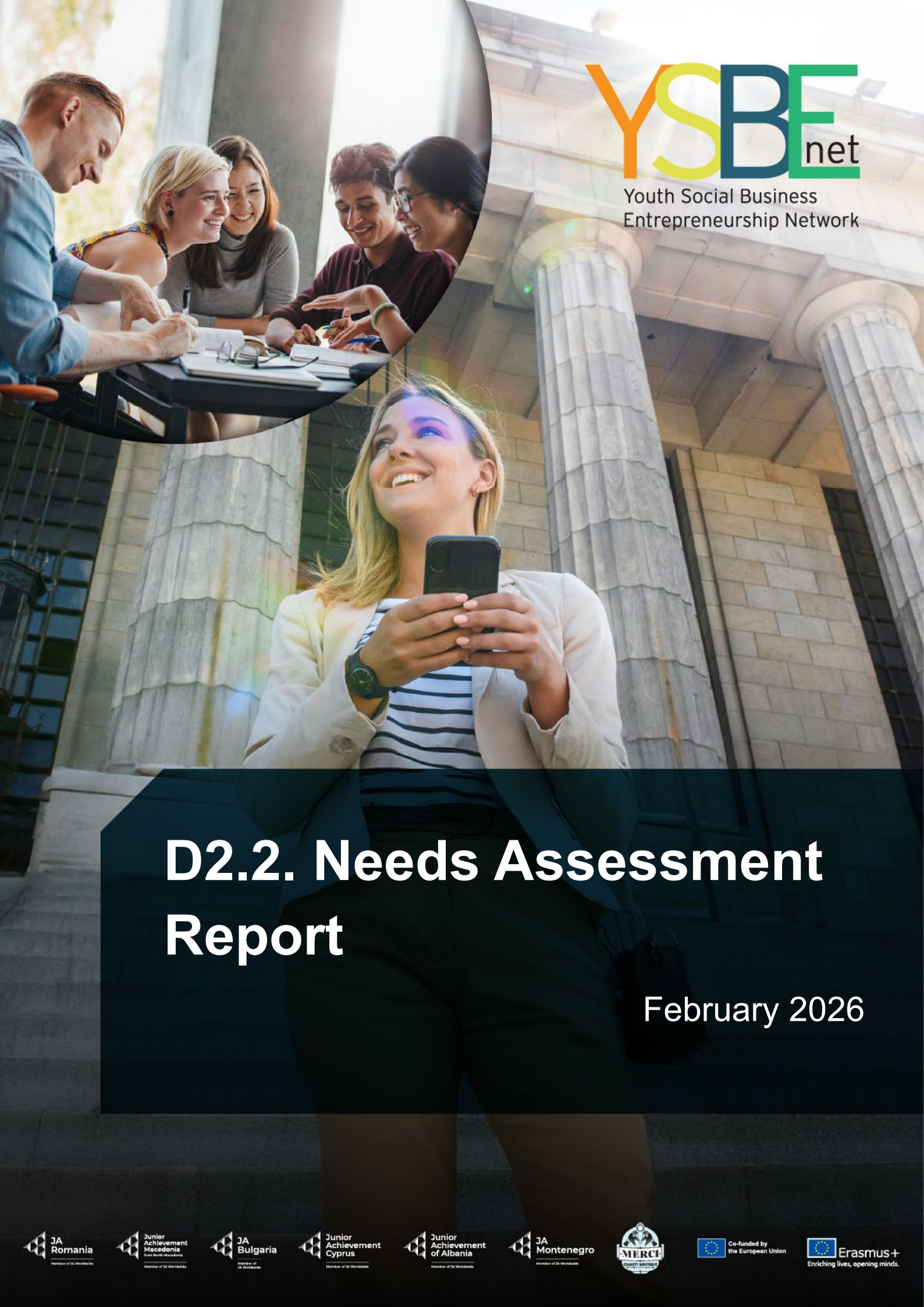

YSBEnet
Youth Social Business Entrepreneurship Network

D2.2. Needs Assessment Report

February 2026

JA Romania · Junior Achievement Macedonia · JA Bulgaria · Junior Achievement Cyprus · Junior Achievement of Albania · JA Montenegro · MERCH · Co-funded by the European Union · Erasmus+ Enriching lives, opening minds.

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Version	Date	Modified by	Comments
V1	27.02.2026	Stojan Debarliev	1st draft version of the Needs Assessment Report
Final	28.02.2026	Alice Cornea	Final version of the Needs Assessment Report

Project information

YSBE Net project aims to address the growing need for education and support for social entrepreneurship in several countries, including Romania, Cyprus, Bulgaria, North Macedonia, Albania, and Montenegro, with a special focus on building the capacity of organisations working with young people to implement effective and sustainable projects in this field.

It is a two-year transnational project funded under the EU's Erasmus+ programme.

For more information, visit – YSBE Net.

Table of Contents

1. Executive Summary

This **Needs Assessment Report** presents the findings of the WP2 needs analysis conducted as part of the **Youth Social Business Entrepreneurship Network (YSBE Net) project**, an Erasmus+ initiative involving six partner countries: Romania, Cyprus, Bulgaria, North Macedonia, Albania, and Montenegro. The study surveyed **179 teachers and youth workers** across these countries to identify specific needs, gaps, and opportunities for integrating social entrepreneurship education into formal and non-formal educational settings.

Key findings at a glance:

- Strong perceived value, critical provision gap: An overwhelming majority of respondents agree that integrating social entrepreneurship into education benefits young people's employability (mean 4.41/5), yet awareness among young people scores only 3.14/5 and existing opportunities score 3.09/5 — confirming a systemic gap between aspiration and access.
- Universal barriers: Barriers facing young social entrepreneurs are consistently rated as significant across all six countries (mean 3.81/5), with Bulgaria (4.00) and Romania (3.93) registering the highest scores. Qualitative responses point to lack of mentorship, financial literacy deficits, weak practical experience, and institutional inertia as the principal obstacles.
- EntreComp competence deficits: Across all 15 EntreComp competences, mean scores cluster between 3.03 and 3.63. The five lowest-scoring competences — Motivation & Perseverance (3.03), Financial & Economic Literacy (3.05), Taking Initiative (3.07), Ethical & Sustainable Thinking (3.24), and Coping with Uncertainty (3.35), represent high-priority targets for curriculum design.
- Willing but under-resourced educators: While teachers and youth workers strongly believe SE teaching is important (mean 4.20/5) and express moderate confidence (3.92/5), they lack adequate curriculum coverage (3.13/5), teaching resources (3.36/5), and time (3.36/5). Training adequacy scores only 3.56/5, revealing a substantial capacity-building need.
- Practical formats preferred: A blended approach combining curriculum and extracurricular activities is the most strongly endorsed integration model (4.11/5). Hackathons and trade fairs are seen as effective (4.05/5) and motivating (4.01/5) formats, though organisational capacity to deliver them scores only 3.50/5.
- Rural youth critically underserved: Rural youth face significantly fewer opportunities than urban peers (mean 3.73/5), with dedicated rural initiatives rated as critically insufficient

(2.55/5 — the lowest mean in the entire dataset). Respondents strongly believe social entrepreneurship can revitalise rural communities (4.32/5).

- Underdeveloped ecosystem: School-NGO collaboration (3.31/5), communities of practice (3.13/5), and business-school partnerships (all below 3.05/5) reveal that the wider supporting ecosystem for SE education remains fragmented and informal across all six countries.

These findings directly inform **four sets of priority recommendations**: (1) a competency-based curriculum anchored in EntreComp targeting the five weakest competence areas; (2) a comprehensive train-the-trainer programme addressing all six identified training need domains; (3) hackathon and trade fair formats tailored to local contexts and capacity; and (4) rural-specific and ecosystem-strengthening components integrated across all project activities.

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2. Introduction and Background

2.1 Project Background

The **Youth Social Business Entrepreneurship Network (YSBE Net)** is an Erasmus+ funded transnational project addressing the growing need for social entrepreneurship education in six European countries: Romania, Cyprus, Bulgaria, North Macedonia, Albania, and Montenegro. These countries share common challenges — rising youth unemployment, persistent poverty in rural and peripheral areas, and growing environmental pressures — that social entrepreneurship is uniquely positioned to address. Yet despite this potential, structured educational pathways for social entrepreneurship remain underdeveloped, educators lack training and materials, and young people — especially those in rural areas — rarely encounter meaningful learning opportunities in this domain.

YSBE Net seeks to change this by strengthening the capacity of youth organisations and educational institutions to deliver high-quality, practical social entrepreneurship education. The project is built around six Work Packages. **Work Package 2 (Needs Analysis)**, which this report represents, provides the foundational evidence that will guide curriculum development (WP3), training of trainers (WP4), the organisation of trade fairs and hackathons (WP5), and dissemination activities (WP6).

2.2 Purpose of This Report

This Needs Assessment Report fulfils deliverable **D2.2**, as specified in the Terms of Reference and the WP2 Strategy and Methodology document. It presents an integrated analysis of quantitative and qualitative survey data collected from 179 teachers and youth workers across the six partner countries in January 2026. The report addresses three core objectives:

- Identify needs, gaps, and opportunities for integrating social entrepreneurship education within the curriculum for students (aged 15-29);
- Generate evidence to inform course curriculum development, teacher/youth worker training, and the design of practical activities (virtual hackathon and trade fairs);
- Provide country-level and cross-country findings and recommendations to guide subsequent Work Packages.

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3. Methodology

3.1 Research Design

The needs analysis employs a **mixed-methods design**, combining structured quantitative measurement with targeted qualitative inquiry. The primary instrument is a structured online survey (31 questions, 7 sections) delivered via Google Forms in national languages translated from a common English master version. Quantitative data were collected through Likert-scale items (1-5 scale), while qualitative data were gathered through structured open-ended questions embedded within the survey.

The quantitative component provides comparable, statistically summarisable evidence enabling cross-country analysis and benchmarking. The qualitative component captures contextual depth, illustrative examples, and practitioner recommendations that scale ratings alone cannot convey. Data analysis combines **descriptive statistics** (frequencies, means, country-level breakdowns) with **thematic coding** of open-ended responses, using a coding framework aligned to five priority themes: awareness and barriers, rural youth, competences, curriculum integration, and ecosystem support.

3.2 EU Framework Alignment

The survey instrument was explicitly grounded in two European frameworks. Student entrepreneurial competences were assessed through an **EntreComp-aligned** competence grid covering all 15 competences across three areas (Ideas & Opportunities, Resources, Into Action), enabling direct identification of gaps that can inform competency-based curriculum design. Findings are interpreted through the **EU Skills Agenda**, translating identified gaps into actionable priorities for skills development across all project outputs.

3.3 Sampling and Data Collection

Sampling was organised on a quota basis: each of the six partner organisations recruited 25 eligible teachers and/or youth workers in their country. Partners were instructed to ensure diversity across respondent roles, geographic settings (urban and rural), and institutional types. Data collection was conducted **throughout January 2026**, with expert monitoring to ensure progress and data quality.

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Table 1. Final survey sample achieved by country (responses vs target, share of total, status)

Country	Responses	Target	Share of Total	Status
Albania	30	25	16.76%	Exceeded
Bulgaria	26	25	14.53%	Exceeded
Cyprus	22	25	12.29%	Near target
Montenegro	33	25	18.43%	Exceeded
North Macedonia	39	25	21.79%	Exceeded
Romania	29	25	16.20%	Exceeded
TOTAL	**179**	**150**	**100%**	**+19% over target**

The achieved sample of **179 respondents** exceeds the target by 19%, strengthening the evidential basis. North Macedonia generated the largest sub-sample (39 respondents), while Cyprus provided the smallest (22). All countries contributed representative data across both respondent categories.

4. Sample Profile

The 179 respondents represent a predominantly teacher-led sample, with **135 (75.42%) identifying as teachers** in formal education and **44 (25.58%) as youth workers or NGO staff**. These additional voices provide supplementary ecosystem perspectives, though the core analytical base is the teacher and youth worker cohort.

In terms of geographic context, **126 respondents (70.40%) work primarily in urban settings**, 35 (19.55%) in both urban and rural settings, and 18 (10.05%) mainly in rural areas. The limited rural representation mirrors actual population distribution in the target countries and reinforces the importance of treating rural youth as a distinct, underserved target group requiring tailored programme components.

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Figure 1 shows the respondent role distribution, while **Figure 2** illustrates the breakdown by primary professional role. Together, these charts confirm that the sample is geographically diversified and professionally grounded in formal and non-formal education settings — the two primary delivery channels the YSBE Net curriculum will need to operate through.

Figure 1: Respondent Role Distribution (N=179)

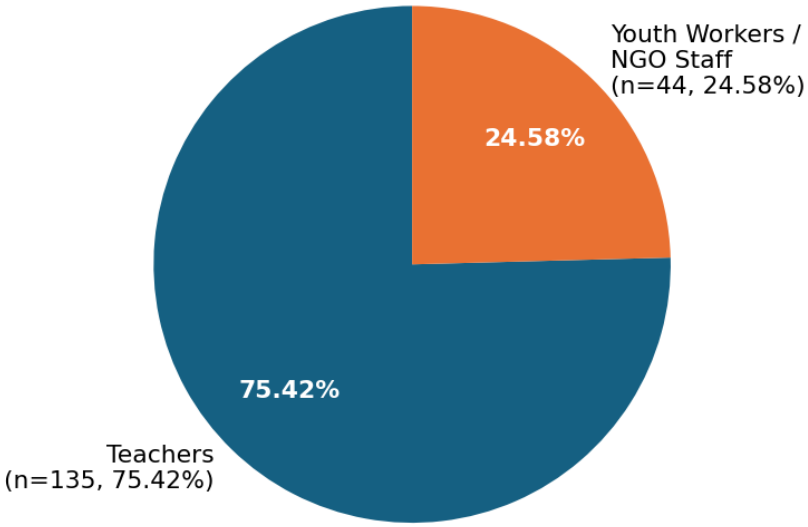
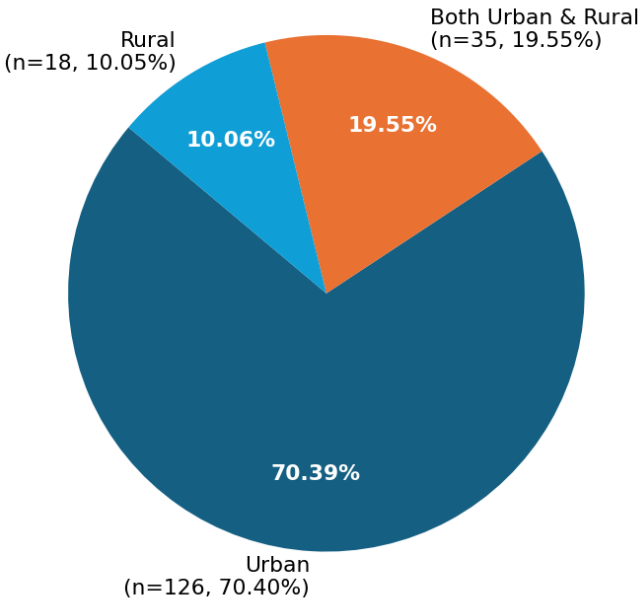


Figure 2: Respondent by Geographic Work Context (N=179)



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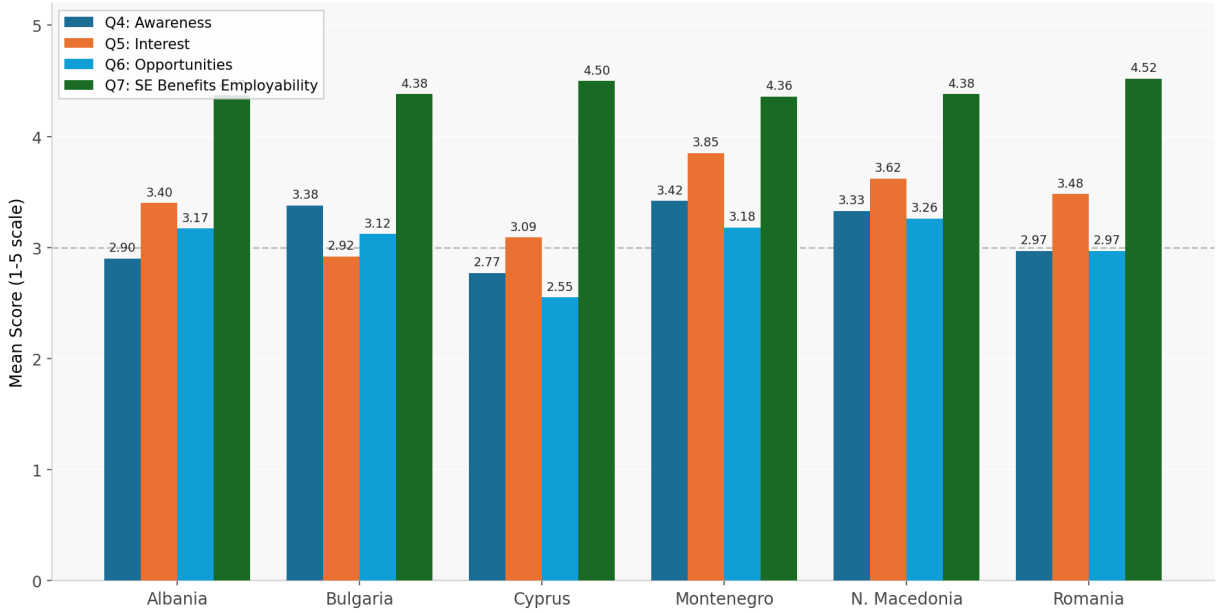
The higher proportion of teachers relative to youth workers reflects both the broader reach of formal education institutions in partner countries and the strategic priority of embedding SE education within school curricula. However, the substantial NGO staff sub-sample (18.6%) ensures that the data also captures the informal education ecosystem, which — as subsequent sections show — plays a pivotal but underdeveloped role in the target countries.

5. Young People's Awareness, Interest, and Barriers

5.1 Quantitative Findings: Awareness, Interest, and Opportunities

Section B of the survey assessed four core dimensions regarding young people aged 15-29: their awareness of social entrepreneurship, their interest in starting or leading a social enterprise, the sufficiency of existing skill development opportunities, and the perceived benefits of SE education. Figure 3 presents the mean scores for each dimension across the six countries.

Figure 3: Young People Awareness, Interest, Opportunities & Perceived Benefits by Country (Q4–Q7)



Across all six countries, the data expose a persistent gap between the perceived value of social entrepreneurship education and its actual availability on the ground. The Q7 scores (SE integration benefits employability) are the highest in the entire Section B, clustering tightly between 4.36 and 4.52 across all six countries, indicating near-universal professional consensus

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that social entrepreneurship education is valuable. This makes the low Awareness scores (overall 3.13) and Opportunities scores (overall 3.04) all the more striking, as they confirm that this broadly shared conviction has not yet translated into structured educational provision. Particularly notable is Cyprus, where the Opportunities score drops to 2.55 — the lowest recorded across any country on either indicator, underscoring the gap between the high perceived value of SE education (4.50) and the near-absence of structured pathways to access it.

Table 2. Young people's awareness, interest, opportunities and benefits by country

Country	Q4: Awareness	Q5: Interest	Q6: Opportunities	Q7: Benefits
Albania	2.90	3.40	3.17	4.37
Bulgaria	3.38	2.92	3.12	4.38
Cyprus	2.77	3.09	2.55	4.50
Montenegro	3.42	3.85	3.18	4.36
North Macedonia	3.33	3.62	3.26	4.38
Romania	2.97	3.48	2.97	4.52
Overall	**3.16**	**3.44**	**3.07**	**4.41**

Cyprus records the lowest awareness score (2.77) — suggesting that despite having one of the more structured Junior Achievement programmes, social entrepreneurship as a distinct concept remains unfamiliar to young Cypriots at the community level. Montenegro stands out positively with the highest awareness (3.42) and the strongest interest scores (3.85), a result that likely reflects stronger informal outreach by NGOs in that context. Albania's comparatively low opportunity score (3.17, but awareness only 2.90) suggests that even where some programmes exist, they have not yet penetrated far enough to register as significant in educators' perceptions. North Macedonia shows a notably stronger interest score (3.62) than the overall mean (3.44), while Bulgaria's unusually low interest score (2.92) — the lowest in the sample — sits in contrast to its relatively high awareness (3.38), pointing to a possible disconnect between familiarity with the concept and motivation to pursue it.

5.2 Perceived Barriers

Q8 asked respondents to assess whether young people face significant barriers when attempting to start social enterprises. Figure 4 presents the country-level mean scores, showing that barriers are perceived as significant in all six countries, with a cross-country mean of **3.81/5**.

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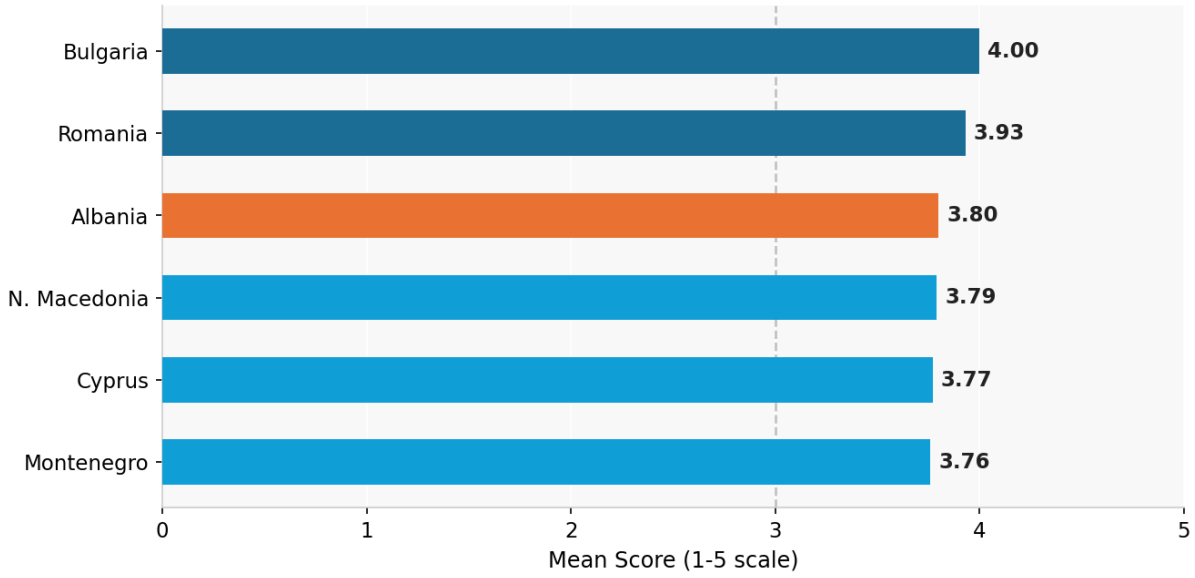
Figure 4: Perceived Barriers Facing Young Social Entrepreneurs by Country (Q8)



Bulgaria (4.00) and Romania (3.93) register the highest barrier perceptions, suggesting that in these contexts, characterised by relatively rigid formal education systems and limited social enterprise infrastructure, structural obstacles are most acutely felt by practitioners. Even the lowest barrier scores (Montenegro: 3.76 and Cyprus: 3.77) remain well above the midpoint of the scale, confirming that barriers are a universal, cross-cutting challenge requiring systematic rather than country-specific solutions. The overall mean of 3.84/5 leaves no ambiguity: across all six partner countries, practitioners consistently experience significant obstacles facing young social entrepreneurs.

5.3 Qualitative Analysis: Key Needs and Gaps

Open-ended responses to Q9 (most significant need or gap for young social entrepreneurs) yielded 178 substantive responses across all six countries. Thematic coding identified **five dominant themes**, distributed unevenly across country contexts:

Theme 1: Absence of Practical Support Infrastructure

This was the most frequently cited theme across all six countries, appearing in roughly 68% of substantive Q9 responses. Respondents consistently distinguish between young people's motivation and ideas, which they generally describe as presentand the structures that would allow those ideas to become viable enterprises. The gap is not motivational but structural: there are no mentors, no accessible funding pathways, no incubation spaces, and no networks that can guide young people from concept to implementation.

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The consistency of this theme across countries with very different economic and institutional contexts, from Cyprus (EU member with established JA programme) to Albania (transitional economy with weaker institutional infrastructure), suggests that the absence of practical support is a systemic condition rather than a country-specific anomaly. For YSBE Net, this implies that curriculum alone will be insufficient: the project must also actively support the construction of mentorship, network, and incubation components alongside educational content.

Theme 2: Financial and Business Knowledge Deficit

A second highly prevalent theme, cited in approximately 52% of responses, focuses on young people's lack of financial literacy, business planning skills, and understanding of social enterprise models. Respondents in Romania and Albania are particularly emphatic on this point, noting that young people frequently lack the ability to distinguish between a social enterprise (which is financially self-sustaining) and a charity (which depends on donations). This conceptual confusion, they argue, leads to unsustainable projects that collapse when initial funding runs out.

This theme maps directly onto one of the lowest-scoring EntreComp competences in the dataset — **Financial & Economic Literacy (3.05/5)** — suggesting strong convergent validity between the competence measurement and the qualitative insights. It also identifies a clear priority for curriculum design: financial modelling, social business model canvas training, and impact measurement basics should be foundational, not elective, components of the course.

Theme 3: Low Public and Institutional Awareness

Approximately 44% of responses highlight that the problem of low awareness extends beyond young people themselves to parents, teachers, community leaders, and institutional decision-makers. Respondents in North Macedonia and Cyprus were particularly vocal on this point. In several responses, educators describe situations where students express interest in social entrepreneurship but receive no support from parents or school administrations, who either do not understand the concept or actively discourage it in favour of conventional career paths.

This theme has important programme design implications: it suggests that awareness-raising activities should not be limited to young people but should also target parents, school administrators, and local officials — particularly in contexts where institutional gatekeepers determine whether SE education can be introduced into formal settings.

Theme 4: Educational-Reality Mismatch

Romanian and Bulgarian respondents raise a theme that goes beyond the absence of SE content to critique the pedagogical orientation of existing curricula more broadly. They argue that education systems are structured around rote learning, examination performance, and theoretical knowledge delivery, all of which are antithetical to the experiential, problem-centred, and iterative learning processes that social entrepreneurship education requires. Several

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respondents describe feeling personally constrained by curricular demands that leave no space for project-based, exploratory work.

This theme reinforces the curriculum design recommendation that SE content should be structured through active methodologies (project-based learning, real-world case challenges, design thinking) that are fundamentally different from traditional classroom pedagogy, and that teacher training must explicitly address how to facilitate this pedagogical shift.

Theme 5: Absence of Accessible Role Models

A final theme, particularly prominent in Albanian and Montenegrin responses, identifies the absence of visible, accessible, locally relevant role models as a significant deterrent. Respondents note that while international examples of social entrepreneurs (such as from Silicon Valley or Western European social enterprise ecosystems) are referenced in media and education, they feel remote and irrelevant to young people in small, peripheral, or rural communities.

This has direct implications for curriculum material development: case studies and learning scenarios should be built primarily around **local and regional social entrepreneurs**, not imported from distant contexts. Trade fair and hackathon design should also create opportunities for young people to meet and interact with social entrepreneurs from their own communities, making the concept tangible and aspirational.

6. Rural Youth

6.1 Quantitative Findings

Section C assessed respondents' views on the specific situation of rural youth. Figure 5 presents the four rural indicators, revealing a pattern of high potential recognition combined with critically low actual provision.

Figure 5: Rural Youth Indicators — Q10–Q13 Cross-Country Means

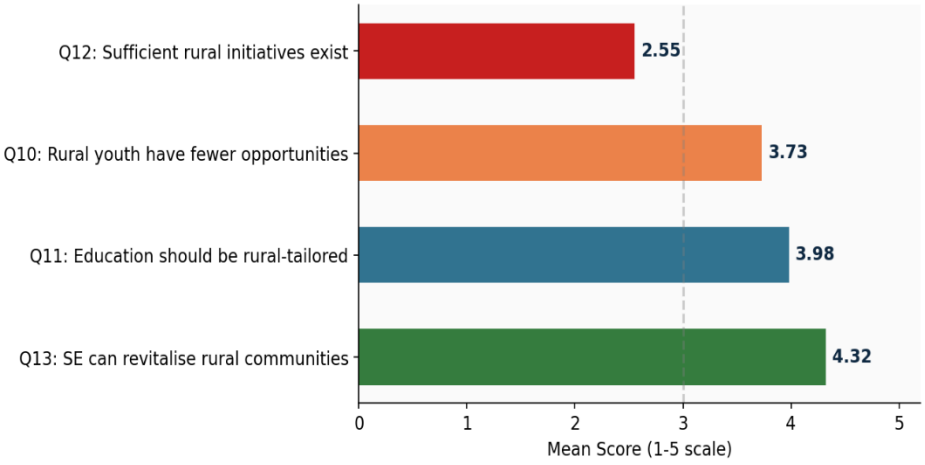

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Table 3. Rural youth indicator scorecard (Q10–Q13: opportunities, tailoring, initiatives, revitalisation potential)

Indicator	Mean	Assessment
Q13: SE can revitalise rural communities	4.32	Strongly affirmed
Q11: Education should be rural-tailored	3.98	Strongly affirmed
Q10: Rural youth have fewer opportunities	3.73	Moderately affirmed
Q12: Sufficient rural initiatives exist	2.55	Critical gap - lowest in dataset

The Q12 score of **2.55/5 is the lowest mean score across the entire 31-question survey**, making the inadequacy of rural SE programmes the single most clearly evidenced gap in the dataset. At the same time, the Q13 score of **4.32/5**, that social entrepreneurship can revitalise rural communities is one of the highest scores in the survey, representing the most powerfully endorsed positive statement from respondents. This inverse relationship between the severity of the gap and the strength of the belief in SE's transformative potential creates a compelling mandate: the potential is widely recognised, the provision barely exists.

6.2 Qualitative Analysis: Rural Youth Challenges

Q14 asked respondents to describe the specific challenges facing rural young people and suggest how they might be addressed. The 168 substantive responses generated six interconnected challenge themes, which together describe a compounding disadvantage cycle that is qualitatively distinct from the challenges faced by urban youth.

Challenge 1: Geographic and Digital Isolation

Respondents across all countries describe rural youth as trapped in a geographic information deficit: they cannot easily access training events, mentors, or networks that are concentrated in cities. Cypriot respondents note that even where rural schools exist, teachers in those schools often have less access to professional development and innovation than their urban counterparts. In Albania and Romania, respondents link geographic isolation directly to digital isolation — where internet connectivity is inadequate, online learning cannot compensate for the absence of in-person support.

Challenge 2: Market Scale and Viability Constraints

A distinctive challenge for rural social entrepreneurs raised by respondents particularly in North Macedonia and Romania is the problem of market scale. Social enterprises that might be viable

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in urban settings face a fundamental challenge in rural communities: the customer base is too small to generate sustainable revenue. Several respondents describe young people starting enthusiastic social enterprise projects that collapse within a year due to insufficient local demand, even where the social need they were addressing was genuine. This suggests that rural-oriented curriculum content must specifically address value chain models, digital market access, and agri-food ecosystem linkages that can extend the effective market beyond the immediate community.

Challenge 3: Brain Drain and Aspiration Migration

Romanian and Montenegrin respondents raise a structural challenge that goes beyond the educational: the most motivated and capable young people in rural areas often leave for urban centres or abroad, precisely because they see no viable future in their communities. This creates a compounding dynamic where rural communities are progressively drained of the entrepreneurial human capital that would be most likely to develop social enterprises. Respondents suggest that YSBE Net activities designed for rural contexts should explicitly address this narrative, reframing rural entrepreneurship as an aspirational choice rather than a constraint, by connecting young people with inspiring examples of peers who have chosen to build something locally.

Challenge 4: Limited Local Mentorship and Role Models

Rural youth are doubly disadvantaged in terms of mentorship: not only are formal mentorship programmes rare everywhere (as Section 5 established), but in rural areas there are very few local social entrepreneurs who could serve as informal role models and advisors. Cypriot respondents note that even when outreach is attempted, the distance factor means that entrepreneurs from cities rarely sustain engagement with rural communities. Bulgarian respondents emphasise that when young people from rural areas do encounter entrepreneurship education, it is almost always illustrated with urban examples that feel irrelevant to their local context.

Suggested Pathways Identified by Respondents

Despite identifying multiple challenges, respondents are not fatalistic: a significant proportion of Q14 responses include constructive suggestions for addressing rural disadvantage. The most frequently mentioned pathways are:

- Mobile or travelling training units that bring SE education directly to rural schools and communities, removing the access barrier;
- Digital hubs and online platforms that enable rural youth to access mentors, networks, and learning resources remotely;

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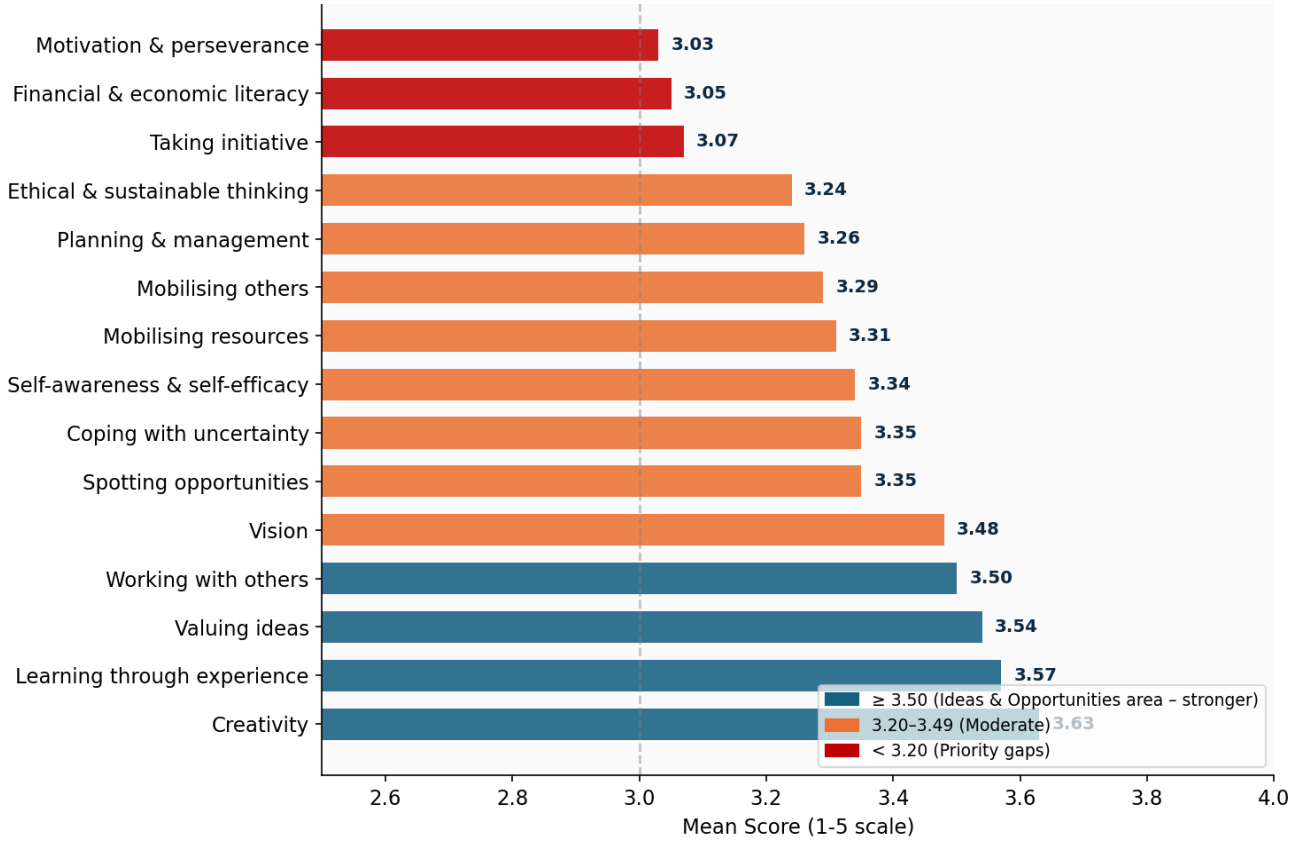
- Agriculture and local food economy integration, framing social enterprise as a tool to create value within rural production systems, rather than as an urban concept transplanted to a rural setting;
- Community anchor initiatives, partnering with local mayors, farmers' cooperatives, or community organisations to create a local support structure for young social entrepreneurs.

7. Entrepreneurial Competences: EntreComp Analysis

7.1 EntreComp Grid Overview

Section D of the survey included a 15-item EntreComp-aligned competence grid (Q15) asking respondents to assess their students' current entrepreneurial competence levels. The grid covers all three EntreComp areas: **Ideas & Opportunities** (competences 1-5), **Resources** (competences 6-9), and **Into Action** (competences 10-15). Figure 5 presents all 15 competences ranked by mean score.

Figure 5: Student Entrepreneurial Competences — Full EntreComp Grid (Q15, N=179)



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7.2 Key Competence Findings

The visual distribution of scores in Figure 5 reveals three competence clusters with distinct programme implications:

Cluster A: Relative Strengths (mean ≥ 3.50). Creativity (3.63), Learning through Experience (3.57), Valuing Ideas (3.54), Working with Others (3.50). These competences cluster in the Ideas & Opportunities area and reflect the natural inclinations of young people. They are the foundation that effective SE education can build upon, creativity and openness to ideas are already present; the curriculum needs to channel them.

Cluster B: Moderate but Developing (3.20-3.49). Vision, Mobilising Resources, Spotting Opportunities, Coping with Uncertainty, Self-Awareness & Self-Efficacy, Mobilising Others, Planning & Management, and Ethical & Sustainable Thinking. These competences require structured support: they are neither absent nor strong, making them ideal targets for intermediate-level curriculum units.

Cluster C: Critical Gaps (mean < 3.20). Motivation & Perseverance (3.03), Financial & Economic Literacy (3.05), Taking Initiative (3.07). These three competences represent the most urgent curriculum priorities. Their low scores are striking because they are precisely the competences that distinguish people who think about entrepreneurship from people who actually do it.

Table 4. EntreComp competence scores by country (15 competences across 3 areas)

EC Area	Competence	Overall	N.Mac	Bulg.	Cyprus	Mont.	Romania	Albania
Ideas & Opportunities	Spotting opportunities	3.35	3.39	3.69	3.29	3.39	3.07	3.23
Ideas & Opportunities	Creativity	3.63	3.71	4.08	3.67	3.58	3.31	3.43
Ideas & Opportunities	Vision	3.48	3.65	3.64	3.29	3.64	3.31	3.23
Ideas & Opportunities	Valuing ideas	3.54	3.71	4.00	3.25	3.52	3.24	3.43
Ideas & Opportunities	Ethical & sust. thinking	3.24	3.51	3.35	3.08	3.42	2.90	2.93
Resources	Self-awareness & self-efficacy	3.34	3.45	3.58	3.29	3.64	2.97	3.00
Resources	Motivation & perseverance	3.03	3.35	3.27	2.83	3.15	2.72	2.63
Resources	Mobilising resources	3.31	3.47	3.50	3.29	3.48	3.03	2.97

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Resources	Financial & economic literacy	3.05	3.27	2.96	3.00	2.97	2.90	3.07
Into Action	Mobilising others	3.29	3.39	3.58	3.21	3.27	3.14	3.10
Into Action	Taking initiative	3.07	3.31	3.23	3.00	3.15	2.86	2.73
Into Action	Planning & management	3.26	3.41	3.46	3.21	3.42	2.93	3.03
Into Action	Coping with uncertainty	3.35	3.43	3.46	3.00	3.48	3.45	3.17
Into Action	Working with others	3.50	3.51	3.65	3.33	3.67	3.31	3.47
Into Action	Learning through experience	3.57	3.55	3.73	3.50	3.85	3.41	3.33

7.3 Country-Level Variation

Bulgaria consistently records the highest EntreComp scores across most competences, including the highest Creativity score (4.08) and highest Valuing Ideas score (4.00), suggesting stronger existing entrepreneurial culture or more active JA programming in formal schools. **Romania** records the lowest score in six of fifteen competences, with particularly striking gaps in Motivation & Perseverance (2.72), Taking Initiative (2.86), and Ethical & Sustainable Thinking (2.90). **Albania** shows similarly low scores in key action-oriented competences: Taking Initiative (2.73), Motivation & Perseverance (2.63), and Mobilising Resources (2.97).

These country-level patterns have direct implications for curriculum differentiation: while a shared competence framework is appropriate for the entire project, the **sequencing and emphasis** of learning activities should be adapted to national starting points. Romania and Albania likely need more foundational work on motivational and action-orientation competences, while Bulgaria may be ready for more advanced application and enterprise creation activities from the outset.

7.4 Qualitative Analysis: Factors Enabling and Limiting Competence Development

Q17 asked respondents to identify the most significant factor in their school or youth setting influencing students' entrepreneurial competence development, and to suggest one practical improvement. The 171 substantive responses cluster around four key factors:

Factor 1: Presence or Absence of a Structured Programme

The single most frequently cited enabling factor , mentioned by approximately 60% of respondents who named a positive influence , is simply the **presence of a structured programme framework**. Respondents in North Macedonia, Albania, and Montenegro are

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particularly emphatic: without a credible, institutionalised framework (whether a school curriculum module, a JA programme, or an NGO-run course), young people have no scaffolding for developing entrepreneurial thinking.

Factor 2: Competition and Peer Benchmarking

Bulgarian respondents stand out in identifying **competition as a key driver** of entrepreneurial competence development. Multiple Bulgarian teachers describe classroom dynamics where competitive challenges, whether business plan competitions, case study contests, or product development events, significantly elevate motivation and the quality of student output. One respondent observed that when students can see their peers' work and are incentivised to exceed it, they invest qualitatively differently. This insight has direct implications for hackathon and trade fair design: competitive elements are not merely engaging, they are pedagogically productive.

Factor 3: Project-Based Learning

Across multiple countries, particularly **Bulgaria and Romania**, the shift from theoretical instruction to project-based learning is identified as the single most impactful pedagogical intervention available to educators within existing constraints. Several Bulgarian respondents describe 'school company' models where students create real products (including an educational game integrating geography and economics), visit local businesses, and manage real (small-scale) financial transactions. These experiences are described as transformative compared to classroom instruction.

Factor 4: Access to Mentorship from Real Practitioners

Romanian and Albanian respondents particularly emphasise that the quality of entrepreneurial learning is dramatically enhanced when students have direct contact with real entrepreneurs, not as distant inspiration figures but as accessible mentors who engage with student projects and provide specific, constructive feedback. This reinforces the earlier qualitative finding about the importance of practical support structures and points to the need for YSBE Net to actively recruit and train social enterprise practitioners as mentors for curriculum delivery, hackathons, and trade fairs.

8. Integration of Social Entrepreneurship into Education

8.1 Preferred Integration Approaches

Respondents were asked to rate five possible approaches to integrating SE into entrepreneurial education. Figure 6 presents the results, which show a clear preference hierarchy.

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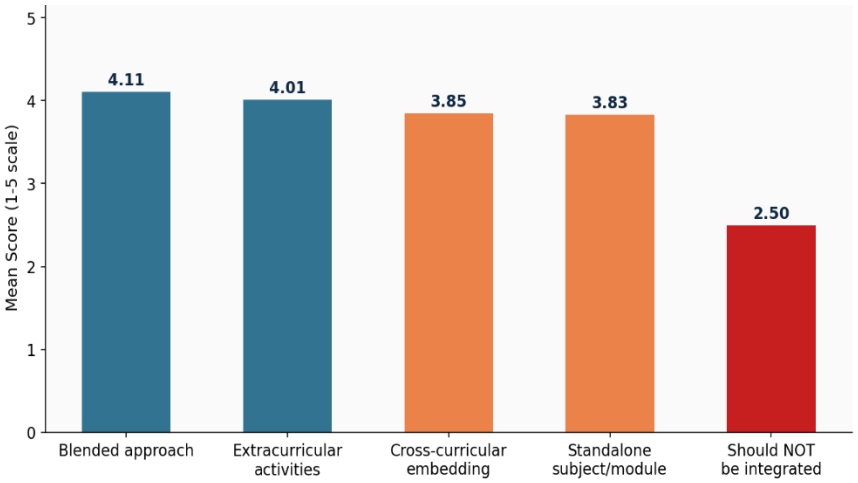
Figure 6: Preferred Approaches for Integrating SE into Education (Q16)



The **blended approach** is the clear preference (4.11/5), but the near-equal scores for all four affirmative integration approaches (ranging from 3.83 to 4.11) are analytically important: they indicate that respondents do not see these approaches as mutually exclusive alternatives but as complementary modalities. This strongly suggests that the **curriculum design architecture** should be modular and flexible enough to be deployed across all four modes, as a standalone module, embedded across subjects, delivered through extracurricular programmes, or combined in a blended format , depending on the institutional constraints of the delivering organisation.

The very low endorsement for 'Should NOT be integrated' (2.50/5) provides near-unanimous confirmation that integration is both desired and professionally accepted. This eliminates a potential resistance barrier that curriculum developers sometimes encounter.

9. Hackathons and Trade Fairs

9.1 Perceived Value and Feasibility

Section D also assessed respondents' views on hackathons and trade fairs as practical learning formats. Figure 7 presents the results, showing strong endorsement across four out of five dimensions.

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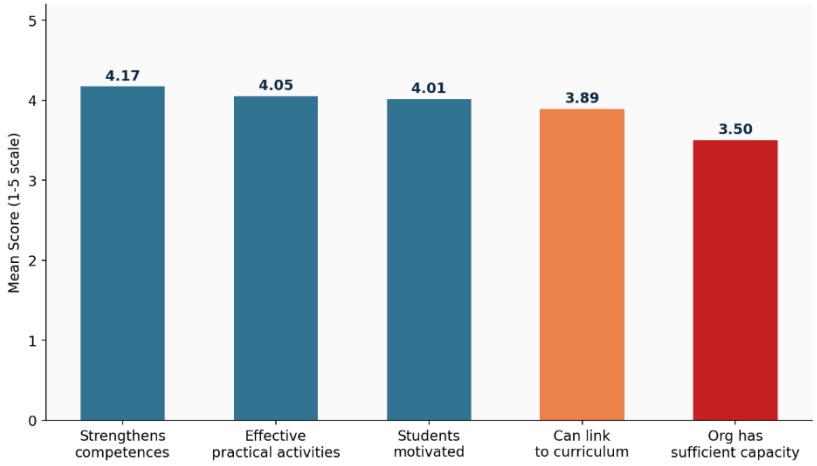
Figure 7: Views on Hackathons & Trade Fairs as Learning Formats (Q18)



Four of five Q18 indicators score above 3.89, confirming that hackathons and trade fairs are perceived as both educationally effective and motivationally compelling. The sole outlier is **'Organisation has sufficient capacity' (3.50/5)**, the weakest score in Q18 and the most actionable finding for WP5 design. This capacity gap is the primary implementation risk: the motivation is there, but the infrastructure is not. WP5 must explicitly build capacity-support components (facilitation guides, equipment checklists, digital access solutions, mentorship coordination frameworks) rather than assuming partner organisations can deliver these events unaided.

9.2 Qualitative Analysis: Ideal Hackathon Design

Responses to Q19 (design your ideal hackathon on social entrepreneurship) yielded 156 substantive descriptions. Thematic coding across four design dimensions reveals both strong consensus and meaningful country-level variation:

Theme and Problem Area

Environmental sustainability (particularly green economy, waste reduction, and sustainable food systems) is the most frequently mentioned theme across countries, with particularly strong emphasis in Bulgaria and Romania. **Digital innovation and inclusion** emerges as the dominant theme in North Macedonia and Montenegro, where respondents envision hackathons that tackle digital access barriers or create digital social services for underserved communities. **Community revitalisation**, developing solutions for local social needs such as elderly care, rural development, or youth employment — is the primary theme in Albanian responses. Cypriot respondents emphasise **social enterprise for youth employment**, reflecting the particularly acute youth unemployment challenge in Cyprus.

This thematic diversity argues strongly for **country-specific hackathon themes** in the national implementation rounds, within a shared methodological framework. A common challenge prompt format (the hackathon brief) could be standardised across countries while allowing the specific social problem to be locally defined.

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Format and Duration

The overwhelming preference is for a **2-3 day format** with a clear three-phase structure: (1) an immersion/learning phase (meeting social entrepreneurs, understanding the challenge context), (2) a team-based ideation and prototyping phase, and (3) a public pitching session to a jury. Several respondents specify that Day 1 should involve visits to real social enterprises and meetings with practitioners, Day 2 should be intensive team work with mentoring, and Day 3 should culminate in formal pitches. This structure is consistent with best practice in entrepreneurship education hackathon design.

For the virtual hackathon format specifically, respondents suggest that the immersion phase (Day 1) could be fully virtual through video calls with practitioners, with team work conducted asynchronously over a longer period (3-5 days), culminating in a synchronous virtual pitch event. This format would make rural youth participation viable and reduce logistical barriers for partner organisations with limited capacity.

Partner and Mentor Types

Respondents are remarkably consistent in their vision of the ideal mentor profile: **active social entrepreneurs from the local context** are the most frequently requested mentor type, followed by university faculty with applied research backgrounds, local business representatives, and government/municipal officials who can speak to the policy environment. The emphasis on locality is significant, respondents do not want generic business mentors but people who understand the specific community context in which participants are working.

Macedonian respondents also mention the value of including **bank or microcredit institution representatives** in hackathon mentor panels, given that access to startup finance is one of the most commonly cited barriers for young social entrepreneurs. This is a creative suggestion that could be incorporated into event design.

Learning Outcomes and Tangible Outputs

The most consistently emphasised learning outcome is not a cognitive knowledge gain but a **practical capability**: respondents want participants to leave hackathons able to construct a viable social enterprise concept, build a team around it, and present it persuasively. Outputs consistently described as desirable include a completed business model canvas, a pitch deck, and a prototype or proof-of-concept. Several respondents emphasise that the hackathon experience should feel consequential, participants should believe that the best ideas will receive genuine follow-up support, not merely a certificate of participation.

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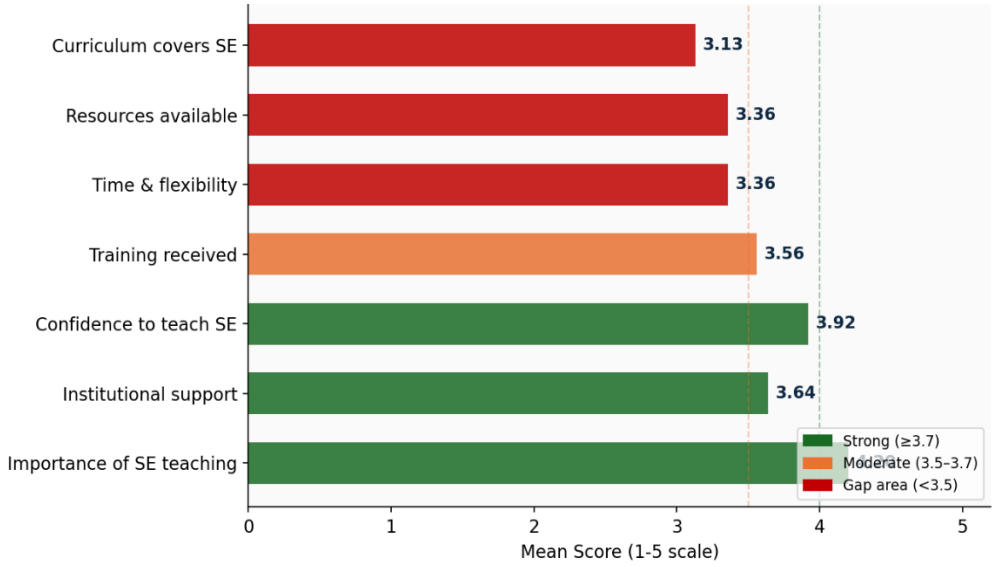
10. Teacher and Youth Worker Preparedness

10.1 Preparedness Levels

Section E assessed respondents' preparedness for delivering SE education across seven dimensions. Figure 6 presents the results, revealing a clear willingness-capacity mismatch.

Figure 6: Teacher/Youth Worker Preparedness for SE Education (Q20)



The structural pattern is clear: the two highest-scoring dimensions, **Importance of SE teaching (4.20/5)** and **Confidence to teach SE (3.92/5)**, reflect subjective professional orientation (motivation and self-belief), while the lowest-scoring dimensions, **Curriculum coverage:** the current school curriculum (in my subject or institution) includes sufficient content on social entrepreneurship or social innovation **(3.13/5), Resource:** I have access to sufficient teaching materials and resources to educate students about social entrepreneurship **(3.36/5), and Time:** I have enough time and flexibility to incorporate social entrepreneurship projects or topics into my work **(3.36/5)**, all reflect objective structural conditions that individuals cannot change alone. This pattern has an important implication: **the capacity gap in SE education is not a motivational problem but a structural one**, and solutions that focus only on individual skill-building without addressing curriculum space, resource access, and time allocation will be insufficient.

The **curriculum coverage score of 3.13/5** is particularly significant. It confirms that social entrepreneurship is not yet mainstreamed in any of the six partner country curricula, and that the educators who want to teach it are doing so in the margins, using elective time, extracurricular slots, or occasional project days. This is not sustainable at scale, and it points to the need for the YSBE Net curriculum to be designed specifically to fit within existing subject allocations, rather than requiring additional curriculum time that schools cannot offer.

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10.2 Training Needs

Q21 asked respondents to rate their need for additional training across six areas. Table 5 presents country-level results, showing uniformly high demand across all areas.

Table 5. Training needs by area and country (overall and country-level means)

Training Area	Overall	N.Mac	Bulg.	Cyprus	Mont.	Romania	Albania
Partnerships with businesses/social enterprises	3.98	3.73	4.23	3.79	3.97	4.31	4.00
Running hackathon-type activities	3.91	3.61	3.96	3.75	3.94	4.45	3.90
Social business models & impact measurement	3.90	3.65	4.00	3.75	3.97	4.31	3.83
Digital tools for teaching/engagement	3.84	3.69	3.88	3.71	3.76	4.38	3.73
Mentoring/coaching student teams	3.83	3.53	3.88	3.75	3.94	4.21	3.83
Project-based learning facilitation	3.75	3.53	3.77	3.83	3.97	4.03	3.50

All six training areas score above 3.75/5, indicating that the training deficit is comprehensive rather than domain-specific, educators feel underprepared across the entire spectrum of SE pedagogy. **Romania** is the most training-intensive country in the sample, recording the highest scores in five of six areas, including the striking score of **4.45/5 for running hackathon-type activities**, suggesting that Romanian educators are particularly interested in acquiring practical facilitation skills but feel furthest from being ready to implement them.

North Macedonia records the most modest training needs (range 3.53-3.73), which may partly reflect the stronger proportion of NGO staff respondents in the Macedonian sub-sample, professionals who may already have facilitation experience through non-formal education programmes.

10.3 Qualitative Analysis: What Educators Need

Q22 asked respondents to describe what would most help them integrate SE education into their practice. The 172 substantive responses converge strongly on three priority needs, providing highly actionable guidance for WP4 training design:

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Priority 1: Ready-to-Use Teaching Toolkits

The single most consistently requested resource, appearing in some form in approximately 72% of Q22 responses, is a **ready-to-use teaching toolkit** containing practical lesson plans, local case studies, student activity templates, and assessment guides. Respondents are explicit that these materials must be locally relevant (featuring examples from their own country), pedagogically practical (directly usable without extensive adaptation), and time-efficient (suitable for integration into a standard 45-90 minute lesson without requiring extensive preparation).

This demand has direct implications for WP3 curriculum output design: the curriculum should be structured not only as a pedagogical framework document but as a **practitioner toolkit** with print-ready lesson materials, facilitator guides, and student workbooks.

Priority 2: Practice-Oriented Professional Training

Respondents consistently request training that is hands-on, experiential, and immediately applicable, as opposed to theoretical seminars or online modules. The most valued training format described is one where educators themselves go through the same activities they will later facilitate with students, learning by doing rather than by listening. Several respondents describe past training experiences that were highly theoretical and note that they could not translate what they learned into classroom practice.

This preference profile directly shapes the WP4 training programme design: train-the-trainer sessions should be structured as immersive workshops where participants experience project-based learning, business model design, and pitching facilitation from the learner's perspective — not through lecture.

Priority 3: Structured Partnership Opportunities

The third most consistently requested support is structured access to **partnerships with social enterprises, businesses, and community organisations**. Respondents do not simply want a contact list but active facilitation — help in identifying relevant local partners, guidance on how to structure a productive school-enterprise collaboration, and institutional frameworks (MoUs, partnership templates) that give these relationships legitimacy within the school system. This suggests that YSBE Net should invest in creating a **social enterprise partnership database** and a standardised school-enterprise collaboration protocol as part of its WP3/WP4 outputs.

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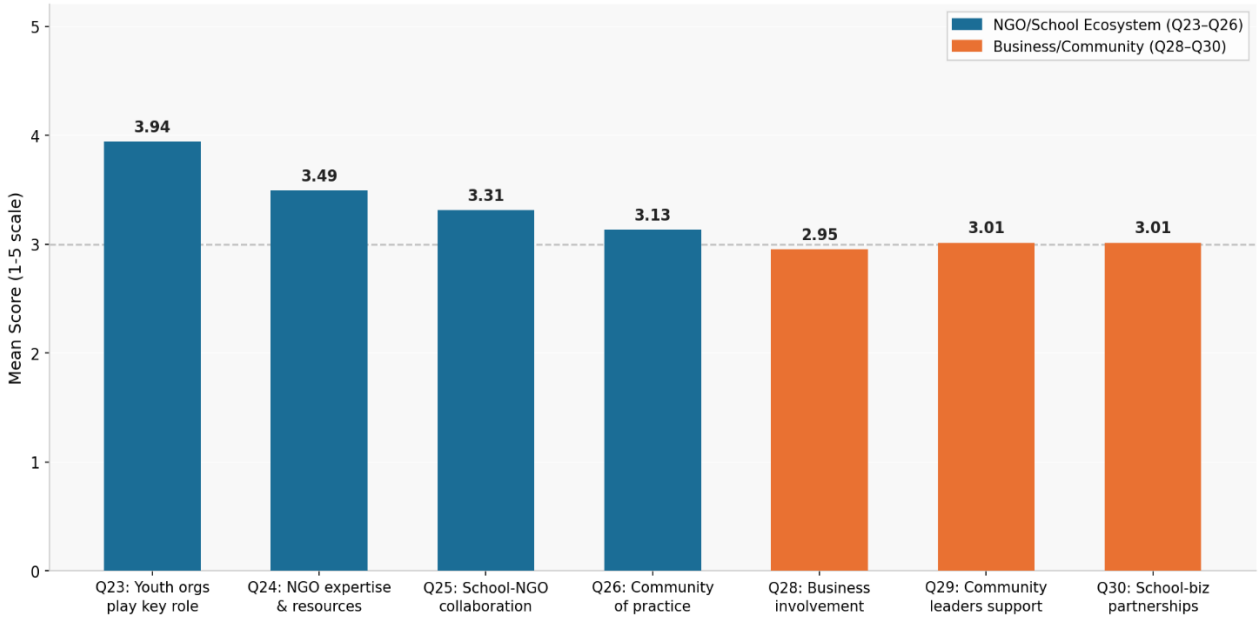
11. NGO, School Ecosystem, and Business Involvement

11.1 NGO and School Ecosystem

Figure 7 presents ecosystem indicators across two domains: the NGO-school ecosystem (Q23-Q26) and business/community involvement (Q28-Q30). Together, these indicators paint a picture of a fragmented, under-institutionalised support system that is valued but under-resourced.

Figure 7: Ecosystem Support: NGOs and Business Involvement (Q23–Q30)



The downward gradient in the NGO indicators, from 3.94 (youth orgs' role is significant) to 3.13 (community of practice exists) is analytically meaningful. It shows that **recognition precedes institutionalisation**: respondents acknowledge that youth organisations play an important role, but they do not experience this role as well-resourced (3.49), well-coordinated with schools (3.31), or networked into a professional community (3.13). The gap between role recognition and operational reality is particularly wide.

Cyprus records the highest NGO role score (4.38) and **Romania** the second highest (4.21), suggesting that in these countries, JA and equivalent organisations have the most established presence in the SE education landscape. **Montenegro** records the lowest NGO role score (3.70), identifying it as the country most in need of ecosystem-strengthening investment.

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11.2 Business and Community Involvement

All three business involvement indicators score at or below **3.01/5**, confirming that local businesses and community institutions are currently marginal actors in SE education across all six countries. **Cyprus** records the lowest business involvement score (2.67/5), paradoxically, a context where the business community is relatively active in corporate social responsibility, but where this activity has not translated into structured school-business SE education partnerships.

11.3 Qualitative Analysis: Activating the Ecosystem

Responses to Q27 (how can NGOs better support SE integration) and Q31 (how to involve local businesses more effectively) collectively identify four actionable ecosystem strategies:

Strategy 1: NGOs as Professional Development Providers

The most consistently mentioned role for NGOs — appearing in approximately 65% of Q27 responses, is as **providers of teacher-facing professional development**. Respondents do not want NGOs simply to deliver youth programmes; they want them to upskill the teachers and youth workers who are present in schools every day, enabling SE education to be embedded in ongoing institutional practice rather than delivered episodically through NGO project activities.

Strategy 2: NGOs as Resource Brokers and Material Distributors

A second frequently mentioned role is the creation and free distribution of **open-access educational resources**, lesson plans, case studies, activity templates, assessment tools, that teachers can use directly. Several respondents note that the cost of commercial educational materials is prohibitive for many schools, and that NGOs with project funding are uniquely positioned to fill this gap. This reinforces the toolkit finding from Q22 and suggests that the YSBE Net curriculum outputs should be open-access and actively distributed through NGO networks.

Strategy 3: Business Engagement Through Structured Events

Q31 responses converge on **hackathons, trade fairs, and market days** as the most effective mechanism for business engagement. Rather than attempting to integrate businesses into ongoing curriculum delivery (which faces scheduling and commitment barriers), respondents suggest creating **bounded, high-visibility events** where businesses can engage with student projects without requiring sustained institutional commitment. Sponsorship, prize provision, jury participation, and guest speaker slots at hackathons and trade fairs are all identified as feasible entry points for business partners.

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Strategy 4: Formalising School-Business Connections

Romanian and Macedonian respondents emphasise the importance of **formalising** school-business connections through institutional agreements rather than relying on informal personal relationships. They note that informal partnerships tend to be person-dependent and fragile — when a supportive individual leaves a company or school, the relationship dissolves. Formal MoUs or partnership protocols that embed the relationship at the institutional level create more durable connections and give both parties clear mutual obligations.

12. Cross-Country Comparative Analysis

12.1 Universal Findings

The following findings hold consistently across all six partner countries, confirming them as structural, region-wide challenges that the YSBE Net project must address at the regional (not country-specific) level:

- Strong belief in SE education value (Q7: 4.36–4.52 across all countries): The perceived benefit of SE education is a universal professional conviction, providing a powerful common motivation for the project partnership.
- Inadequate curriculum coverage (Q20-Curriculum: max 3.33 across countries): No country scores above 3.33 on curriculum sufficiency for SE, confirming the universality of the provision gap. All six countries require new curriculum content.
- High training demand across all six areas (Q21: all areas above 3.50): No country reports adequately trained educators on any dimension of SE pedagogy. A comprehensive, cross-country training programme is justified and needed.
- Weak business-school ecosystem (Q28-30: all below 3.15): Business involvement in SE education does not exist at scale in any partner country. Building business-school partnerships is a systemic challenge requiring structural interventions.
- Rural underserving is universal (Q12: range 2.38–2.71): No country scores above 3.0 on the adequacy of rural SE programmes. Rural youth equity is a cross-cutting priority, not a country-specific concern.

12.2 Country Differentiators

The following country-specific patterns justify differentiated adaptations within the shared project framework:

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- Awareness gap severity: Cyprus (2.75) and Albania (2.90) require the most intensive public awareness components, while Montenegro (3.42) and Bulgaria (3.38) have stronger foundations to build upon.
- EntreComp competence profile: Romania shows the broadest competence deficit (lowest in 6 of 15 competences), suggesting the need for the most intensive foundational curriculum. Bulgaria, with the highest scores across most competences, may benefit from more advanced application and innovation units.
- Training intensity requirements: Romania requires comprehensive training support across all six areas (mean training need: 4.20/5). North Macedonia's more moderate needs (mean 3.65/5) may be partially met through a lighter-touch peer-learning model.
- Urban-rural balance: Albania and Romania show the most significant urban-rural disparities, suggesting these countries should prioritise rural-adapted delivery formats and digital access solutions more urgently than Cyprus or Montenegro.
- Ecosystem maturity: Cyprus and Romania show stronger NGO role scores, suggesting these are the best starting points for developing school-NGO model partnerships that can then be adapted for other countries.

13. Recommendations

Based on the integrated analysis of quantitative and qualitative findings, the following recommendations are organised by their primary relevance to subsequent Work Packages. Many have cross-cutting applicability and should inform the project partnership's overall implementation approach.

13.1 Recommendations for WP3 Curriculum Development

1. Adopt a blended, modular curriculum architecture

Design the curriculum as a flexible system of modules deployable as a standalone course, embedded across existing subjects, or used in extracurricular settings. This directly responds to the preference hierarchy in Q16 (blended: 4.11; extracurricular: 4.01; cross-curricular: 3.85; standalone: 3.83) and accommodates the varied institutional constraints across six countries.

2. Prioritise the five critical EntreComp competences

Structure the core curriculum around Motivation & Perseverance (3.03), Financial & Economic Literacy (3.05), Taking Initiative (3.07), Ethical & Sustainable Thinking (3.24), and

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Coping with Uncertainty (3.35). Design progressive learning sequences that build from awareness through understanding to practical application for each competence.

3. Centre design on experiential and project-based learning

Given educators' strong preference for project-based methodologies (Q17) and students' motivation for hackathon-style activities (Q18), make real-world challenges, local case studies, and prototyping activities the primary learning vehicle for each curriculum unit. Each module should produce a tangible student output.

4. Include local and rural context material

Develop case studies and learning scenarios reflecting the realities of all six partner countries, with at least 25% addressing rural community challenges. Draw on agricultural social enterprises, community energy cooperatives, rural food systems, and local service enterprises as primary examples.

5. Produce multilingual, ready-to-use practitioner toolkits

Translate and adapt all curriculum materials into national languages. Include ready lesson plans, student activity templates, assessment rubrics, and presentation guides. This directly addresses the single most consistently requested resource across all six countries in Q22.

6. Align explicitly with EntreComp and EU Skills Agenda

Label each module against specific EntreComp competences and EU Skills Agenda priorities to enable learner progression tracking and facilitate recognition within European qualifications frameworks.

13.2 Recommendations for WP4 Training of Trainers

1. Design a comprehensive, practice-oriented train-the-trainer programme

Address all six Q21 training need areas, with particular emphasis on partnerships (3.98), running hackathons (3.91), social business models (3.90), and digital tools (3.84). Structure training as immersive workshops where educators experience the same activities they will later facilitate — not theoretical seminars.

2. Differentiate training intensity by country

Romania requires the most intensive training intervention across all areas. North Macedonia and Bulgaria may benefit from a peer-learning model where more experienced practitioners support newer educators. Develop differentiated introductory, intermediate, and advanced training tracks.

3. Prioritise mentoring and coaching skills

Given that the absence of mentorship is the most commonly cited barrier for young social entrepreneurs (Q9), equip educators to serve as effective mentors — not just teachers. This is a strategic multiplier investment that extends the impact of each trained educator.

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4. Build a continuing professional development component

Provide ongoing CPD support through the Transnational Digital Hub, including monthly practitioner webinars, a shared resource library, and peer exchange sessions. This addresses the critical finding that communities of practice barely exist (3.13/5) in any of the six countries.

5. Include a business partnership facilitation module

Given that all countries score below 3.15/5 on business-school partnerships, include a training module on how educators can identify, approach, and sustain partnerships with local businesses and social enterprises — with practical templates and communication frameworks.

13.3 Recommendations for WP5 Trade Fairs and Hackathons

1. Implement a three-phase hackathon structure

Phase 1 (Immersion): social enterprise site visits and practitioner meetings; Phase 2 (Challenge): team-based solution design with mentoring; Phase 3 (Pitch): public presentation to a diverse jury. This structure reflects the most commonly described ideal hackathon design in Q19 responses.

2. Adopt hybrid delivery from the outset

Design hackathons and trade fairs with a hybrid (in-person + virtual) option to enable rural participant inclusion. Virtual participation modules must be tested and supported with digital access guidance, particularly for Albania, Romania, and North Macedonia where rural digital infrastructure is weakest.

3. Build organisational capacity before events

Provide partner institutions with facilitation guides, equipment checklists, mentorship coordination templates, and digital platform training at least six weeks before each event. The Q18 capacity gap (3.50/5) is the primary implementation risk.

4. Use locally relevant social challenge themes

Apply country-specific themes from Q19 responses: environmental sustainability (Bulgaria, Romania), digital innovation (North Macedonia, Montenegro), community revitalisation (Albania), and youth employment social enterprise (Cyprus). A standardised challenge brief format can be used while allowing local problem selection.

5. Ensure tangible outputs and post-event support

Participants should leave hackathons with a completed business model canvas, a pitch deck, and access to post-event mentoring. The sense that participation leads somewhere tangible is essential to sustained engagement, per Q19 and Q9 qualitative findings.

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13.4 Cross-Cutting Recommendations

- Rural mainstreaming: Treat rural youth equity as a design principle integrated across WP3, WP4, and WP5 not as an add-on. Include rural-adapted materials, case studies, and digital access solutions in all outputs.
- Ecosystem building: Invest in facilitating formal school-NGO partnership agreements and business engagement frameworks in each partner country, creating durable structures that outlast the project.
- Gender and diversity: Ensure gender-balanced representation in all training, events, and student leadership opportunities, with particular attention to young women in rural areas.
- Awareness raising for adults: Given the finding that low public awareness extends to parents and community leaders (Q9, Theme 3), include targeted awareness campaigns for adult gatekeepers alongside youth-facing activities.
- Mid-project review: Build in a mid-point review of all project outputs at the midpoint of WP3 and WP4 implementation to reassess whether initial curriculum and training assumptions remain valid.

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14. Conclusion

This Needs Assessment Report provides a comprehensive, evidence-based foundation for the YSBE Net project's subsequent work packages. Drawing on 179 survey responses from teachers and youth workers across six countries, the analysis establishes both the universal dimensions of the SE education challenge and the country-specific patterns that must inform localised adaptations.

The core narrative is clear and consistent: **the potential of social entrepreneurship education is widely recognised but rarely realised**. Educators are motivated and increasingly confident, but structurally constrained by curricula that do not accommodate SE content, by an absence of ready-to-use teaching materials, and by inadequate training in the experiential and collaborative pedagogies that SE education requires. Young people, particularly in rural areas, lack the awareness, mentorship, practical experience, and financial understanding needed to translate social ideas into viable enterprises.

Against this backdrop, the EntreComp analysis provides particular precision: the five competences where young people score lowest — **Motivation & Perseverance, Financial & Economic Literacy, Taking Initiative, Ethical & Sustainable Thinking, and Coping with Uncertainty** — are not peripheral competences but the core capacities that distinguish those who think about entrepreneurship from those who actually do it. These five competences should be the beating heart of the YSBE Net curriculum.

The qualitative analysis deepens this picture significantly. Through the voices of 179 practitioners, we learn that the barriers to SE education are not primarily attitudinal (educators want to teach it, students want to learn it) but structural and resourcing-based. The most impactful interventions are concrete and practical: toolkits that teachers can use tomorrow, training experiences that mirror the learning they will later facilitate, hackathon formats that connect young people with local social entrepreneurs, and community-level support structures that make rural participation viable.

The recommendations in this report are grounded directly in practitioner voices and data. They chart a clear implementation path for WP3, WP4, and WP5 — one that is ambitious in aspiration but realistic in its understanding of what partner organisations can deliver within existing constraints. The 179 respondents who invested their time in this survey have created a valuable, actionable evidence base. It is now the responsibility of the YSBE Net partnership to honour that investment by translating these findings into educational outputs that genuinely transform the landscape for young social entrepreneurs across Romania, Cyprus, Bulgaria, North Macedonia, Albania, and Montenegro.

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Annex: Survey Instrument Overview

The survey instrument used for this needs analysis comprised 31 questions across 7 thematic sections. The full survey questionnaire (English master version) is available as document D2.1.

Table 14. Survey instrument overview: survey sections/questions mapped to report sections

Sec.	Questions	Theme	Content Type	Report Section
A	Q1–Q3	Respondent Profile	Country, role, urban/rural context	Section 4
B	Q4–Q9	Young People: Awareness, Interest, Opportunities	Likert scales + open-ended	Section 5
C	Q10–Q14	Rural Youth	Likert scales + open-ended	Section 6
D	Q15–Q19	Entrepreneurial Education & Competences	EntreComp grid + integration + hackathons	Sections 7–9
E	Q20–Q22	Teacher/Youth Worker Preparedness	Preparedness grid + training needs	Section 10
F	Q23–Q27	Youth Organisations / NGOs	Likert scales + open-ended	Section 11
G	Q28–Q31	Local Business & Community	Likert scales + open-ended	Section 11

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