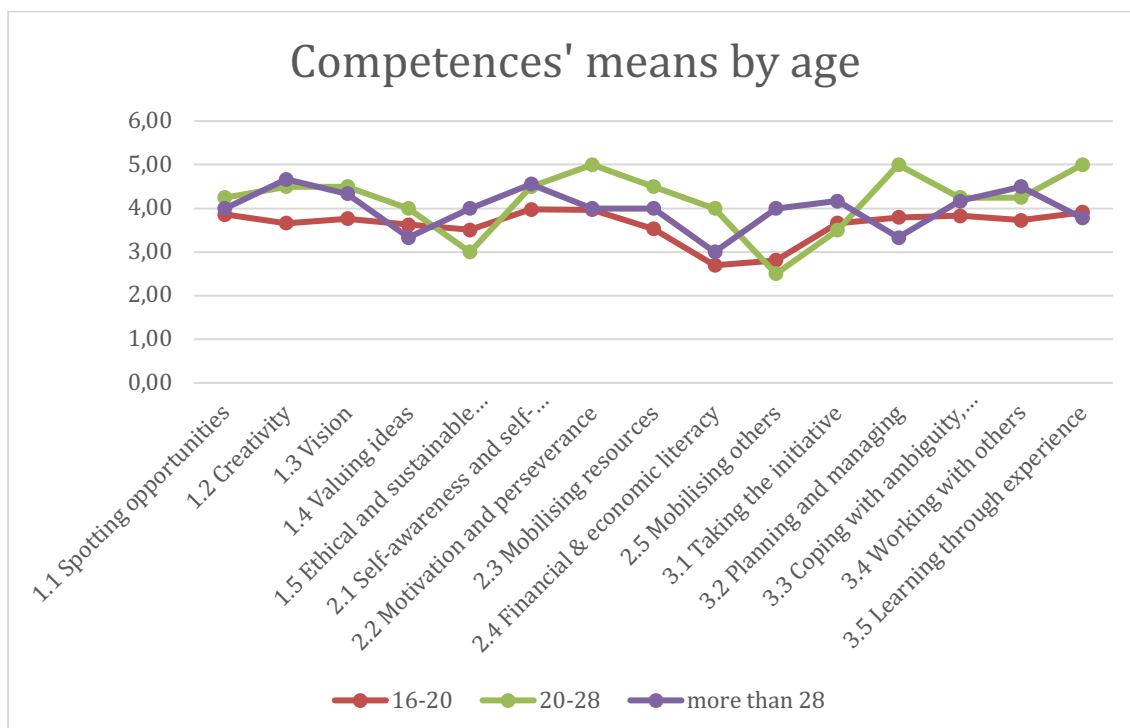
Competences	Greece			Total Greece
	Female	Male	Other	
1.1 Spotting opportunities	3,72	3,86	4,50	3,81
1.2 Creativity	3,69	3,78	4,00	3,74
1.3 Vision	3,90	3,72	5,00	3,81
1.4 Valuing ideas	3,49	3,76	3,00	3,63
1.5 Ethical and sustainable thinking	3,74	3,32	4,00	3,51
2.1 Self-awareness and self-efficacy	3,92	3,99	4,33	3,96
2.2 Motivation and perseverance	3,97	4,02	4,50	4,01
2.3 Mobilising resources	3,44	3,66	4,00	3,57
2.4 Financial & economic literacy	2,77	2,84	3,00	2,81
2.5 Mobilising others	2,46	3,08	3,00	2,81
3.1 Taking the initiative	3,64	3,58	3,00	3,60
3.2 Planning and managing	3,87	4,00	5,00	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,77	3,94	4,00	3,87
3.4 Working with others	3,71	3,59	4,50	3,65
3.5 Learning through experience	3,88	3,91	4,67	3,91



We observe that the distribution of competences by gender is very similar between male and female. There is a light male prevalence as for Mobilising others.

c) Means of competencies by age

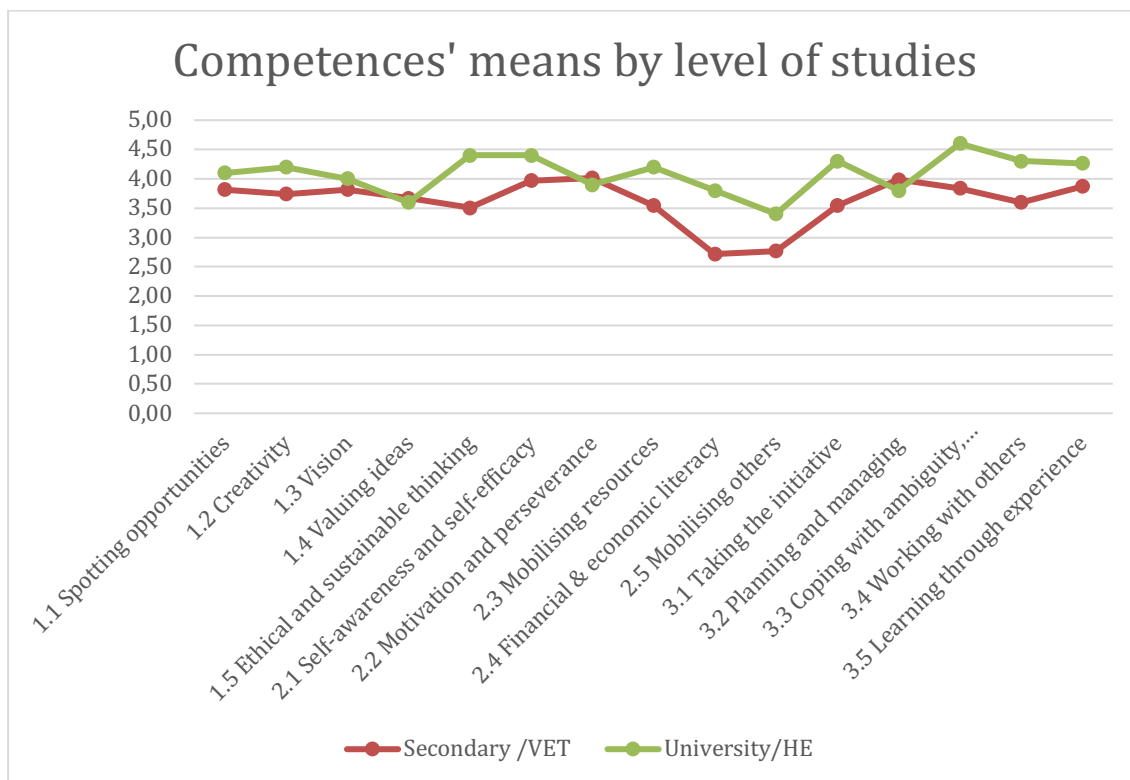
Competences	Greece				Total Greece
	Under 16	16-20	20-28	More than 28	
1.1 Spotting opportunities	3,63	3,86	4,25	4,00	3,81
1.2 Creativity	3,77	3,66	4,50	4,67	3,74
1.3 Vision	3,81	3,76	4,50	4,33	3,81
1.4 Valuing ideas	3,65	3,63	4,00	3,33	3,63
1.5 Ethical and sustainable thinking	3,50	3,51	3,00	4,00	3,51
2.1 Self-awareness and self-efficacy	3,82	3,98	4,50	4,56	3,96
2.2 Motivation and perseverance	4,02	3,97	5,00	4,00	4,01
2.3 Mobilising resources	3,54	3,53	4,50	4,00	3,57
2.4 Financial & economic literacy	2,96	2,69	4,00	3,00	2,81
2.5 Mobilising others	2,69	2,81	2,50	4,00	2,81
3.1 Taking the initiative	3,40	3,66	3,50	4,17	3,60
3.2 Planning and managing	4,31	3,80	5,00	3,33	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,88	3,83	4,25	4,17	3,87
3.4 Working with others	3,33	3,73	4,25	4,50	3,65
3.5 Learning through experience	3,83	3,91	5,00	3,78	3,91



Although there are differences, we can observe the superiority in the rating of Motivation and perseverance, Mobilising resources, Financial & economic literacy, Planning and managing and Learning through experience by the ages 20-28.

d) Means of competencies by level of studies

Competences	Greece			Total Greece
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,25	3,81	4,10	3,81
1.2 Creativity	3,25	3,74	4,20	3,74
1.3 Vision	3,50	3,81	4,00	3,81
1.4 Valuing ideas	3,00	3,67	3,60	3,63
1.5 Ethical and sustainable thinking	2,50	3,51	4,40	3,51
2.1 Self-awareness and self-efficacy	3,25	3,97	4,40	3,96
2.2 Motivation and perseverance	4,00	4,01	3,90	4,01
2.3 Mobilising resources	3,25	3,54	4,20	3,57
2.4 Financial & economic literacy	3,50	2,72	3,80	2,81
2.5 Mobilising others	3,00	2,77	3,40	2,81
3.1 Taking the initiative	3,88	3,54	4,30	3,60
3.2 Planning and managing	3,50	3,99	3,80	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,50	3,84	4,60	3,87
3.4 Working with others	3,88	3,60	4,30	3,65
3.5 Learning through experience	4,25	3,87	4,27	3,91

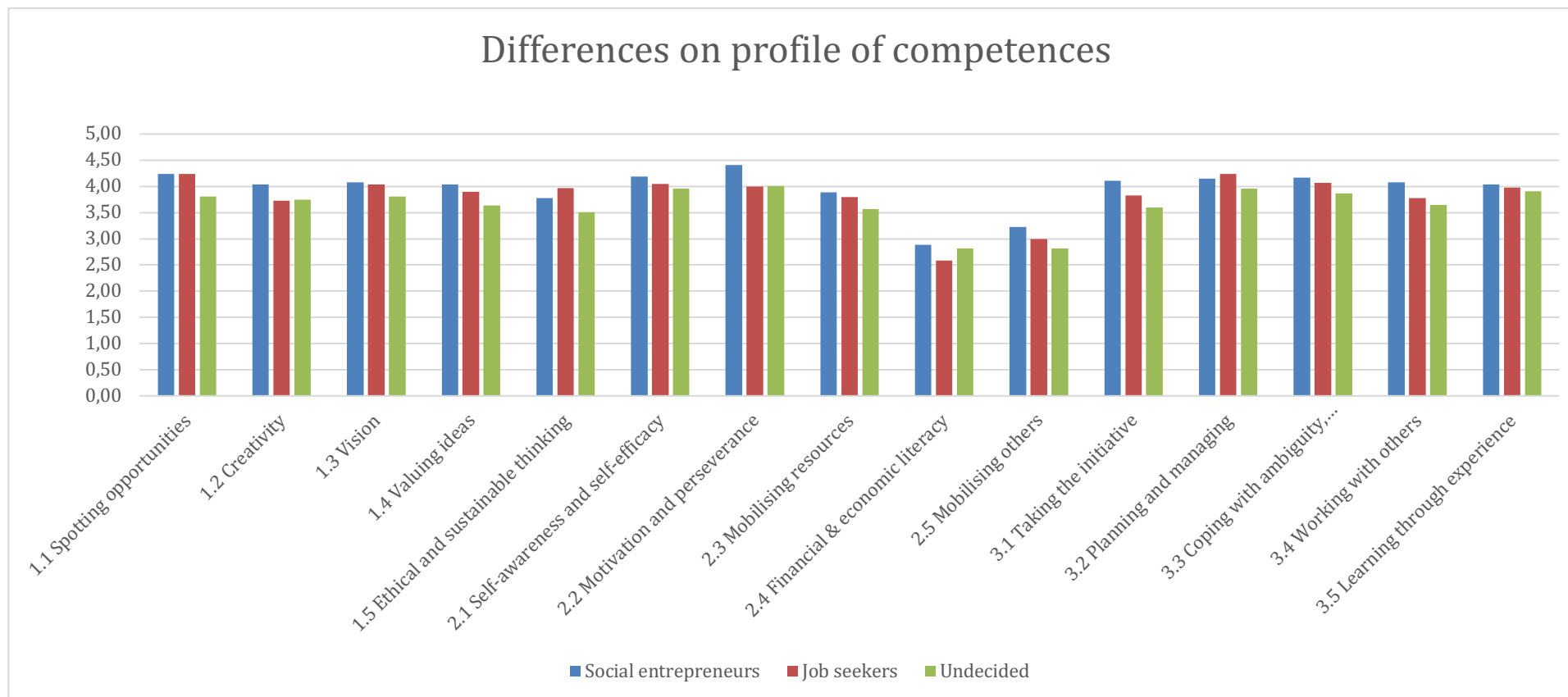


Obviously, the level of studies “primary” was set by mistake (as the level of education of all those who participated was secondary education and above), for this reason it was excluded from the graph. As we can see almost all the competences is rated with a higher value by the level of studies Uni/HE group.

5. Conclusions

A comparative is presented between the level of competences of the three different profiles:

Competences	Social entrepreneurs	Job seekers	Undecided
1.1 Spotting opportunities	4,24	4,24	3,81
1.2 Creativity	4,04	3,72	3,74
1.3 Vision	4,07	4,03	3,81
1.4 Valuing ideas	4,04	3,90	3,63
1.5 Ethical and sustainable thinking	3,78	3,97	3,51
2.1 Self-awareness and self-efficacy	4,19	4,05	3,96
2.2 Motivation and perseverance	4,41	4,00	4,01
2.3 Mobilising resources	3,89	3,79	3,57
2.4 Financial & economic literacy	2,89	2,59	2,81
2.5 Mobilising others	3,22	3,00	2,81
3.1 Taking the initiative	4,11	3,83	3,60
3.2 Planning and managing	4,15	4,24	3,96
3.3 Coping with ambiguity, uncertainty and risk	4,17	4,07	3,87
3.4 Working with others	4,07	3,78	3,65
3.5 Learning through experience	4,04	3,98	3,91



Excluding the “Financial & economic literacy” and “Mobilising others”, which are not well ranked by almost anyone of the participants in Greece, all competences are ranked very positively (on average 3,70).

The graph also shows that the level of perceived ability in social entrepreneurs is higher. Job seekers are following and, in some cases, prevail (Ethical and sustainable thinking, Planning and managing).

As concerning the undecided, the level of competence is always lower than for the other profiles, and the deviation is particularly significant for Spotting opportunities, Taking the initiative, Mobilising and Working with others



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Fostering Empowerment of Young People in Rural Areas
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DATA ANALYSIS: CYPRUS

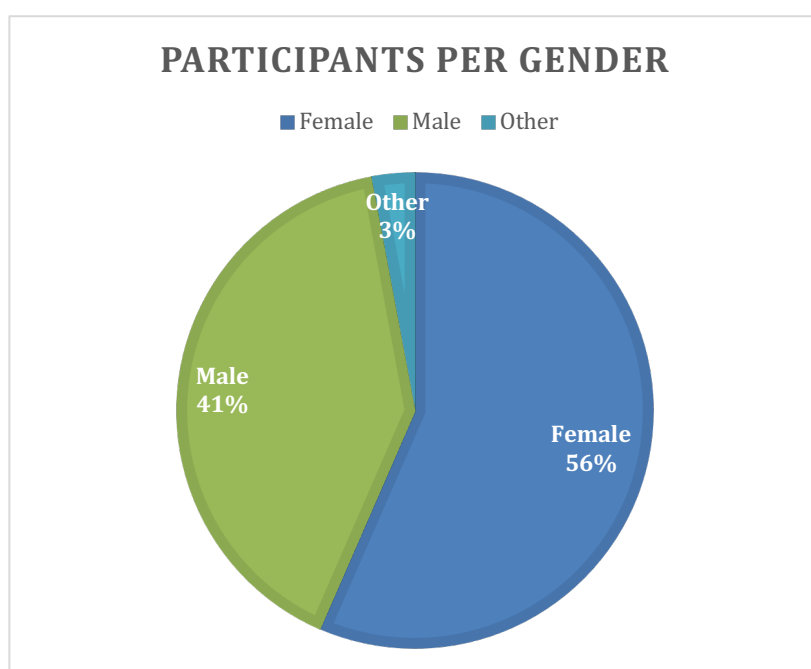
1. Profile of participants

The total number of responses from Cyprus was 69. In this section, we are going to analyze the profile of these 69 respondents.

a) Participants per gender

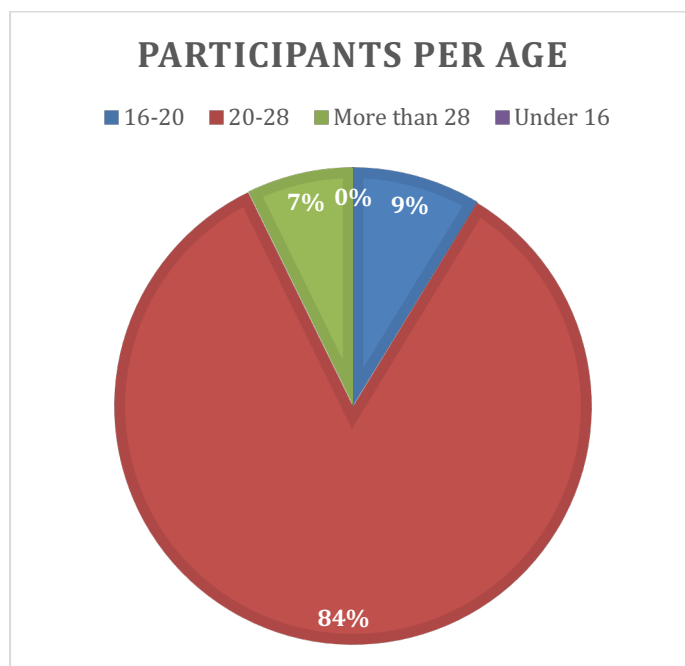
Cyprus	69
Female	39
Male	28
Other	2

In Cyprus, of 69 respondents, 39 identify as female, 28 as male and 2 as other, as can be seen in the following graphic:



b) Participants per age

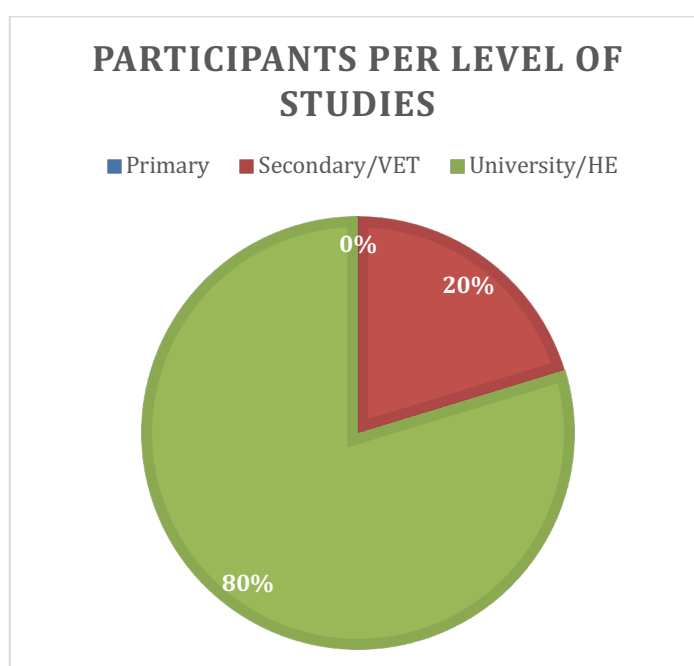
Cyprus	69
16-20	6
20-28	58
More than 28	5
Under 16	0



The majority of the participants (84%) are between the ages of 20-28 years old whereas the 9% of them are between the ages of 16-20. Only the 7% of the participants are more than 28 years old and no one who answered the questionnaire was under the age of 16.

c) Participants per level of studies

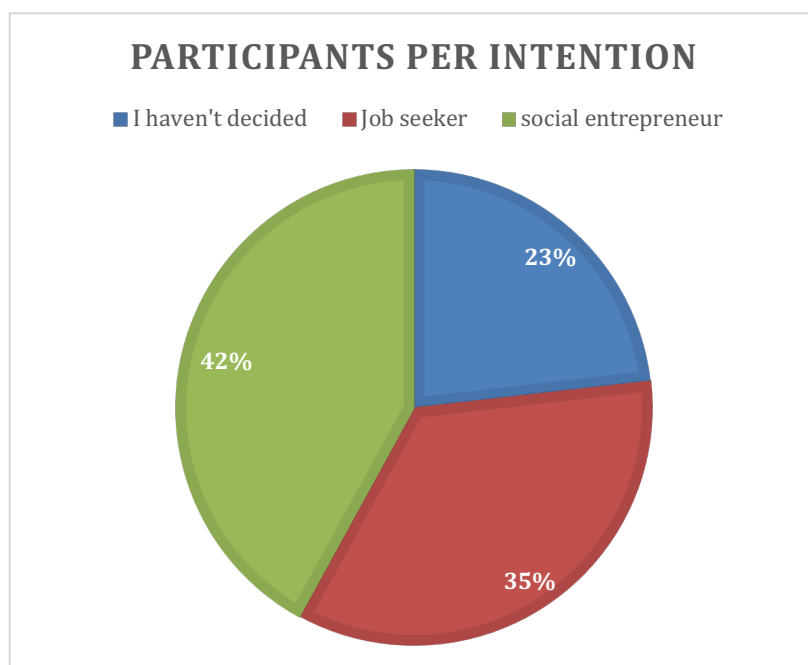
Cyprus	69
Primary	0
Secondary/VET	14
University/HE	55



The majority of the participants (80%) have followed HE studies and this corresponds also to the high percentage of participants who are between the ages of 20-28. The rest of the participants have reached a level of studies up to the Secondary/VET education. Lastly, no participants have chosen primary education as their highest level of education, which can be reinforced by the aforementioned comment that no one under the age of 16 participated in the questionnaire.

d) Participants per intention

Cyprus	69
I haven't decided	16
Job seeker	24
Social Entrepreneur	29



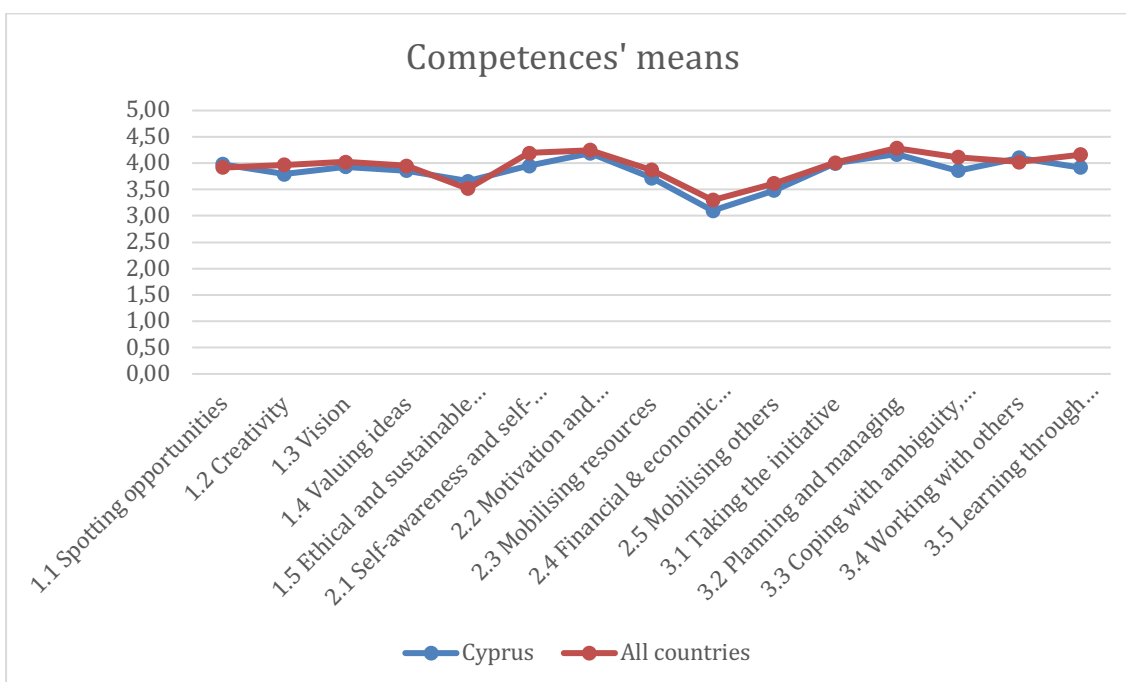
42% of the participants have answered that they would like to become social entrepreneurs, which is a rather surprising result since the concept of social entrepreneurship is a relatively new one in Cyprus. Then, 35% of the participants declared that they would like to look for a job (or they already are), and only 23% of them have not decided yet what they would like to do.

2. Competences of social entrepreneurs

In this section, we are going to analyze the level of competences of social entrepreneurs. Mean from 1 (lowest value) to 5 (highest value) is provided following the EntreComp competencies distributed in three levels: Ideas and Opportunities, Resources and Into Action.

a) General means of competencies

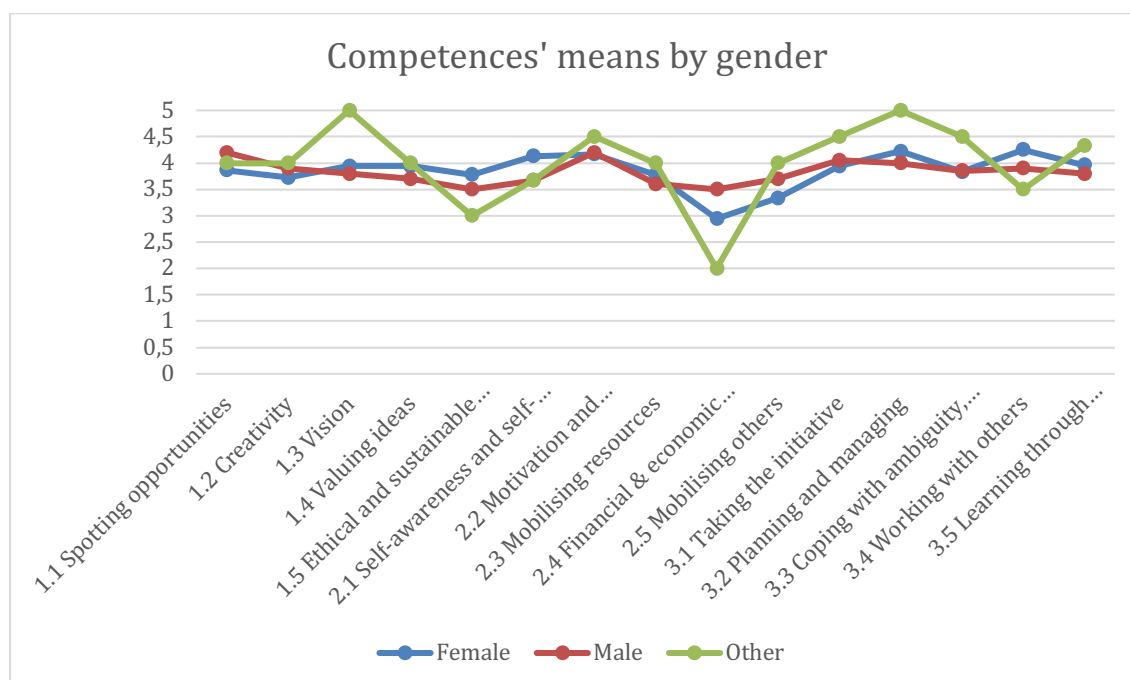
Competence	Cyprus	All countries
1.1 Spotting opportunities	3.9	3.92
1.2 Creativity	3.79	3.97
1.3 Vision	3.93	4.02
1.4 Valuing ideas	3.86	3.95
1.5 Ethical and sustainable thinking	3.65	3.52
2.1 Self-awareness and self-efficacy	3.95	4.20
2.2 Motivation and perseverance	4.18	4.25
2.3 Mobilising resources	3.72	3.87
2.4 Financial & economic literacy	3.10	3.30
2.5 Mobilising others	3.48	3.62
3.1 Taking the initiative	4	4.01
3.2 Planning and managing	4.17	4.28
3.3 Coping with ambiguity, uncertainty and risk	3.86	4.12
3.4 Working with others	4.10	4.02
3.5 Learning through experience	3.92	4.16



We can observe that the level of competences in Cyprus is similar to the general level of competences of all countries in the study. “Motivation and perseverance” as well as “Planning and managing” are the two competences with the highest value whereas “Financial and economic literacy” as well as “Mobilising Others” are the ones with the lowest value.

b) Means of competencies by gender

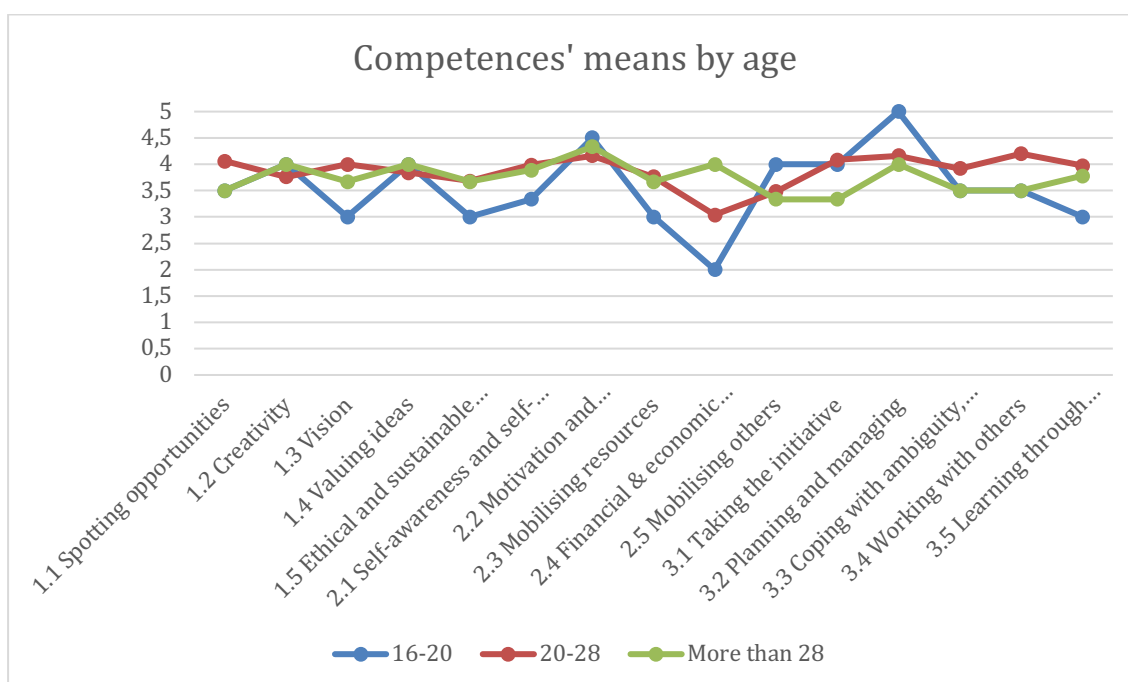
Competences	Cyprus			Total Cyprus
	Female	Male	Other	
1.1 Spotting opportunities	3.86	4.2	4	3.9
1.2 Creativity	3.72	3.9	4	3.79
1.3 Vision	3.94	3.8	5	3.93
1.4 Valuing ideas	3.94	3.7	4	3.86
1.5 Ethical and sustainable thinking	3.77	3.5	3	3.65
2.1 Self-awareness and self-efficacy	4.12	3.66	3.66	3.95
2.2 Motivation and perseverance	4.16	4.2	4.5	4.18
2.3 Mobilising resources	3.77	3.6	4	3.72
2.4 Financial & economic literacy	2.94	3.5	2	3.10
2.5 Mobilising others	3.33	3.7	4	3.48
3.1 Taking the initiative	3.94	4.05	4.5	4
3.2 Planning and managing	4.22	4	5	4.17
3.3 Coping with ambiguity, uncertainty and risk	3.83	3.85	4.5	3.86
3.4 Working with others	4.25	3.9	3.5	4.10
3.5 Learning through experience	3.96	3.8	4.33	3.91



In regards to the level of competences in accordance to gender, the differences between men and women are not that big, except from some competences such as “Self-awareness and self-efficacy” (difference at 0,56 points) and “Financial and economic literacy” (difference at 0,56 points). “Financial and economic literacy” has been rated low also by the people that are identified with other gender, locating it only at the value of 2 out of 5. This big difference can also be identified in competences such as “Vision” and “Planning and managing” (which were rated with 5 by the participants who are identified as other).

c) Means of competencies by age

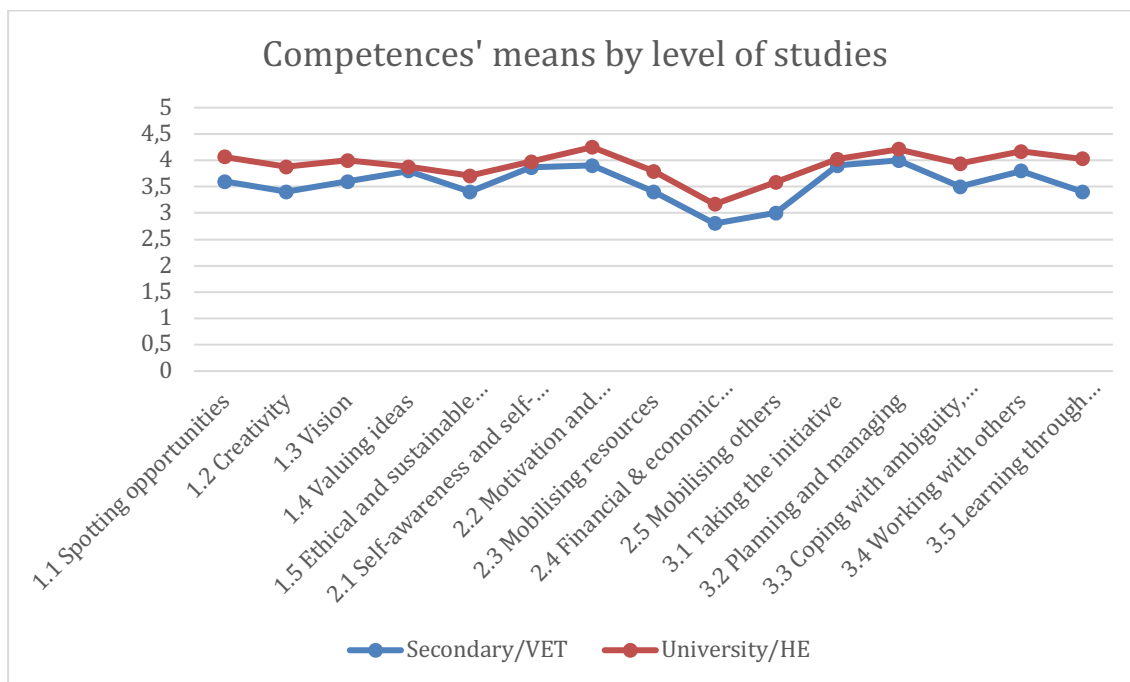
Competences	Cyprus			Total Cyprus
	16-20	20-28	More than 28	
1.1 Spotting opportunities	3.5	4.06	3.5	3.9
1.2 Creativity	4	3.76	4	3.79
1.3 Vision	3	4	3.66	3.93
1.4 Valuing ideas	4	3.84	4	3.86
1.5 Ethical and sustainable thinking	3	3.68	3.66	3.65
2.1 Self-awareness and self-efficacy	3.33	3.98	3.88	3.95
2.2 Motivation and perseverance	4.5	4.16	4.33	4.18
2.3 Mobilising resources	3	3.76	3.66	3.72
2.4 Financial & economic literacy	2	3.04	4	3.10
2.5 Mobilising others	4	3.48	3.33	3.48
3.1 Taking the initiative	4	4.08	3.33	4
3.2 Planning and managing	5	4.16	4	4.17
3.3 Coping with ambiguity, uncertainty and risk	3.5	3.92	3.5	3.86
3.4 Working with others	3.5	4.2	3.5	4.10
3.5 Learning through experience	3	3.97	3.77	3.91



If we take age as a factor, we can see that younger people (aged between 16-20 years old) have rated quite differently their competences than older people; there are still some differences between people of 20-28 years old and more than 28, but not that big. More specifically, “Financial and economic literacy” is once again an issue, since it is rated by the youngest group of participants with 2, whereas it is rated by 4 by the oldest group of participants. On the other hand, “Planning and managing” is rated by 5 from people between the age of 16-20 whereas the rest have rated it with a lower value (4,16 by people 20-28 years old and 4 by participants more than 28 years old).

d) Means of competencies by level of studies

Competences	Cyprus		Total Cyprus
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3.6	4.06	3.9
1.2 Creativity	3.4	3.87	3.79
1.3 Vision	3.6	4	3.93
1.4 Valuing ideas	3.8	3.87	3.86
1.5 Ethical and sustainable thinking	3.4	3.70	3.65
2.1 Self-awareness and self-efficacy	3.86	3.97	3.95
2.2 Motivation and perseverance	3.9	4.25	4.18
2.3 Mobilising resources	3.4	3.79	3.72
2.4 Financial & economic literacy	2.8	3.16	3.10
2.5 Mobilising others	3	3.58	3.48
3.1 Taking the initiative	3.9	4.02	4
3.2 Planning and managing	4	4.20	4.17
3.3 Coping with ambiguity, uncertainty and risk	3.5	3.93	3.86
3.4 Working with others	3.8	4.16	4.10
3.5 Learning through experience	3.4	4.02	3.91



As already mentioned, no participants have indicated their level of studies as primary education. When it comes to Secondary/VET and University/HE education, the differences are not that big yet there are some, with the highest being:

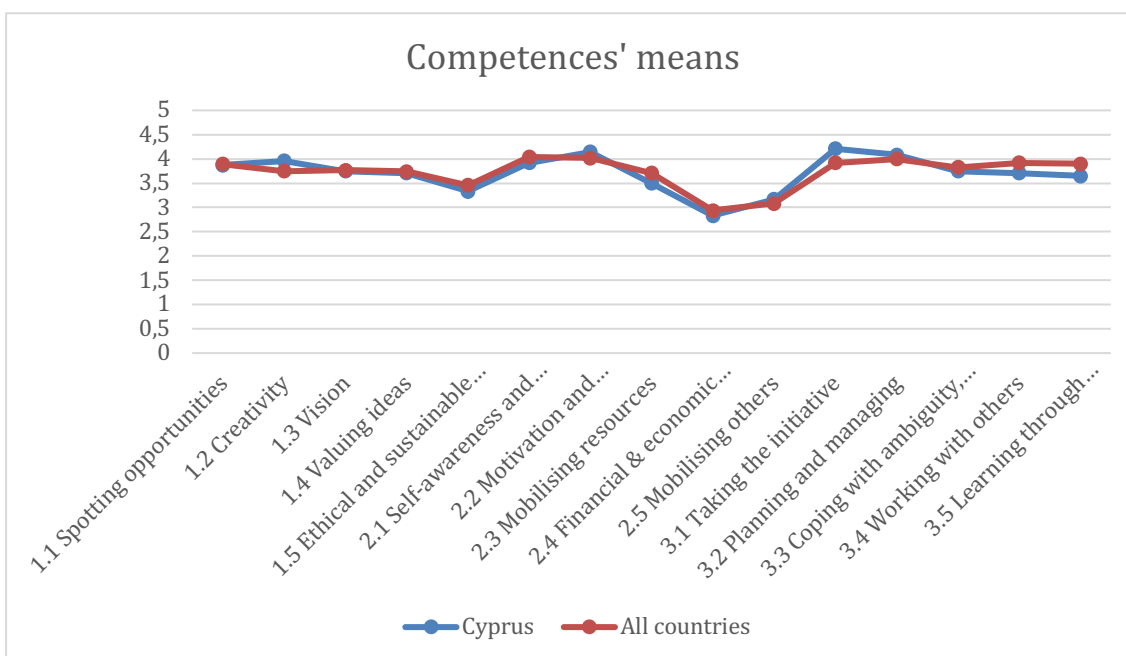
- Creativity: 0.47 points of difference
- Spotting opportunities: 0.46 points of difference
- Mobilizing others: 0.58 points of difference
- Learning through experience: 0.62 points of difference

3. Competences of job seekers

In this section we are going to analyze the profile of competences of young people that want to look for a job.

a) General means of competencies

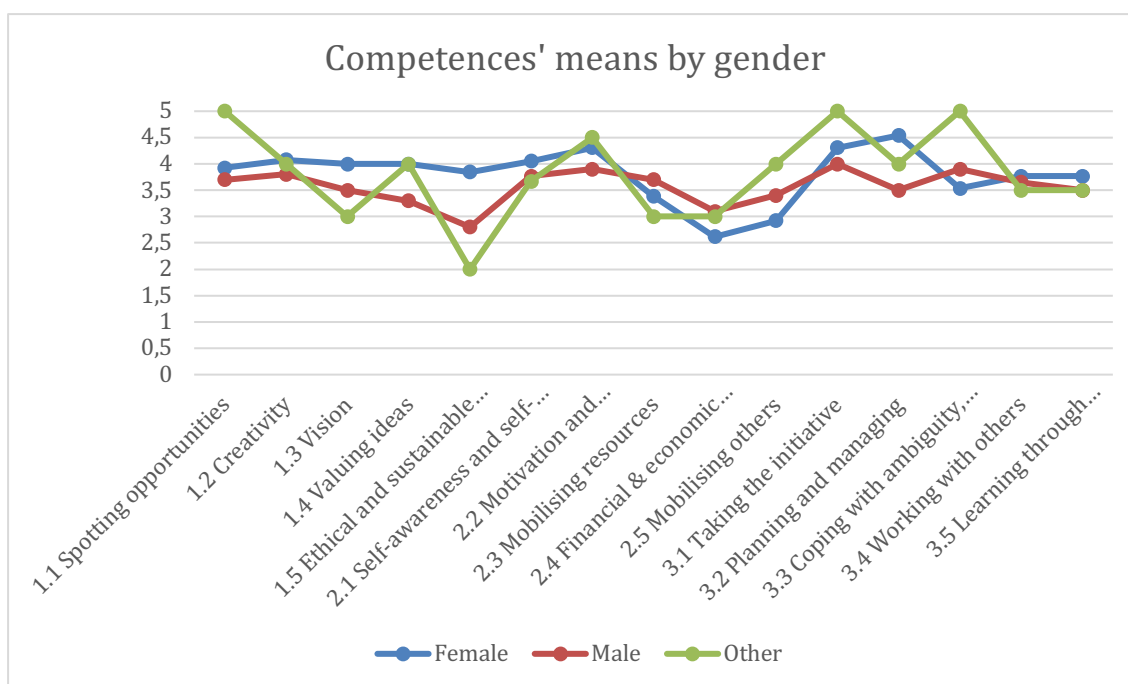
Competences	Cyprus	All countries
1.1 Spotting opportunities	3.87	3.89
1.2 Creativity	3.95	3.75
1.3 Vision	3.75	3.77
1.4 Valuing ideas	3.70	3.74
1.5 Ethical and sustainable thinking	3.33	3.46
2.1 Self-awareness and self-efficacy	3.91	4.04
2.2 Motivation and perseverance	4.14	4.02
2.3 Mobilising resources	3.5	3.71
2.4 Financial & economic literacy	2.83	2.94
2.5 Mobilising others	3.16	3.08
3.1 Taking the initiative	4.20	3.92
3.2 Planning and managing	4.08	4.00
3.3 Coping with ambiguity, uncertainty and risk	3.75	3.83
3.4 Working with others	3.70	3.92
3.5 Learning through experience	3.6	3.90



It is evident that there is not a big difference between the ratings in regards to the level of competences between the participants from Cyprus and the (average of the) rest of the countries. The highest difference can be found in competences such as “Working with others”, “Taking the initiative” and “Learning through experience”.

b) Means of competencies by gender

Competences	Cyprus			Total Cyprus
	Female	Male	Other	
1.1 Spotting opportunities	3.92	3.7	5	3.87
1.2 Creativity	4.07	3.8	4	3.95
1.3 Vision	4	3.5	3	3.75
1.4 Valuing ideas	4	3.3	4	3.70
1.5 Ethical and sustainable thinking	3.84	2.8	2	3.33
2.1 Self-awareness and self-efficacy	4.05	3.76	3.66	3.91
2.2 Motivation and perseverance	4.30	3.9	4.5	4.14
2.3 Mobilising resources	3.38	3.7	3	3.5
2.4 Financial & economic literacy	2.61	3.1	3	2.83
2.5 Mobilising others	2.92	3.4	4	3.16
3.1 Taking the initiative	4.30	4	5	4.20
3.2 Planning and managing	4.53	3.5	4	4.08
3.3 Coping with ambiguity, uncertainty and risk	3.53	3.9	5	3.75
3.4 Working with others	3.76	3.65	3.5	3.70
3.5 Learning through experience	3.76	3.5	3.5	3.6

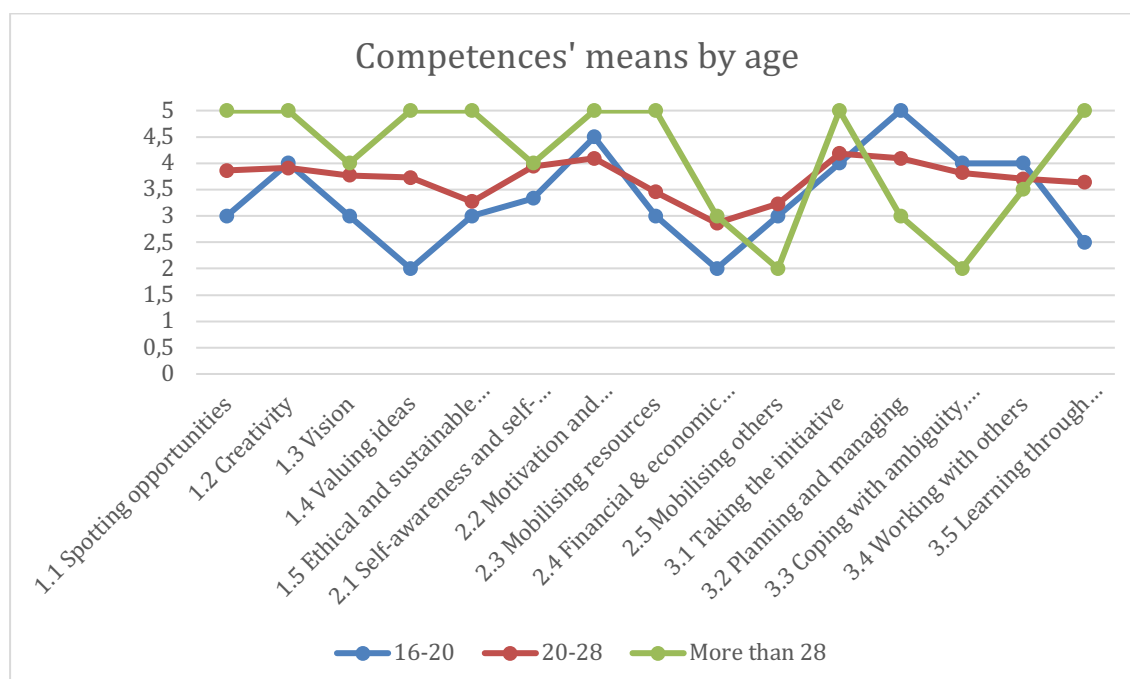


It is evident that here, the differences between female and male with people who identify as other are bigger than they were for people who would like to become social entrepreneurs. Two of the biggest differences is in regards to “Ethical and sustainable thinking”, as well as “Coping with ambiguity, uncertainty and risk”. On the other hand,

competences such as “Creativity” and “Motivation and perseverance” as well as “Working with others” have been rated quite similarly by all three groups of people.

c) Means of competencies by age

Competences	Cyprus			Total Cyprus
	16-20	20-28	More than 28	
1.1 Spotting opportunities	3	3.86	5	3.87
1.2 Creativity	4	3.90	5	3.95
1.3 Vision	3	3.77	4	3.75
1.4 Valuing ideas	2	3.72	5	3.70
1.5 Ethical and sustainable thinking	3	3.27	5	3.33
2.1 Self-awareness and self-efficacy	3.33	3.93	4	3.91
2.2 Motivation and perseverance	4.5	4.09	5	4.14
2.3 Mobilising resources	3	3.45	5	3.5
2.4 Financial & economic literacy	2	2.86	3	2.83
2.5 Mobilising others	3	3.22	2	3.16
3.1 Taking the initiative	4	4.18	5	4.20
3.2 Planning and managing	5	4.09	3	4.08
3.3 Coping with ambiguity, uncertainty and risk	4	3.81	2	3.75
3.4 Working with others	4	3.70	3.5	3.70
3.5 Learning through experience	2.5	3.63	5	3.6

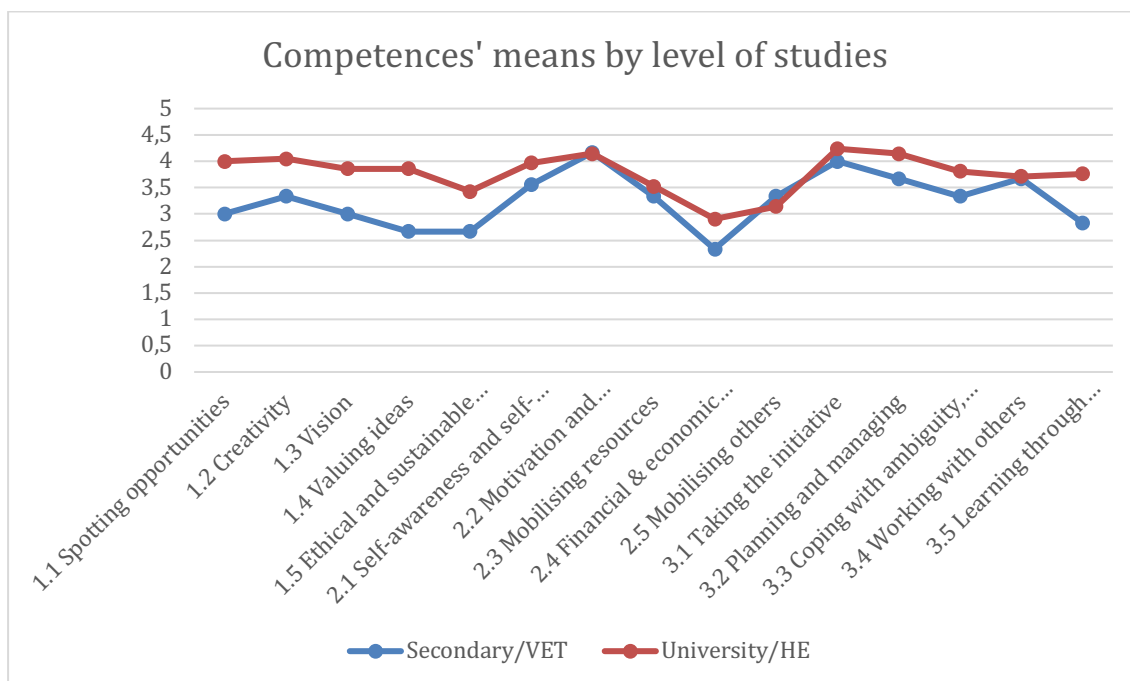


Based on the chart above, it is highly visible that there are major differences between the participants according to their age. Participants between the age of 20-28 years old

have mostly rated their competences in the middle in comparison with the other two groups, while participants over the age of 28, have rated 8 of their competences with the highest value, 5. Yet, competences such as “Mobilizing others” as well as “Coping with ambiguity” are ranked relatively low (2). On the other hand, participants between the age of 16-20 years old have ranked really high their competence of “Planning and managing” yet, not that much other competences such as “Valuing ideas” and “Learning through experience”. “Financial and economic literacy” is a competence that has been ranked with a low value by all participants, no matter their age.

d) Means of competencies by level of studies

Competences	Cyprus		Total Cyprus
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3	4	3.87
1.2 Creativity	3.33	4.04	3.95
1.3 Vision	3	3.85	3.75
1.4 Valuing ideas	2.66	3.85	3.70
1.5 Ethical and sustainable thinking	2.66	3.42	3.33
2.1 Self-awareness and self-efficacy	3.55	3.96	3.91
2.2 Motivation and perseverance	4.16	4.14	4.14
2.3 Mobilising resources	3.33	3.52	3.5
2.4 Financial & economic literacy	2.33	2.90	2.83
2.5 Mobilising others	3.33	3.14	3.16
3.1 Taking the initiative	4	4.23	4.20
3.2 Planning and managing	3.66	4.14	4.08
3.3 Coping with ambiguity, uncertainty and risk	3.33	3.80	3.75
3.4 Working with others	3.66	3.71	3.70
3.5 Learning through experience	2.83	3.76	3.6



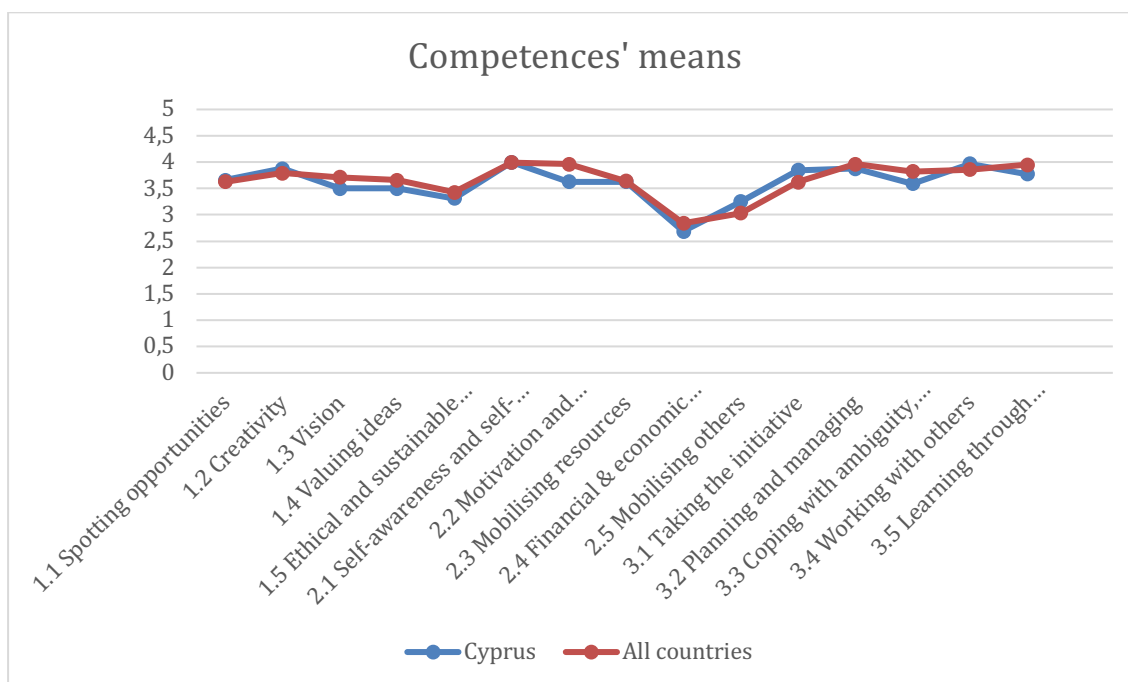
When it comes to the level of studies, it seems that this factor does not define major conclusions nor raise significant issues. What is evident is the fact that participants that have pursued academic studies have valued their competences with higher rates (with the exception of “Motivation and perseverance” and “Mobilising others”). Yet, the competence that has been rated the lowest is once again “Financial and economic literacy”, no matter the participants’ academic background.

4. Competences of undecided

In this section, we are going to analyze level of competences of young people that didn't make a decision about starting a social business or looking for a job until now.

a) General means of competencies

Competences	Cyprus	All countries
1.1 Spotting opportunities	3.65	3.63
1.2 Creativity	3.87	3.79
1.3 Vision	3.5	3.71
1.4 Valuing ideas	3.5	3.66
1.5 Ethical and sustainable thinking	3.31	3.43
2.1 Self-awareness and self-efficacy	4	3.99
2.2 Motivation and perseverance	3.62	3.96
2.3 Mobilising resources	3.62	3.64
2.4 Financial & economic literacy	2.68	2.84
2.5 Mobilising others	3.25	3.03
3.1 Taking the initiative	3.84	3.62
3.2 Planning and managing	3.87	3.96
3.3 Coping with ambiguity, uncertainty and risk	3.59	3.82
3.4 Working with others	3.96	3.86
3.5 Learning through experience	3.77	3.95

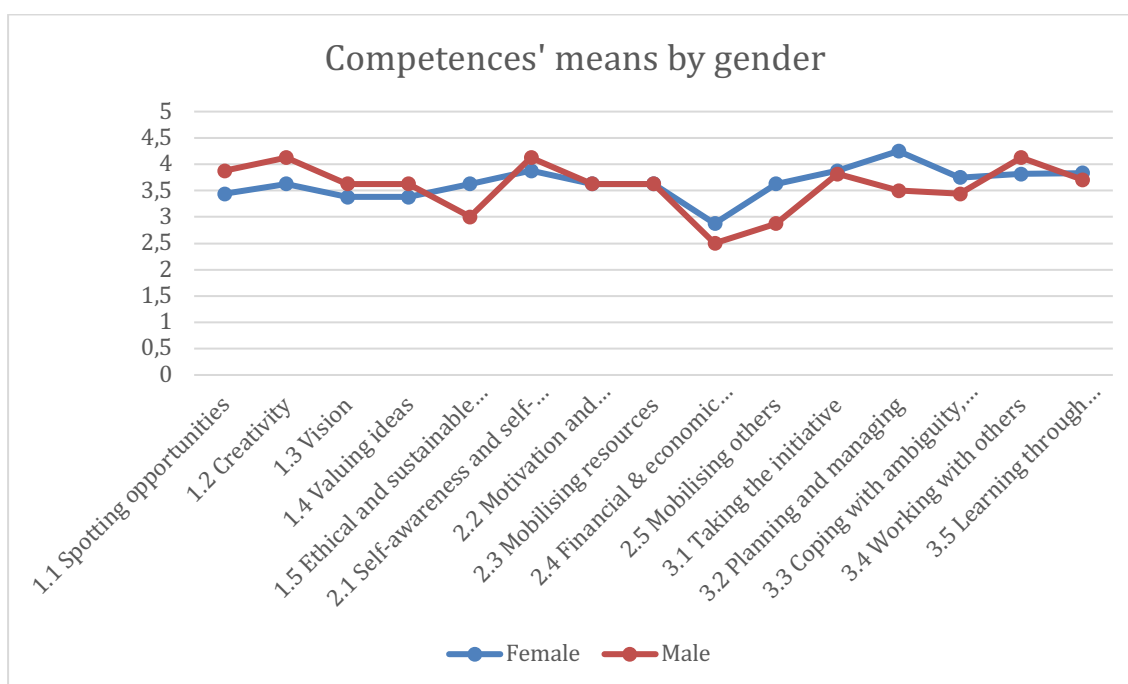


Cyprus has similar results with the rest of the countries. Once again, “Financial literacy” is the competence with the lowest ratings for both categories. In addition, the

competence with the biggest difference in ranking is “Motivation and perseverance”, with participants from Cyprus ranking it at 3.62 points whereas the rest of the countries at 3.96.

b) Means of competencies by gender

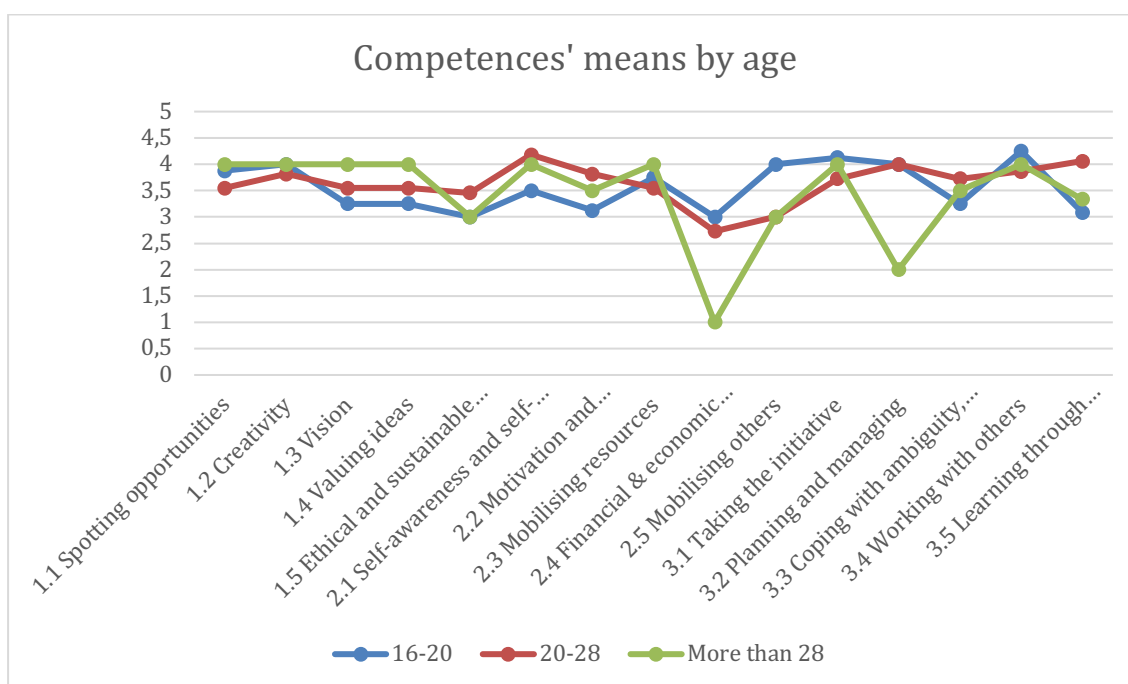
Competences	Cyprus		Total Cyprus
	Female	Male	
1.1 Spotting opportunities	3.43	3.87	3.65
1.2 Creativity	3.62	4.12	3.87
1.3 Vision	3.37	3.62	3.5
1.4 Valuing ideas	3.37	3.62	3.5
1.5 Ethical and sustainable thinking	3.62	3	3.31
2.1 Self-awareness and self-efficacy	3.87	4.12	4
2.2 Motivation and perseverance	3.62	3.62	3.62
2.3 Mobilising resources	3.62	3.62	3.62
2.4 Financial & economic literacy	2.87	2.5	2.68
2.5 Mobilising others	3.62	2.87	3.25
3.1 Taking the initiative	3.87	3.81	3.84
3.2 Planning and managing	4.25	3.5	3.87
3.3 Coping with ambiguity, uncertainty and risk	3.75	3.43	3.59
3.4 Working with others	3.81	4.12	3.96
3.5 Learning through experience	3.83	3.70	3.77



There are some differences based on gender especially for “Ethical and sustainable thinking” as well as “Mobilising others” and “Planning and managing”. As shown also in previous graphics, “Financial and economic literacy” is ranked relatively low.

c) Means of competencies by age

Competences	Cyprus			Total Cyprus
	16-20	20-28	More than 28	
1.1 Spotting opportunities	3.87	3.54	4	3.65
1.2 Creativity	4	3.81	4	3.87
1.3 Vision	3.25	3.54	4	3.5
1.4 Valuing ideas	3.25	3.54	4	3.5
1.5 Ethical and sustainable thinking	3	3.45	3	3.31
2.1 Self-awareness and self-efficacy	3.5	4.18	4	4
2.2 Motivation and perseverance	3.12	3.81	3.5	3.62
2.3 Mobilising resources	3.75	3.54	4	3.62
2.4 Financial & economic literacy	3	2.72	1	2.68
2.5 Mobilising others	4	3	3	3.25
3.1 Taking the initiative	4.12	3.72	4	3.84
3.2 Planning and managing	4	4	2	3.87
3.3 Coping with ambiguity, uncertainty and risk	3.25	3.72	3.5	3.59
3.4 Working with others	4.25	3.86	4	3.96
3.5 Learning through experience	3.08	4.06	3.33	3.77

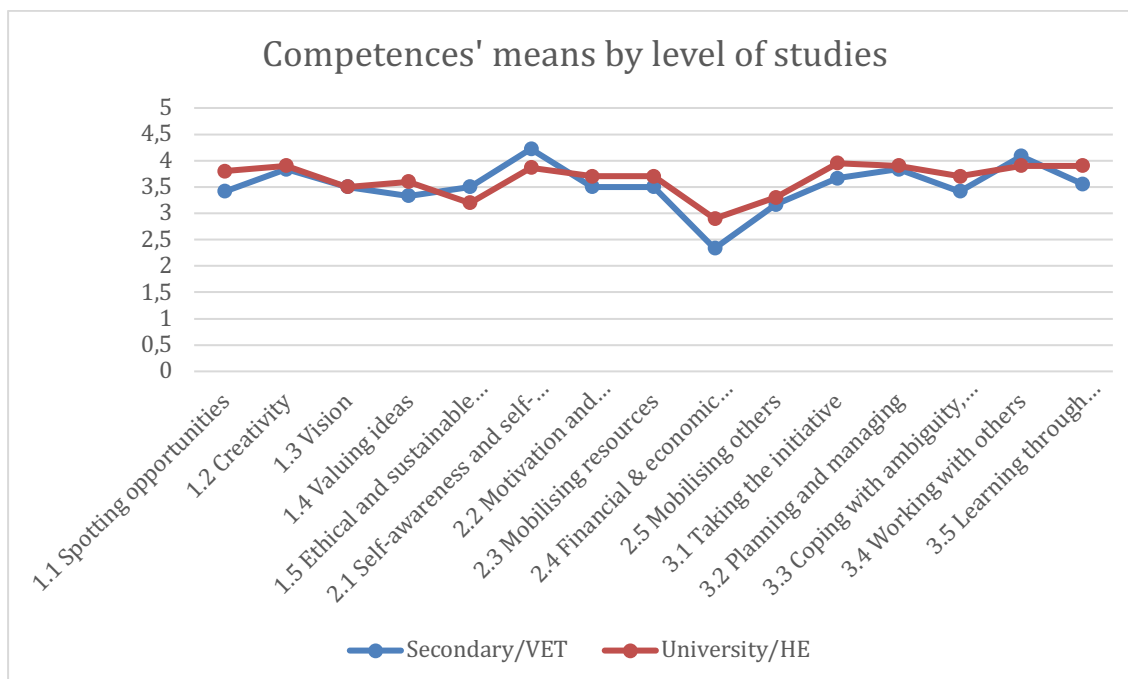


Many results vary according to this chart. The first conclusion that is highly visible is how low “Financial and economic literacy” is ranked for people more than 28 years old, as well as “Ethical and sustainable thinking” and “Planning and managing”. On the contrary, competences such as “Creativity”, “Vision”, “Spotting opportunities” and “Self-awareness and self-efficacy” are seen as almost perfect, (with 4). Competences such as “Coping with ambiguity, uncertainty and risk” as well as “Working with others” are not ranked the same between the different age groups but they are close to each other.

d) Means of competencies by level of studies

Competences	Cyprus		Total Cyprus
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3.41	3.8	3.65
1.2 Creativity	3.83	3.9	3.87
1.3 Vision	3.5	3.5	3.5
1.4 Valuing ideas	3.33	3.6	3.5
1.5 Ethical and sustainable thinking	3.5	3.2	3.31
2.1 Self-awareness and self-efficacy	4.22	3.86	4
2.2 Motivation and perseverance	3.5	3.7	3.62
2.3 Mobilising resources	3.5	3.7	3.62
2.4 Financial & economic literacy	2.33	2.9	2.68
2.5 Mobilising others	3.16	3.3	3.25
3.1 Taking the initiative	3.66	3.95	3.84

3.2 Planning and managing	3.83	3.9	3.87
3.3 Coping with ambiguity, uncertainty and risk	3.41	3.7	3.59
3.4 Working with others	4.08	3.9	3.96
3.5 Learning through experience	3.55	3.9	3.77

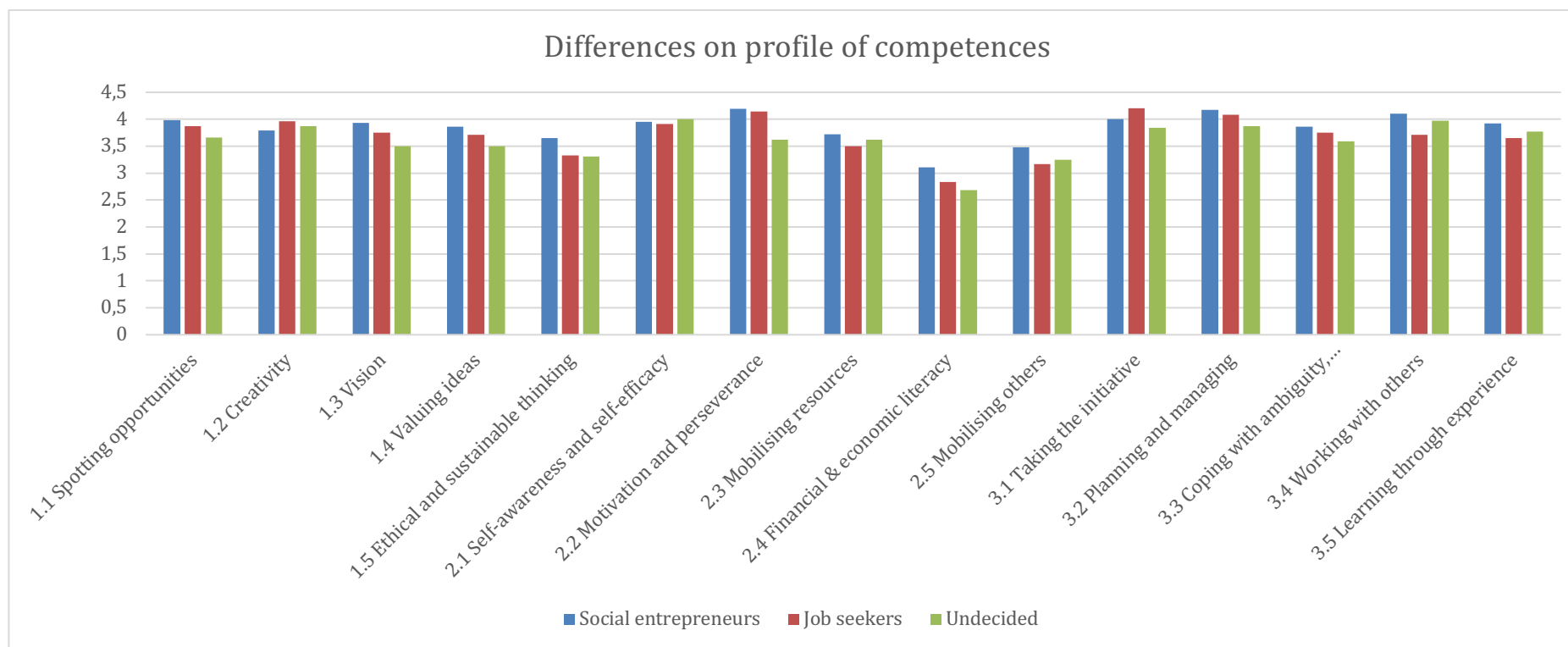


Once again, “Financial and economic literacy” is the lowest competence ranked and not many differences can be found between the two groups.

5. Conclusions

A comparative is presented between the level of competences of the three different profiles:

Competences	Social entrepreneurs	Job seekers	Undecided
1.1 Spotting opportunities	3.98	3.87	3.65
1.2 Creativity	3.79	3.95	3.87
1.3 Vision	3.93	3.75	3.5
1.4 Valuing ideas	3.86	3.70	3.5
1.5 Ethical and sustainable thinking	3.65	3.33	3.31
2.1 Self-awareness and self-efficacy	3.95	3.91	4
2.2 Motivation and perseverance	4.18	4.14	3.62
2.3 Mobilising resources	3.72	3.5	3.62
2.4 Financial & economic literacy	3.10	2.83	2.68
2.5 Mobilising others	3.48	3.16	3.25
3.1 Taking the initiative	4	4.20	3.84
3.2 Planning and managing	4.17	4.08	3.87
3.3 Coping with ambiguity, uncertainty and risk	3.86	3.75	3.59
3.4 Working with others	4.10	3.70	3.96
3.5 Learning through experience	3.91	3.64	3.77



- It is evident that all competences are ranked positively (more than the average 2.5).
- It was mentioned several times that “Financial and economic literacy” is not that well ranked by almost anyone from the participants of Cyprus and it can be seen also in this chart.
- Competences such as “Motivation and perseverance”, “Taking the initiative”, “Planning and managing” as well as “Working with others” are positively ranked by almost all participants.
- Social entrepreneurs (or the ones that would like to be social entrepreneurs) have ranked, most of the times, their skills higher than the other two groups (meaning the undecided and the job seekers).



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Fostering Empowerment of Young People in Rural Areas
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THE NETHERLANDS

DATA ANALYSIS: NETHERLANDS

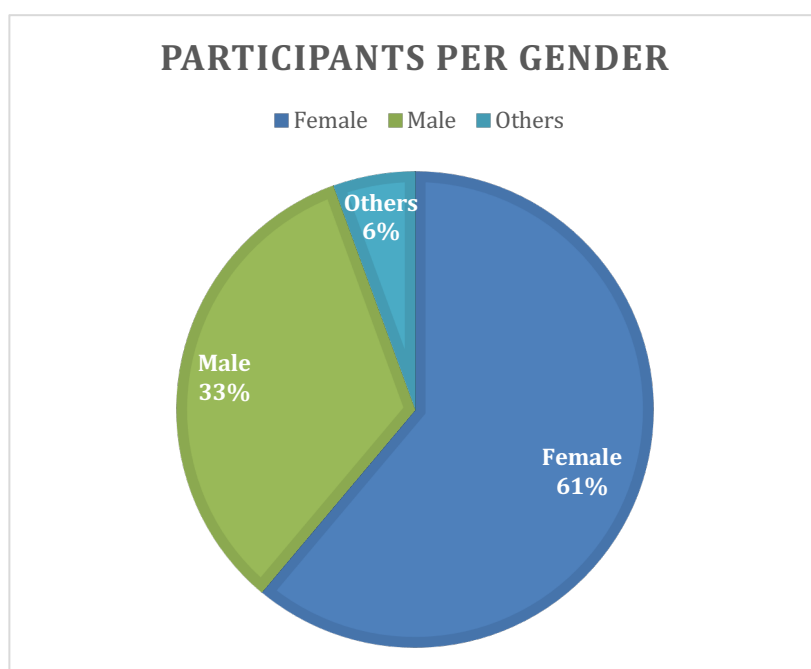
1. Profile of participants

The total number of responses in Spain was 36. In this section, we are going to analyze the profile of these 36 respondents.

a) Participants per gender

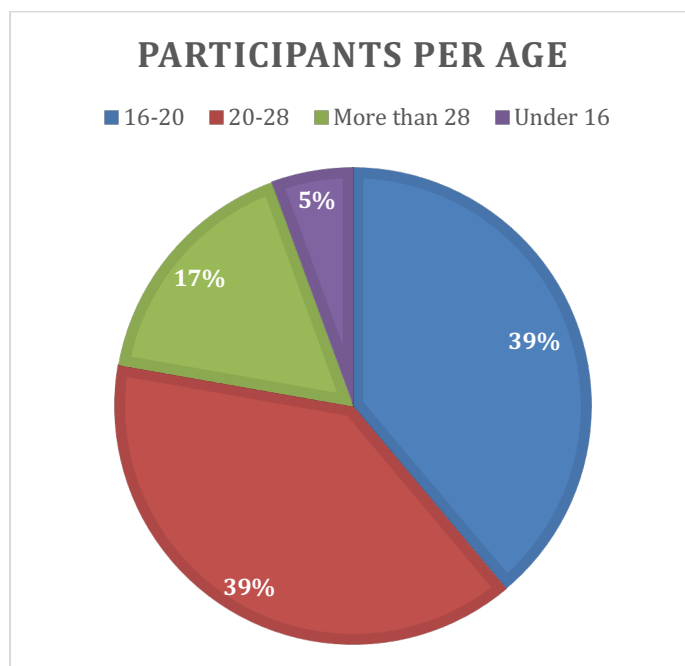
Netherlands	36
Female	22
Male	12
Others	2

In the Netherlands, of 36 respondents, 22 were female, 12 male and 2 others, as can be seen in the following graphic:



b) Participants per age

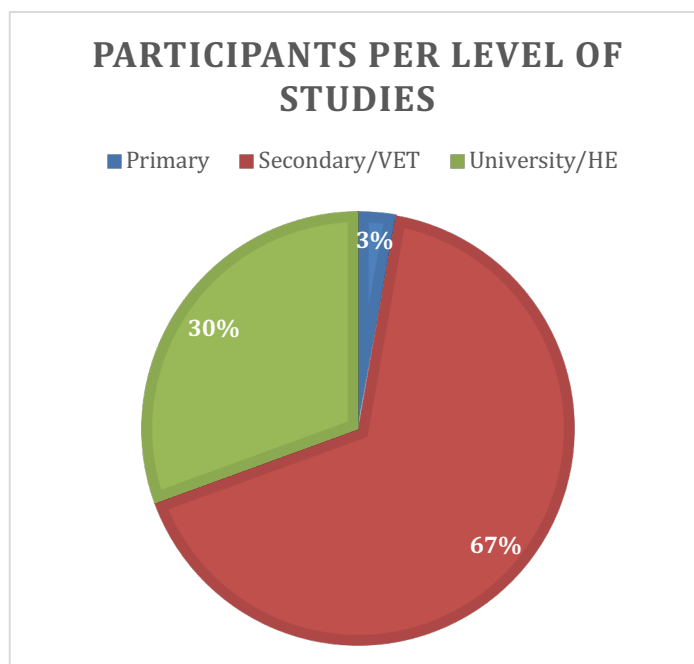
Netherlands	36
16-20	14
20-28	14
More than 28	6
Under 16	2



An equal share of 39% of the participants were between the 20 – 28 years old and 39% between the 16 and 20 years old. 17 % was over 28 and 5% under the age of 16.

c) Participants per level of studies

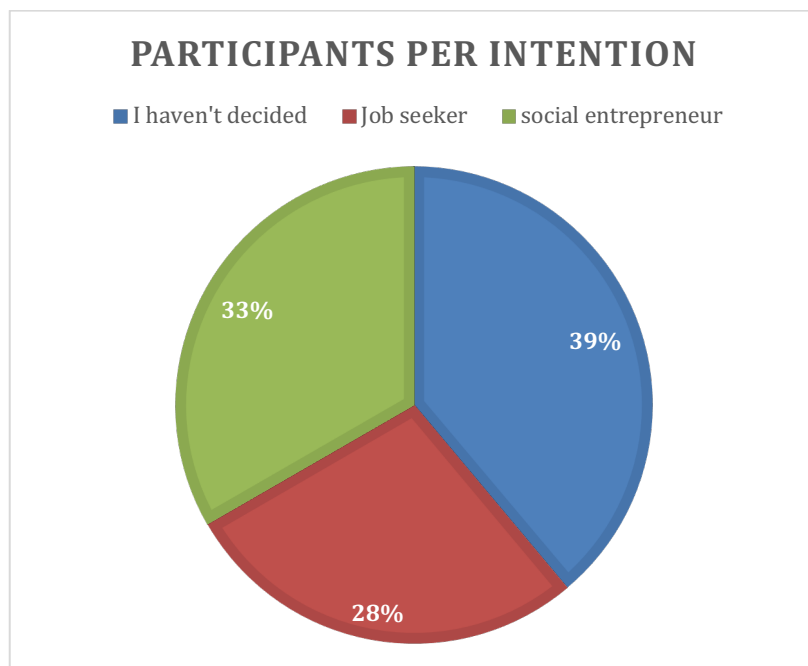
Netherlands	36
Primary	1
Secondary/VET	24
University/HE	11



67% of the participants had secondary or VET studies, followed by University of Higher Education studies (30%) and primary studies (3%).

d) Participants per intention

Netherlands	36
I haven't decided	14
Job seeker	10
social entrepreneur	12



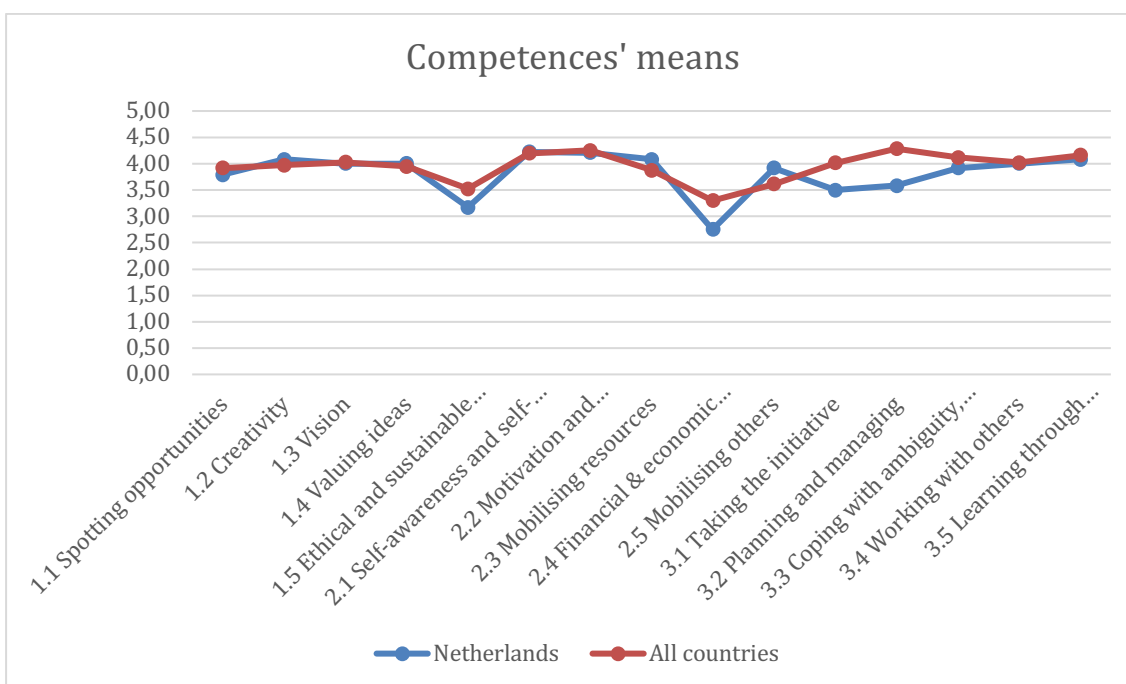
39% of the Dutch participants declare that they haven't decided if they want to look for a job or start a social business, while 28% wants to look for a job and 33% to start a social business.

2. Competences of social entrepreneurs

In this section, we are going to analyze the level of competences of this profile. Mean from 1 (lowest value) to 5 (highest value) is provided following the EntreComp competencies distributed in three levels: Ideas and Opportunities, Resources and Into Action.

a) General means of competencies

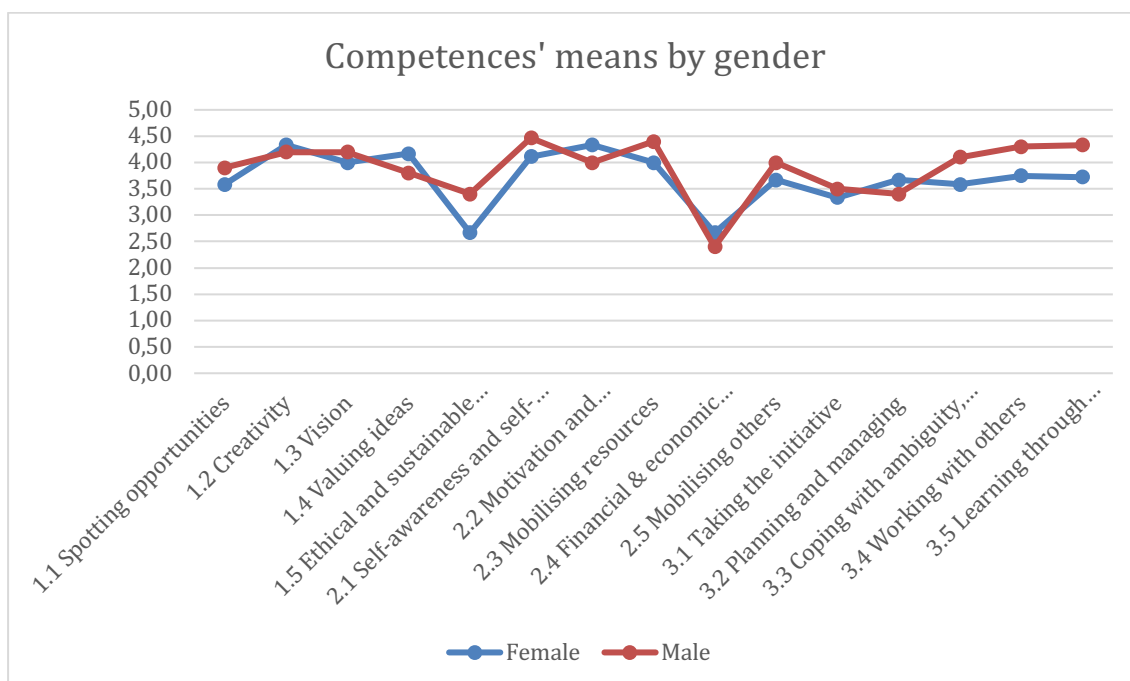
Competence	Netherlands	All countries
1.1 Spotting opportunities	3,79	3,92
1.2 Creativity	4,08	3,97
1.3 Vision	4	4,02
1.4 Valuing ideas	4	3,95
1.5 Ethical and sustainable thinking	3,17	3,52
2.1 Self-awareness and self-efficacy	4,22	4,20
2.2 Motivation and perseverance	4,20	4,25
2.3 Mobilising resources	4,08	3,87
2.4 Financial & economic literacy	2,75	3,30
2.5 Mobilising others	3,92	3,62
3.1 Taking the initiative	3,5	4,01
3.2 Planning and managing	3,58	4,28
3.3 Coping with ambiguity, uncertainty and risk	3,92	4,12
3.4 Working with others	4	4,02
3.5 Learning through experience	4,08	4,16



We can observe that the level of competences in the Netherlands is similar to the general level of competences of all countries in the study. Only Ethical and sustainable thinking is a bit lower in value than the general means, as well as the Financial and economic literacy, Taking the initiative and Planning and managing. Mobilizing others and resources are higher than the average.

b) Means of competencies by gender

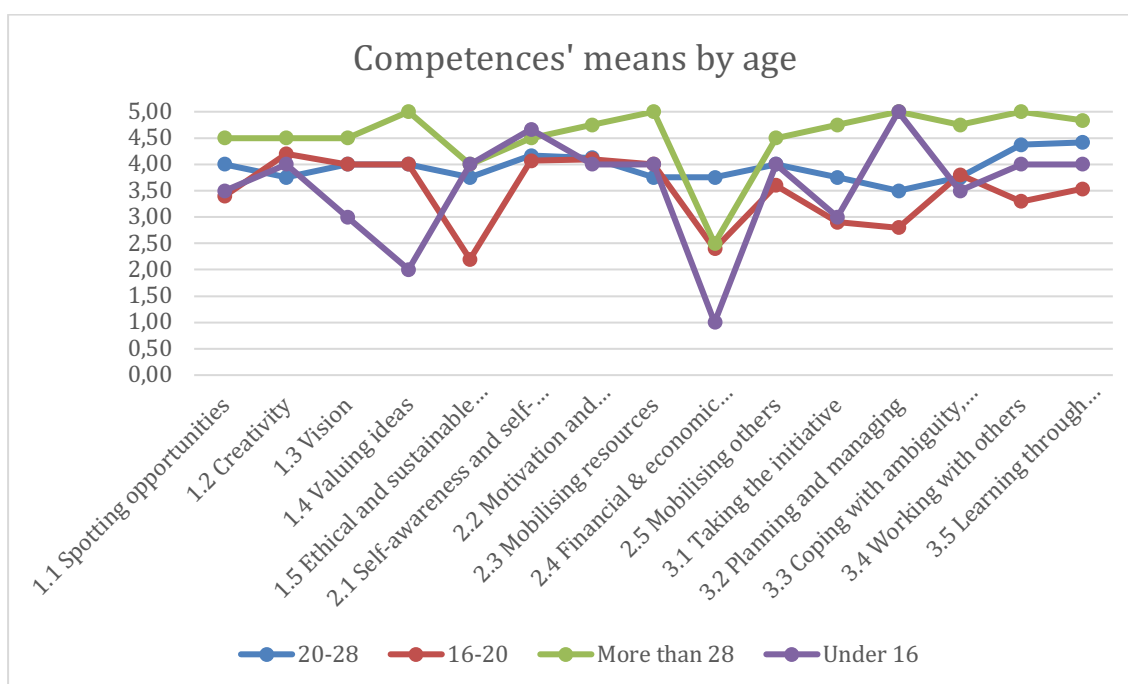
Competences	The Netherlands		Total the Netherlands
	Female	Male	
1.1 Spotting opportunities	3,58	3,9	4,5
1.2 Creativity	4,33	4,2	2
1.3 Vision	4	4,2	3
1.4 Valuing ideas	4,17	3,8	4
1.5 Ethical and sustainable thinking	2,67	3,4	5
2.1 Self-awareness and self-efficacy	4,11	4,47	3,67
2.2 Motivation and perseverance	4,33	4	4,5
2.3 Mobilising resources	4	4,4	3
2.4 Financial & economic literacy	2,67	2,4	5
2.5 Mobilising others	3,67	4	5
3.1 Taking the initiative	3,33	3,5	4,5
3.2 Planning and managing	3,67	3,4	4
3.3 Coping with ambiguity, uncertainty and risk	3,58	4,1	5
3.4 Working with others	3,75	4,3	4
3.5 Learning through experience	3,72	4,33	5



As can be seen in the chart above, female and male are quite similar. Only small differences can be seen in the following competences; Ethical and sustainable thinking, Coping with ambiguity , working with others and learning through experience.

c) Means of competencies by age

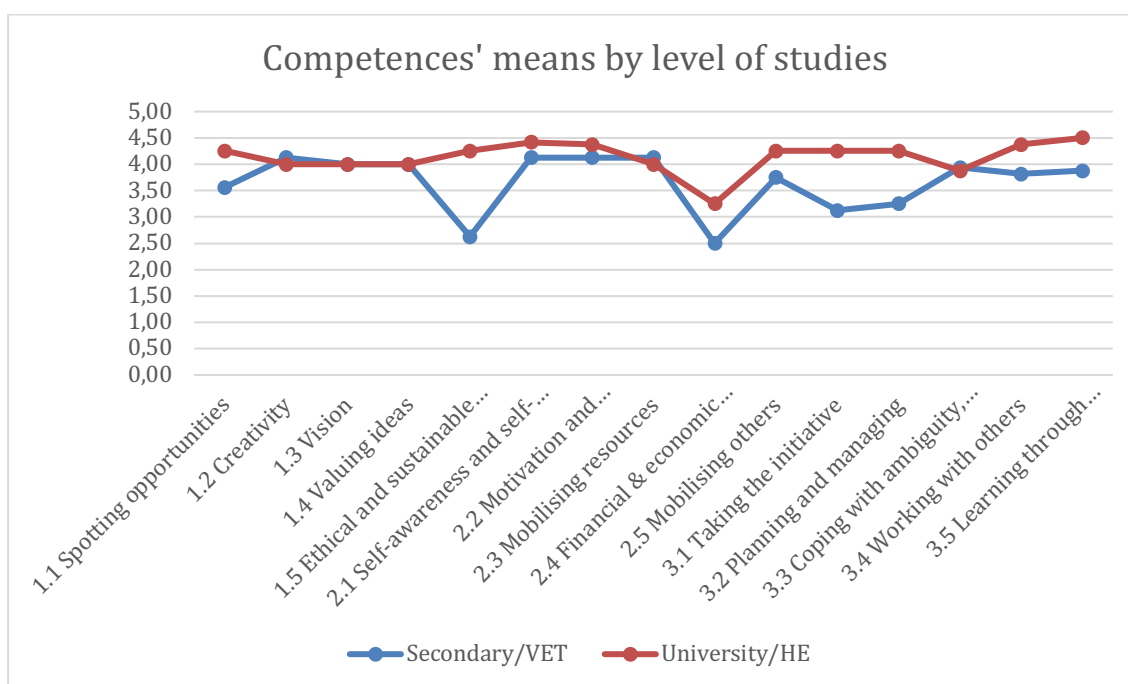
Competences	The Netherlands				Total The Netherlands
	20-28	16-20	More than 28	Under 16	
1.1 Spotting opportunities	4,00	3,40	4,5	3,5	3,79
1.2 Creativity	3,75	4,20	4,5	4	4,08
1.3 Vision	4,00	4,00	4,5	3	4
1.4 Valuing ideas	4,00	4,00	5	2	4
1.5 Ethical and sustainable thinking	3,75	2,20	4	4	3,17
2.1 Self-awareness and self-efficacy	4,17	4,07	4,5	4,67	4,22
2.2 Motivation and perseverance	4,13	4,10	4,75	4	4,21
2.3 Mobilising resources	3,75	4,00	5	4	4,08
2.4 Financial & economic literacy	3,75	2,40	2,5	1	2,75
2.5 Mobilising others	4,00	3,60	4,5	4	3,91
3.1 Taking the initiative	3,75	2,90	4,75	3	3,5
3.2 Planning and managing	3,50	2,80	5	5	3,58
3.3 Coping with ambiguity, uncertainty and risk	3,75	3,80	4,75	3,5	3,92
3.4 Working with others	4,38	3,30	5	4	4
3.5 Learning through experience	4,42	3,53	4,83	4	4,08



It became clear from the responses that the survey was a bit difficult for the children under the age of 16. This can also be seen in the chart above, as they have more knowledge on the easier competences. The children between 16 – 20 find it difficult to think in an ethical and sustainable way and have less knowledge in financial and economic literacy. People older than 28 rates themselves higher on an average level on all competences than the ones below 28 years old. It seems like wisdom comes with the years.

d) Means of competencies by level of studies

Competences	The Netherlands		Total The Netherlands
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,56	4,25	3,79
1.2 Creativity	4,13	4,00	4,08
1.3 Vision	4,00	4,00	4
1.4 Valuing ideas	4,00	4,00	4
1.5 Ethical and sustainable thinking	2,63	4,25	3,17
2.1 Self-awareness and self-efficacy	4,13	4,42	4,22
2.2 Motivation and perseverance	4,13	4,38	4,21
2.3 Mobilising resources	4,13	4,00	4,08
2.4 Financial & economic literacy	2,50	3,25	2,75
2.5 Mobilising others	3,75	4,25	3,92
3.1 Taking the initiative	3,13	4,25	3,5
3.2 Planning and managing	3,25	4,25	3,58
3.3 Coping with ambiguity, uncertainty and risk	3,94	3,88	3,92
3.4 Working with others	3,81	4,38	4
3.5 Learning through experience	3,88	4,50	4,08



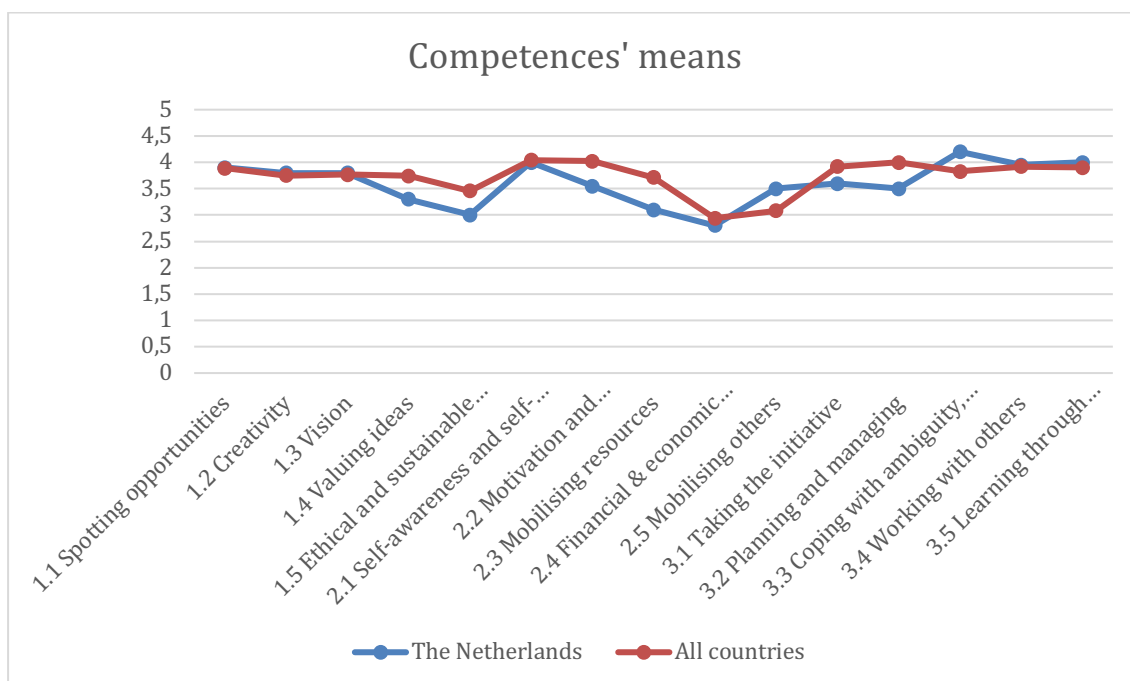
It seems like the people who have an higher degree (University/HE) rate themselves higher in owning entrepreneurial skills than secondary/VET. This is a logical conclusion as the people who have an higher degree are older than the ones with the secondary/VET degree.

3. Competences of job seekers

In this section we are going to analyze profile of competences of Young people that wants to look for a job.

a) General means of competencies

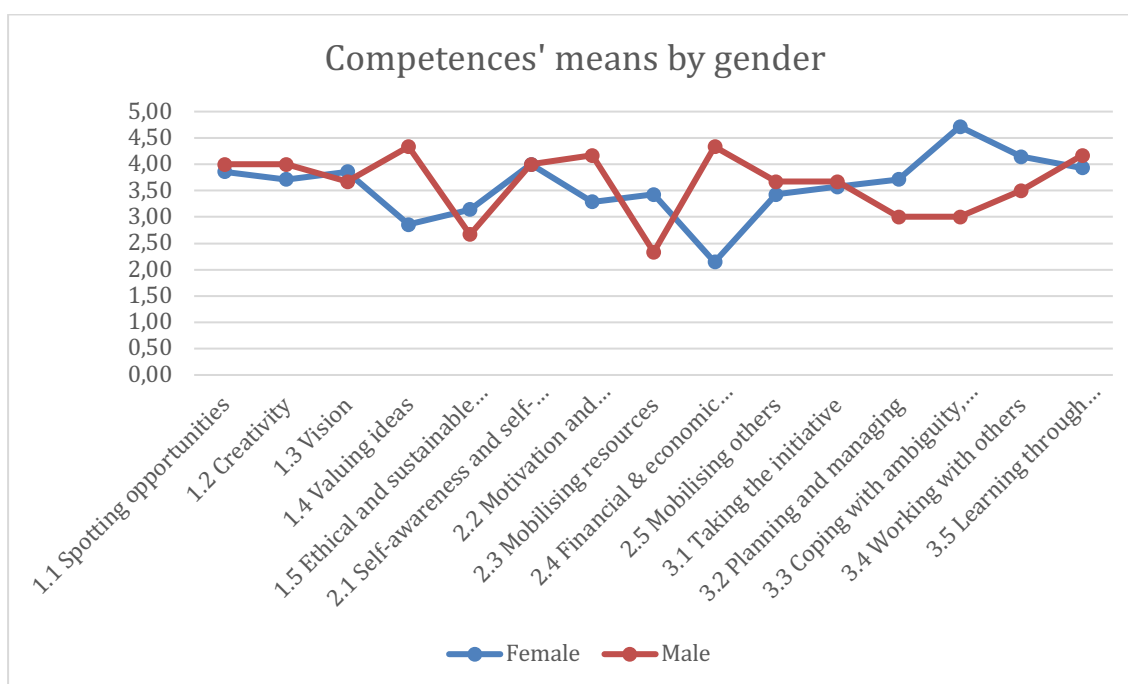
Competences	The Netherlands	All countries
1.1 Spotting opportunities	3,9	3,89
1.2 Creativity	3,8	3,75
1.3 Vision	3,8	3,77
1.4 Valuing ideas	3,3	3,74
1.5 Ethical and sustainable thinking	3	3,46
2.1 Self-awareness and self-efficacy	4	4,04
2.2 Motivation and perseverance	3,55	4,02
2.3 Mobilising resources	3,1	3,71
2.4 Financial & economic literacy	2,8	2,94
2.5 Mobilising others	3,5	3,08
3.1 Taking the initiative	3,6	3,92
3.2 Planning and managing	3,5	4,00
3.3 Coping with ambiguity, uncertainty and risk	4,2	3,83
3.4 Working with others	3,95	3,92
3.5 Learning through experience	4,01	3,90



No large differences can be defined in the chart above when comparing the Dutch and the overall rates.

b) Means of competencies by gender

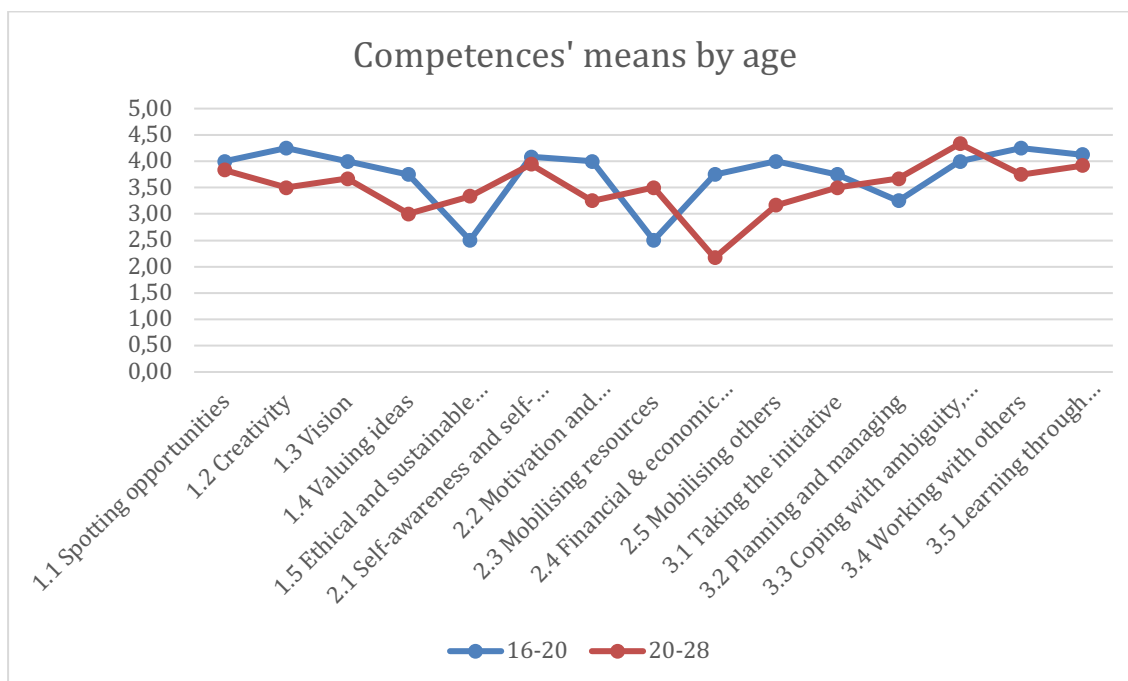
Competences	The Netherlands		Total The Netherlands
	Female	Male	
1.1 Spotting opportunities	3,86	4,00	3,9
1.2 Creativity	3,71	4,00	3,8
1.3 Vision	3,86	3,67	3,8
1.4 Valuing ideas	2,86	4,33	3,3
1.5 Ethical and sustainable thinking	3,14	2,67	3
2.1 Self-awareness and self-efficacy	4,00	4,00	4
2.2 Motivation and perseverance	3,29	4,17	3,55
2.3 Mobilising resources	3,43	2,33	3,1
2.4 Financial & economic literacy	2,14	4,33	2,8
2.5 Mobilising others	3,43	3,67	3,5
3.1 Taking the initiative	3,57	3,67	3,6
3.2 Planning and managing	3,71	3,00	3,5
3.3 Coping with ambiguity, uncertainty and risk	4,71	3,00	4,2
3.4 Working with others	4,14	3,50	3,95
3.5 Learning through experience	3,93	4,17	4



Rather large differences can be seen in the Financial & economic literacy, coping with ambiguity and valuing ideas when comparing female and male respondents.

c) Means of competencies by age

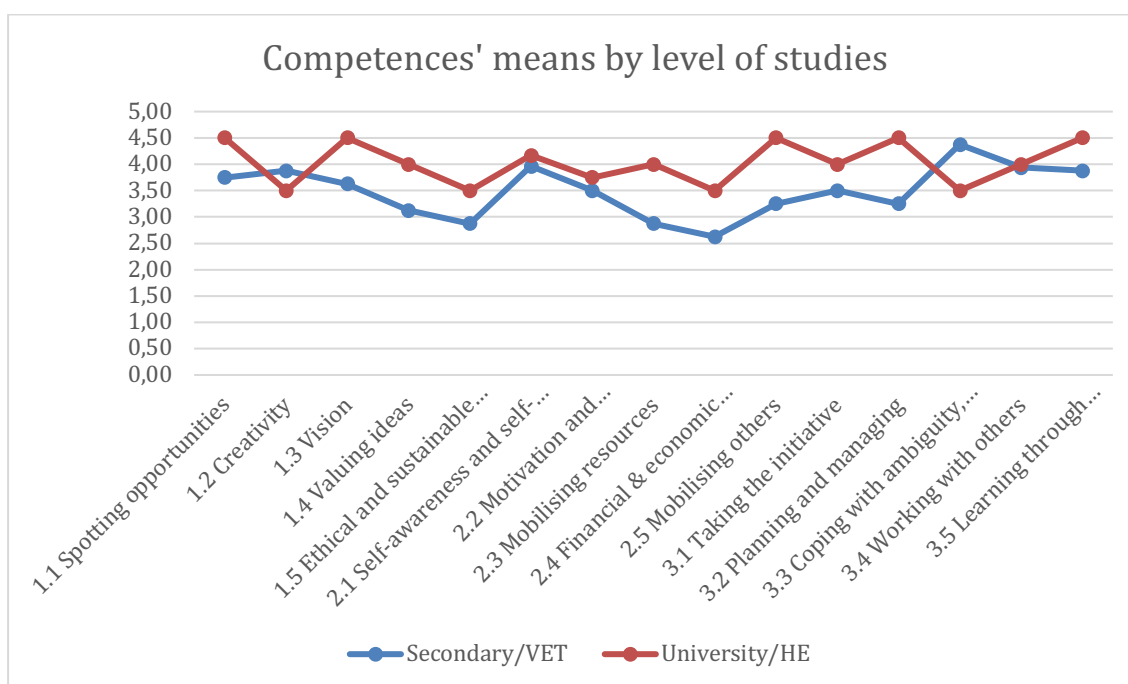
			Total the Netherlands
Competences	16-20	20-28	
1.1 Spotting opportunities	4,00	3,83	3,61
1.2 Creativity	4,25	3,50	3,63
1.3 Vision	4,00	3,67	3,75
1.4 Valuing ideas	3,75	3,00	3,64
1.5 Ethical and sustainable thinking	2,50	3,33	3,54
2.1 Self-awareness and self-efficacy	4,08	3,94	3,92
2.2 Motivation and perseverance	4,00	3,25	4,04
2.3 Mobilising resources	2,50	3,50	3,72
2.4 Financial & economic literacy	3,75	2,17	3,07
2.5 Mobilising others	4,00	3,17	3,20
3.1 Taking the initiative	3,75	3,50	3,84
3.2 Planning and managing	3,25	3,67	3,97
3.3 Coping with ambiguity, uncertainty and risk	4,00	4,33	4,03
3.4 Working with others	4,25	3,75	4,05
3.5 Learning through experience	4,13	3,92	4,01



Differences can be seen in the financial and economic literacy and mobilizing others. The other competences are quite equal.

d) Means of competencies by level of studies

Competences	The Netherlands		Total The Netherlands
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,75	4,50	3,00
1.2 Creativity	3,88	3,50	3,22
1.3 Vision	3,63	4,50	3,67
1.4 Valuing ideas	3,13	4,00	3,33
1.5 Ethical and sustainable thinking	2,88	3,50	3,22
2.1 Self-awareness and self-efficacy	3,96	4,17	3,67
2.2 Motivation and perseverance	3,50	3,75	3,44
2.3 Mobilising resources	2,88	4,00	3,67
2.4 Financial & economic literacy	2,63	3,50	2,78
2.5 Mobilising others	3,25	4,50	3,33
3.1 Taking the initiative	3,50	4,00	3,22
3.2 Planning and managing	3,25	4,50	3,78
3.3 Coping with ambiguity, uncertainty and risk	4,38	3,50	3,44
3.4 Working with others	3,94	4,00	3,94
3.5 Learning through experience	3,88	4,50	3,72



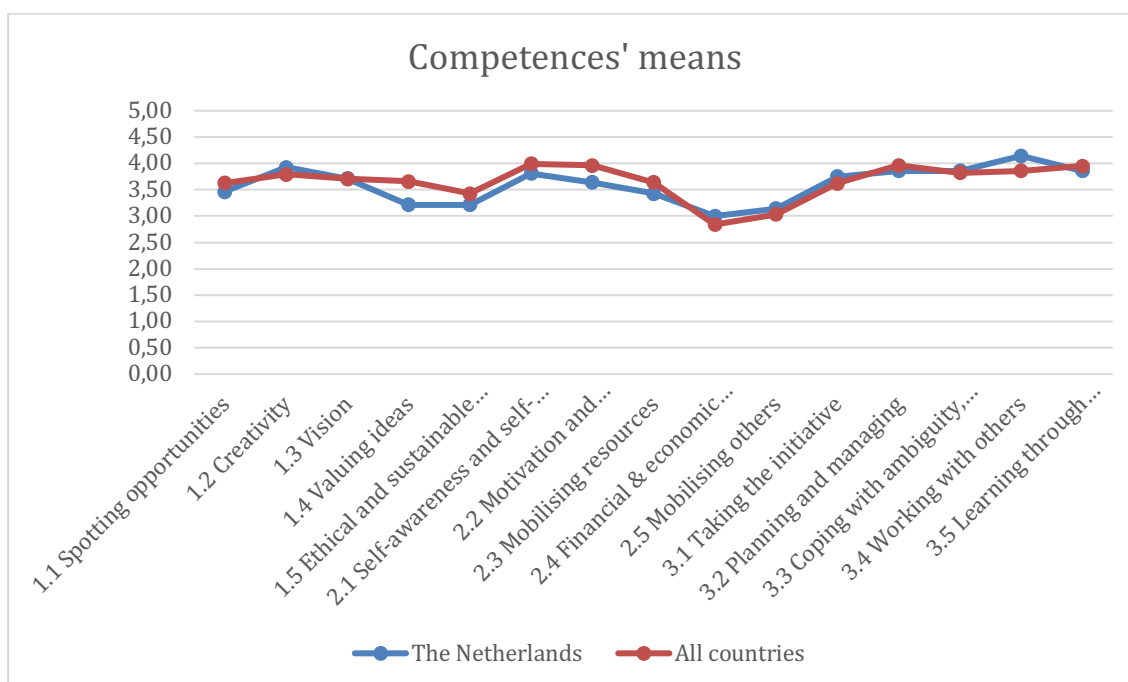
Again, as this conclusion can also be drawn in the other sections, it seems that University/HE students have a higher management of the competences in general than the ones with a secondary/VET background. Only coping with ambiguity and risk and Creativity is rated lower.

4. Competences of undecided

In this section, we are going to analyze level of competences of young people that didn't make a decision about starting a social business or looking for a job.

a) General means of competencies

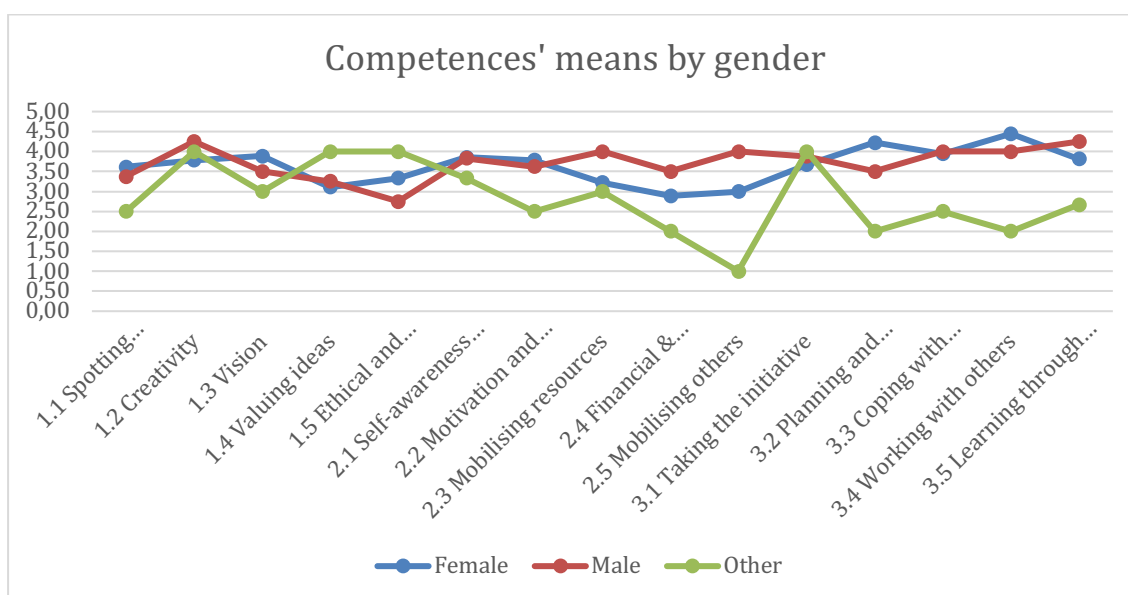
Competences	The Netherlands	All countries
1.1 Spotting opportunities	3,46	3,63
1.2 Creativity	3,93	3,79
1.3 Vision	3,71	3,71
1.4 Valuing ideas	3,21	3,66
1.5 Ethical and sustainable thinking	3,21	3,43
2.1 Self-awareness and self-efficacy	3,81	3,99
2.2 Motivation and perseverance	3,64	3,96
2.3 Mobilising resources	3,43	3,64
2.4 Financial & economic literacy	3,00	2,84
2.5 Mobilising others	3,14	3,03
3.1 Taking the initiative	3,75	3,62
3.2 Planning and managing	3,86	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,86	3,82
3.4 Working with others	4,14	3,86
3.5 Learning through experience	3,86	3,95



Here, the Dutch numbers are almost identical with the average numbers of all countries, with a slight difference in valuing ideas.

b) Means of competencies by gender

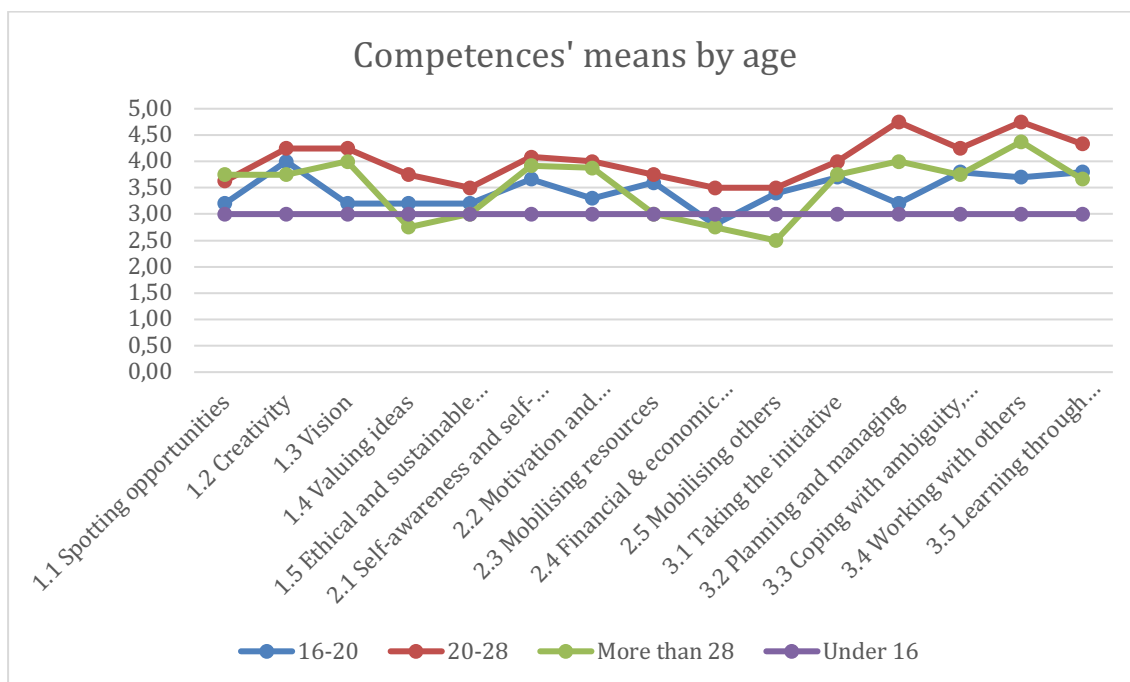
Competences	The Netherlands			Total The Netherlands
	Female	Male	Other	
1.1 Spotting opportunities	3,61	3,38	2,50	3,46
1.2 Creativity	3,78	4,25	4,00	3,93
1.3 Vision	3,89	3,50	3,00	3,71
1.4 Valuing ideas	3,11	3,25	4,00	3,21
1.5 Ethical and sustainable thinking	3,33	2,75	4,00	3,21
2.1 Self-awareness and self-efficacy	3,85	3,83	3,33	3,81
2.2 Motivation and perseverance	3,78	3,63	2,50	3,64
2.3 Mobilising resources	3,22	4,00	3,00	3,43
2.4 Financial & economic literacy	2,89	3,50	2,00	3
2.5 Mobilising others	3,00	4,00	1,00	3,14
3.1 Taking the initiative	3,67	3,88	4,00	3,75
3.2 Planning and managing	4,22	3,50	2,00	3,86
3.3 Coping with ambiguity, uncertainty and risk	3,94	4,00	2,50	3,86
3.4 Working with others	4,44	4,00	2,00	4,14
3.5 Learning through experience	3,81	4,25	2,67	3,86



No significant differences can be seen in the chart above, except for the ones who didn't identified themselves as female or male. The ones from the 'other' category, which were only a few valued themselves low in the category spotting opportunities, motivation and mobilizing others. Overall, they have rated themselves lower than the average.

c) Means of competencies by age

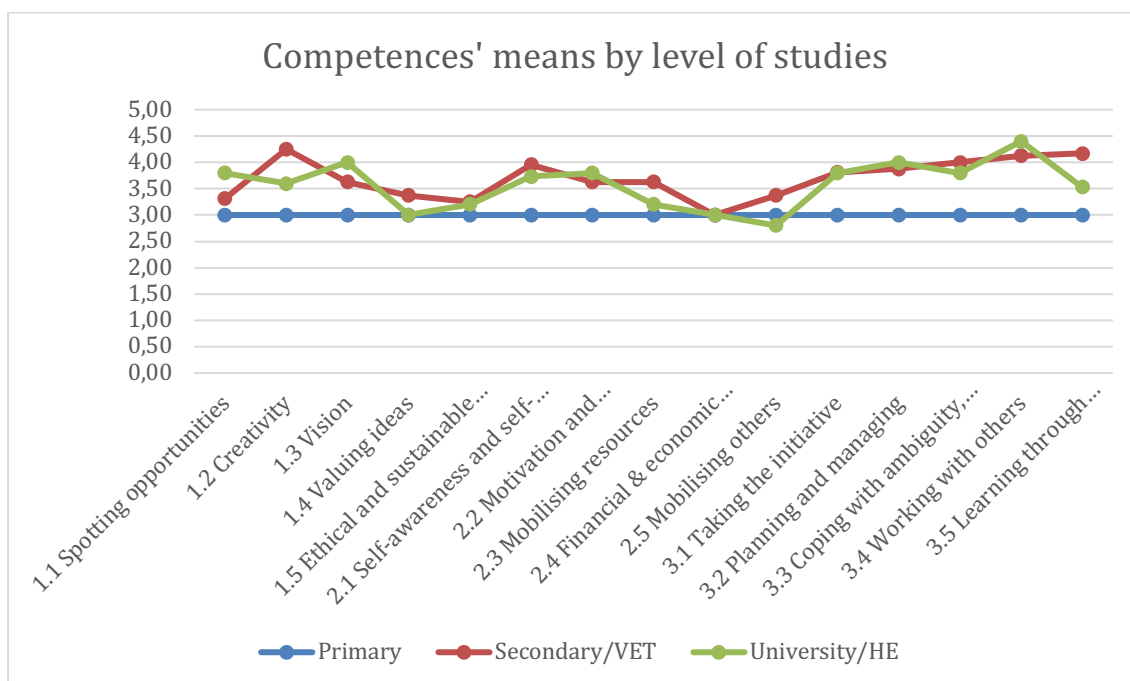
Competences		The Netherlands			Total The Netherlands
		Under 16	More than 28	16-20	
1.1 Spotting opportunities	3	3,75	3,20	3,63	3,80
1.2 Creativity	3	3,75	4,00	4,25	3,75
1.3 Vision	3	4,00	3,20	4,25	3,56
1.4 Valuing ideas	3	2,75	3,20	3,75	3,70
1.5 Ethical and sustainable thinking	3	3,00	3,20	3,50	3,62
2.1 Self-awareness and self-efficacy	3	3,92	3,67	4,08	4,02
2.2 Motivation and perseverance	3	3,88	3,30	4,00	4,08
2.3 Mobilising resources	3	3,00	3,60	3,75	3,79
2.4 Financial & economic literacy	3	2,75	2,80	3,50	2,82
2.5 Mobilising others	3	2,50	3,40	3,50	3,11
3.1 Taking the initiative	3	3,75	3,70	4,00	3,66
3.2 Planning and managing	3	4,00	3,20	4,75	3,82
3.3 Coping with ambiguity, uncertainty and risk	3	3,75	3,80	4,25	3,73
3.4 Working with others	3	4,38	3,70	4,75	4,15
3.5 Learning through experience	3	3,67	3,80	4,33	4,16



It can be concluded that the lines are quite similar and no special peaks can be seen in the chart above.

d) Means of competencies by level of studies

Competences	The Netherlands			Total the Netherlands
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,00	3,31	3,80	3,46
1.2 Creativity	3,00	4,25	3,60	3,93
1.3 Vision	3,00	3,63	4,00	3,71
1.4 Valuing ideas	3,00	3,38	3,00	3,21
1.5 Ethical and sustainable thinking	3,00	3,25	3,20	3,21
2.1 Self-awareness and self-efficacy	3,00	3,96	3,73	3,81
2.2 Motivation and perseverance	3,00	3,63	3,80	3,64
2.3 Mobilising resources	3,00	3,63	3,20	3,43
2.4 Financial & economic literacy	3,00	3,00	3,00	3
2.5 Mobilising others	3,00	3,38	2,80	3,14
3.1 Taking the initiative	3,00	3,81	3,80	3,75
3.2 Planning and managing	3,00	3,88	4,00	3,86
3.3 Coping with ambiguity, uncertainty and risk	3,00	4,00	3,80	3,86
3.4 Working with others	3,00	4,13	4,40	4,14
3.5 Learning through experience	3,00	4,17	3,53	3,86

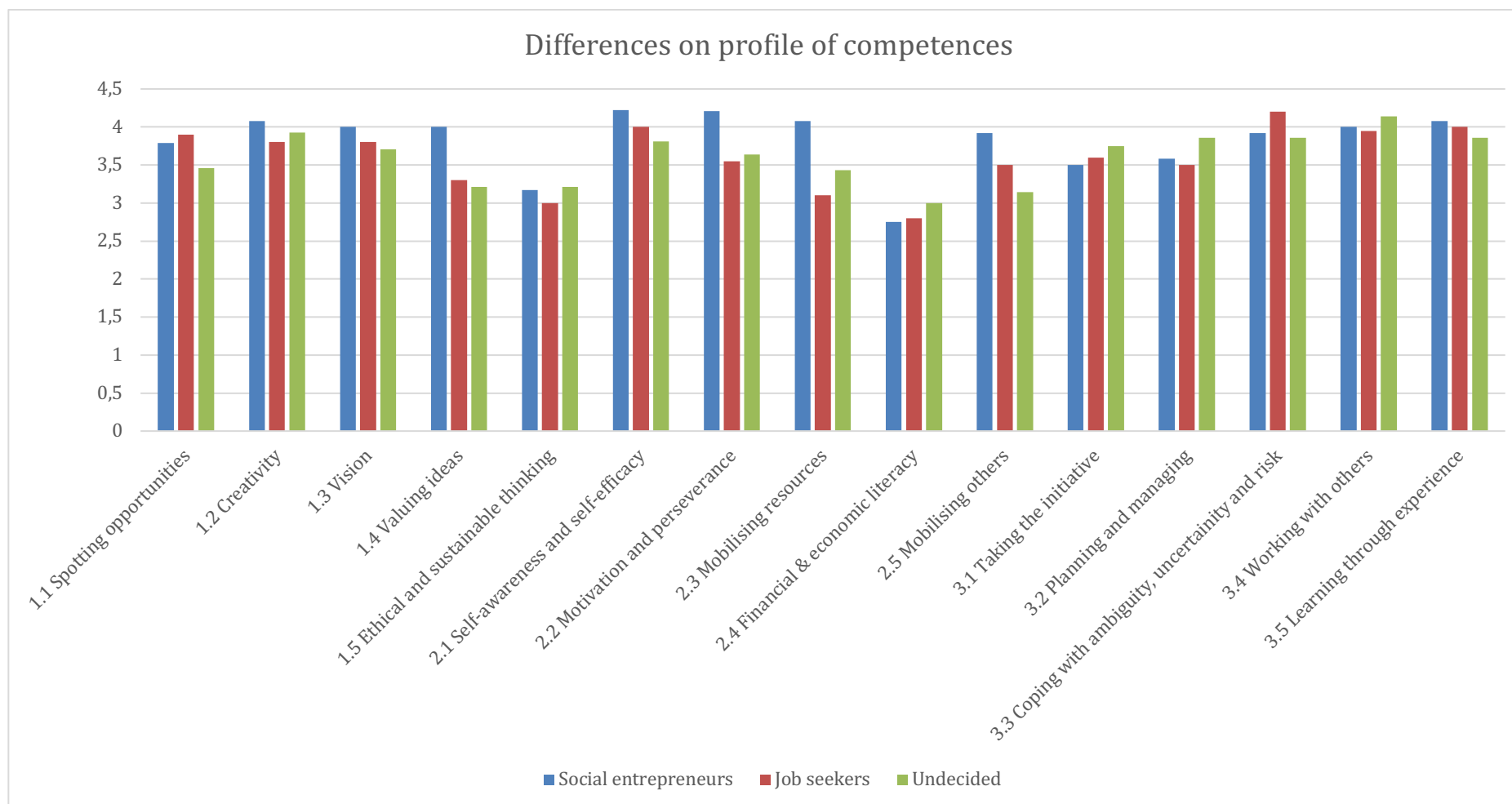


Also here, no specific peaks can be seen. The numbers are quite average in comparison with the total.

5. Conclusions

A comparative is presented between the level of competences of the three different profiles:

Competences	Social entrepreneurs	Job seekers	Undecided
1.1 Spotting opportunities	3,79	3,90	3,46
1.2 Creativity	4,08	3,80	3,93
1.3 Vision	4,00	3,80	3,71
1.4 Valuing ideas	4,00	3,30	3,21
1.5 Ethical and sustainable thinking	3,17	3,00	3,21
2.1 Self-awareness and self-efficacy	4,22	4,00	3,81
2.2 Motivation and perseverance	4,21	3,55	3,64
2.3 Mobilising resources	4,08	3,10	3,43
2.4 Financial & economic literacy	2,75	2,80	3,00
2.5 Mobilising others	3,92	3,50	3,14
3.1 Taking the initiative	3,50	3,60	3,75
3.2 Planning and managing	3,58	3,50	3,86
3.3 Coping with ambiguity, uncertainty and risk	3,92	4,20	3,86
3.4 Working with others	4,00	3,95	4,14
3.5 Learning through experience	4,08	4,00	3,86



As can be concluded from the graphic above, the respondents who want to be a social entrepreneur after they have finished school, have rated themselves as highest in most of the competences. This can be explained as the ones who tend to score high on the entrepreneurial competences might have been in contact with entrepreneurship (parents, friends, etc.) before. Perhaps, they have been inspired or they have a higher feeling for entrepreneurship, as they score high on the most valuable competences which they need in entrepreneurship. This might result in a higher ambition for entrepreneurship in general. Job seekers score higher on the competence of taking risks and deal with uncertainty and ambiguity and in general, the scores for Ethical and sustainable thinking & economic and financial literacy were the lowest, compared to the other competences.

Additionally, it seems that all respondents have medium confidence in management of all competences in general, as the lowest average rate didn't go under the 2,75 and total average off all scores is 3,25.

ANNEX I. ITEMS ON QUESTIONNAIRE FOR SOCIAL ENTREPRENEURS AND UNDECIDED

Item	1	2	3	4	5
1. I am able to create business opportunities and to take advantage of them					
2. I am able to formulate suggestions to improve projects in which I participate					
3. I am able to do things imaginatively, in a different way from how others do them					
4. I am able to develop a vision to turn ideas into actions					
5. I am able to recognise the potential of an idea and identify suitable ways to realize it					
6. I would rather collaborate for free in an NGO or in a cause I believe in					
7. I believe I am capable of dealing with most situations					
8. I take on the consequences of what I have said or done					
9. I do every job as thoroughly as possible					
10. I am determined to achieve my goals					
11. I usually perform very well in my role of any business project I am involved in					
12. I am able to get and manage resources needed to turn ideas into action					
13. I have adequate knowledge of financial and economic management					
14. When working in groups I prefer to be the leader					
15. Sometimes I have participated in the implementation of group projects or collaborations					
16. I have seriously considered starting my own business sometime after finishing my degree					
17. I like to plan my tasks and follow up on them properly					
18. I think people who take risks are more likely to succeed than those who do not					
19. I like to take calculated risks with new ideas					
20. I prefer to work in situations that involve more people					
21. I like helping my friends and classmates					
22. I improvise without difficulty when plans change					
23. I analyse my mistakes to learn from them					
24. I believe that opportunities can be extracted from problems or difficult situations					

ANNEX II. ITEMS ON QUESTIONNAIRE FOR JOB SEEKERS



Item	1	2	3	4	5
2. I am able to formulate suggestions to improve projects in which I participate					
3. I am able to do things imaginatively, in a different way from how others do them					
4. I am able to develop a vision to turn ideas into actions					
5. I am able to recognise the potential of an idea and identify suitable ways to realize it					
6. I would rather collaborate for free in an NGO or in a cause I believe in					
7. I believe I am capable of dealing with most situations					
8. I take on the consequences of what I have said or done					
9. I do every job as thoroughly as possible					
10. I am determined to achieve my goals					
11. I usually perform very well in my role of any business project I am involved in					
12. I am able to get and manage resources needed to turn ideas into action					
13. I have adequate knowledge of financial and economic management					
14. When working in groups I prefer to be the leader					
15. Sometimes I have participated in the implementation of group projects or collaborations					
17. I like to plan my tasks and follow up on them properly					
18. I think people who take risks are more likely to succeed than those who do not					
20. I prefer to work in situations that involve more people					
21. I like helping my friends and classmates					
22. I improvise without difficulty when plans change					
23. I analyse my mistakes to learn from them					



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