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Needs and interest of young people about social entrepreneurship (E-seed)

Research report

Contents

Introduction

This research report is a part of international project implemented by organization Solidarity Tracks from Greece with their partners from 7 another countries: France/ Martinique, India, Nepal, Argentina, Romania, Spain and Vietnam. The project is named " YES Club - Youth Entrepreneurs Social Club" and it is continuation of previously successful project which started in 2017.

Aims of the project:
The basic aims of the project are:

The basic aims of our project are:
• Develop the skills of youth workers & educators , particularly in social entrepreneurship education and for supporting young people online, including disadvantaged young people.

• Develop the ICT skills of youth workers by training in the use of Moodle, a free software learning platform, to create online training and modernize their working methods

• Develop and recognize the pedagogical, civic, technical (including ICT) and entrepreneurial skills of youth entrepreneurship club members (including disadvantaged young people) in order to facilitate their integration into the labour market through social entrepreneurship, and encourage their initiatives.

• Develop and promote the virtual club of youth entrepreneurs with services tailored to young people of different abilities, and contribute to the promotion and education of social entrepreneurship among young people:
◦ connect young people with their peers, social entrepreneurs and persons resources from different countries of the world.
◦ create interactive and advanced e-learning courses on the topic of social entrepreneurship that respond to the needs of young people with personalized and sustainable support.
◦ foster dialogue between young people and decision makers to promote & improve social entrepreneurship initiatives and more broadly positive impact initiatives within and for their communities.
◦ broaden the existing international network and promote distance cooperation between young people wishing to engage in social entrepreneurship to enable them to broaden their professional network, strengthen their motivation to undertake in a sustainable way and to increase their potential for creativity and creativity and innovation in the field of social entrepreneurship.

• Continue to facilitate access to mobility and non-formal learning activities for young people with fewer opportunities to improve their skills, facilitate their social inclusion and their active participation in society

• Develop cooperation between youth organizations, education and training institutions, representatives of the business world and the labour market (including entrepreneurs) and decision-makers to improve their synergies and complementarities in the training and support of young people in order to facilitate their insertion in the labour market and in society
• Train new e-mentors and build the capacity of the current e-mentors of the platform in order to:
◦ provide appropriate online support for the beneficiaries of the virtual club
◦ update the content of the youth entrepreneurship club to meet the evolving needs of its members.
• support the social initiatives of young people beneficiaries of the club and make them more visible.

This research report is the one of the planned activities and its results will be used as a basement for developing learning platform for young people interested in social entrepreneurship.

Research methodology

Research questions

What is the effectiveness of the E-seed project phase as a first part of the YES club project?

What are the youngsters' needs and interests in terms of service, support and on-line training for social entrepreneurship, in order to enable them to successfully devote themselves to the social entrepreneurship, in project countries?
What is the level of interest of youngsters in terms of their continuation of participation in E-stream project phase?

Data collection methods

In order to answer the research question, project team have developed research survey, which was adapted for usage in online environment with responsive design (adapted for usage on PC, tablet and mobile devices). The survey was originally written in English, but also translated into Greek, French, Spanish, Romanian, Hungarian, Nepali, Hindu and Vietnamese language and was distributed by the project partners in their countries. The survey was launched on 5th January 2020 and closed on 27th of February 2020.

We used quantitative approach, with mostly close-ended questions, but also we used qualitative approach with several open-ended questions.
The survey was constructed of several block of questions:

- Demographic data
- Understanding of social entrepreneurship
- Interest about social entrepreneurship
- Needs about social entrepreneurship
- Effectiveness and satisfaction with E-seed project phase
- Interest in continuation of E-stream project phase

Sampling strategy

As previously mentioned we developed the survey and adapted if for usage in online environment. So, the survey was distributed through the project partners' networks, mostly through the social networks. The survey mostly targeted the youngsters (18-35 years old) in the partner countries. Therefore, we can conclude that we used

targeted sample strategy.

The survey was created using open-sourced Limesurvey technology. The data was analysed using SPSS software, version 26.

There were in total 1042 responses. However, not all responses were completed. At the end, 906 responses were included in statistical analysis.

Demographic data

Country of respondent

In total, 906 respondents answered on a survey from 23 countries. The survey was initially launched and prepared for active project countries. However, invitation to participate on a survey was shared with existing beneficiaries and registered user on e-learning youteclub platform. Additionally, the project partners and implementer shared invitation through their own communication channels and that caused that there are also responses from non-project participating countries. Besides previous project countries, such are Benin and Poland, and existing and new project countries (Argentina, France, Greece, India, Nepal, Romania, Spain and Vietnam), the responses were collected also from Afghanistan, Austria, Cyprus, Czech Republic, Dominica, Ecuador, Finland, Germany, Portugal, Russia, Serbia, Tunisia and UK. However, just few answers were collected from these non-project countries.

It is expected that most of the respondents are from project partner countries. So, there are 240 respondents from India, 130 from Spain, 112 from Argentina, etc. Distribution of respondents by countries are shown on the table below.

Country:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Argentina	112	12,4	12,4	12,4
	Benin	10	1,1	1,1	13,5
	France	37	4,1	4,1	17,5
	Greece	63	7,0	7,0	24,5
	India	240	26,5	26,5	51,0
	Nepal	93	10,3	10,3	61,3
	Poland	4	,4	,4	61,7
	Romania	103	11,4	11,4	73,1
	Spain	130	14,3	14,3	87,4
	Vietnam	94	10,4	10,4	97,8
	other	20	2,2	2,2	100,0
	Total	906	100,0	100,0	

When it comes to the percentages, around 26% of respondents are from India, 15% from Spain, 2,2% from other countries. More detailed distribution is shown on a graph below.
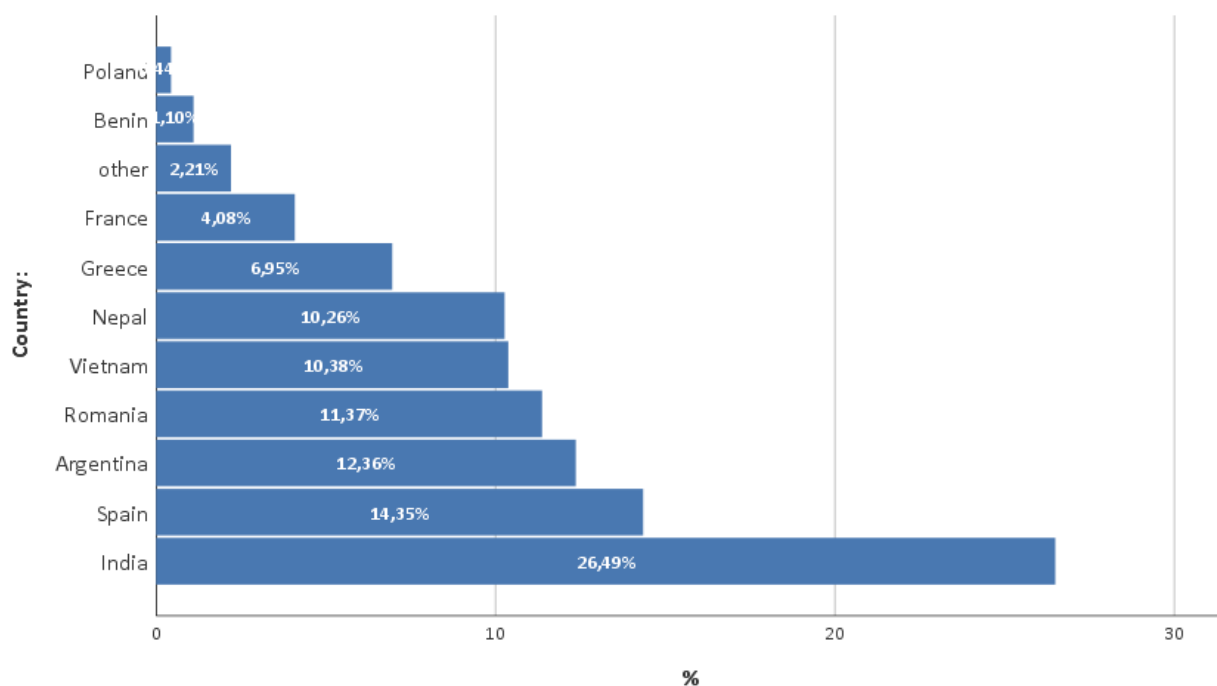
Gender or respondents

There were 496 female respondents or 54,7% and 392 male respondents or 43,3% out of total number of respondents. Also, there were 18 respondents who didn't want to answer on a question about their gender. There is no statistically significant difference in ratio of female and male respondents in our sample. More detailed distribution of respondents when it comes to the gender is shown on the table and graph below.

Gender:

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	392	43,3	44,1	44,1
	female	496	54,7	55,9	100,0
	Total	888	98,0	100,0	
Missing		18	2,0		
Total		906	100,0		
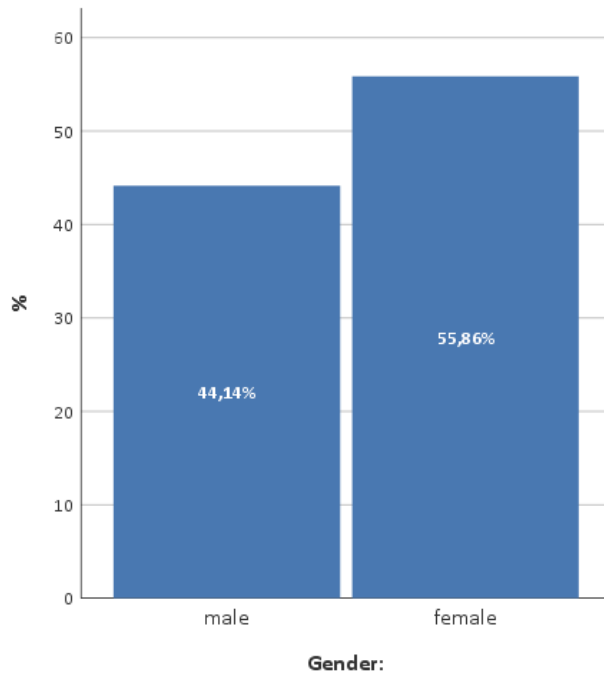
Gender by country

Although the gender in the sample is equally distributed, there are some variations in gender distribution in some countries. So, we found statistically significant more females in Vietnam (71,9%), France (70,3%), Spain (67,5%), Romania (65,4%), Argentina (60,7%) and Nepal (59,8%). Also, more females than males was found in Greece (55,6%) but the difference is not statistically significant. From the other side, in India we found more males (65,3%) than females in distribution with statistically significant difference. According to this finding, we do not meet assumptions for comparing males and females on a country level, when it comes to some findings.

Gender by country

		Gender:			
		male		female	
		n	%	n	%
Country:	Argentina	44	39,3%	68	60,7%
	France	11	29,7%	26	70,3%
	Greece	28	44,4%	35	55,6%
	India	156	65,3%	83	34,7%
	Nepal	37	40,2%	55	59,8%
	Romania	35	34,7%	66	65,3%
	Spain	40	32,5%	83	67,5%
	Vietnam	25	28,1%	64	71,9%
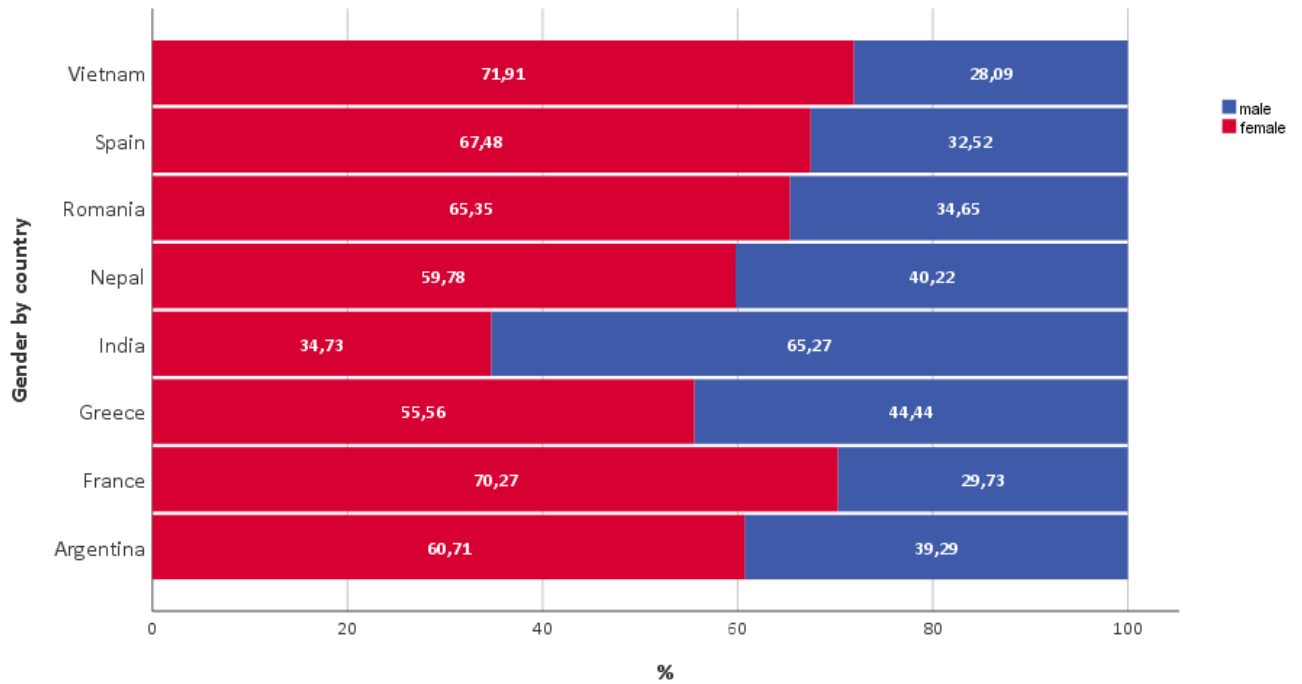
Age of respondents

The average age of respondents is 25,64 years with standard deviation of 7,7, which shows that there are not big variations in respondents' age in our sample. Most of respondents are youngsters with the age between 15 and 35. Within geometrical mean of age, we can say that distribution of respondents' age do not differ significantly from normal distribution, so the parametric assumption is met for the following statistical analysis in which age is included.

More detailed distribution of respondents' age is shown on a histogram chart below.

Mean = 25,64
Std. Dev. = 7,707
N = 906
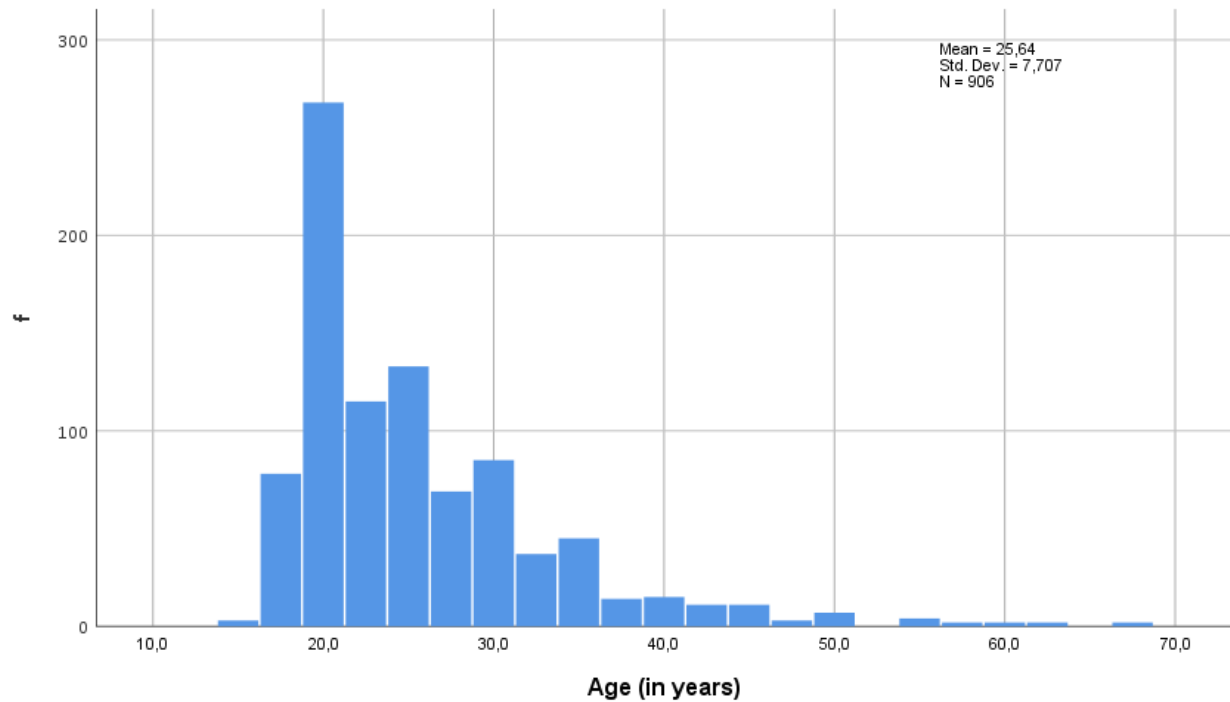
Age by country

The youngest respondents in our sample are coming from Vietnam, with average age of 22,4 years, whilst the oldest are from France, Greece and Argentina with the average age of 31. However, we also find the highest variation in age in Argentina and France.

Age by country

		Age (in years)	
		Mean	SD
Country:	Argentina	31.0	10.0
	France	31.2	9.9
	Greece	31.1	8.8
	India	22.4	5.9
	Nepal	22.6	6.5
	Romania	27.4	7.0
	Spain	25.7	5.1
	Vietnam	22.4	3.9
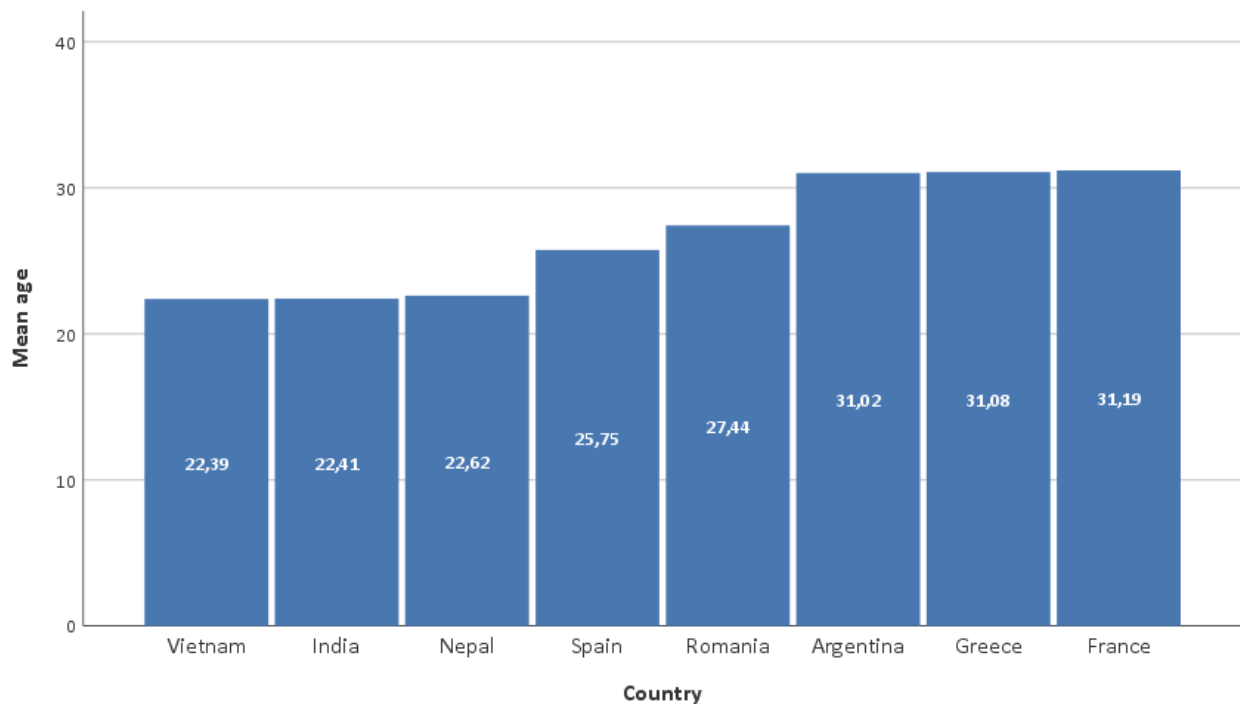
Additional inferential statistical test or analysis of variance, showed that difference in average age of respondent's' countries differ statically significant (F=32,56(7), p=0,00; p<0,05), which shows that respondents are not the same from different countries, when it comes to their age.

ANOVA
Age (in years)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10910,024	7	1558,575	32,556	,000
Within Groups	41362,469	864	47,873		
Total	52272,493	871			

Educational level

Most of our respondents' are highly educated. Three out of four respondents' have some university diploma, while the rest have just secondary or primary education diploma. Although we do not have a data about population distributions in partners countries, we still can conclude that our sample is not representative for the countries in terms of educational level of respondents. In the following interpretation of the findings, we need to take this bias in consideration.

What is the latest education level that you have finished:

|		Frequency	Percent	Valid Percent	Cumu
Valid	Primary education	10	1,1	1,1	
	Secondary school (education)	221	24,4	24,4	
	University undergraduate	433	47,8	47,8	
	University postgraduate	231	25,5	25,5	
	University doctoral	11	1,2	1,2	
	Total	906	100,0	100,0	
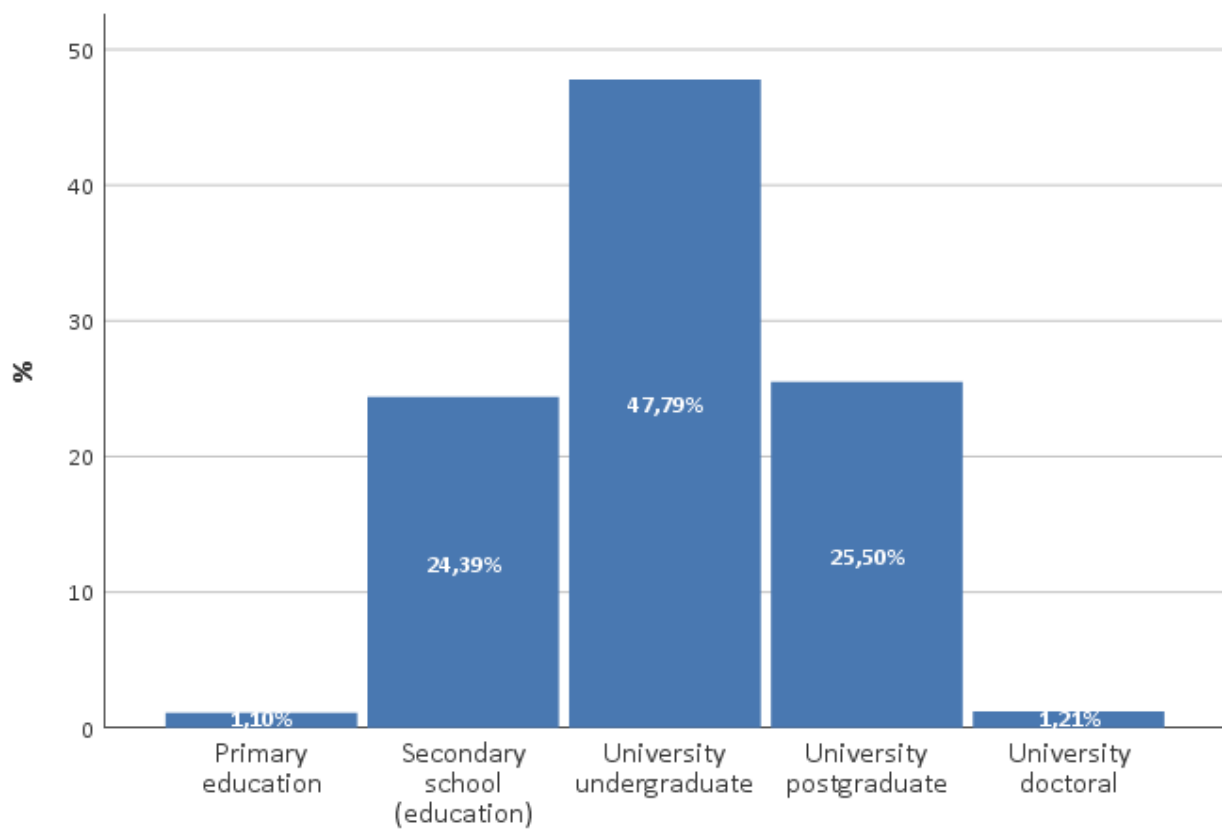
What is the latest education level that you have finished:

Education level per country

Also, we found some variations in distribution of latest educational achievements between the countries.

Education level by country

|		Primary education		Secondary school (education)		University undergraduate		University postgraduate		University doctoral	
		n	%	n	%	n	%	n	%	n	%
Country:	Argentina	1	0,9%	42	37,5%	59	52,7%	10	8,9%	0	0,0%
	France	0	0,0%	4	10,8%	10	27,0%	20	54,1%	3	8,1%
	Greece	1	1,6%	14	22,2%	21	33,3%	27	42,9%	0	0,0%
	India	2	0,8%	33	13,8%	148	61,7%	53	22,1%	4	1,7%
	Nepal	2	2,2%	50	53,8%	33	35,5%	8	8,6%	0	0,0%
	Romania	2	1,9%	32	31,1%	48	46,6%	20	19,4%	1	1,0%
	Spain	1	0,8%	33	25,4%	55	42,3%	39	30,0%	2	1,5%
	Vietnam	0	0,0%	6	6,4%	43	45,7%	44	46,8%	1	1,1%
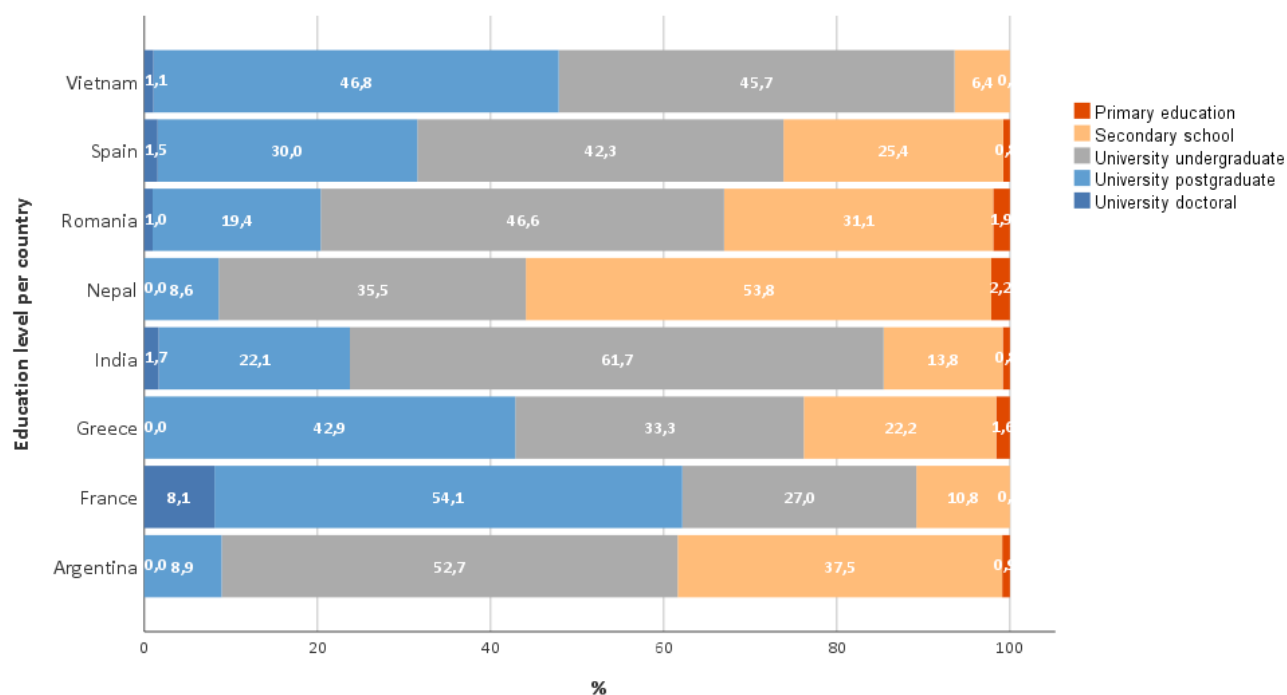
Main findings

In the following part of this report, we will present main finding of our research. Findings are divided on several part.

Visiting YES e-learning platform

Before we start to elaborate some key findings from our research, it would be useful to express the information about the number or percentage of respondents who visited YES e-learning platform. According to the data we collected, out of 906 respondents, 121 or 13,4% of respondents visited YES e-learning platform, whilst the rest of them, 785 or 86,6% never visited the e-learning platform. Therefore, we can conclude that most of the respondents before taking their part in this research, never visited our YES platform.

Have you ever visited and registered yourself on e-learning platform "youtheclub.eu"?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	121	13,4	13,4	13,4
	No	785	86,6	86,6	100,0
	Total	906	100,0	100,0	

Have you ever visited and registered yourself on e-learning platform "youtheclub.eu"?
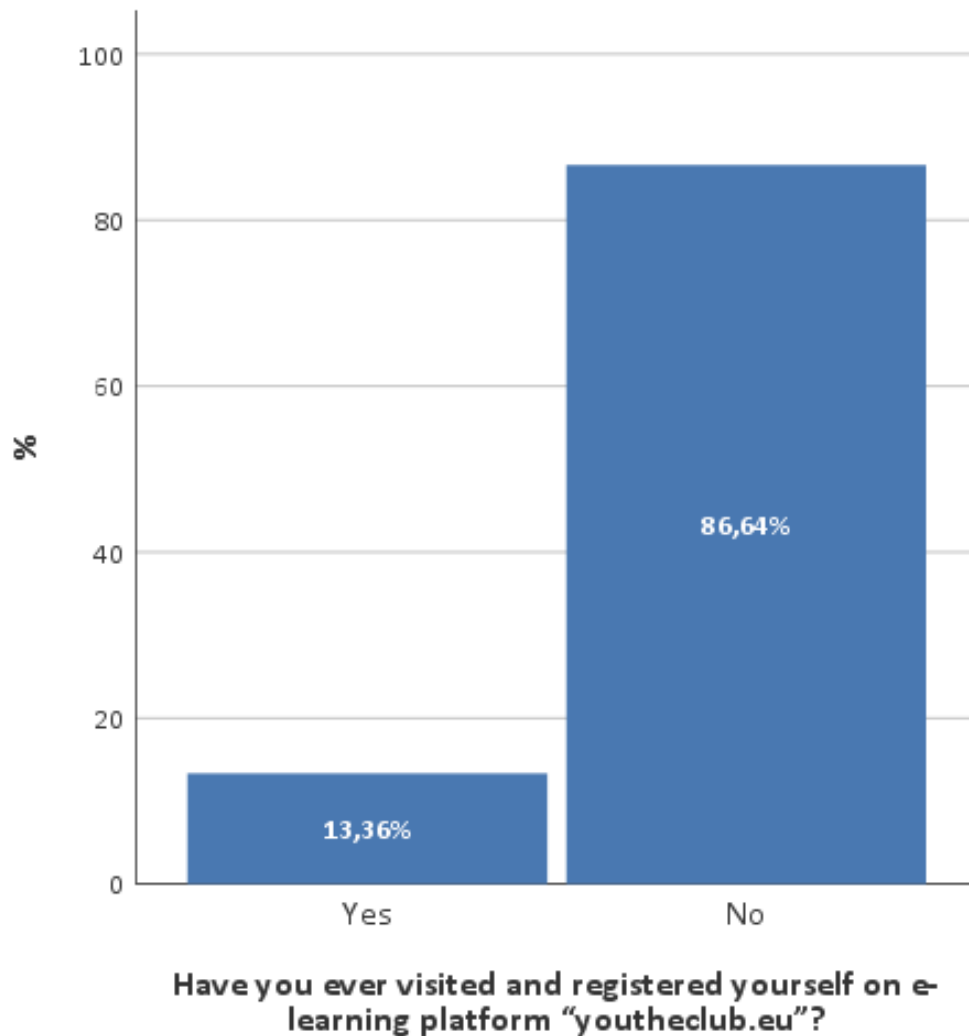
Visiting YES platform by country

It was expectable that the visitors who visited the YES platform are coming from project countries and collaborate who participated in the E-seed project phase. Therefore, we can see, that there are no respondents who ever visited YES club platform from France, and only few from Argentina, Romania and Spain. Greece, India, Nepal had some respondents who visited the platform previously. Although France and Spain in previous E-seed part participated as country, during the E-stream phase, another project partner is involved and that caused that there are just few respondents from those countries who visited YES club platform.

		Have you ever visited and registered yourself on e-learning platform "youtheclub.eu"?			
		Yes		No	
		n	%	n	%
Country:	Argentina	1	0,9%	111	99,1%
	France	0	0,0%	37	100,0%
	Greece	10	15,9%	53	84,1%
	India	49	20,4%	191	79,6%
	Nepal	45	48,4%	48	51,6%
	Romania	2	1,9%	101	98,1%
	Spain	1	0,8%	129	99,2%
	Vietnam	8	8,5%	86	91,5%
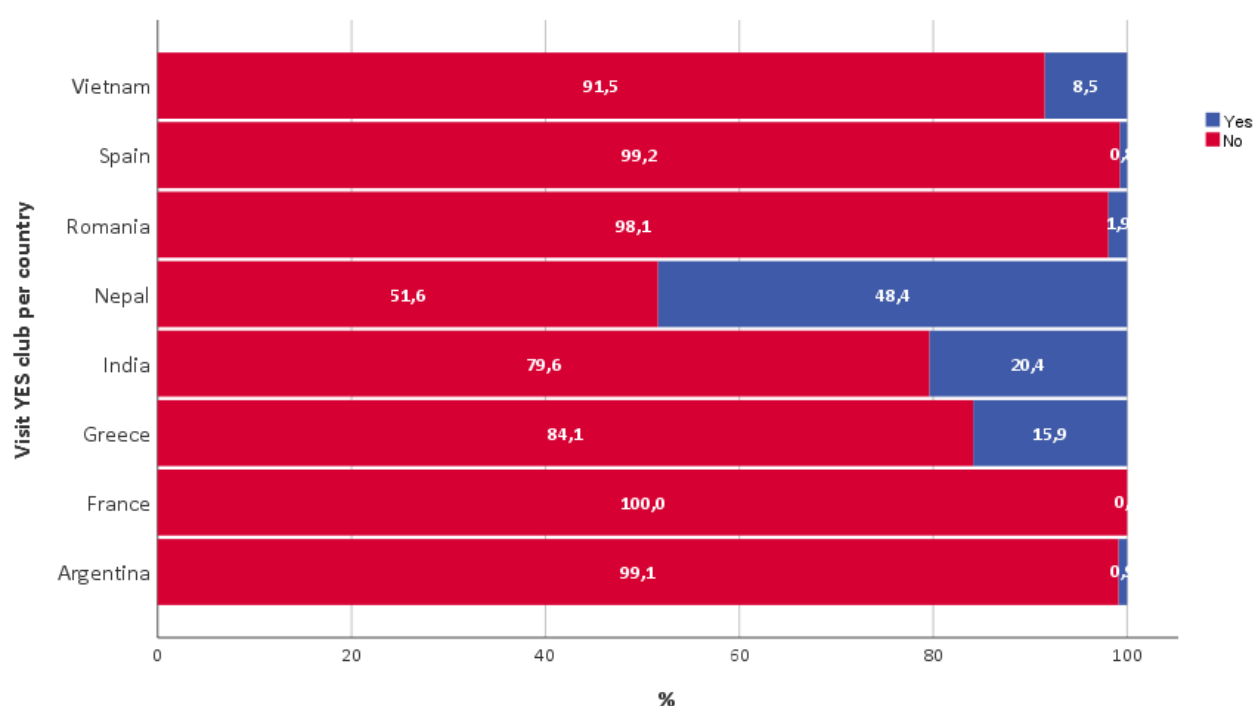
Enrolment in online courses

Those who visited YES club platform, more and less equally were involved and enrolled into four basic online training courses. However, around 15% of respondents who visited the platform was not enrolled in any of the basic online training courses of E-seed phase.

Which online training courses you were following:

	Not selected		Yes	
	n	%	n	%
Social problems in my community	58	49,6%	59	50,4%
Solve social problems: From idea to action	71	61,7%	44	38,3%
Entrepreneurship and social entrepreneurship	63	54,8%	52	45,2%
The profile of a social entrepreneur	87	76,3%	27	23,7%
None of mentioned above	97	85,1%	17	14,9%

E-seed efficiency

We wanted to check how much the content and the activities of E-seed of basic concepts of social entrepreneurship. Therefore, we asked respor thing that attending online training courses helped them to become mo point Likert scale for answering the question, and the table and gra percentages) of their responses.

How much do you think that attending online training courses on youtheclub.

	Not helped at all		
	n	%	r
Identify social problems in my community	9	7,4	2
Find out the touch-points of international social problems	10	8,3	2
Make distinctions of social and personal problem	12	9,9	1
How to act in society to make some positive changes	10	8,3	2
How to develop innovative idea for solving social problems	10	8,3	2
How to apply innovative solutions for social problems	9	7,4	2
Involving community for solving social problems	8	6,6	2
What is the difference between entrepreneurship and social entrepreneurship	11	9,1	2
What is the connection between social problems and social entrepreneurship	11	9,1	2
What are the key social entrepreneur skills and competencies and how to develop them	11	9,1	2
Find out my own entrepreneurship competencies	14	11,6	2

that attending online training courses on ...

Find out my own entrepreneurship competencies	11,6	28,9
What are the key social entrepreneur skills and competencies and how to develop them	15,7	32,2
What is the connection between social problems and social entrepreneurship	14,9	34,7
What is the difference between entrepreneurship and social entrepreneurship	15,7	33,9
Involving community for solving social problems	11,6	38,8
How to apply innovative solutions for social problems	9,1	39,7
How to develop innovative idea for solving social problems	10,7	34,7

However, in order to find out what is the level of efficiency of the E-see[...] interval scale with theoretical scale range from 1 to 5 where the sc[...] influence on E-seed programme and the values lower than 3 on a lac[...] concepts of social entrepreneurship.

The results in the table below shows that there is minor positive influen[...]

How much do you think that attending online training courses on youtheclub.[...]

Identify social problems in my community
Find out the touch-points of international social problems
Make distinctions of social and personal problem
How to act in society to make some positive changes
How to develop innovative idea for solving social problems
How to apply innovative solutions for social problems
Involving community for solving social problems
What is the difference between entrepreneurship and social entrepren[...]
What is the connection between social problems and social entrepreneu[...]
What are the key social entrepreneur skills and competencies and how [...]
Find out my own entrepreneurship competencies

The lowest influence was found in terms of finding out their own [...] highest in acting in society in order to make some positive changes (M=3[...]

	Value
Find out my own entrepreneurship competencies	3,06
Find out the touch-points of international social problems	3,1[ ]
Make distinctions of social and personal problem	3,1[ ]
How to develop innovative idea for solving social problems	3,2[ ]
How to apply innovative solutions for social problems	3,[ ]
What are the key social entrepreneur skills and competencies and how to develop them	3,[ ]
What is the connection between social problems and social entrepreneurship	3,[ ]
What is the difference between entrepreneurship and social entrepreneurship	3,[ ]
Involving community for solving social problems	3[ ]
Identify social problems in my community	3[ ]
How to act in society to make some positive changes	

ANOVA

Effectiveness of E-seed by gender

	Sum of Squares	df	Mean Square	
Between Groups	,003	1	,003	,
Within Groups	97,740	117	,835	
Total	97,743	118		

ANOVA

Effectiveness of E-seed education level

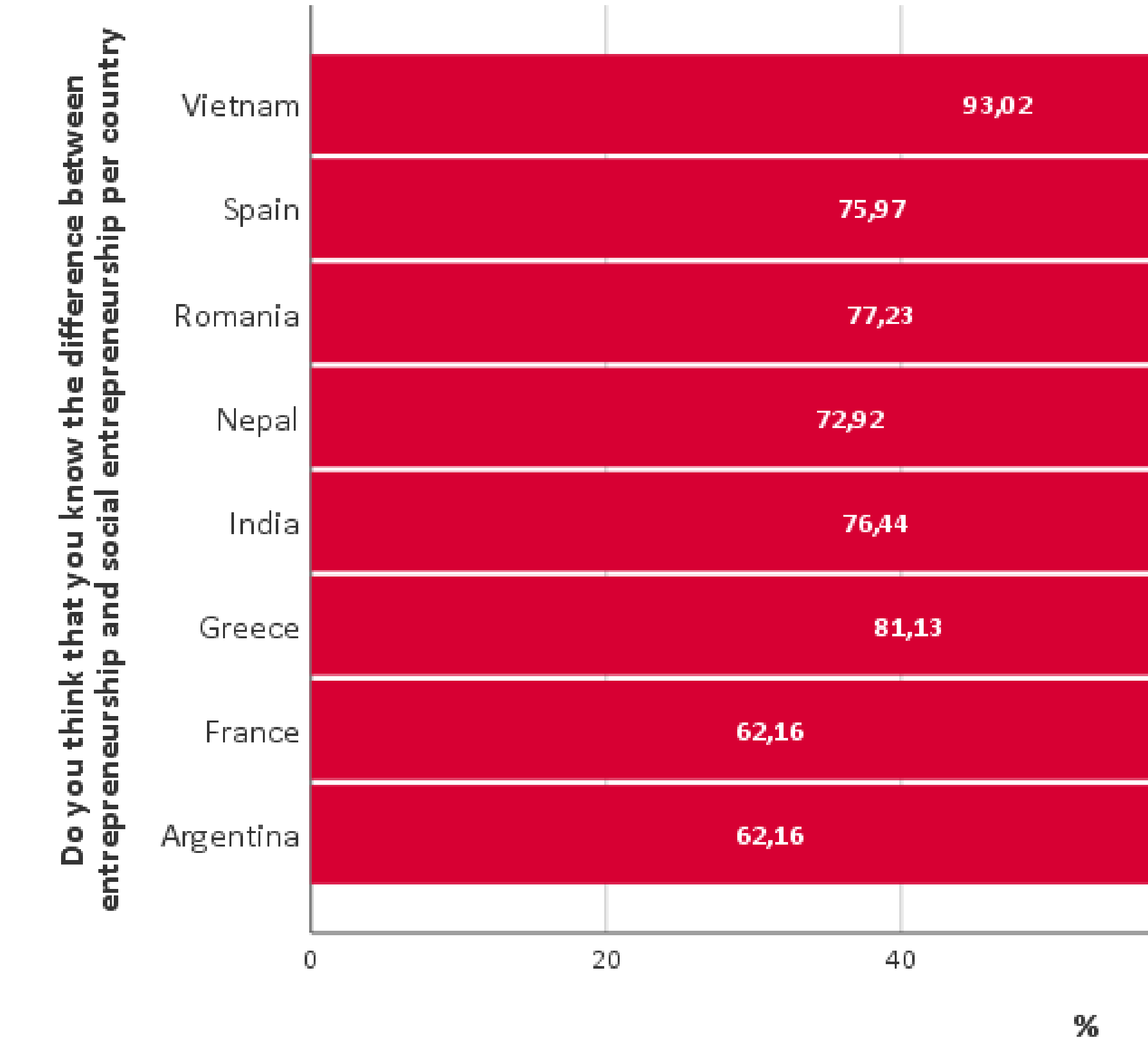|	Sum of Squares	df	Mean Square	
Between Groups	4,297	3	1,432	1,
Within Groups	96,458	117	,824	
Total	100,756	120		

Knowing the difference between entrepreneurship a

A larger proportion of respondents, or75,4%, stated that they do not k

social entrepreneurship.

Do you think that you know the difference between entrepreneurshi
entrepreneurship?

		Frequency	Percent	Valid Percent	Cu
Valid	Yes	193	21,3	24,6	
	No	592	65,3	75,4	
	Total	785	86,6	100,0	
Missing		121	13,4		
Total		906	100,0		

Do you think that you know the difference between entrepreneurship and social entrepreneurship per country

|	%
Vietnam	93,02
Spain	75,97
Romania	77,23
Nepal	72,92
India	76,44
Greece	81,13
France	62,16
Argentina	62,16
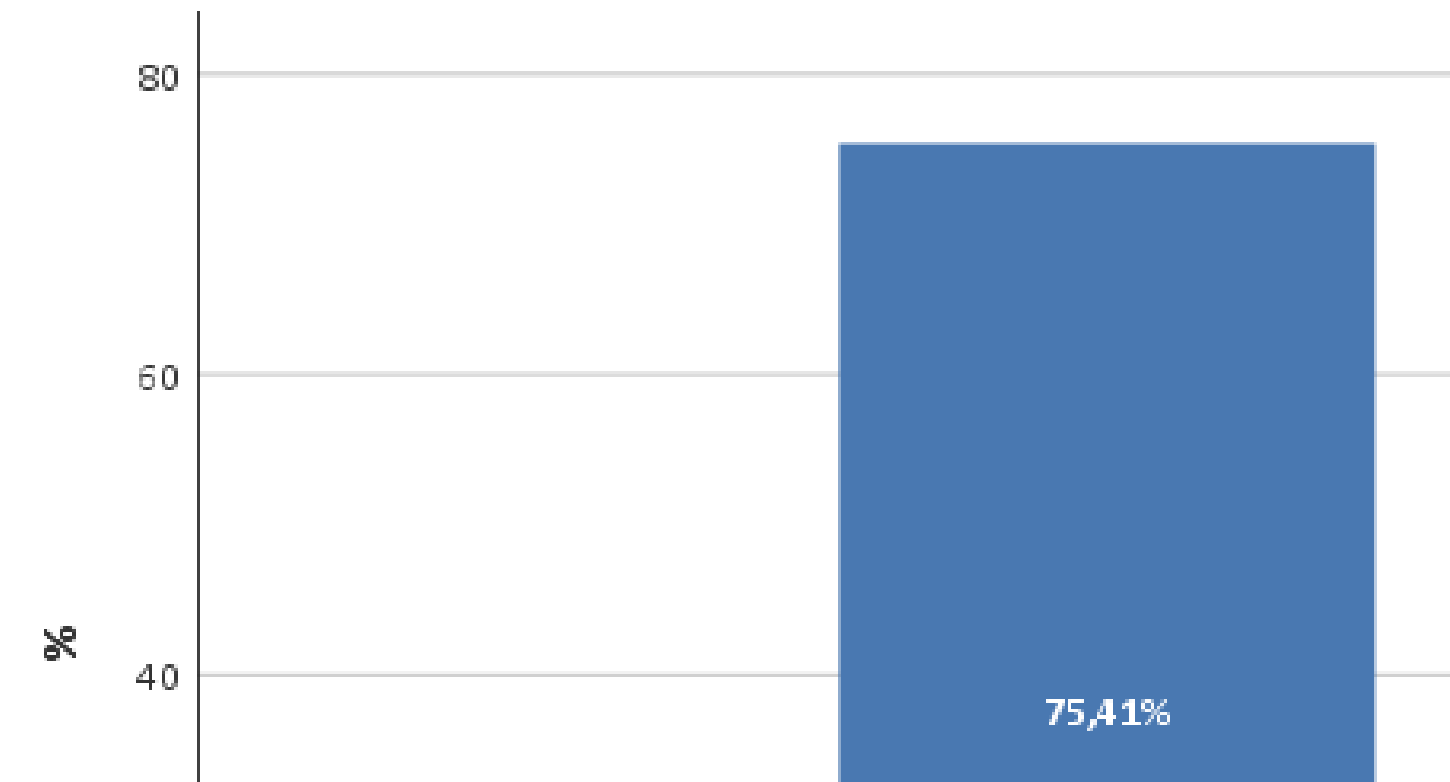
However, there are statistically difference inside each of the country, v

do not know difference between entrepreneurship and social entrepren

who stated that they know the difference.

Do you think that you know the difference between entrepreneurship and socia
Count

		Cour			
		Argentina	France	Greece	India
know the difference between entrepreneurship and social entrepreneurship?	Yes	42	14	10	45
	No	69	23	43	146
Total		111	37	53	191

Chi-Square Tests

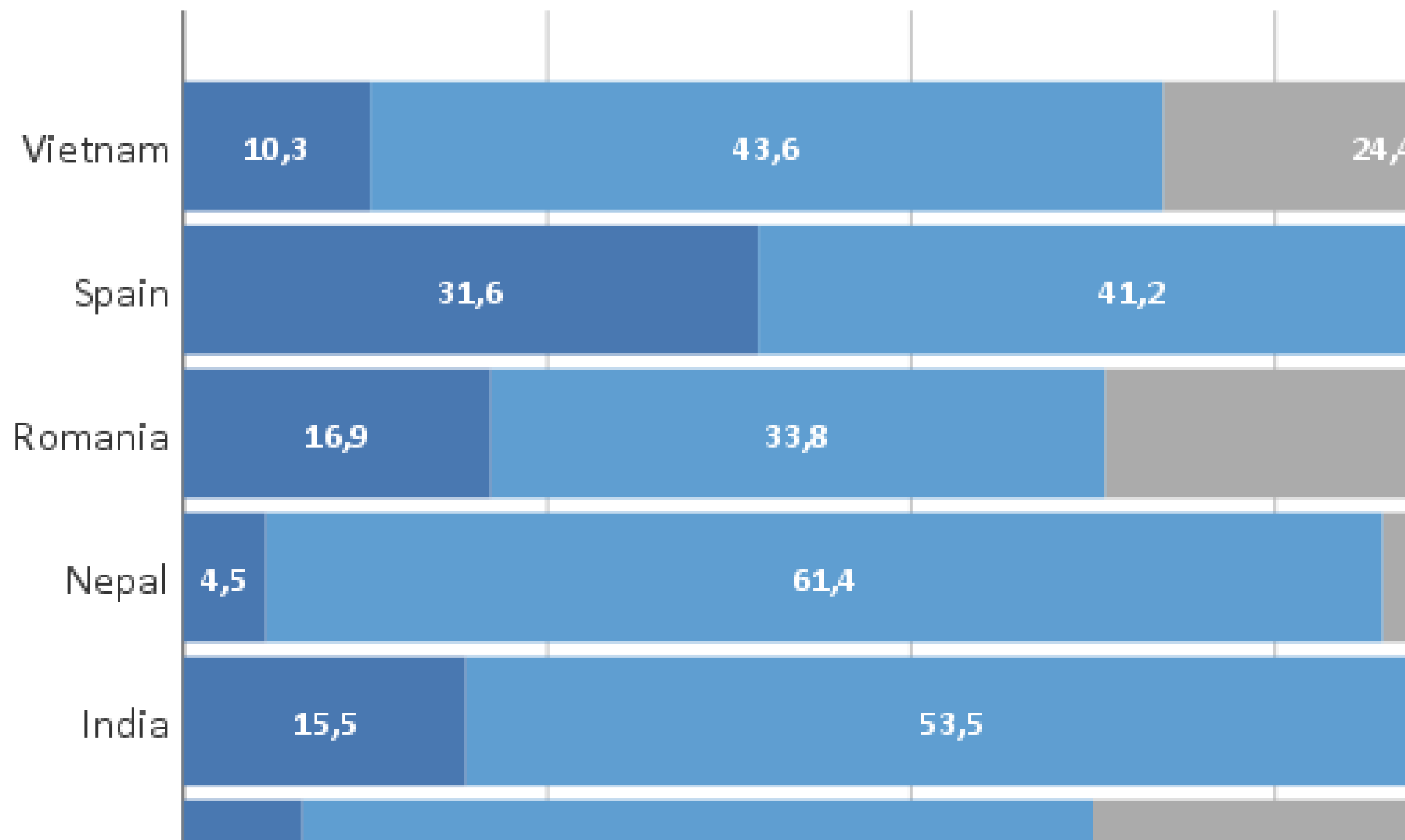|	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	29,985[a]	7	,000

Interest in becoming
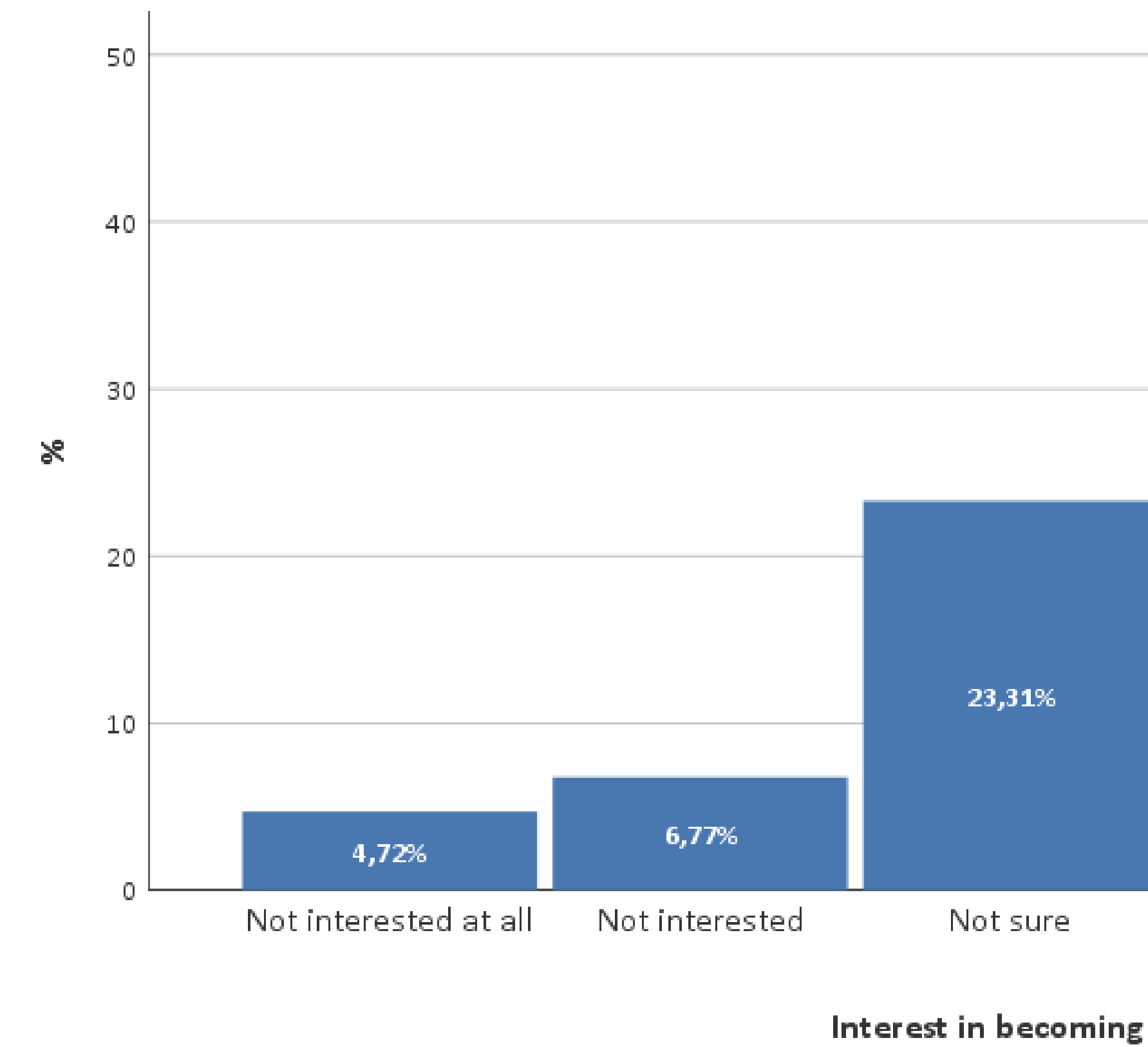
Additionally, we could break down those data by countries, and the t
frequencies of responses on this question, for each country.

How much you are interested to become social entrepreneur.

		Not interested at all		Not interested		Not
		n		n		n
Country:	Argentina	1	1,1	5	5,4	16
	France	1	3,1	2	6,3	8
	Greece	2	4,3	5	10,9	16
	India	9	7,0	5	3,9	26
	Nepal	3	6,8	3	6,8	9
	Romania	2	2,6	3	3,9	33
	Spain	6	5,3	7	6,1	18
	Vietnam	6	7,7	11	14,1	19

ming social entrepreneuer by Country

|		
Vietnam	10,3	43,6	24,
Spain	31,6	41,2
Romania	16,9	33,8
Nepal	4,5	61,4
India	15,5	53,5

In addition, we created interval variable and the score of the interest, w
above 3 represents the level of the interest. Therefore, in general, respo
with standard deviation of 1,04, which means that in general respo
entrepreneurs.

Descriptive Statistics

	N	Minimum
How much you are interested to become social entrepreneur.	635	1
Valid N (listwise)	635	

In addition, we compared those results within the countries, and the lev
in Spain in France. More detailed results by countries are presented on t

How much you are interested to become social entrepreneur.

		Mean	SD
Country:	Argentina	3.87	.81
	France	3.88	1.07
	Greece	3.37	.93
	India	3.67	1.02
	Nepal	3.50	.95
	Romania	3.58	.91
	Spain	3.88	1.09
	Vietnam	3.35	1.09
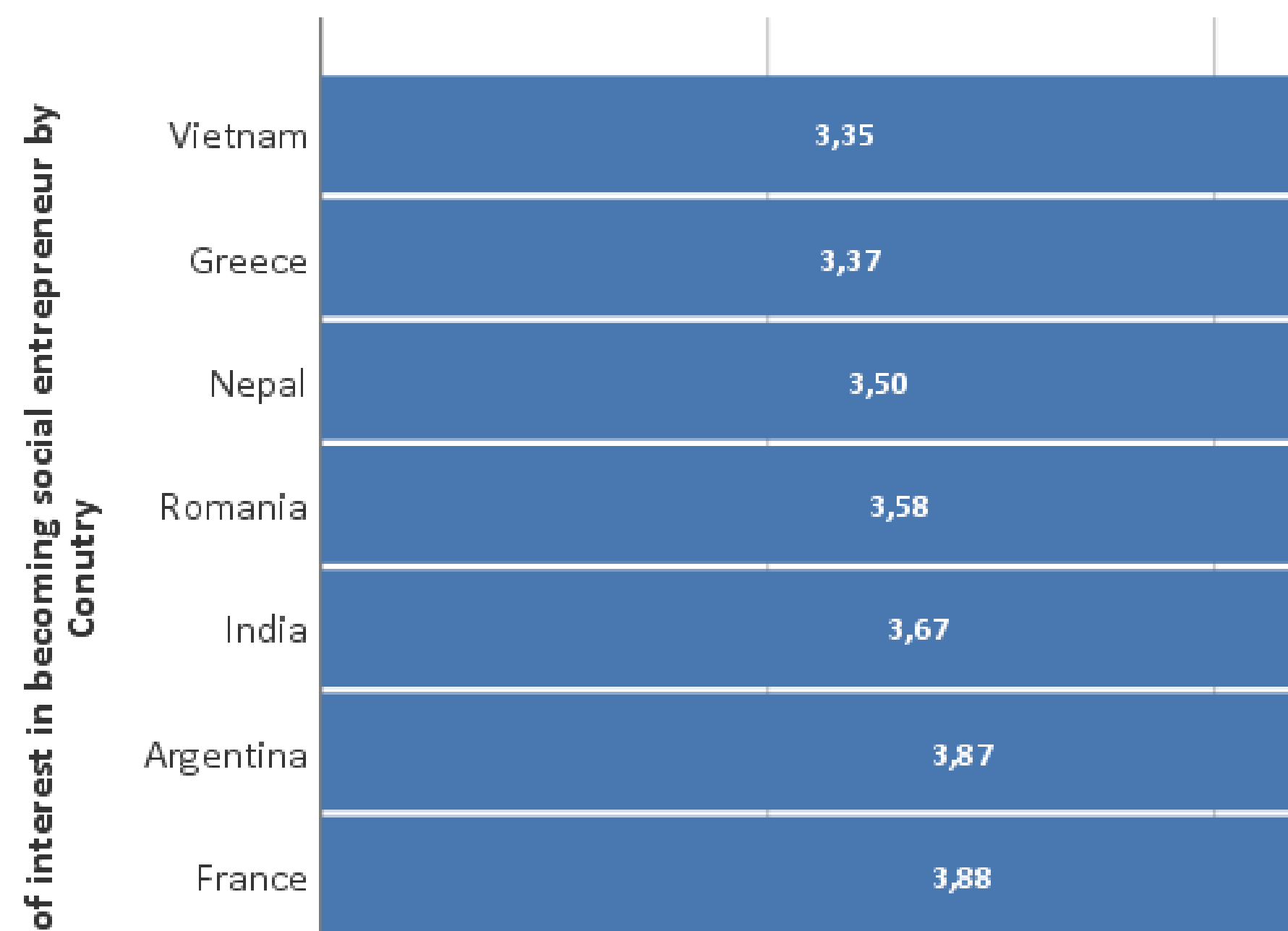
ANOVA

Level of interest by gender

	Sum of Squares	df	Mean Square	
Between Groups	12,344	1	12,344	12
Within Groups	587,140	618	,950	
Total	599,484	619		

When it comes to the educational level and interest in becoming socia

which the respondents with higher education are more interested com

education. However, those differences are not statistically significant,

becoming social entrepreneur is not dependent of respondents' educatio

Level of interest by education level

9

	N	Mean	Std. Deviation	Std. Error
Primary education	7	3,14	,690	,261
Secondary school (education)	155	3,55	1,020	,082
University undergraduate	302	3,74	,996	,057
University postgraduate	161	3,69	1,008	,079
University doctoral	10	3,70	1,059	,335
Total	635	3,67	1,004	,040

ANOVA

Level of interest by education level

	Sum of Squares	df	Mean Square	
Between Groups	5,474	4	1,368	1,
Within Groups	634,048	630	1,006	
Total	639,521	634		

idea and knowledge, but also some financial support. This also mean

helping the youngsters to build ideas and to gain some knowledge abou

*Can you tell us what are the main reasons for not being interested in running*

I have no business idea
I have no enough financial resources
I have no previous knowledge or experience
I have no support from governmental institutions or any other institution (including non-governmental institutions)
I have no any mentor support
I think it cannot bring any benefit to me neither to the society
It is too hard to run it my country or society
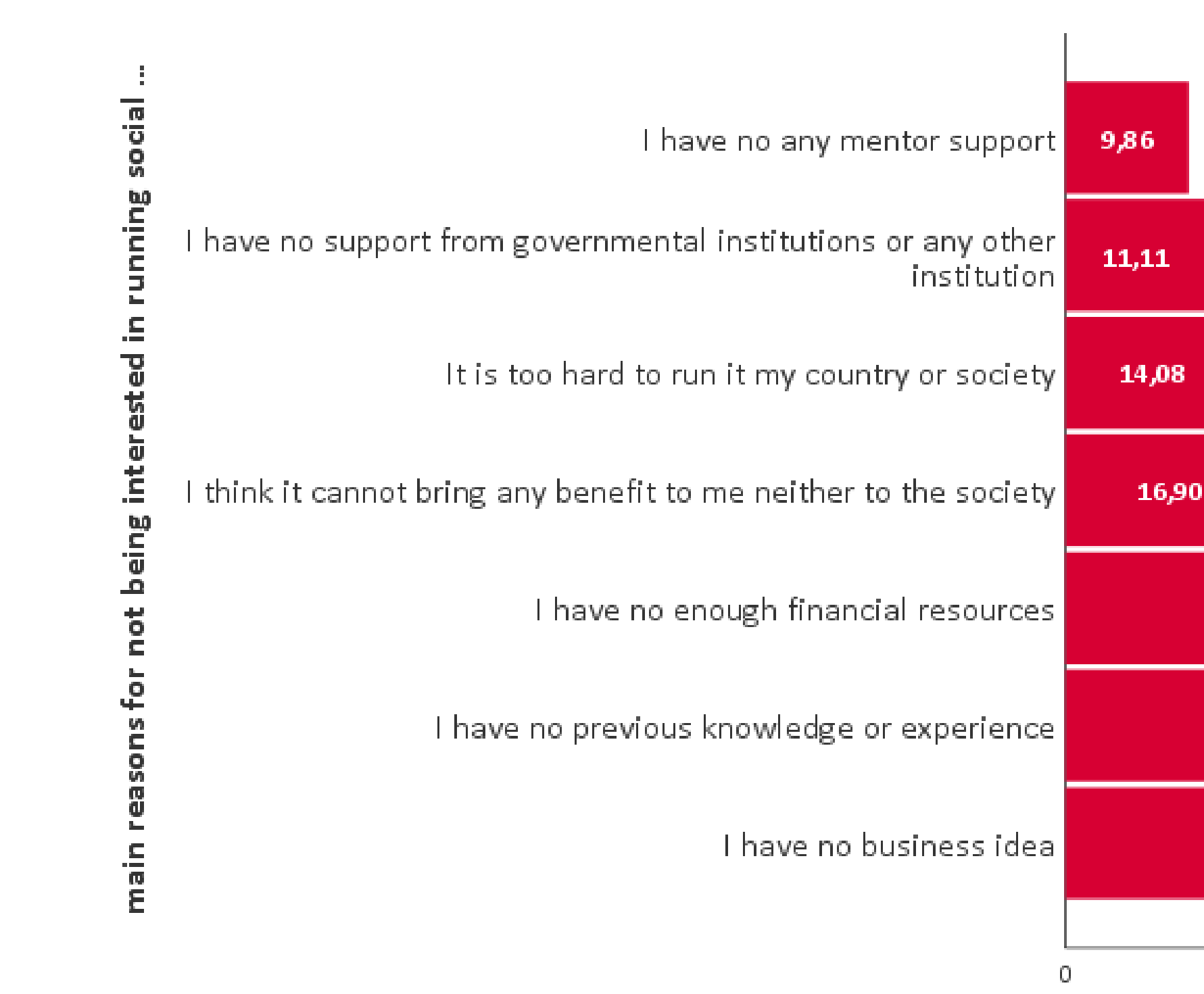
Needed support for starting social business

Very important factor that can influence someone in starting its' own so

asked the participant what do they think it is needed for them in order t

From the respondents' point of view, the most needed are learning pr
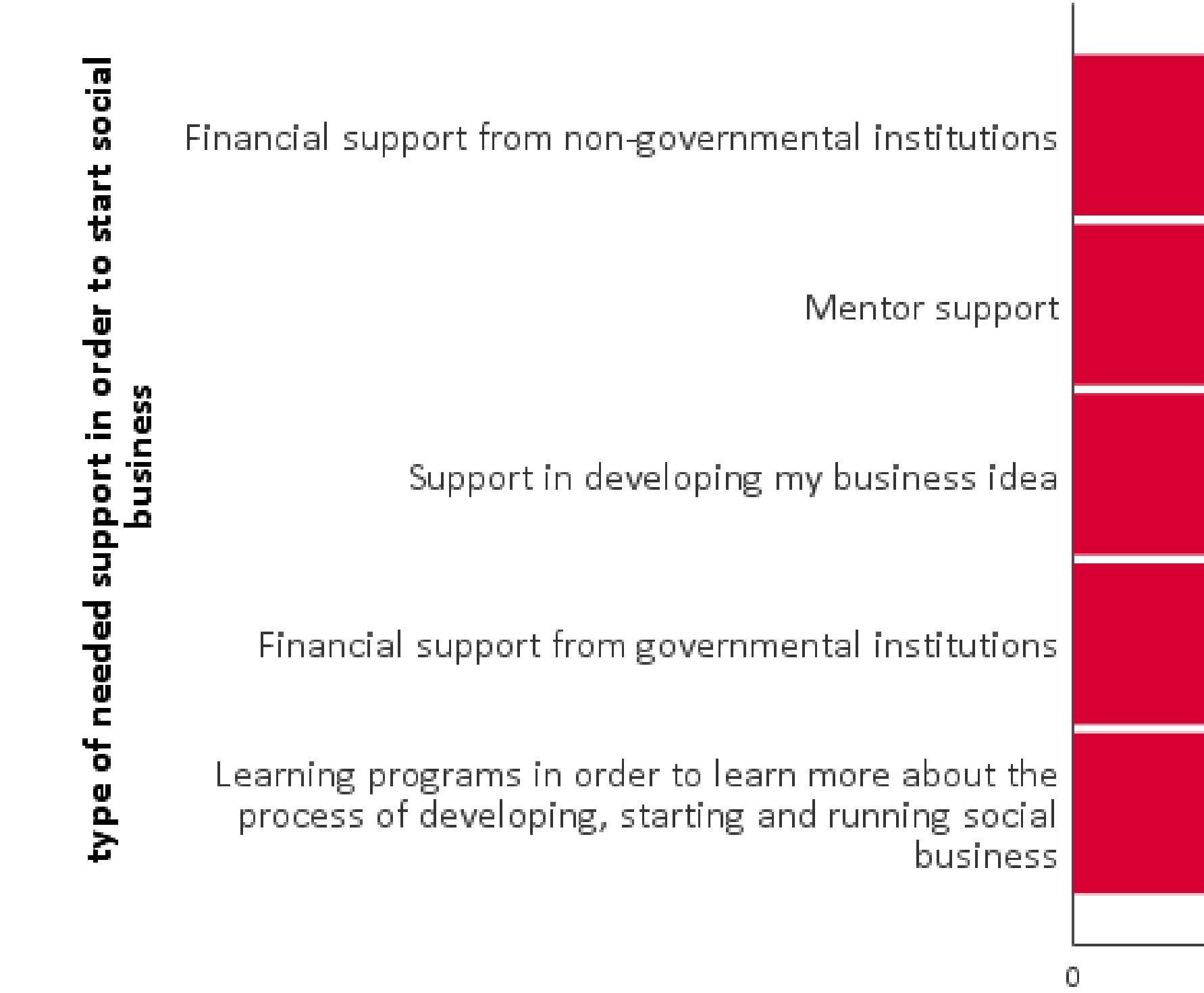
Preferred learning programmes

For us, it was important to identify preferred way of learning abou
preferred way of learning. More than half of respondents, or 58% of the
for them in which learning activities are combined in online and offline
or respondents said that only online or only offline learning activities
we can conclude that building hybrid models of learning probably
participants in learning and developing their social actions and business

*In a case that you would like to learn more about social entrepreneurship, d
consider as efficient:*

|		Frequency	
Valid	Onsite (offline) trainings with predefined learning plan and learning objectives	113	
	Online training courses that I can use whenever I want of have a time for learning	121	
	Combination of online training courses and offline (onsite)	320	

Interest in continuation of participations in program

We asked respondents are they still interested in continuation of lea

getting a chances to get some funds for implementation of project ideas

85% of respondents said they would like to use this opportunity, while l

Are you interested in continuation our E-stream project and getting the chan
funds for implementing project ideas in your community?

		Frequency	Percent	Valid Percent	
Valid	Yes	91	10,0	85,8	
	No	15	1,7	14,2	
	Total	106	11,7	100,0	
Missing		800	88,3		
Total		906	100,0		

Are you interested in continuation our E-stream project and getting the chances to get some funds for implementing project ideas in your community?
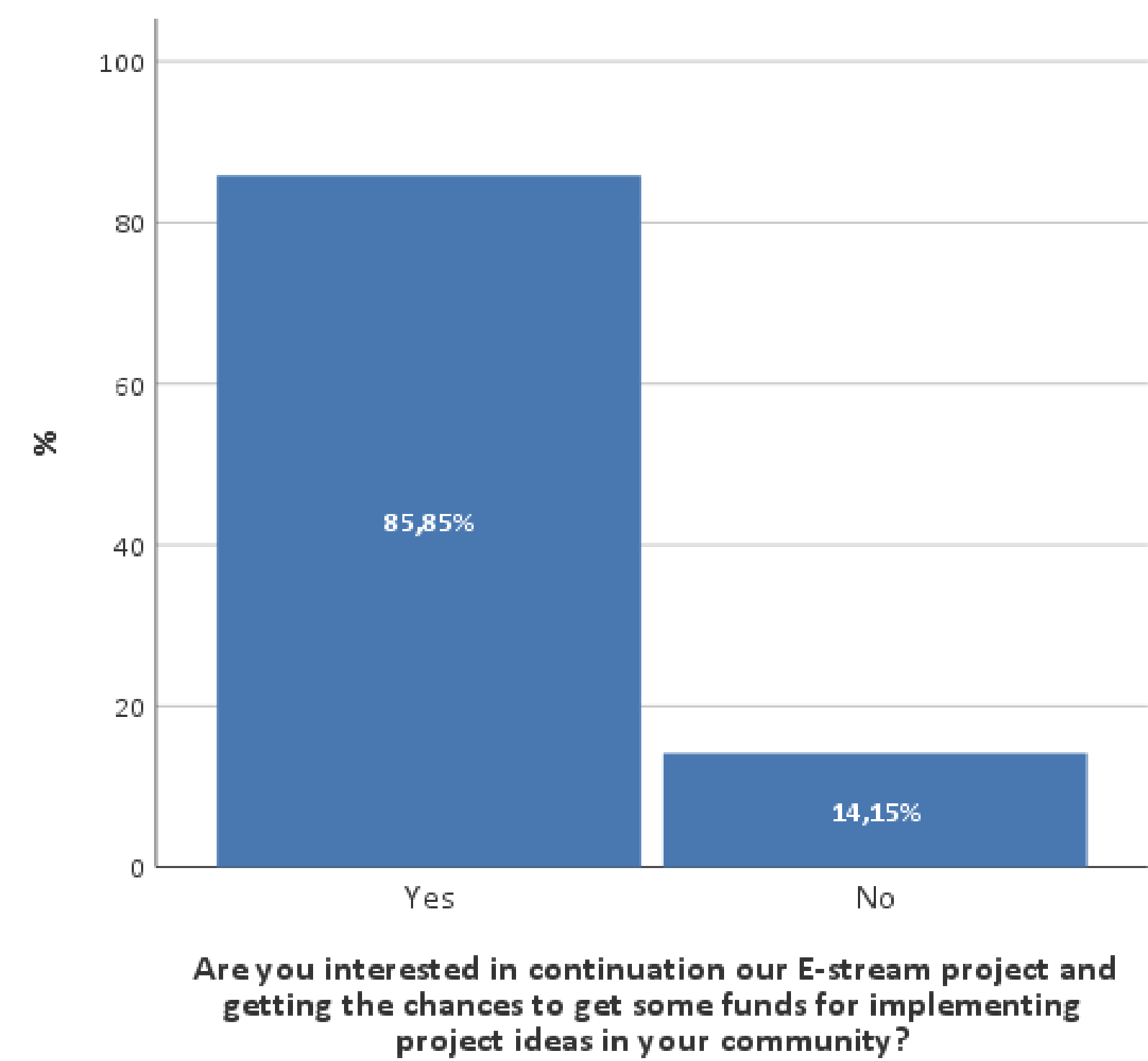
Those who are interested in E-stream programme activities were asked to express the level of their interest in several various topics or areas, us

topic.

How much you are interested in learning about the following topics.

	Not interested at all		Slightly inte
	n	%	n
Identify social problems in my community	34	4,6	75
Find out the touchpoints of international social problems	38	5,1	85
Make distinctions of social and personal problem	49	6,6	87
Finding economically sustainable solutions with social impact.	29	3,9	45
How to develop innovative idea for solving social problems	28	3,8	54
How to apply innovative solutions for social problems	29	3,9	54
Involving community for solving social problems	33	4,4	63
What is the difference between entrepreneurship and social entrepreneurship	40	5,4	106
What is the connection between social problems and social entrepreneurship	37	5,0	89
What are the key social entrepreneur skills and competencies and how to develop them	33	4,4	84
Find out my own entrepreneurships competencies	35	4,7	73
How to get funds for your community driven project	34	4,6	67
Developing idea for social business	36	4,8	74
Building up the team and leadership competencies.	38	5,1	64
Financial planning	31	4,2	57
Marketing, product promotions and building up a brand	42	5,6	66
Legislative and policy framework for starting up the social business	48	6,5	84

learning about following topics

Topic	Value	Value
Behaviour management: emotional intelligence, self-awareness,...	30,6	
Legislative and policy framework for starting up the social business	22,8	
Marketing, product promotions and building up a brand	26,5	
Financial planning	28,8	
Building up the team and leadership competencies.	25,4	
Developing idea for social business	23,4	
How to get funds for your community driven project	27,0	
Find out my own entrepreneurships competencies	28,4	
What are the key social entrepreneur skills and competencies and how to develop them	19,0	
What is the connection between social problems and social entrepreneurship	14,1	36,8
What is the difference between entrepreneurship and social entrepreneurship	11,4	34,6
Involving community for solving social problems	26,4	

Those ordinal five-point liker scales were converted into five-point inter
score or index of interest for each of the topic or area. The level of inte
higher scores than 3 represents the level of interest.

As we can see on the table and graph below, respondents express th
interested are found on the topics "How to develop innovative id
economically sustainable solutions with social impact" (M=3,81), then o
driven project" (M=3,74), "finding out my own entrepreneurship comp
lowest level of interest (but still interested in), we found on the topic
and social entrepreneurship" (M=3,32), "making distinctions of social ar

Descriptive Statistics

What is the difference between entrepreneurship and social entrepreneur
Make distinctions of social and personal problem
What is the connection between social problems and social entrepreneu
Find out the touchpoints of international social problems
Legislative and policy framework for starting up the social business
What are the key social entrepreneur skills and competencies and how
them
Identify social problems in my community
Developing idea for social business
Marketing, product promotions and building up a brand
Building up the team and leadership competencies.
Find out my own entrepreneurships competencies
How to get funds for your community driven project
Involving community for solving social problems
Behaviour management: emotional intelligence, self-awareness, self-reg
How to apply innovative solutions for social problems
Financial planning
Finding economically sustainable solutions with social impact.
How to develop innovative idea for solving social problems
Valid N (listwise)

What is the difference between entrepreneurship and social entrepreneurship

Make distinctions of social and personal problem

What is the connection between social problems and social entrepreneurship

Find out the touchpoints of international social problems

Legislative and policy framework for starting up the social business

What are the key social entrepreneur skills and competencies and how to develop them

Identify social problems in my community

Developing idea for social business

Marketing, product promotions and building up a brand

Building up the team and leadership competencies.

Find out my own entrepreneurships competencies

How to get funds for your community driven project

ed in learning about following topics

Also, we created one composite variable that express general interest in
from 1 to 5 where higher scores represent higher interest.
So, the average score of interests in topic is 3,64 with standard deviation
express the interest in learning more about the topics we offered in a qu

Descriptive Statistics

	N	Mean	Std. Deviation
Level of interest	746	3,6376	,82895
Valid N (listwise)	746		

Level of general interests in topics by country

When we disaggregate data by countries, we find out that the hig
Argentina and Spain while the lowest is in India, Greece and Nepal. T
interests in the topics between the countries (F(7)=6,51; p=0,00;p<0,01).
However, additional post-hoc multiple comparison test (Tukey HSD)
Romania, Argentina and Spain on one side, with India on another si
among each other.

Descriptives
Level of interest

	N	Mean	Std. Deviation	Std. Error	Lo
Argentina	93	3,8399	,65616	,06804	
France	32	3,6597	,66483	,11753	
Greece	54	3,5833	,83314	,11338	
India	174	3,3079	,99410	,07536	
Nepal	88	3,6130	,70567	,07522	
Romania	77	3,8622	,71701	,08171	
Spain	115	3,8048	,72784	,06787	
Vietnam	86	3,6578	,87206	,09404	
Total	719	3,6311	,83328	,03108	

ANOVA
Level of interest by country

	Sum of Squares	df	Mean Square	
Between Groups	30,055	7	4,294	6,
Within Groups	468,494	711	,659	
Total	498,549	718		

Descriptives

Level of interest

	N	Mean	Std. Deviation	Std. Error	95 (Lowe
male	320	3,4752	,88100	,04925	3,
female	409	3,7877	,71983	,03559	3,
Total	729	3,6505	,80906	,02997	3,

ANOVA

Level of interest by gender

	Sum of Squares	df	Mean Square	
Between Groups	17,533	1	17,533	27
Within Groups	459,000	727	,631	
Total	476,533	728		
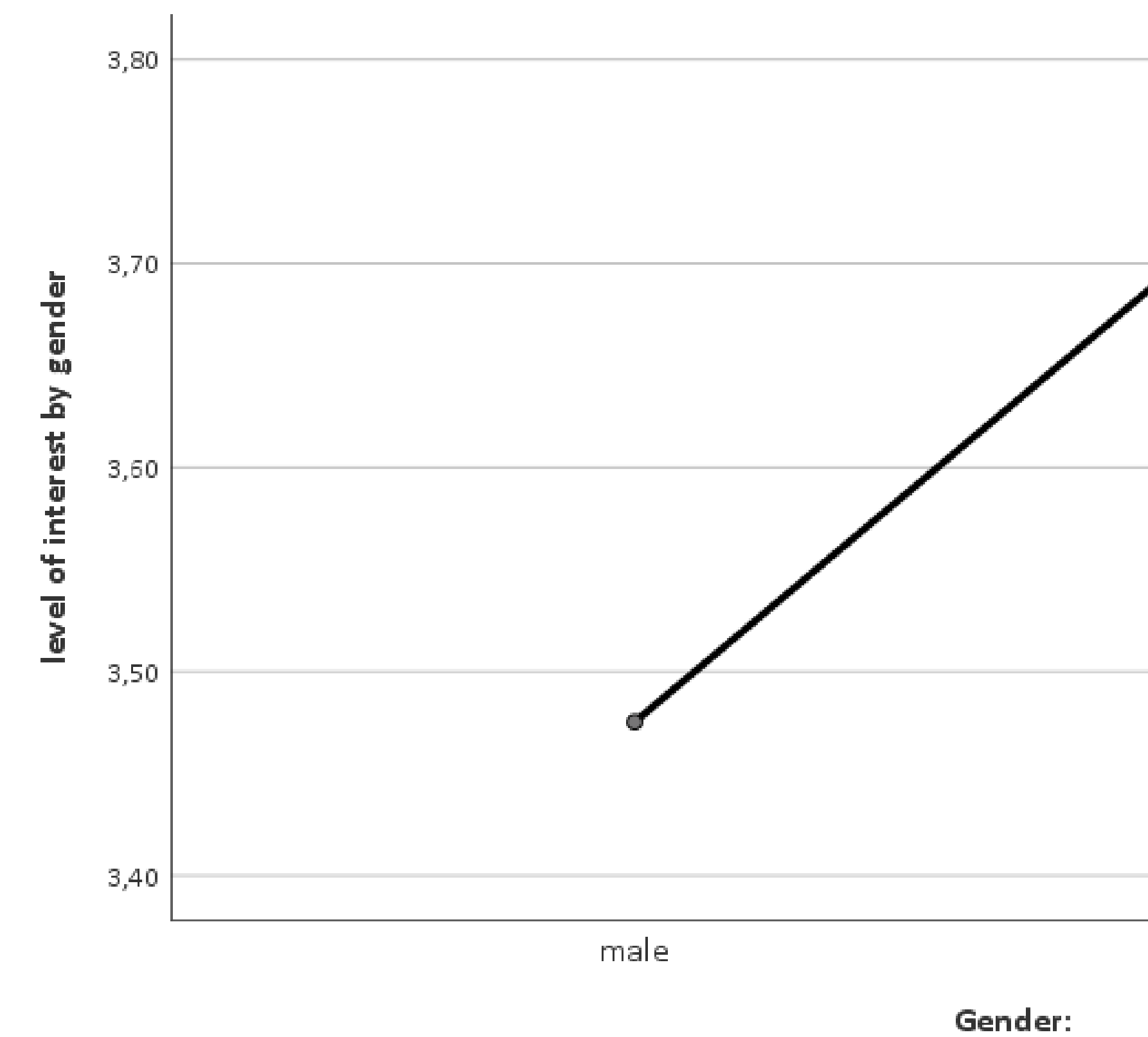
Level of general interests in topics by educational level

In addition, we found out that educational level is connected with the
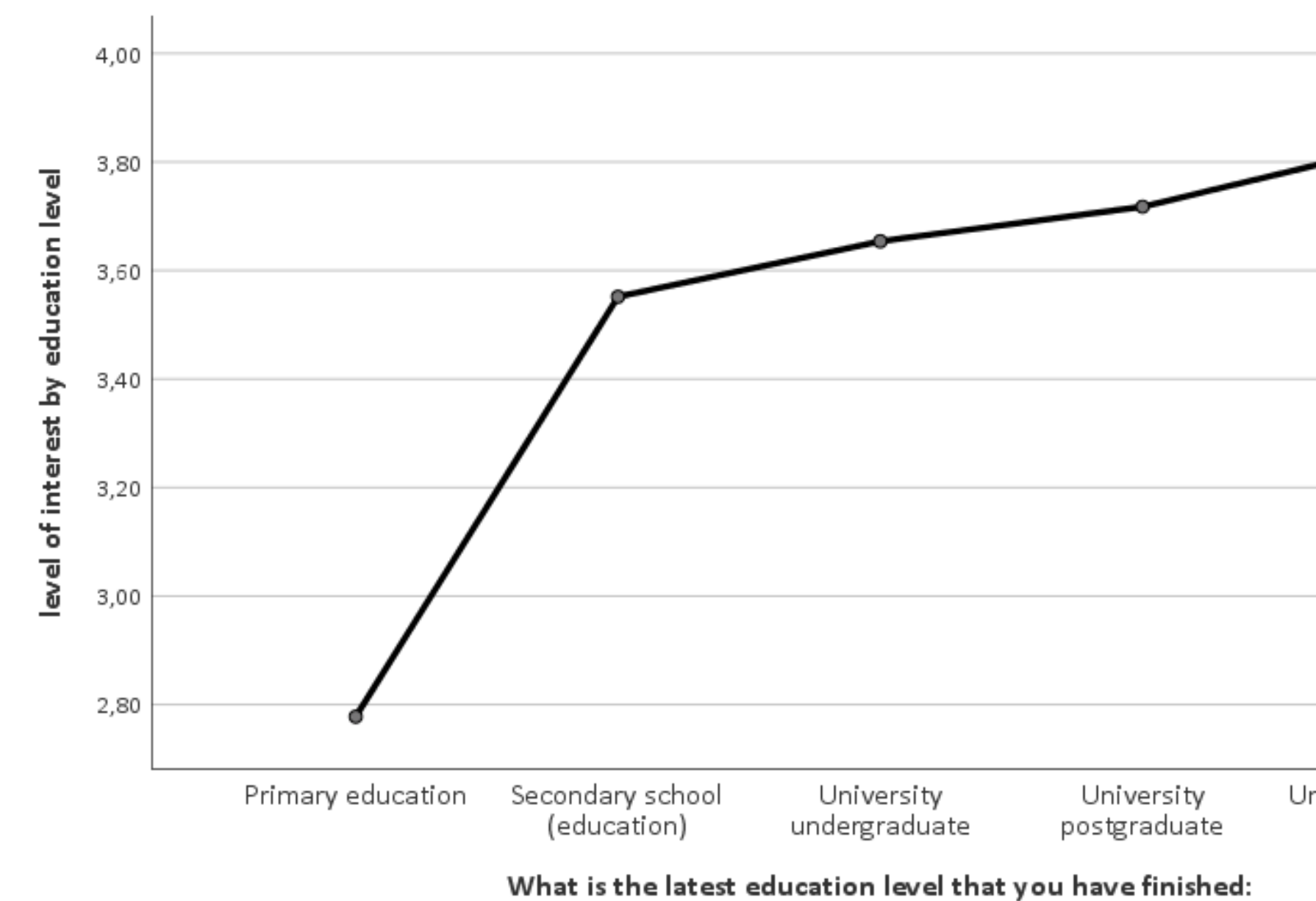
Correlation between the respondents' age and interest

We were also interested in finding possible correlation between res

conducted Pearson correlation test and we found other there is a v

p=0,000; p<0,001). According to this finding we can conclude that the c

topics is higher.

More detailed information about this correlation is shown in the table b

Correlations

		Age (in years)	Le in
Age (in years)	Pearson Correlation	1	,
	Sig. (2-tailed)		,
	N	906	
Level of interest	Pearson Correlation	,138**	
	Sig. (2-tailed)	,000	
	N	746	

**. Correlation is significant at the 0.01 level (2-tailed).

Impact of satisfaction on E-seed programme on the g

At the end of this research we wanted to find out does satisfacti

respondents' in their willingness to continue their learning path and on
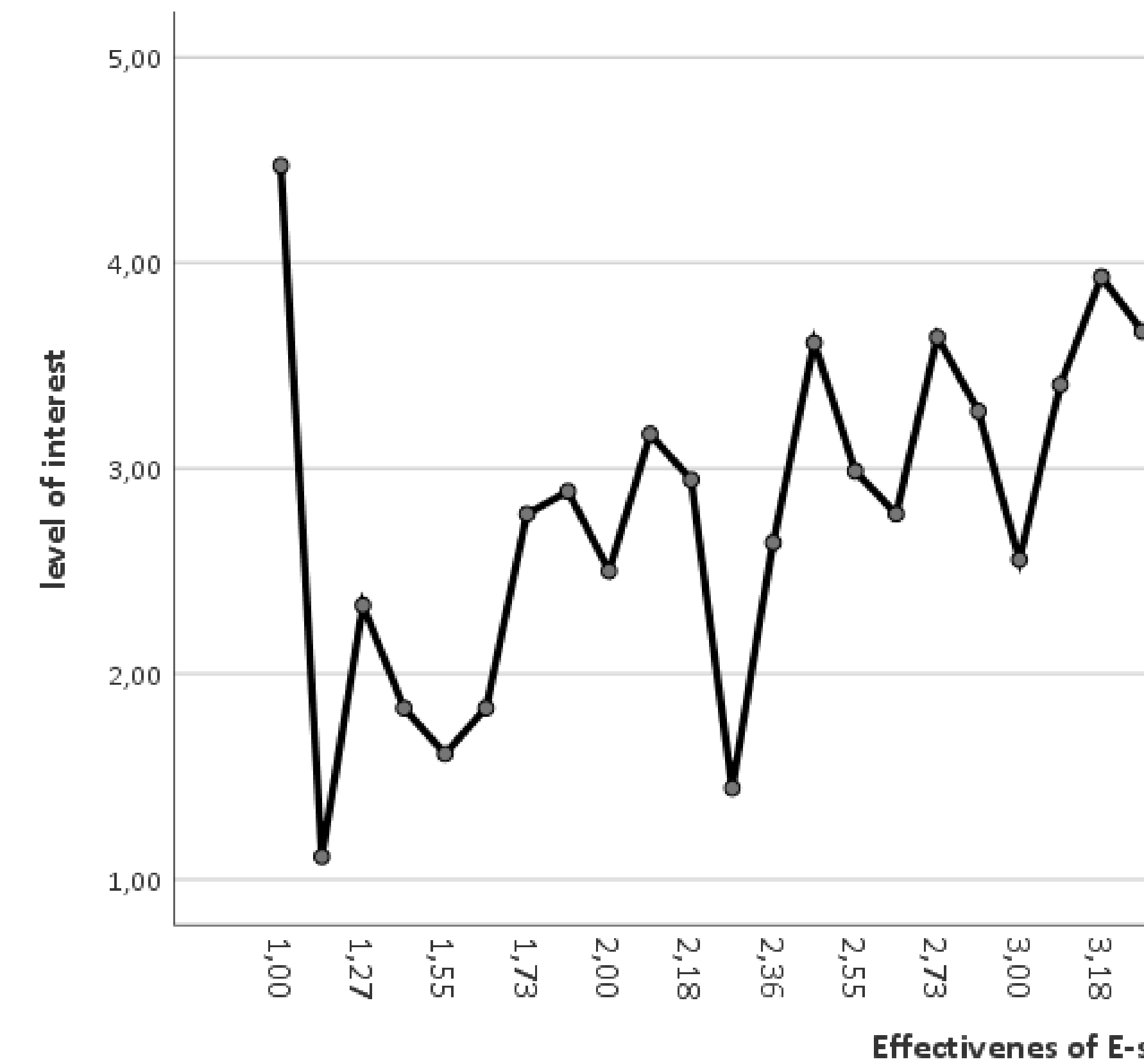
Also, we found out that this connection or correlation between those
r=+0,57,p=0,000;p<0,001

Correlations

		Level of interest	
Level of interest	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	746	
Effectiveness of E-seed	Pearson Correlation	,572**	
	Sig. (2-tailed)	,000	
	N	112	

**. Correlation is significant at the 0.01 level (2-tailed).

Conducted simple linear regression model showed that regression coe

means that variation of interests in topics can be explained by 32% of t

In a more simple way, we can say that the satisfaction of E-seed progr

this means that there are around 68% of other factors that also in

satisfaction of E-seed programme is strong factor and statistically signifi

Model Summary