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# 02.1 Report

## Literature Review

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## Project Summary

SocialB is a collaboration between 8 partners from the social enterprise, training and Higher Education sectors in 4 countries – Ireland, Greece, Italy and Slovenia. This project is funded by the Erasmus+ Knowledge alliance programme.

The SocialB Project team will design, develop and pilot an accessible suite of learning resources to support individual learning, organisational learning and network development in the field of social enterprise. Learning resources will be presented in the framework of blended learning materials in 16 – 24 Learning Units and will be designed to address identified skills gaps and training needs in key areas critical for the development, sustainability and expansion of the Social Enterprise sector.

The project runs from January 2020 until December 2022, and the resulting Learning Units will aim to stimulate significant changes in HEI curricula & VET training programmes by integrating a learner-centred approach oriented to real, problem-based learning and skills acquisition in the field of social entrepreneurship.



## Executive Summary

O2.1 report set out to provide a literature overview of current education and training provision pertaining to the sustainability and growth of social enterprises. It presents a broad picture of education and training services offered and identifies appropriate methodologies, approaches and techniques that are relevant to education and training in the social entrepreneurship field. As a result, a list of specific recommendations has been produced regarding training services, skills and content on demand, as well as appropriate theoretical learning approaches, pedagogies and methodologies and techniques.

1. Social entrepreneurship has been viewed as a potential solution to social problems and as a means for the development of sustainable communities. However, a universal definition for social entrepreneurship is still missing, while the types of social enterprises vary.
2. The availability of training in EU is growing at vocational and university level. However, very little systematic analysis is reported on mapping these training offers as well as evaluating their potential.
3. Training on the sustainability and growth of social enterprises is falling behind in a few countries in Europe. In Italy and Ireland, the offers at tertiary and VET level are more frequent in numbers, and more focused on sustainability and growth issues, compared with these available in Greece and Slovenia. Evidence is also provided for other European countries where there are also specific and promising offers.
4. A few training skill gaps are identified in the market. Most of these training needs are directly associated with factors driving the sustainability and growth of social enterprises.
5. There are skills on high demand for social entrepreneurs. The education and training for existing or future social entrepreneurs is critical for capacity building in reference to how these workers harmonize social impact and business knowledge in the context of social entrepreneurship.
6. Contemporary training for social entrepreneurs needs to incorporate social learning theories and pedagogies. The focus of training has shifted from information processing to the entrepreneurs' participation and integration that provides sustainable and real context for learning and participation in the real social world, and the community.
7. Training offers must also adopt specific blended methodologies and appropriate techniques that harmonize well with the pedagogies in social entrepreneurship.

## Επιτελική Σύνοψη

Η μελέτη O2.1 έχει ως στόχο να παρέχει μια βιβλιογραφική ανασκόπηση αναφορικά με την τρέχουσα εκπαίδευση και κατάρτιση που προσφέρεται στα πεδία της βιωσιμότητας και της ανάπτυξης των κοινωνικών επιχειρήσεων. Παρουσιάζει μια ευρεία εικόνα των προσφερόμενων υπηρεσιών εκπαίδευσης και κατάρτισης και διερευνά τις κατάλληλες εκπαιδευτικές μεθοδολογίες και τεχνικές που σχετίζονται με την εκπαίδευση και την κατάρτιση στο πεδίο της κοινωνικής επιχειρηματικότητας. Η μελέτη καταλήγει στην διαμόρφωση μιας λίστας συγκεκριμένων συμπερασμάτων και προτάσεων αναφορικά με τις υπηρεσίες κατάρτισης, τις δεξιότητες και το περιεχόμενο κατά περίπτωση, καθώς και τις κατάλληλες θεωρητικές προσεγγίσεις μάθησης, παιδαγωγικές προσεγγίσεις, εκπαιδευτικές μεθοδολογίες και τεχνικές.

1. Η κοινωνική επιχειρηματικότητα έχει θεωρηθεί ως μια εν δυνάμει λύση σε κοινωνικά προβλήματα και ως μέσο για την ανάπτυξη βιώσιμων κοινοτήτων. Ωστόσο, εξακολουθεί να μην υπάρχει ένας καθολικός ορισμός για την κοινωνική επιχειρηματικότητα, ενώ οι τύποι κοινωνικών επιχειρήσεων να ποικίλλουν.
2. Η παρεχόμενη κατάρτιση στην ΕΕ αυξάνεται τόσο σε επίπεδο επαγγελματικής κατάρτισης όσο και σε πανεπιστημιακό επίπεδο. Ωστόσο, πολύ λίγη συστηματική ανάλυση έχει αναφερθεί σχετικά με τη χαρτογράφηση αυτών των προσφορών κατάρτισης, καθώς και την αξιολόγηση των δυνατοτήτων τους.
3. Η κατάρτιση σχετικά με τη βιωσιμότητα και την ανάπτυξη των κοινωνικών επιχειρήσεων υστερεί σε ορισμένες χώρες της Ευρώπης. Στην Ιταλία και την Ιρλανδία, η προσφορά σε τριτοβάθμιο επίπεδο και σε επίπεδο Επαγγελματικής Εκπαίδευσης και Κατάρτισης είναι πιο μεγάλη, και επικεντρώνονται περισσότερο σε θέματα βιωσιμότητας και ανάπτυξης, σε σύγκριση με την Ελλάδα και τη Σλοβενία. Παρέχονται επίσης στοιχεία και για άλλες ευρωπαϊκές χώρες όπου υπάρχουν επίσης συγκεκριμένες και πολλά υποσχόμενες προσφορές εκπαίδευσης και κατάρτισης.
4. Συγκεκριμένα κενά δεξιοτήτων σε επίπεδο κατάρτισης έχουν εντοπιστεί στο πεδίο της κοινωνικής επιχειρηματικότητας. Οι περισσότερες από αυτές τις ανάγκες κατάρτισης συνδέονται άμεσα με παράγοντες που οδηγούν στη βιωσιμότητα και την ανάπτυξη των κοινωνικών επιχειρήσεων.
5. Εντοπίζονται κάποιες δεξιότητες υψηλής ζήτησης για κοινωνικούς επιχειρηματίες. Η εκπαίδευση και η κατάρτιση των υφιστάμενων ή μελλοντικών κοινωνικών επιχειρηματιών είναι ζωτικής σημασίας για την ανάπτυξη ικανοτήτων σε σχέση με τον τρόπο με τον οποίο πρέπει να εναρμονίζουν τον κοινωνικό αντίκτυπο με τις επιχειρηματικές τους γνώσεις στο πλαίσιο της κοινωνικής επιχειρηματικότητας.
6. Η σύγχρονη κατάρτιση για κοινωνικούς επιχειρηματίες πρέπει να ενσωματώνει θεωρίες κοινωνικής μάθησης και αντίστοιχες παιδαγωγικές προσεγγίσεις. Το επίκεντρο της κατάρτισης έχει μετατοπιστεί από την επεξεργασία πληροφοριών στη συμμετοχή και ένταξη των επιχειρηματιών παρέχοντας έτσι ένα βιώσιμο και πραγματικό πλαίσιο για μάθηση και συμμετοχή στην πραγματική κοινωνία, και στην κοινότητα.
7. Η παρεχόμενη κατάρτιση πρέπει επίσης να υιοθετεί ειδικά συνδυασμένες μεθοδολογίες και κατάλληλες τεχνικές, οι οποίες εναρμονίζονται καλά με τις παιδαγωγικές προσεγγίσεις που άπτονται στο πεδίο της κοινωνικής επιχειρηματικότητας.

## Sintesi

Il primo rapporto (O2.1) del report sui bisogni formativi dell'imprenditoria sociale si propone di fornire una panoramica della letteratura sull'attuale offerta di istruzione e formazione relativa alla sostenibilità e alla crescita delle imprese sociali. Presenta un quadro ampio dei servizi di istruzione e formazione offerti e identifica metodologie, approcci e tecniche rilevanti per l'istruzione e la formazione nel campo dell'imprenditoria sociale. Ciò ha permesso di stilare un elenco di raccomandazioni specifiche riguardanti i percorsi di formazione, le competenze e le conoscenze necessarie, le tecniche di apprendimento teorico e pratico.

1. L'imprenditorialità sociale è vista come una potenziale soluzione ai problemi sociali e come un mezzo per lo sviluppo di comunità sostenibili. Tuttavia, manca ancora una definizione universale di imprenditoria sociale mentre i tipi di imprese sociali sono i più disparati.
2. La disponibilità di formazione nell'UE sta crescendo a livello professionale e universitario. Tuttavia, viene registrata pochissima analisi sistematica sulla mappatura di queste offerte di formazione e sulla valutazione del loro potenziale.
3. La formazione specifica sui temi della sostenibilità e della crescita delle imprese sociali è in ritardo in alcuni paesi europei. In Italia e in Irlanda, le offerte sono più frequenti in numero e più incentrate sui temi della sostenibilità e della crescita, rispetto a quelle disponibili in Grecia e Slovenia. In altri paesi europei, non presenti nel partenariato ma comunque oggetto di studio, sono presenti offerte specifiche promettenti.
4. Sono identificate alcune mancanze nelle competenze. La maggior parte di queste esigenze di formazione si associa direttamente ai fattori che guidano la sostenibilità e la crescita delle imprese sociali.
5. Ci sono competenze molto richieste per gli imprenditori sociali. L'istruzione e la formazione per gli imprenditori sociali esistenti o futuri è fondamentale per lo sviluppo di capacità che permettano loro di armonizzare l'impatto sociale e l'esperienza di business nel contesto dell'imprenditorialità sociale.
6. La formazione per gli imprenditori sociali deve incorporare teorie e pedagogie dell'apprendimento sociale. Il focus della formazione si deve spostare dall'elaborazione delle informazioni alla partecipazione degli imprenditori nell'ambito di contesti reali.
7. Le offerte di formazione devono infine adottare specifiche metodologie "miste" e tecniche appropriate che si armonizzino bene con i temi dell'imprenditoria sociale.



## Povzetek

Poročilo (O2.1) povzema pregled strokovne in znanstvene literature o obstoječem izobraževanju in usposabljanju, ki se osredotoča na trajnost/vzdržnost in rast socialnih podjetij. Vključuje širši vpogled v obstoječe izobraževanje in usposabljanje ter metode, pristope in tehnike, ki so pomembne za izobraževanje in usposabljanje na področju socialnega podjetništva. Vsebuje priporočila, vezana na usposabljanje, učne vsebine in veščine, primerne učne pristope, metode in tehnike poučevanja.

1. Socialno podjetništvo je v strokovni in znanstveni literaturi obravnavano kot potencialna rešitev socialnih problemov in kot sredstvo za razvoj trajnostnih skupnosti. Še vedno ne obstaja univerzalna opredelitev socialnega podjetništva, saj se oblike socialnih podjetij medsebojno razlikujejo.
2. V državah EU je na voljo čedalje več izobraževanja in usposabljanja s področja socialnega podjetništva, in sicer tako na višje- kot visokošolski (univerzitetni) ravni. Razviden pa je primanjkljaj sistematičnih analiz o obstoječem izobraževanju in usposabljanju.
3. V nekaterih evropskih državah je izobraževanje in usposabljanje o trajnosti/vzdržnosti in rasti socialnih podjetij manj razvito kot v drugih. V Italiji in na Irskem je ponudba izobraževanja in usposabljanja o socialnem podjetništvu na višje- in visokošolski ravni številčno bogatejša in bolj osredotočena na vprašanja trajnosti/vzdržnosti in rasti, medtem ko je tovrstno izobraževanje in usposabljanje v Grčiji in Sloveniji slabše razvito (te štiri države so v poročilu podrobneje obravnavane, ker so partnerice projekta SocialB). Tudi v drugih evropskih državah se razvija ponudba izobraževanja in usposabljanja za socialno podjetništvo, a pa je pogosto prilagojena obstoječim razmeram v posamezni državi.
4. V obstoječem izobraževanju in usposabljanju za socialno podjetništvo strokovna in znanstvena literatura zaznavata nekatere vrzeli, ki so večinoma neposredno povezane z dejavniki, ki vplivajo na trajnost in rast socialnih podjetij.
5. Pri izobraževanju in usposabljanju obstoječih in bodočih socialnih podjetnikov so zelo pomembne veščine in strokovna znanja. Le-ta jim pomagajo krepiti zmožnosti, da usklajujejo širši družbeni vpliv in podjetniško znanje na področju socialnega podjetništva.
6. Sodobno izobraževanje in usposabljanje za socialne podjetnike mora vključevati teorije in pedagogiko socialnega učenja. Zato se je težišče izobraževanja in usposabljanja preusmerilo od informacij (posredovanje, obdelava) na aktivno sodelovanje in vključevanje podjetnikov. Takšno učenje in usposabljanje omogoča, da se udeleženci ne soočajo le s teorijo, ampak da se soočajo s prakso: z realnimi razmerami in tudi da sodelujejo v skupnosti (oz. resničnem socialnem okolju).
7. Izobraževanje in usposabljanje za socialne podjetnike mora vključevati model kombiniranega učnega pristopa (ustrezne metode in tehnike), ki so dobro usklajene s pedagogiko socialnega podjetništva.



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## 1. Introduction

The current report provides the outcomes of a comprehensive research carried out to provide a critical overview and analysis of the current practice pertaining to social entrepreneurship education and training provision with emphasis on the fields of sustainability and growth of social enterprises, at HEI and VET level in SocialB partner countries and across the EU. The research focuses primarily on providing

- a short review of social entrepreneurship and social enterprise concepts,
- the types of social enterprises in partner countries as well as
- the definitions and factors that affect sustainability and growth.

Further to this the present research:

- provides a high-level review of education and training provision components in the field of social entrepreneurship, across the EU and in partner countries, with a focus on sustainability and growth challenges and
- identifies the emerging methodologies, approaches and techniques that are relevant to education and training in the social entrepreneurship field.

The evidence for this report derives from academic journals, previous projects, EU and international research and other relevant sources. This literature review will inform the format of the surveys that will be conducted in Work Package 1 (WP1) “Skills Gaps and Training Needs Analysis” as well as the content of SocialB training that will be developed in the frame of WP3 “Training Content Design and Development”.

## 2. Definition of social entrepreneurship and types of social enterprises

### 2.1 Definition of social entrepreneurship

The concept of social entrepreneurship has gained great attention in academic and business cycles in the past few decades; however, there is still no consensus about a common definition (Choi and Majumdar, 2014). This can be attributed to the newness of the topic and the lack of a delimitation line between social entrepreneurship and other fields such as commercial entrepreneurship (Kraus et al, 2014). Definition attempts come from several schools of thought, practices, and different regions of the world (Hoogendroon et al, 2010) due to the different ways of conceptualizing capitalism and the role of governments (Bacq & Janssen, 2011) as well as different types of organizational models (Nicholls, 2010).

Many authors in the past, attempting to define social entrepreneurship, focused on its process and sub-concepts, having proved the heterogeneity that can be found in the concept (Lubberink et al, 2018). They have mentioned the creation of social value (Austin et al, 2006; Weerawardena et al, 2006), the resolution of social market failures (Nicholls, 2006), meeting unsatisfied human needs (Seelos & Mair, 2005), the combination of social mission with business like discipline (Dees, 1998), the creation of innovation (Alvord et al, 2004; Austin et al., 2006), the recognition of opportunities (Roberts & Woods, 2005; Mair & Marti, 2006; Weerawardena et al, 2006), the combination of resources (Mair & Marti, 2006), the engagement of collective actors (Stryjan, 2006) within or across non-profit, business or public/government sectors (Austin et al, 2006).



In recent years researchers have attempted more comprehensive and integrated definition approaches. Bacq & Janssen (2011) conceptualizing social entrepreneurship as the management of a system of double equations such as the social mission and the commercial activities proposed the following definition: *“Social entrepreneurship is the process of identifying, evaluating and exploiting opportunities aiming at social value creation by means of commercial, market-based activities and of the use of a wide range of resources”* (2011, p.388). Choi and Majumdar (2014) consider social entrepreneurship as a cluster of several sub-concepts such as the social value creation, the social entrepreneur, the social enterprise organization, the market orientation and the social innovation. Social value creation is a prerequisite; the other sub-concepts can exist in a greater or lesser degree and in different combinations.

In Europe, researchers have given attention mainly to the sub-concept of social enterprise. According to the EMES approach social enterprises are autonomous and participatory initiatives, established by groups of people, in order to provide benefit to the community, without making decisions based on power over capital ownership (Hoogendroon et al., 2010), allowing in some cases the distribution of some profit. The most common types of such organizations are associations, cooperatives, mutual organizations and foundations, while legal definitions have been given by national governments as an attempt to establish clear norms (Bacq & Janssen, 2011).

The European Commission<sup>1</sup> defines the social enterprise as *“the operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities”*.

## 2.2 General Typologies and models of Social Enterprises

Many typologies have been proposed for the classification of social enterprises based on a variety of factors such as purposes, organizational features, origins, development paths, institutional factors, resources etc. The European Commission<sup>2</sup> identifies the following types of social enterprises: *“a) Those for who the social or societal objective of the common good is the reason for the commercial activity, often in the form of a high level of social innovation, b) Those whose profits are mainly reinvested to achieve this social objective, c) Those where the method of organisation or the ownership system reflects the enterprise's mission, using democratic or participatory principles or focusing on social justice”*.

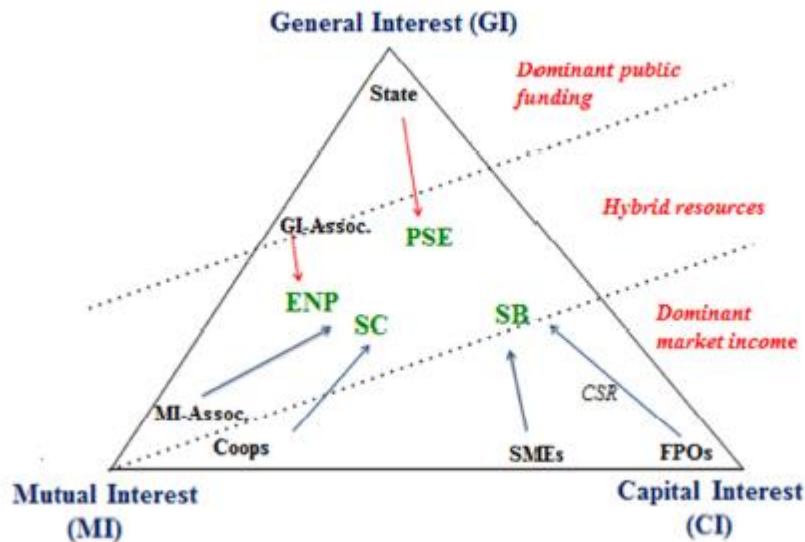
For the purposes of the present study the four major social enterprise models are being introduced based on the resource's origins (public funding, hybrid, market income) and the interests (general interest, mutual interest, capital interest) of social enterprises as depicted in the following figure and shortly described below (Defourny & Nyssens, 2016).

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<sup>1</sup> [https://ec.europa.eu/growth/sectors/social-economy/enterprises\\_en](https://ec.europa.eu/growth/sectors/social-economy/enterprises_en)

<sup>2</sup> [https://ec.europa.eu/growth/sectors/social-economy/enterprises\\_en](https://ec.europa.eu/growth/sectors/social-economy/enterprises_en)

Figure 2: Institutional trajectories and resulting SE models



Source: Defourny, J. and Nyssens, M. (2016) "Fundamentals for an International Typology of Social Enterprise Models p. 12

### **Entrepreneurial non-profit model (ENP)**

There are non-profit organizations that develop any type of earned-income activities in order to support their social mission, most likely they are general interest associations/ non-profit organizations which try to complement donations or public grants with new sources of funding. Earned income strategies of these organizations can have various forms such as: a) any trading activity, mission-unrelated to make surplus for the support of the social mission, b) trading activities by a subsidiary non-profit organization that brings back surplus to the parent non-profit organization, c) any market-oriented and mission-centred activity developed by a non-profit organization to produce things in industries where work integration social enterprises sell their goods and train unskilled workers. Decision making process is usually based on the rule one person one vote, and they respect the rule of non-profit distribution constraint.

### **Social cooperative model (SC)**

Social cooperatives are usually mutual interest organizations giving more importance to the general interest. They are owned and controlled by their members, which might be associates (co-owners), users (consumer cooperatives, credit and savings cooperatives, etc), providers/producers (agricultural cooperatives), or workers (workers cooperatives). Thus, social cooperatives can be single stakeholders when all their members share mutual interest contributing at the same time to the general interest or when their social mission targets their own members, while they can also be multi-stakeholder organizations. Social cooperatives implement democratic governance (equal voting power) and limitation of profit sharing. Several European countries, among them Italy and Greece, have introduced new legal forms for social cooperatives.

### ***Social Business model (SB)***

This model concerns any company or foundation that develops business activities for a social purpose or mission. These organizations serve the double or triple bottom line vision and have a stronger orientation to the general interest which might lead them to rely on a more hybrid model to provide good or services for the public good. Such paradigms are business activities developed in social fields such as personal services, environmental protection, fair trade, where the general interest is the core value of their production, whatever the ownership and governance structure. Some of social businesses implement limited distribution of profits, or the profits stay inside the enterprise for its expansion and improvement. The absence of any regulatory structure gives social businesses the freedom to implement internal rules to protect social goals, implement governance, maximize and distribute their profits.

### ***Public Sector social enterprise model (PSE)***

This model refers to private entities to which responsibilities have been transferred from the state, while keeping them under public control or regulations. This move serves the purpose of reducing public costs, limiting the public size, improving/innovating services, and achieving higher efficiency. Their services might be community development policies in urban areas, local administration services, etc. Public sector social enterprises usually adopt the non-profit distribution constraint, while the type of governance varies according to the place and the role that public authorities play on them. If they are public spin-offs or the public authorities remain the most important stakeholder, governance tends to be more bureaucratic. If public authorities contract out, it may give some autonomy to PSE but still bureaucracy continues to exist in procedures related to tendering, commissioning, delivering, and measuring.

## **2.3 Types of Social Enterprises in SocialB partner countries**

### **Greece**

Social enterprise sector in Greece has been restructured after the initiation of the law 4430/2016, which introduced the concept of organizations of social and solidarity economy. The new law sets a number of criteria for defining social enterprises. The social enterprise types in Greece (Varvarousis & Tsitsirigkos, 2019) are:

- a) **Social cooperative enterprises (SCEs)**, they are civic cooperatives which have as a fundamental aim a social and collective benefit and they develop entrepreneurial activity. They are managed horizontally according to the principle one member / one vote, they do not distribute profits to their members but only to employees (35%) and their surplus is reinvested. They are divided into two categories related to their purpose a) Integration SCEs (KoinSep Entaxis) for the integration of vulnerable and special groups in social and economic life and b) SCEs for collective and social benefit purposes (KoinSEp Syllogikis & Koinonikis Ofeleias), which involve a great extent of activities.
- b) **Worker Cooperatives**. They pursue the common satisfaction of the needs of their members through the creation of secure and decent workplaces based on equality and solidarity. They can take part in all kinds of activities and consist of at least three

individuals. They employ democratic decision processes, and their profit distribution should not exceed the 35% of the total profit.

- c) **Limited liability cooperatives (KoiSPEs).** They promote partnership and equal participation of individuals with mental problems, employees in psychiatric units, people from marginalized groups or other disabilities, community institutions. They are at the same time mental health units and productive/commercial administered by the Ministry of Health.
- d) **Members Women's agrotourism cooperatives.** They have minimum seven members, do not distribute profits to their members, and profits are used to expand the cooperatives activities.

Other types of organizations such as civil cooperatives, agricultural cooperatives, associations, civic non-profit companies, can be considered social enterprises if they meet the criteria set by the law 4430/2016. These criteria are: a) they have a social aim based on the concepts of sustainable development and social services for general interests, b) are governed by democratic procedures, c) distribute their profit for reserves (5%), to the employees (35%) and for new job positions and reinvestment, d) apply a system of converging labour remuneration, e) seek to develop through horizontal networking with other social enterprises, f) have not be formed and are not governed by a public law legal entity.

## Ireland

The term social enterprise is relatively new in Ireland; however, the country has a long tradition in interventions in community and social life (Government of Ireland, 2019). Many social enterprises have emerged from the voluntary and community sector and are governed by voluntary boards. Other social enterprises have been established by entrepreneurs in order to maximize the social impact and contribution to society (Government of Ireland, 2019). The range of social enterprises activity is broad in Ireland and social enterprises can be (Department of Rural and Community Development & Social Finance Foundation, 2018; Government of Ireland, 2019):

- Work integration social enterprises, which support people who experience social or economic barriers to enter the labour market
- Enterprise development social enterprises, supporting the creation of other enterprises driven by the social mission or not (e.g. provision of office space and facilities)
- Community based social enterprises, represent the majority of social enterprises in Ireland, and they are often small.
- Social entrepreneur initiated, are created by one or more individuals tackling specific social issues. They usually rely on support from other organizations or philanthropic resources for funding.
- Deficient demand social enterprises seeking to meet the demand for goods and services in a community in which the market is not operating regularly due to economic and social failure or low population density
- Environmental social enterprises focusing on environmental sustainability, climate action, environmental changes.



- Service providers to the state which operate in order to deliver public services to disadvantaged communities or areas mostly in the health sector and particularly in elder care and in childcare.

Other organizations that are membership type are also considered social enterprises since they have many or all of the characteristics of social enterprises. Such organizations are credit unions, mutuals, and cooperatives and do not distribute profits to shareholders and focus on the achievement of social impact.

## Slovenia

The Slovenian law defines social enterprise as a qualification, which means that social enterprise is not defined as a mandatory legal form in Slovenia. According to the new law introduced in the Social Entrepreneurship Act (2018), a social enterprise is defined as the legal entity which acquires the status of social enterprise and can be an association, institute, foundation, company, cooperative or other legal entity of the private law, following specific principles such as (Rokar & Kolaric, 2019):

- Is an autonomous initiative, established by the decision of its founders?
- Its purpose is not to generate profit and assets. Any surplus must be reinvested in its activities. Sharing of the profit or excesses of revenue distribution is not allowed.
- It serves the public interest, continuously engaging in social entrepreneurship or other activities supporting the promotion of the most disadvantaged groups into the labour market
- Its members work voluntarily
- It is managed independently
- The manufacture and provision of products or services in the market are organized to a great extent according to the market principles
- It involves voluntary work
- Decisions are adopted by all members according to the principle one member-one vote
- The stakeholders are involved in decision making
- It provides for the transparency of its financial operation and for internal control
- It operates for the public benefit, for the benefit of its members, users and the wider community

They can perform any kind of commercial or non-commercial activities.

## Italy

Italy has two legally recognized forms of social enterprises, the social cooperatives and social enterprises. There are two types of social cooperatives, the A-type for delivering social, health and educational services and the type B for work integration undertaking any other activity or deliver services for the work integration of disadvantaged persons (Borzaga, 2019).

The new law (decree 112/2017) defines social enterprise as the *"private organization that runs entrepreneurial activities for civic, solidarity and social utility purposes and allocates profits principally to achieve its corporate purpose by adopting responsible and transparent*



*management modalities and favouring the largest possible participation of employees, users, and other stakeholders interested in its activities".*

Various types such as associations, foundations, religious institutions, and limited liability and shareholder companies can obtain the legal status of social enterprises, meeting some requirements.

The new law (decree 117/2017) also defines and identifies the forms of voluntary organizations, social promotion associations, philanthropic entities, social enterprises, social cooperatives, networks of third sector organizations and mutual aid societies as organizations of the third sector and regulates each form except from the social enterprises which are regulated by decree 112/2017.

The new legislation scheme provides some novelties such as:

- Social enterprises established as cooperatives or limited liability or shareholder companies can distribute up to 50% of their profits to investors while at least 50% of profits must be reinvested in the social enterprise and the assets remain locked.
- Private enterprises or public authorities' representatives can participate in boards without direct presence or chair the same boards.
- The fields of engagement are enlarged
- Social cooperatives remain specialized in the provision of welfare services
- Tax exemption is recognized for non-distributed profits

### **3. Sustainability and growth of social enterprises**

Sustainability in an organizational context, according to the Chartered Institute of Personnel and Development (Zawawi & Wahab, 2019), is the principle of enhancing the societal, environmental and economic systems within which a business operates. The concept of the triple bottom line has also been used to refer to these three aspects, while other researchers (Zawawi & Wahab, 2019) introduce the quadruple bottom line, integrating in the concept of organizational sustainability the concept of corporate spirituality.

For the purposes of SocialB, sustainability is defined as “achieving success today without compromising the needs of the future” (Baudreau & Ramstad, 2005, p.130) or more simply “keep the business going” (Colbert & Kurucz, 2007).

In social entrepreneurship context, taking into consideration the fact that social enterprises seek to scale up their activities to maximize their impact, sustainability has been viewed from its economic view for these organizations (Hynes, 2009; Sharir et al., 2009). However, “mission drift” towards the commercial over the social goals has been observed in social enterprises (Doherty et al, 2014).

Social enterprises, as hybrid organizations, in order to continue to achieve their social impact should remain sustainable. There are several factors (Borgaza & Defourny, 2001; Baum & Oliver, 1991; Doherty et al., 2014; Haugh, 2009; Hynes, 2009; Jenner, 2016; Mair et al., 2012; Seelos et al., 2011; Sharir et al., 2009) that are important to the sustainability of social enterprises as listed in the following table.

**Table 1: Sustainability and growth factors**

<b>Resourcing</b>	Social enterprises are multi-resource organizations and must secure the necessary resources to compete in the marketplace and develop. They can use several resources such as earned income through trading activities, public funding, donations, corporate assistance, philanthropic grants, physical assets like human resources and volunteers. It depends on their type.
<b>Networks</b>	Networks have been considered a critical aspect for social enterprises since they can provide critical information, innovation and resources. Multi-stakeholder collaborative networks can support the relationships between social enterprises and their communities, while the role of governments in social venture success is important.
<b>Organizational capabilities</b>	They are embedded non-transferable assets that can enhance the effectiveness and efficiency of other resources such as: marketing capabilities, planning, leadership, managerial competency, entrepreneurial traits, quality etc. Non-profit or for-profit orientation affects the adopted organizational structures.
<b>Legitimacy</b>	It is about the alignment of the social enterprise actions with the expectations, norms and beliefs of its community and provides important benefits in terms of resources and survival.
<b>Commercial orientation</b>	The business dimension is a very important component of social enterprises' sustainability, the coexistence of social value creation and profit generation is not an exclusive relation. The issue is not if a social enterprise has a focus on making surplus but how any surplus is treated.

In business literature sustainability is directly linked to strategic orientation towards growth (Hansen & Hamilton, 2011). The same for social enterprises; they must follow business growth in order to facilitate their sustainability (Hynes, 2009). Limited research attention, however, has been given to this so far (Hynes, 2009).

Growth in the social entrepreneurship concept has been viewed as a way to scale up successful social enterprise models (Blundel & Lyon 2015) from a commercial point of view (Hynes, 2009), or from both commercial and social logics (Blundel & Lyon 2015; Doherty et al., 2014). Social enterprises must not only develop a strong cash flow in order to survive; they need to grow (Scott & Teasdale, 2012). It has been observed that growth of social enterprises can occur in several ways such as: reinvestment in other service provision (Bull & Crompton, 2006), franchising strategies (Lyon & Fernandez, 2012), entrepreneurial strategies like effectuation (Cornel & Ho, 2010) and bricolage (Di Domenico et al, 2010), and diversification strategies (Lyon & Fernandez, 2012). The commitment of leaders, networks, alliances and partnerships are also important for business growth (Davidsson et al, 2010). Variations have also been observed in growth orientation and rhythms between non-profit and for-profit social ventures (Jenner, 2016), for-profit social enterprises adopt more strategically aggressive strategies.

#### 4. Current status and challenges in education and training in social entrepreneurship

An overview of education and training provision at HEI and VET level in SocialB partner countries, as well as, across Europe is presented in the following table. The list of educational and training offers is not exhaustive; the main effort has been given to depict, where possible, the current provision of courses giving more emphasis on content related to sustainability and growth of social enterprises.

**Table 2: Educational and training offers in SE**

Country	Level/type of education and content / skills of training	Shortages	Trends and Challenges in SE education
EU  European Commission (2016)	The number of educational and training programmes tailored to social enterprises is growing significantly. Many universities have included courses or programs or established masters.	There is a lack of educational and training programmes tailored to the needs of social enterprises. Management has remained an area of weakness. Social entrepreneurs also lack entrepreneurial skills.	Alternative models of management skills education are strongly needed to help social enterprises to develop their potential as a true alternative. Social entrepreneurs should be trained to manage and deliver services that can be contracted out by public or are demanded in the market. They should also learn how they can take stock of the community anchorage, valorise non-financial assets such as volunteers, local non-market capitals like unused assets, and abandoned spaces.
EU		Social entrepreneurs lack of managerial and professional skills/ competencies necessary for scaling up their activities.	





<p><b>European Commission (2015)</b></p>		<p>They also need skills in terms of strategic business planning, market assessment, awareness and ability to manage risk.</p>	
<p><b>Italy Borzaga (2019)</b></p>	<p>In Italy, education and training on social enterprise are developed at different levels and with various durations. The same representative organisations and social cooperative consortia have been delivering training activities since the 1980s. Several universities now offer courses and programmes on social enterprise and related topics. Bocconi University in Milan offers bachelor's degree in economics for non-profit, cooperative and social organizations as well as a master's in the management of Social Enterprises, Not-for-Profit Organisations and Cooperatives University of Trento and Euricse offers a master's programme in the management of social enterprise University of Bologna offers master's degrees in social economy; economics and the management of NPOs and cooperative enterprises; and fundraising for NPOs and public bodies.</p>		
<p><b>Italy</b></p>	<p>Tertiary level University of Rome Tor Vergata<sup>3</sup> offers a Master's degree under the title MEMIS (Economic Management and Social Innovation). Its duration is one year, and the course content is based on three main pillars: – Social Impact Assessment</p>		<p>Challenges faced: – Social impact assessment – Innovative Financial tools – Social Impact Management life cycle</p>

<sup>3</sup> <https://www.mastermemis.it/>



	<ul style="list-style-type: none"> <li>– Finance for Social Enterprise</li> <li>– Project management for Social Enterprise</li> </ul> <p>In the Finance module the issues of social impact finance and social finance are treated. All other instruments to attract capital for social enterprises and strengthen their economic sustainability are also presented.</p> <p>In the module of Social impact assessment all the main instruments to assess the impact of SEs are presented. Students are taught how to report to stakeholders (both public and private) the value generated by the projects and services provided by the SE.</p> <p>In the module of Project Management, the topics addressed are both those of the ability to design how to attract European and national funds and the ability to manage the life cycle of the social impact.</p> <p>During the year a focus is placed on business modelling through the development of the business model canvas.</p>		<ul style="list-style-type: none"> <li>– Replicability and scalability of the business model</li> </ul>
<p><b>Italy</b></p>	<p>Tertiary Level</p> <p>University of Rome Tor Vergata <sup>4</sup> offers a Master's degree in Business Administration. The MBA has a track named "SOCIAL INNOVATION AND SUSTAINABILITY" inside of this track one of the core courses is on the theme of Social Entrepreneurship and Innovation.</p> <p>The main objective of the course is to clarify how to reshape the socio-economic relations among the key actors of the socio-economic arena: business, finance and society.</p>		<p>Challenges faced:</p> <ul style="list-style-type: none"> <li>– Social impact assessment</li> <li>– Innovative Financial tools</li> <li>– Social Impact Management life cycle</li> <li>– Replicability and scalability of the business model</li> </ul>

<sup>4</sup> <https://economia.uniroma2.it/master-science/ba/course-structure/>  
[https://economia.uniroma2.it/public/ba/files/Programme\\_structure/Coorte\\_2019-2020/SOCIAL\\_INNOVATION\\_AND\\_SUSTAINABILITY.pdf](https://economia.uniroma2.it/public/ba/files/Programme_structure/Coorte_2019-2020/SOCIAL_INNOVATION_AND_SUSTAINABILITY.pdf)



	<p>The course focuses on the following three main topics:1) Social Enterprise, composed of the following key concepts: Birth, evolution and definition; The economic sustainability of SE: The Area Case Study; Value chain; Collaborative relations; The intellectual capital of SE IGA and Fundraising.</p> <p>2) Social Impact composed by the following key concepts: Social impact theories; Measuring the social Impact Readiness: IS<sup>2</sup><sup>5</sup> Early Stage; Measuring and Evaluating the social Impact: IS<sup>2</sup> Advanced; Outcome based Contracting (hard and soft outcomes); Social Impact life cycle (projects and programmes); Social Impact Finance (SIBs)</p> <p>3) Social Innovation composed by the following key concepts: Case Study: Italian Fund for Social Innovation Social Innovation theories</p>		
<p><b>Italy</b></p>	<p>Tertiary level University of Bocconi Milan <sup>6</sup>, offers an intensive course on Social Enterprise Management: Entrepreneurship and</p>		

<sup>5</sup> IS<sup>2</sup> (social enterprise for social Impact) is a model to assess the social impact of the organizations and it has been developed by GCS group of Tor vergata and Open Impact srl. The model is composed by two instrument IS<sup>2</sup> Early stage, which is the first phase of assessment and IS<sup>2</sup> Advanced, which is an assessment that goes deeper. The same model is used in Master MEMIS, in the module about social Impact

<sup>6</sup> <https://www.sdabocconi.it/it/formazione-manageriale/la-gestione-dellimpresa-sociale-imprenditorialita-e-sviluppo-sostenibile>



	<p>Sustainable Development (typology: 4 days of campus), covering the following topics</p> <ul style="list-style-type: none"> <li>– Introduction to entrepreneurship and third sector management</li> <li>– The scenarios</li> <li>– Social entrepreneurship for change</li> <li>– The new management tools for the Third Sector</li> <li>– The new models of sustainability</li> <li>– Peculiarities and critical issues in the planning of an entrepreneurial activity in the social sphere</li> <li>– The creation of the business plan and the analysis of the financial plan</li> <li>– The legal status and tax rules of the social enterprise</li> <li>– Circular economy and social innovation</li> </ul>		
<p><b>Italy</b></p>	<p>Tertiary level University of Trento<sup>7</sup> provides a Master's in Management of Social Enterprises. The Masters is aimed at recent graduates in three-year, specialist or master's degrees (in all disciplines) interested in the issues of social economy, entrepreneurship and management. The Masters aims to train the new "social managers": people who can understand the complexity of the</p>		

<sup>7</sup> [www.unitn.it](http://www.unitn.it)



	<p>economic and social context and to operate by combining business efficiency with collective well-being, economic sustainability and social integration.</p> <p>It is divided into 6 months of theoretical training and 5 months of internship and allows young graduates to acquire, with a multidisciplinary approach, the managerial tools of social enterprises and non-profit organizations.</p>		
<b>Italy</b>	<p>Tertiary level</p> <p>The University of Bologna<sup>8</sup>, in collaboration with Aiccon and the Yunus Social Business Center (YSBC) of Forlì, presented in 2018 the first edition of the Permanent Training course: "Management, strategy and impact finance for social entrepreneurship and the Third sector".</p> <p>The solidity of the training generated by a research activity dedicated to the Social Economy of the University of Bologna and the cultural and identity approach of Aiccon have developed a path, to continue building an offer capable of combining thought and techniques and accompanying the growth of social entrepreneurship and the third sector in Italy.</p>		<p>Challenges faced:</p> <ul style="list-style-type: none"> <li>– Impact Investing e-Project Financing</li> <li>– New business model</li> <li>– financial and fiscal skills</li> </ul>

<sup>8</sup> <https://www.unibo.it/it/didattica/corsi-di-alta-formazione/2018-2019/management-strategia-e-finanza-d-impatto-per-limprenditorialita-sociale-e-il-terzo-settore-formazione-permanente-5624>



	<p>This is a course strongly oriented towards innovation, where there is space to explore the new hybrid models of social entrepreneurship. The course allows, in the light of the evolution of the Third sector and the social enterprise and its reform, to achieve advanced preparation for holding managerial positions in social enterprises, cooperatives and non-profit organizations, combining knowledge necessary for business management with financial and fiscal skills.</p> <p>The path was designed to acquire specific skills for professional financial and tax consultancy and entrepreneurial and managerial support for social enterprises, cooperative enterprises and non-profit organizations.</p> <p>Within the teaching plan, Grameen Italia Foundation hold an entire module on the topic of "Impact Investing and Project Financing".</p> <p>The course is aimed at middle managers, professionals, consultants, employees of social enterprises and third sector entities (social cooperatives, foundations, associations and third sector entities). It is also aimed at entrepreneurs, bankers and credit institutions interested in developing specific skills in the sector.</p>		
<b>Italy</b>	Informal training		<p>Challenges faced:</p> <ul style="list-style-type: none"> <li>- gender gap</li> <li>- social Impact assessment</li> </ul>



	The Social Enterprise Open Camp – Gender Smart Investing <sup>9</sup> was an intensive, residential training program. It offered an intensive program of workshops and plenary sessions on some of the most relevant and current issues related to social entrepreneurship. Four intense days of discussions, in-depth conversations, group work on the role and development of social enterprises, particularly in relation to Gender Smart Investing.		– replicability and scalability of the business model
<b>Slovenia</b> <b>Rakar (2017)</b>	Tertiary Level University of Ljubljana provides a postgraduate programme under the title Social Entrepreneurship. The social entrepreneurship is analysed as a trend that changes the character of the Non-Profit Organizations. Special attention is given to the critical analyses of the development and role of social entrepreneurship in European societies.		Basic training about social entrepreneurship
<b>Slovenia</b>	Tertiary Level University of Ljubljana <sup>10</sup> provides a postgraduate programme under the title of Social Entrepreneurship Courses Content: <ul style="list-style-type: none"> <li>– How to open a Social Enterprise</li> <li>– Introduction to SE</li> <li>– Examples of good practices of Social enterprises</li> <li>– Advantages and challenges of SE</li> <li>– Legal aspects of SE</li> <li>– How to find a market for your product/service</li> <li>– How to finance SE</li> <li>– Support environment for SE</li> </ul>		Trends addressed: Teach students what they need to open and operate a SE

<sup>9</sup> <https://www.socialopencamp.org/>

<sup>10</sup> [http://www.ef.uni-lj.si/content/static\\_slovene/predmet/predmet.asp?l=100&li=1013&predmet\\_id=196534](http://www.ef.uni-lj.si/content/static_slovene/predmet/predmet.asp?l=100&li=1013&predmet_id=196534)

	– Social impact and how to measure it		
<b>Slovenia</b>	<p>Tertiary level University of Ljubljana<sup>11</sup> provides an undergraduate programme under the title Social Economy and social entrepreneurship Courses Content:</p> <ul style="list-style-type: none"> <li>– History of social economy</li> <li>– What is social economy</li> <li>– Social economy in relation to classic economy</li> <li>– How to plan and organize work in social enterprise</li> <li>– How to develop products and services in SE</li> <li>– How to recognize stakeholders</li> <li>– Communication in SE</li> <li>– Marketing in SE</li> <li>– Financial management in SE</li> <li>– Innovation and changes in SE</li> <li>– Monitoring and measuring of social impact in SE</li> </ul>		<p>Trends addressed: What are the differences between classic and social enterprise? Basic management skills for running a social enterprise</p>
<b>Slovenia</b>	<p>Tertiary Level University of Ljubljana<sup>12</sup>, provides an undergraduate programme under the title Endogenous Rural Development. Courses Content</p> <ul style="list-style-type: none"> <li>– Purpose of Social Entrepreneurship</li> <li>– Types of SE</li> <li>– Role of SE in rural development</li> <li>– Examples of good practice SE</li> </ul>		<p>Trends addressed: Role of SE in rural development</p>
<b>Slovenia</b>	Tertiary level		<p>Trends addressed: Interdisciplinary approach with various stakeholders</p>

<sup>11</sup> [https://www.fsd.uni-lj.si/izobrazevanje/dodiplomski-studij/ucni\\_nacrti/program\\_1%20stopnje/2014062410154067/](https://www.fsd.uni-lj.si/izobrazevanje/dodiplomski-studij/ucni_nacrti/program_1%20stopnje/2014062410154067/)

<sup>12</sup> [http://geo.ff.uni-lj.si/studij/magistrski\\_studij/magistrski\\_studij\\_geografije](http://geo.ff.uni-lj.si/studij/magistrski_studij/magistrski_studij_geografije)





	<p>Social Entrepreneurship Centre<sup>13</sup> at the University of Ljubljana develops research, education, consulting and other support activities in social entrepreneurship. The Centre aims to be a reference centre for expert support to stakeholders, preparation of policies and monitoring as well as a hub for integrating SE topics into the educational space, both in the context of curriculum preparation at all levels of the education system and in the context of tertiary education teaching and learning.</p>		
<p><b>Greece</b> <b>Varvarousis &amp; Tsitsirigkos (2019).</b></p>	<p>Education, training, in the field of SE in Greece has a very limited provision at tertiary level, VET and informal lifelong learning contexts <u>At tertiary level</u> The Hellenic Open University<sup>14</sup> run a MSc programme in Social Solidarity Economy with the following courses: – Business Planning of Social and Solidarity Economy organizations – Governance models for Social Solidarity Economy Initiatives – Financial Management and Financing of Social and Solidarity Economy enterprises The Department of Business - Administration in Missolonghi<sup>15</sup> offers a course on the management of social economy with the following content:</p>		

<sup>13</sup> [https://www.uni-lj.si/ul\\_in\\_cooperation\\_with\\_economy\\_and\\_society/social\\_entrepreneurship\\_centre\\_at\\_the\\_university\\_of\\_ljubljana/](https://www.uni-lj.si/ul_in_cooperation_with_economy_and_society/social_entrepreneurship_centre_at_the_university_of_ljubljana/)

<sup>14</sup> [https://www.eap.gr/images/stories/pdf/odigos\\_2019\\_20.pdf](https://www.eap.gr/images/stories/pdf/odigos_2019_20.pdf)

<sup>15</sup> <http://www.demes.teiwest.gr/en/study-guide.pdf>



	<ul style="list-style-type: none"> <li>– Social economy</li> <li>– Urban cooperatives</li> <li>– Teaching and co-operative Education Principles</li> <li>– Co-operative policy and legislation</li> <li>– Administration of social co-operative firms and organizations</li> </ul>		
<p><b>Greece</b></p> <p><b>Varvarousis &amp; Tsitsirigkos (2019)</b></p>	<p>VET level</p> <p>The Lifelong Learning Center (LLC)<sup>16</sup> of Athens University of Economics and Business offers a one-year programme on ‘Social Entrepreneurship’, with the following content:</p> <ul style="list-style-type: none"> <li>– Practical business tools, and networking among social entrepreneurs</li> <li>– Methods to enhance social impact of social enterprises</li> <li>– Marketing and sales of social impact initiatives</li> <li>– Designing social impact initiatives</li> </ul>		
<p><b>Greece</b></p> <p><b>Varvarousis &amp; Tsitsirigkos (2019).</b></p>	<p>Lifelong learning</p> <p>The Lifelong Learning Center (LLC)<sup>17</sup> of National and Kapodistrian University of Athens offers a Programme on ‘Social Economy, Social Entrepreneurship and Microcredit’, with the following content:</p> <ul style="list-style-type: none"> <li>– Establishment of social enterprises</li> </ul>		

<sup>16</sup> <https://www.dose.aueb.gr/>

<sup>17</sup> <https://elearningekpa.gr/courses>



	<ul style="list-style-type: none"> <li>– Sustainability issues</li> <li>– Social impact measurement</li> </ul>		
<p><b>Greece</b></p> <p><b>Varvarousis &amp; Tsitsirigkos (2019)</b></p>	<p>Informal learning</p> <p>The People’s University of Social Solidarity Economy<sup>18</sup>, Social Economy Institute <sup>19</sup> and the Heinrich Böll Research Foundation<sup>20</sup> offer open access material on general issues related to social economy and social entrepreneurship.</p> <p>The British Council<sup>21</sup> offers capacity building courses</p> <p>The Social Solidarity Economy (SSE) Education Platform <sup>22</sup> offers courses related to:</p> <ul style="list-style-type: none"> <li>– Social and solidarity economy</li> <li>– Teams in SSE</li> <li>– Selection of economic activity</li> <li>– Legal framework</li> <li>– Business planning</li> <li>– Marketing for SE</li> </ul>		
<p><b>Greece</b></p> <p><b>British Council (2019)</b></p>		<p>There is lack of appropriate business skills as well as skills related to the</p>	<p>The report proposes in the case of Greece the following trainings:</p>

<sup>18</sup> <http://www.univsse.gr>

<sup>19</sup> <https://social-economy-institute.business.site>

<sup>20</sup> <https://gr.boell.org/index.php/el/koinoniki-allileggya-oikonomia-0>

<sup>21</sup> <https://www.britishcouncil.gr/>

<sup>22</sup> <https://edu.kalomathe.gr>



		<p>internal auditing and organisation's viability evaluation</p>	<ul style="list-style-type: none"> <li>– Specialist start-up support learning programmes that support individuals and teams running SSE organizations. These programmes should combine the social impact, values and social purpose with the business skills and commercial knowledge</li> <li>– Peer action learning sets. Small groups of peers who meet up on a regular basis to share challenges, seek advice and build strong relationship-based networks</li> <li>– Social impact measurement training</li> </ul>
<p><b>Ireland</b> <b>Government of Ireland (2019)</b></p>			<p>In order to improve SE business and leadership the Irish Government plans to support social enterprises and suggests the provision of a tailored training for social enterprises in areas such as: business planning, mentoring, leadership, governance, capacity building, financial planning and</p>

			<p>digital innovation. Such training will help social entrepreneurs to improve their business potential as well as leadership and governance skills.</p> <p>The report also suggests further support in capacity-building for social enterprises in relation to procurement processes through workshops and training as well as their access to markets.</p>
<b>Ireland</b>	<p>Tertiary Level</p> <p>The Maynooth University<sup>23</sup> of Ireland offers a certification in Social Enterprise.</p> <p>This course explains key concepts of social enterprise as well as looking at where social enterprise began, the progress it is making and problems it still faces, as well as the potential for the future of social enterprise. The course also looks at how to create and run a successful social enterprise.</p> <p>Course content</p> <ul style="list-style-type: none"> <li>– Social enterprise, introduction, background and key concepts.</li> </ul>		

<sup>23</sup> <https://www.maynoothuniversity.ie/study-maynooth/undergraduate-studies/courses/certificate-social-enterprise>



	<ul style="list-style-type: none"> <li>– The potential for social enterprise is particularly suited to certain sectors as evidenced by its development across Europe and the US.</li> <li>– Sustaining, supporting and ensuring social enterprises achieve their objectives.</li> </ul> <p>The relevance of various management and financial tools in establishing a social enterprise</p>		
<p><b>Ireland</b></p>	<p>Tertiary Level</p> <p>The University College of Cork<sup>24</sup>, Ireland offers a MSc in Co-operative and Social Enterprise.</p> <p>Course Content:</p> <ul style="list-style-type: none"> <li>– Co-operative and Social Enterprise</li> <li>– Research Methodology</li> <li>– Social and Co-operative Entrepreneurship</li> <li>– Co-operative and Social Enterprise Governance</li> <li>– Education and Marketing for Co-operatives and Social Enterprises</li> <li>– Innovation and Enterprise in Financial Co-operatives and Mutuals</li> <li>– Community Co-operatives and Social Enterprises</li> <li>– Worker Co-operative Strategies</li> <li>– Co-operative Food Processing and Supply</li> </ul>		

<sup>24</sup> <https://www.ucc.ie/en/ckl10/>



	<ul style="list-style-type: none"> <li>– Social Enterprises and the Developing World</li> <li>– People Management in Member-Based Organisations</li> <li>– Leadership and Change Management in Co-operative and Social Enterprises</li> </ul>		
<b>Ireland</b>	<p>Tertiary level</p> <p>An Cosan – Virtual Community College <sup>25</sup> , National organisation in Ireland, offers the higher education programme (QQI Level 6) under the title “The Introduction to Social Enterprise Development”. The programme is designed to support learners to develop skills and confidence in creating social enterprises. Learners explore key theories and concepts, examine the role of social enterprise in the community, and undertake a basic analysis of local community needs. Learners gain a better understanding of business planning and funding, as well as key governance and management issues.</p>		
<b>Ireland</b>	<p>Tertiary Level</p> <p>The DCU Ryan Academy – Dublin College University<sup>26</sup>, Ireland offers a MSC in Social Enterprise Leadership and a Graduate Certificate in Innovation in Social Enterprise designed to develop professional skills in innovation in the area of social enterprise. The skills developed on the programme will</p>		

<sup>25</sup> <http://ancosanvcc.com/intro-to-social-enterprise-development-qqi-level-6/>

<sup>26</sup> <https://www.dcu.ie/universityofenterprise/ryan-academy.shtml>



	ensure graduates are ready to work in the social enterprise sector having gained the knowledge and skills to develop and implement best practice and sustainable enterprise strategies.		
<b>Ireland</b>	<p>Tertiary Level</p> <p>The University of Limerick<sup>27</sup> offers a part-time postgraduate at NFQ Level 7 Minor Award with the following modules</p> <ul style="list-style-type: none"> <li>– Social Innovation and Creativity for Value Creation;</li> <li>– Leadership and Governance for Social Impact and Sustainability;</li> <li>– Strategies for Scaling the Social Enterprise;</li> <li>– Entrepreneurial Marketing;</li> <li>– Communicating Impact</li> <li>– Developing the Business Model – an integrated approach</li> </ul>		The programme is designed as a response to social entrepreneur needs. The Social Enterprise programme develops the managerial and leadership skills of social entrepreneurs or managers/employees of social enterprises to enable them to develop successful scaling strategies.
<b>Ireland</b>	<p>Tertiary Level</p> <p>Limerick institute of Technology<sup>28</sup> offers a Social Enterprise module at Level 8 at the Final Year of Bachelor of Arts Degree - Community Development Degree</p> <p>Module Content:</p> <ul style="list-style-type: none"> <li>– Social enterprise in a Community Context</li> <li>– Social Enterprises in practice in Ireland</li> </ul>		Students can assess the potential contribution of social enterprise to community development. They can identify the characteristics and requirements for a social enterprise and to design a social enterprise project in a community context.

<sup>27</sup> <https://www.ul.ie/gps/managing-and-leading-social-enterprise-higher-certificate>

<sup>28</sup> <https://lit.ie/courses/LC297>



	– Key Characteristics of Social Enterprise		
<b>Ireland</b>	<p>Tertiary Level</p> <p>The Waterford Institute of Technology<sup>29</sup> offers a Certificate in Social Enterprise Management, Level 7 Program</p> <p>It aims to develop participants’ knowledge, skills, self-confidence and self-efficacy as managers of social enterprises.</p>		
<b>Ireland</b>	<p>Tertiary Level</p> <p>The International EMES Training School 2020 based in University College Cork<sup>30</sup>, Ireland operates a Training school aimed at researchers and PhDs students who conduct research in the wide “SE fields” and wish to strengthen their theoretical and methodological background. SE fields refer to social enterprise, social entrepreneurship, social economy and solidarity economy as well as social innovation.</p>		
<b>Ireland</b>	<p>VET level</p> <p>An Cosan – Virtual Community College <sup>31</sup> , National organisation in Ireland, offers the Certificate in Leadership and Social Enterprise (QQI Level 6).</p> <p>The purpose of the programme is to build the capacity of people working in the social enterprise ecosystem and volunteering in the wider community within a social enterprise context.</p>		

<sup>29</sup> <https://www.wit.ie/courses/17-certificate-in-social-enterprise-management-30-credits>

<sup>30</sup> <http://www.empowarse.eu/events/cost-co-organized-international-training-school-2020/>

<sup>31</sup> <http://ancosanvcc.com/certificate-in-leadership-and-social-enterprise-qqi-level-6/>



	<p>Modules</p> <ul style="list-style-type: none"> <li>– Introduction to Social Enterprise Development</li> <li>– Introduction to Community Development</li> <li>– Social Analysis</li> <li>– Leadership &amp; Organisational Development</li> <li>– Introduction to Community Leadership</li> <li>– Management Development</li> </ul>		
<b>Ireland</b>	<p>VET level</p> <p>The National College of Ireland<sup>32</sup> offers a Certificate in Social Enterprise and Entrepreneurship (Level 9, 10 ECTS Credits)</p> <p>Content</p> <ul style="list-style-type: none"> <li>– Entrepreneurialism - What it is and How to Develop it</li> <li>– Developing a Social Enterprise Business Model</li> <li>– Assessing Business Models</li> <li>– Social Enterprise Finance Skills</li> <li>– Managing Common Social Enterprise Risks</li> </ul>		
<b>Austria</b>	<p>Tertiary Level</p> <p>Pioneers of Change<sup>33</sup>, 1 year program, 32.5 ECTS points</p> <p>Courses Content</p> <ul style="list-style-type: none"> <li>– Developing personal skills to grow as individual</li> <li>– Developing ideas to grow a business</li> <li>– Strong focus on sustainability</li> <li>– Management of people and teams</li> </ul>		<p>Trends:</p> <p>Focus on personal growth to become a good social entrepreneur</p>
<b>Austria</b>	Tertiary Level		

<sup>32</sup> <https://www.ncirl.ie/Courses/Course-Details/course/Certificate-in-Social-Enterprise-and-Entrepreneurship-CSEE>

<sup>33</sup> <https://pioneersofchange.org/lead-the-change>

	<p>Social Economy and Social Work<sup>34</sup>, 4 semester, 120 ECTS, Master of Arts in Social Sciences</p> <p>Extensive SE educational program covering many topics:</p> <ul style="list-style-type: none"> <li>– Management of finances and accounting in SE</li> <li>– Personal management and development</li> <li>– Leadership in SE</li> <li>– Marketing in SE</li> <li>– Strategic company management</li> </ul>		
<b>The Netherlands</b>	<p>Tertiary Level</p> <p>Sustainable Entrepreneurship<sup>35</sup>, 1 year, 60 ECTS, Master program.</p> <p>The program focuses on sustainability and address several aspects of running a company (classic or SE) all from the point of sustainability:</p> <ul style="list-style-type: none"> <li>– Leadership in companies</li> <li>– Company strategy</li> <li>– Company organization</li> <li>– Company performance</li> </ul>		
<b>The Netherlands Bosma (2019)</b>	<p>Tertiary Level</p> <p>Overview of relevant educational programs at Dutch universities shows that more than 20 programs from 15 Dutch universities – most of them are short addressing the issues of social entrepreneurship. Many focus on basic information about SE, some focus on sustainability.</p>	Not a lot of content about finance management, business operation, and growth	Many programs, mostly on basis of SE and sustainability
<b>France</b>	<p>Tertiary level</p> <p>INSTEAD<sup>36</sup> offers the open programme “INSTEAD Social Entrepreneurship programme” with the following content:</p>		

<sup>34</sup> <https://www.fh-campuswien.ac.at/en/studies/study-courses/detail/sozialwirtschaft-und-soziale-arbeit.html>

<sup>35</sup> <https://www.rug.nl/masters/sustainable-entrepreneurship/>

<sup>36</sup> <https://www.insead.edu/executive-education/entrepreneurship-family-business/social-entrepreneurship-programme>

	<p>Principles of social impact</p> <ul style="list-style-type: none"> <li>– Value creation by social entrepreneurship and impact business</li> <li>– Balancing economic value and social impact</li> <li>– Defining impact and designing impact models</li> <li>– Applying market mechanisms for social change</li> </ul> <p>Leadership and management skills</p> <ul style="list-style-type: none"> <li>– Leading mission-driven ventures and organisations</li> <li>– Managing organisational change</li> <li>– Negotiating for creating shared value</li> <li>– Evaluating for sustainability and impact</li> <li>– Understanding financial management for impact enterprise</li> </ul> <p>Strategy and innovation</p> <ul style="list-style-type: none"> <li>– Business model innovation for impact</li> <li>– Building a sustainable revenue model</li> <li>– Scaling up and funding impact ventures</li> <li>– Launching sustainable impact initiatives in large companies</li> </ul>		
<b>Denmark</b>	<p>Tertiary Level</p> <p>The Roskilde University <sup>37</sup> offers a Master’s in Social Entrepreneurship and Management.</p>		

<sup>37</sup> <https://ruc.dk/en/master/programmes/14>



	Course content: managing social innovation processes, organization leadership and governance, social innovation, CSR and social accounting.		
<b>UK</b>	<p>Informal training</p> <p>The school of social entrepreneurs<sup>38</sup> offer courses, most of them online such as:</p> <ul style="list-style-type: none"> <li>– Sources of Funding for Charities and Social Enterprises</li> <li>– Writing Successful Bids</li> <li>– Measuring Social Impact</li> <li>– Start Up Boost</li> <li>– Crowdfunding for Charities and Social Enterprises</li> <li>– Developing a Fundraising Strategy</li> <li>– Fundraising from Trusts and Foundations</li> <li>– Finding New Customers And Making More Sales</li> <li>– How to Create an Authentic Mission-Led Brand</li> <li>– Working with Corporates</li> <li>– How to Network Successfully</li> <li>– Unlocking Social Investment</li> </ul>		
<b>UK</b>	<p>VET Level</p> <p>The Department of Continuing Education at Oxford University<sup>39</sup> offers an online distance learning course titled Social Entrepreneurship which carries 10 credits</p>		

<sup>38</sup> <https://www.the-sse.org/our-courses/>

<sup>39</sup> <https://www.conted.ox.ac.uk/courses/social-entrepreneurship-online?code=L100-9>

	<p>Modules:</p> <ul style="list-style-type: none"> <li>– Introduction to social entrepreneurship: The journey ahead</li> <li>– Creating social change: The social value proposition and identifying a social business opportunity</li> <li>– Understanding poverty: The Sustainable Development Goals</li> <li>– Human-Centered Design: Partnering with the targeted community to address social problems</li> <li>– Developing a theory of change: Starting with the social impact</li> <li>– Envisioning an innovative society: The role of social innovation</li> <li>– The business model: Creating a social business model</li> <li>– Funding social ventures: Strategies for success</li> <li>– The driving force behind social entrepreneurship: Measurement and scaling social impact</li> <li>– The future: Reflection and shared experiences</li> </ul>		
<p><b>EU</b></p>	<p>Informal training The Ashoka Visionary program <sup>40</sup> offers in several European countries the following courses:</p> <ul style="list-style-type: none"> <li>– Social Entrepreneurship &amp; Innovation</li> <li>– Impact &amp; Social Business Modelling</li> <li>– Funding &amp; Scaling Social Innovation</li> </ul>		<p>The program enables participants to gain the skills needed to master both entrepreneurial and intrapreneurial challenges and to generate social impact.</p>

<sup>40</sup> <https://ashoka-cee.org>

	<ul style="list-style-type: none"> <li>– New Leadership</li> <li>– System Change</li> <li>– Partnerships &amp; Co-Creation</li> <li>– The Art of Storytelling &amp; Marketing</li> </ul>		
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Further literature reviews provide more insight about the shortages in education and training in the field of social entrepreneurship, as well as recent trends and challenges that should be addressed.

**Table 3: Shortages, trend and challenges in SE education**

Source	Shortages	Trends and Challenges in SE education
Tracey & Philips(2007)	<p>Social entrepreneurs should develop skills on how to</p> <ul style="list-style-type: none"> <li>– Connect social enterprises to key stakeholders and provide legitimacy</li> <li>– Build profitable businesses, based on competitive products/services and</li> <li>– Balance the stakeholder consultation so as not to slow down decision making</li> </ul>	<p>The challenge for social entrepreneurship education is to ensure that social entrepreneurs manage accountability and understand the nature and tensions of balancing social and commercial objectives as well as that they are equipped with tools to deal with them in a strategic way.</p> <p>Another challenge is to teach social entrepreneurs on how to manage identity issues related to the commercial and social side and solve emerged leadership dilemmas.</p>
Worsham (2012)	<p>Students in field of social entrepreneurship should be trained</p> <ul style="list-style-type: none"> <li>– on emotional intelligence and</li> <li>– how to explore the best interest of other people.</li> </ul>	<p>Students should be trained to balance the analytic approach of action-oriented problem solving with listening, empathy and humility.</p> <p>They should also be equipped with effective social change strategies and with the kind of emotional intelligence that they need in order to be effective</p> <p>Cross disciplinary teaching (idea generation, business skills, public policy, anthropology, political science etc.) is also necessary.</p>
Kickul et al. (2012).	<p>Largely unaddressed issues in most western business schools are:</p>	<p>With regards to teaching social business models curriculums should involve business plan preparation, key performance indicators, success and failure</p>

	<ul style="list-style-type: none"> <li>– Social impact measuring, and impact investing, tools</li> <li>– Resources assessing social impact,</li> <li>– Long term profitability for the purpose of sustainability,</li> <li>– Corporate governance,</li> <li>– Preservation and appropriate allocation of scarce resources.</li> </ul>	<p>measuring, monitoring, management styles, growing strategies, collaboration (how and when), competition issues, type of personnel to be recruited.</p> <p>Next generations should learn that business can be created without being interested in making money.</p>
Zietsma & Tuck (2012)	<p>A more critical and cautious view is mostly missing from the social entrepreneurship course syllabi. Gaps identified are:</p> <ul style="list-style-type: none"> <li>– Scalability of social enterprises (the magnitude of solutions that should be proposed to solve a social problem) and</li> <li>– skills related to managing multiple bottom lines, motivating volunteers and evaluation.</li> </ul>	<p>Students need to be trained to be more thoughtful and consultative about the solutions to be applied and based on the context in which they are applied.</p> <p>Skills related to sociology and anthropology are as important as business strategic skills as well as skills on how to locally customize solutions for social problems.</p> <p>Social entrepreneurs must be able to identify the inherently dysfunctional aspects of their solutions that might cause further dysfunctions to other aspects or people involved.</p>
Pache & Chowdhury (2012)		<p>Social entrepreneurs should be first educated to be entrepreneurs and then be trained to the specificities of the social entrepreneurial process. They should acquire knowledge related to:</p> <ul style="list-style-type: none"> <li>– Set up and manage organizations</li> <li>– How to seize market opportunities</li> <li>– How to conduct related operations</li> <li>– Social needs</li> <li>– Resource mobilizations strategies</li> <li>– Specificities and forms of social ventures</li> </ul> <p>They must also be trained in order to acquire the necessary skills of bringing three distinct and competitive institutional logics: the social welfare logic, the commercial logic and the public-sector logic.</p>



## 5. Emerging training approaches, methodologies and techniques

Little systematic analysis has been conducted regarding the specific challenges of educating future or existing social entrepreneurs and the applied learning theories and pedagogies. The following table provides useful insights of the learning theories that have been proposed so far in SE education. Currently used and proposed pedagogies, training approaches as well as training techniques and material are also presented.

**Table 5: Theories applied in SE education**

Source	Learning theories applied in Social Entrepreneurship education
Howorth et al. (2012)	<p>Social entrepreneurs are the kind of entrepreneurs that provide enterprising solutions for solving social issues. One of the main challenges that they face is the problem that arises when the positioning of trading as a route to sustainability undermines the social purpose of their social enterprises. Managing social and commercial goals can lead to confused identity, mission drift and sometimes might contribute to failure.</p> <p>The complexities and uncertainties of social entrepreneurs' worlds often require them to juggle social and business aims. Using social theories of learning, deeper understanding of learning within social entrepreneurship education is provided. Social learning theories are interested in the kinds of social engagement that provides the best context for learning. The attention shifts from processing of information to the participation and integration that provides sustainability and real context of learning, participation in the social world and community involvement.</p> <p>Reflective thinking and communities of practice are developed under the concept of social learning theory to equip social entrepreneurs for their unique circumstances. Challenges and successes in the cultivation of a community of practice reveal the importance of learner identity and psychological safety. Social theories of learning help the understanding of the importance of learning as a socially situated activity and how peer-to-peer learning can be just as or more important than the formal elements of taught learning. Some design principles can aid social entrepreneurship education.</p> <ol style="list-style-type: none"> <li>1. Focus on the social entrepreneurs' identities as learners. This enables social entrepreneurs to step outside their contested identities and focus on achieving their learning goals. Educators should not presume that social entrepreneurs should be treated differently when it comes to their identities as learners.</li> <li>2. Cultivate a community of practice by incorporating design principles, in public and private spaces, creating a rhythm to activities, ensuring value, and cultivating excitement as well as familiarity.</li> <li>3. Where social and commercial entrepreneurs are learning together, differences and potential areas of tension should be acknowledged, but commonalities should also be highlighted. Entrepreneurs are likely to have more in common when they are from similar-sized organizations. Programs developed for social entrepreneurs from a shared locality may reproduce resource-based constraints to learning. Learning with peers from a non-social enterprise context might be effective at removing barriers on both sides.</li> <li>4. Recruitment should match the motivations of social entrepreneurs with program aims.</li> </ol>

	<p>5. Activities and interventions should be designed to build psychological safety. Shorter programs have less time for participants to get over learning anxieties, develop trust and familiarity. Positive, intense experiences may be effective at building positive relations, familiarity and trust. Some social entrepreneurs may have an antipathy toward education; thus attention needs to be focused on developing psychological safety in the relationship with educators and the university.</p> <p>6. A culture of reflective thinking should be built</p> <p>Social learning theorists believe that individuals learn by observing, imitating and modelling other people (Bandura, 1971). Communities provide a foundation for such learning by allowing people to observe the behaviour of others and interact with experts and colleagues in safe and efficient contexts. Social learning has given rise to the notion of experiential learning, which is defined as learning from reflections on ones own’s actual experiences resulting from interactions with teachers and other learners, in addition to interactions with the real world (Kolb &amp; Kolb, 2005).</p>
<p>Smith &amp; Woodworth (2012)</p>	<p>Social identity and self-efficacy approach have been used in social entrepreneurship training.</p> <p>According to social identity theory people form social identities based on a sense that they belong to a certain social category, which in turn influences a person’s self-concept and behaviour. An identity approach in the frame of social entrepreneurship education encourages the identification of the social entrepreneurship community as a social category in which learners become active members. Learners are given the opportunity to begin identifying their selves as social entrepreneurs and develop consistent behaviour. Following this theory, educators can facilitate the identification process for learners defining the social category, giving “prototypes” examples of other social entrepreneurs and their characteristics, providing opportunities for active engagement of the learners as members of the social entrepreneurship community. Exposing students to prototypes can help them understand how their own unique characteristics and abilities can be utilized within the social entrepreneurship community. Another important element of supporting students to form their identity is the provision of opportunities for active engagement in activities that create social impact.</p> <p>Self- efficacy concerns the people’s belief in their capabilities to mobilize the motivation, cognitive resources and action needed to exercise control over events in their lives. An individual with high self-efficacy related to social entrepreneurship is more likely to be engaged and perform well when he/she implements activities that create social value. Three processes have been viewed as relevant to social entrepreneurship education by which self-efficacy is influenced: a) mastery experiences, b) modelling (i.e. learning by observing others), c) social persuasion (i.e. realistic encouragement).</p>

**Table 6: Training approaches, methods and techniques in SE education**

Source	Pedagogical strategies and training approaches	Training techniques and tools	Educational or training resources, materials
Hockerts (2018)	Experiential learning approach might fit well in social entrepreneurship education, since students co-create shared communities of practice. The outcome: Increment of self-efficacy, perceived social support, and social entrepreneurial intentions.		
Chang et al (2014)	<p><i>“Experiential learning in the form of income generation projects”</i></p> <p>Experiential learning is a process of learning through reflection on experience. Through this process knowledge is generated. This is a powerful form of learning because it involves direct experience of the phenomenon being studied rather than simply reading or thinking about it.</p> <p>Experiential learning might include internships, field placements, apprenticeships, as well as short term 'live' projects working with 'real' people in real roles.</p> <p>Results show that students, through experiential learning, developed an understanding concerning social enterprises' diverse stakeholder environment, market needs, social enterprises' ideological foundations, resource mobilisation processes and performance measurement – both social and financial. In addition, they developed skills in reflection and self-awareness, communication, empathy and the generation of new ideas.</p>	<ul style="list-style-type: none"> <li>– Projects of developing fund-generating ideas for real social enterprises, from a zero budget,</li> <li>– Ideas presentation to social entrepreneurs</li> <li>– Turning plans into real fund-raising activities</li> </ul>	

Kwong, & Cheung, 2012	Social business plan based (SBP) teaching It develops a more local awareness of social and civic matters and creates a deeper understanding of managing social enterprises.		
Social Seducement project		<p>Role play</p> <p>Social Seducement<sup>41</sup> developed a serious online role play game which trains people facing disadvantages in the labour market to learn how to set up a collective social economy enterprise. In the game players can bring the full extent of their experience and backgrounds but in an ‘alternative reality’ where risk taking is a bit easier. The game is played in a group – so that players could help each other, and some of the risks of starting a business are shared. Attendance is focused on the process of setting up (rather than running) a business and through the game to equip players with some hard and soft skills (knowledge, skills, behaviours). A facilitator is required to support the group. The overall objective: to teach gamers new skills and improve their entrepreneurial potential!</p>	

<sup>41</sup> <https://www.socialseducement.net/outputs>

		The innovative online game had to square a lot of circles: focusing on process, being relevant across national boundaries, offering some 'hard' knowledge on social entrepreneurship whilst developing the crucial soft skills not often trained; incorporating the role of a facilitator; and enabling players to write a business plan at the end of the game.	
Tracey & Philips (2007)	Social entrepreneurship training should involve the active participation of students in class and organization of internship process giving student the opportunity to work with a social enterprise.	<ul style="list-style-type: none"> <li>– Successful social entrepreneurs (variety) or people from the supporting environment (professional associations, government departments) to be included in speaker series or as in-class presenters</li> <li>– Students to be involved in developing teaching cases based on real social enterprises</li> <li>– Develop business plans of social enterprises during courses providing the opportunity of peer consulting between students</li> <li>– Organization of social consulting activities where students act as consultants to social ventures</li> <li>– Students to experience the reality of managing a social enterprise and provide needed resources to them.</li> </ul>	
Worsham (2012)	<p>A balanced program that blends theory and practice using different teaching methods to develop a suit of skills (financial, social and soft skills).</p> <p>An innovative teaching pedagogy which requires creative thinking and flexibility is proposed.</p>	<p>Techniques that support the development of soft skills are:</p> <ul style="list-style-type: none"> <li>– Reading</li> <li>– Role-playing exercises</li> <li>– Fieldwork in SE organizations</li> </ul>	

		<ul style="list-style-type: none"> <li>– Observing community meetings or task-force meetings and then debriefing dynamics</li> <li>– Interviewing different stakeholders on particular issues</li> <li>– More authentic, engaging experiences around a problem</li> <li>– Case studies</li> <li>– Shadowing social entrepreneurs</li> <li>– Activities that students work on real work problems and engage with stakeholders</li> <li>– Bring experience into the classroom by inviting guests that have social challenges and can talk about solutions that work and do not work</li> <li>– Volunteer programs</li> <li>– Board fellowships</li> <li>– Business plan competitions</li> <li>– Mentorships</li> </ul>	
Kickul et al. (2012)	<p>Learning experiences should be accompanied with experiences in the community such as:</p> <ul style="list-style-type: none"> <li>– Engagement in small project where learners can choose a subject and create solution</li> <li>– Creation of interdisciplinary research teams within and outside the university to solve targeted social problems</li> <li>– Creation of social business communities involving professors, students, practitioners, policy makers.</li> </ul>	<ul style="list-style-type: none"> <li>– Workshops</li> <li>– Symposia</li> <li>– Speakers from a variety of social business and government actors</li> <li>– Projects with other social innovators and practitioners</li> </ul>	
Zietsma & Tuck. (2012)	<p>Courses on social entrepreneurship and their pedagogical materials have focused on experiences of founders and positive results of the start-up of social enterprises.</p>		<p>Useful pedagogical materials exist on the websites of several organizations that,</p>

	Many courses provide service-learning by involving students in social enterprise work		when evaluated on their use, facilitates teaching
Brock & Steiner (2009)	Universities provide an array of teaching methods such as service learning and experiential learning	<p>The commonly used techniques are:</p> <ul style="list-style-type: none"> <li>– traditional lectures,</li> <li>– class discussions,</li> <li>– cases,</li> <li>– hands-on projects such as interviewing /shadowing social entrepreneurs,</li> <li>– writing business plans of fictitious social enterprises,</li> <li>– providing expertise and volunteer time to social enterprises,</li> <li>– consulting a social venture,</li> <li>– writing a grand proposal for a social organization</li> <li>– invitation of guest speakers in classroom</li> </ul>	
Pache & Chowdhury (2012)	<p>Pedagogies that combine formal and experiential learning methods can be used towards the bringing of three logics such as the social welfare, the commercial and the public-sector logic, following the steps below:</p> <ol style="list-style-type: none"> <li>a) The socialization of students with the logics</li> <li>b) Raising awareness of the existence and specialties of the three logics</li> <li>c) The provision of opportunities to the students to enact the logics</li> <li>d) Allowing students to combine the logics</li> <li>e) The dealing of identity challenges associated with the logics</li> </ol>	<p>For each step a variety of techniques are proposed</p> <p><u>For socialization:</u> formal training, communication with social entrepreneurs, observation</p> <p><u>Raising awareness:</u> expose students to the three logics through interactions in classroom, internships, guest speakers, real-life exposure, site visit, volunteering days, reflection through individual or team exercises, class debates, role-plays, mobilization of cases and exams</p> <p><u>Enactment:</u> engaging in activities and social interactions through internships in different sectors, consulting organizations that face specific strategic issues and recommendations provision, service-learning opportunities by serving the community,</p>	Teaching cases

		<p>reflection through group discussions, individual mentoring sessions or written reports</p> <p><u>Combine logics</u>: observation of successful organizations, teaching cases from the early start-up phase to subsequent stabilization and scale-up phase, learning from failure through cases or inviting social entrepreneurs having failure experiences, developing business plans, mentoring, social business plans competitions, pitching sessions</p> <p><u>Identity challenges</u>: identity work interventions, support to students to shape personal/professional identity, workshops with social entrepreneurs, team building exercises, developing a social entrepreneurship community within the training organization</p>	
<p>Gundlach &amp; Zivnuska (2010)</p>	<p>The pedagogical technique Practical Organizational Behaviour Education (PROBE) has been proposed after some modifications to teach business students social entrepreneurship, triple-bottom line and sustainability. The technique is designed to expose students to more practical, real-world learning experience. It combines an experiential approach with self-directed learning that involves students in creating actual organizations and carry risks. It offers students the opportunity to plan, implement, and evaluate a real business model in one semester. Small groups of students are required to develop and implement a business plan of a sustainable social enterprise. Students, more than developing a business plan, can learn from their own success or failure and explore the emotional component of social entrepreneurial activities. The method gives emphasis</p>	<p>The adopted techniques are:</p> <ul style="list-style-type: none"> <li>– Brainstorming for the identification of possible social or environmental problems in the campus or local society</li> <li>– Strategic thinking and decision-making techniques</li> <li>– Group project</li> <li>– Business plan writing</li> </ul>	<p>There is no limitation regarding the used training material</p>



	to teach students the importance of finding a sustainable, viable business opportunity and students are required also to set profitability goals and find ways to donate their profits. Students are also supported to search for more sources for fundraising. More evaluation criteria are implemented, and are required to measure economic, social and environmental impacts. During the whole process students can take ownership of their learning process.		
Gilbert (2012)	A blended methodology of interactive learning and Work Based Learning (WBL) was used for students' training in social entrepreneurship in Australia and particularly the operation of sustainable NPF organizations. The students had the opportunity to understand strategic and operational issues faced by NFP and experience the reality of starting and managing a social enterprise.	Interactive learning was implemented through weekly lectures, where guest speakers were invited to interact with students. WBL was implemented through the engagement of industry partners, the design of problem – based projects, reconciliation of different expectations, teams involved in different projects, progress reporting, action planning. During the weekly meetings the class collaboratively reviewed the key challenges faced by teams during WBL and each team developed action plans drawing upon cross-project learning.	
Awaysheh & Bonfiglio (2017)	An experiential learning approach is used for the incorporation of social entrepreneurship in MBA programs and it is delivered by a leadership development company and a business school. The training consists of three phases: orientation (classroom training, project preparation, team building), core (experience abroad /social sector consulting and classroom training), and reintegration (virtual project / apply skills and follow up).	The orientation period has 5-7 days of lectures and invited guests covering topics such as sustainable development, team building, economic analysis of the country where the core phase takes place. The core phase takes the form of project work abroad. Students, in teams, for 6 weeks spend 4 days consulting social sector partners in the frame of previous developed projects related to marketing plan, strategic plan or operations assessment. During	

		<p>this period, they also attend 70-100h classroom sessions, meet industry professionals and engage in discussions and reflective exercises.</p> <p>At the end of the 6<sup>th</sup> week, they present their deliverables to social partners and other relevant stakeholders</p> <p>For the next 2 weeks they work virtually, submitting a formal version of their final deliverable to the social partners including modification and updates suggested during the presentation as well as a reflection paper</p>	
Smith & Woodworth (2012)	<p>Students should be supported to develop identities as social entrepreneurs and build social entrepreneurial self-efficacy, through the following mechanisms: defining the social category, identifying prototypical members and their characteristics, active engagement, vicarious learning, using social persuasion and providing mastery experiences.</p>	<p>Techniques that can be used to influence students' social identity and self-efficacy are:</p> <ul style="list-style-type: none"> <li>– Readings, lectures and cases</li> <li>– Biography assignment</li> <li>– Group projects such as a) crisis research project aimed at collectively responding to a crisis, b) student-initiated groups project e.g. starting a social enterprise, c) instructor-initiative project, d) student consulting project in partnership with existing social enterprises</li> </ul>	

## 6. Concluding Remarks

This report set out to provide a literature overview of current education and training provision pertaining to the sustainability and growth of social enterprises. The overall objective was to explore training provisions both at the HEI and VET level for project partner countries and across EU. To that end the report presents a broad picture of education and training services offered and identifies appropriate methodologies, approaches and techniques that are relevant to education and training in the social entrepreneurship field. As a result of this review, a list of specific recommendations has been produced regarding training services, skills and content on demand, as well as appropriate theoretical learning approaches, pedagogies and methodologies and techniques.

***Lack of a universal definition for social entrepreneurship*** Social entrepreneurship has gained great attention in academic and business cycles in the past decades, having been viewed as a potential solution to social problems and as a means for the development of sustainable communities. However, the literature is still missing a universal definition for social entrepreneurship, while the types of social enterprises vary. Many typologies have been proposed for the classification of social enterprises' models and types. For the purposes of the SocialB project, the four models proposed by Defourny & Nyssens (2016) are adopted; entrepreneurial non-profit, social cooperative, social business and public sector social enterprises' model. These models can reflect well the deferent types of social enterprises operating in the SocialB partners' countries.

***The availability of training in EU is growing at vocational and university level*** Education and training provision in the field of social entrepreneurship is growing significantly in EU. This report shows that a lot of universities have already included relative courses in their curriculums while a few others have initiated Master programs. Furthermore, many training organizations have already initiated vocational or informal training programs to address emerging needs among existing or potential social entrepreneurs. It has also been observed that an increasing number of social entrepreneurs look for training programs at business schools in order to obtain required skills and competences (Lawrence et al, 2011). However, very little systematic analysis is reported in the literature on mapping these training offers as well as evaluating their potential.

***Training on the sustainability and growth of SE is falling behind in a few countries in Europe*** This literature review revealed that in SocialB countries the provision of education and training in social entrepreneurship, and particularly in issues related to the sustainability and growth of social enterprises, varies. In Italy and Ireland, the offers at tertiary and VET level are more frequent in numbers, and more focused on sustainability and growth issues, compared with those available in Greece and Slovenia. Evidence is also provided for other European countries where there are also specific and promising offers.

**A few training skill gaps are identified in the market** Some of the identified shortages of current provisions for training relate to specific skills are: *general entrepreneurial skills, scaling up, strategic business planning, risk management, business operation and growth, finance management, internal auditing, viability evaluation, balance of pressure from stakeholders, development of competent products/services, legitimacy, long term profitability, corporate governance, allocation of resources, social impact measurement, managing multiple bottom lines, motivating human resources*. Most of these training needs directly associate to factors driving the sustainability and growth of social enterprises.

**Skills on high demand for SE** The report also identifies useful insights on inherent challenges regarding the training for SE sustainability and growth. The education and training for existing or future social entrepreneurs is critical for capacity building in reference to how these workers harmonize social impact and business knowledge in the context of SE. Social entrepreneurs need empowerment to be able to manage accountability and handle conflicting relational and identity issues. This should include tailored training that helps them improve business potential, offer locally customized solutions, scale up, as well as demonstrate strong leadership and governance. Besides building emotional intelligence, social entrepreneurs' training must also develop soft skills such as listening, empathy and humility as well as the ability to develop their personal growth. Training for social entrepreneurs should also address skills related to managing and delivering contracted out services by the public and handling procurement processes.

**Contemporary training for social entrepreneurs needs to incorporate social learning theories and pedagogies** This literature review confirms the lack of substantial evidence-based knowledge on appropriate learning theories already applied in social entrepreneurship education. Complexity of social entrepreneurial activity, balancing of social and commercial goals and frequent identity confusion, tend to offer ground to the dominance of the social theories of learning. The focus of training has shifted from information processing to the entrepreneurs' participation and integration that provides sustainable and real context for learning and participation in the real social world, and the community. Observing, imitating and modelling are the main principles of social learning theories. Under this scope *experiential learning, reflective thinking, interaction with the real world, active engagement, supporting learner's identity and psychological safety* are identified to play pivotal roles in the pedagogies proposed in the social entrepreneurship field.

**Training offers must also adopt specific blended methodologies** The latter evidence calls also for training approaches that harmonize well with the pedagogies. These involve *internships, field placements, apprentices, and learning experiences in the community*. The report has shown that blended methodologies which combine *formal training with work-based learning and service learning* must be used as a priority. The



***and appropriate techniques*** training techniques that support these approaches are *developing business plans, consulting activities, social entrepreneurs shadowing, group discussions, role playing games/exercises, observation of community activities, project work, case studies, inviting guests, workshops, study visits, volunteering days, team exercises, serving the community, mentoring sessions, group project, reporting, action planning* etc.

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