



Co-funded by
the European Union

Consortium Research Report on good practices for entrepreneurial activation of female NEETs

KA201 – Small-scale partnership in Youth

Project N. 2021-1-IT03-KA201-YOU-000031004



**BULGARIAN SPORTS
DEVELOPMENT ASSOCIATION**
www.bulsport.bg info@bulsport.bg

TABLE OF CONTENT

CONSORTIUM RESEARCH REPORT ON GOOD PRACTICES FOR ENTREPRENEURIAL ACTIVATION OF FEMALE NEETS	1
CONSORTIUM RESEARCH REPORT ENTERPRENEETS	3
L'ORMA SOCIETÀ SPORTIVA DILETTANTISTICA A RESPONSABILITÀ LIMITATA (L'ORMA) [ITALY]	4
1. SURVEY FOR NGOs AND EDUCATIONAL INSTITUTIONS:	4
2. SURVEY FOR EDUCATIONAL INSTITUTIONS AND ENTERPRISES:	5
3. SURVEYS FOR FEMALE NEETS:	6
BULGARIAN SPORTS DEVELOPMENT ASSOCIATION (BULGARIA)	9
1. SURVEY FOR NGOs AND EDUCATIONAL INSTITUTIONS:	9
2. SURVEY FOR EDUCATIONAL INSTITUTIONS AND ENTERPRISES:	11
3. SURVEYS FOR FEMALE NEETS:	13
NGO NEST BERLIN (GERMANY)	16
1. SURVEY FOR NGOs AND EDUCATIONAL INSTITUTIONS:	16
2. SURVEY FOR EDUCATIONAL INSTITUTIONS AND ENTERPRISES:	17
3. SURVEYS FOR FEMALE NEETS:	19
ADEL SLOVAKIA (SLOVAKIA)	21
1. SURVEY FOR NGOs AND EDUCATIONAL INSTITUTIONS:	21
2. SURVEY FOR EDUCATIONAL INSTITUTIONS AND ENTERPRISES:	23
3. SURVEYS FOR FEMALE NEETS:	25
CONCLUSION:	28
L'ORMA (ITALY) RESEARCH RESULTS:	28
NGO NEST BERLIN (GERMANY) RESEARCH RESULTS:	28
ADEL SLOVAKIA (SLOVAKIA) RESEARCH RESULTS:	28
BULGARIAN SPORTS DEVELOPMENT ASSOCIATION (BULGARIA) RESEARCH RESULTS:	29
CONSORTIUM RESEARCH RESULTS:	29

Consortium Research Report EnterpreNEETs

EnterpreNEETs is a Strategic Partnership in the field of youth that aims at empowering young female NEETs by providing them with entrepreneurial skills in the fields of social entrepreneurship, intercultural communication, project management, and digital and ICT skills. The main strategy that is going to be implemented to accomplish this goal is to provide youth workers working with female NEETs with tools based on non-formal education (NFE). Each partner conducted research within their national contexts (Italy, Germany, Slovakia and Bulgaria). Research activities were based on a pre-determined research methodology, which was fine-tuned by the Consortium during the Kick-off Meeting. The research employed three online questionnaires developed by NGO Nest and reviewed and translated by the partner organizations. The research focused on three main areas:

1. Research on good practices in entrepreneurship education in various EU countries, with a special focus on empowering NEETs. Additionally, the analysis of documents, manual, reports and websites of key organizations detailing existing practices was conducted.
2. Research for the identification of best entrepreneur profiles and the related set of competences needed to start and manage a business activity. The questionnaires were distributed among educational institutes and enterprises, including social enterprises to identify what is required to become entrepreneurs.
3. Cross-country research aimed at the identification of existing entrepreneurial upskilling needs of young women, especially belonging to the NEET target group. It aimed at identifying needs of the target group in order to improve their social and financial condition through the opportunity to start an entrepreneurial activity.

The research phase has finally led to the creation of the current report aimed at summarizing the findings of all three areas of the research.

It is NGO nest's task to make the consortium research report that includes recurring data and information extracted from three questionnaires made to the different surveys' targets by each of the partners. The report will be structured through a division by partner's country, which addressed the first survey to NGOs and Educational institutions, the second to Educational institutions and enterprises, and the third to female NEETs. For each country and survey's target group, a description of the group of questionnaire participants and how they were sampled is specified by the partner organization. In addition, a large set of questions were asked for each target group in order to extrapolate 3 main pieces of information for each sample: what the level of knowledge regarding the concept of entrepreneurship and related activities are; what the sample suggestions and experiences in terms of methodology, communication and evaluation in the field of entrepreneurship activities are; what grade of involvement the sample has with the target group of the project (women or NEETs) in terms of working with them or at least suggestion or strategies in order to work with them. Each partner group has presented a conclusion in regard to the result obtained by the surveys and NGO nest will summarize and present the relevant information extrapolated by each report presented by the partners organization in order to give a general idea of the result of the surveys crossover in the different countries and it will provide the reader with an international view of the topic presented.

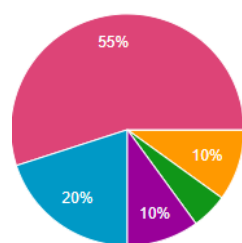
Conclusions from the four national partner contexts are proposed at the end of the present document.

L'ORMA SOCIETÀ SPORTIVA DILETTANTISTICA A RESPONSABILITÀ LIMITATA (L'ORMA) [ITALY]

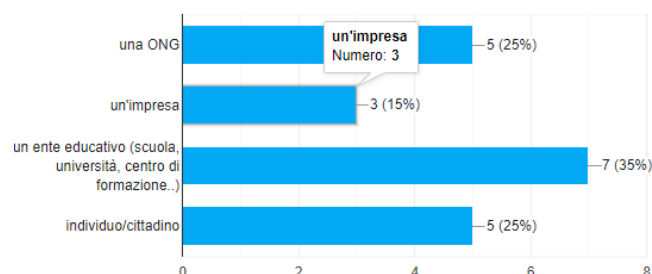
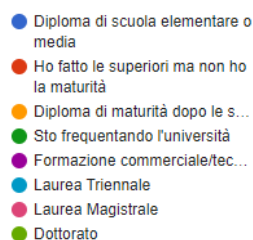
1. Survey for NGOs and Educational institutions:

Sample description:

In the survey, 40% were men, 45% women, and 15% did not specify their gender. 45% of the participants were between 22 and 30 years old, 25% were between 30 and 40 years old, and 30% were over 40 years old. 15% lived in Bergamo, 35% in Milan, 5% in Bari, 10% in Rome, 10% in Lombardy region, and 25% in Italy. In terms of education, 55% had a master's degree, 20% had a degree, 10% had commercial training, and 10% had a high school diploma. Finally, 25% of the participants represented an NGO, 35% an educational institution, 15% a business, and 25% were ordinary citizens.



EDUCATION



REPRESENTATIVES

Level of knowledge regarding the concept of entrepreneurship and related activities:

The level of knowledge about entrepreneurship concept is not so high because, even if 100% of the sample know what entrepreneurship is, 60% of respondent has a low interest in this topic and only 45% of them do activities that promotes the entrepreneurship concept.

Suggestions and experiences in terms of methodology, communication and evaluation in the field of entrepreneurship activities:

45% of people uses non formal-education methodologies (NFE) in their activities, 40% use both formal and non-formal, and 25% prefer formal education. Only 25% of this activities are online ones, and lots of people during this kind of activities prefer use toolkit or manuals but also tutorial video, social media contents and guide lines.

During the implementation of the activities, 65% of people use to do an evaluation that can be with a test, with exam, with brainstorm or a report done by a tutor.



METHODOLOGY

INVOLVMENT; *strategies or suggestions that are presented for working with the target group:*

75% of the activities are for woman or NEETs and people support their development trying to stimulate their ability to understand the present and to foresee the future, so that they could better adapt their skills to the changes. Other strategies were combining practical activities with the theory so they can experience what they were learning and giving them toolkit they can easily use.

2. Survey for Educational institutions and enterprises:

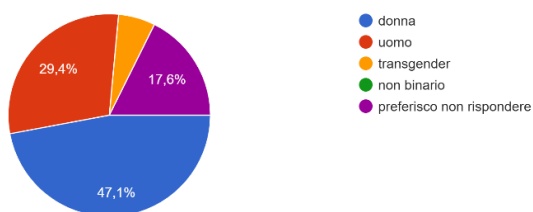
Sample description:

Of the seventeen people who took part in the survey, 29,4% were men, 47,1% women and 17,6% didn't specified his/him gender. 53% of the seventeen people is between 22 and 30 years old, 17,7% is between 30 and 40 years old and the missing 29,5% has more than 40 years old.

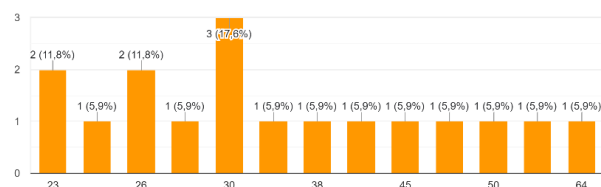
People who attended in Bari, Bergamo, Genova, lecco, lodi, Milano, Monza, Missaglia, Roma and Torino.

Education: 29,4% of people who took part at the survey has a master, 35,3% has a degree and the last 17,6% has the high school diploma.

Representatives: 35,3% of people who took part is representing and NGO, 5,9% an educational institution, 23,5% is representing an enterprise and the last 35,3% is a simple citizen.



GENDER



AGE

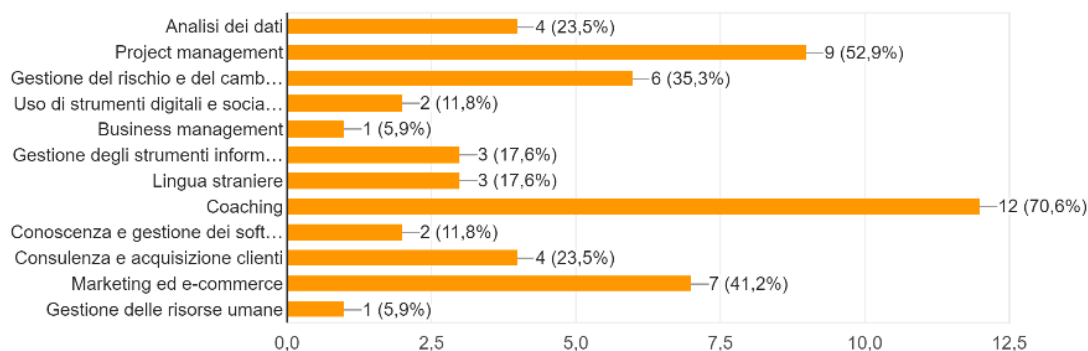
Level of knowledge regarding the concept of entrepreneurship and related activities:

We can say that the level of knowledge about entrepreneurship concept is not quite high because, 75% of them know what entrepreneurship is, but 35% of them has a low interest in this topic and the 60% of them hasn't got interest.

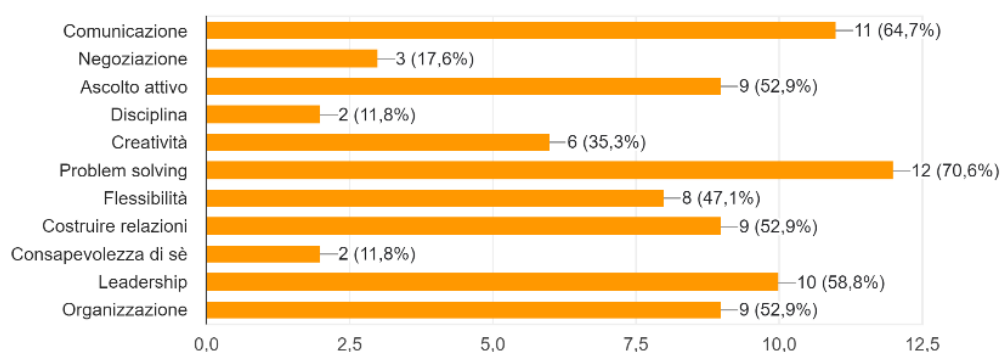
Most important skills (soft and hard) and how to promote them:

Most people believes in the skills of problem solving for the entrepreneurship, but they consider important also the team management, creation of a business plan, creation and management of a startup and marketing.

The most important entrepreneurship competences are coaching, project management, data analysis, foreign languages, marketing and e-commerce. From the other hand the most important entrepreneurship skills are problem solving, leadership, communications, organizations.



ENTREPRENEURIAL COMPETENCES



ENTERPRENEURIAL SKILLS

Strategies or suggestions for promoting, training and learning entrepreneurship concept and spirit:

People who took part in the survey think that the best strategies to promoting, training and learning entrepreneurship concept and spirit are through dynamic activities working alone or in groups (64%), activities that allow exchange of good practice but also training courses, lessons, and final test.

Most of people think that it would be very good to provide subsidies for woman and young entrepreneur, give general financial education and information about the activities that it can be financed.

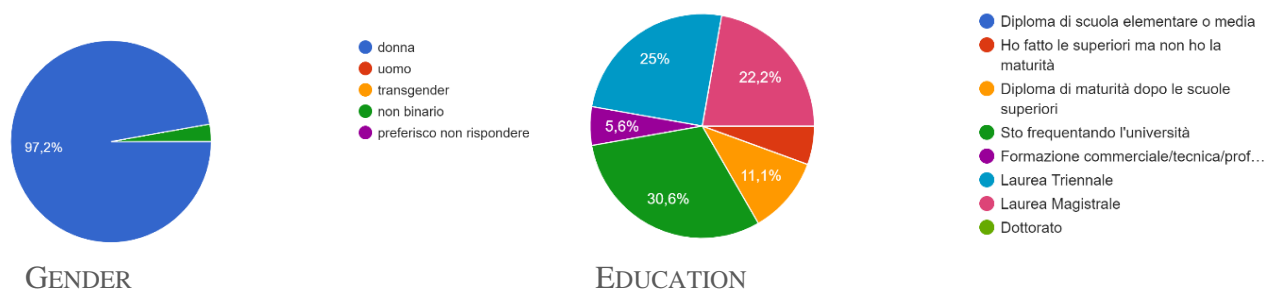
3. Surveys for female NEETs:

Sample description:

Of the total number of participants who took part in the survey, 97,2% were women and the rest were non binary. 28% of the thirty six people is between 18 and 20 years old, 67% is between 20 and 30 years old and the missing 5% has more than 30 years old.

Women who took part to the survey comes from Italy (Lombardian, Milano, Piemonte, Torino, Parma Palermo) and from Austria.

22,2% of people who took part at the survey has a master, 25% has a degree, 6% has a commercial training, the 30% has a PhD and the last 11,1% has the high school diploma.



Knowledge or experiences in entrepreneurship:

Most of people who took part to the survey know what entrepreneurship is (92%) and the 30% of them has a high interest in entrepreneurship, another 30% has a quite high interest and the rest has a low interest.

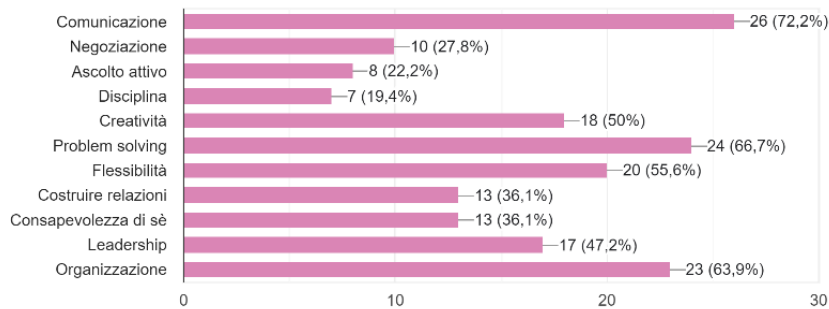
70% of them know the world of entrepreneurship and they find out difficulties for example in finding information for apply to the founding, find someone who can support in the process and in creating a business plan. In fact 86% of them have never took part in an activity to develop entrepreneurship skills. The little part who participated in this kind of activities it consisted in lessons activities done at work. In this kind of experiences, they learned new concept on the entrepreneurship, new skills and they created new relationships.

Skills and how business idea development:

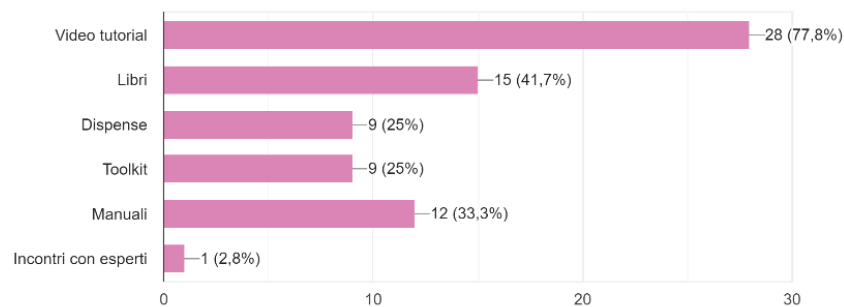
The most important skill for people who took part to the survey are: communications, problem solving, flexibility, organization, creativity and leadership.

The best way to know more on the topic of entrepreneurship is through practical activities, and dynamical like games or studying stories about someone who succeeded in it. Also, through digital contents and new courses.

The sample would like to access to video tutorial (78%), books(41%) and manuals (33%).



ENTREPRENEURIAL SKILLS



LEARNING MATERIALS

BULGARIAN ASSOCIATION (BULGARIA)

SPORTS

DEVELOPMENT

1. Survey for NGOs and Educational institutions:

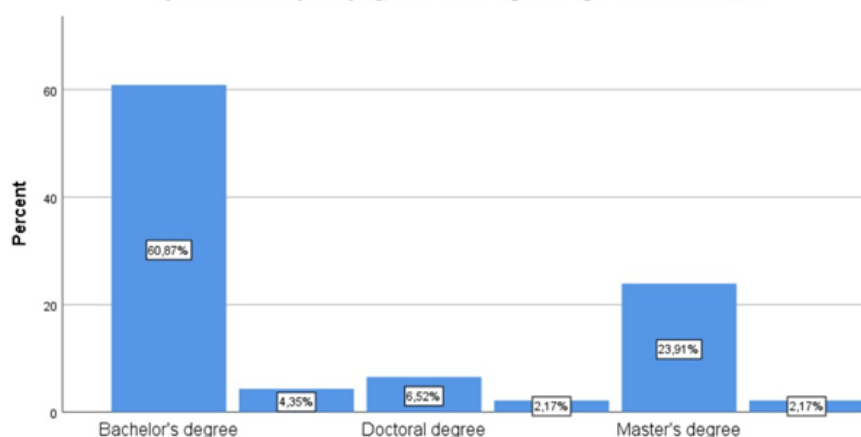
Sample description:

The survey involved 46 respondents, mostly females (60.87%) aged between 22 to 59 years with a mean age of 35.89 years. Most respondents (56.50%) lived in Sofia, while 90% had a high level of education, including Bachelor's (60.87%), Master's (23.91%), and PhD (6.52%) degrees. Majority of the respondents were from the NGO sector (73.90%), followed by those from educational institutions (23.90%), and a small number were individuals (4.3%)

What's your gender?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	28	60,9	60,9	60,9
Male	17	37,0	37,0	97,8
I prefer not to answer	1	2,2	2,2	100,0
Total	46	100,0	100,0	

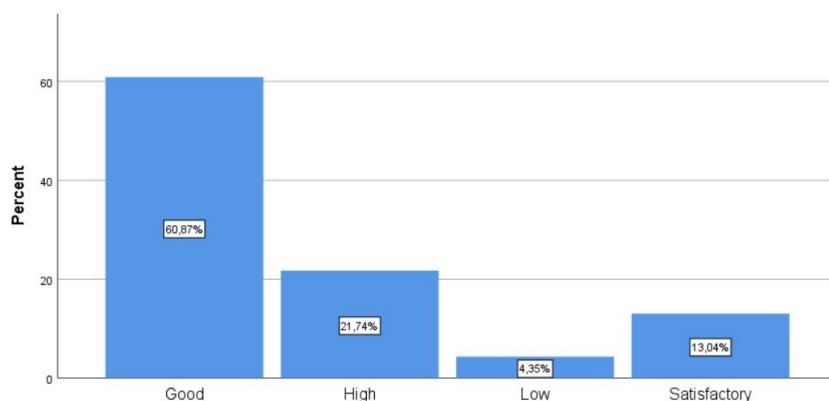
What is the highest degree or level of education you have completed?
If you are currently studying, indicate the highest degree obtained to date.



Level of knowledge regarding the concept of entrepreneurship and related activities:

All respondents declare that they know what is meant by entrepreneurship. In order to obtain the necessary information, regarding the goals and objectives of the project, we asked respondents about the level of interest of the general public in entrepreneurship issues. Most of the respondents declare the level of information on this topic is Good – 60,90%, 21,70% think that it is High and only 4,3% declare that it's a Low.

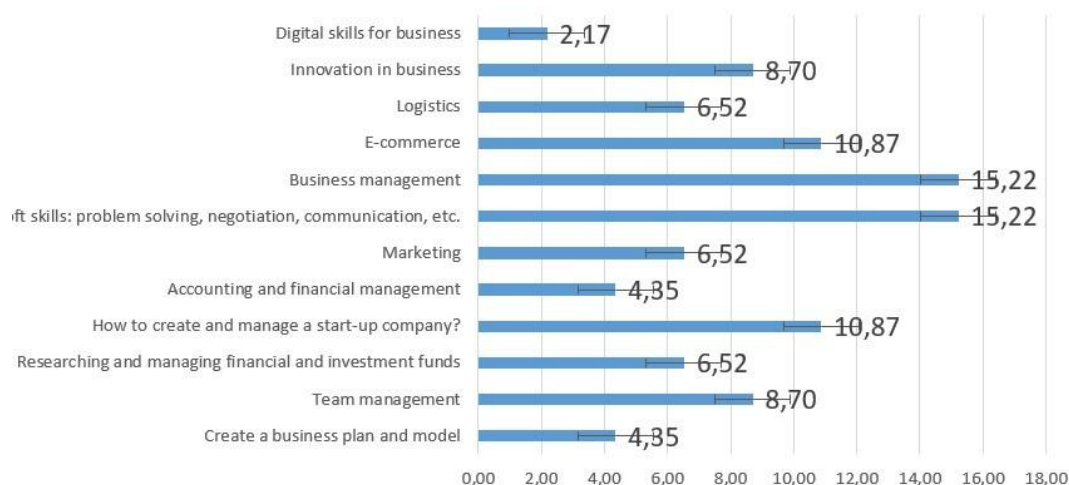
Based on your experience, what is the level of interest of the general public in entrepreneurship issues?



INVOLVMENT; strategies or suggestions that are presented for working with the target group:

Majority of the respondents (65.22%), declared that in one form or another they conduct training courses, internships, seminars, lectures that promote the spirit of entrepreneurship. Respondent's state, that they hold training courses, internships, seminars or lectures on various topics to promote the spirit of entrepreneurship, and most often these are topics related to „Business management“ (15,22%) and „Soft skills“ - problem solving, negotiation, communication, etc. (15,22%), followed from „How to create and manage a start-up company“ (10,87%), „Innovation in business“ (8,70%), and „E-commerce“ (10,87%).

On what topics do you conduct training courses, internships, seminars or lectures to promote the spirit of entrepreneurship?



Majority of respondents (80%) declare that their main activities are not aimed at women/girls or persons from the target group NEET. According to them, the best methods for conducting the activities are to use formal and nonformal education (39,31%). The most commonly used materials to better convey information during their activities are specific manuals and tools (43,48%), guidance from experienced trainers and mentors (30,43%), and videos/tutorials (26,09%). According to the data obtained from the respondents, most of the participants in entrepreneurship activities or courses reinforce the concepts learnt through various specially designed exercises (47,83%), group (23,91%) or individual project (17,39%),

or role plays (17.39%). A majority of respondents declared that they conduct various forms of evaluation process (84.78%).

The most common forms of evaluation process they conduct are debates and brainstorming (42.86%), tests (28.57%), and exams (28.57%). Respondents declare that they will follow the development of the project with interest, entrepreneurship should be educated from an early age, preferably with concrete examples, non-formal learning builds skills that can be used at any point in a person's life, that more events are needed to exchange experiences between successful entrepreneurs and more motivational activities to overcome the entrepreneurial barrier.

2. Survey for Educational institutions and enterprises:

Sample description:

51 respondents participated in the survey - 23 females (45.1%), 26 males (51%), and one did not respond. The respondents' ages ranged from 20 to 58 years, with a mean age of 36 years. The highest number of respondents fell within the 31-44 age range. Respondents came from 17 towns in Bulgaria, with the majority (41.2%) residing in Sofia. Most respondents (86.3%) had a high level of education, with 29.4% having a Bachelor's degree, 23.5% having a Master's degree, and 11.7% having a PhD degree. The majority of respondents (45.1%) were from the private sector, followed by 21.6% from NGOs, 19.6% from educational institutions, and 13.7% were individuals.

What is the highest degree or level of education you have completed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's degree	15	29,4	29,4	29,4
	College degree, no diploma	1	2,0	2,0	31,4
	College degree, non-degree	1	2,0	2,0	33,3
	College degree, without diploma	1	2,0	2,0	35,3
	Commercial/technical/vocational training	5	9,8	9,8	45,1
	Degree at a college without a diploma	1	2,0	2,0	47,1
	Degree of study in college, without diploma	1	2,0	2,0	49,0
	Doctoral degree	4	7,8	7,8	56,9
	Doctorate	2	3,9	3,9	60,8
	High school diploma or equivalent	1	2,0	2,0	62,7
	Master's degree	12	23,5	23,5	86,3
	Secondary education, diploma or equivalent	4	7,8	7,8	94,1
	Secondary education, without diploma	1	2,0	2,0	96,1
	Trade/technical/vocational training	2	3,9	3,9	100,0
	Total	51	100,0	100,0	

Level of knowledge regarding the concept of entrepreneurship and related activities:

In order to obtain the necessary information, regarding the goals and objectives of the project, we asked respondents about the level of interest of the general public in entrepreneurship

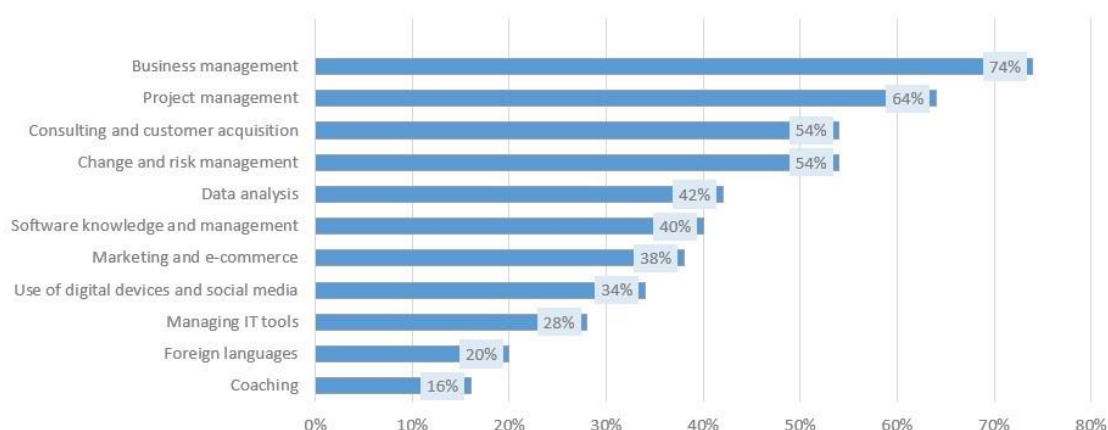
issues. Most of the respondents declare the level of information on this topic is Satisfactory – 37.3%, Good – 29.40%, but 417.6% declare that it’s a Low.

Respondent’s state. that they participated in various training courses, internships, seminars or lectures on various topics with main topic promoting the spirit of entrepreneurship. The most useful for the respondents were topics related to „Team management“ (58%) and „Creating a business plan and model (52%), followed from „Business management“ (48%), and „Researching and managing financial and investment funds” (46%).

Most important skills (soft and hard) and how to promote them:

To be more accurate and useful in our research, we asked respondents what they considered to be the most important skills in the entrepreneurial sector. From the obtained data we can say that according to the respondents these are Business management, Project management, Consulting and customer acquisition, and Change and risk management. According to the respondents lest important skills in the entrepreneurial sector are Coaching, Foreign languages, and Managing IT tools.

What are the most important skills in the entrepreneurial sector?



For the purpose of our research, the project team asked respondents "What are the most important soft skills in the entrepreneurial sector?". From the data obtained we can say that according to the interviewees these are Leadership, Communication, Discipline, Flexibility, and Negotiation. According to the respondents lest important skills in the entrepreneurial sector are Self-awareness, Creativity, and Building relationships

According to respondents, the best methods for transferring these skills are through practical activities directly in the labour market, such as internships or placements (72%), through dynamic activities with group or individual work (64%), through a training course with lectures, exercises, a final test and a certificate (50%), and through knowledge exchange activities, including between foreign countries, such as cultural exchanges or Erasmus+ traineeships (48%)

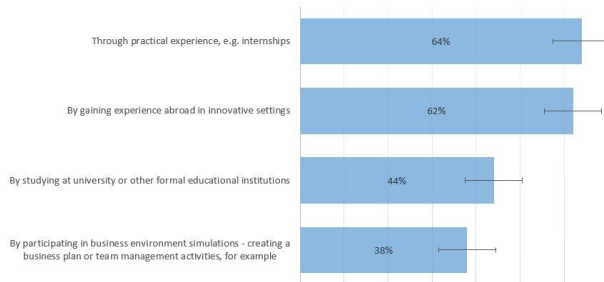
Most of the respondents (56%), have the practice of providing learners, students or employees with knowledge about innovation in the business and enterprise sector.

Strategies or suggestions for promoting, training and learning entrepreneurship concept and spirit:

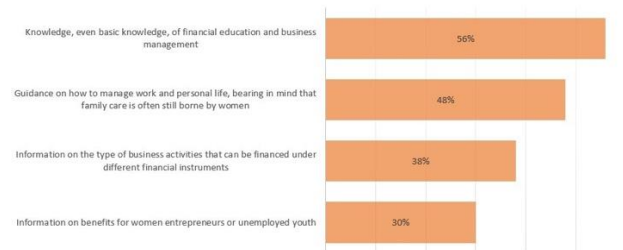
According to respondents, the most common tools for delivering innovation in business are on-the-job training activities and experiential learning through role plays and workshops.

Practical experience and gaining experience abroad are recommended for those who want to enter entrepreneurship. Women and unemployed youth should receive information on benefits and guidance on managing work and personal life. About half of the respondents offer practical learning of entrepreneurial skills, while the majority believe that on-the-job training is the best way to optimize the entrepreneurial spirit. Future initiatives could improve practical learning through different information materials, sharing experiences, and learning by doing.

HOW SHOULD THOSE WHO WANT TO ENTER THE WORLD OF ENTREPRENEURSHIP PREPARE THEMSELVES?



WHAT KNOWLEDGE AND INFORMATION SHOULD BE PROVIDED TO WOMEN AND UNEMPLOYED YOUTH WHO WANT TO START ENTREPRENEURSHIP?



3. Surveys for female NEETs:

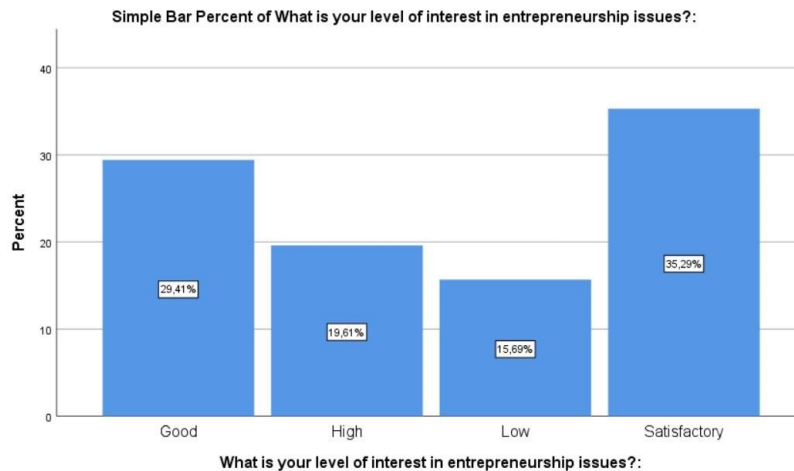
Sample description:

In this survey, there were 51 respondents, mostly females (96.1%). They ranged in age from 18 to 43 years, with a mean age of 25.73. The majority of respondents live in Sofia (39.2%) and have a high level of education (66%).

Knowledge or experiences in entrepreneurship:

The majority of respondents (66.67%) stated that they know and understand what entrepreneurship is and have the necessary information on this topic. Unfortunately, a large number of respondents (33.33%) state that they do not know or understand what entrepreneurship is or do not have the necessary reliable and relevant information on this topic.

We asked respondents about the level of interest of the general public in entrepreneurship issues. Most of the respondents declare the level of information on this topic is Satisfactory – 35.29%, 29.41% think that it is Good and 15.69% declare that it's a Low.



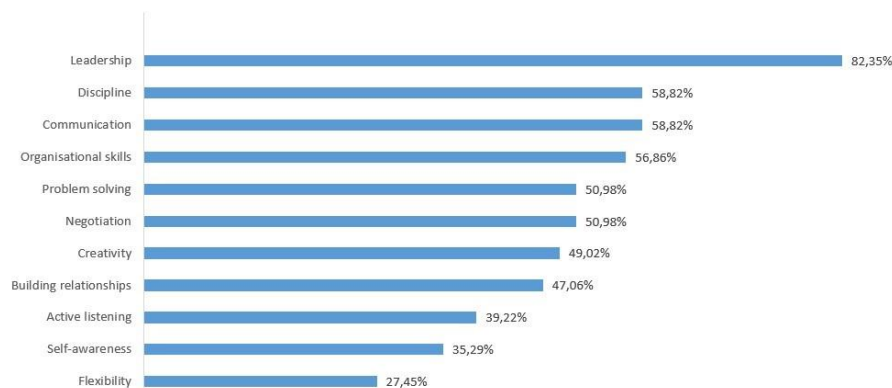
A majority of respondents (60.78%) stated that at some point in their life/professional development they had tried to become entrepreneurs and enter the world of entrepreneurship. Among the most common difficulties that lady entrepreneurs encounter when trying to start an entrepreneurial activity are the lack of information on how to access funds (35.48%), not enough contacts to start and grow their business (25.81%), and a lack of knowledge and skills how to develop and manage a business plan (22.58%). Many of the lady entrepreneurs (32.26%), also shared other types of difficulties when trying to start an entrepreneurial venture that are beyond the basic difficulties and challenges of starting, developing and improving a business idea. A minority of lady entrepreneurs say that when trying to start an entrepreneurial activity, it would be difficult to balance their personal and/or family (9.86%) and they don't know what kind of business they could start (9.86%).

Skills and how business idea development:

To be more accurate and useful in our research, we asked respondents what they considered to be the most important skills in the entrepreneurial sector. From the obtained data we can say that according to the respondents these are Business management, Project management, Consulting and customer acquisition, and Marketing. According to the respondents least important skills in the entrepreneurial sector are Coaching, Data Analyses, and Managing IT tools.

For the purpose of our research, the project team asked respondents What are the most important soft skills in the entrepreneurial sector. From the data obtained we can say that according to the interviewees these are Leadership, Discipline, Communication, and Organizational skills. According to the respondents least important skills in the entrepreneurial sector are Flexibility, Self-awareness, Active listening, and Building relationships.

What do you think are the most important soft entrepreneurial skills?

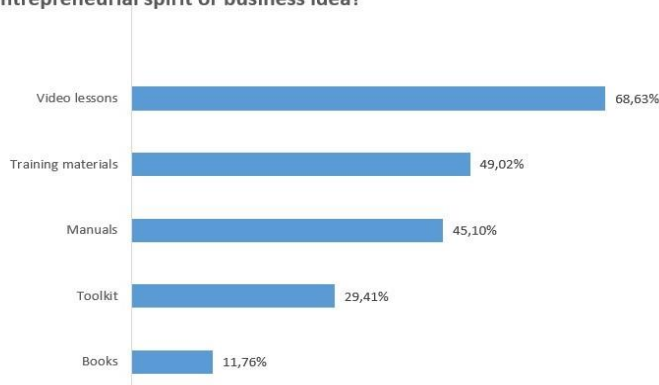


According to respondents, the best methods for transferring these skills are through training courses (72.55%), Through digital activities (55%), through practical on-the-job training activities such as internships and practice (55%), and through dynamic activities such as role plays, simulations, and learning success stories (51%).

The majority of respondents (64.71%) do not yet have a clear business idea that they would like to implement, but nearly a third of the participants in this survey are currently formulating or preparing their business ideas (35.29%).

After analysing the data obtained in the study, we can state that those who want to enter the world of entrepreneurship should prepare themselves primarily by video lessons (68.63%), a lot of training materials (49.02%), different types of manuals related to the topic (45.1%) and large number of books (29.41%), and toolkits regarding entrepreneurship.

Which of the following materials would you use to figure out how to develop your entrepreneurial spirit or business idea?

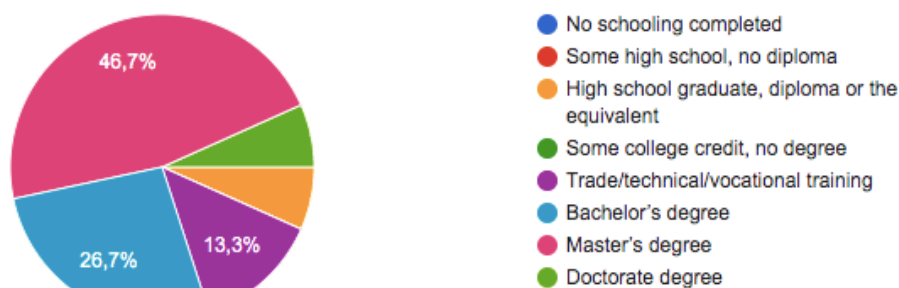


NGO NEST BERLIN (GERMANY)

1. Survey for NGOs and Educational institutions:

Sample description:

Almost all of the participants who took part in the survey were divided, almost equally, between men and women, with almost a third of the total group between the ages of 30 and 35, and almost half between the ages of 31 and 40. Among participants more than 70% have a bachelor's degree or higher, and work in private educational or public institutions. Sixty per cent of the participants work in private educational or public institutions, while 26.7% work at an NGO.



EDUCATION

Level of knowledge regarding the concept of entrepreneurship and related activities:

All participants were aware of what the term entrepreneurship meant, with 66% having a good level of interest in the topic, and 86% of the participants promoting the spirit of entrepreneurship through training on, among the most popular, the following: creating a business plan; team management; marketing; soft skills (problem solving; negotiation).

Suggestions and experiences in terms of methodology, communication and evaluation in the field of entrepreneurship activities:

Most of the sample, in implementing their activities (at 86% selection with respect to implemented activities we find Non formal learning by doing activities and Exchanges activities), are active in the field of non-formal education, mainly through online platforms. The survey results tell us that among the most used tools to better convey information are: Handouts; Videos or video tutorials; Toolkits or manuals; Guidelines. Still little used so far are the specific social media content and gamification.

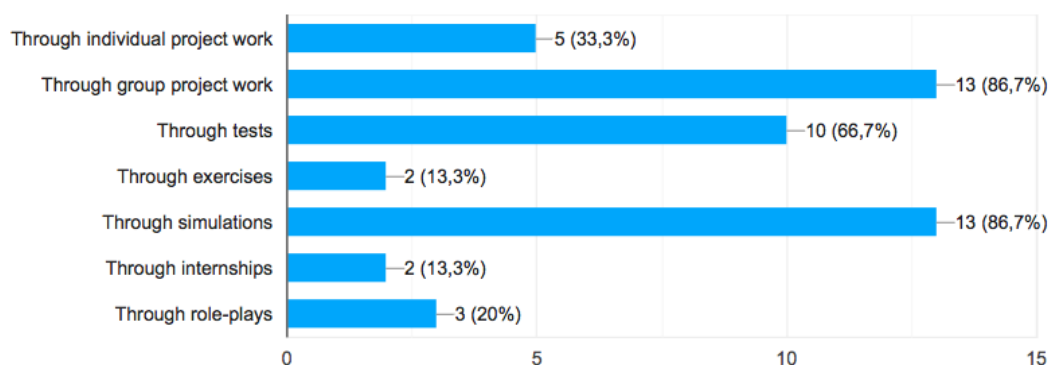
Regarding whether or not evaluation tools and processes are used, the sample was almost equally divided between those who use them and those who do not. Among those who answered yes (46%), the most frequently used tools are: Group evaluation sessions and Debate and brainstorming (both at 47% approval), but also exams (selected at 42.9%).

INVOLVMENT; strategies or suggestions that are presented for working with the target group:

The sample is directly involved in its own activities with the project target group because most of the participants to the survey work with women or NEETs.

Among the strategies most frequently used by the reference sample to reach and empower the target group of NEETs, women and unemployed people are: the design of specific programs for the development of hard and soft skills; the functional combination of theoretical learning and practical experience of what has been learnt; the provision of useful contacts to the participants of the activities on a local basis that can help the target group in their job search and social integration. Specifically, the most relevant activities described by the sample include: multi-target Trainings Format; an online interactive platform for learning more about STEM subjects in entrepreneurship sectors; the development of a new template for business plans that facilitates the process of coming up with new ideas for more sustainable businesses.

The most used and cited tools to support the fixing of new concepts in entrepreneurship matter learned are group project work, tests, and simulations. The survey reveals that the actions carried out by the sample in favor of the target group NEETs, women and unemployed people led to results in: an understanding of the concepts taught; the involvement of participants in future projects; a practical understanding of how to implement the new techniques and skills learned in organizations and companies; a greater awareness of what they want to do in the future; and a sense of improvement in their general life.



METHODOLOGY

2. Survey for Educational institutions and enterprises:

Sample description:

The sample is equally divided between men and women, almost all of whom come from Germany, specifically Berlin. The entire sample has a high cultural level, with a Bachelor's, Master's or PhD degree behind them. The group is equally divided between educators in NGOs, enterprises and VET providers.

Level of knowledge regarding the concept of entrepreneurship and related activities:

According to 43% of the sample, the general public's level of interest in entrepreneurship issues is high, while the remaining group believes it is only good or sufficient. The sample almost unanimously agrees on the two topics that should be deepened in an activity to promote the entrepreneurial spirit: Team management and Research and management of financing and investment funds. The topic of improving soft skills and logistics also had a good preference in this aspect of the question.

Most important skills (soft and hard) and how to promote them:

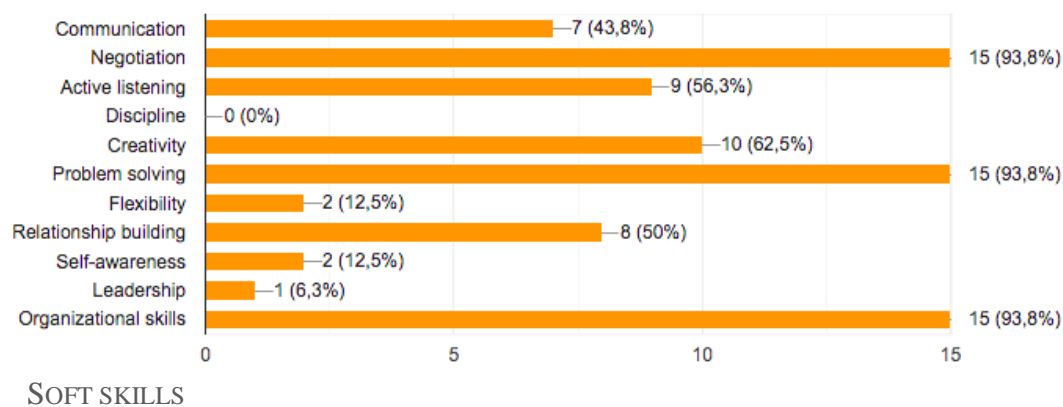
The sample expressed a preference for what they believe to be the most important soft skills and hard skills in the entrepreneurial sector, giving indications of what they believe to be the most required ones in today's labor market.

The two hard skills that the sample, almost unanimously, says are important in the entrepreneurial sector are project management and foreign language development. Fifty per cent of the sample also emphasized the importance of skills in business management and software knowledge and management.

The most popular soft skills in the survey, as an indispensable skill in the entrepreneurial sector, were: negotiation; problem solving; and organizational skills. Around 50 per cent preference, in this soft skills context, was given to active listening, creativity and relationship building skills.

According to the sample, the skills that the ideal entrepreneur should have, are those of: Negotiation and Change and risk Management, among the hard skills; for soft skills, Organizational skills and creativity, Relationship building, Resilience, and the ability to learn from one's mistakes.

100 % of the sample agreed that the best way to transmit these skills is through international cultural exchanges, such as international Erasmus placements.



Strategies or suggestions for promoting, training and learning entrepreneurship concept and spirit:

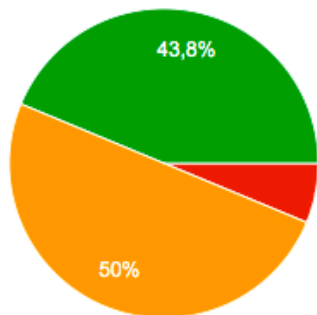
There are two main ways in which respondents transfer knowledge about the business and entrepreneurial sector: through work-based learning activities, such as apprenticeships, internships, simulated work experience; by the use of non-formal activities based on the learning by doing principle, such as role plays and workshops.

According to the survey results, moreover, those who want to prepare themselves adequately for entering the world of entrepreneurship should gain experience abroad and take part in non-formal business plan simulation or team management activities.

The kind of information the target audience female and unemployed youth that wants to approach entrepreneurship would also need should be on the type of business activities that can be financed, on which almost the entire sample agreed, together with the benefits this target audience could receive and guidance on how to reconcile work and family life for women (respectively 56% and 50% preference among the sample).

The sample, in suggesting some effective strategies for training new entrepreneurs, suggests working with business models and design thinking, clearly presenting the difficulties of being

entrepreneurs and preparing them to use different company management software.



- Through pathways at university or other formal educational institutions
- Through practical experiences such as internships
- By gaining experience abroad, in innovative contexts
- By taking part in non formal business plan simulation or team management activities, for example

PREPARATION METHODS

3. Surveys for female NEETs:

Sample description:

The sample consists mainly of women between 24 and 30 years old, from Germany and with a fairly high level of education.

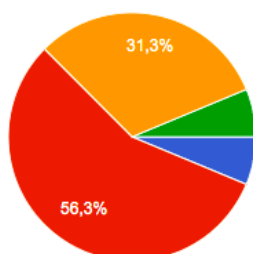
Knowledge or experiences in entrepreneurship:

Most of the sample knew what the term entrepreneurship meant and showed a good interest in the subject matter.

Only slightly more than half of the sample has thought about or tried to enter the entrepreneurial world, and almost 100 per cent of them found it difficult to do so.

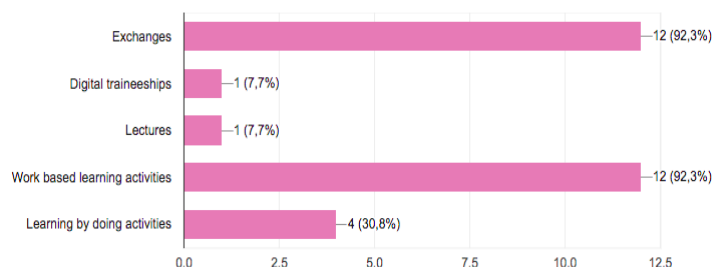
Among the most frequently encountered difficulties are: managing work and family life; discrimination against women in a predominantly male workforce; and the lack of contacts and support for starting a business.

Nevertheless, more than 80 per cent took part in activities to develop entrepreneurial spirit and knowledge in the past, including exchanges and work-based learning activities, where they learned, among the most preferred options, which investment funds they have access to, new soft skills and improved language skills due to the cultural exchange abroad.



- Low
- Sufficient
- Good
- High

LEVEL OF INTEREST



ACTIVITIES

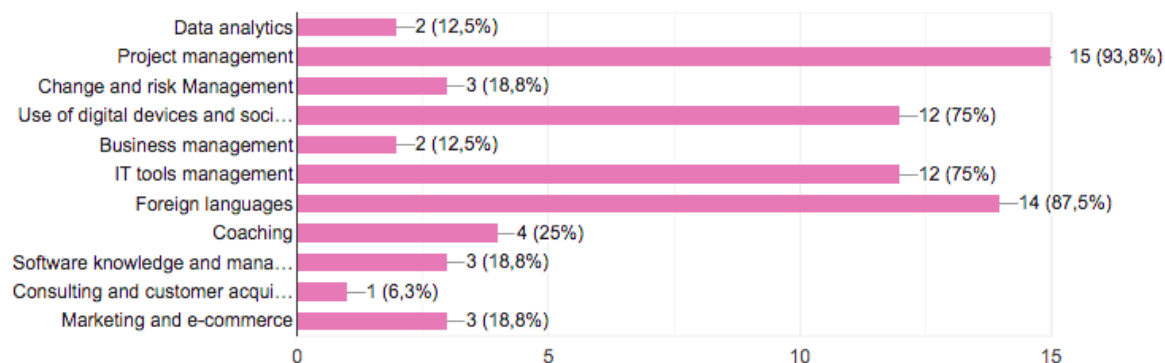
Skills and how business idea development:

According to the sample, the most important entrepreneurial hard skills are project management, use of digital devices and social media, management of IT tools and knowledge of foreign languages.

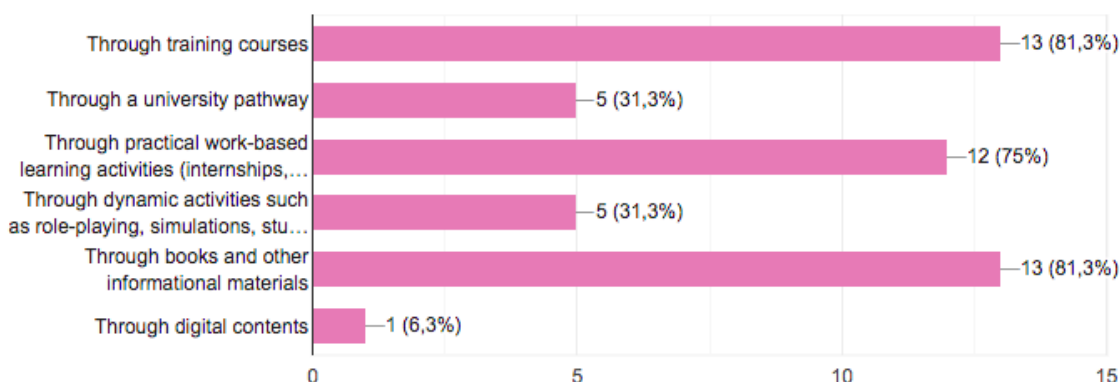
Among the soft skills, the sample identified communication, negotiation, creativity and problem solving, flexibility and organizational skills.

The ways in which the sample says it wants to learn these skills are through training courses, practical work-based learning, and through books or other information materials.

Among the tools the sample says they would like to have access to to consult to understand how to develop an entrepreneurial spirit or business idea are video tutorials, Handouts and Toolkits.



ENTERPRENURIAL SKILLS



LEARNING METHODS

ADEL Slovakia (SLOVAKIA)

1. Survey for NGOs and Educational institutions:

Sample description:

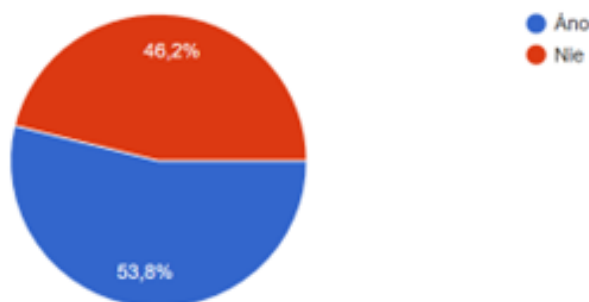
The questionnaire was sent out to various NGOs, educational institutions, civic organizations and communities in Slovakia. Together we received 26 answers. Most of the organizations participating in survey were NGOs (N=19, 73.1%). There were also educational institutions participating (N=3, 11.5%) and civic associations (N=2, 7.7%) or community associations (N=2, 7.7%) from various regions of Slovakia. The organizations have various groups they focus on in their work. From organizations focused on marginalized communities to organizations focused on the youth from both – regular and unprivileged environment.

Level of knowledge regarding the concept of entrepreneurship and related activities:

All the respondents, but one, understood what the entrepreneurship is. Based on their expertise, they do not see the interest in entrepreneurship or knowledge about it as sufficient. From our sample only one respondent evaluated the interest in entrepreneurship as high and only 4 as good.

53.8% of the respondents has among their activities also activities focused on the support of entrepreneurship in variety of forms (internships, workshops, lectures etc.) but almost a half (46.2%) of respondents does not conduct any activities focused on support of the entrepreneurship among their target group.

ARE YOU CONDUCTING ANY ACTIVITIES (WORKSHOPS, LECTURES, ETC.) WHICH ARE SUPPORTING ENTREPRENEURSHIP?



Among those, who conduct such an activities, majority of the educational programs focuses mainly on the Soft Skills (36.8%), followed by the educational programs focused on creating business plan and model. The rest of the organizations have a programs focused on e.g. financial management, logistics, digital skills for entrepreneurs, marketing, team management and accounting.

Majority of these activities are targeting female, unemployed people and NEETs (65%).

Suggestions and experiences in terms of methodology, communication and evaluation in the field of entrepreneurship activities:

Majority of the organizations have a positive experience with in person events, therefore only 15% conducts such an activities online.

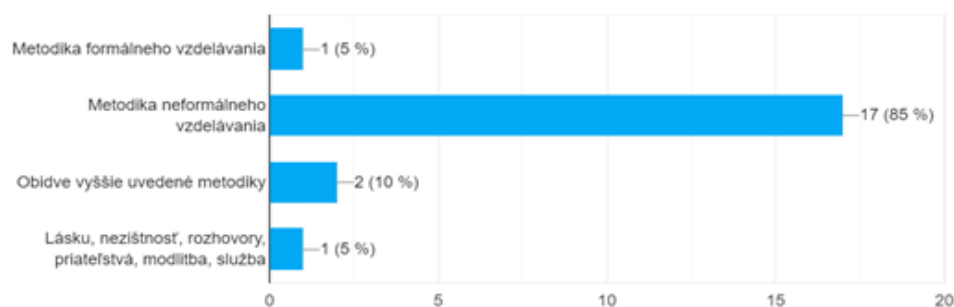
For their activities 30.8% is using social media. In order to help participants to understand the topic covered, majority of the respondents is using variety of publications, leaflets and also videos, but some of the organizations also use role-play games, their own games and other tools that allow the participants to experience particular situations.

Most of the organisations are using the non-formal educational method (85%) and 10% combine both of these methods.

42.3% of the organisations is using the method of the team work in order to help the participants to work and develop their business ideas. Only 11.5% is using individual work as a method of learning. Number of respondents is also using practical exercises, simulations and internships in order for the target group to gain entrepreneurial skills.

From the organisations that responded, 57.7% is conducting some kind of evaluation regarding the activities they are organizing. Majority of the organization is using oral discussion in a group (27.8%) or discussions and brainstorming (27.8%) in order to gain the feedback and evaluation from the participants. Among other methods used are also written evaluations (16.8%).

WHAT IS THE MYTHOLOGY YOU ARE USING TO CONDUCT THEM?



INVOLVMENT; strategies or suggestions that are presented for working with the target group:

Majority of these activities are targeting female, unemployed people and NEETs (65%). The organizations had various strategies to support their empowerment. 19% of the organizations adjusted their activities based on the feedback received, 7.7% continued working with these target groups and offering them consultations and working subadvisory services. They also tried to train the target group in better understanding of the current situation and empower them to be flexible enough in order to use their skills in the future. Organizations also offered additional materials to the target groups (7.7%) and shared contacts that would be useful for future entrepreneurs.

The best strategies used by the organisations are summarized as following: “We are in long-term contact with the trainees even after the end of the training, or we provide them with monthly methodological support (some offer support in coordination with the Employment office). After each training, the participants give us feedback, which we take into account when planning future trainings. We always adapt the content of the trainings to current events, reflecting the current social situation and focusing on more broadly applicable skills and concepts.”

Some of the organisations are also offering courses in a blended learning format (a combination of online and offline) - we place emphasis on interactive and practical activities,

while participants can study the theoretical part on their own thanks to the e-learning portal. Among the successful strategies presented was also teaching method using non-formal education and “learning by experiencing” method.

Very important is the communication with the target group members, for all the organisations participating on the survey (whether while helping or receiving feedback) and actual practical help.

2. Survey for Educational institutions and enterprises:

Sample description:

The questionnaire concerning enterprises was sent out to various types of institutions and individual entrepreneurs with the request to disseminate it further. Together we collected 35 responses collected from the small to medium scale businesses (including also social entrepreneurs) and individual entrepreneurs/freelancers.

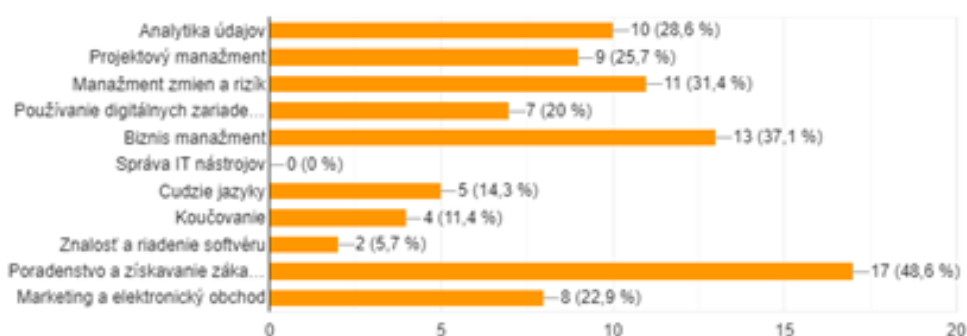
Level of knowledge regarding the concept of entrepreneurship and related activities:

From the sample 71.4% (N=25) did not consider the knowledge regarding the entrepreneurship as sufficient enough, 17.1% considered it sufficient enough and only 4 respondent considered this knowledge among the general public as good or very good.

Most important skills (soft and hard) and how to promote them:

The most important skills from the sphere of the entrepreneurship are for 25.7% the creation of the business plan and model. 14.3% consider as a most important skill business management skills and the same number considers financial management and accounting as a most important skill among the general skills needed in order to support the entrepreneurship in general. Frequently mentioned were also communication, problem solving skills, negotiation skills as and need to constantly educate oneself.

The most important *hard skills* in business were mainly consultancy and ability to gain customers (48.6%), business management (37.1%), change and risk management (31.4%), ability to analyse the data (28.6%) and project management (25.7%). 65.7% of the respondents also considered variety of the digital skills as most important hard skill (knowledge of software, social media and marketing related to online shops or ability to use digital tools and devices).



HARD SKILLS

The most important *soft skills* among the respondents was considered communication (68.6%), followed by the organisations skills (48.6%) and creativity (48.6%). Problem solving skill was seen as most important by the 45.7% and same percentage considered relationship building as most important. 34.3% considered discipline and flexibility as a most important soft skill for entrepreneurs.



SOFT SKILLS

When asked about their opinion, which hard or soft skills are currently on the most demand on the market (for Slovakia) most frequent answers were: creativity, discipline, organisation skills and problem solving together with the communication.

Strategies or suggestions for promoting, training and learning entrepreneurship concept and spirit:

The best way how to gain the soft or hard skills, considered as important by the sample, for the potential entrepreneurs 54.4% considered practical activities as for example internships as the best way and 25.7% considered dynamical activities (individual or in group) as the most efficient method. 17.1% leaned towards more theoretical ways, such as lectures or courses with the possibility to gain the certificate.

54.3% however does not conduct any kind of educational activities for their students/employees regarding the innovations in the entrepreneurship sphere.

45.7% which does conduct any kind of educational activities uses predominantly the non-formal educational methods, such as role playing, workshops or any other activities where they can learn new skills practically (42,1%). 26.3% uses the practical work related educational activities (for example internships) and 15.8% uses as a educational tool company educational courses.

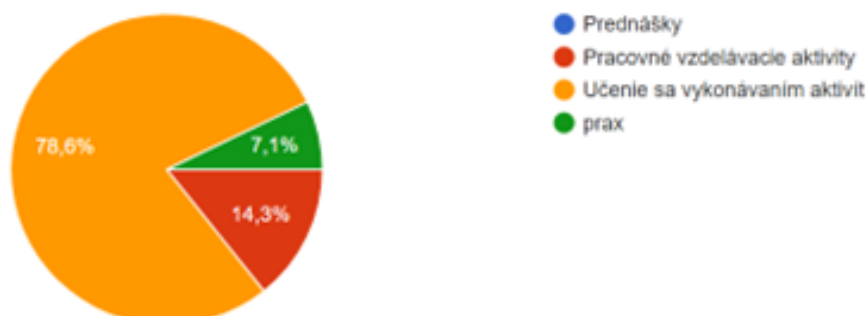
Interestingly one of the respondents considered the educational activities in the field of innovation in business sector as “dangerous”. The responded thought that it gives the employees inaccurate or distorted view on the practical reality of business. This view can reflect the lack of understanding of the importance of the educational activities for the employees among some of the Slovak entrepreneurs.

For those who are planning to start business activities of any kind (mainly having students and youth in mind), the respondents considered as the most important preparation to first gain practical experiences from the field by e.g. participating on various competitions (45.7%), by participating in an informal business plan simulation or team management activities (26.6%) studying at the university or any other kind of the educational institution (11.4%).

When specifically targeting women and NEETs that would like to start the business 42.9% considered as a most important part of preparation before starting the business gaining the knowledge in finances and business management. 22.9% considered gaining information about the business activities that bring the financial benefits and same percentage considers as most important to gain the knowledge of how to combine the family life and

business, since in Slovakia most of the household responsibilities and home management together with child raising still lies on the female partners.

57.1% does not provide any practical learning activities regarding the entrepreneurial skills. Those 42.9% who do provide practical forms of learning are mainly using “learning by doing” method (85.7%) and 14.4% are using other work related educational methods.



METHODOLOGY (LECTURES, AT WORK EDUCATION, LEARNING BY DOING , PRACTICAL)

When asked “How would you train a new entrepreneur? What methodologies would you use to educate him, what materials would you develop to keep him informed, how would you assess the skills he has acquired?” answers varied significantly. Majority of the respondents suggested practical gaining of the knowledge by - being mentored, being supervised while learning practically during internship or simulated business activities, close collaboration with experts, starting the work and learning alongside. As important it was also seen to have an appropriate education in the particular field (or being certified in field of work). Some also suggested more general skills such as: knowledge of the market, financial management skills or by knowing the risks of the entrepreneurship.

The respondents see as important for future entrepreneurs the ability to make a decisions, have and further develop critical thinking and continuously educating oneself.

3. Surveys for female NEETs:

Sample description:

We sent out the questionnaire to variety of the organisations, NGOs and others, working with the female NEETs, unprivileged youth or marginalised groups. We also shared the questionnaire on the social media. Together we received 72 responses. 1 response was from man and one from non-binary person. The age group varied from 17 to 68. Majority of the respondents was in the age group between 22-31 years old. The respondents came from various regions of the Slovakia, with 2 respondents from the Czech Republic and one originally from Ukraine.

40.3% of the respondents had the university education, 15.3% had a bachelor degree and 30.5% graduated from the high school. 4.2% finished elementary school and 9.7% had a doctoral degree.

Knowledge or experiences in entrepreneurship:

98.6% of the respondents (all but one) does have a knowledge about what the entrepreneurship is, but 27.8% evaluates their interest in entrepreneurship as low, 25% thinks it is sufficient

and 20.9% thinks it is good. 22.2% of the respondents evaluated their interest in entrepreneurship as high.

Despite these the number of high interest in entrepreneurship being relatively low, already 75% of the respondents has been thinking about starting the business, however 77.6% have met some form of difficulties while considering this.

The major struggles for the respondents were: lack of information about how to acquire enough money to start the business/find investors (17.6%), does not know, how to create the business plan (17.6%), 17.6% of the respondents wish to have a person they could ask for the advice. Some of the other challenges mentioned was the fear of failure, lack of contacts, challenges of being in the male dominated industry or disability to potentially combine professional and personal life.

63.9% of the respondents have never participated on any kind of activity or training that supports the development of the entrepreneurial skills. From 26.6% of those who have participated on such an activities 65.5% participated on lectures or workshops, 10.3% on the youth exchanges or trainings focused on this topic and the rest of the respondents had some form of practical education in this field (e.g. internship).

The activities varied in length and structure, majority of them using the form of workshop sessions, but there were also networking events, events when successful entrepreneurs shared their experiences or webinars.

During these educational activities, 42.9% learned about key aspects of the entrepreneurship, 28,6% gained new soft skills and 17.9% created new contacts. Some of the others gained more general ideas about the entrepreneurship or business plan creation.

Skills and how business idea development:

When questioned about the most important *hard skills* in field of business and entrepreneurship, 16.7% considers a project management the most important, 15.3% risk management, 12.5% the social media and digital literacy, 13.9% business management, 8,3% data analysis and 9.7% the consulting and attracting the customers.

The most important *soft skills* were seen the following: for 44.4% it was communication, followed by discipline and organisational skills by 11.1% each. 8.3% considered creativity most important and 6.9% flexibility.

The ways how would respondents like to learn about the entrepreneurship are mainly through the practical activities and internships (31.9%), through the trainings and courses (29.2%), through the digital content (16.7%) and 9.7% through the dynamic activities such as role playing or simulations of the real life business related situations.

From people questioned 58.3% does not have any business plan and 41.7% has a business plan, but 59.7% of all the respondents does not think that with their current abilities they are able to lead a successful business. In order to change this and gain new skills, 63.9% of the respondents would like to have access to the video courses, 22.2% to some kind of handbook or literature and among the rest the in person lectures/coaching or any form of personal consulting would be welcomed.

Aké sú podľa vás najdôležitejšie "tvrdé"/hard podnikateľské zručnosti?

 Kopírovat

72 odpovedí



- Analýza dát
- Projektový manažment
- Manažment rizik a zmien
- Využívanie sociálnych médií a digitáln...
- Biznis manažment
- Správa IT nástrojov
- Cudzle jazyky
- Koučovanie

▲ 1/2 ▼

HARD SKILLS

CONCLUSION:

This section will provide an overview of the outstanding information collected by each partner and will include the general results for each country in which the surveys have been conducted. At the end of section, it will be presented a conclusion, which extrapolates the combination of four reports on three surveys conducted by L'ORMA in Italy, NGO NEST Berlin in Germany, ADEL Slovakia in Slovakia and BULGARIAN SPORTS DEVELOPMENT ASSOCIATION in Bulgaria. These reports have shed light on effective strategies to reach and empower NEETs, women, and unemployed people. The surveys conducted among NGOs, educational institutions, enterprises, and women reveal common themes that can guide the development of policies and programs to support the target group's job placement and entrepreneurship.

L'ORMA (ITALY) Research results:

In the first survey it is shown that there is interest in entrepreneurship in NGOs and educational institutions, but not developed. Non-formal education (NFE) methodology is used with tutorial videos, manuals, and toolkits. Women targeted commonly prefer practical activities and toolkit. The second survey reflects a low level of knowledge about entrepreneurship concept. Problem solving seen as crucial skill, but team management, business plan creation and management, startup creation and management, and marketing also considered important. Important entrepreneurship competences are coaching, project management, data analysis, foreign languages, marketing, and e-commerce. Important entrepreneurship skills are problem-solving, leadership, communication, and organization. Subsidies for women and young entrepreneurs, general financial education, and information about financing activities are desired. The third and last survey depicts that female NEETs lack knowledge about entrepreneurship, face difficulties in finding information. Most of the sample said that they would appreciate courses, new manual or books to learn about the topic.

NGO NEST Berlin (GERMANY) Research results:

The surveys conducted among NGOs, educational institutions, enterprises, and women reveal that specific programs to develop soft and hard skills, work-based learning activities, and the passing on of useful local contacts are effective strategies to reach and empower NEETs, women, and unemployed people. Best practices include apprenticeships, internships, role plays, and workshops. The development of team management and research and management of financing and investment funds are crucial for promoting the entrepreneurial spirit. Women face difficulties in managing work and family life, discrimination, and lack of support for starting a business. Training courses and practical work-based learning are desired to develop skills like project management, use of digital devices, and IT tool management. Overall, there is an overlap between the knowledge that companies and organizations feel they have to transfer to the target group and the skills and abilities that the target group needs to develop for the present and future world of work.

ADEL Slovakia (SLOVAKIA) Research results:

The research shows that most respondents do not think the level of knowledge regarding entrepreneurship in Slovakia is sufficient, especially from the perspective of female respondents who feel they lack the skills to lead and succeed. Respondents

requested educational activities that provide personal consulting and online access to video materials.

Practical aspects of education were most valued and communication with the target group and practical help were seen as important. A problematic issue is the fear of combining business activities with family life, which is more prevalent among women due to the double burden of household management and childcare in Slovakia.

BULGARIAN SPORTS DEVELOPMENT ASSOCIATION (BULGARIA) Research results:

The promotion of entrepreneurship among people requires a multi-faceted approach that involves creating a supportive environment for innovation and risk-taking, providing education and training, and encouraging entrepreneurship as a viable career option. Women face unique challenges and barriers when it comes to entrepreneurship, including limited access to funding, gender bias, work-life balance, lack of role models, limited access to networks and mentorship opportunities, limited access to markets, limited access to education and training, and legal and regulatory barriers. By recognizing and addressing these challenges, we can create a more inclusive and supportive entrepreneurship ecosystem that empowers women to succeed as entrepreneurs. This can be achieved by providing mentorship and networking opportunities, education and training programs specifically designed for women entrepreneurs, encouraging role models, providing access to funding, recognizing and supporting the challenges of balancing work and family responsibilities, and creating a supportive environment that provides access to resources, funding, and mentorship opportunities.

CONSORTIUM Research results:

After conducting three surveys on entrepreneurship and education, it can be concluded that there is a general interest in the topic, but there are several areas where improvement is needed. The surveys were conducted by four international organizations and included participants from NGOs, educational institutions, enterprises, and female NEETs.

The first survey revealed that although there is interest in entrepreneurship among NGOs and educational institutions, the topic is not fully developed. The methodology used mostly involves non-formal education and the use of tutorial videos, manuals, and toolkits. The activities are geared towards women and involve practical activities and toolkits that can be easily used. The second survey showed that there is a low level of knowledge about entrepreneurship among people, with problem solving being seen as a crucial skill. Other important skills include team management, business plan creation and management, startup creation and management, and marketing. Important entrepreneurship competences include coaching, project management, data analysis, foreign languages, marketing, and e-commerce. Subsidies for women and young entrepreneurs, general financial education, and information about financing activities were also desired. The third survey found that female NEETs face difficulties in finding information about entrepreneurship and desire courses, manuals, and books to learn about the topic. Therefore, it is important to provide more resources and information about entrepreneurship to this group.

L'ORMA in Italy emphasizes the need for non-formal education methodologies, practical activities, and toolkits, especially for women. NGO NEST Berlin in Germany conducts surveys and identifies work-based learning activities, apprenticeships,

internships, role plays, and workshops as effective strategies. ADEL Slovakia in Slovakia requests educational activities that provide personal consulting and online access to video materials, with practical aspects of education being most valued. BULGARIAN SPORTS DEVELOPMENT ASSOCIATION in Bulgaria suggests a multi-faceted approach that involves creating a supportive environment for innovation and risk-taking, providing education and training, and encouraging entrepreneurship as a viable career option, with a specific focus on the unique challenges and barriers faced by women in entrepreneurship.

Overall, it is evident that there is a need for more education and resources related to entrepreneurship, especially among women and NEETs. Improving access to information and training can help individuals develop the necessary skills and competencies to start their own businesses and contribute to economic growth.