

Social Entrepreneurship In The New Economy Among The Younger Generation

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Abstract

Purpose: This essay aims to reconstruct young people's understanding of and attitude towards social entrepreneurship as a field of endeavour critical to developing crucial competencies in the New Economy. The study also aims to describe young people's perceptions of their willingness to participate in society and the current economy as agents.

Design/methodology/approach: In order to accomplish this, a diagnostic study (based on a so-called task catalogue) was carried out with a group of more than 500 students in Indonesian vocational high schools, senior high schools, and private schools, as well as three workshops with students from particular school types.

Findings: According to the study, students are aware of the possibilities of engaging in social activism through broadly construed social entrepreneurship and third sector involvement. It was also proven that they are well cognizant of the opportunities and requirement for action in this regard. The materials that students have discussed transfer into skills required in the New Economy.

Research limitations/implications: A lot of variables that could influence teenage behaviour must be taken into account in modern study. These difficulties will undoubtedly merit consideration throughout the formulation and creation of the research's tools in further in-depth studies.

Practical implications: Young people's social entrepreneurship is constantly evolving, and even though its focus shifts (from shared management activities to civic engagement and social solidarity activities), it always refers to collaborative efforts on the cusp of economic and social reality. Young people's attitude towards carrying out duties that are beneficial to society is also evolving. Young people view them as a chance to address both societal issues and the difficulties posed by the postmodern world's transformations.

Social implications: Young people are more conscious and involved citizens as well as more responsible future members of the New Economy thanks to the competencies they have acquired.

Originality/value: The paper reconstructs the tools, strategies, and perspectives of young people towards the agency opportunities provided by social entrepreneurship. The knowledge that was gathered was examined in light of the project's competency-based competence issues.

Kewirausahaan Sosial Dalam Ekonomi Baru di Kalangan Generasi Muda

Abstrak

Tujuan: Tulisan ini bertujuan untuk merekonstruksi pemahaman dan sikap kaum muda terhadap kewirausahaan sosial sebagai bidang usaha yang sangat penting untuk mengembangkan kompetensi penting dalam Ekonomi Baru. Studi ini juga bertujuan untuk menggambarkan persepsi kaum muda tentang kesediaan mereka untuk berpartisipasi dalam masyarakat dan ekonomi saat ini sebagai agen.

Desain/metodologi/pendekatan: Untuk mencapai hal ini, sebuah studi diagnostik (berdasarkan apa yang disebut katalog tugas) dilakukan dengan sekelompok lebih dari 500 siswa di sekolah menengah kejuruan, sekolah menengah atas, dan sekolah swasta di Indonesia, serta tiga lokakarya dengan siswa dari jenis sekolah tertentu.

Temuan: Menurut penelitian tersebut, para mahasiswa menyadari kemungkinan untuk terlibat dalam aktivisme sosial melalui kewirausahaan sosial yang ditafsirkan secara luas dan keterlibatan sektor ketiga. Terbukti juga bahwa mereka sangat menyadari peluang dan kebutuhan untuk bertindak dalam hal ini. Materi yang telah didiskusikan oleh para mahasiswa ditransfer ke dalam keterampilan yang dibutuhkan dalam Ekonomi Baru.

Keterbatasan/implikasi penelitian: Banyak variabel yang dapat mempengaruhi perilaku remaja harus diperhitungkan dalam penelitian modern. Kesulitan-kesulitan ini tidak diragukan lagi akan menjadi pertimbangan dalam perumusan dan pembuatan alat penelitian dalam penelitian yang lebih mendalam.

Implikasi praktis: Kewirausahaan sosial kaum muda terus berkembang, dan meskipun fokusnya bergeser (dari kegiatan manajemen bersama ke keterlibatan sipil dan kegiatan solidaritas sosial), namun selalu mengacu pada upaya kolaboratif di puncak realitas ekonomi dan sosial. Sikap kaum muda dalam menjalankan tugas yang bermanfaat bagi masyarakat juga berkembang. Kaum muda memandang hal ini sebagai kesempatan untuk mengatasi masalah-masalah sosial dan kesulitan-kesulitan yang ditimbulkan oleh transformasi dunia pascamodern.

Implikasi sosial: Kaum muda adalah warga negara yang lebih sadar dan terlibat serta anggota masa depan yang lebih bertanggung jawab dalam Ekonomi Baru berkat kompetensi yang mereka peroleh..

Orisinalitas/nilai: Makalah ini merekonstruksi alat, strategi, dan perspektif kaum muda terhadap peluang keagenan yang disediakan oleh kewirausahaan sosial. Pengetahuan yang telah dikumpulkan dikaji berdasarkan isu-isu kompetensi berbasis kompetensi proyek.

JEL Classification: Makalah Penelitian, Studi Kasus

INTRODUCTION

Opinions about today's young people can vary and it is not always fair to generalise about all young people (Bennett et al, 2008). Today's youth face unique challenges and influences, including the impact of technology and rapid social change (Karsidi, 2005).

It has also been suggested that young people are less actively involved in activities related to social entrepreneurship as it is widely understood (Lepoutre et al, 2013). Despite the view that young people are less interested in social issues, it is important to remember that many members of the younger generation are active in social activities and participate in social movements that are meaningful to them (Wright, 2009).

Sometimes, young people prefer to express their interests in different ways, such as through social media or online actions. With the COVID-19 pandemic, many social activities may have shifted to virtual platforms (Chertoff et al, 2020).

The results of the youth social entrepreneurship research are slightly more optimistic. This suggests, among other things, increased social sensitivity or the need for multidirectional development and action, although not necessarily according to the assumptions of the functioning of the education system in Indonesia (Andayani et al, 2021).

Young people are aware of the relationship between economic activity and the social world and they should be prepared to participate responsibly in this reality (Rogoff, 2008). The younger generation can be a motor of change in this area, with more and more creating enterprises that have a positive social impact (Suroto, 2016). This could mean solving social, environmental or economic problems through innovation and sustainable business.

The purpose of this paper is to reconstruct young people's knowledge and approach to the issue of social entrepreneurship as an important field of activity to form key competences in the New Economy. An additional aim of this paper is to illustrate the young generation's sense of readiness to act as agents, both in relation to society and the economy.

LITERATURE REVIEW

Social entrepreneurship among young people is not a new phenomenon and is now a growing phenomenon in many parts of the world, although in relation to Indonesia, it has gone through different periods of intensity and emanation (Hasan, 2020).

Social entrepreneurship emerges as a concept that combines entrepreneurial principles with a strong social or environmental purpose (Seelos & Mair, 2005). The main goal of social entrepreneurship is not only to seek financial gain, but also to create a positive impact in society or the environment (Mair & Marti, 2006).

The "new economy" of economic topics and challenges is also re-emerging or evolving in the context of global and national economies both in relation to socio-political changes and emerging technical solutions (Mahathir, 2004). The history of economics has recorded many such concepts. With regard to modern concepts, for example, one can mention the sharing economy, the common good economy, or the circular economy (Rustiadi, 2018).

2.1 Social Entrepreneurship

Social entrepreneurship as "a type of organised economic practice, which also goes beyond the legal framework applicable to the social economy, is positively valued in relation to social symbolic values and meets the requirements of economic rationality" (Saragih, 2017).

It encompasses both profitable and non-profit types of activities that lead to the multiplication of a widely understood common good. Hence, social entrepreneurship is implemented by social cooperatives or labour cooperatives operating in the social economy (Praszkie & Nowak, 2012), as well as foundations or associations whose activities are often, in simple terms, treated as non-profit (Wronka-Poÿpiech, 2017).

Social entrepreneurship focuses on solving relevant social or environmental problems (Cukier et al, 2011). Examples of these problems include poverty, inequality, limited access to education, environmental pollution, and similar issues (Martin & Osberg, 2007).

Often social entrepreneurship involves innovation in the approaches or solutions they offer to social or environmental problems (Zahra et al, 2009). They try to find new and more effective ways to achieve their goals.

In sustainability, social entrepreneurs endeavour to create sustainable change in society or the environment. They endeavour to ensure that the positive impact they generate lasts in the long term (Rahdari et al, 2016).

While social enterprises may generate revenue from the products or services they offer, they also often seek additional sources of funding from donors, social investment, or social venture capital to support their initiatives (Stevenson et al, 2019).

What can help them in assessing whether they are achieving their goals is usually social entrepreneurship using specific metrics or indicators to measure the social or environmental impact of their work (Rawhouser et al, 2019).

Collaboration is important in social entrepreneurship practice. Social enterprises often collaborate with various parties, including governments, non-profit organisations, private companies and local communities to achieve their goals (Montgomery et al, 2012).

The scope of practice of social entrepreneurship includes companies that employ and train homeless people to pick up waste and recycle it, businesses that provide access to clean water sources in marginalised areas, or organisations that provide children from poor families with access to quality education (Bjärsholm, 2017).

Social entrepreneurship goes through various periods. Today, it is difficult to define the framework of social entrepreneurship. Its boundaries in Indonesia are outlined by legislation that continues to be discussed (Draft Law on Social Entrepreneurship, 2016). But its scope is defined by people seeking new solutions to social problem-solving issues (Moore, 2000) and their own work.

2.2 A place for the new generation in the economic system

"People's economic system" is a concept that refers to an economic model that focuses more on community empowerment, people's participation, and sustainable development

than on economic benefits for a small number of people or companies (Polanyi, 2016).

The new generation of popular economic systems refers to new developments, ideas and innovations that emerge to strengthen and renew these systems (Brabazon, 2017).

Information and communication technologies and other innovations are often utilised by the new generation to improve access, efficiency and transparency in the popular economic system (Walsh, 2020). For example, online platforms and apps can be used to facilitate co-operatives, fair trade, and marketing of local products.

Promote strong partnerships between government, business, non-profit organisations and civil society. The new generation sees cross-sector collaboration as key to creating positive change in the economy (Lane & Kastenholz, 2015). Strong networks and partnerships can help strengthen the competitiveness of small and medium-sized enterprises and promote inclusive growth (Luetkenhorst, 2004).

The new generation of sustainable approaches in the popular economic system emphasises economic, social and environmental sustainability. This thinking encompasses socially and environmentally responsible business practices and seeks to achieve social justice (Pascual et al, 2017).

Investment in education and skills training is essential to ensure that people have the necessary capabilities to participate in an increasingly complex and technologically-advanced economy (McGrath, 2012).

In addition, government involvement plays an important role in supporting the popular economy by creating policies that support small and medium-sized enterprises, providing access to finance, and creating a conducive business environment (Ghisellini et al, 2016).

Access to inclusive finance in the new generation of the popular economy system includes efforts to increase people's access to financial services, including digital banking, microloans, and other financial instruments that can help them grow their businesses (Sarma & Pais, 2011).

Social and economic empowerment systems tap into economic systems that emphasise community empowerment through collective ownership, cooperatives, and other forms of

shared ownership that aim to improve access to and control over economic resources (Chollisni et al, 2022).

One of the oldest forms of social enterprise dedicated to young people in the social economy system is student cooperatives (Hopper, 2018). They should not only teach economics, management, but also how to function in a world where economic relations are indispensable (Nosal & Waligóra, 2017).

Not every student co-operative means the establishment of a school shop (Prus, 2021), but every co-operative (including co-operatives devoted to, among other things, arts activities) means establishing relationships with parties outside the school, which are usually business partners. Some co-operatives allow themselves to find out about the specificities of professions, e.g. animal husbandry or agriculture; some benefit from corporate protection like the Spolem Food Co-operative (KRS, 2022).

Social entrepreneurship, understood as the involvement of young people in for-profit and non-profit activities, is well established. It is supported by the functioning of third sector organisations and awareness of how to join these entities and how to set them up (Defourny et al, 2001).

The new generation of popular economic systems focuses on creating economic ecosystems that are more inclusive, sustainable and orientated towards the overall well-being of society (Ghisellini et al, 2016; McCorkle et al, 2001). It is a response to global economic challenges, technological change, and the need to ensure that economic benefits can be enjoyed by all levels of society.

2.3 New Economy (Economy 4.0)

A New Economy that functions in relation to the capitalist economy primarily respects existing realities. However, it requires more from its participants - skills that are essential in the twentieth century economy along with highly developed digital competencies, the ability to use new technologies and the ability to achieve goals in diverse and dispersed teams (Wiktorowicz et al, 2016).

The new economy can be a reflection of the various trends and changes that are taking place around the world. It reflects efforts to deal with the challenges and opportunities that arise in

the context of an ever-changing global economy. Keep in mind that the concept of the "new economy" may vary depending on the specific economic context and environment (Pratt, 2000).

Economy 4.0 is a term that refers to an economic evolution driven by the development of digital technologies and digital transformation (Culot et al, 2020). The term first emerged in the context of the broader Industrial Revolution 4.0, which involves the integration of technologies such as artificial intelligence (AI), Internet of Things (IoT), big data, cloud computing, and various other digital technologies in various aspects of economic and social life.

Despite the fact that Economy 4.0 operates thanks to advanced and constantly evolving technologies, Economy 4.0 expects its current and future employees to develop social sensitivity and intuition, manifested in ethical and civic competencies, self-organisation of work, creativity and the ability to cooperate effectively, among others.

All of these competences are arguably more than just interpersonal competences - the important actors mediating participation in Economy 4.0 are new technologies and the ability to use them in a humanistic way.

2.4 Young Generation's Competencies Prepare them to Work in Economy 4.0

Concern for the ability of young people to participate in Economy 4.0 is an important topic of discussion regarding the future of education (Sijko, 2013; Grenýiková, Kordoš & Navickas, 2021).

In various realities (e.g. science and education), we wonder to what extent young people are ready to participate in a technology-mediated economy (Lase, 2019). On the one hand, the answer is obvious. No previous generation, like today's youth, was prepared for the technological changes we are experiencing today (CBOS, 2020). However, the preservation, development and effective use of widely understood social competencies remains a challenge.

Preparing young people to work in the 4.0 economy requires the development of a range of competencies that include technological

skills, leadership, creativity and resilience (Adnan et al, 2021).

The ability to use digital technologies, including computers, mobile devices, productivity software, and other digital platforms, is fundamental (Carlisle et al, 2023; Ziomek, 2021). Young people need to know how to utilise these tools to communicate, work, and access information.

An important skill in the 4.0 economy is having the ability to collect, analyse and interpret data. Young people should understand basic data concepts, such as big data, statistical analysis, and data-driven decision-making (Bag et al, 2021; Maisiri et al, 2019).

The need to understand the basic concepts of artificial intelligence (AI), intelligent machines, and automation will become more important. The ability to interact with AI and utilise it in a work context will be a plus (Lee et al, 2018; Baduge et al, 2022).

In an increasingly competitive economy, creativity and innovation are valuable assets (Agolla, 2018). The younger generation must be taught to think critically, develop new ideas, and create innovative solutions to business problems (Buasuwan, 2018).

The ability to communicate effectively, both orally and in writing, as well as to co-operate in teams are indispensable social competencies in the 4.0 economy (Pereira & Romero, 2017).

In leadership and management skills, the ability to lead and manage a team, project or organisation becomes more important. This includes leadership, time management and decision-making skills (Kelly, 2018).

Continuous learning and adapting quickly to technological developments are essential competencies. Younger generations should have the drive to improve their skills throughout their careers (González & Ramírez, 2022).

Research shows that the younger generation is well aware of the social world and its economic and non-economic dependencies (Garvin, 2004). Today's high school students know different types of social mechanisms and are well versed in how they work, although they do not fully understand the dependencies that govern them (Grusec & Lytton, 2012).

Education and training relevant to these competencies should be a priority in preparing

young people for success in the 4.0 economy (Bridgeland et al, 2013).

Formal education, online courses, industry training and practical experience are ways to develop these competences (Tynjälä, 2008). In addition, it is important to facilitate opportunities for young people to apply and test these skills in real-life situations through internships, collaborative projects or entrepreneurship.

2.5 New Generation Social Entrepreneurship in the New Economy

Social entrepreneurship seems to be an important criterion for assessing the preparation of young people to participate in the New Economy (Weerawardena & Mort, 2006; Defourny & Nyssens, 2010). This applies both to awareness of the possibility of engaging in social activity - a seemingly unprofitable "venture" of social change, and to actual activity in this area.

Given the weakening role of student cooperatives in the process of preparing the younger generation to participate in the economy, it is necessary to pay attention to the possibilities of activities offered to students through activities implemented through non-governmental organisations (Echevarria et al, 2008).

The new generation of social entrepreneurship plays an important role in the new economy that is increasingly focussed on social and environmental impact (Doherty et al, 2014; Wilson, 2012). Social entrepreneurship combines elements from the business world with a social purpose, and younger generations are increasingly interested in pursuing careers that create positive change in society (Martin & Osberg, 2007).

Taking into account the circumstances of the last few years (the period of social isolation due to COVID-19), the young generation's awareness of social activities deserves special appreciation. Engaging in activities that by definition do not bring economic benefits, yet are a fulfilling field of activity (because they solve pressing social problems), is something that goes beyond what is prescribed in Indonesian education.

What the younger generation is doing now is creating innovative solutions to social problems. Young people often have fresh thinking and

creativity that can be used to identify and address complex social problems (Dorst, 2015). They create businesses that focus on providing innovative solutions to issues such as inequality, climate change, education, health and more (Aurich & Schweitzer, 2010).

Combining profit and social impact, the new generation of social entrepreneurs are not only focused on profitability, but also on the social and environmental impact. They seek to strike a balance between creating economic value and addressing social issues (Barki et al, 2015).

In addition, many new generation social enterprises integrate digital technologies and online platforms to extend the reach and effectiveness of their impact. This includes the use of apps, websites, social media and other technologies to achieve their social goals (Hindle & Yencken, 2004).

The new generation of social entrepreneurs tend to collaborate with various parties, including non-profit organisations, businesses, governments and local communities (de Bruin et al, 2017). They leverage these networks to maximise their positive impact.

There is an increasing interest in investing socially and environmentally, known as impact investing or social investing. Younger generations are often looking for ways to combine their financial investments with the social causes they support (Alliance, 2017).

New generation social enterprises often involve education and social awareness as part of their business model. They may provide training, raise awareness about specific social issues, and actively engage in community education (Bornstein & Davis, 2010).

In the context of the new sustainable economy, the new generation of social entrepreneurs endeavour to create environmentally and economically sustainable businesses (Stiroh, 1999). They often implement sustainable practices in their business operations.

Many new generation social enterprises focus on empowering local communities by creating jobs, improving access to services, and supporting local economic development (Certo & Miller, 2008).

Younger generations in social entrepreneurship often promote the importance of self-awareness and strong

leadership to achieve their social goals and overcome barriers that arise (Yitshaki & Kropp, 2016).

They often have a multidisciplinary approach to social problems, combining different disciplines and critical thinking to seek comprehensive solutions (Jennings & Astin, 2017).

The new generation of social entrepreneurship is not just about creating businesses, but also about creating positive change in society (Santos, 2012; Martin & Osberg, 2007). They play an important role in shaping a new economy that is more inclusive, sustainable, and orientated towards social and environmental well-being (Alam, 2022).

METHODOLOGY

As part of the "New Generation in the New Economy" project, an online diagnostic study (based on a so-called task catalogue) was conducted with a group of more than 500 students studying in vocational schools, high schools and private schools in the Indonesian region, as well as 3 workshops with students representing different types of schools.

The research population was high school students from East Java province. New Generation Social Entrepreneurship in the New Economy The research unit is the student, and for sampling the class is used as the unit of selection. The main features in the sample selection were the type of locality, the type of secondary school and the quality of education in the school. For the first two main features, the desired numbers reflecting the population structure were set.

The research population is high school students from East Java province. The research unit is the student, and for sampling, the class is used as the unit of selection. The main features in the sample selection are the type of locality, the type of high school and the quality of education in the school. For the first two main features, the desired numbers reflecting the population structure were set.

Therefore, a mixed method of non-randomised selection was used. The method included elements of team, quota and

systematic selection. A complete list of schools was compiled based on school type and performance, and quotas were allocated based on the school type structure.

Then the sample frame was divided into sections and the required number of schools was selected from each section (quasi-systematic selection). The method adopted allows for reflection of school structure and proportional representation of teaching quality.

The study included 26 classes, including:

- 8 vocational school classes,
- 9 private school classes,
- 9 secondary school classes.

The research objectives were to measure and describe the following competences:

- 1) Mathematical literacy competence (analytical competence),
- 2) Ethics and citizenship competence,
- 3) Communication,
- 4) Creativity,
- 5) Self-organisation at work,
- 6) Digital content creation and information seeking skills utilising it,
- 7) Learning new issues. Workshop analysing competency mastery,
- 8) Teamwork.

The results collected as part of the individual studies were analysed in relation to the students' willingness to apply the assumptions of social entrepreneurship and participation in its initiatives. The results of ethical and civic competences, organisation of independent work, creativity and teamwork are analysed in detail, because it is precisely in the tasks of the diagnostic study that the state of knowledge and approach of the younger generation to social entrepreneurship as a field of activity is important for forming key competences in the New Economy.

The most important aspect of the research is its qualitative dimension - in the analyses, students' statements and graphic materials prepared by them are used. The whole study should be treated as a mixed research, as research triangulation was used in the analysis of the research conducted - the results of qualitative research were incorporated into the quantitative analysis.

RESULTS

4.1 Ethics and Citizenship Competence

As part of a task aimed at testing demonstrated competence, secondary school students in the Indonesian region assessed, among other things, attitudes towards situations (including business situations) in which moral and economic values conflict. Young people answered, among others, questions regarding adherence to contract terms in the face of the possibility of neglecting current obligations in favour of more favourable contracts and questions regarding equality of employment for people from Indonesia and foreigners.

The overall results of the assessment of the ethical and civic competence of secondary school youth showed a high level. There are differences between representatives of each type of school, although the differences are not very high.

Summarising the results of the study, the authors recommend cautious interpretation.

However, it clearly shows that the ability to correctly resolve moral dilemmas (by young people) is a good basis for proper behaviour in social life.

4.2 Self-employed Organisation

As part of the independent work organising competency learning, students have to individually plan the organisation of a charity event. A time and budget have been set for the execution of this task. The choice of the purpose of the action is up to the student.

The goals indicated by the students had a wide range. 39.5% (215 people) targeted animal welfare actions. 21.9%, i.e. 119 people who carried out the task, expressed the need to provide support to children, including those who are sick or have disabilities. 41 students (7.5%) indicated a specific beneficiary of the charitable action. Slightly fewer, 37 people (6.8%) indicated the need to help people experiencing a homelessness crisis or other difficult life situations, for example those caused by fire.

In carrying out the task, students also had to demonstrate their knowledge of the mechanics of organising a collection. The 203 people who participated in this research fully executed this element of the task, by demonstrating all the necessary New Generation social entrepreneurship in the New Economy

approvals of local authorities and institutions to be able to carry out such actions. Some of them (students) also cited laws or other regulations, thus proving that they had read (had such knowledge) the existing legal requirements. The authors also point out that most students consider the local environment as the context of the fundraising impact.

This may indicate an awareness of local resources and a feeling of being able to utilise them. During the research, the students were also asked to indicate potential partners of the charity campaign. Most importantly, they suggested their peers as well as people known personally. They could easily identify third sector entities operating locally: from scouting organisations to foundations and associations.

4.3 Creativity

As part of an assignment aimed at researching creativity levels, students had to imagine a job interview situation at a creative agency with an English-speaking supervisor.

The students had to point out their strengths and weaknesses, overcome communication barriers and demonstrate creativity in the area of communication without (possibly) knowledge of English.

The results of the last task element, among others, showed the ease of declarative communication. First of all, the students were able to communicate in English, and if their competence proved insufficient, they easily proposed some solutions based on the support of others or looked for solutions online or using internet applications.

It is about imaginary resources (an interview as part of the diagnostic test was not conducted), but as in the case of the self-organisation of work task, the results regarding the awareness of the different resources that students can use to achieve their intentions seem to be very positive.

4.3 Teamwork

As part of the assignment related to the teamwork competence examination, workshops were held aimed at introducing the ideas and practices of the third sector in Indonesia.

After participating in the theoretical-discussion part, students proposed to set up a foundation or association working for a social cause that is important to the students.

Vocational school students proposed setting up an organisation that promotes young photographers and graphic designers, an organisation that would connect animals living in shelters with people who want to take them for a walk, a sports organisation that would enable the use of public sports in an organised infrastructure, and an organisation aimed at popularising studies in the field of emergency medical services.

Secondary school students proposed the creation of an organisation that would "rejuvenate" the way in which local community centres function and offer activities, an organisation that deals with the reconstruction of the city's green lungs by planting trees, and an organisation that prevents disasters. widely understand the loneliness of young people by organising social groups that want to take advantage of the local cultural or sporting offer.

The private school students suggest setting up an association that deals with organising a social Christmas Eve for people at risk of social exclusion, a charitable organisation working for children and a religious organisation that supports homeless people in the social field.

Students make decisions about the purpose and form of the organisation based on the prepared SWOT analysis, which also refers to the method of financing the proposed organisation.

Table 1. Summary of student skills/resources identified based on SWOT analysis

<p>Power</p> <ul style="list-style-type: none"> ✓ The ability to combine different types of resources, both those available to the student personally (e.g. having parents working in a certain company, the possibility of using the yard of the tenement where the student lives) and publicly available (e.g. the possibility of establishing co-operation with the school where the respondent studies and with other institutions such as animal shelters for example), ✓ Ability to mention long-term goals of the organisation's functioning, such as pro-ecological activities or activities to improve the quality of life of animals, ✓ Confidence that possible lack of skills needed to run the organisation can be made up for, e.g. learning new things, ✓ Awareness that there is a network of institutions, organisations and initiative groups in the student's environment that could join in the proposed initiative. 	<p>Weaknesses</p> <ul style="list-style-type: none"> ✓ Understands the possibilities of functioning of the organisation in the context of financial challenges and matches the momentum of functioning of available and potentially available resources, ✓ Recognise the need to "join forces" (e.g. with adults, school management, other organisations and agencies) to effectively achieve set goals, ✓ Awareness of the need for continuous learning, overcoming "inexperience" ✓ Awareness of the objective limitations of the proposed initiative (e.g. adverse weather conditions, lack of interest among potential recipients).
<p>Opportunity</p> <ul style="list-style-type: none"> ✓ Ability to see the long-term goals of the organisation, such as pro-ecological activities or activities to improve the quality of life of animals, ✓ Awareness of the lack of competition in the proposed initiatives selected, evidencing an attempt to differentiate the topics under consideration. 	<p>Threats</p> <ul style="list-style-type: none"> ✓ Understand the need to gain experience for the efficient operation of the organisation (e.g. in the field of pre-performance training or in the field of tree planting according to its development needs), ✓ Understand the issue of sustainability of ensuring the functioning and financing of the activities proposed by the formed organisation, ✓ Understand that topics that young people are passionate about may not be interesting or important on a macrosocial scale

Most respondents knew or in their discussions came to the conclusion that the proposed organisation would have to get funding for their activities, and preferably money, in order to strengthen its sustainability.

It was also clear to the students that they would not be operating in a social vacuum. As partners of the proposed organisation, they proposed peer, school, business and other social organisations. It should be noted that the workshops in SMK were only conducted in direct contact with the students. Secondly, the region and country of residence of the respondents are equally important. These are typical macrosocial factors relating to the quality of life or culture of

using new technologies. In a broader study, these issues are certainly worth considering at the stage of research conceptualisation and research tool construction. 471 Workshops in senior high schools and private high schools were conducted online.

LIMITATIONS OF THE STUDY

Contemporary research on adolescents needs to take into account a number of factors that can influence their life course. First of all, we function under a rapidly changing reality caused not only by the influence of new technologies, but also diseases (e.g. COVID-19)

that affect the organisation of the social world. The young people participating in this research are used to working online, yet it is easy to imagine a situation where online research would be a way to avoid reliable work. The methodology used in this project does not include a mechanism to test commitment to a given response. This should probably be a mechanism.

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FINDINGS

Youth social entrepreneurship is constantly transforming and although the subject is changing (from activities related to co-management to activities related to social solidarity and civic attitudes), social entrepreneurship always refers to joint activities at the border of economic and social realities. Young people's approach to the execution of socially useful tasks is also changing. Young

people see them as opportunities to solve social problems and face challenges related to changes in the postmodern world. The competences acquired by young people make them more aware and engaged citizens, but also more conscious and responsible participants in the New Economy of the future.

As part of the research, it was found that students realise the possibility of participating in the social world through broadly understood social entrepreneurship (as well as activities in and for the third sector). It was also found that they are very aware of the possibilities and the need for institutions in this field. The discussed student resources translate into the necessary competences in the New Economy.

In summary, this paper reconstructs the resources, approaches and attitudes of the younger generation towards the agency possibilities offered by social entrepreneurship. The knowledge gathered is analysed based on the competence challenges posed by the New Economy for the New Generation. Against the backdrop of large and difficult social phenomena brought about, for example, by the pandemic and the resulting long-term distance learning, the collected results and observations give us optimism.

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