



D2.1 Initial Territorial analysis of the social and economic challenges and pre-existing conditions

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Project summary

TEAMIT+ aims to help change the pedagogical model on entrepreneurship and innovation education. Until now, these fields have been focused on the "Individual Entrepreneur" and on innovation that is mainly evaluated on the market. With TEAMIT+ we want to show in the long term that to meet the objectives of sustainable development, entrepreneurship and innovation must not only be thought differently but also taught differently. Entrepreneurship must become an entrepreneurship that responds to the objectives of sustainable development, it must promote equality and defend cooperative values. Innovation must now be based not only on market potential but also on responses to environmental and climate issues. In this perspective, the creativity methods taught must consider the social and environmental benefits of innovation. To achieve this, the project will make a territorial diagnosis of European regions to identify societal and economic challenges and understand the situation of different territories. This information will be used to create a novel "Learning by creating" learning model that will be later implemented in the training program. TEAMIT+ includes two editions of the program which consist of three modules in which participants (young people from 16-30 years from VET and HE, jobseekers, and immigrants) will learn about climate change awareness and environmental issues, impact innovation and entrepreneurship. The consortium will also work on the replicability of the course and will create a replicability guideline to facilitate the replication by other educational centers. In the 2 editions of the course, more than 1.300 young people will benefit from it as well as other stakeholders like companies (>80). The main results of the project include the TEAMIT+ training program, replication guidelines, a white book, EU policy recommendations, commitment booklets, trained volunteers, business projects and an entrepreneur's network.

Delivery Executive Summary

This report includes the initial territorial diagnosis of the five regions in four within TEAMIT+ consortium countries – Nouvelle-Aquitaine (France), Central Finland (Finland), Western Macedonia (Greece), Basque Country and Navarre (Spain)– aimed at identifying societal and economic challenges and understand the situation of different territories. The primary goal is to streamline the information for subsequent Work Packages (WPs) and effectively utilize this data in the development of training programs, particularly in WP3 and WP4.

The strategy followed has been bringing together the inhouse knowledge of the consortium and delving into the existing research (academic papers, policy reports, European databases, etc.). Additionally, TEAMIT+ consortium carried out a survey, specifically created for this deliverable, which should be considered as complementary information to the broader findings in this report.

From this initial analysis it emanates that TEAMIT+ should incorporate in designing its training program the differences in wealth, youth unemployment rates, differential education systems, and innovation capabilities across the territories. Within the TEAMIT+ initiative, the diverse innovation profiles of participating territories may contribute to a dynamic training environment, fostering collaboration and innovation across different strengths.

The report also reveals regional disparities in priorities. Economic crises and employment challenges are significant concerns, shaping the strategies for each territory within TEAMIT+. Our multicultural

teampreneurship approach aligns with these findings, presenting a pathway to combat economic challenges and promote self-employment.

Climate Change appears as a primary concern in only one of the five regions, while the other territories prioritize pressing economic issues. The data underscores the urgent need for tailored climate action strategies within the TEAMIT+ project. The consortium strategy to integrate climate challenges into the core of the training program, reflecting our commitment to addressing climate change through innovative approaches, reveals itself as a true need.

While youth entrepreneurship is a focal point in policy discussions, the actual uptake of self-employment among young individuals in the European Union remains modest. Besides, youth self-employment remains as a predominantly male activity. The discernible gender gap in youth entrepreneurship underscores a critical area that TEAMIT+ should actively consider and address within its strategies and initiatives. Closing this gender disparity aligns with the project's commitment to fostering inclusive and diverse entrepreneurial ecosystems.

The assessment of cooperative values across TEAMIT+ territories reveal significant variations. Residents in Western Macedonia, Finland, and the Basque Country exhibit a notably stronger affinity for cooperative values, indicating a potential inclination towards embracing cooperative business models. This diversity in values presents an opportunity for targeted interventions and tailored support within the TEAMIT+ project to harness the cooperative potential within each territory.

This multifaceted analysis unveils insights into the diverse fabric of these territories, offering valuable perspectives for the future implementation TEAMIT+ project's innovative teampreneurship pedagogical methodology.

Introduction

This report is aimed at identifying the different societal and economic challenges in each of the territories involved in the consortium. The key objective is to be able to contribute to simplify the information to be used in the implementation of the training programs to be developed in WP3 and WP4 specially.

For this task, the methodology applied combines academic research and literature reviews with the empirical knowledge brought by the partners in the consortium which provide their ground know-how of the obstacles that they encounter in their day-to-day. Bringing together the experience of the policy actors and the labor market actors in the consortium, the researchers involved from higher education institutions scrutinize the different societal and economic challenges in each of the territories. There are crucial differences in the societal and economic challenges identified in the different territories which will require impactful innovations.

Then, an analysis about the entrepreneurial attitudes in the different regions involved and the pre-existing connections between vocational training and higher education is established following a similar strategy of bringing together the inhouse knowledge of the consortium and delving into the existing research. Additionally, TEAMIT+ consortium carried out a survey specifically created for this deliverable complementing the research.

Impact innovation companies can take multiple shapes. Innovative and impactful businesses require new forms of organizations that may not fit within the existing normative. In TEAMIT+ we reunite tested strategies of teampreneurship to create impact innovations with the form of business that we believe is the most appropriate to develop these person-centred corporations of which the cooperatives, among the social enterprises, are the best example of corporate social responsibility, including aspects of equity, inclusion, and solidarity (mostly absent from other business structures). Although the research about the institutional difficulties for the creation of multinational, intercultural and virtual cooperatives which are likely to emanate from the project will be dealt with in Deliverable 2.2, this report already includes an initial analysis of such challenges associated with intercultural teams and cross border workers.

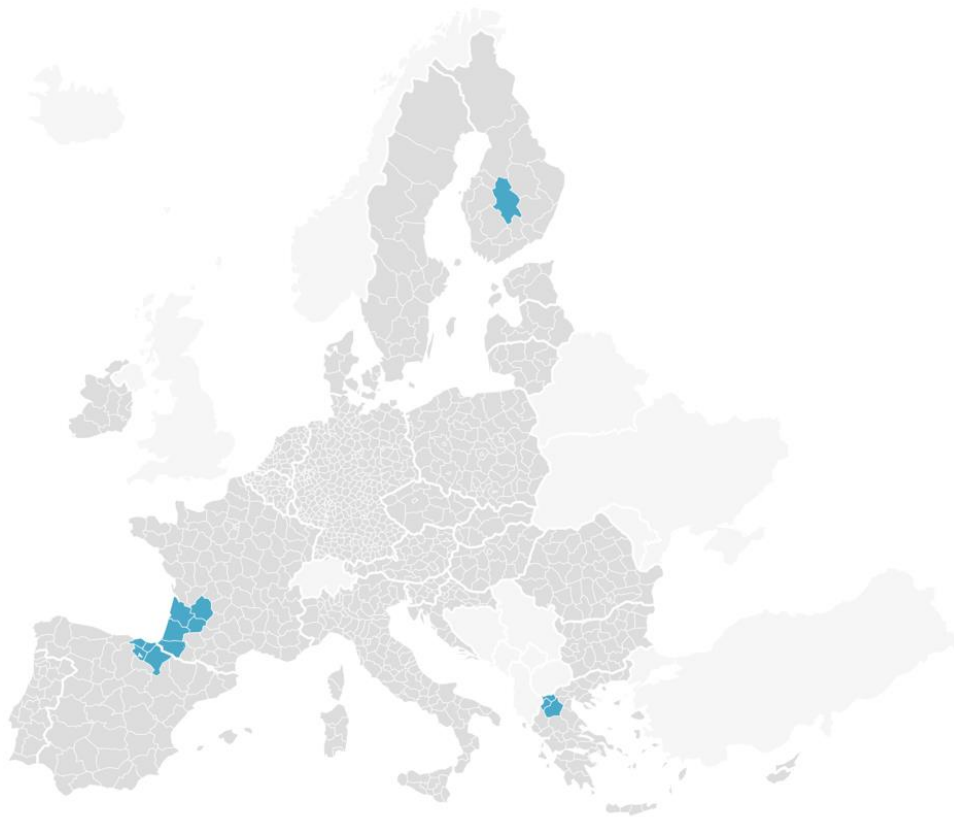
Finally, the first few months of the project have served us to identify other initial challenges relative to the differences across the territories, which TEAMIT+ will need to consider for its successful implementation.

Differential challenges

The 5 territories

TEAMIT+ boasts partnerships in four countries—Finland, France, Greece, and Spain—spanning across five distinctive territories: Aquitaine, Basque Country, Central Finland, Navarre, and Western Macedonia. The analytical approach adopted for our study prioritizes regional analysis over national perspectives whenever the available data permits.

Figure1. TEAMIT+ territories map



To maintain consistency and precision, we employ the European Nomenclature of Territorial Units for Statistics (NUTS) as our primary unit of analysis. In most cases, NUTS2 is the designated level, with a notable exception for Central Finland, where NUTS3 is utilized whenever data availability permits, as illustrated in Table 1. This is an important distinction since Central Finland is a province of 274,000 inhabitants, while Western Finland is a county of 1,9 million inhabitants.

Table 1. The territories in TEAMIT+ (EU code classification)			
Denomination	NUTS2	Denomination	NUTS3
Aquitaine	FRI1	Dordogne	FRI12
		Gironde	FRI11
		Landes	FRI13
		Lot-et-Garonne	FRI14
		Pyrénées-Atlantiques	FRI15
Basque Country	ES21	Álava	ES211
		Guipúzcoa	ES212
		Vizcaya	ES213
Navarre	ES22	Com. F. de Navarra	ES220
Western Finland	FI19	Central Finland	FI193
		Southern Ostrobothnia	FI194
		Ostrobothnia	FI195
		Satakunta	FI196
		Pirkanmaa	FI197
Western Macedonia	EL53	Grevena, Kozani	EL531
		Kastoria	EL532
		Florina	EL533

Economic structure

The economic landscapes of Aquitaine, Basque Country, Navarra, Central Finland, and Western Macedonia showcase the rich diversity found within European regions. Each territory boasts a unique blend of industries, strengths, and challenges, contributing to the overall economic mosaic of the continent. Table 1 offers some key economic indicators for the year 2020, while the issuing paragraphs highlights the most important economic characteristics of each region.

Region	GDP per capita (2020 PPP)	Share of manufacturing (%)	Population (000)	Unemployment (%)	Innovation (Patent PCT applications per million inhabitants)
Aquitaine	\$33,136	11.14	6,058	8.7	62
Basque Country	\$43,433	19.93	2,185	9.2	55
Navarre	\$41,841	25.26	657	8.3	62
Central Finland	\$36,655	17.41	274	6.6	203
Western Macedonia	\$20,937	na	262	25	14

Sources: OECD regional statistics, <https://regions-cities-atlas.oecd.org/TL2/>

Aquitaine (France):

Aquitaine, now part of Nouvelle-Aquitaine, stands as one of France's economically vibrant regions. Renowned for its diverse economic base, the region thrives on industries such as aerospace, agriculture, and tourism. Bordeaux, a major economic hub, contributes significantly to the wine industry and serves as a cultural center.

Basque Country (Spain):

The Basque Country, a powerhouse in the Spanish economy, boasts a robust industrial sector, including advanced manufacturing and technology. Bilbao's transformation into a modern metropolis symbolizes the region's economic dynamism. The Basque Country's commitment to innovation and a skilled workforce contributes to its economic resilience. It is also home to the strong cooperative movement of Mondragon. In terms of income per capita is the wealthier of the 5 regions in TEAMIT+.

Navarra (Spain):

Navarra, known for its balanced economic structure, features strong sectors in agriculture, industry, and services. The region is home to some of the largest wind industry companies in Europe (Siemens-Gamesa, Acciona Energía) and of the automotive industries. Navarra's strategic location and diversified economy foster economic stability.

Central Finland:

Central Finland, characterized by its picturesque landscapes and vibrant cities like Jyväskylä, exhibits a mixed economic profile. While traditional industries like forestry and paper remain important, the region is embracing innovation and technology, with a focus on education and research. Central Finland's economic landscape reflects a blend of tradition and modernization. With the middle income of the five territories, it enjoys the lowest unemployment rate of them and the largest innovation level by far.

Western Macedonia (Greece):

Western Macedonia, situated in northern Greece, faces unique economic challenges. Historically reliant on the lignite mining industry (about a third of its economy), the region is transitioning towards a more sustainable economic model. Efforts to diversify into renewable energy, agriculture, and tourism aim to reshape the economic outlook, promoting long-term sustainability. It has the lower income per capita of the 5 territories in TEAMIT+ and the highest unemployment rate.

This quick comparative overview offers insights into the distinct economic profiles that TEAMIT+ should incorporate in designing its training program, in particular, the differences in wealth, unemployment, and innovation activity across the territories. The latter is further explored in the following section.

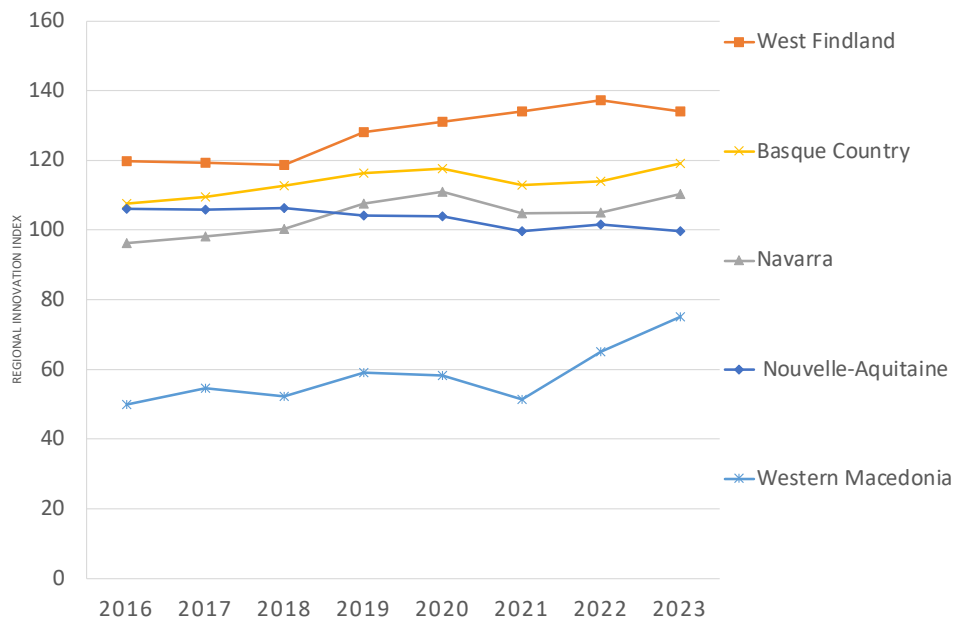
Regional innovation

Since impact innovation is a core aim of TEAMIT+ training program, we must reflect on the departing situation of innovation in the different territories. The regional innovation scoreboard (RIS) is a regional extension of the European innovation scoreboard (EIS), assessing the innovation performance of European regions on a limited number of indicators. The RIS 2023 provides a comparative assessment of the performance of innovation systems across 239 regions of 22 EU countries. Europe's regions are classified into four innovation performance group according to their Regional Innovation Index: Innovation Leaders (36 regions), Strong Innovators (70 regions), Moderate Innovators (69 regions), and Emerging Innovators (64 regions).¹

The five territories involved in TEAMIT+ respond to different profiles: Western Finland is a regional innovation leader, the Basque Country, Navarra and Nouvelle-Aquitaine come as strong innovators, while Western Macedonia is an emerging innovator region. Yet, the strengths of the different regions are distinctive.

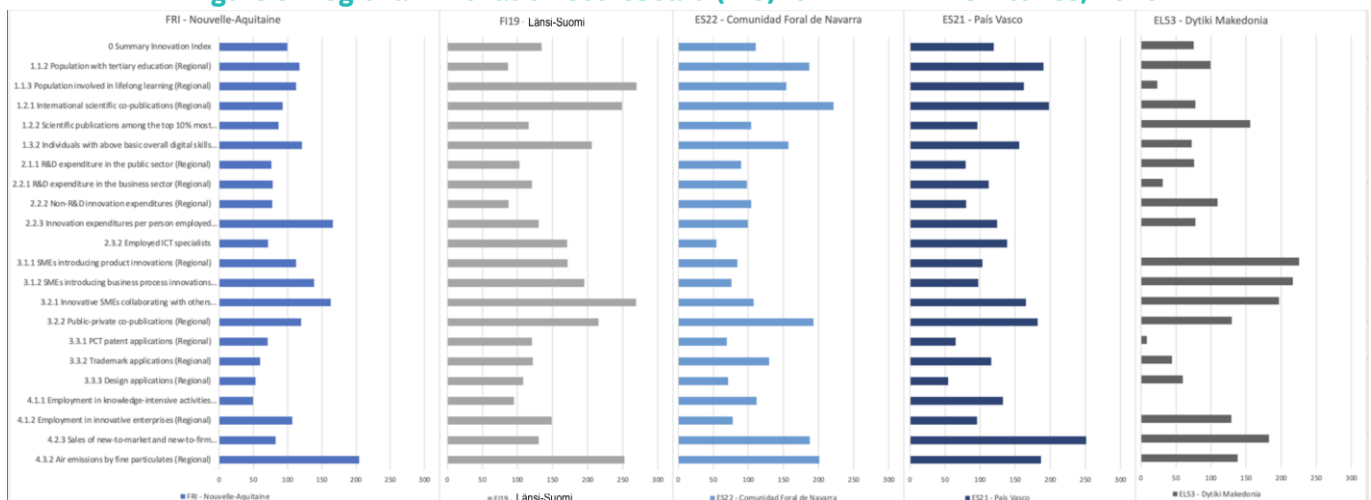
¹ European Commission, Directorate-General for Research and Innovation, Hollanders, H., Es-Sadki, N., *Regional Innovation Scoreboard 2023*, Publications Office of the European Union, 2023, <https://data.europa.eu/doi/10.2777/70412>

Figure 2. Regional innovation index of TEAMIT+ territories (2016-2023)



Source: own elaboration from RIS (2023). Data available at country/region profile over time: <https://projects.research-and-innovation.ec.europa.eu/en/statistics/performance-indicators/european-innovation-scoreboard/eis>

Figure 3. Regional Innovation Scoreboard (RIS) for TEAMIT+ Territories, 2023



Source: own elaboration from RIS (2023). Data available at: <https://projects.research-and-innovation.ec.europa.eu/en/statistics/performance-indicators/european-innovation-scoreboard/eis>

Western Finland stands out with an impressive innovation capacity, particularly excelling in key indicators. The region boasts a highly engaged population involved in lifelong learning, emphasizing a commitment to continuous skill development. Small and Medium Enterprises (SMEs) in Western Finland are notable for their collaborative efforts, contributing to a thriving innovation ecosystem. Moreover, the region takes the lead in international scientific co-publications, showcasing a robust commitment to global research collaboration. Additionally, Western Finland demonstrates a digitally proficient population with above-basic overall digital skills.

The Basque Country, securing its position as the second most innovative region of our five territories, showcases a well-rounded innovation profile. The region excels in the commercialization of innovations, leading in the sales of new-to-market and new-to-firm innovations. Simultaneously, the Basque Country maintains a robust presence in international scientific co-publications, reflecting its commitment to fostering global research collaborations.

Navarra emerges as a balanced and highly innovative territory, consistently scoring above 100 in various indicators. Notably, the region excels in scientific endeavors, particularly in international scientific co-publications. Navarra takes pride in having the highest percentage of the population with tertiary education, underlining its commitment to a knowledge-driven economy.

Nouvelle-Aquitaine distinguishes itself with the largest innovation expenditures per person employed, reflecting a substantial commitment to invest in innovation initiatives. The region's emphasis on financial resources allocated to innovation activities positions it as a significant contributor to the innovation landscape.

Finally, Western Macedonia distinguishes itself as an emerging innovator region, showcasing a significant lead in two crucial indicators. SMEs in Western Macedonia are notably active in introducing both business process innovations and product innovations, signaling the region's growing influence in driving innovative practices within its business landscape.

In the context of TEAMIT+, the distinct innovation profiles of Western Finland, the Basque Country, Navarra, Nouvelle-Aquitaine, and Western Macedonia converge to create a dynamic and diverse landscape. The complementary strengths of these regions are poised to enrich the training program, fostering a cross-pollination of ideas and approaches. Western Finland's prowess in lifelong learning, collaborative SMEs, and global research collaborations can inspire a culture of continuous innovation. The Basque Country's excellence in commercializing innovations brings a practical dimension to entrepreneurial endeavors, aligning with the project's emphasis on market-driven impact. Navarra's balanced and knowledge-driven innovation ecosystem, with a focus on education, can contribute valuable insights into sustainable entrepreneurial practices. Nouvelle-Aquitaine's significant investment in innovation activities enhances the region's role as a key player in fostering innovative initiatives. Meanwhile, Western Macedonia's emerging innovation status offers a fresh perspective on introducing and integrating innovations within SMEs. The synergy of these regional strengths promises a comprehensive learning experience, shaping TEAMIT+ participants into future entrepreneurs committed to sustainable development, equality, and cooperative values.

In that sense, TEAMIT+ aspires to align itself with the European Commission definition of social innovation: Social innovations are new ideas that meet social needs, create social relationships and form new collaborations. These innovations can be products, services or models addressing unmet needs more effectively. Social innovations are innovations that are social in both their ends and their means. They are innovations that are not only good for society but also enhance individuals' capacity to act.²

² European Innovation Council (2021), *European Social Innovators' Insight Report – Spotlighting Europe's Ecosystems For Social Innovation*, available at <https://challenges.org/wp-content/uploads/2022/02/EUSIC-%E2%80%93Insight-Report-2021.pdf>

Jobs and youth

Examining the current state of youth employment and educational engagement in the TEAMIT+ territories offer a nuanced perspective on the challenges and opportunities faced by young individuals entering the workforce. Understanding the youth unemployment rates and the prevalence of those not in employment, education, or training (NEET) provides a foundation for tailoring initiatives within the TEAMIT+ project. The following analysis delves into the specific data for each region, shedding light on the distinctive contexts that will influence the development of targeted strategies to enhance youth employability and education participation in these diverse European territories.

Table 3. Jobs and youth of TEAMIT+ territories		
Region	Youth unemployment rate (%,2021)	Share of young people neither in employment nor in education and training (NEET) (%, people aged 15–29, 2022)
Aquitaine	12.1	11.9
Basque Country	21.7	8.8
Navarre	20.7	11.6
Western Finland	13.9	9.1
Western Macedonia	42.3	19.8

Sources: Eurostat unemployment aged 15-29 over labor force aged 15-29.

The data in Table 3 on youth employment and education engagement in the TEAMIT+ territories reveal significant variations among the regions. Aquitaine in France demonstrates a relatively lower youth unemployment rate at 12.1%, coupled with a moderate NEET rate of 11.9%, indicating a comparatively stable economic environment for the younger population. It is worth remembering that EU has a policy target in for NEET, namely, to reach a share of less than 9 per cent by 2030. In contrast, the Basque Country in Spain grapples with a higher youth unemployment rate at 21.7%, though its NEET rate is lower at 8.8%, suggesting potential challenges in transitioning from education to employment. Navarre, another Spanish region, reports a youth unemployment rate of 20.7% and a NEET rate of 11.6%. Central Finland exhibits a favorable scenario with an 18.6% youth unemployment rate and a NEET rate of 9.1%, highlighting a relatively well-integrated youth workforce. Finally, Western Macedonia in Greece faces substantial challenges, marked by a remarkably high youth unemployment rate of 42.3% and a NEET rate of 12.1%, underscoring the need for targeted interventions to address youth employment issues in the region.

In our survey, we asked “Which are the issues that worry you the most regarding the future of your region?”. The replies shows that economic crisis and lack of suitable employment appear as the top priorities for respondents from Western Macedonia, Navarra and the Basque Country. In Nouvelle-Aquitaine and Central Finland, economic crisis also made it to the top three priorities. This information provides valuable insights for the TEAMIT+ project in tailoring its strategies to the specific economic contexts of each territory. Our approach to multicultural teampreneurship shall become a path towards

the self-employment to fight against the perceived status of economic crisis. Besides, the climate crisis is also a risk to the economic crisis and vice versa and so TEAMIT+ offers a solution to both.

Climate change indicators

The climate change indicators across the TEAMIT+ territories provide a compelling narrative of the diverse environmental challenges faced by each region. From greenhouse gas emissions to days of intense heat stress and susceptibility to river flooding, the data underscores the urgent need for tailored climate action strategies within the TEAMIT+ project. The following analysis delves into the distinctive climates of Aquitaine in France, the Basque Country and Navarre in Spain, Central Finland, and Western Macedonia in Greece. These indicators not only reflect the differential impacts of climate change but also highlight unique vulnerabilities and contradictions that demand specific attention in the development of targeted initiatives.

Region	Greenhouse gas emissions per capita (tons of co2 equivalent)	Days of strong heat stress (UTCI > 32 °C) 1981 vs 2021	Area exposed to river flooding (%)
Aquitaine	6.9	14 vs 23	6.9
Basque Country	7.3	10 vs 12	4.8
Navarre	7.6	21 vs 28	10.38
Central Finland	9.8	0 vs 4	3.5
Western Macedonia	74.5	20 vs 64	1.5

Sources: OECD regional statistics, <https://regions-cities-atlas.oecd.org/TL2/>

The climate change indicators across the TEAMIT+ territories paint a vivid picture of the distinct environmental challenges faced by each region. Aquitaine in France displays a moderate greenhouse gas emissions per capita of 6.9 tons, experiencing a noteworthy increase in days of intense heat stress from 14 to 23 in the last forty years. The region's stable 6.9% exposure to river flooding suggests a manageable vulnerability. In the Basque Country, Spain, a comparable emissions rate of 7.3 tons coincides with a modest rise in heat stress days from 10 to 12, while the 4.8% area exposed to river flooding indicates a relatively lower susceptibility. Navarre, with a slightly higher emissions rate of 7.6 tons, witnesses a significant increase in heat stress days from 21 to 28, correlating with a higher vulnerability reflected in the 10.38% area exposed to river flooding. Central Finland, despite a higher emissions rate of 9.8 tons, reports minimal heat stress days (0 to 4) and a low 3.5% area exposed to river flooding, presenting a distinct climate impact profile compared to other territories. In stark contrast, Western Macedonia in Greece stands out with a significantly elevated emissions rate of 74.5 tons and a substantial surge in heat stress days from 20 to 64. Notably, the region's heavy reliance on lignite mining introduces a unique contradiction, where the largest emitter is likely to be the most affected by climate change, underscoring a critical consideration for TEAMIT+ training modules.

Our survey results indicate that Climate Change is considered a top priority only for residents in Nouvelle-Aquitaine. In the remaining four territories climate change seems to be relegated by more pressing

economic issues (economic crisis and the lack of suitable employment). This indicates TEAMIT+ is in the right path creating a training program which places the challenges of climate change at the center of the innovation strategy.

Figure 4. Ranking of worries in TEAMIT+ territories

Ranking worries

Teamit+ survey

Combined Separate

■ Nouvelle-Aquitaine (France) ■ Basque Country (Spain) ■ Navarra (Spain) ■ Central Finland ■ Western Macedonia (Greece)

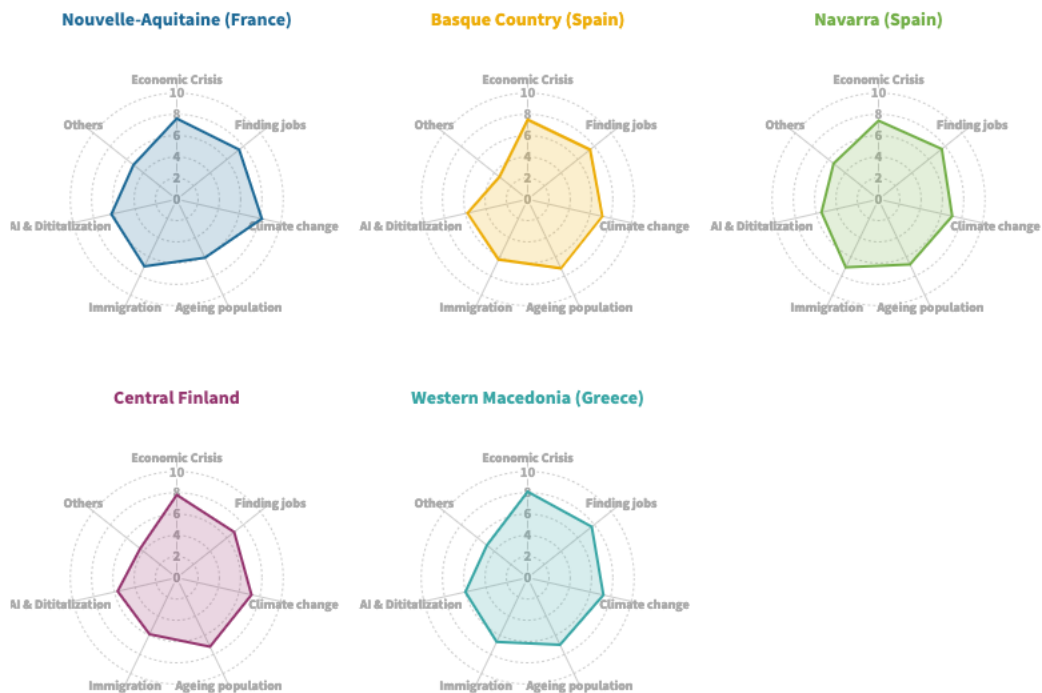


Ranking worries

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Note: mean values of priorities by territory (top priority taking a value of 10).

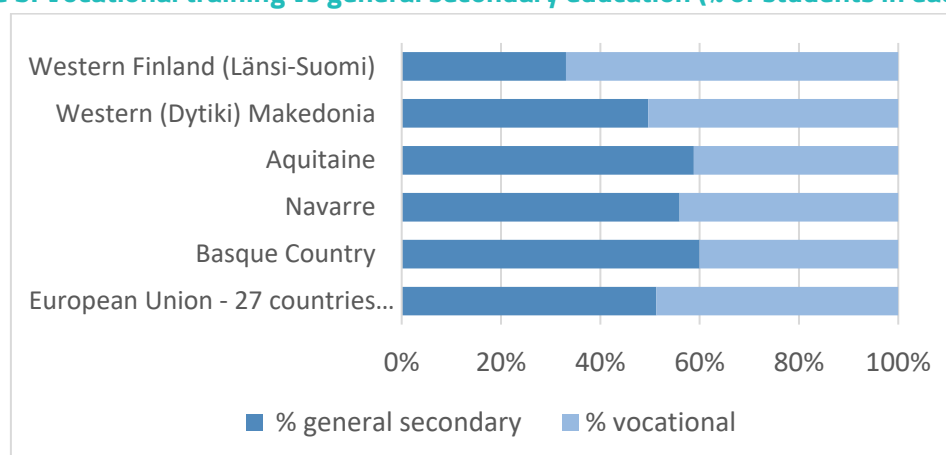
Source: TEAMIT+ territorial analysis survey (see Annex 1)

Education systems

The post-secondary education landscapes of Spain, France, Finland, and Greece reflect both common European frameworks and unique national approaches. In Spain, the system is marked by a dual higher education structure, with universities offering a broad range of academic programs and specialized institutions focusing on vocational training with very little connection between both. France boasts a diverse higher education sector, renowned for its grandes écoles and comprehensive university system. Greece, while aligning with the Bologna process showcases a blend of university and technological education institutions.

Finland stands out for its egalitarian approach, emphasizing research-oriented universities and polytechnics offering practical education. A distinct feature of the Finnish system is the fluid transition between vocational training and university education (including the existence of Universities of Applied Sciences). It is common for individuals with a vocational background to later pursue university studies, showcasing the permeability between these educational trajectories. Additionally, opting for military service is a prevalent choice following the completion of Vocational Education and Training (VET) or general high school. This flexibility supports a comprehensive and adaptable approach to education, allowing students to explore different paths and tailor their learning journey. This exceptional feature may explain why most Finnish students opt for vocational training rather than general high school, a trend contrary to the rest of Europe as shown in the Figure 5.

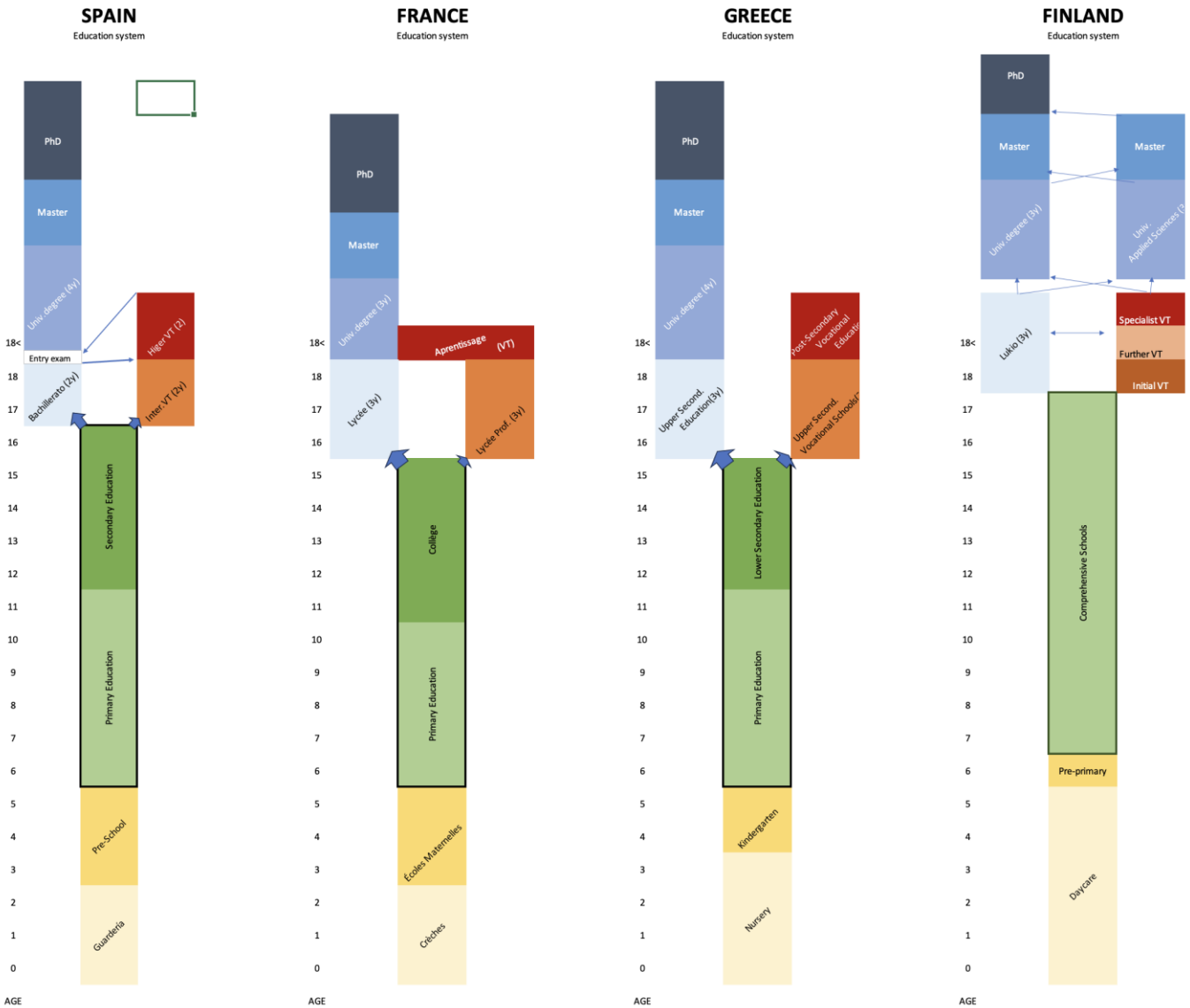
Figure 5. Vocational training vs general secondary education (% of students in each level)



Source: Eurostat, own elaboration from indicator [educ_uoe_enrs06].

These nations exhibit variations in program durations, vocational emphasis, and the role of apprenticeships. Understanding these distinctions is vital for TEAMIT+ at the time of defining its objective population for the training modules to be developed in WP3 and WP4 as students from Spain, France and Greece may have similar ages, experiences, and educational background -being either university students or vocational training students- while the Finnish students may be older and having obtained a blend of vocational training and higher education over the years.

Figure 6. Schematic comparative education systems of TEAMIT+ territories

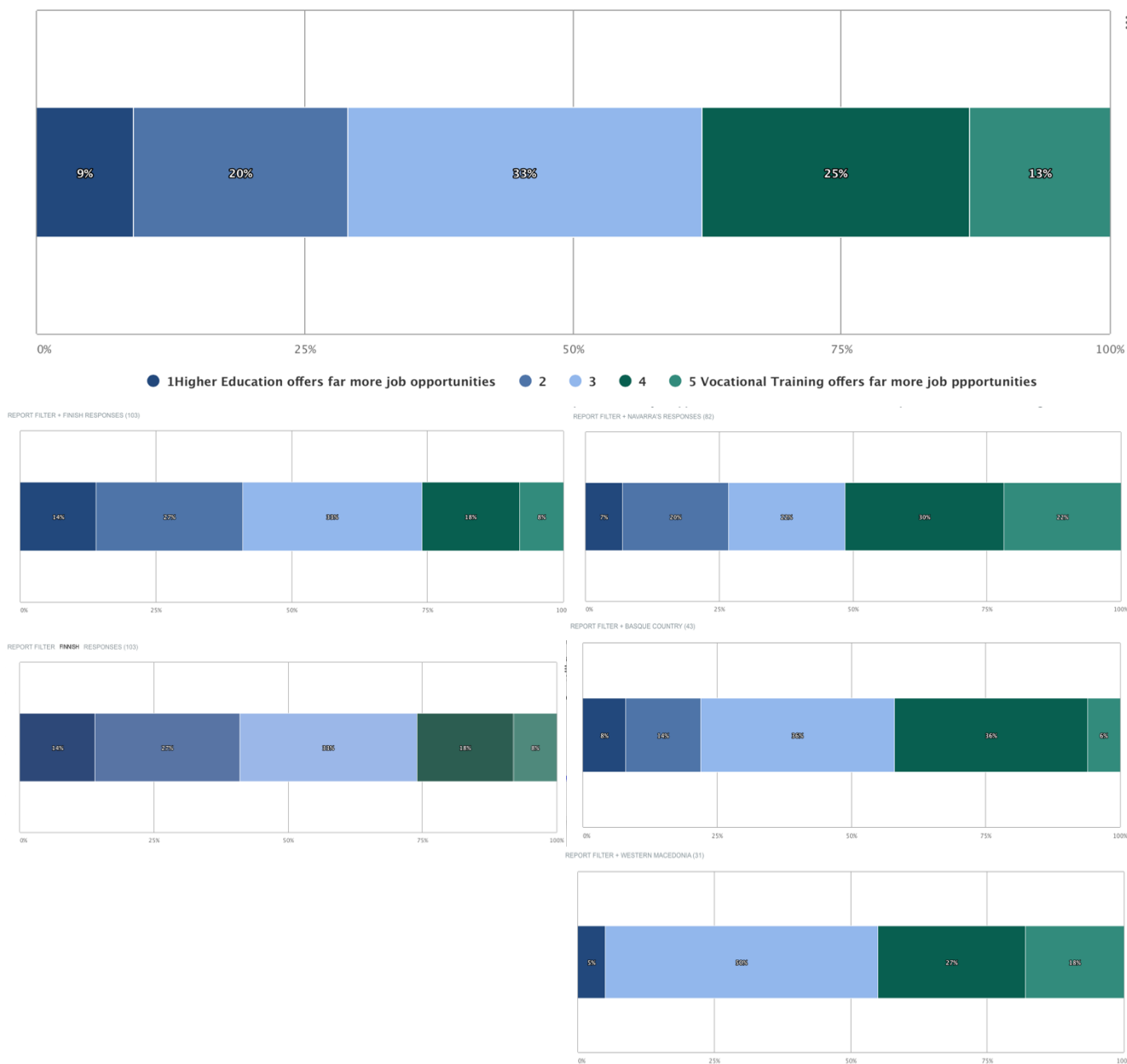


Our survey results indicate that the perception of Higher Education and Vocational Training varies across our five territories. We asked “to what extent do you believe that higher education (universities and universities of applied sciences) provides more job opportunities and career advancement compared to vocational training?”. The results shown in Figure 7.

Figure 7. Which education path provides more job opportunities? Survey results

To what extent do you believe that higher education (universities and universities of applied sciences) provides more job opportunities and career advancement compared to vocational training?

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Source: TEAMIT+ territorial analysis survey (see Annex 1)

Most respondents expressed a belief that vocational training provides more job opportunities compared to higher education, while approximately one-third of survey participants felt that both avenues offer equal opportunities. Notably, respondents from Finland and France were the only ones who predominantly believed that higher education presented more job opportunities.

Other education characteristics are relevant for TEAMIT+. Regarding gender, it is worth noticing that, according to Eurostat, there exists a marked gender bias in the VET students in Aquitaine, Basque Country, Navarre and Western Macedonia, where almost 60 per cent of the students are male (a bias that does not exist in the Finnish data). On the contrary, among the students who pursue general secondary education (later leading to university degrees), women make the majority in all territories. When recruiting

for TEAMIT+ program, these gender biases should be considered. The program will strive to level or swing the bias the other way through its strategic recruitment/diversity plan.

In Aquitaine, France, 49.8% of individuals aged 25–34 have attained tertiary education, showcasing a solid foundation for higher learning. Additionally, an impressive 91.8% of those aged 20–24 possess at least an upper secondary education qualification, contributing to a highly educated youth cohort. The relatively low early leavers from education and training at 6.0% in the 18-24 age group further underscores the region's commitment to educational persistence. The Basque Country in Spain exhibits even higher levels of educational achievement, with 65.3% of individuals aged 25–34 attaining tertiary education and 90.6% obtaining an upper secondary education qualification by the age of 24 (see Table 5).

The 5.6% early leavers rate indicates a commendable educational retention effort. Similarly, Navarre, Spain, reports strong educational indicators, with 57.7% achieving tertiary education and 88.1% securing an upper secondary education qualification by the age of 24. The 5.7% early leavers rate reflects a proactive approach to minimizing premature exits from education and training. In Western Macedonia, Greece, 45.3% have tertiary education, and an impressive 93.8% have an upper secondary education qualification by the age of 24. The 7.2% early leavers rate, while slightly higher, still reflects a concerted effort to minimize premature exits. In Central Finland, the figures show a different pattern, with only 37.9% of individuals aged 25–34 attaining tertiary education and 89.2% obtaining an upper secondary education qualification by the age of 24. However, the higher early leavers rate of 8.2% suggests challenges in retaining students in the educational system.

Table 5. Education attainment indicators TEAMIT+ territories

Region	Tertiary educational attainment, 2022 (% of people aged 25–34)s	People with at least an upper secondary education qualification, 2022 (% of people aged 20–24)	Early leavers from education and training among people aged 18-24 years, 2022 (%)
Aquitaine	49.8	91.8	6.0
Basque Country	65.3	90.6	5.6
Navarre	57.7	88.1	5.7
Western Finland	37.9	89.2	8.2
Western Macedonia	45.3	93.8	7.2*

Source: Eurostat, Statistical Atlas, Eurostat Regional Yearbook, 2023 (*2019 data). Online access at: <https://ec.europa.eu/statistical-atlas/viewer/?>

The significant variations in education attainment across the TEAMIT+ territories not only underscore the diversity in the potential target audience for our training program but also highlight the broader environmental context that students will encounter. These differences are crucial factors influencing the success and impact of the TEAMIT+ training initiatives. For instance, the likelihood and level of collaboration with the wider society, as well as the success rates of companies emerging from the program, are expected to vary significantly based on the educational landscape of each region. Regions

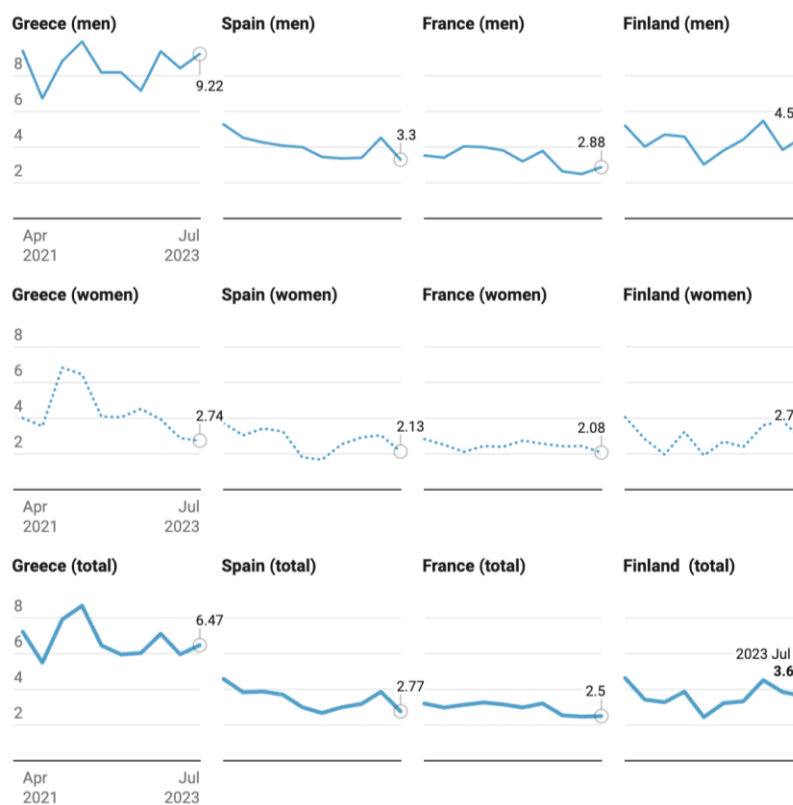
with higher tertiary education attainment may present unique opportunities for advanced collaboration and innovation, potentially leading to higher success rates for emerging businesses. Conversely, regions with lower tertiary education attainment might face distinct challenges that require tailored strategies to ensure the effectiveness of the training program and the success of the entrepreneurial ventures, bearing in mind that the entrepreneurial ventures will be lead by teams of participants from multiple countries. Recognizing and adapting to these educational disparities will be pivotal for TEAMIT+ in crafting targeted and effective training modules that resonate with the specific needs and dynamics of each European territory.

Entrepreneurial attitudes

Despite the notable policy emphasis on promoting youth entrepreneurship, a relatively small proportion of young individuals in employment chose self-employment the European Union. This choice exhibits significant variations across EU Member States, such disparities likely stem from existing national distinctions in terms of the challenges and opportunities related to establishing new businesses, coupled with diverse labor market conditions. Youth self-employment is a predominantly male activity: just 33% of young self-employed people in the EU28 in 2013 were women.³

For TEAMIT+ the reluctance to become an entrepreneur is relevant since we aim at empowering young generations creating their own innovative impactful business. Figure 8 makes evident this is an urgent need in our territories. The data reveals notable trends in the percentage of self-employed individuals aged 15-24 quarterly from 2021 to 2023 for Greece, Spain, France, and Finland.

Figure 8. Percentage of self-employed people in age group 15-24 (2021-2023)



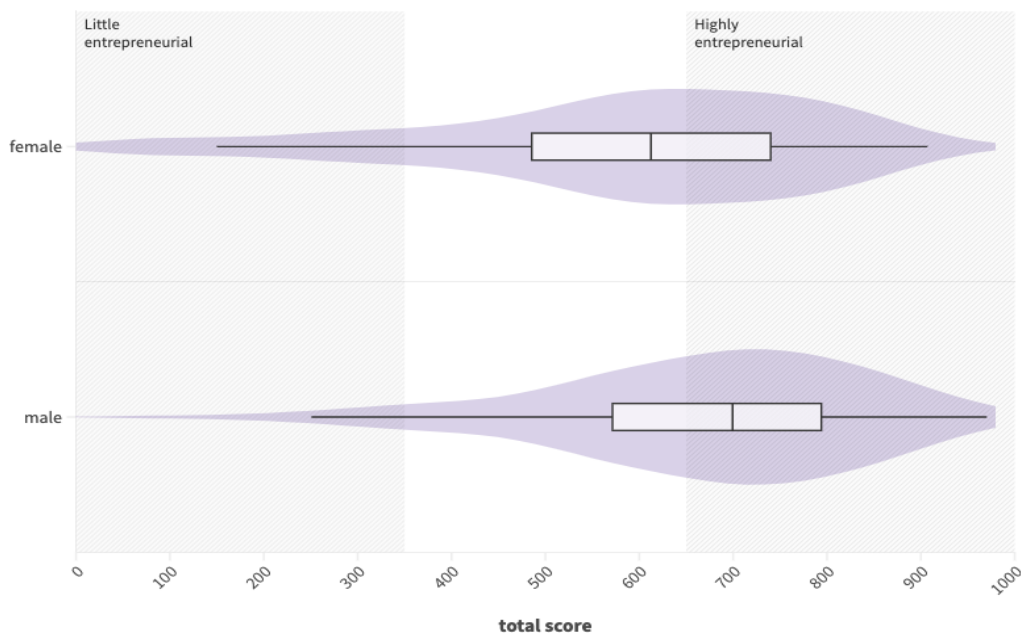
Source: own elaboration from Eurostat

Greece stands out with a consistently higher share of self-employed young individuals. However, it's noteworthy that this trend remains predominantly masculine with 9% of young men being self-employed in Greece but less than 3% of young women. This last percentage is still above the self-employment rate of young population in Spain and France for either women or men. Finland stands half-way between the data of Greece and Spain and France, but still exhibit a wide gender gap with young males starting their own business twice as frequently as young Finnish women.

³ Eurofound (2015), *Youth entrepreneurship in Europe: Values, attitudes, policies*, Publications Office of the European Union, Luxembourg. Available at <http://www.eurofound.europa.eu/publications/report/2015/labourmarket/youth-entrepreneurship-in-europe-values-attitudes-policies>

In our survey we approached the question of the likelihood of someone becoming an entrepreneur and gauging entrepreneurial attitudes with a multidimensional approach asking a set of ten questions which cover various dimensions of entrepreneurial attitudes, from risk tolerance and opportunity recognition to personal characteristics and values (see Annex 1). Here too we can identify the gender gap before even trying to start a business. Figure 9 shows how our male participants obtained a statistically significant higher total score in entrepreneurial attitudes than women.

Figure 9. Total score in entrepreneurial attitudes in TEAMIT+ survey

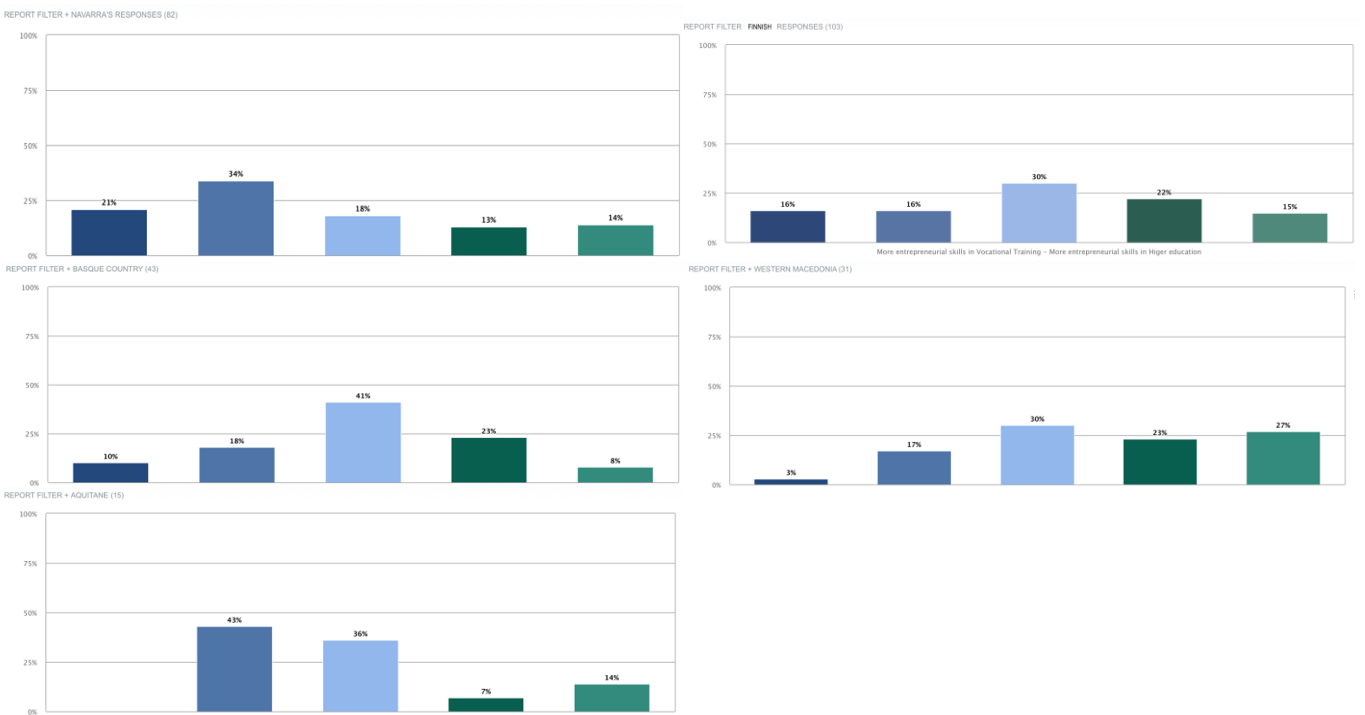
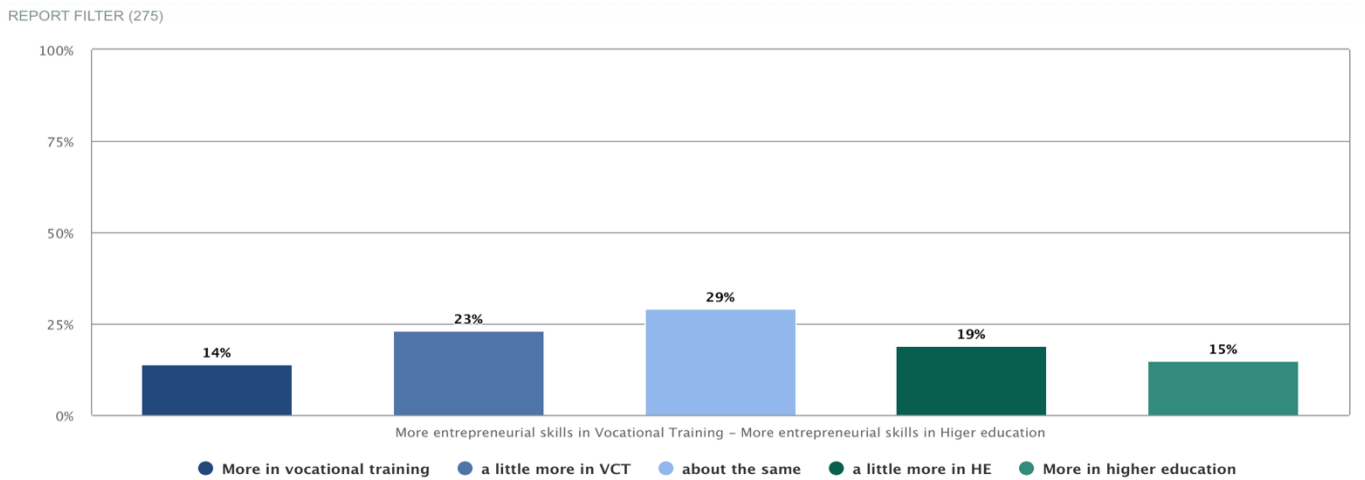


Source: TEAMIT+ territorial analysis survey (see Annex 1)

The evident gender disparity in youth entrepreneurship highlights a crucial aspect that TEAMIT+ should proactively incorporate into its strategies and initiatives. Addressing this gender gap is in line with the project's dedication to cultivating inclusive and diverse entrepreneurial ecosystems. Within TEAMIT+ we aim at fighting the lack of awareness and knowledge about the different types of entrepreneurship, which may be more attractive to young women.

In our survey we also asked our participants "Where do you believe you can obtain better training for improving your entrepreneurial skills?". A prevalent inclination emerged among participants: overall, respondents seemed to favor Vocational Training (VET) over Higher Education (HE). However, the middle option received the most responses, which can be interpreted as either "both (VET and HE) about the same" or "in neither of them". This constitutes an opportunity for HE institutions within TEAMIT+ to position themselves as valuable contributors to entrepreneurial skill development.

Figure 10. Where do you believe you can obtain better training for improving your entrepreneurial skills?
TEAMIT+ survey



Source: TEAMIT+ territorial analysis survey (see Annex 1)

Social enterprises, some initial differences

In the framework of Doughnut Economics, as advocated by the heterodox economist Kate Raworth from the University of Oxford, the primary aim of the economy is redefined to prioritize human prosperity and happiness.⁴ This entails an economic system that not only generates sufficient resources to fulfill individual aspirations but also operates within ecological boundaries, preventing the depletion of vital natural resources crucial for life on the planet. Integrating this perspective with TEAMIT+, the concept of the doughnut economy underscores the crucial role of innovation and entrepreneurship. Within this interconnected system, economic activities must be attuned to their broader societal and environmental impacts, aligning with the principles of sustainable development within the confines defined by the doughnut model. In essence, TEAMIT+ aims to cultivate an entrepreneurial landscape that operates harmoniously within the dynamic equilibrium of human well-being and planetary sustainability, as envisioned by the Doughnut Economics framework.

Impact innovation companies can manifest in diverse structures, often requiring unconventional organizational forms that deviate from established norms. Within TEAMIT+, we amalgamate proven entrepreneurship strategies to cultivate impact innovations, aligning them with business models that incorporate corporate social responsibility, embodying values of equity, inclusion, and solidarity, which are frequently lacking in other business structures.

In the definition of the European Union a social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders.⁵ Social enterprises operate by delivering goods and services to the market in an entrepreneurial and innovative manner, utilizing profits primarily for social objectives. Management is conducted openly and responsibly, actively involving employees, consumers, and stakeholders affected by commercial activities. Social enterprises come in various legal forms, many of them taking the form of social cooperatives, but some take other forms such as private companies limited by guarantee, mutuals, and non-profit-distributing organizations like provident societies, associations, voluntary organizations, charities, or foundations.

It is difficult to map out the extent of social enterprises in the different countries of the EU. Most countries do not have an institution responsible for systematically collecting data on social enterprises. Evolving databases of official and unofficial statistics and reports, which, despite their weaknesses, constitute sound sources of knowledge about the field constitute the single best indicator of the current state. Table 6 summarizes the data for the four countries in TEAMIT+.

The data on the number of social enterprises per million inhabitants gains further context when considering the historical and institutional backgrounds of each country. In Greece, the robust presence of social enterprises, with 110.45 per million inhabitants, can be traced back to five distinct traditions evolving over the last three centuries, including early forms of cooperation, cooperatives, associations, charitable foundations, and solidarity ventures.

⁴ Raworth, K. (2018). *Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist*. Random House International. ISBN 9781847941398

⁵ European Commission, [Social Enterprises](https://single-market-economy.ec.europa.eu/sectors/proximity-and-social-economy/social-economy-eu/social-enterprises_en), available at https://single-market-economy.ec.europa.eu/sectors/proximity-and-social-economy/social-economy-eu/social-enterprises_en

Table 6. Social enterprises TEAMIT+ countries		
Country	N° of social enterprises*	Relative to the size of the country (per million habitants)
Finland	152	27.3
France	4,043	59.4
Greece	1,148	110.4
Spain	1,340	27.9
Basque country	209	95.7
Navarra	23	35.0

Notes: * data for 2017 for all countries except 2019 for Greece. Figures exclude Associations, Foundations and Mutuals

Sources:
 European Commission (2019) *Social enterprises and their ecosystems in Europe. Updated country report: Finland*. Author: Harri Kostilainen. Luxembourg: Publications Office of the European Union. Available at <https://europa.eu/!Qq64ny>
 European Commission (2019) *Social enterprises and their ecosystems in Europe. Updated country report: Greece*. Authors: Angelos Varvarousis and Georgios Tsitsirigkos. Luxembourg: Publications Office of the European Union. Available at <https://europa.eu/!Qq64ny>
 European Commission (2020) *Social enterprises and their ecosystems in Europe. Updated country report: Spain*. Authors: Millán Díaz, Carmen Marcuello and Rocío Nogales. Luxembourg: Publications Office of the European Union. Available at <https://europa.eu/!Qq64ny>
 European Commission (2020) *Social enterprises and their ecosystems in Europe. Updated country report: France*. Authors: Francesca Petrella and Nadine Richez-Battesti. Luxembourg: Publications Office of the European Union. Available at <https://europa.eu/!Qq64ny>

Spain's social enterprise landscape is deeply rooted in the broader framework of the social economy, emphasizing income-generating activities for social purposes. Despite a long tradition in the social economy, the term "social enterprise" is less commonly used, highlighting the prevalent recognition of "social economy" among practitioners.

In France, while being a pioneer in the social economy concept, the term "social enterprise" is less prevalent. The country has embraced a broader perspective, known as the social and solidarity economy (SSE), which includes various forms of social enterprises. The adoption of a dedicated framework law in 2014 solidified the legal foundation for SSE.

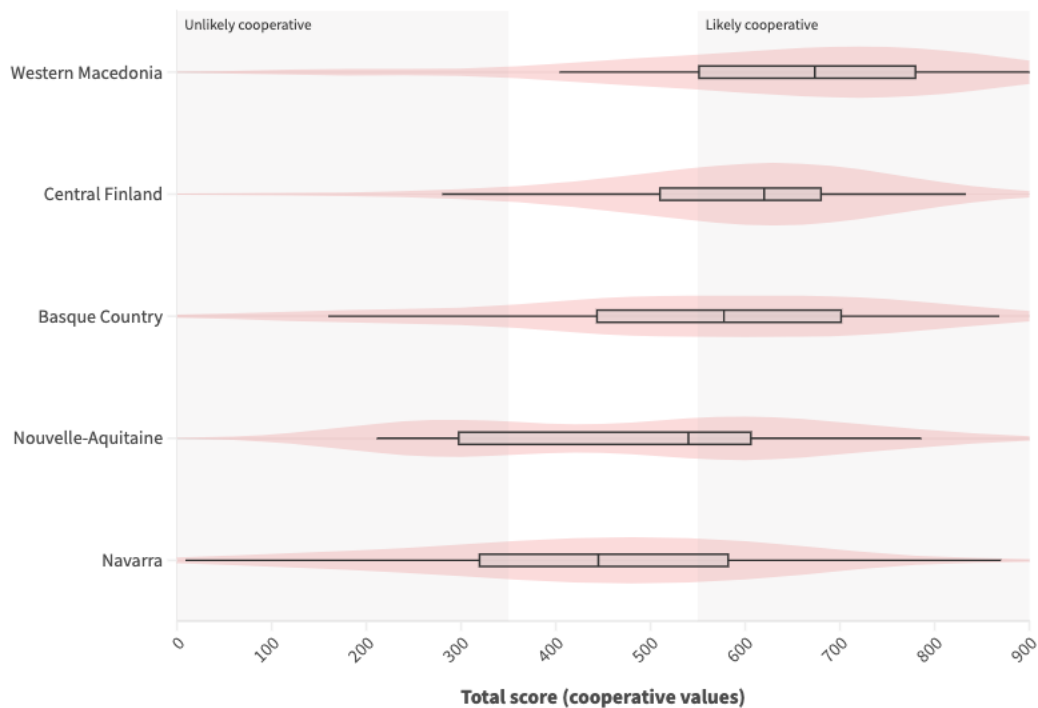
In Finland, the lower number of social enterprises per million inhabitants (27.32) can be attributed to challenges in public awareness and understanding of the social enterprise model. Factors hindering growth include the absence of a conducive policy framework, underdeveloped social investment markets, and a general lack of understanding regarding the specific characteristics and social value of social enterprises.

Regional data is available only for our two Spanish regions. The Basque Country demonstrates a notable concentration at 95.65, indicating a strong culture of social enterprise in this region, also Navarra has a higher number of social enterprises per million habitants than the whole of Spain. Unfortunately, regional data is not available for most countries, limiting our ability to provide a detailed regional analysis. Nevertheless, the overall numbers emphasize the diverse landscape of social enterprises, with some regions and countries exhibiting a more pronounced emphasis on businesses driven by social objectives.

In our survey, we asked a set of ten questions to assess the likelihood of individuals to create a cooperative (the most prominent form of social enterprise) by considering their understanding, values, entrepreneurial intentions, and knowledge about cooperatives (see Annex 1). Among the ten questions,

we specifically asked to evaluate from 0 to 100 their agreement with following statement “If I were to start a business, I would consider forming a cooperative”.

Figure 11. Total score questions about cooperative values TEAMIT+ survey



Source: TEAMIT+ territorial analysis survey (see Annex 1).

Differences among TEAMIT+ territories in both the overall score of cooperative values (see Figure 11) and the specific question about considering a cooperative business form are evident. Residents of Western Macedonia, Central Finland, and the Basque Country show stronger agreement with cooperative values, underscored with their response to the question about their intention to establish their first business as a cooperative, which obtains mean values nearly 20 points higher in these three regions, than the obtained from respondents from Nouvelle-Aquitaine and Navarra. Yet, interestingly, in our data we find no gender gap in the intention to create a business as a cooperative.

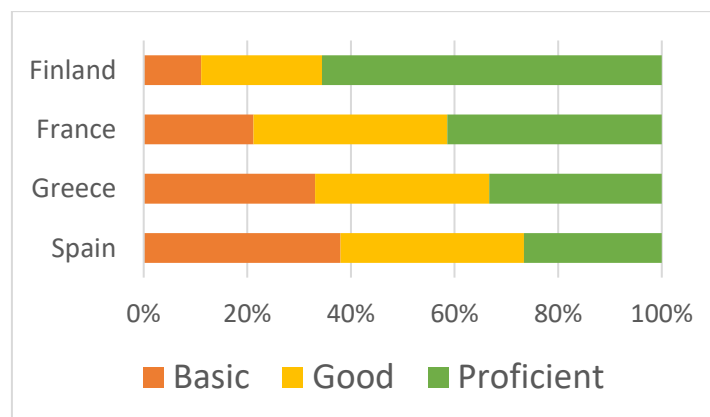
These insights underscore the importance of considering historical, cultural, and institutional factors when interpreting the prevalence of social enterprises in each country. In fact, the research about the institutional difficulties for the creation of multinational, intercultural and virtual cooperatives, which are likely to emanate from the training program latter in TEAMIT+, will be dealt with in Deliverable 2.2.

Other challenges

To conclude, during the initial phase of the project, we have identified additional challenges arising from the diverse characteristics of the territories. These additional considerations may be useful for TEAMIT+'s effective implementation.

In a multicultural project like TEAMIT+ language may be a barrier. While most pupils in primary and secondary education in the EU study at least one foreign language, the differences in the number of foreign languages and proficiency level achieved are still important. In France and Finland almost all of students in upper secondary general education studied **two or more** foreign languages in 2020, while the percentage falls to 25% in Spain and less than 10% in Greece. In fact, the average number of foreign languages studied per pupil are 2 in Finland, 1.8 in France but only one in Greece and Spain. In 2020, English was the most studied foreign language at the upper secondary general and vocational education level in the EU, with 96% and 79% of students learning it, respectively.⁶

Figure 12. Level of the best-known foreign language (self-reported) from 18 to 24 years



Source: Eurostat

Proficiency in a common foreign language is crucial for effective collaboration and communication within a multinational and multicultural training environment. The level of self-reported best known foreign language for people aged 18 to 24 also varies widely across the territories. The data reveals varying levels of language proficiency, emphasizing the need for tailored language support within the TEAMIT+ program. While Greece and Spain demonstrate relatively balanced distribution across basic, good, and proficient levels, indicating a broad range of language skills, France showcases a notably higher percentage of individuals claiming proficiency. On the other hand, Finland, with a substantial majority reporting proficiency, highlights a strong language competency within its young population. Recognizing these differences will be pivotal for TEAMIT+ in designing language-specific components, ensuring inclusivity and seamless collaboration among participants from diverse linguistic backgrounds.

The additional challenges faced by the TEAMIT+ territories are reflected in the daily internet users and the elderly dependency ratio. The percentage of daily internet users in 2022 offers insights into the regions' digital connectivity, a crucial factor for the success of any innovative training program. While

⁶ Eurostat (2022), 'What languages are most studied in Europe?', available at <https://ec.europa.eu/eurostat/web/products-eurostat-news/-/ddn-20220923-1>

Central Finland leads with 90.1%, the Basque Country and Navarre closely follow, emphasizing a high level of internet engagement. Aquitaine also demonstrates a robust digital presence at 83.9%, while Western Macedonia exhibits a slightly lower percentage at 76.4%.

Table 7. Other challenges of TEAMIT+ territories		
Region	Daily internet users (2022)	Elderly dependency ratio (%65+ over population 15-64)
Aquitaine	83.9	41.4
Basque Country	88.2	36.6
Navarre	88.3	31.2
Central Finland	90.1	39.2
Western Macedonia	76.4	40.4

Concurrently, the elderly dependency ratio, representing the proportion of individuals aged 65 and above relative to the working-age population (15-64), provides an indicator of potential demographic challenges. The Basque Country and Navarre exhibit lower elderly dependency ratios, suggesting a relatively balanced age structure. In contrast, Aquitaine, Central Finland, and Western Macedonia face higher dependency ratios, indicating potential pressures on social and economic support systems.

These dual challenges of digital connectivity and demographic dynamics underscore the multifaceted considerations that TEAMIT+ must navigate in its efforts to foster innovation and entrepreneurship across diverse European regions.

Conclusions

Territorial Diagnosis: The initial analysis provides a comprehensive understanding of societal and economic challenges, emphasizing the need to consider wealth disparities, varying youth unemployment rates, distinct education systems, and innovation capabilities across TEAMIT+ territories.

Diverse Innovation Profiles: The diverse innovation profiles of participating territories within TEAMIT+ create a dynamic training environment, fostering collaboration and innovation across different strengths.

Regional Priorities: Economic crises and employment challenges emerge as significant concerns, shaping strategies for each territory. The multicultural entrepreneurship approach aligns with these findings, presenting a pathway to combat economic challenges and promote self-employment.

Climate Change Priorities: Climate Change is a primary concern in one region, highlighting the need for tailored climate action strategies within TEAMIT+ to integrate climate challenges into the core of the training program and emphasize the connection between the economic crisis and the climate crisis.

Youth Entrepreneurship Challenges: Despite policy emphasis, the uptake of self-employment among young individuals in the European Union is modest, with a discernible gender gap. Closing this gap aligns with TEAMIT+'s commitment to fostering inclusive and diverse entrepreneurial ecosystems.

Cooperative Values Affinity: Significant variations in cooperative values across TEAMIT+ territories indicate a potential inclination towards embracing cooperative business models in Western Macedonia, Finland, and the Basque Country.

Opportunities for Tailored Support: The diversity in values and regional priorities presents opportunities for targeted interventions and tailored support within TEAMIT+, enhancing the project's impact, emphasizing the need for adaptive strategies across territories and multi-cultural knowledge sharing.

Annex 1. Survey technical report

Survey objectives:

Welcome to the TEAMIT plus Survey

Dear Participant,

TEAMIT+ is a European project, funded by the EU and supported by experts and organizations in four countries (Finland, France, Greece, and Spain). The objective of the TEAMIT+ project is to develop a training programme applying an innovative entrepreneurship pedagogical methodology based on the "learning by creating" approach, which will provide Vocational Education and Training (VET) and Higher Education (HE) students, as well as young immigrants, refugees and the unemployed people from different knowledge areas, with the fundamental green, digital and resilience skills to become future entrepreneurs who impact the society while being aware of the importance of moving towards a greener economy.

Why do we collect and use your data

To achieve its objective, the project will start with a territorial diagnosis of the regions of the consortium to identify the societal and economic challenges that will be at the heart of the business projects and innovations developed by the trainees.

This survey is part of the initial territorial diagnosis. Your input will help us create an innovative "Learning by creating" educational model. This model will be part of a training program for young people aged 16-30, including those in vocational education and training, higher education, job seekers, and immigrants. It will focus on climate change awareness, environmental issues, impact innovation, and team entrepreneurship.

We are thrilled to welcome you to the TEAMIT plus survey, an essential part of the ERASMUS-EDU-2022-PI-ALL-INNO project (Project Number: 101111560).

How to contact us

teamit.consortium@estia.fr

If you would like to obtain more information about the processing of your personal data, please click [here](#)

I agree to the processing of my personal data in accordance with the information provided herein

[I don't want to participate](#)

START THE SURVEY



Survey design:

Sampling Strategy: online survey (<https://ww3.unipark.de/uc/TEAMITplus/>) invited to participate residents of the five territories of TEAMIT+.

Sample size: targeted at 100 surveys per territory, 500 surveys (see response rate).

Pilot testing: conducted between 18/12/2023 and 8/1/2024 to refine survey instruments.

Survey administration period: 17/1/2024 to 10/2/2024

Language availability: English and Spanish

Survey questions:

Where are you responding our survey from?

We need to know where are you from in order to compare responses from different territories

- Aquitaine (France)
- Basque Country (Spain)
- Navarra (Spain)
- Finland
- Western Macedonia (Greece)

Our survey aims to:

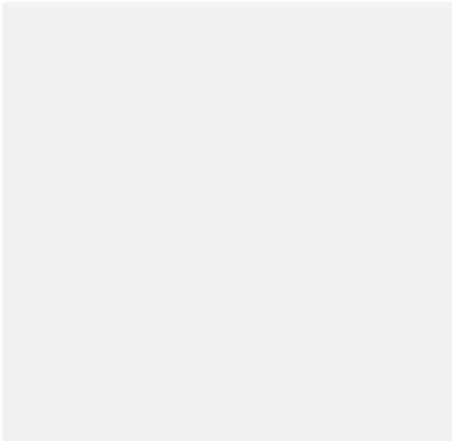
1. Identify the relevant challenges, including societal and economic challenges across the territories
2. To establish an initial territorial diagnosis about the entrepreneurial attitudes in the different regions involved
3. Identify the pre-existing connections between vocational training and higher education.

Which are the issues that worry you the most regarding the future of your region?

Drag and drop from the issues below, and order them, placing at the top the issue that you feel need to be addressed first (the most urgent one).

If some of the issues do not worry you, just leave them out.

- Immigration
- Lack of suitable employment
- Ageing population
- Digitalization and artificial intelligence
- Economic crisis
- Climate Change
- Other(s) not listed here



If other worries was selected (filtered question)

Please, tell us about your worries

Let us know which other things worry you

First

Second

Third

 9%

Assessing the likelihood of someone becoming an entrepreneur and gauging entrepreneurial attitudes often involves a multidimensional approach. These questions cover various dimensions of entrepreneurial attitudes, from risk tolerance and opportunity recognition to personal characteristics and values.

Slide the meter to your personal preference, where 0 means you do not agree and 100 you fully fit the description

I believe innovation is key to success in business	<input type="range"/>	0
I am comfortable with taking risks in my professional life	<input type="range"/>	0
I prefer being my own boss rather than working for others	<input type="range"/>	0
I am skilled in networking and building partnerships	<input type="range"/>	0
I enjoy setting my own work schedule	<input type="range"/>	0
I am comfortable with financial matters, including budgeting and investing	<input type="range"/>	0
I am willing to invest my time and resources in a business venture	<input type="range"/>	0
I am open to embracing uncertainty and ambiguity	<input type="range"/>	0
I have a knack for identifying business opportunities	<input type="range"/>	0
I don't easily give up when faced with challenges	<input type="range"/>	0
		0

These questions assess the likelihood of individuals to create a cooperative by considering their understanding, values, entrepreneurial intentions, and knowledge about cooperatives

Slide the meter to your personal liking (0 meaning you do not agree, and 100 you totally agree)

I value cooperation and collaboration in business	<input type="range"/>	0
If I were to start a business, I would consider forming a cooperative	<input type="range"/>	0
I enjoy group decision-making and problem-solving	<input type="range"/>	0
I aim to make a positive impact on society through my business	<input type="range"/>	0
I feel confident in my ability to create and manage a cooperative	<input type="range"/>	0
I am motivated to create a business that prioritizes the well-being of the community and the environment	<input type="range"/>	0
I am familiar with the democratic ownership and control structure of cooperatives	<input type="range"/>	0
I have a good understanding of the legal and operational requirements for cooperatives in my region	<input type="range"/>	0
I perceive fewer barriers to starting a cooperative compared to other business structures	<input type="range"/>	0
Total		0

Before we delve into your preferences and perceptions regarding higher education and vocational training, it's essential to understand the distinctions between these two paths. Higher education typically refers to traditional university or college programs that offer degrees like bachelor's, master's, and doctoral degrees, emphasizing a broader academic curriculum and critical thinking skills.

On the other hand, vocational training, often known as technical or trade education, focuses on equipping individuals with specific, practical skills and knowledge necessary for particular jobs or industries. It tends to be more hands-on and career-oriented.

To what extent do you believe that higher education (universities and universities of applied sciences) provides more job opportunities and career advancement compared to vocational training?

Please rate on a scale of 1 (strongly prefer higher education) to 5 (strongly prefer vocational training).

1 higher education offers far more job opportunities	2	3	4	5 vocational training offers far more job opportunities
<input type="range"/>				

Where do you believe you can obtain better training for improving your entrepreneurial skills?

Please, indicate whether you believe your entrepreneurial skill will be better trained in higher education (university or applied sciences university) or in vocational training institutions.

If you think that none of them provide training in entrepreneurial skills, leave this question blank

Vocational training						Higher education
More entrepreneurial skills in Vocational Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	More entrepreneurial skills in Higher education

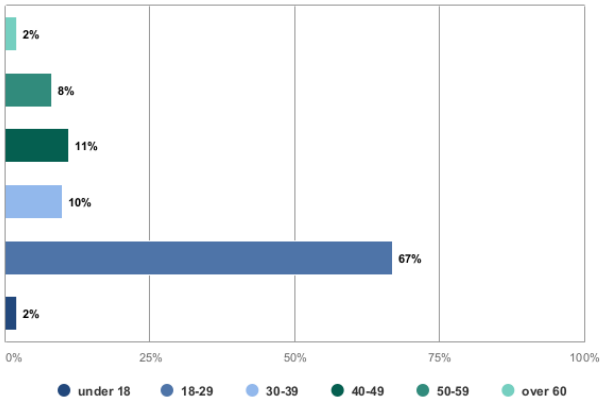
These were followed by the demographic questions.

Response rate:

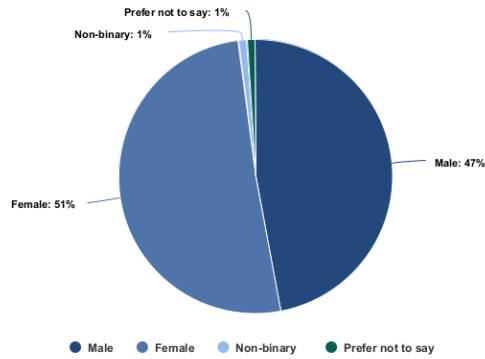
	COUNT	PERCENT
v_1: Aquitane (France) (1)	31	9.09%
v_1: Basque Country (Spain) (2)	56	16.42%
v_1: Navarra (Spain) (3)	97	28.45%
v_1: Finland (4)	116	34.02%
v_1: Western Macedonia (Greece) (5)	41	12.02%
TOTAL	341	
invalid (missing)	5	

Demographics:

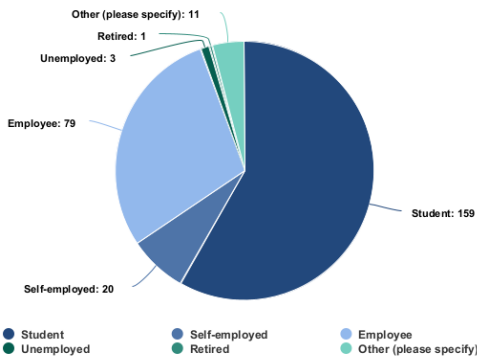
Age



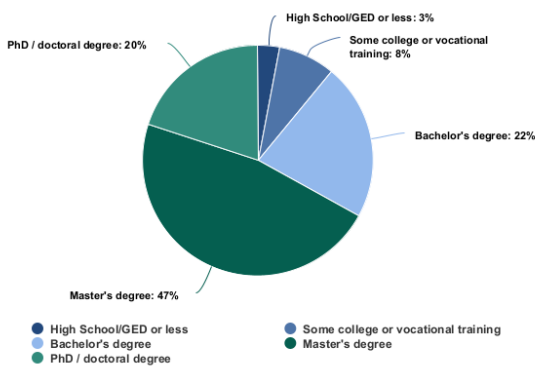
Gender



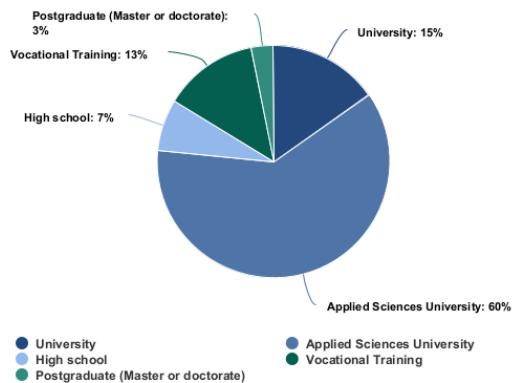
Activity status



Educational background (for non-students)



What are you studying (for students)?



Limitations:

While the survey provides valuable insights into the perceptions and priorities of the respondents, it is essential to acknowledge certain limitations. The sample size is very unbalanced and does not fully represent the diversity within each territory. Additionally, the self-reported nature of the data introduces the possibility of response bias, and the findings should be interpreted within this context. Furthermore, variations in survey administration across regions may have influenced the results. Despite these limitations, the survey serves as a meaningful tool for understanding the initial perspectives of participants in the TEAMIT+ project.

Acknowledgements:

Our heartfelt gratitude to all partner participants who played pivotal roles in the conception, piloting, validation, and execution of the survey. Their active involvement has been instrumental in capturing valuable insights that form the foundation of this report. Special appreciation is extended to Professor Monica Cortiñas at UPNA for generously sharing her expertise on UNIPARK software. Without her invaluable contribution, the successful implementation of the survey would have been unattainable.

TEAMIT+ : TEAMPRENEUR MULTICULTURAL IMPACT INNOVATION COOPERATIVES



About the TEAMIT+ project

TEAMIT+ aims to develop an innovative educational program applying a pedagogical methodology based on the “learning by creating” approach. The specific pedagogical methodology will be applied to vocational training students, to higher education students, as well as to young immigrants, refugees and the unemployed from different academic subjects. The aim is to enable them to become future teampreneurs who will influence society by understanding the importance of the transition to a greener economy, based on green, digital and climate resilience skills.



Co-funded by
the European Union

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