ENTERPRENEURSHIP EDUCATION FOR YOUTH EMPLOYEMENT

toolkit for youth workers

Entrepreneurship Education for youth Employement

DİNAMİK GELİŞİM DERNEĞİ

Co-funded by the Erasmus+ Programme of the European Union

Training Modules for Entrepreneurship Education

Editors
Zek Dundar
Robinder Khurana

Authors
Zek Dundar
Robinder Khurana

Contributors
Kaan Cengiz
Edo Sadikovic
Giancarlo Vettori
Bosco Bonilla
Gabriel Leiva
Javier Herdocia
Maria Cecilia Herdocia
Dr. Bremley Lyngdoh
Eylem Bayram
Vural Yilmaz
Jorge Luis Calderon
Elizabeth Centeno
Roberto Perezalonso
Onur Yavuz
Elif Seckin
Riccardo D'Acquisto

Visual Editors
Caglar Cali

Project Manager
Zek Dundar

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This manual has been created with the intellectual output of the Erasmus + funded project Entrepreneurship for Youth Employment (EYE). The aim is to provide insights on social entrepreneurship, its current ecosystem in all project partner countries, the project itself with full breakdown of activities and tools/ methodologies for future educators and trainers in the field of social entrepreneurship.

The manual contains a wealth of information, which will be useful for new and existing trainers in the field of youth work and project management. It will provide useful insights into building successful collaboration, tools and methodologies for executing project activities and useful tools and tips on how to disseminate your project results.

Manual Overview

To help you in navigating this manual to find what you need, here is a brief explanation of each section:

Section 1: Overview of the Entrepreneurship for Youth Employment project, its aims and objectives, and the partners who were involved.

Section 2: Deeper explanation of terminology i.e what is entrepreneurship, what is social entrepreneurship, and what is a social enterprise.

Section 3: General context for why social entrepreneurial learning matters for youth work and an overview of the competences needed for youth workers.

Section 4: Overview of the social entrepreneurship ecosystem and examples of startups in the partner countries.

Section 5: Overview of social entrepreneurship education and opportunities in each partner country including best practices.

Section 6: Detailed description of the process of implementing a social entrepreneurship training program within the context of the project. This will act as the foundation for future training activities.

Section 7: Detailed description of workshops that can be used for social entrepreneurship education.

Section 8: Inspiration and ideas regarding social entrepreneurship, including; interviews with current and future social entrepreneurs, articles on what drives a social entrepreneur, and what are the common obstacles to being a social entrepreneur and how they can be overcome.

Section 9: Conclusion of the social entrepreneurship education manual.

1.2 Overall goal and objectives

The overall aim of the project is in accordance with the primary objectives capacity building project for Youth:

- To develop youth workers skills on social entrepreneurship, creativity, financial management, strategic planning, employability and entrepreneurial skills in order to overcome youth unemployment and to make NGOs sustainable. They will have the opportunity to not only learn these skills, but also to implement them in starting up their business, collaborate with other startups and be mentored through the business incubator model.
- To create a sustainable partnership between NGOs and institutions from Program countries and Nicaragua in order to transfer the training model on entrepreneurship education/social entrepreneurship among young people.
- To establish two-business incubators (one Nicaragua and one in Turkey) that focuses on social business and mentoring young people to start their business.

The specific objectives are:

1) To develop creative thinking, employability (soft) skills, financial management, strategic planning and entrepreneurial skills of young people

2) To create a training module on how to develop, validate and implement social entrepreneurial projects and enterprises through non formal education methodologies.

3) To create cross-sector cooperation between NGOs and Universities.

4) To create sustainable partnership between institutions/NGOs from program countries and Nicaragua.

5) To work with and train mentors on how they can support young people in developing entrepreneurial paths.

6) To explore practical ways of supporting young people in NGO set up and social enterprises, taking into consideration legal, financial, management and social requirements.

7) To create new tools and methods designed to develop entrepreneurial skills among young people through training.

8) To provide young people with a platform where they can exchange experience and expertise in the field of SE through internship.

9) To develop solidarity, promote tolerance and foster mutual understanding between generations and cultures by creating a common platform for development.

10) To promote Erasmus+ programmes outside of Europe.

1.3 Partners of Project

List of partner organisations

1. DINAMIK GELSIM DERNEGI - TURKEY

Dynamic Development was founded in January 2014 by youth workers who are involved in the field for more than 10 years. The organisation specialises in the training and development of youth and other non-profit organisations. DD has 27 members, 2 free-lance consultants and 4 trainers who are cooperating with our organisation.

Our training and operating approach is based on the following values:
Strengths based: Building on individual and organisational strengths = progress success and fulfilment. Instead of fixing what's broken we bring out strengths that are unseen or underestimated so that the capacity, motivation, creativity and dynamism of individuals and organisations is raised through an empowering and enjoyable process.
Social responsibility: Each team member has worked in non-profit organisations for several years and been involved in social projects, giving us a common commitment to finding sustainable solutions that encourage economic, social, and emotional development.
Work and play – what's the difference?: Dynamism, creativity and quality is a natural result of doing what we are passionate about. And we would love to support you in finding out how to love what you do or do what you love.
Holistic approach: By thinking in whole and taking step by step action, we are working with you towards your entire personal/organisational health, vitality and well being.
We are working at the national and international level. The aims and activities of Dynamic **Development are:**
- Providing the opportunity for young people and individuals to receive coaching that will support them in transforming their own lives.
- Decreasing unemployment by providing soft skill/personal development trainings for individuals from less advantaged backgrounds, young people and youth workers.
- Supporting the sustainable development of society and economic growth
- Developing innovative personal development training methods and modules.
- Providing coaching to youth workers and those working with groups of individuals with fewer opportunities to receive coaching that will support them in transforming the lives of their target group.
- Providing consultancy for non-profit organisations in project development/project management and securing funding for projects that will increase the impact and sustainability of the organization.

2. UNIVERSIDAD AMERICANA ASOCIACION - NICARAGUA

The American University (UAM) was founded in 1992, by a group of university professors with vast experience in the teaching, research and administrative fields, with the purpose of contributing to the development of Higher Education in Nicaragua. The National Council of Universities (CNU) officially approved UAM on November 26, 1992, an approval that conferred due national and international recognition. To date, the UAM offers 21 undergraduate courses and a wide portfolio of continuing education programs.

Our students are trained oriented to the development of competencies for successful performance in the personal and professional fields. We develop an educational process that promotes critical and creative thinking, learning by doing, linking the student early with the reality of the field of work through simulations, case studies, realisation of projects with real clients, academic tours, among other things. Students of all careers carry out professional internships, which at the end allow, through the evaluation of their performance, to assess the degree of skills acquired during their career.

3. ISTANBUL KULTUR UNIVERSITY - TURKEY

IKU is a Foundation University with a public entity, which was established on 15 July 1997. IKU was established by a foundation where educators who have successfully been dealing with education since the 1930s. Following inspections and evaluations conducted by the Higher Education Council in Turkey (YÖK), the university became entitled to state support for 14 years. IKU has 7 Faculties (Economics and Administrative Sciences, Law, Engineering, Architecture, Art and Design, Education) and 2 vocational schools (Business Administration and Technical Sciences). Under the roof of the Faculty of Economics and Administrative Sciences there are four departments, namely Business Administration (BA), International Relations, Economics and International Trade.

The International Relations Department offers eight undergraduate and four graduate courses on EU related issues. The courses on the undergraduate level are: 1) Introduction to the EU: History, Institutions and Politics, European Security and Defense Issues, European Integration I, European Integration II, European Culture, European Union Law, European Union's Mediterranean Policy, Germany's Foreign and European Policy. The graduate courses offered are: External Relations of the EU, International Politics of the EU, Policy-Making in the EU, The EU-Turkey Relations.

Website: www.iku.edu.tr

4. ASOCIACION CULTURAL SENDE - SPAIN

Sende engages young people by developing life skills through non-formal education.
The organisation is creating different youth programs which foster development of individuals who can work on their skills to foster independence, networking and mobility.

Sende is located in Senderiz, Ourense, a village with only 20 inhabitants where youth programs are the very first youth events which are bringing second life to its people and whole village.

Sende is consisted of 8 small houses and creative spaces, completely renovated in order to provide a space for creative and productive work for teams up to 35 people.

Mission of ours is to start a small revolution in bringing back life to undeveloped villages and areas through tech, small businesses, innovation and education.

Until now, Sende hosted almost 4000 persons from all over the world through different programs.

Our team professionally works in different fields: youth development, social entrepreneurship, capacity building, community development, developing startup programs, conflict-transformation, environmental protection (through partner network), project management and youth mobility and all of that through the concept of coworking and coliving.

Sende is an organisation founded by an experienced international team of youth workers and trainers active in the field for more than 15 years.

5. ACTING GLOBAL LTD - UNITED KINGDOM

Acting Global ltd was founded by youth workers and youth trainers for the mission to build capacity of youth workers and
civil society organisations through creating new educational tools, providing training and consultancy for project management.
Currently we are team of 4 people, 2 senior trainers in the youth field work and 1 project manager and 1 project
consultant who consulting NGOs for their project implementation.
We have 10 years background experience in youth work. As a trainer or consultant we were involved more than 100
international or national seminars, conferences or training courses.
Our mission was to develop alternative tools for the educational purpose of youth and NGOs workers.

We have worked with German Marshall Foundation, Robert Bosch Foundation, Anna Lindht Foundation, Black Sea Trust, Mercator Foundation.
Beside the private foundation we worked with program of Council of Europe and European Commission programs (Erasmus+ mobility of workers, Sport, Capacity Building project and long term KA2 projects).
Our principles lays on equality, respect to differences, a culture of peace, democratic decision making and human rights values.
Our long term planned activities are:
• Entrepreneurship education for unemployed youth and people with disadvantages
• Workshops on soft skills for young people
• Career consulting for unemployed youth
• Training program to provide social cohesion
• Training program to promote a culture of peace

6. NUCLEO EDUCATIVO PER LA FORMAZIONE EUROPEA AL LAVORO IN-TERMAZI - ITALY

NEFELI is an educational organisation born with the idea to empower civil society to get a better future looking beyond the national borders. Their trainers and International experts provide a comprehensive service covering all educational needs of our members. Our members get training and education through the high competencies of our internal staff. They combine formal and non formal education using innovative methods and new teaching methodologies. Main aim is to increase the participants' performance in self job coaching and personal skills improvement.
NEFELI tries to help everyone to find its own talent. The professional staff follows the educational process of the training's participants from the beginning to the end of the training session. We organise meetings for different target groups, with people from different backgrounds. The aim is to enlarge points of view and to share information,fears and project proposals.

NEFELI cooperates with many institutions in Europe in Leonardo da Vinci Program VETPRO PLM, Grundtvig partnership Projects, Comenius Partnership Projects, Civil society dialogue between Turkey and Europe Projects, Interreg small fund, Youth in action projects.
All staff are experts in Grundtvig, Leonardo, Comenius and Interreg projecting procedures. All the trainers have been project managers in several projects funded by the European Commission. Nefeli can give assistance and consulting to each person who wants to learn how to apply for European Funds.

1.4 Project Team

Zekeriya Dundar – Project Manager
Kaan Cengiz – Project Administrator
Edo Sadikovic – Coordinator of Sende
María Rodriguez Gradin - Coordinator of Sende
Giancarlo Vettori – Coordinator of NEFELI
M.Vural Yilmaz – Coordinator of Istanbul Kultur University
Eylem Bayram – Coordinator of Istanbul Kultur University
Robinder Khurana – Coordinator of Acting Global Ltd
Dr. Bremley Lyngdoh – Coordinator of Acting Global Ltd
Bosco Bonilla – Coordinator of UAM
Javier Herdocia – Coordinator of UAM
Maria Cecilia Herdocia – Coordinator of UAM
Adriana Corrales – Coordinator of UAM
Aldo Hernandez – Coordinator of UAM

2 Entrepreneurial learning in youth work

In the discussion of the place and role of youth work in the entrepreneurship education continuum, the role of the youth workers is key. Youth workers can be the drivers for increasing entrepreneurial learning in youth work, but at the same time they can also be a barrier. Entrepreneurial learning is not the main objective of much youth work. Thus, the ability to provide explicit entrepreneurial learning to young people is not necessarily a natural thing to do for youth workers.

The youth worker population is not homogeneous. A study reveals that youth workers in the Member States have many different educational backgrounds. The common educational routes into youth work include social pedagogy, social sciences, social work and social care, and educational sciences. However, the majority of the youth worker population are volunteers — some with only a 1-day course addressing aspects of youth work (Dunne, Ulicna, Murphy, & Golubeva, 2014).

Following the announcement made by President von der Leyen in her 2021 State of the Union address, the Commission has adopted today its formal proposal to make 2022 the European Year of Youth. Europe needs the vision, engagement and participation of all young people to build a better future, that is greener, more inclusive and digital. With this proposal, Europe is striving to give young people more and better opportunities for the future.

There are differences in how education and learning are delivered to young people. Many youth organisations are non-formal learning providers. Learning outcomes obtained by the young people participating in the activities are often a result of pre-prepared educational programmes with predefined learning outcomes. In other cases the learning is informal in its character. Thus there are no explicit learning objectives, the activities are not formulated as a learning process and there is no reflection on learning outcomes.

Taken together, these factors mean that it is not possible to assess with any precision the skill and competence needed for youth workers, if they are to facilitate high-quality entrepreneurial learning. It all depends on the educational background of the youth worker, the routing of the youth work and the target group of the youth work.

Nevertheless, it is possible to identify some common areas. In fact, many youth work activities share quite similar methodologies. The learners are often put at the centre of a personal development process. Very often, learning-by-doing and peer-learning methods are applied while youth workers coach and support the learners.

One of the conclusions of a seminar that was arranged as part of this study was that entrepreneurial learning requires innovative ways of teaching in which real-life learning experience and project work have the main impact on the pedagogical development of an entrepreneurial mindset. Following this logic, the learning methodologies applied in youth work are optimal for entrepreneurship education and entrepreneurial learning.

Several studies and tools have already been developed to assess youth worker competences. The Steering Group of the European Training Strategy (ETS) of the 'Youth in action' programme requested a competence model targeting trainers, youth workers and youth leaders working at an international level — the ETS Competence Model for Trainers (Salto-Youth Resource Centre). This model defines six competence areas:

- Understanding and facilitating individual and group learning processes;
- Learning to learn;
- Designing educational programmes;
- Cooperating successfully in teams;
- Communicating meaningfully with others;
- Intercultural competence

In addition, the Council of Europe has developed a Youth Work Portfolio, which is a tool to help youth workers assess and further develop their competences. This tool defines eight functions that youth workers should be able to undertake. The eight functions are:

1. Addressing the needs and aspirations of young people;
2. Providing learning opportunities to young people;
3. Supporting and empowering young people in making sense of the society they live in and in engaging with it;
4. Supporting young people in actively and constructively addressing intercultural relations;
5. Actively practising evaluation to improve the quality of the youth work conducted;
6. Supporting collective learning in teams;
7. Contributing to the development of their organisation and making policies/programmes work better for young people;
8. Developing, conducting and evaluating projects.

Although these two models, which each operationalize and conceptualise competences in youth work, are not identical, they do overlap. Perhaps this illustrates a more profound consensus on the competence needs of youth workers. Entrepreneurial learning is implicitly part of most youth work activities, and so youth workers ought to be well equipped to provide entrepreneurial learning.

In general, however, this is not reflected in the self-image of the youth worker population judging from the interviews conducted for this study. First, youth workers are largely unaware of the broad understanding of entrepreneurship and the efforts that have been undertaken to operationalize the concept. A respondent formulated it in the following way:

edge, skills and attitudes. Exercises, equipment, expected outcomes and timings

One example of this is **'Young leaders'** in the Netherlands. 'Young leaders' is a national program and concept focused on youth in vulnerable neighbourhoods. Young people are invited to participate in up to 10 training sessions aimed at helping them to become role models in their neighbourhoods and organise activities to make their neighbourhoods better and safer places.

During the first part of a training session, the participants are placed on a slide, where most participants gradually move outside their comfort zone and into their stretch and even stress zones. In the second part of the session, the participants are introduced to new knowledge and then, gradually, they are equipped to 'climb the stairs' to gain new knowledge, skills and attitudes. Exercises, equipment, expected outcomes and timings for this process are described in detail. According to an evaluation of the concept, the training model has proved very effective in the target group (Noorda & van Dijk, 2015).

The advantage of the program is that the trainers need not have a professional youth worker background to deliver entrepreneurial learning. In addition, the 'Young leaders' concept is well documented, making it easy to scale and transfer to other settings.

Second, the **Salto-Youth Training and Cooperation Resource Centre** is currently working on a new handbook on the formulation of learning outcomes for participants in youth projects. This is still a work in progress, but once completed the handbook could be one way to translate the EntreComp into practice for the youth worker population and for the participants in youth projects.

Third, peer-learning activities where youth workers meet, present each other with cases or specific approaches and receive feedback from their peers are another potential way of enhancing the skills and competences of youth workers in delivering entrepreneurial learning, because peer learning has entrepreneurial learning as a side effect per se. This is one of the lessons learned from **Laboratori Urbani (LU)**. LU is an initiative led by Regione Puglia in Italy aimed at recovering old public buildings and transforming them into spaces for young people. Within these spaces, young people get together to organise and attend artistic performances, social events and training activities. Peer learning has been a key component to be integrated in training modules on entrepreneurship, since it allows youth workers to share their own experiences with peers and learn from others' experiences and assessments.

Finally, conceptualization of entrepreneurial learning could be a way to enhance the quality of entrepreneurial learning in youth work. The conceptual approach clarifies goals and conditions for the teaching and provides detailed guidance on how to carry out exercises and what should come out of these activities. The advantage of the conceptual approach is that the threshold for providing entrepreneurial learning is lowered, making it easier for youth workers — including the many volunteers — to provide quality education.

3 Defining social entrepreneurship

3.1 Entrepreneur vs Entrepreneurship

The term entrepreneurship has a wide range of meanings. Many of them can be found with a simple Google search. The Global Entrepreneurship Monitor (GEM) identified **two types of entrepreneurs:**

Firstly, there is the **necessity entrepreneur (NE)**, who is a person who started a business because he/ she "has no better choices for work". GEM distinguishes the NE from an **opportunity entrepreneur (OE)**, who has started a business to take advantage of a business opportunity. This distinction is important because it determines the primary motive for participating in the start-up, whether they are willing volunteers (OE) or feel they are 'forced' into creating a new business (NE).

Economic growth and necessity entrepreneurship (NE) are closely and positively linked. (Source: Frederick, H (2004) Toward High Growth Enterprise in New Zealand, The Unitec Global Entrepreneurship Monitor New Zealand 2003/4, Research Report Series, Vol 3, No.1.) The necessity entrepreneur is someone who never considers starting or owning a business until there is no other option. (Source: Kroll, L (2003) The Accidental Entrepreneur. Forbes, Volume. 171 Issue 10, p. 90) The more generous the welfare system is, the lower the rate of necessity entrepreneurship. In a developed nation such as Australia or New Zealand, generous welfare benefits may result in an unemployed person choosing to enjoy a greater amount of leisure time rather than work, commonly referred to as the labour/ leisure trade off. This however is not the case in many developing countries, where (welfare) systems are often less generous.

Additionally, the higher the proportion of the adult population with pension provisions, the lower the rate of NEs. Developed countries rely on pension systems to provide for individuals when they become inactive in the labour market due to old age. This creates an additional incentive to work in order to raise total lifetime income from work related sources, especially in those countries such as South Africa where there is a non provision of state funded pensions. Similarly, where barriers to market entry by new businesses are high, the rate of necessity entrepreneurship will be low. Entry barriers in the economic sense refer to potential obstacles that operate to discourage entry.

Since there is a direct correlation between NE and economic growth, and that high growth is achieved by raising the necessity rate (GEM 2002), it is important to develop the escalation of NE. Moreover, it is equally important to foster higher levels of OE, as these enterprises are more likely to scale up and grow than NE enterprises. This may include interventions (such as business incubation) that aim at assisting NEs to become more opportunity oriented, with particular reference to the informal sector (unregistered businesses) necessity entrepreneurs and support for OEs to scale up and grow. This will and does include the promotion of knowledge and information flow to start-ups, highlighting issues such as entrepreneurial capacity (skills, motivation), entrepreneurial opportunity, business churning, market replication, market creation, financial support, access to physical infrastructure and commercial infrastructure.

Austrian economist Joseph Schumpeter considered entrepreneurship as an emphasis on innovation and new products, new production methods, new markets and new forms of organisation. Many people use the term 'entrepreneur' to encompass any small business owner. While entrepreneurial ventures and small businesses have many aspects in common, this overlooks important differences. Entrepreneurial ventures are more likely to create wealth as opposed to simply generating income for the owner. They are far more likely to grow and to grow faster than other business ventures and involve higher levels of risk and substantial innovation. As Peter F Drucker noted in 'Innovation and Entrepreneurship', "innovation is the specific tool of entrepreneurs, the means by which they exploit change as an opportunity for a different business or a different service".

Entrepreneurship is an important driver of our local, national and global economies. Entrepreneurially minded individuals who start

small businesses create jobs and wealth. They lead industry sectors through their spirit that encourages innovation.

As an incubator manager, you have the ability to promote an entrepreneurial culture that can maximise economic and social success on a local, national and global level. Your role as an incubator manager also requires an entrepreneurial spirit. By having an entrepreneurial spirit and applying the key principles and elements discussed in the following section, you will be better able to create the necessary entrepreneurial environment and setting for incubated business owners.

It is generally agreed that the following five characteristics are what entrepreneurial spirit is all about:

- Technical Preparation;
- Business and Management Skills;
- The capacity to use resources and information to take advantage of business opportunities; (and more specifically for individuals)
- Personal characteristics including genuine passion, flexibility and hard working values;
- Interpersonal skills to understand the social impact of business development.

(Source: Hernandez-Gantes, V. M. (1996) Fostering Entrepreneurship through Business Incubation: The Role and Prospects of Postsecondary Vocational-Technical Education. Report 1: Survey of Business Incubator Clients and Managers, National Centre for Research in Vocational Education, Berkeley, CA.)

3.2 Social Entrepreneurship

Social entrepreneurship is a recent concept and there is no consensus about its meaning. There appears to be a shared understanding that social entrepreneurship combines innovation and social impact with a sustainable business model (Brock, Steiner & Jordan, 2012). It is, however, how to understand 'social impact' that divides the waters. One school uses a quite narrow understanding in which social enterprises should benefit the most disadvantaged groups in society, mainly through offering employment. Others have a wider perspective, where 'social' is understood as focusing on achieving 'wider social, environmental or community objectives impact' (The Social Business Initiative team, n.d.). The latter understanding is applied by the European Commission in its Social Business Initiative, which offers the following definition of a social enterprise, which we will use as a guide to understanding the role of youth work in social entrepreneurship.

A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities (The Social Business Initiative team, n.d.).

Social entrepreneurship is the foundation for the starting-up of social enterprises, but can also take place within the realm of the public sector and in civil society (Nyssens, 2006). Through social entrepreneurship, societal challenges can potentially be addressed both in the outcome (product or service creating social value) and in the process itself (employment and inclusion of vulnerable groups).

Social entrepreneurship has demonstrated its ability to promote social cohesion — not least by acting as a pathway to both labour market and social inclusion for vulnerable groups. At the same time, the model has promoted new and more efficient ways of addressing social challenges (social innovation) with the potential for scaling and spreading into new geographical areas and sectors. The business element of social entrepreneurship also entails a financial outcome, which can be reinvested in the social purpose, thereby having the potential to strengthen the sustainability of the social value creation (Baldwin, 2009; SEETF, 2012).
Thus, initiatives that enable young people to embrace social entrepreneurship have — at least in theory — the unique potential to address not only the social- and employment-related challenges of the young people themselves but also wider societal challenges. Youth work is potentially an important enabler in this regard.

Aside from a facilitating role, youth workers and youth organisations can apply social entrepreneurship by implementing sustainable business models integrating young participants in an employee-type role. In this capacity, youth work organisations can be important partners for social services by providing a more inclusive and facilitating approach to young people than is usual in social work.

	BUSINESS DEVELOPMENT SERVICE PROVIDERS	**BUSINESS INCUBATORS**	**TECHNOLOGY PARKS**
TARGET ENTERPRISES	Any SME	Early-stage enterprises with high growth potential	Emerging and established technology businesses
KEY FEATURES	Ad hoc, demand-driven assistance. Focused on a particular issue for which the entrepreneur asks for assistance. Usually broad business support, including training and advisory services.	Emphasis on co-location and the "cluster" effect between enterprises. Ongoing supply and demand-driven assistance until an agreed upon performance milestone has been reached. Integrated mix of intensive strategic and operational support focused on the enterprise in its early entirety.	Emphasis on co-location and the "cluster" effect between enterprises. Demand driven assistance. Emphasis on provision of state-of-the-art real estate, office space, and research facilities and networking opportunities.
REVENUE SOURCES	Government / donor subsidies, fee-for-service	Government / donor subsidies, fee-for-service rent, royalties, equity	Government / donor subsidies, fee-for-service rent, royalties, equity
BUSINESS MODEL	Non-profit or profit-making		

3.3 Social Enterprise

Social enterprises are businesses that are changing the world for the better. Like traditional businesses they aim to make a profit but it's what they do with their profits that sets them apart – reinvesting or donating them to create positive social change. Social enterprises are in our communities and on our high streets – from coffee shops and cinemas, to pubs and leisure centres, banks and bus companies.

By selling goods and services in the open market, social enterprises create employment and reinvest their profits back into their business or the local community. This allows them to tackle social problems, improve people's life chances, provide training and employment opportunities for those furthest from the market, support communities and help the environment.

Social enterprises exist in nearly every sector from consumer goods to healthcare, community energy to creative agencies, restaurants to facilities management. Well known examples include The Big Issue, Divine Chocolate and the Eden Project but there are over 80,000 social enterprises throughout the country contributing £24 billion to the economy and employing nearly a million people.

They're creating jobs and opportunities for those most marginalised from the workforce, transforming the communities they work in and making the Sustainable Development Goals a reality. It's business for good and when they profit, society profits.

Therefore we define social enterprises as businesses that:
Have a clear social and/or environmental mission set out in their governing documents
Generate the majority of their income through trade
Reinvest the majority of their profits
Are autonomous of the state
Are majority controlled in the interests of the social mission
Are accountable and transparent

Source: https://www.socialenterprise.org.uk

4 Entrepreneurship ecosystem in the participating countries

4.1 Introduction

Entrepreneurs improve economies and people's lives by creating jobs, developing new solutions to problems, creating technology that improves efficiency, and exchanging ideas globally. Many of the conditions that help entrepreneurs also help the economy as a whole, providing even broader gains from supporting entrepreneurship.
The research below will briefly explain the entrepreneurship ecosystem in Turkey, Nicaragua, Spain, Italy and the United Kingdom; the comparison between them and the conclusion followed by the discussion in which the author shares its opinion based on the information.

The Global Entrepreneurship Index stays at the foundation of this research, therefore it is important to know what it is and how it works. The Global Entrepreneurship Index short for GEI is a composite indicator of the health of the entrepreneurship ecosystem in a given country. The GEI measures both the quality of entrepreneurship and the extent and depth of the supporting entrepreneurial ecosystem. The Global Entrepreneurship and Development Institute (THEGEDI, 2022) identified 14 components that are important for the health of entrepreneurial ecosystems, identified data to capture each, and used this data to calculate three levels of scores for a given country: the overall GEI score, scores for Individuals and Institutions, and pillar level scores (which measure the quality of each of the 14 components)

4.3 Eco-system of entrepreneurship in Italy

4.3.1 Abstract

Throughout history, Italy has been recognized as an excellence for creativity, style, and outstanding entrepreneurship. This creativity, however, didn't translate to startups. Italy trails behind every other big European country with an abysmal share of the overall startup investment.

In general, the Italian ecosystem is growing and shows encouraging signs. It has a fragmented growth depending on regions: some, in fact, invest in youth and innovation, while others are still struggling to invest in startups. According to the latest report by the Italian Chambers of Commerce, the number of innovative startups increased by 5.8% in the first three months of 2020 before the Covid-19 pandemic and job creation has also increased. The presence of women is still not adequate but we should point out that there is quite a lot of youth present in the ecosystem and is more significant than in other "non startup" business sectors. Young people are active mainly in business services and are taking on a central role in the research field. The region of Lombardy is the queen of startups with a total of 1,183 startups, but Trentino-Alto Adige is the region with the highest incidence of startups in relation to capital companies.

4.3.2 What's the startup Eco-system like in Italy?

I. Italian Startups and Startuppers Identities

In Italy there are nearly 6000 startups, representing only 0.35% of all the country's corporations. At the end of March 2022 the number of innovative startups totaled 5,439 with an increase of 296 units compared to the end of December 2021. On average Italian startuppers are between 30 and 49 years old and more than 70% hold a Master's degree.

Startups operate mainly in services with about 72% of innovative startups providing business services such as production software and computer consultancy, R & D and activities of intelligence services.

II. Accelerators

According to Hot Topics magazine, 7 out of the top 100 most worldwide influential accelerators are Italian. That list includes: LUISS ENLABS, b Ventures, TechPeaks – The people accelerator, Startalia, Industrio, Nana Bianca. Another important accelerator is H-FARM, specialised in the digital field, with more than 100 startups in its portfolio.

III. Startups Success Stories

In the Italian startup scene there are several interesting companies that stand out. Here is a small selection of some of the hottest startups from Italy:

- Talent Garden was created in 2011; Talent Garden was one of the first co working spaces in Italy. With 14 locations worldwide at the moment, Talent garden is one the greatest innovation hubs in Italy.
- Dove Conviene: Dove Conviene is a platform used to browse more than 20 million leaflets and geo-referenced catalogues from all major retailers and brands. The service is also present in Spain, USA, Brazil, Mexico and Indonesia, and has 14 million users.
- Musement: Musement has hundreds of museums and attractions in Europe and in the United States. The application provides detailed information on each activity or event available. In November, Musement was nominated startup of the year by Ernst & Young Italy.
- MoneyFarm : MoneyFarm is a platform that allows users to plan and manage investments. You can get free advice without having to sign up.
- Soundreef: Soundreef was created in London by Italian founders. It manages copyright and royalties for authors ensuring faster payment than the SIAE, the Italian copyright collecting agency.
- Satispay: Satispay is an application which allows you to send money from one smarthone to another. You just need to sign up, enter your Iban code and then you can start making your transactions.
- Guest post about the Italian Entrepreneurship Ecosystem by Natalia Rizzi, Office Manager at the Italian Accelerator Nana Bianca and Brand.
- Ambassador for Startup Festival Uprise who recently moderated the FACE Entrepreneurship event in Munich. She is attracted to creativity, innovation and entrepreneurship and in February became the local co-organiser of Startup Europe Week in Florence.

4.3.3 Where are the Italian startups?

In the wake of Renzi's historical visit and Tech.eu's post on European tech companies, I couldn't help but wonder for the umpteenth time: Where are the Italian tech startups? Why aren't they getting more ink? Are there just not that many Italian companies out there?

A recent report by the Startup Europe Partnership, which has been mapping Italian "scaleups", found that over 100 ICT startups in Italy broke the early-stage level barriers in the last three years and were supposedly poised to become large global companies. Approximately 68% of the identified companies raised between $500,000 and $2.5 million while 17% received between $2.5 million and $5 million.

In terms of IPOs, semantic technology company Expert System raised over $27 million to go public on the Italian stock exchange AIM Italia. The listing was reportedly the largest debut on AIM Italia with a €39.5 million valuation on trading day. Additionally, Triboo Media, a specialist in online advertising strategy and digital publishing, debuted on AIM Italia in March, raising €24 million with a market value of approximately €64 million on the day of the IPO.

MailUp, an email marketing software provider in Italy for over 10 years with offices in Milan, Cremona and San Francisco, also debuted its IPO in July raising €3 million.

As for M&As, they are low, but growing. SEP Monitor shows that more than 50% of the Italian ICT acquisition deals have been by Europe-based buyers.

4.3.4 Putting it into context

One thing is certain – whenever the subject of Italy's tech sector arises there is no shortage of opinions from both inside and outside of the country. In the midst of a triple dip recession with nearly 43% unemployment rate among those under 25, a shaky political structure and lower-than-average broadband take-up, it's easy to dismiss the country as a digital hotspot in Europe.

However, despite these hostile conditions, a growing tech ecosystem is starting to emerge – and with it, a new generation of entrepreneurs who are set to kick off the next wave of innovation in the country.

According to the International Monetary Fund, Italy, in 2022, was set to be the eighth largest economy in the world and the fourth largest in Europe. Italy produces in spite of its problems – and it didn't get there by chance. Entrepreneurship is embedded deeply into the culture and, historically, plays a huge role in the country's GDP.

With an ageing population of just over 60 million scattered around densely populated cities that lie in the shadows of its magnificent Alps and Apennine mountain ranges, one could be forgiven for wondering how such a country could kick start a digital ecosystem.

4.3.5 A new digital wave

And yet, in this difficult economic climate, where job security is scarce, many people are seeing starting their own business as an attractive option.

The Italian Ministry of Economic Development recently revealed that over 2,500 startups across the country have been registered on their database in the past 18 months. Of course, the number of startups alone is not indicative of a great ecosystem. If anything, it might signify a lot of very unemployed people. However, among these many startups there are some diamonds in the rough and many accelerators and incubators are separating the wheat from the chaff.

Italy's growing number of accelerators focused on the digital economy including H-Farm, The Net Value, Nanabianca, Digital Magics and Enlabs are also helping to provide more favourable conditions for early-stage startups to mature to the next level.

So, what are some factors contributing to this new wave and is there anything that can further drive this sector to maturity? Perhaps, then, we can finally see more Italian-led companies on European tech company roundups.

Moving forward

First of all, Italy has been working hard to develop a more hospitable environment for entrepreneurs and the ecosystem is increasingly becoming more structured. In terms of financing, this means a new generation of tech-focused venture capital firms, including United Ventures and P101.

"Indicators such as the arrival of Google Ventures and Y Combinator in Europe are extremely positive for any tech ecosystem on the continent as it signals a renewed interest in European startups from Silicon Valley," said Massimiliano Magrini, founder and managing partner of United Ventures.

In the past, lack of support during the embryonic stage of the ecosystem limited growth potential of local startups. The average level of VC investment related to GDP per capita was 1/6th of the European average and even less in comparison with France and Germany. Even more restraining was institution-related issues, especially the legislation and bureaucracy with regards to company formation, management and exit/failure.

On the other hand, the number of multi-sector funds that are investing into tech is notably growing. These include 360 Capital Partners, Innogest, Principia SGR, Vertis Sgr, TT Venture and Atlante Ventures as well as angel investor networks such as Italian Angels for Growth. Following suit, are also pre-seed programs such as SeedLab, TechPeaks, Working Capital and Make a Cube as well as equity crowdfunding platforms such as SiamoSoci. But these are all signals of a much deeper trend that highlights a significant cultural shift towards embracing digital entrepreneurship.

4.3.6 The talent dilemma

The skill pool in Italy is something that cannot be ignored. With a number of notable technical training institutions such as the Politecnico Sant Anna and the Politecnico of Torino, the number of skilled engineers is growing fast. The cost of development in Italy is also much lower than in most other places in Europe.

One of the issues facing Italy at the moment is that a large number of entrepreneurs, scientists and developers are leaving for more lucrative shores. It's not surprising considering the prospects facing the domestic workforce compared with those, say, in London, New York or San Francisco.

However, a large portion of the fastest-growing 'scaleups' – such as Beintoo, Hyperfair and Timbuktu – are born in Italy and then grow up in the US. A gradually increasing number of startups, backed by domestic companies.
investors are also scaling up in Italy – MusiXmatch is a prime example – and several bootstrapped companies in Italy are turning into 'scaleups' that generate revenue – such as 7Pixel.

4.3.7 Global ambitions

The Italian ecosystem is also becoming more and more international with a number of companies expanding their footprint globally. The mantra among many of the startups today is 'start with an international view from day one' – this was not the case five years ago when entrepreneurs were quite content with concentrating on the home market.

When it comes to going global, one oft-cited Italian company is Yoox,, the fashion e-commerce site founded by Federico Marchetti that is now a major player on the international stage worth over £1.6 billion and dubbed the Amazon of the fashion world.
Of course, there are many others, but just to highlight a couple of interesting Italian-led companies expanding globally. There's MusiXmatch and Stereomood in the music space. The fashion tech sector is also booming with startups such as fashion e-commerce company NextStyler, in-store visual tracking startup Pathflow and customer interaction platform Vivocha. In the WiFi space, there is Cloud4Wi, the cloud WiFi solutions provider recently expanding to Silicon Valley after raising €5 million, and Decisyon, which raised $22 million recently.

4.3.8 Politics, politics

What of interventions at a political level? What is being done to facilitate change and why was the Italian Government focusing on Silicon Valley?
Back in 2012, the Ministry of Economic Development, under the Monti government, formed a task force to promote the creation and development of startups. This was then legislated into a set of reforms that simplified the setup of new companies and facilitated private investments.

Key elements included a tax relief of 19-27% on investments fueling startups, public guarantees on bank loans covering 80% of the sum, fail fast mechanisms, 35% tax credit for the hiring of highly-skilled personnel and flexible labour laws.

4.3.9 Looking ahead.

Since the beginning of March 2020, the OECD Centre for Entrepreneurship, SMEs, Regions and Cities (CFE) has been gathering the national policy responses towards SMEs in the context of the COVID-19 virus outbreak.
Italy has without a doubt a huge and relatively untapped potential in the digital sector that could be leveraged through a stronger integration with the global players of innovative entrepreneurship.

With backing from the government – in particular the Ministry of Economic Development's legislation for startups –to reduce the barriers of starting a business and support entrepreneurs as a key area of growth in the country, it looks like there's light at the end of the tunnel for entrepreneurs wanting to start a company in Italy.

Undoubtedly, we still have a long way to go, but it's certainly a market to watch and I am convinced that in the next two to three years there will be a notable presence on a global scale of Italian-run startups making waves in the international digital scene.

4.3.10 Important example: TRINNO project "Business ecosystem for Tradition and Innovation"

Enterprise creation, development, growth and innovation are central issues to EU policy. They are identified as a key to promote economic recovery and competitiveness of European regions.

7 partners from Italy, Hungary, Ireland, Slovenia and Spain have launched the TRINNO project – "Business ecosystem for Tradition and Innovation". The partnership is led by the Arezzo Innovazione from Italy. The 5-year project (April 2016 - March 2021) was approved within the Interreg Europe programme financed by the European Regional Development. Fund. The Interreg Europe programme helps regional and local governments across Europe to develop and deliver better policies.

The TRINNO project promotes competitiveness in European regions by improving policy instruments for business support systems. Improvements focus on the application of digital innovation (products and process) in regional economies, specifically in their traditional sectors.

The kick-off meeting of the TRINNO project was hosted by Barcelona Entrepreneurship Institute of University of Barcelona. Partners were learning about the Barcelona Business Support Ecosystem and visited Barcelona Scientific Park and Barcelona Activa facilities including the start-up incubator.

Barcelona Activa is the Barcelona City Council Economic Development agency with 30 years expertise in the field of innovation, entrepreneurship and support to start-up creation. Partners also visited the new MediaTic start-up house and learned about training to promote entrepreneurship in Barcelona and Catalonia, offering entrepreneurs tools to develop their project, including business design, business plan preparation and how to obtain financial support.

Partners also met with some entrepreneurs (companies Ordesa and FAE) and with the people in charge of actions carried out to support local enterprises and new firms such as start-ups within the Barcelona and Catalan Ecosystem. They met with representatives from the Government of Catalonia (Generalitat de Catalunya) and learned about their public agency ACCIO for the competitiveness of the Catalan companies and entrepreneurship promotion programme Catalunya Emprem.

The TRINNO kick-off meeting started a process of interregional exchange on creation of business support ecosystems in all TRINNO regions. Project TRINNO aims to identify the necessary components of business ecosystems in participating regions, to identify specific ecosystem components necessary to promote digital innovation in the local economy and define measures in the Regional Action Plan to introduce or develop these components.

The results will be achieved mainly thanks to 9 participative Interregional Learning events further investigated during 4 Staff exchanges. Initial content for it will be created through 2 good practices shared (Barcelona Business Support Ecosystem and Tuscany traditional-innovation programmes). Collected knowledge will enable the project to contribute to EU external policy learning by organising 2 international events: midterm event in Szeged, Hungary and final conference in Arezzo, Italy. Partners will be working closely with local political and technical stakeholders creating local stakeholder groups which will be maintained as part of the business ecosystem.

4.3.11 Top list of the most promising Italian startups

Archon is a startup that allows the execution of remotely controlled automated operations, through the use of a team of drones. The platform will provide several apps for the management and coordination of different types of robots that client companies can use to delegate to the drones repetitive or dangerous procedures, regardless of the application area.

Athonet is a startup that stood out during the 2012 earthquake in Emilia Romagna where the mobile telephone network coverage was interrupted. Primo, the name of Athonet product, immediately activates a LTE and 3G network with HSPA WiFi which supports a level that allows the first Mobile communications.

B-more is a special app. There are hundreds of apps to collect points or to encourage the purchase within a certain network. The interesting aspect of the "b-more" solution is that for collecting points, the social security number card that everyone owns is enough. ie: how to fix the authentication to various services without having to go crazy with different access cards sites and credentials.

CarBrian offers a solution that could solve the problem of road accidents that happen while you are in reverse. According to their research these kinds of accidents are nearly 75% of the total worldwide. The little box with parking sensors and rear view cameras may solve several problems, even the economic ones, for example for drivers who have no desire, or money, to buy a new car.

Credimi is a Fintech startup that allows companies to transfer their claims of invoices not yet executed by anticipating the payment within 48 hours. This is an example of an alternative financing service which, thanks to the web, cuts costs and commissions. Credimi has been authorised by the Bank of Italy to exercise the activity of granting loans to the public.

Ego has a feature which makes it odd compared to the other Italian startups: you do not connect to the Internet. It is a "private library" to store and interact with their data without using cloud or online services. It's not really a normal external drive, its design uses a particular encrypted wireless communication technology, run by a native software that allows a double updatable backup without the Internet.

Kopjra defines itself as LegalTech startups and aims to resolve disputes concerning intellectual property and the protection of privacy on the Internet. Kopjra is a service based on a methodology in three phases: detection of infringements on the Internet, acquisition of digital forensic evidence to support the cause and the takedown notice to those involved all through the SaaS platform.

Mind the gum was born from the experience of a young student of Bocconi University. It is a chewing gum and dietary supplement, designed to improve mental performance. The recipe, which is authorised by the Ministry of Health, includes 15 active components, useful to the concentration and the stimulus of the short- and long-term memory.

Play2Rehab applies gamification to physiotherapy rehabilitation. It is designed as a video game that uses similar principles to the Kinect technology made popular by Microsoft's Xbox. Equipped with a sensor kit for the capture of the movement, the system can be installed on different media, even on medical and hospital equipment

Pandora is a personalised music-recommendation service which tailors stations to suit a listener's music taste and relies on feedback about songs and artists. By providing a personalised listening experience, individuals enjoy music selected just for them, which gives users a unique experience, a feeling that they matter, and most of all deep brand loyalty. Pandora is expected to raise $231 million in the sale of 10 million shares.

Taboola which is at a revenue run rate of $100 million--and with only 120 employees, one of the highest revenue generating companies per employee in the world--is a content-discovery platform that recommends video and other content that users are likely to be interested in based on the content they're currently viewing. While not the only content-recommendation platform, Taboola has decided to take a forward-looking approach of democratising recommended content by putting control in the hands of end-users.

Voxy is a mobile app that helps Spanish speakers learn English through bite-size, daily lessons based on real-life experiences. With advanced proprietary technology, the company could have expanded service to other languages, but decided to stay focused on teaching English, particularly to Spanish speakers. By keeping this focus, Voxy has established a great presence in the market and has over 3 million users and $15 million in funding.

Gett is a mobile ride-ordering app which makes it easy to order a taxi or black car in 20 cities including New York, London, Tel Aviv and Moscow. Gett first launched in Israel, became a resounding success, and then expanded to Europe and the U.S. It is largely as a result of its global expansion that Gett now has more than 1 million users and about 1, 500 enterprise clients, including Google. Gett is revolutionising how people navigate cities and has raised $42 million.

ShoeDazzle is a personalised online styling platform and store, which helps women find and purchase shoes, apparel and accessories. Since its 2009 launch the company has built a user base of over 13 million members and has raised $66 million in funding. However, things weren't always dazzling. In 2011, the startup ditched its successful subscription model. This tried-and-trusted e-commerce model has since been reintroduced and the company is once again thriving. Takeaway? If it's not broken, don't fix it.

2U partners with top universities to bring their degree programs online. The company, which has raised nearly $100 million in venture capital and is a leading player in the education-tech world, offers infrastructure, marketing and software-as-a-service technology to help universities digitise and scale their programs. At the heart of 2U's success lies highly advanced learning-management software and suite of great tech products that support students, faculty and the entire learning and campus-management processes. By focusing on technology and hiring some of the best technologists in the industry, 2U set itself apart.

Prismatic is a newsreader which uses algorithms to create newsfeeds tailored to suit a reader's unique interests. Based on a user's reading habits and liked content, the platform suggests other relevant news. Prismatic has more than 25,000 weekly users and $16.5 million in funding. Much of the startup's success lies in its super collaborative, hands-on working environment where engineers work very closely with designers, researchers and the entire team. Bradford Cross, Prismatic's CEO, learned about the intricacies of design so he could be actively involved in their uber-collaborative process.

Apartment List is a rental marketplace which helps renters find the ideal apartment. The site consolidates millions of listings in one easy to search online map, making the traditionally inconvenient home-hunting experience convenient and hassle-free. Instead of competing with CraigsList or reinventing the wheel by trying to build an entirely new marketplace like Zillow, Apartment List has partnered with several leading real-estate marketplaces and is using their inventories to power a $15 million startup.

MapMyFitness, which was acquired by Under Armour for $150 million, is a fitness-tracking platform that relies on GPS technology to map and record workouts. MapMyFitness initially only offered a fitness tracker but has since added other fitness resources including online training tools, a nutrition-tracking product and fitness calculators. Since being founded, MapMyFitness has grown to over 13 million users
and is compatible with over 200 devices including FitBit and Garmin bike computers. This device agnostic approach contributes to the platform's appeal and its consequent success.

While there may be no such thing as a startup recipe for success, there is a great deal to be learned from these startups that made it big. Whatever lessons you take away from these success stories, one thing to keep in mind is that it takes much more than a good idea for a startup to thrive.

4.4 Ecosystem of entrepreneurship in Turkey

4.4.1 INTRODUCTION

In the post-Covid crisis world economy, Turkey is both one of the hardest hit and rising emerging market economies. In 2011, the Turkish economy was the 16th largest in the world, largest manufacturing exporter and the fastest growing economy in Europe. Unfortunately in 2022 amid the recent economic turmoil due to the fallout of Covid-19 and political turmoil both nationally and in the Middle East, Turkey has submerged into an island of economic and political instability.

Given the fluctuating economy and relatively weak technology transfer from universities, it is no surprise that most start-up activity in Turkey is now focused on e-commerce. Global connections of Turkish entrepreneurs are yet to develop, Angel and venture capital activity is low, and entrepreneurship related public policies and programs are complex. Entrepreneurship activity is concentrated in Istanbul and Ankara. Whether Turkey will be able to transform its tiny but fast evolving ecosystem into a well-functioning ecosystem is yet to be seen.

4.4.2 Main Social Indicators

- Turkey has a population of 74.7 million, which has grown at an average of 1.38% annually since 2001. 16.7% of the total population is the young population, between the ages of 15 and 24.

- Unemployment remains to be an important problem of the economy. Turkey managed to increase unemployment to 11.3% as of April 2022 t

- Labour force participation rates are also quite low in Turkey, with only half of the eligible population participating in the labour force. Female labour force participation is even lower, at a rate of only 27.6%.

4.4.3 Innovation system

- Turkey has completed its transition from being a low-tech producer to a middle tech producer. However, Turkey's transition to becoming a high-tech producer is yet to be completed.

- Universities play an important part in the innovation system, in the development of human capital: In 2020, over 30 thousand students will graduate with engineering degrees.

- R&D activities in Turkey are supported via laws concerning Technology Development Zones (TDZs), corporate taxes and the law "Supporting Research and Development Activities".

-TDZs bring together universities, research institutes and manufacturing industries, allowing them to develop partnerships and new products that can compete in international markets.

-The law concerning corporate taxes of the institutions that have R&D expenditures aims to alleviate their burden by reducing corporate taxes these institutions are subject to.

-R&D incentives regulated by law are capital support provided for technology-related business ideas, several tax reductions and support of insurance premium payments of R&D personnel in TDZs.

The main institutions that support R&D activities of small and medium enterprises (SMEs) in Turkey are Ministry of

Finance, Ministry of Science, Industry and Technology, Scientific and Technological Research Council of Turkey (TUBITAK), Turkish Patent Institute, Technology Development Foundation of Turkey (TTGV), KOSGEB and the European Commission. The programs of TUBITAK, TTGV and KOSGEB on R&D and SMEs are detailed below.

- **TUBITAK** has a wide array of support programs for SME's with technology and innovation focus. Some of these programs are; Industrial R&D Funding Program, (SME) R&D Startup Funding Program, International Industrial R&D Projects Funding Program, R&D Project Market Platform Support Program, Patent Application Promotion and Support Program and the Support Program for the Initiative to Build Scientific and Technological Cooperation Networks and Platforms.

- **TTGV** supports technological SMEs during the process of project commercialization and technology development. TTGV's main support programs for SMEs are Pre-Incubation Support, Technology Development Project Support Program, Joint Technology Development Project Support Program, Risk Sharing Support Program and Seed Capital Funding.

- **KOSGEB** supports R&D and innovation projects by providing funding for the office expenses in a Technology Development Center, seed capital, machinery, software and other equipment for production, staff expenditures and travel costs to related conferences, fairs or cooperation visits abroad. KOSGEB also provides support in consultancy, training and promotion.

The heart of the innovation system in Turkey lies in the TDZs, spread throughout the country. Today, there are 43 TDZs in Turkey, 37 of which are currently active. 1,178 firms in total operate in these TDZs, and these firms altogether employ 11,195 people.

Most TDZs are located, surprisingly, in Ankara. While the largest cities, especially Istanbul, are the main attraction for businesses as the financial and commercial centres of Turkey, TDZs have expanded to the eastern regions of Turkey as well.

Aside from TDZs, Turkey is currently the home of 20 incubators and accelerators. Some of these incubators and accelerators are the local branches of international NGOs, such as Startup Labs. Others vary from being a part of a university, such as Bilkent Cyberpark, to private organisations such as E-tohum. Endeavor, an international NGO supporting and assisting effective entrepreneurs, also has an office in Turkey.

Government of Turkey has recently drafted a new regulation that will give tax breaks to local angel investors. Once the draft law is enacted by the Parliament, accredited angel investors will be able to deduct 75 to 100% of their investments to companies from their personal taxable income.

4.4.4 Entrepreneurship Indicators

- Among the 24 efficiency-driven economies examined by Global Entrepreneurship Monitor, Turkey ranks 12th in total early-stage entrepreneurial activity. In the existence of improvement-driven opportunities for entrepreneurs, Turkey ranks 10th in these 24 countries.

- GEM 2022 Global Report indicates that early-stage entrepreneurship in Turkey is quite male-dominated. In the early stage entrepreneurship activity, the rate of male entrepreneurs is more than twice as much as female entrepreneurs.

- McKinsey's Entrepreneurial Context Index puts Turkey behind most of the emerging and mature economies, while indicating that Turkey has relatively favourable conditions for entrepreneurship culture.

- The same report states that entrepreneurship in Turkey is a complementary economic engine, rather than being the primary force for economic development. It is not as strong a driver of employment and value added as it is for China, Brazil or Argentina.

4.4.5 Major Local Angel Networks and Funds

- Angel Investor Networks
  - Galata Business Angels
  - METUTECH-Business Angels
  - Lab-X
- Venture Capital Funds
  - 212 VC
  - iLab Ventures
  - Young Turk Ventures
  - Golden Horn Ventures
- Private Equity Funds
  - Turkven
  - İş Venture Capital
  - Actera
  - Rhea Girişim
  - Standard Ünlü PE

4.4.6 Successful Startups in Turkey

Yemeksepeti is Turkey's first online food ordering site enabling users to order food from their favourite restaurant through the internet.

Yemeksepeti is Turkey's first and biggest online food ordering site enabling users to order food from their favourite restaurant through the internet. The company operates in 58 provinces and has partnered with nearly 8,000 restaurants in providing its services. The portal provides customers direct access to their favourite restaurant and have their food delivered to their doorstep within 30-45 minutes.

The company later on expanded to the Middle East with their global brand Foodonclick.com and currently serves in the UAE, Oman, Qatar, Saudi Arabia, Lebanon and Greece.

Even though Uber recently launched in Istanbul, **BiTaksi** continues to be the more popular option when it comes to getting a cab quickly in the city. Founder Nazım Salur has also recently launched the app Getir, which allows users to order items that range from food to personal care and much more.

In a country where only around half the population has a bank account, the prepaid card provider **İninal** really found their niche market and became very successful with over one million users in a year. Users can buy and add money to their prepaid card from the website or select sellers without having to open a bank account.
An open source in-memory data grid based on Java, **Hazelcast** launched in 2010 and quickly began to compete with big names such as Oracle. With offices in Ankara, London, Paris, Madrid, India, Korea, and Palo Alto, the startup has already worked with big clients such as Capital One, Deutsche Bank, and Ellie Mae

After launching in 2007, **Düğün** was finally ready to compete in the international marketplace by 2015, launching in eight countries in the Middle East. The startup allows users (couples) to connect with the wedding marketplace to ease their planning. The startup's website offers everything from wedding photographers and planners to wedding locations

Beyoğlu-based **Kolay IK** wants to streamline the human-resource departments of Turkey's three million SMEs by integrating employee meal cards, insurance providers and banking details for a monthly fee. kolayik.com

"In my first startup, BiTaksi, we sent customers taxis within three minutes," says co-founder Nazım Salur. "I thought, 'What else can we send?'" **Getir** delivers 700 items to customers in an average of ten minutes, through its franchise network. Getir.com

Buy Buddy is an end to end solution for retailers to democratise easy check-out and manage in-store inventory. Buy Buddy is the maker of Hitag, the smart apparel security tag and the connected analytics platform, that help the retailers manage inventory, customer behaviour and employee efficiency.

Hitags gives customers the option to automatically self-checkout on their phones, without the hassle of having to wait in line, while giving the dynamic inventory data to the store managers and the detailed analytics/reporting to the retailers.

Beyond replacing the known RFID security against theft, Buy Buddy allows customers to directly pay through their mobiles and check out, skipping the queues at cash counters. Hitags collect in-store customer behaviour, in-depth inventory data, dynamic employee performance, and product efficiency for retailers. The Buy Buddy platform in turn presents this data and reporting to companies in real-time.

Buy Buddy is an end to end solution for retailers to democratise easy check-out, manage in-store inventory and make informed merchandising decisions based on dynamic data.

Loacal is Airbnb of local experiences, a bridge between travellers and activities & tours. Currently, a live website in Cyprus & Turkey, soon to be an app. Recently won a grant from a local Entrepreneurship program. Yet, no other similar platform serves this niche exclusively in the Mediterranean.

One of the biggest e-commerce platforms for Islamic fashion, **Modanisa** has most recently garnered more than 220,000 daily users and has already planned to expand into the markets in Europe and the Middle East.

Evdekiyardimcim users can order house cleaning easily, from referenced cleaning teams that passed our trials and interviews. Evdekiyardimcim also provides unique services such as Organic Cleaning mainly for houses with newborns, and For Me services for hourly services for various housework.

Urbansurf is a mobile app that aims to bring like-minded locals and travellers together, help them discover the city better, learn from each other and make new friends.

Motor-in is a social platform and a help portal for motorcycles. Motor-in aims to be the bridge between the brands, distributors, service points, vloggers of motorcycle industry and motorcycle owners, and to help development of motorcycle culture in Turkey.

StartupScore provides psychometric measurement and analysis enabling the investors to find unicorn startups easier and the startup founders to find a core team that will increase their chances of success. To solve the credibility problem of evaluating startups without metrics, StartupScore can measure team harmony and entrepreneurial spirit and prioritise startups.

Fofomo is a mobile app that enables users to track the live music events and venues in the city they live in or will travel to. Fofomo lists the live music events weekly, the popular venue and programs can be followed and notifications can be received from selected events.

Papirux is a cloud and person based memory system for shared documents. Users can publish meeting minutes, explanations, project plans as memos regarding people on the system. Unowned document problems and document not able to be found, the main issues on document sharing are solved by Papirux,

Muslimface is the first Sharia compliant global social network platform for Muslims worldwide. Muslimface is designed to connect Muslims all over the world, promoting development of new initiatives and projects in the Islamic world. In addition to the social networking features, Muslimface also offers prayer times, location services (business, restaurants etc.) Education Module, Live streaming job postings and other revenue generating features available in 11 languages. The Education Module is available in 12 major languages and later on it will have 47 more languages available worldwide.

SuKolay is a mobile application introducing users to the fastest and the most convenient water ordering system. The SuKolay app allows users to order bottled water to their address by selecting through many brands and sizes. The users can also get information about products, working hours, deposit costs and special offers for all retailers and brands.
Educain is a social network bringing students and teachers together. In Educain, students take photos of the unsolved questions, teachers create videos solving unsolved questions and submit them to the system.

Ofisim.com is a cloud based CRM solution for SMEs that differentiates itself with its simplicity, ease-of-use and low cost of ownership. Ofisim.com enables its users to capture and manage relevant information about their business and customers from anywhere and from any device. And through rich reporting and analytics provided by Ofisim.com, they can streamline their sales related activities and improve customer satisfaction in the long run.

MyTrusedWill enables their users to be in touch with their loved ones, even after they pass away. With MyTrustedWill the users can contact their loved ones by SMS, phone calls, audio, video, documents and gifts.
Lucy Survey is reinventing customer experience management by collecting customer feedback via messaging apps (Facebook, SMS, etc.) through a series of short, automated conversations (produced by screenwriters). As customer's engage with the Lucy experience, Lucy Survey provides businesses with customer data along with actionable insights and the ability to connect with customers 1:1 to market personalised offers and incentivize return visits.
CepYol is Turkey's first mobile travel agency, with average booking time less than 2 minutes. CepYol offers their users the widest Turkish transport options via all international and domestic airlines, domestic sea ferry terminals, all domestic (coach) bus companies, 700+ car rental locations, 250k+ international and domestic hotels. Users can search and compare their travel options, and make their bookings in less than 2 minutes.,

4.5 Ecosystem of entrepreneurship in United Kingdom

4.5.1 The Upside to starting up in the British capital:

Out of all the partner countries of this project, The United Kingdom shows the most history, stability, growth and support for startups and social entrepreneurs. . The UK - and London in particular - has one of the richest ecosystems in Europe and some of the most dynamic entrepreneurs. This is why more and more startups and technology entrepreneurs are deciding to set up shop in this country and use it as a launching pad for their products, services and ideas.

Between Brexit, two general elections, and a global pandemic, the past five years have been a particularly difficult time for small business owners. A good measure is the number of exits that occurred in the previous year as a way to measure the state of the startup ecosystem here. According to the official government website, The number of dissolutions in the first quarter of 2022 decreased by 20,359 (11.9%) compared with the first quarter of 2021 but increased by 13,832 (10.1%) compared with the same quarter of 2020. Given the disruption to the strike off process, as a result of the COVID-19 outbreak and national lockdown measures, it's difficult to make comparisons to previous years.

It shows that even with economic drawbacks, the UK is extremely resilient for startups.

If you are thinking about starting up in the British market and what you need is capital; you can resort to these financial institutions: Passion Capital, Balderton Capital, MMC Ventures. These three companies manage many millions of euros to finance start-ups.

4.5.2 The downsides to starting up in the British capital

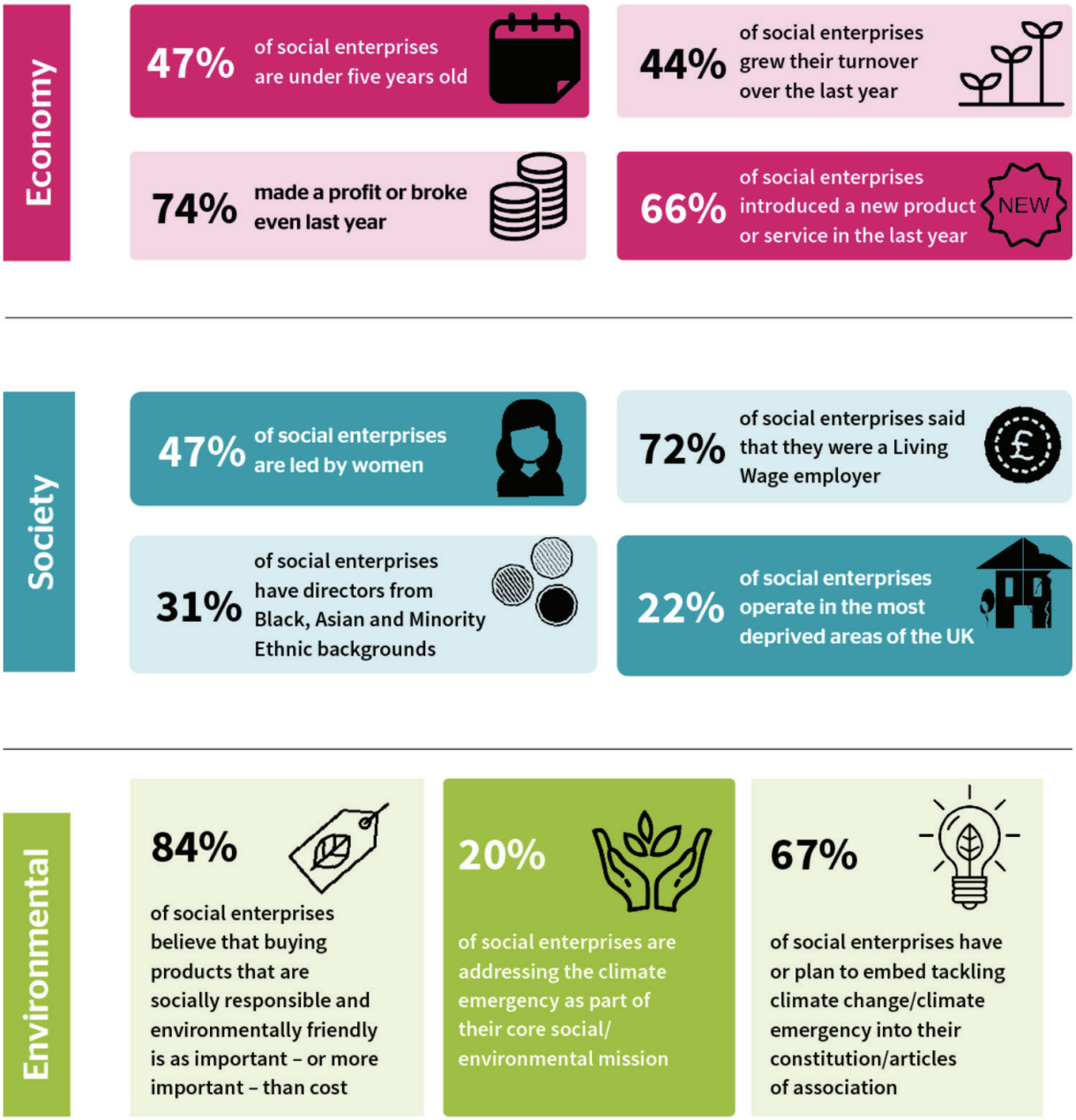
There is a latent shortage of office space, coworking centres are overwhelmed and requests to enter incubators are greater than the available space. This makes the price of office space soar, which usually means that the available spaces are occupied by the large technology companies that can afford such prices.

Although there is an abundance of talent -national and abroad- large companies, startups and even non technology companies are all vying for the best. In the battle to try to get the upper hand they offer big salaries, which in turn makes the salary expectations of candidates increase and therefore there are few startups that are able to actually attract the best.

- The cost of living in London is just too high.
- Rent in London is 217% more expensive than in Berlin.
- Lunch is 138% more expensive.
- Monthly transport is 110% more expensive.
- A glass of beer is 70% more expensive.

In essence, for all of London's advantages, it is simply too costly for many start-ups. However, to shed some more positive light on the economic drawbacks of startups, social entrepreneurs specifically have not only risen, but they are thriving.

The following are statistics from Social Enterprise UK as of 2021



What we can derive from these statistics, is that the UK is a champion of Social Enterprise and Startups and has greater resiliency overall to withstand heavy economical setbacks.

4.6 Ecosystem of entrepreneurship in Spain

After a devastating economic crisis brought the country to its knees, Spain has started to build itself back up — in part
thanks to the country's developing startup ecosystem. Spain has had a difficult decade, with its unemployment having risen to as high as 26 percent in 2018. However, in 2022 Spain's economy finally returned to its pre-Covid size, with new opportunities for entrepreneurs promising to combat the still-high level of unemployment. (EGUSA, 2022)

Local, highly educated human capital is finding opportunities at home. A high quality education system is the bedrock for the development of any startup ecosystem — and Spain excels in this regard.

Not only does the country boast a tertiary education rate of 40.1 percent, higher than the average for the European Union, it also is home to a number of impressive educational institutions, with three Spanish universities making the top 10 in Financial Times' annual European Business School Rankings for 2017. Moreover, Barcelona's IESE has been ranked the number one executive education program by Financial Times three years running.

In years past the economic crisis drove an enormous brain drain, forcing many Spanish graduates to leave their home country in pursuit of careers abroad. However, as Spain's economy stabilised and its startup ecosystem developed, more bright young minds came home to be involved in their local scenes once again. In just a few years, the country's youth unemployment has fallen from nearly 60 percent to below 40 percent.

In a VentureBeat article, investor James Cameron of Accel Partners notes a surprisingly positive outcome of the economic hardship saying, "The recession that plagued Spain after 2008 seems to have created a new breed of entrepreneur — one that isn't phased by a fear of failure or red tape, the two traditional Achilles heels of the Spanish startup ecosystem." And Spanish entrepreneurs agree. "Being an entrepreneur is something that's now very accepted culturally," said Carlos Matilla, founder of drone startup FuVeX, to the Financial Times. "Before, you practically had to be a civil servant."

And as more and more graduates are deciding to stay home and take advantage of what the vibrant startup community has to offer, Spanish entrepreneurs have the competitive advantage of being able to snap up skilled developers and engineers at a fraction of the Silicon Valley cost. What's more, favourable living conditions and an attractive lifestyle continue to draw international entrepreneurs and digital nomads to set up shop in Spain, too. In fact, a number of Spanish cities are featured as some of the most attractive places for digital nomads, including Barcelona and Valencia, based on cost, internet, fun and safety.

4.6.1 Public and private institutions picking up the slack with funding

The truth is, though, starting a business in Spain isn't easy. In fact, the World Bank ranks Spain 86th of 190 countries in this regard. But that's not to say that the government has sat idly by.

In the heat of the economic crisis due to Covid-19 in 2019, the Spanish government worked diligently to foster its startup culture, and in turn boost its economy. Despite the good intentions, critics would go on to label the effort ineffective, and later chastise the government yet again for an "Exit Tax," among other measures, that harmed entrepreneurs and their startups.

Yet in step with more and more talent embracing the entrepreneurial mindset, the Spanish government and other private institutions have finally set out in supporting the start-up environment in a major way. With funding.

Historically, finding capital has been Spanish entrepreneurs' — and venture capitalists' — biggest obstacle. In 2013, the Spanish government responded to this challenge by launching FOND-ICO Global, a €1.5 billion fund-of-funds, to support the creation of venture capital funds that would invest in the country's most promising startups. Since then, the country's venture capital scene has exploded; Spanish startups have seen venture capital investments skyrocket from about €150 million in 2013 to almost €800 million in 2017, marking an all time high in the amount invested and number of deals.

4.6.2 Support organisations are making Spain a geographic hub-of hubs

In most countries, startup activity is centred around one main dominant hub. Think London in the United Kingdom, Berlin in Germany or Paris in France. There might be smaller regional players too, but everyone knows who is boss.

What makes Spain unique, however, is that its entrepreneurial activity is spread throughout the whole country. Barcelona and Madrid have long battled it out for the title as the leading Spanish hub, however smaller regions like Valencia, Andalucia and the Basque Country are beginning to come into their own as well.

According to the European Digital City Index (EDCI), which measures how well different European cities support digital entrepreneurship, Barcelona is the highest ranked in Spain, and the ninth ranked overall. Local authorities have put extensive effort into making it the world's leading digital city with a number of initiatives, such as smart traffic management, free public wifi, an open data initiative and the creation of the 22@ Innovation District.

Following close behind Barcelona on the EDCI is Madrid, which ranked 14th overall. In Spain's capital city, incubators and accelerators play a particularly important role in the growth of the startup ecosystem. Telefónica's accelerator program Wayra has a strong presence, in addition to others such as Tetuan Valley, Seedrocket and IE Business School's Venture Labs — not to mention Madrid also hosts South Summit, one of Europe's leading startup conferences. Together, these support organisations have created a healthy environment to launch more startups like Cabify, which can proudly call Madrid its home.

But outside of these top two, other regions have shown extreme promise as well. One of these cities, Valencia, was also ranked on the EDCI at 42nd, due in part to its extensive entrepreneurship network of more than 33 investor funds, 500 startups, 40 startup communities and 60 coworking spaces and accelerators, including Silicon Valley's Plug and Play. However, the autonomous communities of Andalucia, which is home to 150 startups and the largest number of incubators in the country, and the Basque Country, are both gaining fame as hot Spanish startup hubs as well.

Despite a devastating economic crisis, governmental challenges, Spain has managed to develop an impressive and thriving startup ecosystem. There is no doubt that a number of challenges remain, but the country's resilience insti= confidence in the prospect of its future as a global startup hub. (EGUSA, 2021)

4.7 Ecosystem of entrepreneurship in Nicaragua

Nicaragua still lives with the after-effects of the Sandinista Revolution that took place in the 1980s. Social themes never previously discussed such as literacy campaigns, now became a focal point in particular to empower poor Nicaraguans to become knowledgeable about their rights and subsequently, demand a better world for themselves. Important progressions in the world of literature, business and the arts accompanied these changes, and thus spawned a new set of voices in protest to create hope in a myriad of genres. These conversations, while new, continue to develop today and in increasingly wider forms and through diverse avenues.

There are hundreds of young people in Nicaragua who have made the leap from self-employment to generating employment opportunities for others. They represent around 2.2% of the total youth population, according to the Nicaraguan Foundation for Economic and Social Development (Funides). Nevertheless, a 2013 study carried out in over 100 countries by Global Entrepreneurship Monitor places Nicaragua and Venezuela last on the list of Latin American countries that foster business ventures.

To Arnulfo Urrutia, expert on the topic of business ventures, it's contradictory that foreigners who come to Nicaragua perceive and envision innumerable opportunities here, while on the other hand young Nicaraguans aspire to emigrate in search of opportunities they don't see in their own country.Currently the unemployment rate for young Nicaraguans is at 20%, and these receive no form of income; 15.5% are self-employed and 61.8% have a formal job, according to FUNIDES.

4.7.2 What are the upsides?

The enterprises are an abundant source of jobs and production for the country. It is known that most of the companies in Nicaragua are family businesses and that they are currently the main creator of new jobs.

The World Bank establishes three arguments in benefits of the enterprises:

- They foster competition and entrepreneurship, and therefore create efficiency, innovation and aggregate productivity growth.
- They are more productive.
- The expansion of entrepreneurs promotes employment.

At a general level, entrepreneurship continues to be a trend that allows to invigorate financial systems and create an alternative to face unemployment rates.
According to the Global Institute of Entrepreneurship and Development, Nicaragua on issues of entrepreneurship is positioned at number 122. Said study makes an analysis of the capabilities of entrepreneurial ecosystems, the opportunities that each country has to develop innovative projects and ventures.

4.7.3 What are the challenges?

Most of Nicaragua's 2.05 million people workforce is rural-based and unskilled, and almost a third of the employed population is working in the agricultural sector. The unemployment rate is estimated at 8% by the Ministry of Labour (July 2021), but other sources mention an unemployment rate of 11% and a combined unemployment and underemployment rate of 37%.

Finding personnel for routine jobs is generally easy, but due to the limited level of education of a large part of the population it is harder to find skilled people for certain positions. However, Nicaraguan salaries are among the lowest salaries in Central America and the relatively high productivity ranking (lower than Costa Rica but higher than Guatemala and Honduras, according to CLADS: INCAE Business School) creates a very competitive situation. The presence of several English high schools and universities provide the Pacific side of Nicaragua with more and more English speaking people, whereas a large part of the population on the Atlantic Coast speaks Caribbean English. The attitude of the Nicaraguan workforce varies significantly. Although unfavourable characteristics including lack of a proper work attitude and even on-the-job theft by employees might discourage entrepreneurs, there is certainly a great deal of hard-working and very honest people, making employee screening an utmost important aspect for many businesses. There are also companies that assist in finding the right employee for a job.

Employers should be aware of the rules and regulations that govern labour contracts. The Nicaraguan Labour Code establishes the employer-employee relationship, with or without a written contract. Below follows an overview of the most important rules that this code stipulates.

Dayshift jobs have a maximum of 48 hours per week. Overtime should be paid double and may not exceed nine hours per week. Any work before 6 AM or after 8 PM is considered overtime for a dayshift job. For night shift jobs the schedule is opposite and there is a 42 hours per week maximum. Combined jobs (both during daytime and nighttime) have a maximum of 45 hours per week.

There is furthermore an obligatory year-end bonus equivalent to a one-month pay, proportionally to the number of months the employee was contracted during the year. This bonus is due in the first ten days of December, but even if an employee leaves before this date the employer will have to pay the proportionate bonus upon leaving. Severance pay works in a similar fashion. For every year worked the employee receives a month severance pay until the third year, and 20 days per year until the sixth year. By law this amount can not exceed five months of salary.

Employers are furthermore obligated to pay a fee to the National Technological Institute, INATEC, equal to 2% of the salaries paid. INATEC can in turn provide technology education to employees. Another obligated governmental institution that should be paid is the National Social Security Institute, INSS, for an amount of 15% of the salary expenses in order to provide the employees with health insurance.

The Labor Code also sets standards for vacation days. Every six days worked an employee has a right to one vacation day. During public holidays employees also enjoy paid, compulsory vacation days. There are ten national holidays per year and around as much local holidays. This number of local holidays differs per region, due to the fact that certain festivities ('Fiestas Patronales') vary from department to department. In Managua for instance there are 11 local holidays per year.

Due to these aforementioned added benefits employers should add around 46% to the salary expenses to account for these social benefits (calculation by ProNicaragua).

One of the fundamental issues is the high degree of informality and dispersion that Nicaraguan Entrepreneurs face. This issue is very important and transcendental for the good development of the sector, and is a limitation for obtaining credits and generation of formal employment from Micro, Small and Medium Enterprises.
That is why the Law created the Unique Registry of Micro, Small and Medium Enterprises, whose main objective is to identify and categorise entrepreneurs. To avoid the high degree of informality and that can be generators of formal employment, entrepreneurs must meet certain requirements established by Nicaraguan law to formally establish themselves as merchants:

- Register as a trader, natural person or legal entity.
- Have a RUC card.

In conclusion, Micro, Small and Medium Enterprises or entrepreneurs in Nicaragua continue to be the main source of employment and contribute satisfactorily to the Gross Domestic Product. However, in order to be formally considered companies, they must comply with obligations in commercial, tax, labour and social security matters, and in this way they are constituted as a formal source of jobs and income.

5 Entrepreneurship education
5.1 Introduction

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programs. Entrepreneurship education focuses on the development of skills or attributes that enable the realisation of opportunity, where management education is focused on the best way to operate existing hierarchies. Both approaches share an interest in achieving "profit" in some form (which in non-profit organisations or government can take the form of increased services or decreased cost or
increased responsiveness to the customer/citizen/client).

Entrepreneurship education can be oriented towards different ways of realising opportunities. The most popular one is regular entrepreneurship: opening a new organisation (e.g. starting a new business). The vast majority of programs on university level teach entrepreneurship in a similar way to other business degrees. However, the UK Higher Education system makes distinction between the creativity and innovation aspects,
which it sees as a precursor to new venture development. Here Enterprise is defined as an ability to develop multiple ideas and opportunities that can be made real, and entrepreneurship is defined as the development of business acumen that can realise the full potential. This enables any discipline that is subject to the UK Higher Education's Quality Assurance Agency for Higher Education's guidance, to offer
subject-based entrepreneurial curriculum.

The European Commission set out a series of learning outcomes that address the need for European-wide perspectives on how such learning should be evaluated, and highlight the need for teacher development at all levels. Best practice guidance for schools and teachers is also available via the Directorate-General for Enterprise and Industry
Entrepreneurship 2020 Unit. Moreover, in 2015 the OECD partnered the European Commission to produce guidance for the development of skills and competencies for entrepreneurship. An alternative approach is action-based entrepreneurship education programs. This is sometimes also labelled as venture creation programs (VCP). In these programs the students launch a new business as an integral part of the learning process.
The most comprehensive VCP programs therefore also run a business incubator on site and operate over a long time period. The following is an overview of the entrepreneurship education programmes in the countries that participated in the project, including:
Italy, Turkey, United Kingdom, Spain and Nicaragua.

5.2 United Kingdom

5.2.1 Scotland

The Scottish Government's ambition is for Scotland to become a world-leading entrepreneurial nation. Scottish universities have a pivotal role to play in achieving this ambition, along with public and private business support agencies, industry and a range of other actors. (Government of Scotland, 2020)

The current ecosystem in Scotland is not structured to provide the rigorous, high quality entrepreneurial education that is needed to stimulate growth ambition, the first step in creating ventures with scale- up potential. Scottish universities and business schools are not routinely engaged in providing fundamental skills for growth training; i.e., that
which returns to the fundamentals of entrepreneurship education, to business leaders who have not come through the university system. Additionally, most business schools in Scotland, like other university departments, employ mainly academic staff who do not have a background in industry or practical entrepreneurship. Scottish Enterprise, in its Business Plan 2018–2021, recognizes that meeting Scotland's ambitions for an innovative economy will require a transformation shift, with the "need to adapt a more radical and flexible
approach to supporting sectors and companies... seeking new delivery models alongside others like Business Gateway, to engage more companies and generate much greater impact from that support". (The Royal Society of Edinburgh, 2020)

The following recommendations were identified:

- Universities should support all academic staff to understand what entrepreneurial education is and its importance, and to develop their capacity to introduce enterprise skills into the curriculum. This will require a multi-level approach targeted at different parts of complex university structures.
- Universities build enterprise education into the undergraduate curriculum, ensuring that all students have sufficient exposure to enterprise skills and opportunities to practice such skills in the context of their own subject area.
- Universities create opportunities for entrepreneurship and innovation and support students at both under- and postgraduate levels to develop their innovative ideas.
- Universities utilise experts from industry to teach modules and engage with students, providing access to role models who can demonstrate routes to success and provide inspiration.
- Universities develop a consistent entrepreneurial ecosystem with links outside the institution, providing routes and pathways into industry that will enable students to find support to develop their ideas and contacts.
- Universities, particularly through their business schools, consider how they can most effectively play a role in providing Scotland's existing business leaders with high-quality entrepreneurship education that fosters world-class leadership capacity, growth ambitions and creates strong foundations for growth.

5.2.2 England

In England, enterprise education is explicitly recognized and is a part of subjects "Personal, Social and Health Education" and "Economic wellbeing and financial capability". In Northern Ireland, enterprise education is also recognized and taught within "Personal Development and Mutual Understanding" and "Learning for Life and Work". In Scotland, enterprise education is recognized as a cross-curricular objective at all levels of school education. At some schools, it is delivered within the curriculum, at others as an extracurricular activity. The curriculum is within the competence of local authorities due to high autonomy within the educational system. In Wales, entrepreneurship education is recognized and is a part of subjects "Personal and social education" at primary schools. In secondary education, there is a separate compulsory subject "Careers and the World of Work". (School Education Gateway, 2020)

The landscape of initiatives to support enterprise education in England is very diverse and a lot of good practice examples are available. Some initiatives focus on institutions, others on individuals, teachers and/or pupils. In line with the diverse target audience, the types of initiatives are highly varied as well. They include guidance materials for
teachers and school leaders, various programmes, enterprise competitions for pupils, online resources, and a number of web portals (for example Enterprise village or Big Ideas Wales) which contain useful information, such as case studies or online forums to discuss
entrepreneurship in schools. One of the biggest initiatives for England is the Impact Evaluation Framework. The Impact Evaluation Framework is a new tool, which is currently being developed by Ready Unlimited, in partnership with the Centre for Education and Industry at the University of Warwick and the Centre for Education and Training at Lappeenranta University of Technology.

Ready Unlimited was launched in 2005 by the Rotherham Metropolitan Borough Council as a school improvement programme for young people aged 4 - 19, to develop skills, attitudes and behaviours through enterprising and entrepreneurial learning. Today, it is an independent social enterprise which has trained approximately 1,800 teachers. The
Centre for Education and Industry at the University of Warwick and the Centre for Education and Training at Lappeenranta University of Technology are the leading organisations of the above mentioned NSEE and the Measurement Tool for Entrepreneurship Education. The project team is working closely with practitioners (teachers and school managers), whose feedback was very valuable for the development of the framework.

The framework covers the following areas: Ideas, Planning, Activity, and Capability. Each survey question is focused on an action or activity; for example, a question for head teachers asks whether they have an enterprise education policy, a question for teachers asks if they take local and regional industry strategies into account when they plan
entrepreneurial learning for students, and a question for students asks whether they meet local business people and entrepreneurs. It not only enables those completing the surveys to measure what is and isn't there, but each question is a concrete and easily understandable action that can be undertaken by respondents. The Impact Evaluation Framework is currently available only to a group of pilot schools. Early-stage feedback from users suggests that the tool has great potential because it aims for the triangulation of evidence sources. For example, teachers who have tested the tool commonly report that capturing student views is "gold dust", which has enabled them to sense-check their own perceptions and reflect on who may and may not be benefiting from their entrepreneurship education activities and adjust their practice accordingly. (School Education Gateway, 2016)

5.2.3 Wales

Universities in Wales conduct and engage with a wide range of activities to support youth entrepreneurship in line with the Welsh Government's Youth Entrepreneurship Strategy (YES), which is targeted at 16 to 24 year olds. This forms part of a wider policy context which emphasises the importance of the role of universities in promoting economic growth and providing jobs for the economy through increasing interaction between universities and business, equipping graduates with entrepreneurial skills and experience, and in fostering entrepreneurship more generally. The recent track-record of universities in Wales is comparatively strong in this respect (National Assembly for Wales, Enterprise and Business Committee, 2020).

For instance:

There were 267 graduate start-ups from universities in Wales in 2019/20, nearly 10% of the UK total, i.e. almost double what you would expect for the size of the Welsh sector.

- The percentage of full-time first degree leavers from universities in employment six months after leaving was 91% for Wales compared to 90% for the UK in 2019/20.

- A recent analysis of delivery through the Higher Education Funding Council for Wales (HEFCW) funded Enterprise Support Programme showed that over 65% of students received entrepreneurship skills training as an in-curriculum activity.

- Wales has also pioneered a range of initiatives in this area, including being the first to validate enterprise modules for teacher training.

Examples of good practice in Wales.

- Enterprise Support Programme, a pan-Wales activity led by the University of South Wales and involving all universities in Wales. This Programme seeks to identify innovative and effective practice across the whole of the HE sector and then to disseminate these activities to all universities in Wales. The Programme develops and encourages fledgling entrepreneurs from across the student body in Wales to realise their potential for creating new and innovative businesses and feeds into the support available from Welsh Government's Start-up Service. This includes, for instance, entrepreneurial effectiveness training and one-to- one sessions for students and graduates.

- The Centre for Student Entrepreneurship at Cardiff Metropolitan University is the South East Wales Youth Entrepreneurship Strategy (YES) HE regional entrepreneurship hub and provides the main focus for student entrepreneurship activities for universities in the South East covering all aspects of the YES strategy focussed on engaging, empowering and equipping young potential entrepreneurs. At Cardiff Metropolitan University, this focuses around the entrepreneurship society "Launch Pad" and a range of associated activities and programmes.

- The Entrepreneurial University Development Group at Swansea University, which was established by its Swansea Employability Academy, brings together all staff and student representatives who are concerned with an aspect of supporting and developing student entrepreneurship including teaching, start-ups and strategy development.
- The Driving Enterprise and Innovation in the Cardiff City Region is an excellent example of an initiative to embed entrepreneurship in a university through collaboration. Here we see the Cardiff City Council and HEFCW working with Cardiff University to drive innovation and enterprise within the city region. This initiative has two main strands – 1) the embedding of entrepreneurship across the curricula at Cardiff to ensure that graduates are exposed to entrepreneurship regardless of the discipline of the degree studied, and 2) the exploitation of basic research through grand challenges leading to innovative solutions.

- The University of Wales: Trinity Saint David was the first university in the UK to validate an Entrepreneurial Educators module for the teacher training qualifications, PGCE/PCET.

- The annual Creative Futures Week at Glyndwr University is a unique annual conference for Glyndwr University's Creative Industries, Media and Performance 4 students, providing numerous opportunities to find out about different sectors of work including self-employment and learn from experienced professionals. A significant number of the speakers are graduates who came back to share their insight and knowledge to help current students with their employability including e.g. talks on graduate start-ups and presentations from Dynamo Role models.

- The Academic Champions of Enterprise Project demonstrates the impact that the fostering of academic entrepreneurship in universities more generally can have for encouraging young entrepreneurs and is reported to have led to a marked increase in student enterprise activity with the ACE schools/departments at the three consortium partners – Aberystwyth, Bangor and Swansea Universities, led by Bangor University. The project led to the introduction of innovative assessment practices (such as the use of Dragon's Den style assessments).

- Skills and Employability Framework - In 2012, Higher Education Wales (HEW), the Confederation of Business & Industry (Wales), National Union of Students (Wales), and Higher Education Funding Council for Wales (HEFCW) jointly developed a framework for skills and employability that commits the four organisations to working in partnership to improve the job-related skills of Wales graduates. The vision is to support growth in providing highly skilled, quality jobs across Wales and to produce graduates that are able to demonstrate and communicate their value to prospective employers in Wales and further afield. The accompanying action plan focuses on three areas: work placements and work experience; employer approved courses; and embedding employability (including entrepreneurship) skills.

- The University of South Wales is leading on Welsh Government's Youth Entrepreneurship Strategy CPD Hub for Wales over the next three years to provide a pan Wales approach to the development of entrepreneurial teaching and learning, seeking to embed a culture of entrepreneurship in Welsh institutions by developing staff and in turn increasing the number of small firms in Wales, 5 increasing alternative forms of enterprise and increasing skill levels to develop Wales potential for growth.

- A range of on-line resources has been developed, in particular, by the Open University in Wales. This includes, for instance, a self-service careers advisory area, the Open Learn portal which provides a free 20 hour web resource on entrepreneurial behaviour, free audio podcasts and themed around entrepreneurial opportunities on their iTunes U channel and will include access to an on-line non accredited course in rural entrepreneurship.

5.2.4 Ireland

Entrepreneurship is becoming an increasingly popular and valid career choice in today's world. The 2018 GEM Report on Entrepreneurship in Ireland found that 16.9% of the adult population aspire to be entrepreneurs compared with 9.8% in 2006. Part of the reason for this is the continued development of internet and mobile technologies, which has helped level the playing field for many entrepreneurs. As a result, having capital and premises is no longer necessarily a prerequisite for setting up a business. Instead, drive, knowledge, ambition and great ideas are key.

Ireland's National Skills Strategy 2025 was published by the Department of Education and Skills in January 2016. It includes a commitment to develop an Entrepreneurship Education Policy Statement which will inform the development of entrepreneurship guidelines for schools. The Department of Education and Skills already supports enterprise in schools through the development of a basic understanding of scientific principles and methods of business. It also encourages active and collaborative learning, the development of ICT skills in the revised primary curriculum and good arts education, all of which foster creativity, innovation, risk-taking and other key elements in entrepreneurial thinking and action.

Skills underpinning entrepreneurship are also central to the new Framework for Junior Cycle and there are many examples of good work being undertaken in many schools at transition year in mini-company formation and other projects designed to foster entrepreneurship. All of the above skills, allied with the attainment of competence in a second modern language, form an important basis for lifelong learning and for creating a culture of enterprise.

At Primary level, entrepreneurship education can be incorporated directly as part of discretionary curriculum time or indirectly in areas such as Drama, Art, Oral Language, Creative Writing, Project Group/ Activity or Art. At Secondary Level, it can be incorporated into Business Subjects or Transition Year Projects.

- Primary Level
  - -Junior Entrepreneur Programme
  - -Junior Achievement Ireland
  - -BizWorld Ireland

- Secondary Level
  - -Student Enterprise Programme: Each year over 22,000 secondary level students all over Ireland get to find out what it's like to run their own business by taking part in the Local Enterprise Offices Student Enterprise Programme.

-Foróige Network for teaching entrepreneurship, The Young Entrepreneur Programme. Transition Year students Get up and Go mini company project.

-BT Young Scientist & Technology Exhibition (Primary schools can also participate in showcasing Science, Technology, Engineering and Mathematics projects for evaluation).

-BT Young Scientist Business Bootcamp (In association with Nova UCD). An extension of the BT Young Scientist & Technology Exhibition. A four- day innovation and skills camp welcomes a number of second-level students from across Ireland who demonstrate an ability to understand how and why a simple idea can be developed into a commercially-viable enterprise. The students are selected from over 1,200 secondary school students who competed in this year's BT Young Scientist & Technology Exhibition.

- Free Online Entrepreneurship Education Resources

-The Student Enterprise Programme provides teacher resources to support the 22,000 Plus secondary school students taking part in the Programme. The resources include a teachers' manual, student workbook, sample student business reports and videos including helpful tips from successful entrepreneurs. Free teacher resource packs are available from Local Enterprise Offices and through the www.studententerprise.ie website.

-The Entrepreneurial Schools Virtual Guide to Entrepreneurial Learning is one of the largest entrepreneurship education initiatives in Europe, co-funded by the European Commission through the Competitiveness and Innovation Programme (CIP). It aims at supporting teachers' professional development in applying entrepreneurial learning in several subjects and learning environments (primary, secondary, upper secondary and vocational schools). The Virtual Guide is a practical and useful tool for teachers in primary, secondary and vocational schools that want to mainstream entrepreneurial education in teaching methods and learning processes they set up in the classroom every day. The guide contains more than 100 tools and methods to support entrepreneurial teaching and learning, good practices and framework documents from 85 different schools in 10 countries. It also includes self-assessment and review tools for teachers and schools who want to assess how entrepreneurial their learning process is and to review their progress on a regular basis. The tools range from running an Autumn Market to Students identifying and inviting an entrepreneur to be interviewed by them to running a Student Company and much more. The various tools can be searched here.

- Other Information

-Entrepreneurship 360 is a collaborative initiative of the European Commission and the Organisation for Economic Co-operation and Development (OECD). It aims to nurture entrepreneurship as a key competence in schools and technical and vocational institutions. Entrepreneurship360 offers a freely available self-assessment instrument that will support institutions and individual teachers in advancing their strategies and practices to promote entrepreneurship, as well as to develop a platform for exchange amongst peers. It also gives the opportunity to individuals and schools and VET providers to learn from each other's practices, and share their own. (DBEI GOV, 2021)

5.3 Spain

Spain has been active in implementing entrepreneurship education for a number of years. These efforts date back to the reform of the Act on Education in 2006, when provision for entrepreneurship was first introduced to the legal framework. This development led to entrepreneurship being positioned as a compulsory subject and it is now taught in a variety of forms in primary and secondary schools, as well as in vocational education and training.

Some challenges faced by teachers however still remain. To support teachers, provide access to resources and help implementation, institutions such as the Fundació Escola Emprenedors, offer external help. They develop new methodologies and devise new materials. In addition to national initiatives, the regions have a prominent role to play and are gradually taking over this effort through initiating new projects. These types of new initiatives are offered by private companies as well as by regional authorities and educational institutions.
(School Education Gateway, 2020)

Some of the most important ongoing initiatives addressing vocational training and universities in Catalonia, Spain. The programme's main objective is to promote the entrepreneurial mindset of students through innovative methodologies that strengthen initiative taking, self-esteem and confidence. It consists of 13 classes of one hour each, during school hours, and it teaches beginners in entrepreneurship.
Through the programme students discover their own passion and interest and develop a business plan, which is presented in public at the end of the final session. Particularities with this programme include that the programme is delivered by active entrepreneurs and entirely in English. These are features which set the initiative apart from other programmes in the region.

MINIEMPRESA EDUCATIVA

Educational mini-company is an initiative of the government of Andalucía through which young people can develop small businesses and learn about the entrepreneurial culture. The programme is part of the Action Plan for the Promotion of Entrepreneurial Culture in the public education of Andalucía. Some of the learning outcomes for the programme include management skills, presentation skills and basic commercialisation of products. The programme also helps link students with businesses and provides experiential learning opportunities. The final part of the programme is a fair through which the student teams are invited to present their mini-companies and sell their products to the wider society.

The programme has been implemented in eight provinces in the region.

In 2014 each province developed between 30 and 60 student mini companies

5.3.2 Emprendejoven

Emprendejoven is an initiative promoted by the Andalucía Public Foundation in collaboration with the Ministry of Education, Culture and Sports. The initiative opens up possibilities for student business projects to compete between each other through a scheme that helps them develop their innovative skills and competitiveness. As such, young people are encouraged to take a test and compete for a place at the

Centre for Entrepreneurial Development (CADE) where they can learn about entrepreneurship and visit companies in the region. Around 400 Vocational Training Institutes participate in the programme

KITCAIXA JOVEN EMPRENEDORS

The KixCaixa Young Entrepreneurs is an initiative of Fondanció la Caixa that offers a toolkit for educators in schools and youth clubs for entrepreneurship education.

The toolkit comprises innovative educational material with a dynamic and creative methodology. Part of the content is digitalised and offers the opportunity for participants to compete for a challenge and win a prize of an educational trip to the Silicon Valley. Provision of technical assistance and support is part of the programme and user can use the opportunity to get advice on how to use the toolkit.

5.3.3 How to Successfully implement entrepreneurship and business subject

Fundació Escola Emprenedors launched a teacher course entitled 'How to successfully implement Entrepreneurship and Business subject' as a support material for teachers who work with pupils involved in the 'Be an Entrepreneur initiative'. In 'Be an Entrepreneur', secondary and VET level pupils are engaged in real company development and through the programme they acquire skills for creating and leading a company, managing team(s) and finding innovative solutions and products ready for a competitive market. The teachers have a role to support and mentor their students, hence this teacher course serves as an introduction to the opportunities and challenges of the programme and prepares the teachers to serve as a support to their students in the best possible way.

Entrepreneurship education is gradually being introduced across all levels of education in Italy, both nationally and regionally. It is recognised as a key competence. In 2013, new guidelines for planning and implementing initiatives in entrepreneurship education were published, under the auspices of the Institute for the Development of Vocational Training (ISFOL).

These guidelines set out support for education institutions, head teachers and teachers. The document proposes the integration of programmes that connect education and industry through teaching and experiential learning, especially at the vocational and technical education level.

Although the main focus is at the level of vocational education, entrepreneurship is recognised as a cross-curricular objective and this includes promotion at the primary school level.

5.4 Italy

Entrepreneurship promotion-related initiatives are evident across Italy.
Junior Achievement Italy is actively delivering non-formal educational programmes across the country through initiatives such as Leader for a Day, Innovation and Creativity Camps and Enterprise without Borders. At the regional level there are many regional strategies supporting entrepreneurship education. For example, the regional strategy in Puglia includes a number of entrepreneurial education activities, which target different age groups.

Junior Achievement Italy is also involved in the implementation of an Erasmus+ funded research project called Innovation Cluster for
Entrepreneurship Education (ICEE). The project is a collaborative effort of education ministries and agencies from across Europe
The project has four innovation clusters:

- The first cluster is analysing national strategies
- The second is identifying the most suitable contents and tools for
entrepreneurship education
- The third is recommending approaches to embed in initial teacher training courses
- The fourth is recommending approaches to assessment which best capture entrepreneurial learning outcomes.

Together the clusters will create a progression model through which entrepreneurial education can flow from primary to upper secondary level education.

Enterprise without Borders is a Junior Achievement initiative, aimed at secondary school children to teach the importance of international trade.

In the Italian programme, the economic principles underlying the European market are introduced and entrepreneurship is promoted in a global context. Some of the concepts addressed through the programme are: trade agreements, balance, value chains, cooperation, culture and impact on business, supply and demand, customs, import-export, joint-venture, market leadership, marketing.

The initiative engages the students through a learning-by-doing methodology and makes them think about innovative solutions to real problems. The programme runs weekly for three months, and the student teams are encouraged to develop a mini-company, register it through a European portal and go into joint ventures with other European student companies. The process is supported by experienced mentors and business professionals and the programme encourages schools and teachers to come together.

Insure your Success is a new initiative created for secondary school students aged between 15-17 years. The initiative is available in Milan, Rome and Turin and it is implemented by Junior Achievement Italia. The programme structure builds on the engagement of students through two meetings. During these two meetings, the students learn about money management and savings, including the concept of savings, different investment options and “risk” and “protection”.

The meetings are conducted by experienced volunteers of AXA Assicurazioni, the Italian branch of the global investment bank. The meetings are designed with the ultimate objective to help students weigh up financial decisions, plan their own costs and consider unexpected events. The first meeting introduces basic concepts on planning one’s costs and savings. The second meeting provides students with ideas on how to tackle unpredictable situations to help them avoid financial problems.

5.5 Turkey

5.5.1 Abstract

Entrepreneurship acts as a remedy for unemployment and growth problems that are caused by the recent global economic crisis are the major issues in the political agenda of all countries today. However, for improving entrepreneurship and creating entrepreneurs that can create new jobs, adequate human resources and knowledge base are strongly required on a national level. Entrepreneurship education gains importance for building an entrepreneurship driven economy by making individuals acquire entrepreneurial skills, knowledge and mindsets.

As a significant part of the formal education on creating entrepreneurs, entrepreneurship courses in higher education need to be focused and priorly improved. In this context, this study aims to explore entrepreneurship education in public universities in Turkey. By this aim, we searched and analysed Web sites of 360 academic units including business administration and engineering faculties, science and technology, social sciences institutes of 95 public universities in Turkey. Research findings showed that entrepreneurship courses in public universities in Turkey are not sufficient to provide skills or mindsets that are required for creating entrepreneurs that can contribute to economic growth and employment for students.
Entrepreneurship Education at Universities: Suggestion for a Model Using Financial Support.
While the public sector creates more frequent and quality jobs in developed countries, the private sector contributes to the critical role in solving the problem of unemployment. But according to recent studies, the oldest and largest private companies cannot seem to provide new opportunities to combat unemployment. This poses a question: “which type of companies can provide employment to those individuals seeking it?”
It can be said that companies which only use advanced technology and startup companies can provide new jobs to those seeking employment.

As a result, the mission of universities as practising institutions have changed.

Education of entrepreneurship is one of the important areas of study in universities all around the world. Developments on information and technology have reached a high level, creating new challenges and problems for universities. Additionally, universities have to change their teaching models and methods to reach contemporary levels. It is possible for universities to revise their missions and visions. These missions should include objectives of education and a suitable strategy that considers the private sector and its expectations from universities.

Collaboration with industry and other related sectors can support universities, and encourage them to add courses like "Entrepreneurship" to their curricula. In addition, this encourages universities looking for new partnerships. One such partnership is called KOSGEB (in Turkish), which is a state owned "Small and Medium Enterprises Development Organisation". KOSGEB can provide fiscal aid, some refundable and some not, to all small and medium enterprises.

KOSGEB also provides huge opportunities to potential entrepreneurs who want to establish a new business through its Entrepreneur Support Program. One component of the program is to provide monetary support – up to 100,000 TRL in total. In this study, we will discuss the Entrepreneur Support Program of KOSGEB, and whether it is feasible for solving the problem of unemployment after university education. We ask if this program is a good collaboration to help students, and how universities can apply this support program to their academic program.

5.5.2 Entrepreneurship education in South East Europe and Turkey

Despite significant political, economic and social challenges, the EU's pre-accession countries of South East Europe (Albania, Bosnia and Herzegovina, Former Yugoslav Republic of Macedonia, Kosovo*, Montenegro and Serbia) and Turkey has begun to address entrepreneurship education systematically, including through regional cooperation and peer learning. And some countries are already achieving inspiring results.

Measuring progress in entrepreneurship education: the SBA assessment. Within the framework of the Small Business Act for Europe (SBA), the EU's policy framework for promoting entrepreneurship, special attention is devoted to entrepreneurship education. Education is seen as playing a key role in building an entrepreneurial culture in the EU and its future member states, which in turn will result in a more competitive economy, job creation and social cohesion.

Currently, EU- countries provide limited information on progress achieved in the area of entrepreneurship in their SBA reporting. However, in the pre-accession countries the SBA assessment for entrepreneurship education is an in-depth analysis of existing policies and practices carried out every two years.

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Led by the European Training Foundation and SEECEL, in cooperation with each country's public authorities and business world, the assessments effectively measure the extent to which an entrepreneurship education "ecosystem" is in place. This means looking not only at policy and the curriculum, but also looking at the institutional culture of schools, teacher training, stakeholder cooperation, monitoring and evaluation, good practice exchange, etc.

The SBA assessment is complex and demanding: it consists of dozens of indicators and requires both desk research by local experts and critical discussions at national stakeholder meetings. But it is worth the effort: the assessment provides each country with a good picture of its achievements and a road map of how to improve its entrepreneurship education policy and its implementation.

Preliminary results in South East Europe and Turkey: commitment, cooperation and implementation

The SBA assessment has been taking place since 2006. The results of the latest SBA assessment, which were last officially published in early 2019, show the following positive trends in the region of South East Europe and Turkey:

- Turkey's performance is above the EU average on skills & innovation and comparable to the EU average in entrepreneurship, 'responsive administration' and environment.
- Policy commitment also exists since all countries have included entrepreneurship education into relevant national strategies, with some even developing separate entrepreneurship education strategies.
- Regional cooperation has played a significant role in the process, despite geo-political tensions. Namely, SEECEL was established upon the request of all the countries of the region in order to support the entrepreneurship agenda in each country, including through peer-learning between schools and experts.
- Implementation of entrepreneurship education is now taking place in all countries' primary, secondary and tertiary education systems through piloting an instrument developed by SEECEL. There are over 170 pilot institutions, and the positive impact on the acquisition of relevant learning outcomes has been confirmed by independent experts, as well as by the schools and teachers themselves.
- Regional cooperation has played a significant role in the process, despite geo-political tensions. Namely, SEECEL was established upon the request of all the countries of the region in order to support the entrepreneurship agenda in each country, including through peer-learning between schools and experts.
- Implementation of entrepreneurship education is now taking place in all countries' primary, secondary and tertiary education systems through piloting an instrument developed by SEECEL. There are over 170 pilot institutions, and the positive impact on the acquisition of relevant learning outcomes has been confirmed by independent experts, as well as by the schools and teachers themselves.

In addition to these general achievements, examples of intelligence gathered from the SBA analysis demonstrate the value of the assessment process in capturing progress within the countries:

Montenegro has begun the full-scale implementation of entrepreneurship as a cross-curricular competence in primary and secondary schools, and has ensured special training for teachers and school principals in every school.

Turkey has set up a highly original structure for promoting entrepreneurship in higher education through an Entrepreneurial and
Innovative University Index.

Bosnia and Herzegovina is implementing a state-wide project on introducing entrepreneurial learning as a cross-curricular competence in secondary education and in non-formal education.

In most countries in the region, the unemployment rate is over 20% (more than double the rate of the EU-28 average), and youth unemployment often reaches 40% or more. The significance of entrepreneurship and entrepreneurship education in such countries is therefore huge. Maybe it is precisely these countries that will soon be making the most rapid progress in entrepreneurship education.

5.6 Nicaragua

Abstract

Nicaragua is the second-poorest country in Central America, with 75% of the population living below the poverty line. Nicaragua's lack of public investment in education is reflected in its low graduation rates: just 76% of students finish elementary school and less than 30% complete secondary school. Completion rates are worse in rural areas, where just 42% finish elementary and 10% complete secondary school.

Despite these bleak numbers in education, Nicaragua has emerged as one of Central America's fastest growing economies during the last decade. Nicaragua gross domestic product has experienced steady growth, with an average rate of 3.3% and total exports grew by 5% in 2019. (PRONicaragua: https://pronicaragua.gob.ni/en/).

Entrepreneurial University Models

From the public institutions the idea of entrepreneurial culture includes both the ability to induce changes and the ability to welcome, support and adapt to changes due to external factors. Because reality is changing, society has woken up because its environment falters and wakes up in search of solutions, solutions that come hand in hand with innovation in the use of available resources (few or many) to get a solution (Mair and Martí, 2006, p.41).

Table 2: Models of Castro, Barrenechea, and Ibarra University (2011, p. 209)

Traditional university	*Entrepreneurial University*	*Relational University*
Teaching	*Teaching articulated to competencies oriented towards business entrepreneurship.*	*Teaching articulated to competencies oriented towards the sense of initiative and entrepreneurship.*
Non-oriented research	*Market-oriented research (companies)*	*Knowledge oriented to the context of economic, social, cultural and regional application.*
University Management (Hierarchical, bureaucratic and parcelled)	*University Management (hierarchical, bureaucratic and instrumentalized by business management)*	*Governance: horizontal and network management (social knowledge management: articulation of resources, individuals, organisations and local and global knowledge agendas).*
Evaluation with endogenous criteria to the Academy	*Evaluación con criterios endógenos y orientados hacia el value for money.* *Evaluation with endogenous criteria and oriented towards value for money.*	*Relational quality: integrated multilevel process (individuals, groups and networks), multicriteria (quality, connectivity and social relevance) and multiagent (academic peers, users and social peers).*
University extension	Promotion of the relationship University company	Promotion of heterogeneous networks

While entrepreneurship is currently not taught as a separate recognised qualification, it is recognised as part of the larger focus on business and management.

Out of the 58 universities accredited by the National Council of Universities in Nicaragua, here is a list of the following universities currently teaching business

Adventist University of Nicaragua Universidad Adventista de Nicaragua (UNADENIC)	Managua, Matagalpa
American College (AC) Universidad American College	Managua
American University Universidad Americana (UAM)	Managua
Bluefields Indian and Caribbean University(BICU)	Bluefields

Catholic University Redemptoris Mater Universidad Católica Redemptoris Mater (UNICA)	Managua
Central American University of Business Studies Universidad Centroamericana de Ciencias Empresariales (UCEM)	Managua
Central American University Universidad Centroamericana (UCA)	Managua
Central University of Nicaragua Universidad Central de Nicaragua (UCN)	Managua, Jinotepe, Estelí
Ibero-American University of Science and Technology Universidad Iberoamericana de Ciencia y Tecnología (UNICIT)	Managua
International University for Sustainable Development Universidad Internacional de Desarrollo Sostenible (UNIDES)	Managua
International University of Latin American Integration Universidad Internacional de la Integración de América Latina (UNI-VAL)	Managua, Ocotal, Juigalpa, León, Matagalpa, Estelí, Chinandega, Jalapa, Jinotega
Jean Jacques Rosseau University Universidad Jean Jacques Rosseau (UNIJJAR)	Managua
Keiser University-Latin American Campus(KU)	San Marcos
La American University(LAAU)	Managua
La Anunciata University Universidad La Anunciata (UA)	Rivas
Latin American Institute of Computing Instituto Latinoamericano de Computación (ILCOMP)	Managua, Matagalpa, Masaya
Martin Luther King Nicaraguan Evangelical University Universidad Evangélica Nicaragüense Martin Luther King (UEN-IC-MLK)	Masaya, Rio Blanco, Nagarote, Matagalpa, San Rafael del Sur, Bonanza, Juigalpa
Martin Luther University Universidad Martín Lutero (UML)	Managua, Jalapa, Ocotal, Quilalí, Conde-ga, Muelle de los Bueyes, Nueva Guinea, Rivas, Somoto
Metropolitan University Universidad Metropolitana (UNIMET)	Managua
National Autonomous University of Nicaragua-León Universidad Nacional Autónoma de Nicaragua-León (UNAN-León)	León, Jinotega, Somoto, Somotillo, San Carlos

National Autonomous University of Nicaragua Universidad Nacional Autónoma de Nicaragua-Managua (UNAN-Managua)	Managua, Estelí, Matagalpa, Jinotepe, Juigalpa
Nicaraguan Technological University Universidad Tecnológica Nicaragüense (UTN)	Managua, León
Nicaraguan University of Science and Technology Universidad Nicaragüense de Ciencia y Tecnología (UCYT)	Managua
Paulo Freire University Universidad Paulo Freire (UPF)	Managua, Diriamba, Río San Juan, Matagalpa
Polytechnic University of Nicaragua Universidad Politécnica de Nicaragua (UPOLI)	Managua, Boaco, Estelí, Rivas
Popular University of Nicaragua Universidad Popular de Nicaragua (UPONIC)	Managua, Matagalpa, Masaya, Granada, Juigalpa, Estelí, Chinandega
Ruben Dario University Universidad Rubén Darío (URD)	Diriamba, Managua
Spanish-American University Universidad Hispanoamericana (UHISPAM)	Managua
Technical University of Commerce Universidad Técnica de Comercio (UTC)	Managua
Thomas More Universitas Universidad Thomas More (UTM)	Managua
University of Administration, Commerce and Customs Universidad de Administración, Comercio y Aduana (UNAC-AD)	Managua, Somoto, Chinandega, Rivas, Bluefields
University of Chinandega Universidad de Chinandega (UACH)	Chinandega
University of Commercial Sciences Universidad de Ciencias Comerciales (UCC)	Managua, León
University of Humanistic Studies Universidad de Estudios Humanísticos (UNEH)	Managua, Jinotepe, Masaya, Juigalpa, Mateare, Rivas
University of Managua Universidad de Managua (UdeM)	Managua, León
University of Northern Nicaragua Universidad del Norte de Nicaragua (UNN)	Jinotega, Matagalpa, Estelí, Ocotal, Somoto, Jalapa, Sébaco

University of Pacific Universidad del Pacífico (UNIP)	Managua
University of St. Thomas Universidad Santo Tomas de Oriente y Mediodía (USTOM)	Granada
University of Technology and Commerce Universidad de Tecnología y Comercio (UNITEC)	Managua
University of the Americas Universidad de las Américas (ULAM)	Managua
University of the Autonomous Regions of the Nicaraguan Caribbean Coast Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense (URACCAN)	Bilwi, Siuna, Bluefields, Nueva Guinea
University of the Valley Universidad del Valle (UNIVALLE)	Managua
Western University Universidad de Occidente (UDO)	León, Managua, Granada

6 Implementing an entrepreneurship training program

6.1 What is an Entrepreneur?

- An entrepreneur has a passion beyond what can be measured in traditional employment. They can't help but see beyond the present and into the future, beyond the current problems into solutions.

- An entrepreneur is able to take risks not because they are so brave, but because the option of monotony without purpose seems like a risk far greater than that of losing money or reputation fighting for what they really want.

- An entrepreneur seeks a balance between work and rest, understanding that a healthy balance between the two, produces desired results

- An entrepreneur's mind is constantly creating, seeking unique value propositions by answering complex problems.

- An entrepreneur sees money for what it is, one of many tools needed to fuel their dream.

- An entrepreneur cares deeply about every client, every project, every detail, and if they're ever in a situation where they need to ignore their nature for gain it will leave them restless and dissatisfied.

- An entrepreneur cultivates an environment that favours creativity, progress, and individual initiative. Strong leadership is based on the qualities of this culture, encouraging failure as part of the process to strengthen ideas and delivery in products and services.

- An entrepreneur questions everything. "What is the goal? What is the purpose? What is this useful for? How can we do this better?". It is this curiosity that allows ideas to be transformed into processes.

- Finally, an entrepreneur is someone who is willing to take an idea and turn it into something. You can do this self-employed or working for a company. It is the spirit of taking a concept and turning it into a project that can potentially have lasting benefits.

6.2 Entrepreneurship for Youth Employment - The Programme

Following is the training module that we have implemented to give participants with little or no experience in entrepreneurship, social entrepreneurship, and youth work in general.

The programme was designed for participants to start their enterprise and it's conclusion. Included are also some comments and insights from the training team throughout the process, so you can have a better idea of what transpired and what aspects may be applicable to you when you implement a social entrepreneurship training.

Week	Topic
1	- Welcome Evening -Getting to know each other and the program -Team Building Exercise
2	Understanding Social Entrepreneurship Problem Solving and Idea Generation
3	The Business Model Canvas Presenting Business Model Canvas and feedback.
4	Branding and Marketing Design Thinking
5	Financial Planning, Legal Frame, Positioning Elevator Pitch and Presentation.

6.2.1 Week 1 – Welcome Evening

A welcome evening for participants is prepared in order to receive everyone safely and to relax.
Tips for trainers: Ensure you have a participation list with contact details to ensure safe arrival of all participants.

6.2.2 Week 1 - Getting to know each other and the program

The participants introduced themselves and got to know each other using ice breaker games and techniques. Furthermore, they are asked to step out of their comfort zone informally in order to develop their sense of familiarity with each other. Once explained this premise, participants gained an overall view of the program, its main objectives, and had the chance to ask questions and comment on the overall plan.

Tips for trainers: Ice Breakers are designed to give participants a safe space to introduce themselves and reduce their natural barriers where they may feel hesitant to do so in another environment. This also teaches a principle useful in forming groups later on, which is to get to know people better to explore possibilities of collaboration and increase their networks.

6.2.3 Week 1 – Team Building Exercise

Participants partook in the challenge “Mission IS possible”. In this scenario, the trainer’s instructions are to issue 25 group tasks on a single piece of paper or in a social media group and give a specific time frame for the tasks to be completed. The trainer or team cannot support or answer any questions.

Tips for trainers:

The goal of the trainer is to understand the forming of group dynamics, culture, communication style and their ability to work in a team. As non-formal educators, we then ask questions of the group in order for them to draw conclusions about how to form optimal group dynamics. It is important to understand their current way of working in teams so that collectively they can then understand what is desirable and what is not. In later exercises, this becomes crucial to their improvements in such aspects of teamwork, communication, leadership and delegation.

6.2.4 Week 2 - Understanding Social Entrepreneurship

Here participants had a chance to brainstorm and write down what were their current definitions of entrepreneur, entrepreneurship and social enterprise, without researching online only referring to their current knowledge. The session was conducted in a world-cafe style, where participants split into groups, spent some time on each heading and then moved onto the next one.

This was followed by a presentation from each of the groups on what they had discovered, followed by input from the trainer on the actual definitions of each term and addressing some common misunderstandings.

Tips for trainers: When explaining the different terminologies, it is important to know the distinctions between each of them and understand their relative points as well.Doing so, gives greater justification as to why Social Entrepreneurship as a term exists. Keep the time and the rotations of each category even to give participants an equal amount of space to contribute. After each terminology has been presented, you can contribute or clarify to conclude each point.

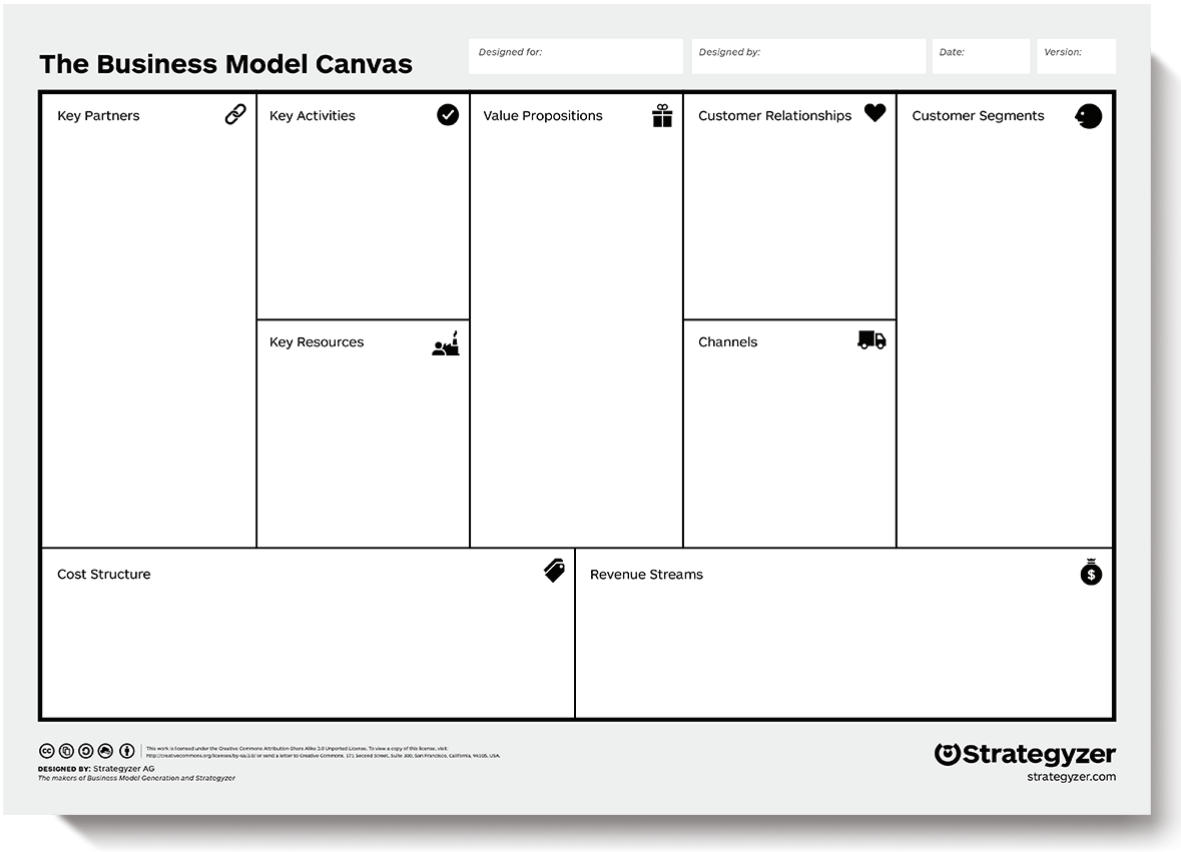
6.2.5 Week 2 – Problem Solving and Idea Generation

In order to simplify their business idea, participants first need to understand what problem they are trying to solve in order to justify its purpose.
A simple letter writing tool of "Dear Mr Cyclops…" begins this process. Understanding what social cause is important to them, what is the major challenge faced in this area and then what they feel should be the solution for this challenge.

This continues with some basic input on how to begin the thinking process about a new idea, based on the what/why/how frame. Here was emphasised the importance of the "why" part, as their own motivation is what will keep them going in the challenging process of starting their own enterprise.
Their motivation can come from having experienced a problem themselves and wanting to solve it for their community, or from a loved one having experienced that problem, or from a passion that they have always had, or in potentially many other ways, but should be internal motivation rather than external motivation.
Tips for trainers: This methodology is crucial for participants to understand how a successful business idea is formed. Moreso, using this framework allows them to understand a perception of a problem other than their own. Using one's empathy to see the problem from the potential consumers point-of-view, establishes whether or not the solution provided adequately meets the challenge and demonstrates suitable benefits.

6.2.6 Week 3 – The Business Model Canvas

Here participants were introduced to the "Business Model Canvas", a model created by Alexander Osterwalder which is a step by step process for creating a practical business plan that isn't as time consuming as the traditional business plan, and more based on actionable information. It is ideal to spare at least one full for all the steps of the business model canvas.
The business model canvas (images included below) includes the following sections:



I. Value Propositions

x What value do we deliver to the customer?
x Which one of our customers' problems are we helping to solve?
x What bundles of products and services are we offering to each segment?
x Which customer needs are we satisfying?
x What is the minimum viable product?

II. Customer Segments

x For whom are we creating value?
x Who are our most important customers?
x What are the customer archetypes?

III. Channels

x Through which channels do our customer segments want to be reached?
x How do other companies reach them now?
x Which ones work best?
x Which ones are most cost-efficient?
x How are we integrating them with customer routines?

IV. Customer Relationships

x How do we get, keep, and grow customers?
x Which customer relationships have we established?
x How are they integrated with the rest of our business model?
x How costly are they?

V. Key Resources

x What key resources do our value propositions require?
x Our distribution channels?
x Customer relationships?
x Revenue streams?

VI. Key Activities

x What key activities do our value propositions require?
x Our distribution channels?
x Customer relationships?
x Revenue streams?

VII. Key Partners

x Who are our key partners?
x Who are our key suppliers?
x Which key resources are we acquiring from our partners?
x Which key activities do partners perform?

VIII. Cost Structure

x What are the most important costs inherent to our business model?
x Which key resources are most expensive?
x Which key activities are most expensive?

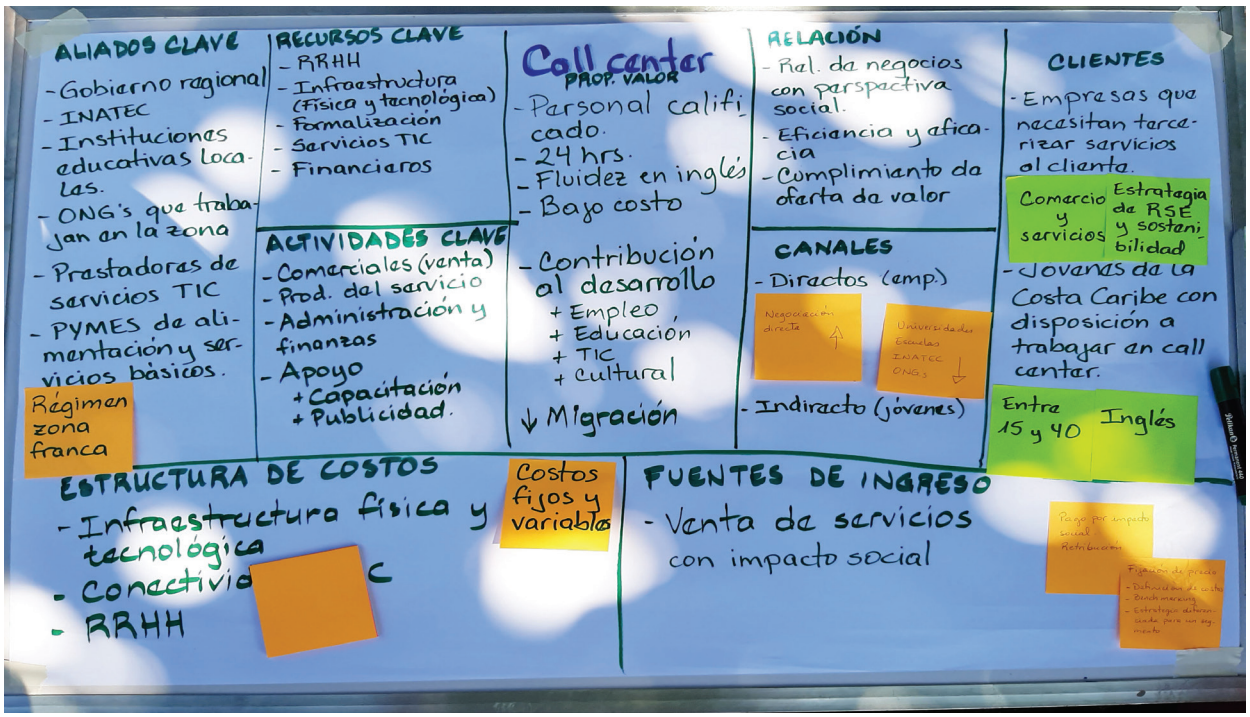
IX. Revenue Streams

x For what are our customers really willing to pay?
x For what do they currently pay?
x What is the revenue model?
x What are the pricing tactics?

After being explained the canvas in full, participants spent the whole day being guided through the process of filling out their own business model canvas, with special support given to any sections they had more difficulty with. This proved to be a very challenging but at the same time very useful exercise for them, since most of them had never taken the time to carefully consider all these different aspects and were now in a better position not only to have a better view of their social enterprise idea, but also to be able to explain it in detail to any interested parties or potential stakeholders.

Tips for trainers: Use the entirety of a day session to explain and carry out group discussions for this exercise. Also make medium sized group no more than 4-5 good use of space to allow participants freedom to contribute and discuss. The principle of using the methodology is to have a simplified plan with which to work from in the future. As they are working through the steps, it is important that they are aware of each segment's connection and furthermore, its overall connection to the problem solving and idea generation exercise. Both trainers and facilitators should be available to support the group to answer questions and provide feedback to ensure the participants understand the exercise.

6.2.7 Week 3 – Presenting Business Model Canvas and feedback.



For these sessions participants presented their business model canvas they had filled out in the following day to the rest of the group. They had the chance to answer questions and receive constructive feedback on their ideas. For the most part the ideas were quite original, creative and well thought out, however most of the participants had created what was more like a non-profit project idea then an enterprise. Therefore, most of the feedback was focused on how they could in some way profit from their idea, or at least bring it to a point of being self-sustaining.

The participants will present their business ideas to the group. At the end of each presentation, the participants as a group can ask questions and provide feedback on the idea and the process.

Tips for trainers: Thinking as an entrepreneur to support a social cause is one of the main challenges. The understanding that since the idea is based on supporting a disadvantaged group to solve a problem, consumers should never be directly charged but that there should be another source of funding.
Here the trainers should explain that it isn't possible to make this assumption across the board and needs to be addressed on a case by case basis. For example, in the case of children with mental disabilities, it is possible that the parents can and want to pay for a quality service that will help them to develop their social and creative skills. Of course in the case of food redistribution to homeless people this may not be the case, but then again there may be groups of people who are willing to pay for good food that would otherwise go to waste (for example someone organising a big event on a tight budget).

6.2.8 Week 4 – Branding and Marketing

This session started with understanding the difference between marketing and sales, and the method that was used for this was a role-play by one of the trainers wanting to sell chocolate. For the sales representation, the trainer went up to one of the participants and explained all the great aspects of the chocolate (how good it tasted, how healthy it was, the low cost, etc.) In the marketing representation, the trainer was more focused on what the participant really wanted in a chocolate (what kind of taste, what kind of cost, what kind of wrapping, etc.) and tailored the chocolate to meet that demand, causing the participants to be the ones coming to the trainer demanding that particular brand of chocolate.

In order to see some live examples of branding and marketing, participants were shown advertisements of 3 different well-known companies and asked to evaluate the advertisement not only in terms of content but especially in how it made them feel. It was then shared that a big part of branding involves creating an emotional response from the people who are in contact with your product, since many times humans aren't making decisions based on logic but rather on emotion.

After going over these examples and reflecting on them, participants were given the chance to think about the brand that they are creating, and to come up with the name, slogan and symbol that they wanted it to be represented by. They were then asked to share this in groups of 4 in order to flesh out their ideas a bit more and get some feedback for the other participants.

Tips for trainers: This part is always interesting as some of the participants struggle with creative ideas for their name, slogan and symbol. Understanding connotations and representations gives space for deeper questions to be asked about how the business should be presented to the consumer. As a trainer, it is important for everyone's voice to be represented in forming the idea of the brand but the group leader guides the process and makes critical decisions.

6.2.9 Week 4 - Design Thinking

At this juncture, the participants have been able to cultivate their business plan and decide what types of product(s) or service(s) they can deliver. Design thinking intends for businesses to apply Human Centred Design (HCD) principles to products or services.

The concept of this methodology is for participants to have a suitable framework to establish if their products or services meet the company business plan, aims and goals. It also gives them a suitable framework to see how the customer engages, interacts and uses their products and services, receive feedback from users and make adjustments or modifications if necessary.

Using their already established business models, the participants then made a "prototype" explaining the various stages of the Design Thinking process, as well as their reasonings for how it matches to the business model canvas made previously.

Tips for trainers: The primary challenge that participants face during this phase is finding the correct balance between the development of their products and services and matching them to the business idea developed. Understanding principles in design, features and user experience can alter or shape the business's perception in the marketplace. Similarly with the business model canvas, the participants work backwards in order to work forwards in order to assume responsibility for each phase in development.

6.2.10 Week 5 – Financial Planning, Legal Frame, Positioning

This was a session with a lot of different information about technical and practical things to consider when starting their enterprise in a particular country. For this they were offered the PESTEL model, which includes considerations about:

x Political Conditions
x Economic Conditions
x Social Conditions
x Technological Conditions
x Environmental Conditions
x Legal Conditions

They were given some information and examples on how to conduct research about these different aspects in order to ensure that they are knowledgeable and aware of these aspects and can be prepared for them when starting their enterprise, or conversely decide not to start their enterprise in a particular country.

They were then asked to do some research particularly on the legal frame that they would like to have for their enterprise (sole trader, limited company, non-profit organisation, foundation, etc.) It was brought out that in many countries, even European countries, the legal frame "social enterprise" doesn't exist. Therefore, it is up to them to choose a legal frame that fits with their structure and goals, and then to make the decision to run their enterprise as a social enterprise.

Tips for trainers: We acknowledge that the lack of possibility to have the social enterprise legal frame in many countries can be a hindrance to truly fostering social entrepreneurship, and hope that this legislation can change in the future.
What is interesting to note, is that when analysing the ecosystem for Social Entrepreneurship, many participants clashed between the perception of opportunity and threat. This opened the possibility of using the group dynamic solving these issues together harmoniously.

6.2.11 Week 5 – Elevator Pitch and Presentation.

Now that their ideas had been fully understood, it was time to pitch and present these ideas using a real world simulation known as the elevator pitch. The trainer acts as a potential investor or interested party in the participants business idea. The participant has 1 minute to convince them that they should have a further discussion regarding what they do. The lesson here is to instil the value of taking risks and to know their business idea fully to then attract interest in a short period of time.

Tips for trainers: The challenge for most participants is to not sound so formal and scripted. Understanding that when they have the chance to do this for their businesses, it will sound more informal comes as a great shock, but is a valuable lesson to learn.
Learning tools on how to communicate calmly and coherently allows the participants to reenact this in their own lives.

7.ACADEMIES

Session Outline Template

Title	Mission IS possible
Aim(s) and objectives	***Aims*** • Understand group dynamic with less instructions Identifying natural roles of leaders, supporters, passive followers. • Observing what takes priority from the tasks according to personal importance, i.e time limit, quality, inclusiveness etc. • Relating it to real world scenarios of entrepreneurs by doing tasks without specific direction or instruction/ finding place for creativity. ***Objectives*** • Finish the tasks provided in handout according to instructions • Understand the purpose of the exercise • What they could do better to achieve "their" goal.
Time	1 Hour 30 mins
Materials	• Participants will need access to the internet and use of a camera phone for some tasks. • Flipcharts • Markers • Use of dynamic space (indoor and outdoor)
Preparation (10-15mins prior)	• Using of existing/ creation of Facebook Group • Supporting Materials according to questions i.e Flipchart, Markers, Drawing materials (markers, pencils, rulers).
Instructions (45mins - 1Hour)	• Trainer has total handouts for Mission IS Possible for participants • Trainer will announce the time limit (approx 45mins - 1hr) to complete all of the instructions. • Trainers and facilitators will supervise but not influence the outcome of the activity. • Once the time limit has expired, they must all return to the group section to present one-by-one their results to see if questions have been answered correctly.
Debriefing (15-20mins)	- What was the desired outcome of the exercise? - Do you think it was achieved? Whether Yes/ No & How - What roles were identified? - What could have been done better? - Explanation vs Execution (require instructions first or apply and develop later?) - Any pressure or negative feeling towards the tasks? - Explain: o Purpose of group dynamics, o Getting to know your teammates, o Deadlines o Understanding and clarifying instructions o Usage of materials o Managing pressure o Assessing quality o SUCCESS?
Handouts	Mission is Possible question sheet
Tips for Facilitators	- The idea here is to watch the participants simulate the exercise themselves to draw their own conclusions before explaining the purpose of the exercise. - Within the "chaos" it is important to note individual and team behavior as examples for your debriefing. - You will be able to support but not help. Make sure that your involvement is limited as merely a reference to the handout.

Title	Different Educational Methods
Aim(s) and objectives	• Start with participants understanding of Different Educational Methods • To explain the terminology and understand the differences between formal, non-formal & informal learning. • Understanding of suitable applications for each learning method, pros and cons.
Time	1 hour
Materials	Flip chart, Markers
Preparation (10mins prior)	Prepare flipchart with the 3 different learning methods in brainstorm fashion and place them in different sections of the room with markers. Make space to place the brainstorm on the wall as a reference for the rest of the academy. This is to gauge the understanding from the participants first before explaining and is more collaborative to develop answers from experience.
Instructions (45mins)	• 10-15mins -Briefly introduce The 3 educational methods. • Flipchart with each learning method should be placed around the room. • 10-20 mins - Each person writes a word or sentence on the flipchart according to their understanding of the method. • 10-15 mins. Each flip chart is collected and a volunteer can read some of them to the rest of the group • Based on answers given, explain or reconfirm the terminology. • Discuss and understand key differences, positives & negatives.
Debriefing (15 mins)	- Summarise key understanding of educational methods - NFE - holistic learning: 3H; Heart (emotions), Head (knowledge), Hand (skills and competences) - Reference to Non-Formal education being the main focus of the academy. - How it will be conducted i.e simulations, group dynamics, peer to peer and the benefit to the participants. - Place Flipchart on the display wall for reference.
Handouts	
Tips for Facilitators	- As this will be the first exercise, it is crucial to gain the participants respect to be heard by not only allowing them to digest the content, but to give space to explain themselves. This will help set the tone of the relationship you will have as a trainer and the comfort zone the participants will create themselves to engage in future. - Delve deeper into the answers to understand why people have certain answers from their own perspectives. This helps develop commonalities between the participants and supportive answering.

Title	Problem Solving Analysis/ Idea Generation
Aim(s) and objectives	Aims • To understand participants' issues and effectively break them down into clear plans of action. • To support and instil confidence in participants in achieving their goal to solve issues more efficiently. • Provide a suitable and clear pathway to problem solving and idea generation. Objectives • To explain idea generation using the problem solving analysis framework. • Provide realistic pathways to beginning business/project ideas. • Create foundational reference for building business/ project ideas using methodologies later in the academies.
Time	1 Hour 30 Mins
Materials	• Sheet of paper for participants/ notebook • Pens • Flipchart • Markers • Post-It's
Preparation (10-15mins prior)	• Prepare a model for problem solving analysis but fill in while explaining. • Make use of dynamic space for people to write and think about the framework.
Instructions	- 15-20 mins - Explain the methodology and the process for the problem solving analysis. - 15-20 mins - Participants individually have this time to write down their issue based on the "what/why/how" problem analysis framework using the "Letter to Mr Cyclops" methodology. Included can be consideration for who but the other 3 should be done first. - Facilitate during this time by making sure the participants have understood the framework and how to apply it. - 20-30mins - 1-by-1 the participants will read their answers. - Trainer will write down the area of focus from each idea to formulate groups based on similar interests, which will be used for the later development stages. - 15 - 20mins - Forming groups based on the ideas of focus. Keep the groups even (approx 4-5 people). If more, then ask if participants are willing to work in another group with less people./
Debriefing	- What did you think of the exercise/ Did you understand? - How did it help you? - How does it link to your motivation to solve your related problem?
Handouts	

Tips for Facilitators	This session outlines the basic input on how to begin the thinking process about a new idea, based on the what/why/how frame. Here was emphasised the importance of the "why" part, as their own motivation is what will keep them going in the challenging process of starting their own enterprise. Their motivation can come from having experienced a problem themselves and wanting to solve it for their community, or from a loved one having experienced that problem, or from a passion that they have always had, or in potentially many other ways, but should be internal motivation rather than external motivation. It was also shared that at times our why can come from our greatest pain (someone wanting to start a social enterprise to do groundbreaking research on cancer may have experienced cancer themselves or been close to someone who has). Then participants were given the task of defining their own "what and why", with the understanding that we would deal in detail with the how in the following sessions.

Title	Business Model Canvas
Aim(s) and objectives	Aims • To learn new methods of developing a business plan. • Simplify and visualise business planning to build a successful business/ project. Objectives Identify problems that their product/service must solve • Analyse competitors and market leaders to understand their strengths and weaknesses. • Find a solution for your target audience's problems. • Identify key metrics of your success. Money, number of app installations, active users, subscribers etc. • Find key partners to grow the development temps. • Create a unique value proposition to make your target audience use your app instead of all alternatives. • Know who your clients are. You should know where they are located, what they are interested in, why they want to use your product. • Research marketing channels. This helps you to promote your app correctly. • Determine the best revenue stream for your startup • Identify key resources and activities. • Estimate costs for all development stages of your product.
Time	Whole Day - 30-45 mins Briefing - 2 - 2.5 hours for development and finalising. - 1 hour for presentations - 20mins feedback
Materials	- Flipchart paper - Market Pens - "Post-it" different colours notes - Pens - Dynamic Space for group work - Presentation space and materials

Instructions	- Brief the participants on the methodology, its usefulness in real world scenarios and link to the problem analysis. - Let the groups know that they will continue working within the same groups till the end of the day. - Let the groups know that you will explain step by step for each category. - Explain step by step, each time allowing roughly 15-20 mins per step to discuss and input. SOME SECTIONS MAY ALLOW FOR MORE TIME SO USE YOUR JUDGEMENT ACCORDINGLY. It is important to explain one or two categories each time and let the groups work on those parts and then re-collect the groups and give instructions for the next categories. - They should use post-it notes to put on the flip chart as they can add or take away as per their discussion more easily and look more presentable. - Max 10mins/ Max 5mins for questions per group - Participants must then present their idea at the end of the session. Feedback should be presented using the "Hamburger Model". Explain to participants then trainers should engage with this once they have provided feedback. Start with positive aspects of the presentation specifically, followed by recommendations of what can be done to improve, followed by positive comments overall.

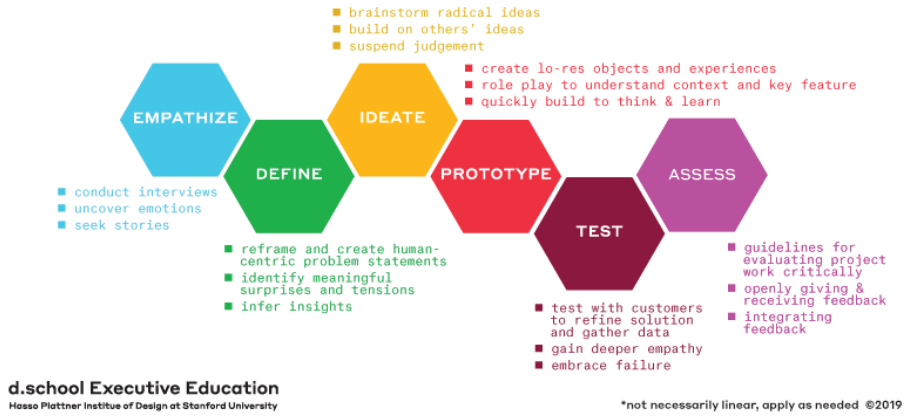
Instructions	BUSINESS MODEL CANVAS Value Propositions - What value do we deliver to the customer? - Which one of our customers' problems are we helping to solve? - What bundles of products and services are we offering to each segment? Which customer needs are we satisfying? I. Customer Segments - For whom are we creating value? - Who are our most important customers? II. Channels - Through which channels do our customer segments want to be reached? How do other companies reach them now? - Which ones work best? - Which ones are most cost-efficient? - How are we integrating them with customer routines? III. Customer Relationships - How do we get, keep, and grow customers? - Which customer relationships have we established? - How are they integrated with the rest of our business model? - How costly are they?

Instructions	IV. Revenue Streams - For what are our customers really willing to pay? - For what do they currently pay? - What is the revenue model? - What are the pricing tactics? V. Key Resources - What key resources do our value propositions require? - Our distribution channels? - Customer relationships? - Revenue streams? VI. Key Activities - What key activities do our value propositions require? Our distribution channels? - Customer relationships? - Revenue streams? VII. Key Partners - Who are our key partners? - Who are our key suppliers? - Which key resources are we acquiring from our partners? - Which key activities do partners perform? VIII. Cost Structure - What are the most important costs inherent to our business model? - Which key resources are most expensive? - Which key activities are most expensive?
Debriefing (20mins)	- How do you feel now? - Why do you feel this way? - How was the process of working in your team? - What was it like using the BMC? - If it was useful/ If not, how and why? - What challenges did you face as a group/ individually if any? - How did you link any of the sections together in developing your idea? - What made you successful/fail? - How will this support the development of your future ideas?

Preparation (10-15mins)	- Prepare flipchart with headings for the Business Model Canvas - Write down each question below for each category on a different A4 size paper, (preferably different colour for each category of business model canvas). - Prepare markers, Pens, post-its for each group - Dynamic Space for group work

Handouts	Business Model Canvas (print one for each group) and distribute it at the end of session.
Tips for Facilitators	• Here participants were introduced to the "Business Model Canvas", a model created by Alexander Osterwalder which is a step by step process for creating a practical business plan that isn't as time consuming as the traditional business plan, and more based on actionable information. It is ideal to spare at least one full for all the steps of business model canvas. The model is not for developing your business idea but seeing your business in one big picture with all possible actors. • Most of the feedback should be focused on how they could in some way profit from their idea, or at least bring it to a point of being self-sustaining. • Using the Hamburger feedback model allows positive reinforcement for critical points to be made without causing an offence to the participants. By them practising this with the other groups, it will keep a positive and productive atmosphere. • During the debrief, it is important to highlight that when using the BMC, to revert backwards when moving forwards in order for your business to have clarity of message and process.
Title	Design Thinking

Aim(s) and objectives	Aims • Applying Human centred design (HCD) principles introducing a new innovative method that they can apply to business ideas. • Personal and professional development of participants for cross-sector skills. Objectives The objectives of the training course are: • Train participants on how to apply DT methodology in their business ideas, introduce DT and its importance for innovative approaches. • Develop the participants' creative, human-centred and solution-oriented thinking. • Promote innovative approaches in youth work in order to create social innovations. • Potentially resolve problems people face and to create a significant social impact. • Improve participants' professional competencies and the quality of their work and activities for the benefit of their residing ecosystem. • Increase motivation and satisfaction in participants' daily work. • Inspire the participants to promote DT among their colleagues.
Time	3 Hours Wednesday
Materials	• Flip Chart Paper • Random Stationary Materials (i.e paperclips, rulers, pens, paper, toys, puzzels etc). • Computer and Powerpoint slides to display DT Theory. • Pens and Markers.
Preparation	• Revise DT Theory • Prepare materials above in advance. • Questionnaire for Test Phase.

Instructions	• Explain the Design Thinking methodology and why it is useful (see debrief). • Bryan Lawson's 1980 book "How Designers Think", primarily addressing design in architecture, began a process of generalising the concept of "design thinking". Robert McKim's 1973 book "Experiences in Visual Thinking". Bryan Lawson's 1980 book "How Designers Think", primarily addressing design in architecture, began a process of generalising the concept of design thinking. Rolf Faste expanded on McKim's work at Stanford University in the 1980s and 1990s, teaching "design thinking" as a method of creative action. Design Thinking was adapted for business purposes by Faste's Stanford colleague David M. Kelley, who founded the design consultancy IDEO in 1991. **Design Thinking Process Diagram***  EMPATHISE: Work to fully understand the experience of the user for whom you are designing. Do this through observation, interaction, and immersing yourself in their experiences. - Participants will design a questionnaire based on the product/ service using a mixture of open and closed questions and

Instructions	- interview different participants in the room. DEFINE: Process and synthesise the findings from your empathy work in order to form a user point of view that you will address with your design. - Participants will clearly finalise the "WHO/ WHAT/ WHEN, WHERE/ HOW" based off the Empathy Analysis for their product/ service. - Ask to look briefly back at BMC to compare. IDEATE: Explore a wide variety of possible solutions through generating a large quantity of diverse possible solutions, allowing you to step beyond the obvious and explore a range of ideas. - Using Brainstorming, participants will build on each others ideas to decide how they will present your product/ service. - "Outside the box" thinking and linear implementation process. PROTOTYPE: Transform your ideas into a physical form so that you can experience and interact with them and, in the process, learn and develop more empathy. - Using the "tools" available, the participants will build or design the prototype of their product/ service. - Role-Play to understand key features and understand context. TEST: Try out high-resolution products and use observations and feedback to refine prototypes, learn more about the user, and refine your original point of view. - To explore the customer experience, participants will test the product/ service from feedback of other participants. One by one selected participants are called over and they will ask questions to the usability of the product/ service. A brief anonymous questionnaire is pre developed to help participants analyse the product/ service, which the groups will use to assess if the customer experience matches the development. - What was the product/ service? - What does it do? - Did you understand the use for this? - Would you use this product again? - Overall experience ASSESS: Give a brief overview of how to assess the results but no exercise to focus on.

Debriefing *(20-30 mins)*	- How was your experience using DT Theory? - Did you find it useful in developing your Business Idea? Yes/ No, what examples? - What challenges did you face using DT Theory? - Would you want to use DT Theory to develop your Business Idea?
Handouts	
Tips for Facilitators	Can explain in Debrief. • When it comes to developing activities/services/products that will eliminate certain social problems, many businesses may not conduct deep research into the problems and needs of their target groups, make prototypes of the solutions, test them before implementation and involve their target groups in the design or assessment process. • Even when people do go into the field, they may enter with preconceived notions of what the needs and solutions are. Consequences of it are low participation, not active participation and involvement, not reaching expected results, lack of social innovation, little (or no) impact and almost no sustainability. • Innovation brings value for businesses, which inturn creates a higher probability of making a social impact. For decades businesses have used principles of Human Centered Design (HCD) and more specifically Design Thinking methodology (DT) to create solutions for many different types of challenges based on real needs and problems of their target groups. • While the method slowly has become known within the US nonprofit sector (Bill & Melinda Gates, Rockefeller and Kellogg Foundations, VisionSpring, Acumen, IDE Marie Stopes International, Population Services International (PSI), Mercy Corps and other organisations), the same is not true among European NGOs. • Design Thinking is a methodology that provides a human-centered, solution-oriented, collaborative and effective systematic approach to solving problems and to generate ideas with impact.

Title	**Marketing**
Aim(s) and objectives	Aims: ● Understand foundations of Marketing Strategy ● Reevaluating business idea from from market analysis ● Principles of Visible Marketing Impacts Objectives
Time	2 - 2.5 hours
Materials	● Flipchart Paper ● Markers ● Pens/ pencils (Multicolour) ● Rulers
Preparation 10mins prior	Prepare headings on flipchart paper but write questions.
Instructions	**10mins Introduction:** Refresh from strategic planning and introduce this session and what will be featured. Then explain basic visual branding exercise under the 3 heading below: Trainers - 5mins explaining. Participants - 15-20 mins developing ● Logo Creation: ○ What is the connotation (meaning) of images. ○ Does this reflect your business idea/ process? ○ Does the customer relate this logo to your business? ○ Is it recognisable and for the right reasons? ○ What is my USP (Unique Selling Point) Trainers - 5mins explaining. Participants - 15-20 mins developing ● Social Media Strategy ○ How visible/ active do you want to be? ○ Are you available on the most popular/ suitable platforms?

Instructions	○ When/ how often will you post? ○ How do you monitor success? ○ Who can i communicate with? ○ Do these activities represent my brand effectively? Trainers - 5mins explaining. Participants - 15-20 mins developing ● Website/ App ○ How much info? ○ Commerce or informative ○ Distribution ○ GDPR (Data Collection Law - Europe) ○ Ad Words/ SEO (Search Engine Optimisation

Instructions	 • Marketing ADVANTAGES: 0-20mins - Explain what Market advantages are and what they mean to your business. Groups to spend 5-10mins answering each question: • What advantage does your business have to enter the market • What are the opponents to entry to the market and competition • Public relations - Bridges the conversation between organisation and the target market. Goodwill gestures, CSR, Customer surveys. • Important for customer retention. • Customer Engagement in real-time • Helps to reinforce/reinvent business vision. • Marketing Mix Strategy - 4P's - Price, Product, Promotion, Place

Methodology - The 4 Ps, in its modern form, was first proposed in 1960 by E. Jerome McCarthy; who presented them within a managerial approach that covered analysis, consumer behavior, market research, market segmentation, and planning. Phillip Kotler, popularised this approach and helped spread the 4 Ps model.

- (There are actually more but focus on the main 4 i.e - People, Partnership, Public Relations (PR), Political Diplomacy, Process, Physical Evidence.
- SWOT Analysis
  - Opportunities
  - Threats
  - Strengths
  - Weaknesses

Title	**LEGAL & FINANCIAL PLANNING**
Aim(s) and objectives	Aims ● To understand the links between financial planning and business planning. ● Understanding the principles of financial 'forethought' before making important operational decisions. ● Increase the financial preparedness of the participants to create realistic template for financial success. ● Increase understanding Objectives ● To learn how to prepare
Time	
Materials	
Preparation	 Analyse: ● Operating Costs - ● Asset Costs ● Competition ● Administration Costs ● Taxation - ie VAT ● Marketing ● Distribution Plan: ● What do I price my product/ service for i.e single use, multiple use, subscription? ● How much do I price it for? ● How much does 1 sale make against my costs? ● Where can I maximise my sale price?

Title	**Soft Skills - Presentation and Public Speaking**
Aim(s) and objectives	● Brainstorm - What makes an effective presentation/ public speaker? ● What are the do's and don'ts of both ● Each participant presents a minimum 1 minute/ maximum 2 minute presentation on themselves. ● Feedback
Time	1 hour 30 mins
Materials	Flip chart, Markers
Preparation *(10mins prior)*	Prepare flipchart with headlines for Presentation and Public Speaking. Prepare another flipchart for positives and negatives. This is to gauge the understanding from the participants first before explaining and is more collaborative to develop answers from experience. Make sure chairs are then moved into the auditorium setting after participants have finished working on their presentation.
Instructions (45mins)	● 10-15mins -Brainstorm ideas on what makes an effective presentation/ public speaker. ● The positives and negatives of both. 10-15 mins ● 10-20 mins - Each person works on self-presentation min. ● 30 mins. Each person has minimum 1 minute/ maximum 2 minutes, which should be timed and immediately followed by the next person. ● Each person that is introduced should be encouraged by the entire group by cheering and clapping. ● Discuss feedback from the group ● Discuss and understand presentation skills and public speaking.
Debriefing (15 mins)	- Summarise key understanding of educational methods - Summarise where it can be useful. - Examples of public speaking technique and training. - Relate back to social entrepreneurship.
Handouts	
Tips for Facilitators	- For most participants, the thought of public speaking or presenting in front of a large group can be daunting. This methodology encourages them to talk about a subject they know and have active participation, encouragement and allows them to step out of their comfort zone. For those who are comfortable, it will give them greater tools for success.

Title	**Soft Skills - Negotiation and Innovation**
Aim(s) and objectives	● Arrange for 1 packet of 12 eggs and 10 oranges. ● Transport eggs and oranges making sure everybody catches them before the last person places them in the bowl in the allotted time frame. ● Understand the clear importance of a number of soft skills i.e listening, instruction giving/ taking, communication, leadership, process and patience.
Time	1 hour 30 mins
Materials	● 1 packet of 12 eggs and 10 oranges ● Bowl ● Tape to mark points to stand. ● Stopwatch ● Cleaning materials i.e mop, bucket, bleach, sponges
Preparation *(10mins prior)*	Make the room clear and participants are standing in 4 equal numbered lines to form a square. Incase of dropping, it is advisable to do this exercise on smooth surfaces that are easy to clean. Keep Eggs and Oranges in a box at the beginning and one empty bowl near the last person in the opposite corner. Place tape on the floor to make a square for even rows of participants to stand.
Instructions (45mins)	● Rules: - As a team, they must transport the eggs and oranges from one first person, to the last person on the opposite end. - They cannot pass to the people next to them and they cannot pass to anyone on the same line. - Everybody must catch the orange or egg at least once. - You must pass around at least one egg and one orange. - If you drop an egg or orange, the points of this object will be deducted from their final score. - 1 egg = 7 points / 1 orange = 3 points. - They have 8 mins for the first try. - 5 mins for the second try - 3 mins for the last try. - Score as many points as they can.
Debriefing (15 mins)	Understand what the goal was, how they achieved their strategy, who assumed leadership and measure the success of the tasks
Handouts	

Tips for Facilitators	The activity can sometimes be quite competitive and stressful so your goal will be to make sure that the participants are 100% clear about the rules and how to perform the task. You can add or modify rules through the stages to further highlight the need for clarity of communication.

8 Inspiration and ideas

Following are some common obstacles that were observed that can hold someone back from becoming or from continuing to be an entrepreneur.

It is important to mention that entrepreneurship is for everyone. Some people are very content to work in stable environments and to implement the ideas of others while making a living at the same time. And this is a totally valid choice. In fact, becoming an entrepreneur when you don't really feel the drive or motivation to dive into it isn't a good idea.

However, there are some cases where somebody has a great idea, has all the desire and motivation to start, but still feels held back by the factors below. If this is the case, then it is worthwhile to look at what is holding you back (or them in case you are their trainer or coach) and to work with them to overcome these obstacles so that they are not held back from fulfilling their ambitions.

Common obstacles to becoming a social entrepreneur:

8.1 Uncertainty - Particularly financial uncertainty, the fact that being an entrepreneur is uncertain, and that having a stable 9-5 job is certain, is actually an illusion. There is always the risk of losing your job, of the company you are working for going bankrupt, or a number of other factors that you can't avoid. Yes, for the short term being an entrepreneur will be more uncertain, but for the long term building yourself up as an entrepreneur so that you are not dependent on anyone or any specific conditions in order to make a living is a much more freeing and sustainable form of certainty.

8.2 Knowing your worth - Worrying about not being good enough or the idea not being good enough The truth is, everyone thinks this! Furthermore, it's true. Most products, people and companies took many years to become what they are today. It may look easy and instantaneous to us, because we are only seeing the end result. We rarely see all the effort, time, sweat and tears that it takes for people, products and companies to become what they are. In the words of Harrison Ford, "If you think you can, or if you think you can't, you're right." The important thing is not that you or your initiative is flawless, but rather that you believe it has the potential to contribute to others in a significant way. If you believe this then go on with it until you make it as ideal as it can be, and then continue to make it better as you go. If you do you'll pretty soon end up with something pretty awesome in your hands that you can confidently share with the world.

8.3 Having a conscious or subconscious aversion to making money, marketing, or other necessary aspects of having a business. Particularly for people coming from a non-profit background. My image of "businessmen" used to be old men in overpriced clothes, overweight, sitting in a dingy restaurant with cigars making shady deals that manipulated or even harmed innocent people. And I discovered that a lot of people who have spent a lot of time being volunteers or working in the non-profit sector felt the same way (well different images maybe but same idea). As long as we have a conscious or subconscious aversion to making money, selling, marketing or any other aspect of the business we won't succeed in it no matter what we do. If you feel you may have such a block, try asking yourself "I believe money is..." or "I believe business is..." and see what comes out. If you uncover negative beliefs, change them so that your path can be open again to creating and contributing to the world in a way that is sustainable for you.

8.4 Feeling the need to know too much before getting started, getting inundated with too much information and then becoming paralyzed and not taking action

Awareness + practice = success

Just doing without learning new things, getting needed information or developing ourselves can lead to just spinning our wheels, but at the same time just developing awareness and knowledge and taking too little action will make you a great academic but a very poor social entrepreneur. The best solution for this is to learn as you go. Start doing what you want to do, and it will become clear to you what you need to learn in order to do it, or to do it better. And make what you learn very specific and actionable. Instead of thinking "I need to learn about marketing" think "I need to learn about how to attract people to my live event". If it's not specific and if it's not actionable, it won't help you move forward.

8.5 Analysis paralysis: spending too much time deliberating, analysing the situation, hashing out scenarios and procrastinating the real action that needs to be done. This is similar to the scenario above, except it also includes asking "what if" and dwelling on the worst case scenario. Only think about the worst case scenario or your enterprise's potential "doomsday" as long as you need to make a plan B, or to make necessary preparations to be ready for it and to prevent it. Other than that don't focus on these things at all, because what you focus on grows. And when you are focused on threats you will have a very difficult time seeing opportunities or being able to grow.

8.6 Thinking that a lot of money is needed to start an enterprise, and that unless there is a large amount of money sitting in the account that it's not possible to start. Of course it depends on your enterprise, whether you're planning to build rockets or sell your time and/or knowledge. But the illusion that it takes tons of capital to start any business is simply not true, and it's not even wise to invest a whole lot before you have started selling and testing your products and services and making money from them. Think of the lowest common denominator of money when you start out, and you'll find yourself avoiding a lot of stress and debt which could potentially break your business before it even makes a profit. The most important thing is not how much money you invest, but how much value you are providing to your customers. Sometimes providing this value will cost you nothing except for time, but if it is valuable to your

customers you could prosper without spending anything except what you need to keep going. The big and unnecessary expenses usually come when we put too much value on image, and the advantage of being a social entrepreneur is that you can create a business model that is built on economic and environmentally friendly solutions rather than image, for yourself as well as for your enterprise.

7.7 Perfectionism – wanting everything to be flawless before launch, or spending too much time on projects or items that could be finalised less perfectly but more efficiently and still with good results. Perfection is not only an illusion, it's so subjective. Perfect according to what, whom, and for what purpose? Instead of asking yourself if it is perfect, ask yourself is it valuable? Is it making a contribution? Is it useful?

And then keep developing it as you go, as you gain more information and expertise on how to improve it. The moment it's perfect then your business will start to go down anyways, because believing that it is perfect will prevent you from improving it and continual growth is essential to a successful modern day enterprise.

8.8 Pressure from family, friends or society to not take risks, to keep the stability, to not rock the boat and to maintain the status quo

As an entrepreneur you will have to develop some tough skin anyways, so you might as well start with those closest to you. Develop the habit of being able to listen to the opinions or concerns of others without taking them on, to be able to evaluate what is useful, what fits with your goals, and what doesn't and is just fear based and will bog you down. As a social entrepreneur it's very likely that you see a horizon and possibilities that don't even fully exist yet, or that others are not yet able to see. Remember that whatever you can imagine you can create, and the opposite is also true. If they aren't able to imagine your success, don't worry about it. You are the one creating it, not them.

8.9 Not investing enough time in creating the enterprise due to also having a full time job or other obligations, and so the time that is invested is either not enough or is not quality time when the mind is in its optimum state.

Having too many goals or obligations will dilute your focus and energy. It is ideal to have only your enterprise to focus on (when it comes to work) but if that isn't possible for you yet, then what you can do is decide on a time when your mind is clear and focused that you will work on your enterprise. Although investing a lot of time is good, it's even more important that the time is quality time. So during that time in your day or week (it should be regular) don't let anything else distract you and make sure that your brain is in its optimum state. Stick to this and it will be like building your enterprise brick by brick...it may take a while but pretty soon you will start to see it coming together beautifully. It's much better than trying to put together all the bricks as fast as possible all at once, that wall will probably crumble pretty fast.

8.10 Overinvesting in the new idea and forgetting about living a balanced life and also investing in relationships, which leads to stress and burnout before the enterprise fully gets off the ground and negative feelings connected to building an enterprise

You as the social entrepreneur are the most valuable asset of your enterprise. Your ideas, your energy and your motivation are actually what will keep the enterprise going no matter what the other conditions are.

So as the most important asset, make sure that you are investing in yourself every day and giving yourself what you need to be in your most optimum physical and emotional state. Some standard things we all need as humans every day are healthy food, exercise, fresh air, fun and relaxation, supportive and loving relationships, and quality sleep. If you miss some of these things for a day or two it's no big deal, but if you make it into your lifestyle choice you will soon

see the negative effects on yourself and on your enterprise. If you include all of the above in your life you will probably have less time to invest in your enterprise, but that is not a loss to you. It is a gain, because the time you do invest will be full of energy and motivation and you can literally get double the amount and quality of work done in half the time.

8.11 Becoming an entrepreneur just in order to not have to work, normal working hours, under a boss, etc., rather than being truly motivated by the idea you want to build on. In other words, moving away from rather than towards

Wanting freedom and wanting to get out of oppressive working conditions can be a positive side effect of being an entrepreneur, but it cannot be the main reason. For your business to succeed you need to be mostly moving towards something that you want, rather than away from something you don't want. If I ask you the question of why you want to be an entrepreneur, and you give me mostly explanations about the things that you don't want in life, then you are moving away rather than towards. If this is the case, stop and think about what you want to build,what you want to create, and also what lifestyle you want to have. Being able to imagine it is the first step to being able to create it.

8.12 Spending too much time and money on image, and other aspects of the business and spending too little time and money on creating and improving the actual products, services and customer relationships.

Having yourself and your business look fantastic but lack in real content or value can be great for your ego but it is not sustainable for your enterprise and for you, because looks are not enough to create customer loyalty and generate sustainable sales. To switch from appearance to genuine value, instead of thinking of how it looks or about what people are thinking and saying about you, focus more on asking yourself how you and your enterprise can grow and contribute. This will get you thinking in the right direction and set you on the path of creating genuine value and genuine results.

8.13 Quitting too soon expecting too much too fast and not having the long term perspective and patience needed for the enterprise to genuinely flourish. For my own enterprise, although of course I would like as much success as possible as fast as possible, the truth is that I don't care how long it takes. I'm so certain that this is what I want to do, and this is how I want to contribute to the world, that like a tree I don't mind if it takes its time to grow and to bear fruit. The important thing isn't that I see fruits immediately right after I plant it, what tree would do that anyway? Rather it's that I'm doing everything that I can every day to support it in growing, in a way that fits its current stage of growth. As long as I see that the tree is alive and it is healthy, I know that I am succeeding because an alive and healthy tree will always give good fruit sooner or later.

8.14 Interviews with current and future social entrepreneurs

8.14.1 Bremley Lyngdoh - UK

What is social entrepreneurship for you, and what inspired you to be a social entrepreneur?

I work on different projects, and the first time someone told me that I was a social entrepreneur was on a tweet on facebook, "this guy has the essence of social entrepreneurship". It was after organising an event, the UN climate change summit in Morocco. The event was about

alleviating poverty and addressing climate change through sustainable tourism. I had been working as a consultant for a travel agency and I had become their sustainability consultant. So I became very interested in how the travel sector could really address climate change, and could really address the well being of the people. So the reason why I put together that event is because the year after (this year) was the UN international year of sustainable tourism for development. So through the NGO called Worldview Impact Foundation, we would organise a side event during the annual summit in Morocco on sustainable tourism and see what kind of stories we can bring there.

In organising that event I found 7 stories from around Africa, where social entrepreneurs and environmental entrepreneurs were focused on ecological restoration. And they had stories where they had restored degraded ecosystems and had created new travel destinations, ensuring that the industry was completely ethical. No big hotels, organising home stays, and showing that all the money generated from tourism goes into the hands of local people.

What was the moment when you really decided to commit to this cause?

As an environmental activist, I always knew about the key concept of sustainable development. And one day somebody told me that the way we treat soils in the world contributes more to climate change than the whole transport sector. And if we could restore these soils, we could draw down enough greenhouse gas emissions to potentially reverse the effects of climate change. I was a journalist at the time, and that made me put my pen down and I thought to myself "Wow, this is quite incredible."

Because all the people that deal with climate change are always talking about mitigation, but here we are talking about reversal. And when you go beyond what is known, there is very little competition. And so that's when I saw the opportunity to look at the different business models that we can develop within this new paradigm that we call regenerative development. This goes beyond sustainability, because it's not about sustaining things that already exist but rather about regenerating stuff that isn't there anymore, stuff that is unsustainable.

What are you working on at the moment?

Right now I'm working on several projects, and they are all based around land degradation reversal to fix the climate. And they are based on 4 returns, inspirational return (inspiring people), social return, return of knowledge and power to people so they can make decisions about their own environments, and of course when you have these kinds of returns you get an economical return as well.

What would you say to someone who is thinking about or aspiring to be a social entrepreneur?

Well I would say that the only way you get somewhere is with grit. Grit is stamina, and you just have to be in love with your project, in love with your convictions, and things have to be done naturally. I've messed up so many times, but I've been so in love with this, because for me there is nothing else. There is no way I would abandon it. If you feel like abandoning something, and you feel like you're in pain, it might be a good idea to look at something else. But if you really know what's right for you, and you really know that you do have a life path, and that you are able to follow your heartbeat instead of the noises in your head, then you can really get somewhere.

8.14.5 Riccardo D'acquisto - Italy

Why do you want to be a social entrepreneur?

I want to be a social entrepreneur because it's a very interesting field to get more knowledge about. It's new and I think it's the future. I'm not there yet, I'm just a student for now but I have many ideas and I think this is a great way to develop them and at the same time to make them have a real impact for social purposes. I'm also interested in asking the question of why business ended up so far from people, why are we even talking today about "social" entrepreneurship? This might seem a bit philosophical, but it's something to reflect on. Enterprises should not be born just to make money for the entrepreneur or for the stakeholders, it should actually serve some real purposes. Who are you addressing? Normally you are addressing people, humans, so why do we even need to be so explicit and say "social entrepreneurship"? In my opinion entrepreneurship should generally have humane purposes, but we ended up very far from that. So I'm glad that we are reflecting on these needs.

I started a non governmental organisation calls Amazing Association in Tenerife, Spain.

8.14.7 Elif Seckin – Turkey

Why do you want to be a social entrepreneur?

I wanted to be a social entrepreneur for the following reason: I have a startup company, and I wanted to develop my idea further. I wanted to have the chance to learn from the others in the group, from their ideas and from their different cultures (and have a chance to show my own). And I really hope that it will be useful for me.

What is your social enterprise idea?

I want to create a common space for people where they could exchange their skills and experience. I was imagining a working space where people from different occupations and cultures come together, and would be able to talk about their life changing business ideas, how they apply their skills to their work differently, or the typical dinner their grandmothers make. My goal was to provide a physical place, where the inspiration and learning happens at the same time. So, that place would give a profit for the newcomers, and the newcomers would give profit to the place, as they would be bringing their experience, which is the main promise of my enterprise idea. Learning and getting inspired, in a loop of mobility, creating the biggest values of my company, the database of experience. I find this human-centered sustainable business idea really exciting.

This is why I came to Sende to learn more from them and currently I am still working with them to develop my idea.

8.14.8 Onur Yavuz– Turkey

Why did you become a social entrepreneur?

I became a social entrepreneur because of my awareness that the environmental resources should be used very effectively. So in investigating what we can do for this purpose, I created an idea for smart houses. This is actually a common idea, there are a lot of examples of it in the world right now. But mine is a bit different because you can control everything with a touchpad, or an i-pad, or a mobile application. You can control every electronic device with just one touch, lighting, climate, audio-video sources, and you can combine and integrate them with each other. So it's really useful for the end user. And regarding the energy consumption (the social side), energy consumption is really important because we have limited sources in the world. We need to use them really well, so you can manage the lighting level of houses according to the sun's position during the daytime. So it's possible to be very efficient with light consumption, saving money, time and resources.

Why do you think social entrepreneurship is important?

I think social entrepreneurship has become really important, because normally we think about only business entrepreneurship and only about money. Yes money is important to survive, but it isn't the only thing in our lives. So we need to enlarge our vision about the business plan, we need to add valuable things in our idea, and this can be done with a social mentality.

8.14.9 Rosario Hanon Valasquez– Nicaragua

What is your social enterprise idea and why do you want to be a social entrepreneur?

I want to help women in Latin America to be empowered, and also help to reduce the rate of child stunting in these countries. I think that we can make a difference, but realistically we also need to make a living. So with social entrepreneurship we can combine both, and as such really make a difference in the world.

What would you tell someone else who is considering being a social entrepreneur?

I think it's definitely something to consider, but I feel new on the subject so please ask me again in 5 years :)

9 Conclusion

Entrepreneurial activity has emerged as the single most critical determinant of economic renewal and growth in the estimation of both policy makers and the societies they serve. Huge differences have been observed in the level of entrepreneurial activity as well as the success or failure of those activities across economies. The reasons for these differences have been attributed to differences in demographic, cultural and institutional factors as well as the economic dynamics at play. Unfortunately policy makers, educators and researchers too often have to base their activities and decisions upon limited information or data that might be applicable in one economic setting but not necessarily in others.

We hope that the information and insights in this manual have been useful for you. We wish you the best on the challenging but exciting journey of being an entrepreneur and/or an entrepreneurship educator. In our ever changing world it is essential that more and more people develop the mindset of an entrepreneur and are capable of creating employment possibilities for themselves and for others. “In a world of change, the learners shall inherit the earth, while the learned shall find themselves perfectly suited for a world that no longer exists.” Eric Hoffman

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DİNAMİK GELİŞİM DERNEĞİ

Co-funded by the Erasmus+ Programme of the European Union

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