

YOUTH SECTOR

Methodology for the development of basic skills and key competences for social dialogue, youth activity and entrepreneurship

**PROJECT
2021-1-BG01-KA220-YOU-000028703
YOUTH CHALLENGE**



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I. Purpose of the document

1. Introduction

The current methodology has been developed as a result of cooperation in the youth field by experts from Bulgaria, Greece and Turkey within the project 2021-1-BG-01-KA220-YOU-000028703 Youth Challenge, Funded by the Erasmus + program under Key Action 2, Youth Sector.

The creation and description of the methodology is a training product that is missing in the partner countries – Bulgaria, Greece and Turkey. Due to the early phase of the development of the youth sector and youth work in these countries, the youth non-formal learning aids are still limited and insufficient. The lack of an adequate training framework for the preparation of youth workers in the field of formal education leads to underutilization of the capacity of workers in the field.

The methodology is part of a package of interconnected products. It is based on a preliminary study of good practices and is followed by a training program for young people and youth workers. The general focus is in the field of competence development among young people that will improve: social dialogue, youth activity and entrepreneurship.

Youth work and non-formal learning play a major role in this model. The concept of measures is based on in-depth research and its conclusions, and the measures themselves can be adapted and applied at different levels (local – school / university, community, NGO; local – municipality, city; regional and national level). This allows the results of the project to be multiplied and used as a real tool for integrating youth work and non-formal education at different levels to deal with the problems of young people.

Methodology for the development of basic skills and key competences is a product of the project, which includes theoretical and practical information, training methods, etc. for a better understanding of the personality and needs of the young individual, increasing the motivation for social inclusion, respectively combating social exclusion and early school leaving. A training programme with fully practical application, tools, games and assignments was developed to accompany the project methodology. The impact of the project products was tested on a pilot group of 200 young people from Bulgaria, Turkey and Greece, each of whom were selected without regard to their gender, age, ethnicity, social status.

After testing, we used feedback forms and so finalized the latest applicable version.

The effect we are looking for: - Encouraging the development of social, civic, intercultural competences, media literacy and critical thinking, also combating discrimination, segregation, racism, harassment and violence; - Improving access, participation and learning outcomes of disadvantaged learners, reducing disparities in learning outcomes.

The objectives of the project providing active participation of young people in public life and an opportunity to promote quality youth work.

2. Need, objective, tasks, users and milestones for the implementation of the methodology, stages of conduct and resources

Necessity

The need to exchange knowledge, capabilities and competences is conditioned by the desire and motivation to reach European levels and standards. The needs are identified in the process of work during consultations, seminars, trainings and a survey among the young people we work with. The development of personal qualities will lead to improvement and optimization of youth work, prevention of social exclusion and personal improvement. The biggest challenge at the moment is ways to increase knowledge, the exchange of practices is a sure success for active social inclusion and quality youth work. The international cooperation of Association "Follow Me" with already established organizations at European level will help to modernize the process of support and improvement of youth work, both at national and European level. This will increase the skills and knowledge of young professionals, as well as their active citizenship.

This document also aims to present the ways and steps for the implementation of methods for improving non-discriminatory behavior among young people, how to realize themselves professionally and how to react in such a situation.

The current methodology fills one of the gaps in the youth sector, namely the need for methodologies for training trainers capable of training youth workers. This methodology (and its implementation within the project) lays the foundation for the preparation of national teams of youth worker trainers. The methodology also serves the purpose of multiplying the results of the project and the development of youth work in the participating countries and among other stakeholders. Through the methodology, a large number of youth workers and

young people at national and international level can be trained to work and disseminate non-formal learning as a tool for increasing the realization of young people on the labor market and effective social inclusion.

According to the National Youth Strategy 2021-2030, several key priorities have been outlined to address the top needs of young people. This methodology responds to the following priorities:

- Priority 1: Promote non-formal learning;
- Priority 2: Promoting employment and support for young people not in education, employment or training (NEETs);
- Priority 3: Promoting young people's engagement, participation and empowerment;
- Priority 4: Developing and promoting youth work nationally;
- Priority 5: Connectivity, tolerance and European belonging;

According to the European Union Youth Strategy 2019-2027, the challenges facing young people and the strategic objectives:

- Empower young people to be the architects of their own lives, support their personal development and achieve autonomy, enable them to build their resilience and equip them with life skills to cope with a changing world;
- to encourage young people and provide them with the means to be active citizens, agents of solidarity and positive change, inspired by EU values and European identity;
- improve policy decisions and the way they impact on young people in all sectors, in particular employment, education, health and social inclusion;

- contribute to the eradication of youth poverty and all forms of discrimination, and promote the social inclusion of young people.

Youth activism is at the heart of overcoming key challenges. The development of social dialogue skills and entrepreneurship are some of the key tasks to achieve better communication, inclusion of vulnerable groups, activism and employment.

According to data from the Youth Strategy and the NSI:

The employment rate in 2020 among young people aged 15 - 29 years remains around 40%, compared to an EU average of 39.41%. Eurostat comparative data on youth employment show that youth employment in Bulgaria is about 10% lower than the EU5. At the beginning of the period under review - 2010, this indicator was 22.2 for the age group 15-29 and 66.8 for young people aged 25-29. In the same period, the EU (27) employment rate averaged 72.18%, with a decrease of 0.13% in 2011 and 0.03 in 2012 compared to 2010.

Information from the NSI on young people not in education, employment or training (NEETs)⁶ shows that in Bulgaria their share remained relatively stable between 21.8% and 19.3% until 2015. Between 2017 and 2019, there has been a steady decline in the share of NEETs. It is impressive that the value of this indicator in 2020 shows a slight increase, which is most likely due to the effects of the COVID-19 pandemic.

The figures for the number of young entrepreneurs in 2020 are not particularly optimistic. The number of self-employed young people in the country is only 16.7 thousand. In the period 2012-2013, 24.3 thousand and 24.4 thousand young people were self-employed respectively. In 2015, the number decreased to 22.9 thousand, only to rise again in 2016 and 2017 to levels of 24.4 thousand and 27.1 thousand young people respectively. For 2018, the data show a dramatic drop

in the number of self-employed young people to 20.7 thousand, remaining at almost the same level in 2019 at 20.3 thousand.⁷

The conclusion that can be drawn is that the low activity in the field of entrepreneurship among young people in Bulgaria continues to be primarily due to a lack of sufficient skills, experience and resources to start their own business. Many of the young people who intend to start their own business prefer to first gain knowledge, professional experience in their chosen field, as well as find the necessary start-up capital.

Aim

This Methodology aims to create conditions for building skills for social dialogue, youth entrepreneurship and increasing youth activism in general, by applying proactive approaches to actively build capacity and increase the potential of professionals and volunteers working with youth. Some of the main objectives of this methodology may include:

- Identifying needs: The methodology helps in identifying different skills needs that may arise for youth.
- Risk Analysis: Involves assessing the severity and likelihood of identified risks, analysing their potential impact on individuals or organisations and prioritising them based on their significance.
- Skills development : The methodology provides guidance and practical methods for skills building. As a result of a study of good practices in the 3 project partner countries and methods from the project partners' practice, the methodology contains a set of training tools to develop skills for social dialogue, youth empowerment and entrepreneurship.

- Monitoring and evaluation: the methodology highlights the importance of continuous monitoring of needs and effectiveness of implementation in a dynamically changing environment. Regular review and adjustment of strategies based on new challenges or trends is essential.

By following a structured Skills Development Methodology, young people can increase the potential and opportunities for themselves and their friends.

Tasks

This Methodology has the following tasks:

- Build proactive behaviour and increase motivation for active involvement in the dynamic challenges of public life among young people.
- Creating a need for social dialogue and active communication.
- To present strategic approaches targeting experts/youth workers/trainers and young people.
- To present the Methods for developing youth entrepreneurship skills.
- Identify opportunities for education, training, lifelong learning.

Users

The users of this Methodology are young people, youth workers and experts, youth workers, educators, trainers and counsellors.

The target group of the training process can be both youth and youth workers, trainers, pedagogical specialists working in the field of non-formal learning and youth work. The programme is oriented to people using interactive

teaching methods for competence development, involved in youth activities and active in personal development and learning processes.

Key stages for working with the methodology

The basic steps of the Intervention Model developed within the project look as follows:

- Research the needs of young people for practical competences that are not developed in the structure of formal education;
- Development or selection of training programmes based on non-formal approaches developing relevant competences;
- Training of experts. Trainers to prepare and support Youth Workers in their direct work with young people;
- Training of Youth Workers who can deliver the training programmes to interested young people;
- Supporting the processes at each level with methodologies and manuals, compendiums on non-formal approaches.

Stages of implementation

The process of preparation and Training for Trainers is a complex and responsible undertaking. The trainer is a person responsible for the trainees and for the consequences of their work. For this reason, we believe that the process of training and evaluating youth worker trainers should not begin and end in a multi-day group training workshop. In this regard, the process we propose with this methodology is complex and covers an extended period of time. The overall implementation depends on the individual progress of each participant. The process comprises a preparatory period, a training workshop and a follow-up period. During the pre-preparation period, more than the required number of

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candidates need to participate and during the preparation process, through progress monitoring and performance assessment, participants are selected for the training workshop.

Trainers may be selected according to their experience and/or qualifications. Youth workers as a profession is a relatively new concept for Bulgaria. They are most often young people, volunteers or professionals with experience in running events, campaigns and activities with other young people. A commonly used teaching method in the youth field is "peer teaching peer". Professionals working with young people and teachers in schools and universities are also a target group where motivation tends to be the guiding criterion as they are already qualified and experienced.

In conclusion, we can summarise that no specific qualification is required to use the method.

The methodology and the training programme, which contains mainly practical tools that can be used in non-formal youth training, are aimed at a target group of 14-29 year olds. We would like to point out that some of the modules in the programme are also suitable for younger learners (10 years old) , which widens the perimeter of application.

The methodology and the training program give freedom and flexibility, allowing the trainer to select different games and techniques from the different modules and combine them depending on the youth's needs and the goals he would like to satisfy.

For the different phases of the process, we offer a set of tools to support the learning and development process and to build on what has been learned in the previous period:

Providing training materials - video, audio, books, publications; - Sending a knowledge assessment questionnaire or feedback form; - Going through a series of practical tasks to assess progress; - Final selection of participants;

Conducting (during the training workshop) - the training workshop is on the one hand for trainers working in the youth field, and subsequently they train youth. This identifies the training skills and behaviours of the participants and records their entry level practice. During the training workshop a wide range of tools are used to accompany the training process. First of all, it provides an opportunity to elaborate on the theoretical knowledge developed during the preparatory phase. Secondly, it is the moment to transmit and develop a specific set of practical skills related to the training work (e.g. facilitation of debriefing and discussion, giving feedback, communication skills, etc.). The process is based on the sequence of developing competences - attitude, knowledge and skills. Starting with creating the necessary attitudes towards youth work and non-formal education, accompanied by the ethics of the trainer and the awareness of the process of personal development and self-improvement. The theory of learning methods, practices and processes is then developed. Finally, practical tasks are performed in the social environment (as teams), which are analyzed and the results are refined. As a link to the actual professional realization of the acquired competences, the trainees will develop a comprehensive training program based on the needs of the target group and the learning objectives.

Follow-up (after the training seminar) - during the post-training period, some of the practical tasks from the training seminar are repeated but in the actual workplace/community setting of the trainees. During this process, each trainee is supported by a trainer and colleagues.

Expected outcomes:

At the end of the programme, participants will be able to: plan, organise, conduct and evaluate a learning process; participate fully as part of a team in completing tasks; teach what they have learned using interactive methods and the principles of NFP; identify their own learning needs and actively seek opportunities to fill them; apply a range of NFP and interactive teaching methods;

Follow up

Based on theories and physiology of the learning process, each new competency must be practiced to become sustainable and useful. Also social learning and support play an important role in the motivation process when new skills need to be put into practice. Mentoring, coaching and peer networking will be the main tools to provide these elements. In this regard, to ensure a lasting outcome of the training process the follow-up is based on two main principles: Continuous learning process; Participation in the next steps in the implementation of the Intervention model.

Resources

The programme requires the use of a training environment identical to that in which the future trainers would work. Spacious learning spaces with opportunities for movement activities as well as undisturbed small group work. Opportunities for outdoor activities. Have a wide range of materials and equipment - flipchart stands, projectors, stationery and art materials. Have access to the internet. It is a good idea to conduct the training in a remote, isolated training centre to achieve a high level of concentration of the participants during the intensive training.

3. Project Information

Project 2021-1-BG01-KA220-YOU-000028703 Youth Challenge, Erasmus+ with the financial support of the European Commission.

Project period: 01-11-2021 - 01-11-2023, 24 months

Lead organisation - Follow Me Association - Bulgaria

Partner 1 Paisii Hilendarski - Greece

Partner 2 Kotsaturk -Training and Counselling- Turkey

The project is aimed at promoting active citizenship, youth initiative and youth entrepreneurship, including social entrepreneurship. This is planned to be realised through the Youth Challenge project actions that promote inclusion, diversity, equality, gender balance and non-discrimination in education, training and youth activities.

The objectives of the project are:

- ✓ Promote entrepreneurship education and social entrepreneurship among young people.
- ✓ Promoting the development of social, civic, intercultural competences, media literacy, critical thinking, also fighting discrimination, segregation, racism, bullying and violence;
- ✓ Improving access, participation and learning outcomes for disadvantaged learners, reducing the achievement gap. The objectives of the project ensure the active participation of young people in public life and the opportunity to promote the quality of youth activity.

The objectives of the project ensure the active participation of young people in public life and the opportunity to promote the quality of youth activity. The distribution of responsibilities and tasks demonstrates the responsibility and active contribution of all participants.

Project activities:

Project management and implementation

Transnational project meetings / meetings in each partner country

Project Results/products:

- Research -Studying EU Best practices of young people for entrepreneurship and social entrepreneurship;
- Methodology for developing basic skills and key competences for social dialogue, youth and social entrepreneurship;
- Pilot course – module for young people to learn new techniques, programs and know-how in the field of social, civic, intercultural competencies, media literacy, and critical thinking, as well as combating discrimination, segregation, racism, bullying, and violence.

Short term staff training -1 practice in Greece for 14 experts from Bulgaria.

II. Development of basic skills and key competencies for social dialogue, youth activity, and entrepreneurship

Key competencies are developed by making sense of and building on already acquired knowledge and using it to solve specific tasks. Thus, one expands one's skills by learning from the real environment and adapting to new situations. Placed in a situation to deal with an atypical situation, young people have the opportunity to upgrade not only their digital competence but also their skills for communication, entrepreneurship, socialization, and asserting a civic position. This is precisely what is characteristic of competencies – a curriculum is not necessarily required for their improvement (although it helps a lot). Competencies are developed where a person looks for solutions to problems that he has not encountered until now. In this sense, distance learning is a great opportunity to get out of your comfort zone and learn.[30]

Competencies are always dynamic and are measured in a practical environment, i.e., how the young person copes with those assigned to him in the specific organization, in the specific workplace, and with the specific tasks and problems manifested in specific situations.

The competencies that are formed in the personality of the young person in an environment of training and professional realization are:

- ✓ level of awareness, knowledge, experience, and authoritative expertise in certain areas;
- ✓ a complex personal resource, which ensures the possibility of effective interaction in everyday relationships and activities. This depends on the degree of possession of the necessary competencies for the purpose, i.e., competencies are part of a skill.

- ✓ a set of personal qualities - values, knowledge, skills, habits, and abilities, conditioned by experience and activity in certain socially and personally significant spheres.
- ✓ a concept that is a measure of the degree of acquired knowledge, skills, and professionally significant qualities acquired through training and/or work experience;
- ✓ ability to perform a specific position, functions, and roles, which is formally proven using a relevant document.

1. Core skills and key competencies

Competence is a narrower concept that is considered in the context of demonstrated behavior in a specific situation and the performance of a specific task, role, etc. Competence is closer to knowing how to perform a given task than to knowing the nature of the task.

The term "competence" derives from the Latin word "computers" - conformity, suitability. Competence is the ability to act successfully in solving practical tasks and problems that arise in various situations and processes in the workplace. Competence is an expression of the individual's ability to successfully combine and integrate into his behavior at the workplace various elements of his knowledge, skills, experience, professional qualities, and other personal traits and characteristics. Competence is a kind of standard of behavior and performance that distinguishes successful people from others in the organization. Competence is a set of knowledge, skills, attitudes, and behaviors of people to achieve results in a given professional role or a particular organization. Competencies are an expression of an individual's ability to successfully cope with their work.

The main competencies needed by the young person for his professional development and according to the field of application can be grouped as follows:

According to the area of manifestation, they are divided into:

- ✓ digital,
- ✓ communicative,
- ✓ organizational,
- ✓ professional.

According to the cluster in which they fall. A total of 17 clusters of the same type of competencies have been identified in the following categories:

- ✓ Business competencies;
- ✓ Information and digital competencies;
- ✓ Personal effectiveness and self-improvement;
- ✓ Loyalty and integrity;
- ✓ Marketing and sales;
- ✓ Provision of services, design, development and implementation;
- ✓ Working with tools, machines, and equipment;
- ✓ Working with regulations, standards, and requirements;
- ✓ Working with technical, technological, etc. documentation;
- ✓ People development;
- ✓ Repair and maintenance;
- ✓ Social and communicative competencies;
- ✓ Technologies, processes, and operations;
- ✓ Transport, logistics and supplies;
- ✓ Management, Finance and Administration.

According to the type of manifestation - specific and transferable.

Specific competencies are defined as narrowly professional, primarily technical and technological knowledge and skills related to the specific nature of the functions performed by a specific position, i.e., what employees should know to be able to do their job successfully and effectively by the requirements of the position. These competencies are related to the specific nature of the profession and the tasks of the position, to the technique, tools, and technology used, to business processes and operations, and to the specific regulations and standards to which the position relates.

Transferable competencies are defined as knowledge, skills, and behaviors developed in one situation that can be transferred to other situations, including in other professional roles and enterprises. Transferable competencies are characterized by wider application. They can be key to the performance of positions of a different functional nature. Typically, transferable competencies in an organization's competency model apply to all or most jobs and help create and maintain a particular type of organizational culture and values.[31]

Key competencies form multifunctional groups of skills, abilities, attitudes, knowledge, etc., which can significantly improve the chances of personal fulfillment, and social inclusion of young people and increase their chances of employment. Key competencies that have a more important role in the professional and social life of young people would develop cultural, civic, and entrepreneurial skills, which would allow the acquisition of new knowledge and the use of this knowledge for personal and societal benefits.

The main key skills and competencies needed by the young person for his development can be summarized by criteria of knowledge, skills, and attitudes, which are of crucial importance for the development of the person, social inclusion, competitiveness, and suitability for employment. The key competencies are needed by every person for personal realization and

development, adaptability to the changing labor market, social inclusion, sustainable lifestyle, and active civic participation. It is necessary to note the constant connection between the acquisition of key competencies and the inclusion of people from vulnerable groups, as well as those at risk of social exclusion. The key and necessary competencies cover all aspects needed to achieve the mentioned objectives:

- ✓ Communicating in mother tongue;
- ✓ Communicating in a foreign language;
- ✓ Mathematical, scientific, and technological competencies;
- ✓ Competencies in the field of digital technologies;
- ✓ Acquisition of learning skills;
- ✓ Social and civic competencies;
- ✓ Sense of initiative and entrepreneurship;
- ✓ Cultural knowledge and expression skills.

To achieve them, or at least to create opportunities for development, the following prerequisites are needed to provide all young people with the means to develop key competencies to a level that prepares them for independent adult life and which is a basis for further learning and professional development.

Key competencies also define core skills. They, in turn, are determined by personal and interpersonal qualities, which are expressed in different forms in different social and work situations. The key skills important for young people to adapt to social and professional development environments can be described as:

- ✓ Social skills: This is a skill for developing new solutions and their implementation, responsibility for consequences, correlation of personal interests with others, tolerance for intercultural and interethnic characteristics, respect, and cooperation as a guarantee of healthy communication in the team or social group.

- ✓ Communication skills: Includes oral and written communication in different languages including different programming languages, communication skills, and communication ethics.
- ✓ Social-informational skills: The analysis and perception of social information through the prism of evaluating the information received. This skill requires the possession and use in different situations of the ability to evaluate information.
- ✓ Cognitive skills. The need for personal self-improvement and realization of this skill is possible after self-education, improvement, and personal growth.
- ✓ Intercultural competence, including interethnic. This skill is a set of skills for understanding and accepting other cultures and the competence for them, familiarity with the peculiarities of other cultures.

Among young people, there is a discrepancy between the skills they have and the requirements of the labor market for successful implementation. Formal education emphasizes the acquisition of knowledge, but the real world and the labor market require young people to develop skills such as teamwork, creativity, problem-solving skills, critical thinking, emotional intelligence, and more. Bulgaria is one of the countries with the highest percentage of mismatch between the skills that employers are looking for and the skills that young people possess. Key skills combined with competencies do not guarantee success but give the confidence to participate effectively in social and professional life. It is important to comment on skills and competencies from both parties involved namely the labor market and the young person.

From the side of the labor market or professional realization, the key skills and competencies should enable the young person to have:

- ✓ Teamwork skills, leadership skills, social and communication skills. They are present in every job advertisement and are basic for every job, an extremely uniform representation of the requirements for the job holder.
- ✓ Computer skills, language skills, professional qualification skills, and additional qualifications increasing competitiveness. Additional requirements from the employer for the candidate. Considering the age at which a young person completes their education, it is difficult to meet all these skills.
- ✓ Skills for working under stress, making quick decisions, critical thinking, and project management. These skills are learned through work experience, through placement in such situations and experiences. Young people are often discriminated against precisely because their age does not allow them to gain this experience.

From the point of view of the young person, who develops with the dynamics of his generation and acquires competencies and skills in a different way, not corresponding to that of the labor market, skills, and competencies have the following expression:

- ✓ Socially adequate skills, emotional intelligence, and media literacy. These are skills and competencies that young people acquire during their studies, as the environment in which they develop requires it. These skills and competencies are particularly important for their proper social and emotional development, which will also determine their professional development.
- ✓ Computer skills, skills for developing a media-social image or influencer, skills for adaptation to different environments and situations, and making informed decisions. These skills are very often not purposefully learned, but a consequence of the environment and situations in which young people

are placed. The accumulation of these skills is the result of the need to communicate with their peers through social networks.

- ✓ Language skills, skills for choosing professional development. These skills are required to be able to continue their education and their acquisition is often a consequence of the choice of professional realization.

2. Methods for the development of skills and key competencies (experience from Turkey)

Competencies are the capacities people use to navigate their culture, community, and careers; they are gained by learning skills. Skills are gained through the applied understanding of concepts. Concepts are the elements of understanding that construct our skills. Competency-based learning lays the foundation for all future lifelong learning. Whatever one's perspective on essential knowledge might be, there is a growing global consensus that certain critical concepts, skills, and competencies must be understood in a world of rapid change.

Traditional approaches that place content at the beginning of learning fail to equip learners with the key competencies and skills needed in the real world. The added side effect is often a dissolved enthusiasm for lifelong learning. A community that encourages learners to take the lead in the direction of their own competency-based learning provides a context for a deeper understanding of their world which they need to take the opportunities life offers them. Traditional learning models tend to focus on content and knowledge acquisition. Placing content at the beginning of learning today, however, fails to equip youth with the key competencies and skills needed to navigate the real

world. A new learning paradigm must shift its focus towards competency-based learning to better prepare learners for 21st-century engagement.

In a pre-Internet world, books and teachers were the main reference points for knowledge. In a digital age, this is no longer the case. It is estimated that in the coming decade, between 30-50% of all jobs could be replaced by machines. This has massive implications for the relevance knowledge will play in an evolving digital world. Content will become increasingly irrelevant and therefore education models focusing on content delivery will become increasingly outdated. Competencies, skills, and concepts are the key learning components required to prepare youth for a world of constant change. These can be easily attached to content to enhance all learning experiences. Content therefore should not remain the driving force for learning.

Competencies are the capacities people use to navigate their culture, community, and careers; they are gained by learning skills. Skills are gained through the applied understanding of concepts. Concepts are the elements of understanding that construct our skills. Competency-based learning lays the foundation for all future lifelong learning.

The rate of change occurring in relation to what is perceived to be the top ten key competencies and skills from the World Economic Forum highlights the agility needed to provide a consistently relevant education model. This will require learning communities to keep a watchful eye on global trends and changes to remain relevant with curated competency-based learning experiences. Learning today must be linked through a variety of trans-disciplinary contexts where possible. Teaching linear content or subjects will not prepare youth with the competencies or skills required to solve problems requiring complex, multi-faced approaches. We live in a digital age where we are ready to create learning experiences to equip youth with the competencies,

skills, and concepts to tackle and solve the problems emerging in our world. The digital age has provided us with the perfect support platform from which to do so.

The early decades of the 21st century bear witness to an increased focus on competencies and skills as building blocks for future-ready learning. Developing broad and relevant core competencies and skills is crucial in an age where learners have increased access to an endless ocean of knowledge. Examining educational priorities in countries across every continent highlights universal consensus toward the teaching of competencies and skills. The challenge is how to merge this new focus on competency-based learning without abandoning core concepts, which to some degrees are content-based.

In a new learning paradigm, literacy and numeracy skills remain crucial, but learning these alone insufficiently prepares youth to succeed and navigate the 21st century. A holistic set of skills is required, extending into physical, social, cognitive, digital, creative, and emotional spheres.

The World Economic Forum highlights the rate of change occurring in relation to what is perceived to be the top ten key competencies and skills. It focuses on the implication of the so-called ‘fourth industrial revolution and the predicted changes in skills relevance in an anticipated timeframe of five years:

Within such a short timeframe, the changing needs of the workplace, technology, and workforce depict shifting priorities in competencies and skills. This has huge implications on what learning communities should plan for and supports the importance of agile competency-based learning design framework to adapt accordingly. Furthermore, the United Nations Sustainable Development Goal 4 identifies literacy and numeracy skills, skills for employment and entrepreneurship, and skills needed to promote sustainable development as targets for all children and youth by 2030. Creating a holistic

curriculum that is fit for purpose is crucial to successfully delivering the skills set out in this goal. Learning today must be linked through a variety of transdisciplinary contexts - formal and informal and in local communities and global societies. Understanding these links creates transferable competencies and skills. The diagram below demonstrates links that learning communities should understand and take responsibility for adopting to prepare learners appropriately:

A new learning paradigm must enable students to attach action to specific content. In this learning scenario content goes beyond why and towards how. More specifically, the acquisition of skills and competencies is achieved by attaching tasks to conceptual content. This context moves to learning beyond the mere digestion of content, so it becomes individually relevant and engaging because it is no longer merely about memorizing and regurgitating information.

3. Socialization-Online Greek school as a method of socialisation (experience from Greece)

Greek City Times spoke to the world's online Greek school, Greek Lessons Online, about the issues surrounding children's social isolation. The Online Greek School has seen a shift to online learning since the outbreak of COVID-19 and noticed that many parents want to increase their children's lesson times during the lockdown to ensure that the children come into contact with someone other than the most their immediate family. This quickly led the school administration to decide that they needed to do something to help their students socialize more.

"This is how our Greek groups for children were born," Ms. Stella Bompozziari, the school's founder and director of studies, tells us. "Now more than ever, we realize that our students need to connect with kids their own age.

"When we started our group classes for kids this year, we were amazed to see how excited our students were to be part of a group. They couldn't wait to connect in their virtual classrooms and be surrounded by their teachers and classmates from around the world.

"What was even more enjoyable to witness was the incredible progress they all made in just a few weeks after joining the group classes because the best way to learn is when you're having fun!" And believe me, they had fun!"

Greek lessons online have impressive learning results. In addition to all the social benefits these groups have for children who are in dire need of social interaction right now, the learning benefits are also impressive.

Sophia, an experienced Greek LOL teacher who teaches one of these groups of children, claims that the students' progress is impressive.

"At Greek LOL we've always known that you learn better when you're having fun and our kid's groups just prove that. Of course, we learn grammar and vocabulary, we study and do exercises, but it's much easier to do a fun group activity together that will help us remember the new things we've learned in a group class," she says.

"Greek LOL group classes focus a lot on communication and interaction between students and, of course, are student-centered. As a result, we've even seen beginners make incredible progress and learn to speak basic Greek within weeks, just because they really enjoyed trying to speak Greek with their classmates."

<https://greekcitytimes.com/2020/10/18/greek-lessons-online-kids-groups/>

4. Intercultural competencies (experience from Greece)

Due to globalization, English has undoubtedly become an international language, a lingua franca. In this interconnected context, a new reality has emerged for EFL educators: the need to prepare learners for cross-cultural encounters, to be able to learn and use English, and to interact effectively and appropriately with other native or non-native speakers of English around the world. Therefore, it is imperative that teachers realize the importance of this competence so that they can adapt their teaching approaches and incorporate them into the EFL classroom.

This exploratory study investigated the beliefs and attitudes of EFL teachers regarding the incorporation of intercultural communicative competence (ICC) in their classrooms. The aim of this study was to better understand the current state of teaching English for intercultural communication in the Greek public EFL classroom in terms of teachers' understandings and attitudes towards cultural teaching and ICC. For this purpose, an online questionnaire with closed questions was chosen to collect data from sixty-two EFL teachers teaching in Greek public schools. Statistical analyses show that EFL teachers value the integration of ICC in English language teaching. In addition, they highly value the emotional and behavioral components of this competence. It is believed that these findings will contribute to a better understanding of intercultural teaching in ELT.

<https://www.degruyter.com/document/doi/10.1515/eujal-2018-0018/pdf>

5. Nature of the social dialogue

Social dialogue at the national and European level plays a key role in the formation of economic, labor, and social policies that promote greater convergence of living and working conditions in all countries. Crisis management, forecasting, change management, long-term planning, the ability to innovate and carry out the ecological transition, good corporate governance, and cooperation between social partners based on trust and workers' rights to information, consultation, and participation are part of the mission of social dialogue.

Social dialogue is driven by increasingly global and interconnected economies and production processes, and the impact of trade leads to an increase in transnational relations with multinational enterprises and global supply chains at different levels, which requires a common and coordinated approach. Effective social dialogue must include representative and legitimate social partners with the knowledge, technical capacity, and timely access to relevant information for participation; political will and commitment to participate in social dialogue; respect for fundamental rights such as the independence of social partners, freedom of association and collective bargaining, which continue to be the basis of collective labor relations, and a legal and institutional framework to support social dialogue with well-functioning institutions.[5]

Social dialogue is the process by which the social partners negotiate to influence the arrangement and development of issues related to work, labor market policies, social protection, taxation, or other economic policies. This is a widespread process for developing public policies. They can be direct relations between the social partners themselves or relations between the state authorities and the social partners. To be clear, social dialogue can mean negotiations, consultations, or simply an exchange of views between representatives of employers, workers, and

governments. It may consist of labor-management relations, with or without direct government involvement. Social dialogue is a flexible tool that enables governments employers' and workers' organizations to manage change and achieve economic and social goals.

Social dialogue is an established tool that is intensively practiced on a daily basis and is the subject of a growing body of research around the world. Some of the roles of social dialogue have been well-tested and documented, particularly in relation to industrial relations in developed economies. This is true to a much lesser extent in developing economies and fragile states, where roles are still emerging and little is known about the key success factors and how to nurture those roles successfully. Social dialogue includes all types of negotiations, consultations, and information sharing between representatives of governments, social partners, or between social partners on issues of common interest related to economic and social policy. It can be held at the national, regional, and sectoral levels. The purpose of social dialogue is to address the specific effects of the lack of social dialogue.

Social dialogue differs from other ways of managing labor relations by the types of results it obtains from its conduct and the means of achieving them. Social dialogue produces tangible results, such as collective bargaining agreements and social pacts. It may also involve joint policy-making or tripartite management of certain policy areas such as human resource development. Results are usually achieved through negotiations or cooperation between the government and social partners or only between social partners. This is fundamentally different from, for example, unilateral decisions taken by the government on labor issues or conflict prevention strategies such as protests, strikes, or lockouts.[6]

Social dialogue contributes to five key dimensions of sustainable development:

- ✓ working conditions, workers' rights, and equality in the workplace;

- ✓ access to public services and redistribution of goods and resources
- ✓ growth and innovation;
- ✓ environment and climate;

Social dialogue should be a useful tool and should address new topics and changes in the labor market and lead to effective results. New non-standard forms of work can blur the boundaries of worker-employer relations, leading to a growing number of people who are not covered by collective bargaining or protective legislation. This is an area that can be addressed within a social dialogue, helping to reach a consensus between workers and enterprises to cover all dimensions of sustainability.[7]

Social dialogue is not only a process of interaction between society and politics or other institutions, but also communication within society itself, describing all the dynamics of interaction. The lack of social dialogue in the society between the different strata reflects on the evolutionary development of the society and the lack of productive capacity. The effectiveness of dialogue can be seen by observing how different cultures and social groups interact in different situations and whether they are tolerant of each other.

From the point of view of youth inclusion, activity, and participation in the labor market, social dialogue plays the role of a unifier of information. Correct communication between different spheres and the exchange of information is extremely important, and here social dialogue must be conducted by the parties concerned.

6. The experience from Turkey

Social dialogue aims to reduce social tensions and conflicts and create solutions to economic and social problems by harmonizing the activities of different segments of society. In terms of how it is implemented and the countries, social dialogue can be defined as bilateral-bilateral between workers' and employers' organizations, tripartite-trilateral between workers' and employers' organizations and government or independent experts, as in countries where democracy other interest groups, organized in society, have also developed on participation. It can be implemented in a multilateral and participatory structure. Having effectively functioning social dialogue mechanisms is very important in today's modern democratic societies in terms of solving economic and social problems and ensuring social peace, especially labor peace.

Furthermore, social dialogue is defined by the ILO as including all types of negotiation, consultation, or simple exchange of information between or among representatives of governments, employers, and workers on matters of common interest related to economic and social policy (ILO, n.d). The ILO advocates that it can exist as a tripartite process, with the government as the official party to the dialogue, or it can consist of a bilateral relationship only between workers and management (or trade unions and employers' organizations), with or without indirect participation of the government. Social dialogue processes can be informal or institutionalized and are often a combination of the two. It can be held at the national, regional, or enterprise level. It can be interprofessional, sectoral, or a combination of these. The main purpose of social dialogue itself is to promote consensus building and democratic participation among the main stakeholders in the world of work. Successful social dialogue structures and processes have the potential to resolve important economic and social issues, promote good

governance, promote social and industrial peace and stability, and stimulate economic progress.

Social dialogue reduces social tensions and conflicts by harmonizing the activities of different segments of society. It also aims to provide solutions to economic and social problems by establishing a dialogue between these segments. Therefore, it represents an important process that unites the actors of economic and social life in a country and opens the way for social reconciliation (Yilmaz and Günel, 2011).

The emergence of social dialogue depends on two main conditions. The first is the existence of independent parties, and the second is the willingness of these parties to cooperate. The first condition states that the state, employers, and workers should be independent entities and perform certain functions. The second condition is that the parties are willing to consider their problems together and seek compromises and solutions acceptable to them, despite the differences in their interests. At this point, the most important element of the dialogue is the general approach. Based on the common approach, is based on the determination to work together to overcome the problems faced by workers and employers.

Social dialogue can take place at the regional, national, and international levels. The levels of social dialogue applied by countries depend on their political, economic, cultural, and social background.

The parties to social dialogue can be in three ways:

- It can be bilateral between workers' and employers' organizations,
- It can be tripartite between employers' and workers' organizations and government or independent experts;
- Can be carried out in a multiparty structure with the participation of other interest groups organized in society. The tripartite structure is one of the main forms of social dialogue.

The tripartite structure is defined as a social dialogue that allows the government, employers, and workers (through their representatives) to express themselves on the basis of equality and independence to find solutions to common problems. The tripartite structure means that employers' and workers' organizations participate in decision-making processes on an equal footing with the government. Bilateral social dialogue, on the other hand, is information sharing, mutual consultation, or negotiation between two parties involving one or more employers and/or one or more employers' organizations, without government intervention.

Social dialogue with and for young people



7. The importance of social dialogue

(Experience from Turkey)

The International Labor Organization mentions four potential benefits of social dialogue:

- Democratizes the process of making economic and social policies
- Provides legitimacy and brings ownership
- Reduces social conflicts by facilitating the establishment of partnerships and a problem-solving approach

- Reduces social tensions in times of economic distress and transition periods.

Social dialogue is a participatory and democratic method of decision-making. In the recent past, social dialogue, explicitly or implicitly, has become part of the approach to economic growth and development and has been useful not only in industrial-developed countries but also in underdeveloped countries. In a democratic society, any unilateral action taken by the state without the consent of the workers and employers organizations will encounter resistance from these organizations. It can minimize conflicting relationships through dialogue, collaboration, and partnership. It can facilitate the discussion of policy options and their consequences, as well as a shared understanding of the issues, and ways of finding compromises to arrive at common answers. Social dialogue can be a very effective tool in facilitating economic depression and transition periods; however, for social dialogue to really work in times of distress, it must also be used in times of prosperity.

The European Union considers that social partners have a specific role in civil society and represent the interests and concerns of working life. The European Commission has always recommended strengthening social dialogue to find the right answers to issues central to the modernization of the European social model, such as the development of lifelong learning, the management of change, strengthening mobility, active aging, or promoting equal opportunities. The Commission considers that social dialogue is the best mechanism to strike new balances between flexibility and security (Med and Lukyamuzi, 2019). Social dialogue is of great importance especially for the enlargement process, as in most EU candidate countries, the parties and the partnerships tradition seem to be weak despite the initiatives of the social partners and the support from the Community programs.

8. **Youth activity** (Experience from Bulgaria)

Looking at the problem of youth activity in the labor market, it can be seen that young people do not have practical work experience in the acquired specialty after completing their education and are directly involved in the labor market. Young people without experience will be at a competitive disadvantage in the context of professional realization. Young people must flexibly adapt to new trends and market demands, as the required professions change every year. The educational system in Bulgaria still does not provide adequate skills for specific professions to young people. Internships and practices in the labor sector are poorly represented. The lack of professional and work experience is an obstacle for the young person because employers set their requirements. A small number of large employers have adopted the practice of securing employees from school or university by hiring young people as trainees. This guarantees them that the specialist they need will have the required training.

The relative share of young people in managerial positions compared to the total number of employed youths is still low. Holding management positions requires considerable knowledge and preparation, as well as professional experience. Young people often lack the necessary information and contacts to find a job. The reluctance of employers to invest in the training of young employees is a frequent reason why young people find it difficult to realize themselves professionally. A large part of young people are demotivated above all by the offered level of pay, as well as by the working conditions. Young people are becoming a potential source of employment in the gray economy. The lack of professional skills and practice in a real environment forces graduates of secondary vocational schools to start work with the first offer, most often in the field of trade and services, without claims about working conditions.

Labor productivity and adaptability of young people are still low. There is a particular point of difference between young people in employment and it is divided into two groups:

- ✓ The first groups have completed vocational training and employers hire them as trainees, which gives the young person a chance to prove himself and get a job.
- ✓ The second group of young people are those who have completed their education without a profile, which is not attractive to employers.

8.1 Encouraging Youth Activity

Youth activity in the national economy and, in particular, the labor market, is an important part of their professional development and social inclusion. The opportunity for realization is not equal for everyone, often some have better chances than others, which discriminates against young people. Very often, when hiring a job, the candidate must meet the employer's pre-established criteria, regardless of their professional experience. The discriminatory attitude thus created makes applicants unequal and those who do not meet the conditions often drop out of the labor market. Entrepreneurship gives an equal chance to everyone who can develop their ideas.

Youth activity, given the problems that young people encounter in the labor market, finds a new expression in economic and professional terms. The adaptive skills and flexibility of the young person's thinking allow him to use the resources at his disposal in a non-standard way. For example:

- ✓ Development of youth entrepreneurship by creating sustainable, competitive, and promising conditions for young people. This activity expands the opportunities for young people to realize themselves and

improve their skills and competencies. Entrepreneurship as a form of employment gives young people independence and the opportunity to express themselves in their own way.

- ✓ Development and implementation of ideas and projects and the active involvement of young people in them. Creating a sense of necessity and usefulness in a young person can awaken in him his strongest sides. Active involvement and participation in various business activities and engagements will give him a chance to develop and upgrade his skills.
- ✓ The successful reconciliation of the professional and personal lives of young people. Family commitment in conventional work is often an obstacle that employers are aware of and prefer non-family employees.
- ✓ Counseling young people about their professional and personal strengths that can be developed and work to the benefit of the individual. The accumulated educational experience can be developed by generating business ideas to be implemented and improved. The upgrading of professional competencies creates favorable conditions for professional development and competitiveness of skills.
- ✓ Access to professional guidance services, through which support will be provided for young people to solve problems related to the choice of professional development in view of the individual qualities of the person and the relationship between these qualities and opportunities for realization. This is a particularly important point - proper counseling determines the direction of the young person's professional development and determines his position in society. Available skills and attributes can work to your advantage or hinder if not used properly. Professional counseling shows what can be worked on to develop to a point of usefulness and pay dividends to the young person.

- ✓ Organizing training for managing business goals and ideas that can be realized and turn the young person into an entrepreneur. The training will provide knowledge on how to organize, manage, and shape business ideas so that they are feasible for implementation.
- ✓ Training in time management, which will help the young person to be tight in the performance of his tasks. Time management is an important skill that allows young people to be maximally efficient in their work and executive in their tasks. Making commitments fosters a sense of responsibility and their proper management creates stability in relationships with others, which also gains their trust. Thus, social inclusion can be effective and beneficial for the young person, who will upgrade their skills and knowledge.
- ✓ Provision of information about the meaning of entrepreneurship and what opportunities it provides as an independent work engagement. Providing the right and accurate information about the opportunities of entrepreneurship and how to take advantage of it gives young people a strong point to take advantage of these opportunities and realize their ideas. Entrepreneurship gives chance and opportunities when its idea is properly understood.
- ✓ Training on business analysis of the market for innovation and the selling of ideas, which in turn will cause young people to be active socially involved, and empathetic to the idea. Young people are oversaturated with information and their channels of information exchange are much more proactive and allow them to recreate their ideas into something that can be realized. Business analysis is no stranger to them. Young people possess many undeveloped qualities that can be of benefit to them in the development of entrepreneurial activity.

8.2 Youth activity in practice

For youth participation to be real, certain tools must be implemented in the service of young people. This requires providing training to young people, keeping them informed, expanding communication channels, supporting their projects, and recognizing and paying more attention to the dedication of young people to public causes. Participation becomes full only where the role of young people is recognized and, above all, where efforts are made to promote young people.

Information is often key to participation and young people's right to access information about opportunities and issues that affect them. In order to participate in activities and in the life of their communities or to benefit from services and opportunities designed for them, young people need to know about them and have access to this information or have it made publicly available. Participation in activities and projects that interest them or that they organize themselves is often a step towards a process of promoting their deeper social inclusion. Existing information and consultation channels for young people should be supported and improved for the provision of quality services that correspond to the needs expressed by young people. Providing the right information to young people should be tailored to what they are looking for. Young people should have the opportunity to participate in the preparation, implementation, and evaluation of the activities and products of youth activities.

Modern communication channels and social networks offer opportunities to inform and empower young people. They can be used to exchange a wide range of information and, thanks to their interactivity, to increase the participation of young people. While young people are the main users of social networks, they can be information providers and users by increasing the opportunities they are given to express themselves and participate in the production of information. Through daily use of social networks, more accessible information is made available to

their peers. This participation also enables young people to understand the structure of information and develop the necessary critical skills. Young people should be supported and encouraged to engage in their participation and social inclusion. Young people have many ideas that can be transformed into projects and initiatives that benefit everyone. By being given the right support and training, they can help young people develop their sense of responsibility, their autonomy and thus become actors in society.

Youth, groups, activities



8.3 Volunteering as a form of youth activity

Volunteering, as a form of social activism and employment, is often the preferred way to learn about the organisation's activities and business models.

Young people have always been distinguished from other age groups by their desire to be original and impulsive. This fact has a positive effect on the participation of young people's voluntary initiatives. It doesn't matter if they target fashion, culinary preferences, or recreational activities. An important aspect of

choosing an organization is the image and perception of the organization that offers a place for a volunteer.

The social development of society depends on the dynamics in it, and here it is important to consolidate and understand the values that guide young people and that largely determine the everyday consciousness and everyday ideas of the present and future generations who enter a conscious life.

The organization and formation of youth volunteering can be carried out only on the basis of objective information about the interests, needs, and goals of potential volunteers. Young people work to gain experience, special skills, and knowledge, and establish personal contacts. Often, volunteering is an open way to get temporary employment and a place to express yourself. Usually, young people get involved on a voluntary basis due to the need to communicate with others, the desire to help those in need, and to be among like-minded people. Voluntary work meets these interests in the field of education, the emergence of key relationships, and the acquisition of new business contacts.

The situation emerging in the field of the development of the young generation is ambiguous. Young people are distinguished by considerable independence, and high demands for obtaining quality education and training, which will affect their future work and career development. Young people can not only establish the sources of spiritual development of society but also determine the direction of social and cultural modernization of society.

Volunteering, as a form of activity among young people and a prerequisite for youth entrepreneurship, gives great value to the development of young people. Its advantages can be defined as follows:

- 1) Material and economic value.
- 2) Spiritual-humanitarian value, which is usually individually oriented.

What does volunteering give young people?

- ✓ Experience in responsible cooperation: educates in responsibility and teamwork
- ✓ The development of communication skills: a particularly important skill is communication, without which no activity can be carried out
- ✓ Discipline: an important point in entrepreneurship is discipline and self-discipline, which teaches young people stability in their relationships
- ✓ Leadership skills and qualities: leadership builds strong teams and forms stable qualities in young people. Leadership skills create conditions for innovative thinking and orientation in decisions.
- ✓ Protecting interests: to protect interests is not selfish thinking and action, but a business model of activity that is aimed at achieving goals.
- ✓ Professional orientation: a key moment for young people who first have to choose their professional development and have not made a decision. Volunteering is an opportunity to get to know the real activity of the organization and to see in the field how business ideas are implemented.
- ✓ Communication with like-minded people. Communication with peers is of particular importance for young people because this way they see that others share their views. Communicating with others and sharing common ideas promotes social inclusion.

Volunteering among young people is an opportunity for communication and interaction with peers and allows them to discover their business environment and their business interests for themselves and their social circle, to get the support they need. It is necessary to pay attention to the image of the young volunteer. Young people are carriers of a subculture and different values, often contradicting those of the older generation.

Volunteering should be a harmonious complement to personal convictions for social activity. An important element of youth volunteering is a reminder of the goals of any activity in a business organization. Thus, volunteers can see their place in the overall structure of volunteer activity. Considering himself in the context of values and movement towards success, the young person receives effective motivation to attract friends and acquaintances with similar views. Considering the fact that the majority of young people are in a competitive environment at the beginning of their professional career, volunteering as a form of employment helps to clarify some questions about the choice of activity, the field of work, and the form in which they want to realize their ideas.

Volunteering has a positive effect on personal changes. Young people through volunteering are able to develop their skills at a high level, satisfy the need for communication and develop self-confidence, realize their usefulness and need for society, to develop the most important qualities of the personality.

Voluntary employment gives young people a chance to touch the real business environment and see in reality how business models are implemented. Entrepreneurship as a form of business model and volunteering as a form of commitment give young people a new perspective on what choices to make. Social inclusion among young people, as an important issue, is often solved by voluntary work. Adopting established rules in an organization and accepting social commitment changes young people's views on self-employment from something that is easy to do to a serious activity that has consequences for society.

8.4 Entrepreneurship

Today, entrepreneurship reflects the state of the economy in a country. Youth entrepreneurship is a job creation opportunity that allows businesses and organizations to develop and is a prerequisite for reducing youth unemployment, both locally, regionally, and nationally. Entrepreneurship also gives unemployed and discouraged young people a chance to integrate into society. The development of various skills such as innovation, critical thinking, decision-making, communication in a multicultural environment, and leadership, which are invariably linked to entrepreneurial competencies, help young people to be more adaptable to the challenges they face in their daily lives. [1]

Social entrepreneurship is a different way of economic activity that mixes the ingenuity of business with a social mission, a skillful combination, and a balance of social and economic goals. Social entrepreneurship represents activities aimed at solving important social problems, and these activities also bring income to the entrepreneur. It is related to the "non-profit" sector, as well as the concept of "social economy", which emphasizes goals that benefit the community and society as a whole, rather than being entirely focused on corporate profit. Not all enterprises providing social services are social enterprises. For example, an enterprise that provides luxury rehabilitation services operates in the social sector but is not a social enterprise if those working in it do not benefit from its activities or if the enterprise needs help from the state to operate.

Entrepreneurship is not just about business ideas and their implementation. Competencies also play a major role. Competence in entrepreneurship can be described as:

- ✓ Skills for perceiving and critically evaluating job opportunities and business realization
- ✓ Skills for implementing business ideas
- ✓ Skills to transform business ideas into business plans and concepts
- ✓ Skills to implement ideas
- ✓ Risk-taking skills
- ✓ Risk anticipation skills
- ✓ Skills to drive change
- ✓ Flexibility skills
- ✓ Creativity skills

In order to clearly and accurately describe the competencies, some basic points must first be defined, for example:

What is entrepreneurship?

Entrepreneurship can be defined as the ability to use opportunities in the work or business environment, to use the maximum potential of these opportunities in order to implement an idea for change, improve efficiency, productivity, growth in business, quality of life, and other standards, related to success. Of the types of entrepreneurships, we will focus on social entrepreneurship. It is a different way of economic activity that mixes the ingenuity of business with a social mission, skillfully combining and balancing social and economic goals. Social entrepreneurship represents activities aimed at solving important social problems, and these activities also bring income to the entrepreneur. It is a balance between nonprofits and ordinary business ventures because it can be self-sustaining and profitable while helping to overcome social hardship. [2]

Entrepreneurship as an economic activity provides chances for the realization of non-standard ideas and business goals, for the benefit of society and the entrepreneur. Entrepreneurship is extremely important for society and the

economy because it generates income and jobs, and it gives security to the people who are involved in it. Entrepreneurship stimulates creative thinking and innovation, which in turn challenges unconventional thinking young people to come forward and show their ideas, to create a public response to them.

In practice, successful business models of young people who started entrepreneurship in declining regions of the country are observed. Their business revitalizes the settlement and contributes to household income. The social orientation of entrepreneurship helps to solve some social problems and find sustainable solutions.

What are the characteristics of an entrepreneur?

An entrepreneur is a person who takes the initiative, is active, generates ideas, is inquisitive, knows how to make a good judgment, feels the need to improve and upgrade his professional competencies, is resistant to stress, and knows how to assess his opportunities. An entrepreneur can be characterized by the following skills and competencies: initiative, proactively, leadership, openness, non-conformity, ambition, creativity, and problem-solving ability.[3]

An entrepreneur can be characterized by the following traits:

- ✓ Has self-control. They enjoy creating business strategies and strive to achieve their goals.
- ✓ Sense of urgency. Entrepreneurs have a constant sense of urgency to develop their ideas. They do not tolerate inaction. Entrepreneurs prefer individual sports.
- ✓ Sense. A successful entrepreneur masters all complex activities, which can include planning, making strategic decisions, and working on multiple business ideas simultaneously. They have an eye for detail.

- ✓ Realism. Good entrepreneurs accept things as they are. They are rarely unrealistic. They will change direction the moment they see that the change will improve their chances of success.
- ✓ Needs. They find satisfaction in symbols of success that are external to them. They love their business to be praised. The successful entrepreneur finds satisfaction in the good performance of the business, not in the image he has built in front of his competition. [4]

Entrepreneurship is necessary to realize business goals and ideas. This is not attributed only to a certain category of people. Entrepreneurs look at opportunities from a broader perspective. Entrepreneurship can be seen in every sphere of life, such as the coffee shop where we buy our coffee.

What can be gained or lost by entrepreneurship?

Entrepreneurship is key to improving living standards. All the innovations that surround us: smartphones, constantly evolving cars, 3D printing, home delivery of food, etc., are the result of the actions of entrepreneurs. They have risked capital and resources, taken risks, produced them, and delivered them to consumers. Thus, successful entrepreneurs not only shape and improve the world around us but also help improve the economy as a whole.[5]

Entrepreneurship, broadly described as the act of generating business ideas, can be a solution to youth unemployment and an important source of much-needed job creation. Moreover, youth entrepreneurship can be a catalyst for the creativity and technological abilities of young people and a powerful tool for youth empowerment. Youth entrepreneurship plays a vital role in economic growth and acts as a catalyst for job creation. Therefore, more initiatives should be developed

to cultivate an entrepreneurship mindset among youth, through non-formal education, focusing on the advantages of youth entrepreneurship.

There is a global concern about connecting young people to the labor market. In an ever-changing economy, acquired knowledge and skills are not always adequate and fail to provide young people with the skills they need in the world of work, but competencies such as digital literacy, business-oriented thinking, self-confidence, and communication skills are needed, and those for solving problems. The mismatch between the skills young people possess and the competencies employers are looking for further exacerbates the problem of youth unemployment. Very often there is a discrepancy between the expectations of young people for the moment of their professional realization and their education. The labor market is not a static phenomenon, but is extremely dynamic, constantly changing its course. Young people are adaptable and think radically different from any other generation. The advantages that stand before them need to be converted into basic skills in order to overcome some social problems.

Youth entrepreneurship is a means of achieving social inclusion and autonomy for young people and a source of job creation. This is the opportunity that allows young people to express themselves, to rediscover their advantages and their place in society. The social focus of youth entrepreneurship is intertwined with the business focus, which is copied by society. Volunteering can also lead to youth entrepreneurship and subsequent job creation. Specifically, volunteering not only provides access to resources and social networks but also connects young people with the resources and information they need to become entrepreneurs. Access to mentors, partners, and sources of funding is crucial when it comes to strengthening start-ups, and volunteering can provide a clear picture of the realization and implementation of business ideas. Youth entrepreneurship is understood not only as a way to create jobs and empower young people but also

as a way to integrate young people, including those with fewer opportunities, into society. Youth entrepreneurship also provides young people with the skills and experience they need to thrive economically throughout their lives. Taking all this into consideration, youth entrepreneurship should be seen as an opportunity and advantage for young people to develop and contribute to solving social problems.

There are countless reasons why people decide at some point in their lives to start their own business. Some see a good business opportunity; others feel challenged by certain issues. Youth unemployment has consequences for their health, well-being, and future. That is why one of the ways for young people to enter the labor market is through youth entrepreneurship. Not only does it provide employment prospects for inexperienced youth, but it impacts economic growth through new jobs, increased competition, and innovation. Young people who start new businesses are seen as role models by their peers. Although most successful entrepreneurs may be young adults or older, there is always a chance for young entrepreneurs to turn their ideas into successful businesses. If this happens in a vulnerable or disadvantaged community, the impact can be huge compared to supporting economic and social development in those communities. Social impact is one of the main reasons why entrepreneurship is attractive to young people. Many success stories have established a link between youth and success, especially in entrepreneurship. They can be more innovative and disruptive, have more time, energy, and dynamism, are willing to take risks without risking much, and tend to have fewer family or financial responsibilities. One of the biggest benefits of starting entrepreneurship at a young age is the opportunity to learn important skills such as teamwork, networking, problem-solving, critical thinking, innovation, self-discipline, etc. All of these skills can help with performance in school and later in life.

New Business. Brainstorming. Support



8.5 Social entrepreneurship

People who start their own businesses are motivated by many different things. Some people want the freedom to be their own boss or want to pursue their true passion. Others have dreams of making a lot of money and building an empire. In the past few years, however, a new type of entrepreneur has emerged: the social entrepreneur. Social entrepreneurship is the process by which individual start-ups develop and finance solutions that directly address social problems. A social entrepreneur is therefore someone who explores business opportunities that have a positive impact on their community, society, or the world at large.

What is social entrepreneurship?

- ✓ It is a different way of economic activity or doing business that mixes the ingenuity of business with a social mission, the skillful combination, and balance of social and economic goals
- ✓ Social entrepreneurship represents activities aimed at solving important social problems, and these activities also bring home to the entrepreneur.
- ✓ It is a balance between non-profit organizations and ordinary business ventures because it can be self-sustaining and profitable while simultaneously helping to overcome social hardship.

The first major economic benefit of social entrepreneurship is job creation. Creating jobs and realizing business ideas is not a one-time process born of someone's thoughts. This is a long process that causes a number of events to occur. Social entrepreneurship can also be described as:

- ✓ Innovation of new goods and services. The entrepreneur develops and implements innovations important for social and economic development and at the same time offers new goods and services. These goods and services may benefit society or a group with social problems.
- ✓ Social capital. Social capital is one of the most important assets created by social enterprises. This term refers to the organizations, relationships, and rules that determine the quantity and quality of social connections in a society.
- ✓ Promoting equality. Social entrepreneurship favors the development of a more equal society by paying attention to social issues and trying to achieve a permanent sustainable effect through its social mission, instead of seeking only maximum profit. Social entrepreneurship is an opportunity to generate income from economic activity by engaging a target group in search of new

and sustainable resources for the implementation of socially useful activities.

- ✓ Social effect. The social effect has an avalanche effect on those who follow it. The effect in society is seen in results such as people's satisfaction and activity not just in financial terms. It means improving the social status of persons from different groups, and it manifests itself in different ways:
 - during the performance of the activity itself, when the persons are benefited by the fact that they find employment;
 - when using the results of the activity, when these persons receive goods or services at a privileged price for free;

Social entrepreneurship as a key tool for innovation, overcoming the problems of poverty and social isolation, and promoting the integration of vulnerable groups is a means of solving important social problems for society such as poverty, discrimination, social exclusion, and dying small settlements. Social entrepreneurship is a business initiative that focuses on solving a significant social problem. It is a means of achieving social change because it expands the horizon and opportunities for professional and life realization of people of different age groups and because of the formation of new knowledge, skills, and competencies. Indeed, social change – whether we seek it in a small community or a large society - would be impossible without the personal involvement and commitment of entrepreneurs. Social change affects all participants in society because it generates a number of positive effects. Social entrepreneurship is changing society's views on business success and changing business mistrust. Participants in social entrepreneurship generate ideas, opportunities, and income that they share with society. Social change is an effect of social entrepreneurship. Change can be both

negative and positive. Social entrepreneurship aimed at young people gives chances for equality in professional development. Given the existing discriminatory factors and practices in the labor market, very often young people cannot realize themselves because they do not possess the required competencies and skills. But at the expense of this, the generation which they grow gives them a wider awareness and openness to the world and a willingness to share their views and ideas. Social entrepreneurship makes very good use of these qualities of young people to effectively business ideas. Youth participation in social entrepreneurship takes it out of its standard framework and norms and makes it non-standard, innovative, and challenging for society.

The impact of social entrepreneurship on society and young people in particular is huge and entails other effects such as the contagion of ideas and motivation for success. Here, social change not only in society but also in small social and closed groups, which are often formed on the basis of social problems, causes involvement in the common cause. Social change indicates a change in the structure of the economy in relation to its norms, values, relationship policies, or forms of realization. Social change can manifest simultaneously as a social process, as a social trend, or as a structural conjectural modification. For example, discrimination is a social problem that through social entrepreneurship can initiate change.

The reasons to start social entrepreneurship in a given region are caused by various factors, but summarized they should be like this:

- ✓ Demographic factors: From social entrepreneurship and social change as a consequence, there can be, for example, changes in depopulated settlements, employment of young people, and stimulation of youth employment

- ✓ Cultural factors: These include, for example, the distribution and quality of the media and the homogeneity or heterogeneity of groups and social classes. Social entrepreneurship, as a spreader of ideas and sharing stimulates the demand for service quality in the field of culture.
- ✓ Technological factors are visible in the industrialization and modernization of information systems.
- ✓ Ideological factors These may include the introduction of new schools of thought, schooling, and adaptation to new economic or political models.

The bearers of social change are those people who are able to give a clear voice, and who are ready to realize entrepreneurship. In this sense, social entrepreneurship can be an agent of social change. Young people should be the bearers of change. They are familiar with new technologies, they have the power to motivate and involve in their ideas, and they are able to mobilize large groups as followers. On the other hand, in the business world, the social change resulting from social entrepreneurship shows the face of a business that is capable of actively developing progressive business ideas and applications. The interest in social entrepreneurship goes beyond the popularity of standard business and the fascination it brings to people. Social entrepreneurship signals the imperative to drive social change, and it is this potential success, with its lasting, transformative benefit to society, that distinguishes social entrepreneurship from standard business. While the potential benefits offered by social entrepreneurship are clear to many of those who promote and fund these activities, the real definition of what social entrepreneurs do is to produce this order of return in financial gains and benefits to society. Social entrepreneurship has become so inclusive that it now has a huge potential to accommodate all kinds of socially beneficial activities. Social entrepreneurship is an attractive construct precisely because it has such great potential. If these opportunities are not exploited, then social

entrepreneurship will lose its reputation and true social entrepreneurship will be lost.

Any definition of the term "social entrepreneurship" should begin with the word "entrepreneurship". The word "social" simply defines the type of entrepreneurship. If entrepreneurship has no clear meaning, then modifying it with social will not achieve much more. The word entrepreneurship, from a positive perspective, means a special innate ability to sense and act on an opportunity, combining out-of-the-box thinking with a unique determination to create or contribute something new to society. On the other hand, entrepreneurship is a trailing term because entrepreneurial activities require time before their true impact becomes apparent. Interestingly we call an entrepreneur someone who exhibits the personal characteristics of an entrepreneur – a sense of possibility, out-of-the-box thinking, and determination. If these are the key components of entrepreneurship, what distinguishes social entrepreneurship from classic for-profit? First, the most useful and informative way to define social entrepreneurship is to establish its competitiveness with entrepreneurship, viewing social entrepreneurship as based on these same three elements.

To understand what sets the two sets of entrepreneurship apart it's important to dispel the notion that the difference can simply be attributed to motivation with entrepreneurs driven by profit and social entrepreneurs driven by a social idea. The truth is that entrepreneurs are rarely motivated by the prospect of financial gain. Instead, both the entrepreneur and the social entrepreneur are highly motivated by the opportunity they identify pursuing that vision and deriving significant benefits from the process of realizing their ideas.

We believe that the critical difference between entrepreneurship and social entrepreneurship lies in the value proposition itself. For the entrepreneur, the value proposition envisions and is organized to serve markets that can

comfortably afford the new product or service and thus is designed to create financial profit. From the outset, the expectation is that the entrepreneur and his investor will derive some personal financial gain. Profit is a sine qua non, essential to the sustainability of any venture and the means to its ultimate goal of widespread market acceptance and ultimately a new equilibrium. However, the social entrepreneur neither anticipates nor organizes the creation of significant financial gain for his investors. Instead, the social entrepreneur seeks value in the form of large-scale, transformational benefits that accrue to either a significant segment of society or society as a whole. Unlike the entrepreneur's value proposition, the social entrepreneur's value proposition targets an undeserved, overlooked, or highly disadvantaged population that lacks the financial means to achieve the transformative benefit on its own. This is not to say that social entrepreneurs as a hard and fast rule avoid profitable value propositions. Enterprises created by social entrepreneurs can certainly generate income and can be organized as a non-profit or for-profit. What distinguishes social entrepreneurship is the supremacy of social benefit.

Social entrepreneurship can be formulated as having the following three components:

- ✓ identifying a stable but inherently unjust equilibrium that causes the exclusion, marginalization, or discrimination of a segment of society that lacks the financial or other means to achieve any transformative benefit of its own;
- ✓ identifying opportunity in this unfair balance, developing a social value proposition, and using inspiration creativity, direct action, courage, and fortitude, thereby challenging imposed injustices;
- ✓ creating a new, stable equilibrium that releases the catch potential or alleviates the social problems of the target group, and creating a stable

ecosystem around the new equilibrium, providing a better future for the target group and even society as a whole.

The provision of social services combined with a business focus on a more social level can also lead to an outcome equivalent to that of social entrepreneurship. For example, a social service provider running a school for a disadvantaged group creates great outcomes for that small group of students.[32]

By itself, social entrepreneurship cannot develop. It exists in symbiosis with the social economy and social enterprise. The social economy is a set of cooperatives, and mutual aid companies that carry out a wide range of commercial activities, provide a wide range of products and services, and create jobs. Social enterprises are also drivers of social innovation. They combine the achievement of social goals with an entrepreneurial spirit. It is an engine in the social economy whose main objective is to have a social impact and operate by providing goods and services to the market in an entrepreneurial and innovative way. The social enterprise uses its profit primarily to achieve social goals. Typically, social enterprise operates in areas unattractive to traditional businesses due to expected lower profits and slower returns on investment.

Factors that influence social entrepreneurship

Like any new thing that is innovative and still establishing itself in the market, social entrepreneurship is directly affected by the following factors:

- ✓ Search for new products and services, sustainable development of the enterprise, developing of entrepreneurial skills - development and

implementation of marketing strategies that contribute to the successful realization of the manufactured products and services.

- ✓ Knowledge, skills, and innovative activity in the sphere of the social economy, including human capital and innovative activity as key to the development of social entrepreneurship. An important point for the development of a social enterprise is the generation of ideas for products and services with a high degree of innovation in terms of their realization and achieving competitiveness in the market.
- ✓ Entrepreneurship is a key factor because human capital alone is not sufficient for the development of the social economy. For the development of social entrepreneurship, it is necessary for these attitudes to be cultivated and stimulated in the development of lasting entrepreneurial ones in society especially in vulnerable social groups. Here, it is important to raise the level of awareness regarding the business opportunity for those entrepreneurs who find it difficult to start.
- ✓ Attitudes to solving socio-economic problems and the development of socio-entrepreneurial activity are different from traditional entrepreneurial attitudes. It is necessary for entrepreneurs to show social commitment and to be willing and ready to create a socially useful product or service.
- ✓ Well-developed volunteerism and followership of the idea that develops is an important element of the solid foundation of social entrepreneurship. The presence of social commitment of the society or of a social group stimulates the development of entrepreneurship. The risk segments of society contain the potential for the development of social entrepreneurship and are a consumer mass in the local market of the goods and services that will be produced.
- ✓ The socio-economic environment directly determines the possibilities for the development of social entrepreneurship, or in other words: negative

trends in business development and social exclusion can be overcome with the help of social entrepreneurship.

- ✓ Social entrepreneurship can also be stimulated with access to financing for the development of business ideas, the development of human resources, and the development of products and services.

The benefits of social entrepreneurship are many, the first of which is stimulating the social inclusion of people from socially vulnerable groups and creating social capital. Economic value is created and resources of different origins are mobilized - market and non-market resources, providing jobs and generating capital. Through social entrepreneurship, social problems such as poverty, discrimination, and social exclusion are reduced.

8.6. International experience from Turkey

Definition of youth entrepreneurship and social entrepreneurship in Turkey

The concept of entrepreneurship is the ability to find innovative business ideas to meet an emerging need or problem and use existing resources to achieve goals. Youth entrepreneurship is carried out by people who are involved in an entrepreneurial process for the first time or who have just started a business and are in the young age group. In recent years, as in the whole world, young entrepreneurship in Turkey has been considered a strategic area. However, social entrepreneurship works, which aim to achieve social transformation and generate social value by developing projects on many different subjects, are also progressing as an important factor for the development and increasing social welfare for countries.

Needs for entrepreneurship

Motivation;

Entrepreneurial motivation is the most important power that entrepreneur candidates should have. Many difficulties can arise in the process of starting and running a business. It is not possible for entrepreneur candidates to be successful if their motivation is lacking. Motivation is a trigger and a very important element at all stages, and people who want to start a business should have the necessary motivation.

Information;

Another essential factor for an entrepreneur to be successful is knowledge. In order to be successful, it is necessary to be well-educated, to have sufficient knowledge and experience in the field of entrepreneurship, and to set out with the courage arising from this knowledge and experience. However, this courage should not be the ignorant courage of people who have convinced themselves that they will do everything successfully.

Labor (labor force);

It is all the physical and mental efforts that people spend to produce goods and services. The energy a porter spends to carry a load is physical, and the effort of a computer programmer to write a program is a mental effort. Sometimes, physical and mental effort can be shown together, as a painter or teacher does in the effort they put in while doing their work. In order to produce any good or service, labor is absolutely necessary.

Capital (Fund);

Capital is all kinds of tools, machinery, facilities, buildings, and materials that are created by human beings and increase the efficiency of labor in production. The difference between capital from natural resources is that it was made later, that is, it was produced by people.

Entrepreneurship obstacles

When the domestic and foreign literature on entrepreneurship obstacles is examined, it is stated that there are more than a hundred obstacles (Jain and Ali, 2013: 133; Finnerty and Krzystofik, 1985, p.53). In the research conducted by Hatala (2005), it is stated that the biggest obstacles faced by entrepreneurs are the fear of failure, lack of self-confidence, the uncertainty of the future, personal problems, lack of skills, logistics problems, financial and economic needs, and inability to spare time. One of the obstacles faced by entrepreneurs in our country is the lack of public incentives. However, the main obstacles faced by youth entrepreneurship are; Lack or inadequacy of entrepreneurship education, young people' not having sufficient capital, not having the necessary skills and responsibilities, not having a business idea to make an enterprise, and lack of family and environmental support (Pihie and Akmaliah, 2009) These obstacles scare young entrepreneurs and prevent them from becoming entrepreneurs in the future. At the same time, it is seen as a restrictive threat to new attempts for existing entrepreneurs (Jain and Ali, 2013, p.91). It is important to completely eliminate or reduce these obstacles, as it will pave the way for new entrepreneurs and will also provide convenience to entrepreneurs in action. For this reason, first of all, it will be beneficial to determine what these obstacles are and then to investigate their causes and examine their relations with other factors.

Chart: characteristics of social entrepreneurship

Source: <https://businessjargons.com/social-entrepreneurship.html>

There are three main characteristics of social entrepreneurship which are Social mission, Innovative sustainable solutions and Entrepreneurial strategies.



8.7 Social entrepreneurship and youth in Turkey

The concept of social enterprise can be considered a new concept in Turkey, but it is rapidly spreading. New social enterprises and ecosystem actors are constantly entering the sector. They develop new approaches to solving social and environmental problems, thereby promoting social inclusion, economic integration, and sustainable development (Kümbül, 2011).

In recent years, as in the rest of the world, Turkey has been trying to cope with the problems that can be solved with creativity and innovation in the entrepreneurship, social entrepreneurship, innovation, and social innovation ecosystem (Mair and Marti, 2006). On the other hand, in recent years, the number of programs, competitions, and events in which those who want to find solutions to such problems participate, has been increasing. The concept of entrepreneurship is the ability to use existing resources to achieve goals by finding innovative business ideas to meet an emerging need or problem.

When the literature on the concept of entrepreneurship is examined, it is seen that many definitions have been made of the concept. In the most general of these definitions, an entrepreneur is defined as a person who takes all kinds of risks and produces goods or services according to the needs and demands of the environment. Entrepreneurship, on the other hand, can be defined as a process that covers all activities of using resources and existing capacity effectively. There is no generally accepted definition of young and young entrepreneurs in the world and in Turkey. It can be said that directing young people to entrepreneurship, preventing unemployment, and increasing employment are among the most emphasized issues, especially in developing countries with a high young population.

The concept of social entrepreneurship, on the other hand, can be defined as the solution-oriented gathering of individuals and layers of society for the problems that concern society. Social enterprises come to the fore very often around the world and they are structures established by people who establish and maintain sustainable systems as a life purpose for the social needs of societies until the problem is solved. The main purpose of the concept of social entrepreneurship is to produce social value.

The economic fluctuations faced by countries around the world are reflected in unemployment rates, development status, the constant change of economic indicators, and the economic, social, and psychological conditions of people and their relations with technology. As a result of these, the concept of entrepreneurship has become a concept that has been emphasized and given importance especially in recent years (Efeoğlu et al. 2016). Considering the reasons for the prevalence of entrepreneurship both in the world and in our country recently, the importance and benefits of entrepreneurship in all respects have been newly understood. Governments and local communities around the world have recognized the encouragement of entrepreneurship for people of all ages, especially the young population, as the key to increasing well-being and promoting regional development (Akyurt, 2018).

Youth entrepreneurship is a topic of interest to researchers, academics, and business development experts, but it has also become a major concern for developing countries (Med and Lukyamuzi, 2019). The main tasks performed by entrepreneurs are to produce new products and services, develop new production methods, to find new resources, and to enter new markets. There are many types of entrepreneurs. Among them, youth entrepreneurship is the entrepreneurship realized by people who are involved in an entrepreneurship process for the first

time who have just started a business, and who are in the young group at 18-35 years old as a demographic feature.

An entrepreneur can be defined as a person who identifies a need, transforms it into a business idea, and establishes a commercial enterprise by assuming the necessary risks. Taking the risks necessary for the intervention may seem challenging and frightening to individuals at a young age. Today, it is known that young people have the power and courage to make a great contribution to the global economy and create new ventures. It seems impossible in today's conditions to expect most young people to consider spending their entire lives and careers in one job or workplace. Although youth entrepreneurship is a field that has not been sufficiently researched, we can say that the main reason why the importance given is drawing attention is that youth unemployment rates are increasing around the world. Youth unemployment is one of the main social and economic challenges to be overcome worldwide in the last decade. It is stated that unemployment worldwide increases between the ages of 28-33. On the other hand, the unemployed represent a significant stock of idle economic resources, which reduces production and economic growth potential. To solve this problem, entrepreneurship is seen as a tool for well-educated young people to discover their talents and gain business acumen.

It is common to think that the most successful new business ventures come from the young, even the very young. Young people are generally thought to pay less attention to current thinking and thus be more natural and innovative. Young people have more time and energy because they do not have family responsibilities such as child responsibilities and providing for the family. It can be said that the idea that young people will be more talented and successful in entrepreneurship is dominant. It is seen that the impressive life stories of young entrepreneurs around the world encourage them to succeed. The number of young

people who had to drop out of school due to economic difficulties and impossibilities, and then pursue a new business with a group of friends, is substantial (Yılmaz,2014).

Global economic conditions require young people to enter the workforce with a range of entrepreneurial skills and attitudes, including the ability to take initiative, solve problems critically, and communicate effectively, which can help them succeed in any business or industry. It's important to be career-ready by learning these and other skills that are part of the entrepreneurial mindset. As a result, entrepreneurial thinking has become key for many organizations interested in preparing youth for the future (Bruton, Ketchen, and Ireland, 2013).

There are many European Union programs and entrepreneurship network projects that provide resources and opportunities by encouraging young people to entrepreneurship. The European Confederation of Junior Enterprises and the European Confederation of Young Entrepreneurs are the two main organizations that aim to speak on behalf of young people and encourage them to participate in economic and political life. There are programs and networking activities that finance directly to young entrepreneurs or regional organizations working to promote youth entrepreneurship and self-employment support by the European Social Fund, the European Regional Development Fund. Launched in 2010 as part of a strategy to reduce youth unemployment by increasing the education and employability of European youth, the European Social Fund program is funded by European Social Fund and the European Regional Development Fund across Europe, including the “Youth on the Move”. The working method of this program is to create international mobility among young people to work, learn, train, and find employment in Europe and to coordinate detection and action policies at the EU and national levels. The components of the Erasmus for Young Entrepreneurs program specifically target young people with the skills to start or run a small

business in Europe. It aims to transfer knowledge and business ideas to new entrepreneurs through the work of experienced entrepreneurs.

Youth Entrepreneurship Strategies aim to support the entrepreneurial activities of young people to accelerate regional economic growth. It is organized in competitions that aim to bring students into business life, such as the "European Student Initiatives Competition". Some programs offer their services over the Internet. For example, similar to the "Youth on the Move" program, which offers an online service to link young people who want to study with education, scholarship, and internship opportunities in another country, the "Youth at Work" (Youth@Work) program also contributes to international mobility and information exchange among young people (Gökbunar, Aktaş, and Kargın, 2018). The purpose of these organizations, networks, and programs is to create European-wide knowledge and learning networks on youth entrepreneurship at transnational, national, and local levels, to exchange knowledge, experience, and best practices among young entrepreneurs, to promote cooperation, to conduct research on youth entrepreneurship, to review regional policies by preparing cross-border exchange programs. There are also numerous organizations and initiatives that seek to support students and graduates to integrate them into the labor market and entrepreneurial activities such as "Ent Ex" led by young entrepreneurs who are 18–30-year-olds in Europe.

The concept of social entrepreneurship should not be confused with social responsibility. Because although both concepts support each other, they are very different from each other (Taş and Şimşek, 2017). While social responsibility includes studies focusing on how the decisions of organizations will affect society, social entrepreneurship includes large-scale studies focusing on completing social responsibility activities. Social entrepreneurship refers to practical, innovative, and community-oriented approaches that focus on changing

or improving the socially induced conditions that impoverish people (Şirin, Bilir, and Günseli, 2018). In this context, one of the complementary features of social entrepreneurship is finding sustainable solutions to social problems experienced at the global, national, or regional level, rapid recognition of social problems, and cooperation, solidarity, and brainstorming between different parties for their solution (Mohan Bursalı, ve Aksel, 2016). It is stated that social entrepreneurship is exposed to semantic confusion in many different definitions (Trexler, 2008). The lack of a common definition or meaning of the concept is one of the biggest obstacles to the progress of scientific research on the subject (Dilber, 2021). Many definitions have been put forward by scientists related to different disciplines such as accounting, economics, entrepreneurship, and political science (Hancıoğlu and Tekin, 2018). Despite the multiplicity of definitions and the confusion of meaning, the features that distinguish social entrepreneurs from normal entrepreneurs emerge clearly. The dominance of a social mission must be felt, and social entrepreneurship organizations must have a clear and established social purpose. It means that social entrepreneurs develop products and services that directly meet basic human needs that cannot be met directly by existing economic or social institutions (Seelos and Mair, 2005). Its difference from normal entrepreneurship is that social entrepreneurs have priority in creating social value, while entrepreneurship is a necessary condition to ensure the financial viability of creating economic value (Ercan, 2016). It is stated that the aim of a for-profit firm is to create superior value for its customers, while the primary mission of a social entrepreneur is to create superior social solutions for its customers (Short, Moss, and Lumpkin, 2009). Currently, there is no research finding on the differences in the prevalence of social entrepreneurship between countries. Although several views have been put forward, no meaningful data has been provided to substantiate these views. Social entrepreneurship is expected to be at a higher level in developed countries, as social entrepreneurship is an activity that

addresses social problems such as poverty, environmental problems, corruption, lack of education or health services, and war that are not adequately resolved by the state or civil society.

On the other hand, a different view is that because of greater social problems, people need to pay more attention to survival and therefore find themselves in a context that supports normal entrepreneurship above social enterprises, i.e., financially profitable. For this, it is necessary to expand and develop social entrepreneurship in developing countries (Seelos and Mair, 2005). When the literature is examined, it is noteworthy that social entrepreneurship is a new concept and there are many gaps that need to be researched and developed. Studies for normal entrepreneurs in developing countries have only recently reached a certain level. For this reason, it has been emphasized that it is normal to have fewer social entrepreneurs in developing countries (Smith and Stevens, 2010).

8.8 Barriers to youth social entrepreneurship in Turkey

Despite all the opportunities, it can be said that young entrepreneurs or young entrepreneur candidates face more obstacles and as a result, the number of young entrepreneurs is low (Kayalar and Ömürbek, 2007). Recently, the difficulties experienced by young people in finding a quality job or starting their own business have been recognized and examined. Despite positive signs of economic growth in developing countries, youth unemployment and employment shortages are at the top of the ongoing and increasing challenges.

Turkey, as one of the countries with the youngest population in the world, should pay particular attention to overcoming these challenges. Turkey, which has a young and dynamic population, should seek ways to make the most of this

potential by qualifying these people and educating them in the best way for entrepreneurship.

Youth entrepreneurship is shaped by the socioeconomic and cultural structure of the individual. Family, social behavior patterns, quality and level of education, and general economic conditions can positively or negatively affect the development of an individual's entrepreneurial spirit and entrepreneurial qualities (Zahra et al., 2009). In response to the lack of formal employment opportunities, most young people in Turkey are turning to the informal sector and seeking employment in micro-enterprises or barely starting their own small businesses. In general, the most important and most common challenges that hinder employment and the establishment of micro-enterprises are:

1. **Businesses that do not grow and cannot progress:** The growth rate of these enterprises is very low. While many entrepreneurs in this industry have the strength and energy to succeed, their businesses are in poor shape due to barriers such as poor access to credit and limited good management practices. Businesses in these sectors do not have the potential to create opportunities for more youth employment and entrepreneurship and to establish new businesses.
2. **Lack of talent and knowledge:** Businesses in growing industries find it difficult to recruit and retain staff with the right skills and behaviors to be successful as an employee. One of the biggest hurdles for entrepreneurs experiencing growth is finding staff who can rely on their talent and knowledge to deliver great work.
3. **Lack of support for emerging entrepreneurs:** Young people who enter the informal sector as new entrepreneurs do not have the necessary knowledge (knowledge, experience, mindset, etc.) to be successful in their ventures. The lack of experienced and knowledgeable supporters to guide and support young people

in entrepreneurship is one of the problems that need to be solved (Arshed, Carter, & Mason, 2014; Buchert, 2014; Hayes & Richmond, 2017).

One of the main obstacles faced by entrepreneurs in Turkey is the lack of public incentives. However, the main obstacles faced by youth entrepreneurship are; Lack or insufficiency of entrepreneurship education, young people not having sufficient capital, not having the necessary skills and responsibilities, not having a business idea for an enterprise, and lack of family and environmental support (Buchert, 2014)

Even if young people have entrepreneurship education, they may not turn to entrepreneurship due to obstacles they are not aware of or do not consider. The proportion of entrepreneurial youth varies by country, due to differences in barriers and opportunities and labor market conditions. Due to differences in the historical development of each country, such as social, economic, technological, and political structures, the factors explaining entrepreneurship in one country may not be valid for other countries.

Young people in developed countries are more likely to have higher levels of entrepreneurship. In addition, developed countries with labor markets with paid employment opportunities may have less incentive for entrepreneurship and therefore have low levels of entrepreneurship. Despite all this, the social perspective towards youth entrepreneurship is also a determining factor (Yüksel, Cevher, and Yüksel, 2015). Looking at the entrepreneurial activities of young entrepreneurs, it is seen that they generally have different approaches and different types of businesses, as well as their tendency to have similar characteristics. It can be said that young entrepreneurs generally prefer small businesses than adults. It is seen that the enterprises run by young people are concentrated in some sectors such as construction, information, and communication technology companies, where entry into the sector is easy barriers

to low capital requirements are low, and they tend to focus on narrow product groups. Accordingly, many young entrepreneurs focus solely on local markets simply because they are familiar with and lack knowledge of opportunities in other markets and how to take advantage of them (Mosey, Noke, and Binks, 2012).

As a result, it is seen that young people are faced with factors that prevent them from transforming their business ideas into projects that will bring them to life. The main barriers are social attitudes, lack of skills, insufficient entrepreneurial education, lack of work experience, lack of social networks and connections, and market barriers (Alan, 2020). Young people are influenced by their families, teachers, and all social stakeholders. Important role models such as parents and teachers are often unaware of entrepreneurial needs and opportunities. This lack of awareness leads to a lack of promotion of entrepreneurial activities or even negative social attitudes that hinder youth entrepreneurship. It is still discussed that education and training programs are not sufficient to gain and develop entrepreneurial attitudes and skills, but they prepare students for paid employment despite some developments in this field (Osterbeek, Van Praag, and Ijsselstein, 2010). Previous business and entrepreneurial experience are an important determinant of business start-up and entrepreneurial performance. Young people often lack the human, financial, and social capital necessary to start and successfully run a new business. As such, they may lack the skills necessary to set up or run their business. Entrepreneurs with larger financial resources are more likely to be successful. In other words, young people are at a disadvantage. Because banks apply a number of parameters in the evaluation of loan offers, such as credit history, past business performance, and collateral, they find it more difficult than adults to obtain external financing. Young people probably have limited business networks and work-related social capital (Sönmez, Arıker, and Toksoy, 2016). This can have negative consequences for establishing and

operating their business. Market barriers also affect youth entrepreneurship very closely. Financial markets can be biased in supporting youth entrepreneurship. It is equally important to note that the above barriers are interrelated; this refers to the need for a suite of policy tools rather than a one-time solution.

Goals for youth entrepreneurship

Today, it is known that young people have the power and courage to make a big contribution to the global economy and create new experiences. We can say that the main reason for the growing attention to youth entrepreneurship is that youth unemployment levels are increasing around the world. Youth unemployment is one of the main social and economic challenges to be overcome globally in the last decade. Unemployment is said to increase worldwide between the ages of 28-33 (Gregg, 2001). On the other hand, the unemployed represent a significant idle pool of economic resources, which reduces output and the potential for economic growth (Gregg, 2001). To solve this problem, entrepreneurship is seen as a tool for well-educated young people to discover their talents and acquire business acumen. There is a need to raise awareness of important role models such as parents and teachers in the area of social attitudes, lack of skills, insufficient entrepreneurial education, lack of work experience, lack of social network and connection, and market barriers. It is necessary to ensure that education and training programs are sufficient to acquire and develop entrepreneurial attitudes and skills. In order to develop entrepreneurship, it is necessary to bring an entrepreneurial mindset to young people. Developing and promoting an entrepreneurial mindset among young people aged 18 to 30 and providing them with the necessary skills to find a job or start a small business is important for the development of successful young entrepreneurs.

8.9. Application to the face with the injury

People with disabilities as participants in entrepreneurship

In Bulgaria, non-profit organizations have an active presence in the sector of activities for social inclusion and prevention of social isolation. Specifically for people with disabilities, the so-called social enterprises are aimed at satisfying social deficits. The activities that the social enterprise carries out have a special purpose: providing various forms of direct support in order to overcome the social isolation of certain target groups. A social enterprise pursues a social effect with its economic activity, which is intended to benefit certain groups of society.

The social enterprise is aimed at carrying out activities for the benefit of people in social isolation, and vulnerable groups, for example, people with disabilities. It provides jobs and training to acquire a professional qualification. Often, the participation of a person with disabilities in a social enterprise gives the opportunity to discover his potential and feel useful in fulfilling the mission of the enterprise. People with disabilities as participants in such an enterprise have an advantage with their knowledge and skills.

The activities carried out by a social enterprise are:

- ✓ Provision of social services aimed at supporting and assisting people with disabilities to lead a fulfilling life and social inclusion. This type of social enterprise aimed at people with disabilities gives a certain value to the social inclusion of this group. The users of this service are motivated by their social isolation and inability to enjoy all the benefits that society offers.
- ✓ Provision of training and educational services. This activity is aimed at persons who drop out of the education system for various reasons. Often,

the impossibility of obtaining an adequate education directs people with disabilities to use social education with such an activity. Training programs can be not only for obtaining an educational degree but also training how to find a job after finishing school, which one they specifically choose to continue their studies. Here, the Career Counseling Centers provide extremely useful information to people with disabilities.

- ✓ Provision of commercial and consulting activities. In continuation of what was written above, the consulting activity in the field of professional qualification is extremely important because it affects the social isolation and inclusion of people with disabilities. Acquiring the appropriate qualification and realizing it afterward affects not only social inclusion but also the purely personal development of the person. The ability to put into practice what they have learned is the result of being able to realize themselves in the labor market.

The social enterprise is aimed at providing employment for people with disabilities, forming work habits, and acquiring professional skills. The social enterprise provides psycho-social support and builds motivation for the personal and professional development of people with disabilities. The social isolation of people from vulnerable groups of society has a negative impact on the development of the person both as a useful social unit and as a bearer of goods.

The reason for the existence of the social enterprise is the need for a new form of enterprise, deviating from the traditional approach to the provision of social services, which is clearly unable to cope with the rapid development of societal needs. The conservatively oriented provision of services to people with disabilities is not sufficient to meet the needs of professional and work fulfillment. The main values that drive the work of social enterprises are:

- ✓ Solidarity

On the one hand, they function as business units that address values such as solidarity with the social group. Solidarity allows the support of certain causes or social interests, especially when these problems may be difficult to solve.

✓ Commitment to users

Another important value is the engagement that is maintained with service users who are part of the mission of the social enterprise. This establishes a series of responsibilities that the social enterprise undertakes.

- ✓ Sustainability: this is the value of sustainability, which refers not only to sustainability in terms of a profit-generating enterprise but also to achieving productivity and efficiency over time. The sustainability of the social enterprise and the services it provides is expressed in time and the results it achieves.

People with disabilities as entrepreneurship

Young people are potential participants in the shadow economy. Insufficient professional skills in a real environment force part of young people to start work without having the right to choose, most often in the field of services, trade, and service, without requirements for working conditions, which does not always satisfy their requests and meet their opportunities. For young people, owning and developing their own business is a manifestation of initiative and entrepreneurial spirit. Despite the supporting state programs and the established conservative rules, young people with disabilities encounter difficulties in the face of the bureaucratic service of the start-up business, the face of the acceptance of the idea, and the great demands of the market. These are people who, in the current

conditions of education and opportunity for work, have not yet managed to realize themselves professionally and are looking for better opportunities. These are young people who have fallen into social exclusion are subjected to segregation and do not have enough experience and skills to take advantage of other opportunities for already-realized specialists or operating companies. Excluding the stereotyping of the market from a purely economic point of view, the ideas implemented so far are the needs of society. Often, young entrepreneurs realize business ideas aimed at satisfying the sought-after needs of society. There are target groups that are looking for certain goods and services, which is a potential for entrepreneurship. Entrepreneurship by people with disabilities is not business in its pure form, but social entrepreneurship, empowering other people with disabilities to break out of their isolation. This moment of solidarity makes the realization of business ideas successful. People with disabilities are generators of sustainable ideas and bearers of alternative employment and an opportunity for other participants in vulnerable groups to enjoy the benefits of society and realize themselves in the labor market.

Youth with disabilities are in no way different in ideological diversity. Practice shows that small businesses for the home production of culinary goods are realized, which are read by the population not only because of a noble purpose but also because the quality of the implementation is high. Another case of hand-picked jewelry by a young disabled girl is a hit on social media.

Until recently, it was said that society was not ripe for social acceptance of people with disabilities, a thesis that can be disputed. On the contrary, society accepts and tolerates people with disabilities and supports their businesses. Attitudes, opportunities, and motivations of people with disabilities to start a business will be presented here, as well as the perspective of society as a response to business ideas.

Attitudes of people with disabilities towards entrepreneurship

Attitudes of young people with disabilities are often inherited from the older generation. But their advantage is that young people communicate with other young people and their socialization is more stable and effective. Young people are creative and the barriers in front of them are different. They have ideas, but they also have attitudes. Their attitudes towards entrepreneurship are justified by social stereotypes such as:

- Lack of experience - Right here is the right place to intervene and upgrade the already acquired knowledge and skills. The improvement of what has been accumulated so far gives rise to ideas that await implementation. Lack of experience is an obstacle to finding a conventional job with an employer, to professional realization, and to accumulation of work experience. Lack of experience is a disincentive for young people with disabilities outside government disability employment programs. The opportunity to prove themselves and share their knowledge and skills with their employer is not always there. Young people are limited in their opportunities to find work because the demands of employers are more evolved than specialized education, which lags behind training. Now is the time to provide entrepreneurship training and help young people with disabilities gain entrepreneurial confidence and see their opportunities.
- Lack of knowledge - we are not talking about lack of knowledge from school, but lack of knowledge on how to start an entrepreneurship. The internet is flooded with newsletters and how-to guides, but there are important points that aren't covered anywhere. This is the place where young people with disabilities will get this knowledge - how to become familiar with entrepreneurship. This knowledge is extremely important for

them to be able to start correctly and at the right time. Lack of knowledge often leads to wrong business decisions and wrong implementation of business ideas. The overcrowded great sea of information confuses and loses the right direction of movement and action.

- Lack of skills - we are not talking about professional skills, but skills for generating business ideas and their implementation, in their implementation and searching for solutions. Young people with disabilities need precisely and clearly described steps to start a business in a way that is understood and done in their language. Regulatory frameworks both help and hinder entrepreneurs. Young people, when they do not have the experience, knowledge, and skills, get confused about the requirements and limitations and lose the desire to realize entrepreneurship.

People with disabilities as users of entrepreneurship

Social entrepreneurship in Bulgaria has various fields of application and thanks to the non-standard thinking of young entrepreneurs, it is developing well and is helping vulnerable social groups. The spheres of application are different: from the classic type of providing social services to the handcrafting of goods and souvenirs. Thanks to the entrepreneurial spirit and avant-garde thinking, young people in the country implement projects that aim to contribute to a better existence for people with disabilities. And here it is not only about gaining professional and work confidence, but also social inclusion and direct work with the isolation of these people.

People with disabilities as users of the end result of entrepreneurship have three main points that will be presented below, briefly described: Adequacy of state centers for providing social services, Normative framework for implementing this

type of services, and real and adequate implementation of opportunities for social entrepreneurship.

The effect of the Day center on the provision of social services

Daycare centers provide people with disabilities time and space for socialization, self-training materials, and opportunities to communicate with other people with disabilities. The opportunity to build a sense of confidence and to join society with one's professional skills cannot be done through these centers, because the professionally gained experience is missing. Acquisition of skills and application of available resources are lacking. The effect of these centers on young people with disabilities is that they do not have the opportunity to be participants in the economic reality, in the production, and in the experience of their success. In other words, the use of the finished product provides no useful value to the young person.

For professional and work realization, certain competencies, knowledge and skills, education, and a chance to apply what has been learned are necessary, i.e. gaining experience. This happens when the young person is in direct contact with the real labor market and has to apply his knowledge in reality, to produce a value and a product that is useful to someone.

The centers do not provide the opportunity for the young person with disabilities to realize his ideas on his own and receive a financial reward for this. The utility remains as an incentive for work done. Now is the time to encourage social entrepreneurship and youth entrepreneurship because it gives young people, with or without disabilities, a chance to participate directly in the market economy, and to create value, products, and services that will benefit someone else. Entrepreneurship provides this utility to society. People with disabilities are direct

participants in the market economy but as users of the service, not as providers. It takes away their right, opportunity, and benefit to create and succeed with what they can, know, or have learned. The issue of education is similar. Here, stereotyping and conservatism are a little more flexible and the access of people with disabilities to education is easier. This also enters into the topic of public awareness of the suitability and competitiveness of young people with disabilities. There is still a limited view of the degree of suitability of a person with disabilities to be useful in production. Thanks to projects and innovative thinking, this is a thing of the past.

Centers for the provision of social services are limited by law, which clearly and precisely describes what rights they have. This limitation does not allow them to cross the border of the normatively established rules. On the other hand, entrepreneurship is a chance to use all available resources and create innovative new areas of the market.

People with disabilities and regulatory documents

People with disabilities and employees can benefit from the protection of their labor rights under the Labor Code on a general basis, on an equal basis with everyone else. The protection is primarily expressed in the obligation of employers to ensure equal working conditions, remuneration, and equal opportunities for professional training and professional qualification improvement; application of uniform criteria for labor evaluation, immediate inspection, and taking measures to end possible harassment of the person with a disability. A special norm of protection in connection with the disability due to being assigned to a group of people suffering from a "mental illness" is provided only in cases of dismissal where prior permission of the labor inspectorate is required. Purely normatively, people with disabilities receive protection from

discrimination in view of imposed rules. The state makes it possible to provide various supporting measures for the employment of disabled people, with the incentive being aimed at employers through financial support. Various state programs have created incentives for hiring people with disabilities, encouraging employers to create working conditions suitable for a person with a disability. These measures aim at reducing discriminatory practices among employers and encouraging them to hire people with disabilities. Currently, there is a state program that incentivizes employers to hire people with disabilities for a period of three to twelve months. This is a short-term hire that does not guarantee the person's job. As much as society's thinking evolves and accepts people with disabilities as an invariable part of society, it is necessary to have an open-minded acceptance of this social group as able-bodied, as a source of work and professionalism. The presence of incomplete physical activity does not determine the professional qualities of the person and his ability to perform his work duties. The normatively established rules are conservative, outdated, and inadequate at the present time. Society is changing, people's minds are increasingly open to socially excluded groups and vulnerable people, and this development is ahead of changes in laws, and changes in state support. That is why entrepreneurship is a progressive measure that gives a chance for work and professional development.

The law on people with disabilities contains general and special regulations regarding their employment, providing for three main forms of employment - in regular, specialized, and protected work environments. In addition - the Employment Promotion Act regulates a fourth form of employment - supported employment. The development of people with disabilities and their employment are not included in the definitions of the services. Instead, the activity "occupational therapy" is set up as an opportunity to provide therapeutic support to people, which allows it to be broadly interpreted as an opportunity to provide such support. The understanding of support for work as occupational therapy and

a type of "office work", when narrowly applied, leads to limited programs and activities to support people with disabilities in terms of building the skills they need for employment. Building work habits takes place in a real environment, among a team, and with set work tasks and commitments. People with disabilities who have already gained some experience and knowledge can be useful both to their employer and to their team.

From the point of view of the regulatory framework, people with disabilities are limited in their activities and can only be supported by social programs such as therapy, which do not bring them financial or intellectual benefits. Their professional development is highly limited and is reduced to the implementation of small and short-term activities.

The analysis of the current legislative and social system in Bulgaria leads to a number of conclusions:

- ✓ There is a lack of a structured approach to ensure the conditions and environment that help people with disabilities reach the primary labor market through a multi-level support process.
- ✓ There is a lack of individual planning regarding employment skills, in which the person passes successively through several upgrading levels until reaching the level where he can work independently in the real labor market.
- ✓ The social system should promote the transition between levels and the progressive upgrading of individual levels by building work skills and work habits. The support is now expressed in rehabilitation services, but not in creating conditions for employment.
- ✓ Developing the work skills of people with disabilities must be accompanied by flexible forms and interventions that can take into account the current

trends and needs of the real market and create conditions for showing the results.

- ✓ The regulation of the protected employment of people with disabilities should be seriously reconsidered and improved in order to be in sync with the real needs of the labor market and the sought-after specialties. The labor market is too dynamic and not using the potential of people with disabilities to meet the needs of the market is a burden on other actively working people. The labor potential of people with disabilities is applicable and needs to be used adequately to solve the basic problems of society.
- ✓ It is imperative to rethink and improve the regulations for supporting the employment of people with disabilities, which would ensure the support of the person with a disability in performing work at the workplace itself. The best socialization is through work, creating work habits, and a sense of usefulness. When people with disabilities are in a real social environment, when they have imposed tasks to perform and know that the result depends on them, their socialization is more effective.
- ✓ It is important to change the terminological inconsistency between the concepts and the content of the activities to promote employment in order to fully correspond to the desired effect of the different forms of employment. For example: "rehabilitation" is perceived as a complex treatment method that restores the normal state of the body after an illness. Referred to the process of restoring and rewarding work skills for socialization and return to the labor market, the term "rehabilitation" does not correspond to the content of the activities through which it is carried out. The outdated terminology does not correspond to the rapidly developing awareness of society and its dynamics.
- ✓ Protected employment - should be a form in which the person with a disability works and receives income from his work in a working

environment that is adapted to his specific needs, but also where other people without disabilities work. This form is as close as possible to proper socialization and does not discriminate against the person.

- ✓ The status orientation of the activities of specialized enterprises, cooperatives of disabled people, and sheltered employment centers is an incorrect approach and should be changed. It is necessary to avoid the classical institutionalization of working conditions among people with disabilities so that they can fully benefit from the benefits of work.
- ✓ Social legislation should recognize, systematize, and build on the innovative solution according to which people with disabilities can put their work skills into practice in the real environment of the provider's social enterprise or in an external enterprise and receive remuneration adequate to their work. It should be legally legitimized as a positive practice and its implementation should be encouraged.

The topic of entrepreneurship and employment for people with disabilities has been relevant for a long time, but the topic is still moving in its old meaning and purpose. The ability of the regulatory framework to effectively cooperate with organizations, employers, and people with disabilities to realize the labor market has retained its conservatism and unwieldy operation. Entrepreneurship, as a form of employment, is a chance for people with disabilities to apply their knowledge and skills, and share and learn new things. Social entrepreneurship, in particular social enterprises, is aimed with its mission at vulnerable groups that have difficulty coping with the realization of the labor market.

On the other hand, entrepreneurship, as an initiator of innovation and production of goods and services, provides an environment and conditions for the employment of young people, whether with a disability or not, they are a source of competencies, skills, and ideas that can be realized. Entrepreneurship, in itself

and outside the context of people with disabilities, is a commercial field that constantly needs new competencies, specialists, and business ideas to develop. Here, young people, especially those without work experience, can realize themselves and gain new experiences, discover their potential, and share their knowledge. The ability of the labor market to be constantly changing makes it difficult for employers to find an adequate workforce. Innovative positions on the market are constantly being updated and young people who complete their education are often not up-to-date as job search specialists.

The modern economy directly depends on its development on the conditions of providing employees' competencies. The economic principle of supply and demand determines the dynamics of the labor market. More and more professional competencies, knowledge, and skills are constantly sought, and employees are increasingly required to be in a competitive state and to be flexible and adaptable.

In order to better understand entrepreneurship, attention must be paid to the fact that it is a different way of economic activity that mixes the resourcefulness of business with a social mission, the skillful combination, and the balance of social and economic goals. Social entrepreneurship represents activities aimed at solving important social problems, and these activities also bring income to the entrepreneur. It is a balance between not-for-profit organizations and ordinary business ventures because it can be self-sustaining and profitable while helping to overcome social hardship. Social enterprises have all the hallmarks of traditional enterprises: they produce goods and services; use factors of production that have a clear cost; are autonomous; and assume a significant level of economic risk. Their activity also has a social aspect: they pursue a clear social goal; serve society or a certain group of people, from vulnerable groups. The most important characteristic of social entrepreneurship is the expressed social effect, which is expressed in investing the generated income to support the target groups;

participation of part of the target groups in economic activity and creation of employment, provision of services, unattractive for business, to people from vulnerable social groups; creating opportunities for professional and social integration; creating social added value and saving social costs.

The social economy is both a part of the real economy and a part of civil society, in which individuals and legal entities carry out economic activities for the public benefit and reinvest profits to achieve social goals. The social economy includes all economic activities carried out by enterprises, mainly cooperatives, associations, and mutual aid societies, whose ethics follow the following principles: placing public service before profit; autonomous driving; democratic decision-making; and privileging people and labor over capital in resource allocation. The social economy model leads to a number of social benefits: integration and employment of disadvantaged people; contribution to the process of social inclusion of disadvantaged people; contribution to a more balanced use of local resources; new jobs for disadvantaged people - minority groups, single women, people with disabilities and others who remain excluded from the opportunity to generate income. The social economy model also has an economic effect, which is expressed in saving public funds for social assistance and saving additional funds to compensate for the social cost of long-term unemployment.

III. Practical and applied information to develop basic skills and key competencies

Introduction

The correct application of the accumulated competencies, which upgrade and develop the basic skills, is particularly important for achieving business success and choosing the direction of professional development. There are three key moments where the correct application of competencies determines the effective implementation of entrepreneurship and the achievement of the desired result.

Social Dialogue

Its main manifestation is the permanent participation of the social partners in determining the main directions in the development of labor relations, but also in practice with all social relations directly related to the - education, social status, prosperity, and stability of the standard of living. With this in mind, they influence economic and social policy at the national level.

This training aims to create and implement methodologies that promote critical thinking, technical and specialized skills, social skills, and functional literacy. At the same time, key competencies should not be forgotten, which places a strong emphasis on competencies such as the ability to solve complex problems, critical thinking, ability to work in a team, understanding, innovative and adaptive thinking, intercultural competence, virtual collaboration, cognitive flexibility, etc. Especially decisive in terms of social dialogue is the combination of new knowledge and new ways and models of learning embedded in this training.

Social dialogue is based on freedom of association and the right to collective bargaining in the cultural, historical, economic, and political context of each country. There is no universal model of social dialogue that can be easily exported from one country to another. Adapting the social dialogue to the societal situation is key to ensuring the effectiveness of the process. Social dialogue is a valuable means of protecting and promoting workers' interests through respect for human dignity and social tolerance. It is also a well-tested tool for managing social and economic change while maintaining consensus and stability in society.

Needs for social dialogue training

Social dialogue training is highly needed because it will train young people in negotiating, concretizing information, and acquiring skills.

This training is important for the youth because it will convey information about social tolerance. The social aspect of intolerance involves limited personal experiences that lead to generalizations and the formation of stereotypes.

The school has a special significance as a social environment for young people. There they create relationships with peers, develop social skills, and learn new values and attitudes. The environment they find themselves in can be their special moment of development as confident, dignified, and happy people. The development of tolerance and non-discriminatory attitudes in young people can also take place in the school environment, where it is necessary to implement knowledge about not tolerating divisions between students depending on origin, socio-economic status, ethnicity, religion, etc. However, the attitudes and values that lead to behavior of tolerance, respect for dignity, and responsibility for one's actions cannot be sustained if there is no awareness of this. They must be perceived through empathizing in situations and making sense of one's own

experience, i.e. in the learning process to be in sync with his own feelings, to be able to examine his behavior, to make his own interpretations of what is happening and to exchange thoughts, opinions, ideas with other students.

Therefore, the formation of tolerance skills requires training in the acceptance of others, and different people, to discuss the topic of moral and ethical dilemmas, in which to build critical thinking.

Education in tolerance should be seen as a very important imperative for intolerance of violence and social exclusion, to influence feelings of fear and alienation in relation to those who are different from us. It should contribute to building a sense of respect for human dignity and individuality, not allowing conflicts to be resolved by non-violent means, building habits of critical thinking and reflection, building one's own opinion based on moral values, open to the perception of other cultures capable of valuing freedom and protecting the rights of others.

Training on the formation of tolerance as a value and norm of behavior should help young people to make sense of it, understand it, develop it, accept it, and apply it as their choice of alternative values. In this training, young people will be placed in situations where knowledge of cultural, religious, ethnic, and gender differences will be emotionally embraced. The development of tolerance and non-discriminatory attitudes in young people can happen in an environment where there are no divisions based on origin, socioeconomic and health status, ethnicity, or religion. Attitudes and values of tolerance, respect for dignity, and responsibility for one's actions will be formed through role-plays with the aim of perceptions in making sense of experiences in different situations. In this training, an important place is occupied by discussion and awareness of roles - young people will be able to see, examine, and explore; analyze and criticize what is happening. It is intended that young people adopt the position of critics and

analyze and oppose. An analysis presents a new perspective and gives each of the participants the opportunity to speak and be heard. [34]

Discrimination education is aimed at creating, eliciting, and assimilating knowledge and skills for understanding discriminatory behavior and opposing it. In this training, knowledge, skills, and attitudes to support freedom from discrimination will be acquired. The knowledge to which training is aimed is basic concepts such as freedom, justice, basic human rights, democracy, discrimination, racism, prejudice, stereotypes, tolerance, etc. Young people will be trained in the distinction between civil, social, and economic rights. They will learn about the main international and national normative documents and instruments that exist to protect human rights, such as the Universal Declaration of Human Rights (UN), International Covenant on Civil and Political Rights, International Covenant on Economic, Social and Cultural Rights, European Convention for the Protection of Human Rights and Fundamental Freedoms, Convention on the Rights of the Child (UN); International Convention on the Elimination of All Forms of Racial Discrimination, Convention on the Elimination of All Forms of Discrimination against Women, Charter of Fundamental Rights of the EU, Constitution of the Republic of Bulgaria, Law on Protection from Discrimination.

Needs for discrimination training

The training is aimed at creating, eliciting, and assimilating knowledge and skills for understanding discriminatory behavior and opposing it. In this training, knowledge, skills, and attitudes to support freedom from discrimination will be acquired. The knowledge to which training is aimed is basic concepts and concepts such as freedom, justice, basic human rights, democracy, discrimination, racism, prejudice, stereotypes, tolerance, etc. Young people will be trained in the distinction between civil, social, and economic rights. They will get acquainted

with the main international and national normative documents and instruments that exist to protect human rights, such as the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social, and Cultural Rights, the European Convention on the protection of human rights and fundamental freedoms, Convention on the Rights of the Child; International Convention on the Elimination of All Forms of Racial Discrimination, Convention on the Elimination of All Forms of Discrimination against Women, Charter of Fundamental Rights of the EU, Constitution of the Republic of Bulgaria, Law on Protection from Discrimination.

- ✓ To listen to different opinions, ability to defend one's own positions and human rights;
- ✓ Critical thinking - finding relevant information, critically evaluating the evidence, awareness of the presence of stereotypes and prejudices in thinking, recognizing forms of manipulation, and making decisions based on a reasonable assessment;
- ✓ Skills to work cooperatively with others and positively resolve conflicts.

Attitudes and Values:

- ✓ A sense of responsibility for one's own actions, dedication to personal development and social change;
- ✓ Curiosity, open mind, and high appreciation of differences;
- ✓ Empathy and solidarity with others, as well as protection of those who are discriminated against;
- ✓ A sense of human dignity in relation to self and others, regardless of social, cultural, linguistic or religious differences
- ✓ Respect for the human dignity of others regardless of ethnicity, religion, language, age, disability or other differences

- ✓ A sense of justice, a desire to work for the affirmation of the ideals of freedom, equality, and respect for differences. [33]

Practical part

Brainstorm

The technique aims to challenge the learning participants to think of answers. Young people will actively generate a range of ideas on a specific topic or question for a given short period of time. The presenter asks a question that is related to the topic. Any possible answer is respected and accepted without discussion at this time. All ideas are openly recorded without judging the value or originality of the responses. Learners should know in advance that they are not required to give an explanation or reason for their opinion.

Order by importance

This technique is used to bring out the most important topics and ideas from a previously created list for the purpose (a continuation of the previous Brainstorming task). This can be done in a different way: Each participant marks one or two most important ideas from the list. The ideas that have collected the most points are the priority for the group.

Discussion

A problem or topic is examined, and the most prominent topic or question is selected from the Brainstorming game of interest in order to gain a better

understanding of a topic or question, make the best decision, or develop new ideas and group guidelines. Young people will be able to learn from each other and learn to turn to each other in solving problems. In this way, they deepen their understanding and come closer to a consensus. This training also develops listening, advocacy, and empathy skills. The leader articulates the topic clearly and stimulates the learners to participate, being mindful of the impact of his nonverbal behavior, interjections, or comments. It is important that the facilitator asks questions that encourage learners to think creatively (for example, questions starting with “How”, “Why” and “In what way” It is important to ask open-ended questions. Learners should have enough time to think, but also the pace of questioning should be energetic to maintain the atmosphere. Possible "dangers" in applying the technique are the unclear formulation of the discussion topic, sanctioning and evaluative presence of the presenter, authoritarian imputation of one's own opinions, and boredom due to loss of pace and others.

Small groups

For small group work, youth are divided into small groups and given a short amount of time to complete a task, take an action, or discuss a question, topic, or problem. Students get to know each other better, everyone manages to get involved and share their ideas.

Discussion of case studies

The group is presented with a real or fictional case to discuss. Students are challenged to put themselves mentally in the place of the characters of the case and to think about how they would react in their place and what the consequences would be. Case studies provide an opportunity to explore problems and dilemmas

and test different solutions. An opportunity is given for mutual work and sharing of ideas. Case studies are a powerful tool for generating thought and discussion. They allow participants to analyze their ideas.

Roleplay

Role-playing gives young people the opportunity to step into the role of someone else, to feel, act, and decide from someone else's position. The role-playing game develops according to set scenarios. This scenario gives participants a chance to express feelings, thoughts, and experiences from the point of view of their roleplaying character. The goal is to gain awareness of the position, experiences, and emotions of the other party. Role-playing is an engaging way to present information through humor and realistic situations. In role-playing, they may explore issues that bring up strong emotions and so they do not want to talk about them openly. The theme of the roleplay should be in line with the idea of learning, namely tolerance and discrimination.

Debate

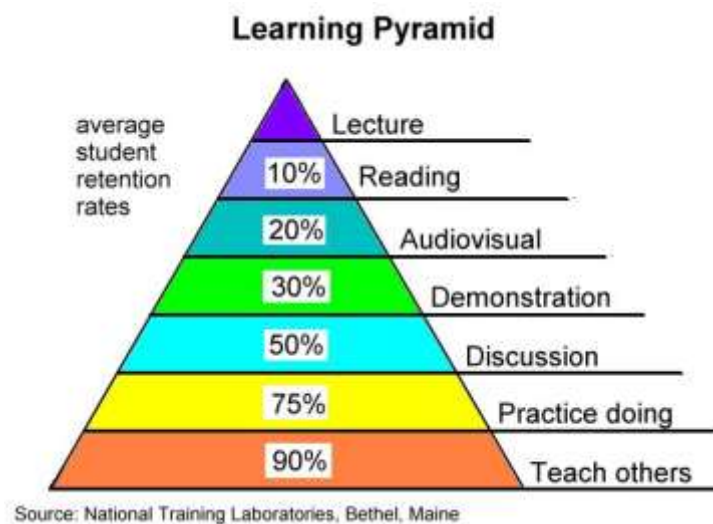
A debate is a type of discussion in which a group of participants aims to convince other participants or an audience of their ideas, positions, attitudes, etc. In debating, a certain problem or question is presented and the participants in the training must take a certain position to solve it. Debating provides an opportunity to practice public speaking, critical thinking, and questioning skills. This exercise is done after Role Playing and its results are discussed.

Collages

Collages are a visualizing technique in which the theme of tolerance and discrimination is presented by creating a panel from various available materials (photos, clippings from magazines and newspapers, colored papers, etc.).

According to the National Training Laboratory - Bethel, Maine, the learning pyramid has the following distribution: Lecture. Reading 10%. Audiovisual 20%. Demonstrations 30%. Discussions 50%. Practices 75%. Teaching others 90%.

Chart



Youth entrepreneurship

The key and basic entrepreneurship skills presented in the training are aligned, enabling the individual to turn ideas into action. These abilities include creativity, innovation, and risk-taking, as well as the ability to plan and manage projects to achieve defined goals. This helps people not only in their daily lives to carry out routine tasks, to manage their relationships in society, but also in the workplace - to know the context of their work and to be able to take advantage of the opportunities it offers. These skills are the basis for the more specific knowledge

and skills needed to create social and commercial activities. This key capability should include the awareness of ethical values and the promotion of good governance.

Entrepreneurship training means developing the skills and attitudes to acquire the ability to turn one's creative ideas into an entrepreneurial activity. It is a key capability to support personal development, active civic participation, social inclusion, and employability.

The dynamic trends related to the development of technologies, and the increase in mobility and connectivity between people have a strong impact on the dynamics of employment and the labor market. While some professions become unattractive and unpreferred, new ones appear every year, requiring certain knowledge and skills. Every year there is a tendency in the labor market for a large shortage of highly qualified personnel and at the same time a surplus of labor force with qualifications and skills that cannot meet the demand of the labor market.

Based on their experience in business orientation, educational preferences, and professional development, nine groups of key competencies have been formed as part of entrepreneurship education. Among them are: digital competencies, skills to learn new knowledge, initiative, and entrepreneurship, skills to communicate in a foreign language, social and civic competencies, and others. They increase options, increase adaptability to changing living and working conditions, make people social, mobile, and, last but not least, motivated and confident that they can cope with new challenges.

There is an invariable link between the development of key competencies and the inclusion of people from vulnerable groups, as well as those at risk of social exclusion. The competencies themselves are derived and defined in such a way as to cover all aspects necessary for building an entrepreneurial mindset:

- ✓ Native language communication: this is the ability to communicate in the native language in writing and orally. This competence gives information about the level of literacy of the person and to what extent he is ready to use it.
- ✓ Communicating in a foreign language: it is the ability to absorb and apply new knowledge and the degree of flexibility to assimilate the acquired knowledge.
- ✓ Competence in analytical thinking, for accepting and applying new knowledge.
- ✓ Competencies for critical use of information and communication technologies for work, entertainment, and communications. This is not only about critical thinking but also about digital literacy.
- ✓ Ability to effectively manage own learning such as further training and qualification.
- ✓ Social and civic competencies. These are the ability to effectively and constructively participate in social and professional life and engage in active and participatory public life.
- ✓ Initiative and entrepreneurial thinking is the ability to implement ideas through creativity, innovation, and risk-taking, as well as the ability to plan and manage projects.
- ✓ Cultural knowledge and skills of expression - are the abilities to appreciate the creativity of ideas, experiences, and emotions invested in different spheres of art and public life

Training for the acquisition of entrepreneurial competencies is important because it offers young people the opportunity to realize themselves in the labor market, to be creative, and to express their ideas. This training will give:

- ✓ The skills to develop the key competencies to a level that prepares them for their professional development, which is the basis for their further professional development;
- ✓ Training creates appropriate measures for young people who, due to unfavorable social, cultural, or economic circumstances, need special support to realize their educational potential;
- ✓ Training will enable young people to develop their potential and discover new areas for realization. By reaching this level of competence, they will have the confidence to bring their business ideas to life.
- ✓ The training will build the need for continuing education and training of young people aimed at the labor market, as well as support for learners who show different needs to acquire competencies in a professional expression;

All key competencies are equally important because each one of them can contribute to successful implementation in the labor market. The key competencies and skills that are applied in business implementation and the construction of an entrepreneurial mindset are identified as fundamental, namely: critical thinking, creativity, initiative, the ability to solve problems, risk assessment, decision-making, and the constructive management of feelings

Needs for Youth Entrepreneurship Training

Approaches to entrepreneurship education and its objectives may differ depending on the context of each objective or problem to be solved. One is understanding the attitudes and skills young people need to set up and run their own businesses. The other case is the focus on entrepreneurship as a key ability, which provides opportunities for young people to acquire skills for active civic participation,

professional suitability and competitiveness in the labor market, and an entrepreneurial mindset.

This training is necessary because many young people who are socially excluded or dropped out of education do not have the opportunity to acquire professional training and financial independence. Their current social situation makes them dependent on the state, makes them unable to fulfill themselves, and takes away their ability to be useful to society. Vulnerable groups of society have the potential to develop useful work and acquire entrepreneurial skills.

Definition of entrepreneurship education

Entrepreneurship training is aimed at young people and aims to develop the skills and attitudes so that they can turn creative ideas into entrepreneurial activity. It is the key that supports personal development, active civic participation, social inclusion, and employability. Building entrepreneurial attitudes, skills, and knowledge enables young people to turn ideas into business. It is therefore important to establish how entrepreneurship education is understood.

Financial literacy is an important element of entrepreneurship education and is generally accepted as one of the skills a young person is expected to have. Furthermore, it is one of the very few entrepreneurial skills that can be systematically assessed. Financial literacy is the knowledge and understanding of financial concepts and risks, and the skills, motivation, and confidence to apply that knowledge and understanding to make effective financial decisions and to enable participation in economic life.

Practical part of the training

Modeling, describing, and defending business projects - the goal is to build a clear process for generating ideas and a concrete end product. This initial part of the practical training aims to challenge the participants to materialize their business ideas in the form of a project. The task is a team task and the aim is to master the skills of teamwork and leadership, in parallel with entrepreneurship. The dynamics of the groups and the emerging leaders who will organize the work will be observed. Each module of this training responds to the other because they are interdependent. Modeling and describing the business idea determines how successful and sustainable it will be.

Business plan – how to write a business plan, how to defend it and how to follow it, basic competencies and skills to implement projects and solve problems that will be faced in real life. The main idea of this module is for the young person to know what a Business Plan is, why it is important, and how to do it. The training will transfer knowledge and skills to create a business plan that will work successfully. A business plan is an extremely important element of starting a business venture because, without clarity and an idea of the results that are sought, there is no success and sustainability. The business plan itself is an invariable part of business-realized ideas. After successful completion of this training, young people will have the ability to successfully manage their own business. Young people who want to become entrepreneurs must be able to draw up a plan of action and analyze each step of it in order to be able to move on to successful implementation on the market.

Use of innovative ideas or what is a business incubator - ideas to find a solution to deal with problems. Considering the competition in the market and the rapid development of entrepreneurship in various spheres, innovations become relevant very quickly and at some point take the form of an already saturated product or service in the market. However, society is constantly developing and evolving and its needs are changing rapidly, therefore non-standard thinking and innovative ideas must be quickly, logically, and competitively realized and implemented. Here, training will add value to this innovation in young people's thinking, by imparting new knowledge, and skills and challenging disruptive thinking. Innovative ideas and their generation are key to entrepreneurship, which itself is based on innovation and innovation. These skills are particularly important for the proper realization of the entrepreneurial intentions of young people in order to break into the market and the competition. The business focus of ideas is an important skill.

Creation of a small company - realization of an idea for a business or social enterprise, creation and management of such. The implementation of the business idea does not stop only at sharing the idea, there are also quite a few administrative steps that are unavoidable. The path from choosing the business idea to the creation of the company is the first step for the entrepreneur. In the theoretical part, they will be trained on the steps to create a company. The practical part is in the form of a group role play. Each group will need to:

- ✓ Write ideas about what kind of business they will implement: to shape their idea of entrepreneurial activity, to write how they see their business as an activity
- ✓ For which contingent it will be aimed: this is the target group to which the entrepreneurship is aimed, as a user of the service or product. This is extremely important for the value creation of the service or product and the sustainability of the market.
- ✓ What do they want to achieve? – The desired result and the personal vision of the entrepreneurial business after 5 years on the market. Young people will be challenged to create their future businesses with the results they want to achieve and the marketplace they are looking for.
- ✓ How do they see the realization of their entrepreneurship? – here the trainees must describe how they see the development of the business and what it has become. This is an important part of learning because visualizing a business idea at a future point in time gives it a different look than it did at its initial stage. When they see and describe their business as already competitive in the market, they will be able to see the steps to make it happen.
- ✓ Do they know the administrative steps

Financing of an entrepreneurial project. Theoretical part: information about what financing is, how it can be acquired, and how it is protected will be presented. Practical part - here the young people will be challenged to give specific ideas for financing projects to make a profit and/or achieve a social effect. The theoretical part of the training will provide information on how to finance an entrepreneurial project, and the theoretical part will require young people to write a plan for financing their personal entrepreneurial project.

This training is different because it puts the young person at the center of a real process to generate ideas for a specific end product. This training will monitor and support the building of entrepreneurial knowledge and skills in young people. Taking into account how young people perform in the labor market and the skills they possess, this training aims to build the following skills in young people:

- ✓ Self-confidence. It can be expressed in self-knowledge, self-awareness, self-esteem, and self-affirmation.
- ✓ A sense of initiative is the basis of entrepreneurship education of learning outcomes, it is closely related to problem-solving.
- ✓ Creativity. Creativity, understood as the ability to think in new ways using imagination, is a very important component and driver of the idea generation and innovation process that is present in any entrepreneurial activity. It can also be understood as a creative approach to problem-solving.
- ✓ Planning. The ability to plan and structure tasks can be seen as a skill that supports the development of idea generation and innovation.
- ✓ Fund management is the ability to organize funds for a specific purpose. This skill overlaps with financial literacy and the proper management of funds such as income and expenses of the business.

- ✓ Risk management. The ability to deal with risks in the process of realizing and exploiting an idea is a skill often associated with entrepreneurship and is an essential component of entrepreneurship education.
- ✓ Teamwork is a skill that includes communication, negotiation, and decision-making skills.
- ✓ Opportunity assessment. Ability to correctly and soberly assess personal professional and personal opportunities to achieve professional development.
- ✓ Entrepreneurial career opportunities. Young people will be presented with different opportunities for entrepreneurial development, given different reasons why people start their business development. This is an opportunity for young people to determine for themselves career opportunities in the field of entrepreneurship.

The skills described above will be taught in two modules: theory and practice. The theoretical part gives general information about the need and essence of the skill. The practical part will take place through role plays, team games to build trust, and brainstorming to generate ideas.

Assignment of tasks in the practical part

Learners will be divided into groups. Each group will be assigned a project to complete as a team with others in the group. Example:

Group 1: must write a business plan for youth entrepreneurship on the topic of Bakery. The case study is about young people, and friends, who want to open a bakery for homemade bread. The project should describe the steps and expected results.

Group 2: must organize the financing of the already completed youth entrepreneurship project on the theme of Babysitters and defend it in writing and orally why it should be funded.

Group 3: need market analysis for the needs of a creative, new product or service that will be performed by young people. Here it is necessary to work at the present and future moment with the needs of the market.

Social entrepreneurship

The training aims to raise awareness among students in vocational education to create innovative businesses in the social sector. To achieve this, the training will provide selected tools focused on problem-solving and idea generation.

The training is necessary because it will focus young people on creating new and innovative products and services and solving problems in a social aspect and will teach them how to make their use easier, useful and effective. The training will give information that the social entrepreneur is interested in large-scale and complex problems whose solutions aim to impact society in a sustainable way. A social entrepreneur identifies what is not working in society and looks for ways to solve these problems. Since the concepts of a social entrepreneur and its benefit to society are often confused, in this training it will become clear that solutions can even change entire systems and inspire others to contribute to social change. The benefit of the training is that young people will change their attitude towards the decisions made, which do not show their effects immediately, but rather show results in the long term. The purpose of a social entrepreneur is also not focused on making a profit from a solution, but rather it is aimed at generating an impact on society and the solutions encourage other people to become social entrepreneurs.

Why is this training necessary?

Very often, not only among young people, the meaning and benefit of social business or social entrepreneurship have been ignored or changed in society. In itself, the concept creates an image of a socially oriented business that implies a social benefit. A social business is a cause-driven business. The generated profit does not play a major role here. The investors of the social business do recover their investment contributed to the company, but after recovering it, the profit generated is reinvested in the company in order to improve its operations. This means that investors usually do not receive company dividends.

This training is necessary because the young people involved in it will see the other side of social entrepreneurship, which is different from the commonly accepted definition. We know that the purpose of the investment is to achieve social goals as a result of the entrepreneur's activity. The success of a social business is measured by the impact on people or the environment, not by the amount of profit made. Also, behind all the normatively described steps, there are also important moments that are known only to entrepreneurs. The aim of the training is for the young person to gain sustainable confidence and competencies on how to develop their business idea and how to be competitive in the market. Therefore, the training will be in modules, with each module looking at and training in important skills.

Stages of training

The first module is aimed at defining the problem that our business idea is aimed at and how to shape it into a purpose, meaning, and plan. The importance of this training is that the young person has a clear idea of what he wants to achieve and the result he is looking for. This training is of particular importance for future

entrepreneurs because they will acquire knowledge, skills, and competencies that will help them launch their entrepreneurship. The nature of the social decision and outcome is important for the steps it will go through, namely answers to the following questions:

- ✓ **What is the goal we are aiming for?** Determining the goal and outcome sought is a fundamental step in undertaking social entrepreneurship. Defining the goal is the first stage of training. Here, young people will learn why it is necessary to desire the goal. Defining the objective determines the steps that will be followed to create the business plan. The purpose of social entrepreneurship, defined correctly, guarantees half the success of the business plan. In training, young people will learn to discover the right goal and develop it to the point of decision. The importance of this training is that they acquire the skill to discover the goal in the problem and to be able to develop it properly. These entrepreneurial competencies will be learned and developed in the training. Therefore, the steps in this module are particularly important. The correct definition of the goal, insight into the essence and gives a successful start to the business plan. The target is not just a territorial problem to be solved, it can be socially embedded in a small society, ethnic or discriminatory. Therefore, specifying the right goal is important for social entrepreneurship.
- ✓ **What is the specific problem we want to solve?** Social entrepreneurship is aimed at a specific problem to be solved. Finding one, defining it, and fleshing it out is the second step to social entrepreneurship. Determining the problem we want to target is a particularly important point because, without a clear idea of who the entrepreneurship is for, the goal we have set for ourselves will not be achieved. In this training, young people will learn to correctly define the goal and problem that will be the focus of their business plan. To determine the problem to which the focus will be

directed, young people will be trained in skills and competencies to detect real problems in society and how to define them. The skills they will acquire in this training are skills to objectively assess current problems and detect the real ones. Often, real problems are hidden beneath less important ones. Socially significant problems are defined on the basis of value to society or a social group. Education is important for young people because it will give them a new vision of socially significant issues and how to find the issues to target.

- ✓ **Where does this problem occur?** (region, city, village) Defining the geographical location can influence the definition of the goal and the problem, so it is important to know well in deep the specificities of the region, city, and village where the focus will be. Each town or village has its own peculiarities and characteristics such as traditions, dynamics, and hierarchy of relationships. In order for entrepreneurship to be effective, one must know the locality, the people who live there, and their problems. Every single region, city, or village has its own micro-world where real life happens. Entering this world we see the true dynamics of problems and solutions. In the training, young people will learn what it is to get to know people in a city and why it is important, for which they will acquire skills and competencies for socially oriented behavior in society and achieving sustainable development.
- ✓ **Who are the people affected by the problem?** (target group, target, and contingent). Setting the target is an important point in the training because it is the main focus of the business plan. The people to whom social entrepreneurship will be directed determine its development and results. It is important for young people to be able to specify exactly the contingent to which the goal of entrepreneurship will be directed in order to have sustainability. The importance of this training is for young people to acquire

the skill to whom social entrepreneurship is directed, and who will be the user of the service or product. In the training, young people will have the opportunity to acquire competencies for specifying a target group that will be the focus of their social entrepreneurship. The right targeting skills ensure the right direction of business development. This theoretical part of the training provides clarity and knowledge about the vision of the participants in social entrepreneurship. The same is aimed not only at solving a specific problem but also at the people who have suffered from this problem, at the vulnerable groups. A target group can be people subjected to discrimination or socially excluded groups. It is for this that the training will give the competencies to rely on the socially significant problems and the victims of them.

- ✓ **What is the solution I offer them?** (product or service). The training here is built from the steps of defining the problem and the goal. Once we have that, we can also formulate the solution to the problem we are targeting. It is extremely important to correctly define the goal, the object, and the problem because its solution is based on those listed, and if there is a discrepancy, then the solution will not be sustainable and will not work in favor of the target that we have chosen. The aim of the training here is for the young person to acquire the ability to formulate solutions effective for his social entrepreneurship object, to be able to discover the needs and develop the needs of the object so that the solution he has defined works. By determining the importance of the problem, the people, and the goal, the solution is built on the basis of the essence of the problem. The necessary knowledge and skills to define a solution that is sustainable and successful will be acquired in the training. Here, it is particularly important that young people have the opportunity to acquire these competencies because through them they will be able to properly start their business and

it will have a social benefit. The importance of training lies in the specific skills and competencies that young people will acquire.

The second module of the training provides clarity about the competition, an important point for the successful and sustainable development of the social entrepreneurship business plan, i.e. to know who is also working on solving the same problem and how far they have reached, how they are developing their activities and what they are aiming for. In other words, what is the concept of solving the problem? In this way, we can build on the ideas of others or even collaborate with the competition to achieve our goal. In the second module, the training will go through the following points, which will give the right knowledge to draw up the business plan.

- ✓ **Who is working towards the same goal?** Prior market research and businesses headed in the same direction as our chosen one reduce the likelihood of failure or failure. The importance of competition and its presence in our chosen field determines the speed, success, and sustainability of the entrepreneurial model that is followed. In this training, young people will be trained to make a preliminary analysis of the market, of the competition and attitudes towards a new entrant in it. Very often, when there are several business models that work towards the same goal, they unite in one cause. This business model reduces the real economic damage to the realization of the business model. The skills and competencies required for business analysis of the market before starting the entrepreneurial project are necessary for the business to be adequate and successful. Therefore, it is important to learn the right competencies and apply them in the right way to achieve the chosen goal. Training is important because young people will be able to analyze the market in advance, establish their goals, and choose the right way to achieve them.

Young people will gain value in their knowledge and new competencies that will help them develop social entrepreneurship.

- ✓ **Who is working on the same specific problem?** This is the second stage of preliminary market research - to analyze the competition as an object. What young people will learn in this training is to study and analyze the object of their analysis, or in other words how to know the competition, whether it is a threat or an ally. The importance of knowing the competition is great because ignoring the strength of the other participants in the market leads to overconfidence and neglect of the competition. What the youth will learn in this training is to have respect for competitive business, not to be overlooked, and to be able to analyze based on achieved successes and failures. Examining the mistakes made by others determines the steps of social entrepreneurship development. These are additional skills and competencies that will be acquired during the training.
- ✓ **Who works in the same field as us?** The next step in the training and preliminary analysis is to research other market participants who have focused their business in the same area. The training will give the youth the basic knowledge to analyze and research the present businesses in the same geographical region and analyze their stability. Knowing the competition that is ahead of us in the market and in the same field makes it clear to what extent our social entrepreneurship is adequate and will be stable in the market. Here they will learn how to see the presence in the same settlement of other entrepreneurs. Often, businesses with history are out of ideas and looking for new challenges. Therefore, the competencies that young people will acquire in this training are to understand the essence of competitive business and to extract the benefits for them.
- ✓ **Who appeals to the same target group?** The last stage of the competition analysis and especially important because omitting the specifics of the work

of other businesses reduces the chance of development of our social entrepreneurship. In this training, the youth will learn how to analyze the actions of the competition that works with the same target. The skills that will be acquired in this training will help to study the results that the competition has achieved and the mistakes that they have made. The competencies that are necessary for this are analytical and empathy because through them the actions will be clarified. Training is important because it will teach how to analyze the satisfaction of the target group with the work of the competition. Here it is important to research not only other businesses, but also the target group, because they will give a real assessment of the work of the other business and whether they are satisfied with it. Competencies accumulated during training will help to analyze the assessment of the target group.

- ✓ **What makes my idea unique and innovative compared to existing ones?** When we talk about impact, we're talking about the long-term change you make in society or the environment as a result of your social business activity. When we create a new social business, we assume that it will create a specific long-term change in some way, where people or the environment will be positively affected. We never know if the improvements generated are a direct result of the product or service generated by your social

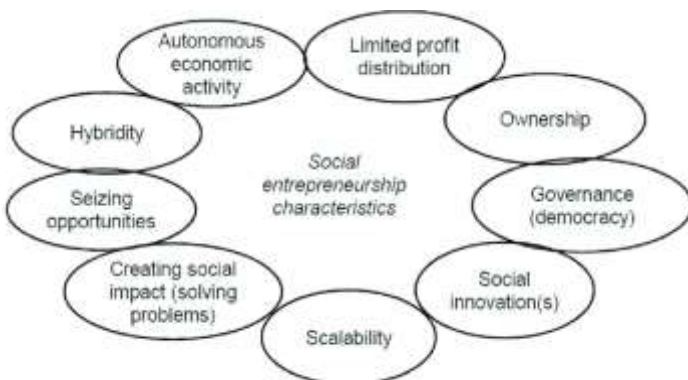


Chart on characteristics of social entrepreneurship.

(source: ResearchGate
https://www.researchgate.net/figure/Characteristics-of-social-entrepreneurs_fig1_337909694)

business, or if these improvements are influenced by other factors in society that also affect the outcome.

Training techniques for social and Youth entrepreneurship

1. The Five Whys

This technique consists of asking the question "why" to better understand the root of the problem that our business idea is targeting. Once we have an answer, we ask "why" we have that answer, and so on with the next until we get to deeper information and the essence of the idea.

2. Hastily written idea\drawn

Learners should quickly write about what they want to achieve with their business idea or draw it because some people express themselves better by drawing and thus express their thoughts better. This will help to understand the real problem - well, to which the entrepreneurship will be directed.

3. Generating ideas

This is the step where we will generate ideas, starting from the information gathered and from the problem defined in the previous stages. To generate ideas, we will do Brainstorming, which is a widely used method for this purpose. Brainstorming is a technique used in a group of people to generate many ideas. It has a few rules to follow while brainstorming to get the most out of it. The brainstorming rules are:

- ✓ Participants must stay focused on the topic and be focused, without distractions, and without talking about other topics.
- ✓ Only one person speaks at a time
- ✓ It is important to pay attention to every idea presented so that we can make the most of it.
- ✓ We encourage all ideas.

- ✓ We visualize the ideas. It is very important to draw the ideas or to match the text with a small drawing related to the idea.
- ✓ We combine and build on the ideas of others or the ideas of others can be used in combination with ours or be further developed.
- ✓ We do not criticize the ideas of others.
- ✓ The goal is to generate lots of ideas. The important and revolutionary idea will probably be found among 100 others

Diagram: social entrepreneurship target areas

Pyramid: Poverty reduction; Child rights restoration; Access to health care; Access to education; Access to financial services; Aomen power; Community development; Microfinance; Sustainable energy resources.

Source: <https://www.wallstreetmojo.com/social-entrepreneur/>

Social Entrepreneurship Target Areas



IV. Sample training programs (experience from Turkey)

ACTIVITY	DESCRIPTION
Title:	Youth Entrepreneurship
Objectives:	<p>After this training program, the participants will be able to</p> <ul style="list-style-type: none"> • develop high-quality skills and competencies. • realize a sense of initiative and youth entrepreneurship including social entrepreneurship. • understand entrepreneurship education and social entrepreneurship among young people. • foster the development of social, civic, and intercultural competencies, media literacy, critical thinking, also combating discrimination, segregation, racism, bullying, and violence. • enhance the access, participation, and learning performance of disadvantaged learners, reducing disparities in learning outcomes. • provide active youth participation in public life and an opportunity to promote quality youth work.
Learning outcomes:	Knowledge:

	<p>Based on the theoretical knowledge acquired from this training, the participant will learn the theoretical information on entrepreneurship education and social entrepreneurship among young people by considering the development of social, civic, and intercultural competencies, media literacy, critical thinking, also combating discrimination, segregation, racism, bullying and violence.</p> <p>The participant will also know about the key competencies and the ways to develop them.</p> <p>Skills:</p> <p>The participants mainly will be able to develop a participatory mission to entrepreneurship education and social entrepreneurship. It will be possible for them that they will be able to apply the knowledge on how to be an entrepreneur and how to integrate basic skills during the process.</p> <p>At the end of this training, the participant will be able to compare good examples of entrepreneurship education and social entrepreneurship among young people from various countries. Thus, they will be able to analyze them and synthesize new ways to be a part of entrepreneurship.</p> <p>They will also learn to understand their information needs and to use the results of current techniques, applying them to the setting of objectives.</p> <p>Attitudes:</p> <p>The general attitude of participants is expected to understand that they are part of the civic society to solve problems.</p>
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	<p>Participants will realize that they have the ability to define their information needs as well as potential skills for developing their own society.</p> <p>They will enhance the access, participation, and learning performance of disadvantaged learners, reducing disparities in learning outcomes.</p>
<p>Methodology:</p>	<p>Problem-based learning:</p> <ul style="list-style-type: none"> ● Explore the issues ● State what is known (individuals) ● Brainstorming and exchanging information on knowledge ● Define the issues ● Develop solutions to problems ● Presentation (groups) ● Discussion ● Evaluation
<p>Description of the activities proposed:</p>	<p>The first part of the session:</p> <p>Participants will individually gather the necessary information to learn new concepts, principles, and skills about entrepreneurship and its relation to social entrepreneurship.</p> <p>They will be divided into groups to list what they already know about the concept, what problems they observe in their society, and what areas they lack information. They will use mind-mapping techniques for this.</p> <p>The groups will share and exchange the found resources and information that will help create a compelling argument. They will</p>

	<p>define the issues of youth entrepreneurship implementations in their societies and develop solutions.</p> <p>Each participant will list possible areas, actions, and solutions to the problem, and formulate potential hypotheses.</p> <p>The second part of the session:</p> <p>Each of the spokespersons in groups will have a limited amount of time to present their group’s conclusions. They will clearly state and support their conclusion with relevant information and evidence. The participants will discuss the conclusions.</p> <p>They are asked to evaluate their performance and plan improvements for the problem. They will be supported by to use of a SWOT analysis for the evaluation section.</p> <p>They will be provided by the trainer with a SWOT analysis sheet to conduct a systematic analysis of their arguments’ strengths, weaknesses, opportunities, and threats (SWOT).</p> <p>Then, all the groups are broken up, and the trainer, with the participation of all the students individually and using brainstorming techniques, the students will come up with ideas to collect more ideas for each SWOT analysis.</p>
<p>Results / Deliverables:</p>	<p>The first part of the session:</p> <p>The knowledge on various youth entrepreneurship implementations is being consolidated and creativity in finding new solutions for challenges is being increased throughout the first part of the training session.</p> <p>The second part of the session:</p> <p>After the completing first part of the session, the participants will start to present solutions they developed.</p>

	<p>The participants, then, discuss the conclusions of their presentations. Thus, the trainer will summarise various solutions. The trainer highlights what was said during the discussion and what new things they have learned.</p> <p>Each solution will be evaluated by the students in a SWOT analysis. They discuss the strengths, weaknesses, opportunities, and threats of their solutions in accordance with citizens:</p> <table border="1" data-bbox="523 607 1313 871"> <tr> <td></td> <td>Helpful</td> <td>Harmful</td> </tr> <tr> <td>Internal origin</td> <td>Strengths</td> <td>Weaknesses</td> </tr> <tr> <td>External origin</td> <td>Opportunities</td> <td>Threats</td> </tr> </table> <p>All the possible circumstances that could affect the success of the solution will be discussed by the participants. Then, they will be asked to discuss and come up with strategies and possible preventive solutions to threats.</p>		Helpful	Harmful	Internal origin	Strengths	Weaknesses	External origin	Opportunities	Threats
	Helpful	Harmful								
Internal origin	Strengths	Weaknesses								
External origin	Opportunities	Threats								
<p>Materials, and equipment:</p>	<p>Trainer:</p> <ul style="list-style-type: none"> ● Writing materials ● Tape ● Laptop ● Projector ● Texts to hand out <p>Participant:</p> <ul style="list-style-type: none"> ● Writing materials 									
<p>Recommended duration:</p>	<p>The first part of the session (1h):</p> <p>The second part of the session (1h):</p>									

<p>Assessment/ Evaluation:</p>	<p>The evaluation of the participants will depend on a questionnaire. The trainer will measure to what extent the participants have understood the concept of youth entrepreneurship and to what extent the objectives of the activity have been met.</p> <p>The second evaluation will be based on the trainer's observations by an evaluation form. The trainer will evaluate the process of training, the motivations of the participants, how the trainer performs to introduce the concept, and what can be developed until the next training.</p>
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