LEARNING AND TRAINING FOR SOCIAL ENTREPRENEURSHIP. EUROPEAN APPROACH

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Introduction

This report has been elaborated in the framework of SETTLE project and contains relevant information related to training for social entrepreneurship. The report has been elaborated from December 2015 to April 2016 by the SETTLE partnership. Paper authors used both qualitative and quantitative techniques.

The qualitative research involved mainly an analysis of scientific articles, official statistics, reports and online materials, while the quantitative research consisted of a series of interviews with experts in training on social entrepreneurship, social entrepreneurs and experts about the topic.

The main objective of this report is analyse the state of the art of training for social entrepreneurship in different European countries and the use in a ICT environment to promote skills for social entrepreneurship. The results will help us to understand better the training environment for social entrepreneurship in Europe and will enrich the development of SETTLE project, mainly the development of the main Intellectual Outputs.

Thus, SETTLE partnership have analysed two main areas related to the project:

- Social entrepreneurship culture: the environment in which social entrepreneurs are living and working: support to social entrepreneurship, policies, social actors involvement, networking possibilities, etc.

- Training for social entrepreneurship: training/learning initiatives to encourage and promote entrepreneurship, especially the informal training initiatives intended to promote these “soft” skills for entrepreneurship.

Finally, we have included 16 training initiatives and practices of social entrepreneurship (case studies), as inspirational resources for our future learning platform development.
Glossary

**Ecosystem:** A system or a group of interconnected elements, formed by the interaction of a community of organisations and individuals with their environment.

**Entrepreneur:** Someone who starts his or her own business, especially when this involves seeing a new opportunity.

**Entrepreneurship:** The capacity and willingness to develop, organise and manage a business venture along with any of its risks in order to make a profit.

**Formal learning:** Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner’s point of view. It typically leads to validation and certification.

**Information and Communication technologies:** Technology, which provides for the electronic input, storage, retrieval, processing, transmission and dissemination of information.

**Informal learning:** Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner’s perspective.

**Learning:** A process by which an individual assimilates information, ideas and values and thus acquires knowledge, know-how, skills and/or competences.

**New entrepreneur:** An entrepreneur who is firmly planning to start a business, based on a viable business plan; or an entrepreneur who has started his/her own business within the last 3 years.

**Non formal learning:** Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner’s point of view.

**Social entrepreneurs:** Individuals with innovative solutions to society’s most pressing social problems. They are ambitious and persistent, tackling major social issues and offering new ideas for wide-scale change (Ashoka).

**Social entrepreneurship:** The attempt to draw upon business techniques to find commercially sustainable solutions to social challenges.

**Social innovation:** Satisfying new needs not provided by the market (even if markets intervene later) or creating new, more satisfactory ways of insertion in terms of giving people a place and a role in production.
1. Methodological background

This section contains a brief description of the methodological background used in the analysis activities developed by SETTLE partners to assess the learning and training on social entrepreneurship. The analysis activities will support the development of the IO1. Learning and training for social entrepreneurship, European approach.

1.1. Objectives

The elaboration of this IO answered to the following objectives:
- To analyse the social entrepreneurship in different European countries;
- To assess existing training and learning on social entrepreneurship;
- To identify different cases as references in the field of training and learning for social entrepreneurship in Europe;
- To elaborate conclusions that will support the further development of the SETTLE

1.2. Geographical coverage

The study covered all European Union countries. So each partner has been responsible to analyse other EU countries as follows:

- University of East London - UEL: Poland, Czech Republic, Hungary, Finland, Ireland and UK.
- BEST: Portugal, Croatia, Slovenia and Austria.
- Domhan Vision: Belgium, Netherlands, Denmark, Germany and Sweden.
- InterMedi@KT: Rumania, Bulgaria, Malta, Cyprus, Slovakia and Luxembourg.
- Drambllys: Spain
- VDU: France, Italy, Lithuania, Latvia and Estonia.

1.3. Methodology

We focused our methodological background on both qualitative research techniques: desk research and cases studies (secondary sources) and unstructured interview (primary source).
1.3.1 Desk research

Desk research (secondary data) involves the summary, collation and/or synthesis of existing research rather than primary research, where data is collected from, for example, research subjects or experiments\(^1\).

The main methodology in socio-economic secondary research is the systematic review, commonly using meta-analytic statistical techniques, although other methods of synthesis, like realist reviews and meta-narrative reviews, have been developed in recent years. Such secondary research uses the primary research of others usually in the form of research publications and reports.

Sometimes secondary research is required in the preliminary stages of research to determine what is known already and what new data is required, or to define the research design. In other cases, it may be the only research technique used.

A key performance area in secondary research is the full citation of original sources, usually in the form of a complete listing or annotated listing. Secondary sources could include previous research reports, newspapers, magazines and journal contents, governmental and NGO statistics, internet, multimedia files and whatever other contrasted sources that we can find to analyse and illustrate our analysis topic.

Within the framework of SETTLE project, desk research focused on three main areas:

- Social entrepreneurship;
- Training and learning methodologies, that is: pedagogical approaches to develop training (constructivist, collaborative) including some methodologies mainly used in informal learning as storytelling; and
- ICT based training: we will also include more innovative methodologies based on mobile learning and games based learning.

The objective of the desk research was to support the development of unstructured interviews and contribute to our analysis and recommendations.

1.3.2. Analysis of case studies

The objective was to identify other initiatives developed in these areas and extract best practices for SETTLE project. The practices or case studies include experiences on training and learning on social entrepreneurship.

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In order to include the practices in the report, partners were asked to provide the following information:

1. Identification of the case study: Title of the initiative, promoter, country, web site, type of training.
2. Target group: What is the target group of the project?
3. Objectives: What are the main objectives of the initiative?
4. Starting point: Why the initiative has been launched? What are the needs addressed?
5. Description: Main description of the initiative.
6. Main lesson obtained: What are the strengths of the initiative, how these advantages have been used to promote the social entrepreneurship, how the target group received the project, etc.
7. Challenges: Which areas could be improved?
8. Potential for SETTLE project: What elements or approaches and how could they be included in the SETTLE project (technical, pedagogical, etc.)

1.3.4. Unstructured interview

Interviews provide a qualitative method for gathering evidence, data or information. Responses are not usually expressed in numerical terms, as might be the case with questionnaires.

Unstructured interview. The interviewer uses at most an 'aide memoire' - notes to jog the memory - rather than a list of questions. The interview may be like a conversation, with the interviewer responding to the interviewee and letting them speak freely.

Unstructured interviewing is recommended when the researcher has developed enough of an understanding of a setting and his or her topic of interest to have a clear agenda for the discussion with the informant, but still remains open to having his or her understanding of the area of inquiry open to revision by respondents. This is an extremely useful method for developing an understanding of an as-of-yet not fully understood or appreciated culture, experience, or setting.

Unstructured interviews allow researchers to focus the respondents' talk on a particular topic of interest, and may allow researchers the opportunity to test out his or her preliminary understanding, while still allowing for ample opportunity for new ways of seeing and understanding to develop.

Within the framework of SETTLE project, each partner developed 8 unstructured interviews, involving different profiles as follows:

- Social entrepreneurs;
- Trainers/Facilitators on social entrepreneurship;
Experts on ICT based learning development; and
NGOs and public and private bodies (association, foundations, etc.) who work in the field of social entrepreneurship promotion

The following table shows the information that we each collective has been asked for, in order to elaborate our national reports.

<table>
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<th>Collective</th>
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<tr>
<td>Social entrepreneurs</td>
<td>Are they (have been) involved in training learning activities?</td>
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<td></td>
<td>Which type of training activities? Which methodology do they use?</td>
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<td></td>
<td>What are their ICT skills?</td>
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<td></td>
<td>What do they expect from training/learning?</td>
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<td>What are the barriers and gaps in training?</td>
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<td></td>
<td>What are their training needs?</td>
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<tr>
<td>Trainers/Facilitators on social entrepreneurship</td>
<td>What are the main characteristics of existing training and learning on social entrepreneurship?</td>
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<td>What do they expect from training/learning?</td>
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<td>What are the barriers and gaps in training?</td>
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<td>What are their needs?</td>
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<tr>
<td>Experts on ICT based learning</td>
<td>What is the status of ICT based training/learning now?</td>
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<td>What are the improvement measures?</td>
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<td></td>
<td>How ICT technologies could improve the training?</td>
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<td></td>
<td>How to use these technologies to improve social entrepreneurship?</td>
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<tr>
<td>NGOs and public and private bodies (association, foundations, etc.) who</td>
<td>What is the status of training now?</td>
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<tr>
<td>work in the field of social entrepreneurship promotion</td>
<td>What are the improvement measures?</td>
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<td>How this training could improve the development of social entrepreneurship? How ICT technologies could improve the training?</td>
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1.4. Participants

According to the methodological guidelines, a total of 30 participants have collaborated in our analysis. They have provided with information about the main topics covered by this report:

- Social entrepreneurship;
- Training and learning in social entrepreneurship; and
- Initiatives to learn and train on social entrepreneurship.

Interviews were carried out between January and March 2016.
2. Overview about social entrepreneurship

In the last decades, social entrepreneurship has been a specific tool to support the sustainable development of socio-economic growth. Currently, social entrepreneurship plays a key role to deal with the socio-economic challenges of our societies, supporting public administration and bodies in the development of welfare state.

However, we find different cultural approaches to support social entrepreneurship in Europe. Countries with developed models to support social entrepreneurship live together with other that are starting supporting social entrepreneurship. These differences also respond to both different social challenges and different concepts about social states.

The next sections summarise the state of the art of “social entrepreneurship” in different European countries. We have structured the information in four different sections, which explain key factors about social innovation:

- Social challenges;
- Social entrepreneurship;
- Social economy vs. social entrepreneurship; and
- Challenges of social entrepreneurship.

2.1. Sustainable Europe

At the beginning of the 21st Century, Europe had deal with some specific challenges as follows:

1) globalisation of the economy;
2) low rates of economic growth;
3) complexity of society, and
4) demands for new services are challenging the European model of development
Box 1: European social challenges

The economic crisis that has hit Europe starting in 2008 is evident in the loss of GDP and the rise in public debt in 2009, GDP fell by 4 %, and industrial production dropped back to the levels of the 1990s. At the same time, public finances have been severely hit, with deficits at 7 % of GDP on average and debt levels at over 80 % of GDP.

Unemployment in Europe is historically high. In January 2013, it rose to 10.8 % in the EU-27 (26.2 million people), of which 11.9 % in the euro area (19 million).

The gap between the countries with the highest and the lowest jobless rates also remains at a historical high. There is a gap of 22.1 percentage points between the Member State with the lowest rate of unemployment (Austria - 4.9 %) and that with the highest (Greece - 27.0 %).

Youth unemployment is of particular concern, as active young people are still more than twice as likely to be unemployed than the adult active population. 5.7 million EU citizens aged less than 25 were jobless in January 2013, accounting for 23.6 % of the active young people in the EU-27. Even worse, some 14.5 % of people aged 15-24 were neither in employment nor in education and training (NEET). Youth unemployment and inactivity have potentially disastrous consequences, especially if prolonged, as young people can be cut off not only from the labour market but from society as a whole.

Only 63 % of women in productive age have paid work compared to 76 % of men.

Demographic ageing is accelerating. As the baby-boom generation retires, the EU’s active population is starting to shrink. The number of people aged over 60 is now increasing twice as fast as it did before 2007. This is particularly troubling considering that in Europe only 46 % of older workers (55-64) are employed compared to over 62 % in the US and Japan.

Thus, this situation has produced significant changes in population needs, which sometimes are not fairly addressed by the governments (affected also by these challenges). “Life expectancy increased, so did the need to find new ways to care for the elderly; as more and more women entered the workforce, child care has emerged as a major new area of intervention; as Europe has attracted more and more people from other countries and other parts of the world, the economic and social integration of migrants has required attention and new policy tools; and as the economy has Become more knowledge-based, the education systems have needed to diversify and improve.”

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2 EUROPEAN COMMISSION (2013)

3 EUROPEAN COMMISSION (2013): Social economy and Social Entrepreneurship. Brussels
In addition, there are other concerns that affected the objective of sustainable Europe as environmental and economic challenges, which together with a social approach, constitute a basic background to create new more durable models in which the collaboration between the public and private agents is mandatory.

Box 2: Social entrepreneurship in Austria

In Austria, the term “social entrepreneurship” is not well defined. Depending on the resource, it comprises start-ups with the intention of social sustainability, social innovation and change, but also NGOs, NPOs or community employment projects. While these charity or social institutions exist for decades, there has been a significant growth of social entrepreneurship activities in form of “change-making” enterprises in the recent years. As it is a young field, there are few studies on the scope of social enterprises in Austria and no comprehensive data gained regarding the number of enterprises existing on national level. According to studies carried out by Vandor in 2014 and Schneider and Maier in 2012, enterprises (on different levels of development) related to the term of social entrepreneurship exist between 4, 5 and 3, 7 years. Regarding the different levels of development, Schneider and Maier (2012) indicate that 30% of these organisations are just going to build organisational structures. 60% of the organisations have an existing organisational structure and 6% have their project ideas already in other regions, countries or sectors replicated.

Intending to give a solution to this situation, social enterprises and social entrepreneurship is an old-new concept accepted by different European countries and societies. New entrepreneurial projects with a social impact that intends to respond the new social challenges: Social Entrepreneurship.

2.2. Social entrepreneurship approaches in Europe

“Social entrepreneurship” and “social enterprise” are two ideas very common in Europe. In the last years, this concept has increased and its usage in all European countries. However, the difference between definitions and concepts on social entrepreneurship depends of the tradition and socio-economic culture of the different European countries.

So, we can find countries with a large tradition on social entrepreneurship and social enterprises, and others in which the concept is totally new and it’s still not part of the public and private discourse about socio-economic challenges and opportunities. The table above shows the status of the official definition and law regulation about social entrepreneurship in different European countries.

Currently we can find countries that have defined and regulated social entrepreneurship and social enterprises and social entrepreneurship, and they have included in the political agenda.
Box 3: Definition of social entrepreneurship in Bulgaria

Social entrepreneurship is defined as the economic activity aimed entirely at the creation, operation and development of social enterprises, whilst a social entrepreneur is someone who creates social good through activities that combine economic and social goals, provide support to socially vulnerable groups of society, stimulate socially positive changes and satisfy social needs. A social entrepreneur utilises available resources optimally and applies innovative approaches to the development of the social economy. There is also a certain level of risk associated with social entrepreneurship: a social entrepreneur is someone who acts, makes a decision and meets his needs in an insecure and risky environment. Social entrepreneur is recognised as a profession in the national classification of occupations.

On the other hand, in other communities and countries, traditional measures to support social background initiatives caused the absence of definition and legislation about the concepts.
Nevertheless, and independently of its social and formal recognition, the concept of social entrepreneurship in different European countries, contains some similarities, which can be resumed as:

- It’s linked to business activity;
- Always with a social goal; and
- Satisficing social needs through social innovative approaches.

**Box 4: Social entrepreneurship in Cyprus**

Social enterprise is a relative new term for Cyprus, which was introduced in the public sphere in late 2008 and first appeared on the Government’s policy agenda in 2013. Efforts to promote social enterprise can be traced to December 2008, when “Acta Vista”, a French work integration social enterprise presented their work to Cypriot public and policy makers of at a European Conference organised in Nicosia titled “European Heritage for Employment.” Since then, the Acta Vista model of employment and work inclusion has been presented on many occasions in order to raise awareness of social enterprise and its potential to address social issues, such as unemployment and social exclusion. Awareness raising efforts on social enterprise/social entrepreneurship have been so far the result of EU funded or private initiatives.

### 2.3. Social entrepreneurship vs. social economy

As mentioned in the previous section, we can find different concepts to define social entrepreneurship and social enterprises. Most of them are new while other ones have a long tradition in some European countries.
In this case, most of them are related to social economy and are instruments to implement this concept. However, a question appears: when we are talking about social entrepreneurship are we talking about social economy (exclusively)?

Social economy represents a specific business activity, developed to obtain a social benefit for a specific social group, considering secondly the economic benefits. Traditionally, social economy activities have been linked to third sectors activities, and most of them are identified with non-profit. It seems that this situation has acted as an impulse for emerging form of social entrepreneurship, characterised by a clear social goal, participatory decision making process and economic benefits.

Box 5: Law 5/2011 on Social Economy

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Social economy is the designation for the set of economic and entrepreneurial activities that are carried out in the private scope by those entities that pursue the collective interest of their members, whether the general economic or social interest or both, in accordance with the following principles:

a) Primacy of the individual and of the social purpose over capital, which materializes in an autonomous and transparent, democratic and participative management, which leads to prioritizing the taking of decisions according to the individuals and their work contributions and services provided to the entity or according to the social purpose, over their contributions to the capital.

b) Profits obtained from the economic activity shall be distributed mainly according to the work contributed or the service or activity performed by its partners or by its members and, if appropriate, according to the entity’s social purpose.

c) Promotion of solidarity internally and with society, promoting commitment with local development, equal opportunities between men and women, social cohesion, the insertion of persons with the risk of social exclusion, the generation of stable and quality jobs, the conciliation of private, family and work life and sustainability.

d) Independence with regard to the public authorities.

The law also regulates the type of entities that are members of the social economy system:

1. Cooperatives, mutual societies, foundations and associations engaged in an economic activity, employee-owned enterprises, insertion companies, special employment centres, fishermen’s associations, agricultural processing companies and unique entities created under specific rules that are governed by the principles set forth in the previous article are part of the social economy.

2. Likewise, any entities that carry out economic and entrepreneurial activities and whose operating rules respond to the principles of this law.

Currently, social entrepreneurship overcomes the “social economy” principle, and it includes new expectations intended to look for new social market opportunities, promoting a deep impact in both society and organisations and ensuring their economic feasibility. The relation between “social economy” and social entrepreneurship is very tight. Two principles share a common approach about how understand the social and economic reality, even if finding different options to implement the entrepreneurial activities or specific project with social impact.

Thus, we can find some different ways to deal with social challenges and promote social behaviours in the economy:

- Social economy entrepreneurs;

- Social entrepreneurs; and
- Corporative entrepreneurs (related to promote Social Responsibility process in the company).

Box 6: Germany social enterprise.  

The ICF report from 2014 presented social enterprises in Germany as “a booming sector” but they “lack visibility and a critical mass”. Germany has a relatively strong third sector that includes social enterprises in a wider sense with well-established institutions. Within approximately the last 15 years, the “new-style” or Anglo-Saxon definition of social enterprises with state-independent governance and market-oriented revenues that follow innovative and sustainable business models with entrepreneurial spirit has been on the rise, but still remains relatively small. These two rather different definitions lead to estimates of the number of social enterprises from a couple of hundreds to 100.000.

2.4. Challenges of social entrepreneurship

The previous defined situation on social entrepreneurship and social enterprises, together with the new social developments, present different challenges for social entrepreneurs and social entrepreneurship that could be summarise as follows:

- Lack of access to funding and inadequate or non-existent support structures;
- Regulations and their implementation;
- Lack of awareness of social entrepreneurship and social innovation;
- Attitude, culture and organisation of public administration.

As a result, only a close cooperation between private companies, social actors, public administration (governments) and non-profit associations (the new called forth sector) could improve the social entrepreneurship ecosystem.

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5 ICF Consulting (2014d)
3. Actors in social entrepreneurship ecosystem

As defined in the glossary, an Ecosystem is a system or a group of interconnected elements, formed by the interaction of a community of organisations and individuals with their environment. Thus, the concept establishes a set of formal and informal relations among different elements (actors, structures, tools) that interacting create a framework to cooperate and work taking into account different inputs and core issues in order to ensure the quality of a specific activity.

Regarding to social entrepreneurship ecosystem, we can talk about a Social entrepreneurship ecosystem as the set of complex relations between entities and entrepreneurs with their technological, academic, social, political and economic environments that stimulate the development of social entrepreneurial initiatives.

![Figure 1. A Map of Social Enterprises and Their Eco-systems in Europe. European Commission Source - Wilkinson, C (2014)](image)

The differences between European countries on the definition of social entrepreneurial system make it difficult to define a common Ecosystem for Social entrepreneurship. Thus, we can find different models and synergies that have a direct dependence to the level of development of the social entrepreneurship concept in each country.
After analysing different ecosystems in Europe and the phenomenon of social entrepreneurship we can define a model of ecosystem structured in six dimensions with different actors working together to improve the social entrepreneurial activity (see figure 2).

3.1. Core dimensions of social entrepreneurship ecosystem

After examining different models, Social entrepreneurship ecosystem could be structured into six domains: policies that enable social entrepreneurship, accessibility to suitable financing, a favourable culture, a set of public infrastructures and support, quality human capital, markets open for products.
Policy: It refers to the political framework that enables the development of social entrepreneurship. It is characterised by a set of public (and certain private) interventions intended to create a sustainable development of a specific activity, in our specific case, social entrepreneurship. Here we can be include (among others) the following:

- Legislation intended to regulate specific issues in the area of social entrepreneurship;
- Public policies in the area of social interventions in which social entrepreneurship has a relevant role;

Currently, the policy dimension is closely related to the level of development of the social entrepreneurship issue in each country. Countries with more tradition in this area have a more comprehensive policy dimension.

Finances: An appropriate financing schemes are mandatory to ensure the sustainability of the social entrepreneurship. If accessing to finances has been always an obstacle for private companies, it converts into an “impossible mission” in the case of social entrepreneurship. Public and private investors require a real business plan and proof of future profits to invest in any company. Social entrepreneurs are working in a very specific environment in which financial profit and market impact have to be measured in terms of social profit and impact. And it is difficult accessing to finance, especially to traditional financial sources. Traditionally, public financial support has played a key role in financing social entrepreneurship, but this particular intervention doesn’t ensure the sustainability of the social entrepreneurial initiatives.

Box 8: Financing social entrepreneurship in Slovenia
However, new financial sources as well as alternative financial methods (crowdfunding, micro-
credits) has solved this problem, making more sustainable the future of social entrepreneurship.

**Culture:** It has a philosophy of inclusiveness. The objective to cultivate an entrepreneurial sensibility in society is to expand our understanding of entrepreneurship including social entrepreneurship. Social entrepreneurship is limited by both, by a lack of concept as well as understanding.

**Box 9: Cultivating social entrepreneurship in Germany**

Thus, it's necessary to create a culture for social entrepreneurship, focusing on the values of social entrepreneurship and attitudes of social entrepreneur, as well as the demystification of certain stigmas that hinder social entrepreneurship (and entrepreneurship in general): risk of failure, tolerance to mistakes, project sustainability, reputation, innovation creativity, ambition, etc. Now, we have to highlight that the use of study cases and practices developed before could be a good starting to point to create a social entrepreneurship culture.

**Support:** One of the most important (and at the same time unknown) domain in the social entrepreneurial ecosystem is support. We refer to the support provided by private and public institutions in term of: infrastructures, legal and economic advice, membership, etc. Social entrepreneurs need access to supporting structures, products and services that make easier the day to day and facilitate some issues regarding to activity management, which are not part of the social process itself. Basic infrastructures, professional support and membership are the key elements in this domain.

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Sklad 05 ("Fund 05", www.sklad05.si), a private financial institution established to finance social entrepreneurship and social innovation. It promotes financial loans for Social Entrepreneurship and executes micro-credits. It is one of very rare private financial support mechanisms dedicated to Social Entrepreneurship in Slovenia.

Heldenrat Beratung für soziale Bewegung e.V. is another example of hands-on support for social entrepreneurs or activists that is built of volunteer coaches. Next to this, the 1994 established "social impact" community has been coaching and supporting social entrepreneurs to-be in the phase prior to the official foundation of a social company or association. In their social impact labs, that are currently located in six German cities, the future social entrepreneurs are given a shared office space and a main mentor and coach, who is the first-point contact in order to guide the entrepreneurs from the first idea toward a sustainable business model.
Human capital: It refers to the stocks of knowledge, habits, social and personality attributes, including creativity, embodied in the ability to perform labour so as to produce economic value. In social entrepreneurship ecosystem this domain refers to all skilled persons as well as all the existing programmes to ensure a labour force having a high level of competences. Actors in the ecosystems have to provide with the resources and support to allow skilled human resources, who can work in more innovative areas and creating products and services with a high added value. 

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Markets: New trends in the social entrepreneurship make it necessary to include this dimension. In the previous section, we mentioned that a new form social entrepreneurship has appeared, characterised by a clear social goal, participatory decision making process and economic benefits. Social entrepreneurs are not looking for social benefit only. Together with social impact, social business also look for an economic profit. For that, markets is a relevant issue, and especially how to reach markets and introduce new products and services that would have not only economic profit, but would also create a social impact. Networking, entrepreneurs networks, business cooperation (star-ups and spin off as well as social intra-entrepreneurship) as well as the concept of early costumers (early adopters) are key concepts that support social entrepreneurs to enter in the markets and open new ventures for new social products and services.

3.2. Actors in the social entrepreneurial ecosystem

Together with the six previous dimensions, we can define different actors that are part of this social entrepreneurship ecosystem.

1. Public administration – governments
2. Financial institutions
3. NGO – social
4. Socioeconomic actors (employers’ and employees’ associations)

5. Professional associations

6. Training and education institutions

7. RDI structures

As in previous sections, the differences among countries in the development of the social entrepreneurship concept makes different actors collaborating in the countries ecosystems. Thus, the most advanced countries in the social entrepreneurship area have been involved most of the relevant actors in social entrepreneurship. While other countries count with a fragile cooperation structures and weak involvement of the actors.

The following table presents the actors involved in the social entrepreneurship ecosystems.

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<th>COUNTRY</th>
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## Table 2: EU Countries and actors in social entrepreneurship ecosystems

1. Public administration – governments
2. Financial institutions
3. NGO – social
4. Socioeconomic actors (employers’ and employees’ associations)
5. Professional associations
6. Training and education institutions
7. RDI structures
4. Social entrepreneur

Within the framework of this report, we have defined social entrepreneurs as “Individuals with innovative solutions to society’s most pressing social problems. They are ambitious and persistent, tackling major social issues and offering new ideas for wide-scale change”. Taking into consideration this definition, in the next paragraphs we will analyse the profile of social entrepreneur in different countries included in our analysis.

However, we have to highlight that the lack of specific data in many countries (inexistent in most of the analysed countries) makes it difficult to draw a definition of a European social entrepreneur profile and thus the explanation how the education and training fit their needs and requirements.

4.1. Austria

Due to the lack of data regarding social entrepreneurship in Austria, no comprehensive statements can be given to distribution of social entrepreneurs. According to the GEM 2014, the level of education of entrepreneurial active people is higher than the average labour force between 18 and 64 years. 20,2% of young entrepreneurs have an academic background and 17,3% of established entrepreneurs. It is striking that there is a higher amount of people with compulsory education as well as with a university degree among young entrepreneurs than there are among established entrepreneurs7.

For social entrepreneurship, the sample documented for Vandor (2014) and Schneider and Maier (2012) shows that men are overrepresented as founders: 68% of all founders of organisations that meet the operational definition, are male and only 32% are female. Even with Vandor (2014) only 39% of respondents and 42% of executives, managers and board members were female. These values are comparable to the general participation of women in business start-ups in Austria, which is about 40% of all start-ups (Singer et al. 2015)8.

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7 GEM 2014
8 Vandor et al. 2015
4.2. Belgium

SELUSI data from 2013 data reveals that 80 per cent of all social entrepreneurs were men, which is a relatively high rate compared to other EU countries. In terms of educational level, social entrepreneurs are highly qualified with more than half hold a Master degree or similar.9

Another interesting finding is that we observe a variety of educational backgrounds: ranging from of economics and business studies, to social studies and public administration to engineering (Figure 19). Regarding the SEFORIS report on Belgium, about two-thirds of social enterprises are small business and employ less than 50 employees each. The majority of all organisations are older than 10 years.

Regarding values and motivation of social entrepreneurs, it was found that – compared to a representative sample of Belgians – social entrepreneurs are:

• “strong self-direction and stimulation values, reflecting a relatively big openness to change.
• lower conservation and normative attitudes
• strong universalism and benevolence – this is also confirmed by the motivation drivers below
• average self-interest and relative consideration of power and personal achievement – also validated by the low importance allocated to salary expectations”10

The majority of the social enterprises represent more than one industrial sector, spanning from health and social work, over wholesale and retail trade to construction. It is interesting to note that the proportion of social enterprises in the community and social services and education is relatively low, especially with respect to other EU member states.11

4.3. Croatia

In Croatia, there was no data found on the profile of Croatian social entrepreneurs. Perän describes the social entrepreneur as “the agent of change” who “has to be ambitious, imaginative, practical, ethical, self-disciplined and guided by a mission to accomplish the set goals”12. In

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11 SEFORIS (2014)
12 Lužar Šajić 2016
addition, Vidović (2012) writes that social entrepreneurs lack mostly the skills in organisational and financial management and marketing\(^{13}\).

### 4.4. Denmark

A significant level of social enterprises in Denmark are micro enterprises with less than ten full-time equivalent employees. Referring to the field of activity of these organisations, health and social services is by far the most frequent activity. The remainder of social enterprises cover a number of other fields: research and science, education information and communication, retail, agriculture and finance are the most important to note. It needs to be mentioned that social enterprises are difficult to allocate to a specific standard industry, with a bias towards the health and social services sector.\(^{14}\)

### 4.5. Germany

Statistics on social entrepreneurs in Germany do not exist in terms of structure and who they are. In general, they are mainly depicted as motivated to “solve societal or environmental problems”. Further, they value “sustainable development, democracy” by having strong leadership skills.\(^{15}\) With respect to industry categories. The majority of social enterprises can be found in education, work integration, societal inclusion and social services. These enterprises tend towards taking a legal form of cooperatives or foundations. Market-based legal forms are prevalent in ecological enterprises. This makes it difficult to detect all social enterprises in this field, so care needs to be taken by interpreting these results.\(^{16}\)

### 4.6. Hungary

This profile of the social entrepreneur suggested by Etchart et al (2014, p12) fits with the environment described so far:

> ‘On average Hungarian social entrepreneurs emphasize experimenting with new processes and methods and also typically act proactively, i.e. are introducing products, services and

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\(^{13}\) Vidović 2012

\(^{14}\) ICF Consulting Services (2014b)

\(^{15}\) Wolf, M. (2014), p. 11

\(^{16}\) SEFORIS (2014)
processes ahead of similar organizations and/or competitors. Moreover, they emphasize developing new products, services and processes. At the same time Hungarian social ventures are somewhat less inclined to take risks, i.e. when faced with uncertainty they tend to take more cautious actions and typically make more incremental rather than wide-ranging changes in their organizations. Social enterprises often become dependent on the donor or they have to satisfy the expectations of the owner who provides the start-up capital which restricts their possibilities’

Box 9: Social entrepreneur

According to the secondary sources, the profile of social entrepreneur responds to a wide concept in which not any special characteristic prevails over others. Social entrepreneur doesn’t depend on gender neither on age. Social entrepreneur is more an “attitude” and a “set of personal” values that push one person to drive an entrepreneurial process with social impact.

Thus, a social entrepreneur is a person (man or woman), aged between 18 and 64 with a high level of formal education that promote a social business with both social and economic impact (profit). Together with these previous characteristics, a social entrepreneur has the following competences and attitudes:
- Mission and vision;
- High social engagement;
- Inclined to take risk; and
- Strong leadership.

4.7. Netherlands

Dutch social enterprises are active in mainly six different sectors: Biosystems, clean technologies, economic development, civic engagement, health and wellbeing, and education. Most social entrepreneurs are organic farmers. One fourth of all social enterprises sell market products, while only about 20 per cent offer services.

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17 McKinsey & Company (2011)
18 Social Enterprise NL (2013)
4.8. Portugal

In Portugal, people working in social organisations or social entrepreneurs are characterised by their high engagement in concerned initiatives and associations. No specific data was found regarding their professional background. It is stated that most of the people involved in social start-ups have a high level of formal education, mostly holding a university degree\(^\text{19}\).

4.9. Slovenia

Despite of the national act on SE and its strategy Slovenia lacks systemic, state driven approach respectively action plan for SE, especially for financing and in consequence controlling it. In Slovenia SE is developed bottom-up by self-initiative of many organisations that each for itself defines what SE is and how it is implemented. So there are no standards and clarity on what competences are needed for executing SE and there is no data on the profile of social entrepreneurs. In general it is observed that in Slovenia SE is practiced as alternative to employment. Those who become social entrepreneurs are either young and were not able to get employed (for the first time) or they are middle-aged and lost their jobs. In SE the biggest lack are entrepreneurial skills\(^\text{20}\).

4.10. Spain

The number of companies with social approach in Spain has been increased in the last years, but still remaining below the European average. In 2009, 0,3\% of the entrepreneurial initiatives answered to a social approach, in 2014 the percentage has raised to 0,9\%, which is a positive progress in creating social initiatives but far from European average (2,98\%) and also far from countries like Germany or Norway. According to the latest GEM Spain, six out of ten Spanish entrepreneurs for commercial purposes are men and four are women. The GEM Special Report also reveals that people aged 18-34 are more likely to establish and run organizations for social purposes.

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\(^{19}\) Ávila/Amorim 2014  
\(^{20}\) Lužar Šajt 2016
### 4.11. Sweden

Over the last four years, the Swedish social entrepreneurship sector has been rejuvenated, with a lot of young professionals coming into this sector. The database about this sector is very patchy and very little attempt has been made to uncover the statistics in this field. Most of the newly established social enterprises are very small with only one or two full-time equivalent workers.

In terms of social sector, philanthropic intermediaries and voluntarism promotion, environment and food, economic, social and community development are the most prominent, while almost all social enterprises are active in more than one main industry sector.\(^{21}\)

Swedish social entrepreneurs are characterised as follows:

- they “work hard for their “mission and vision” and are often willing to accept a run (often longer than expected) in the start-up period without any financial compensation to achieve their social goals and to change society for the better.
- Regardless of the entrepreneurial element in the operation, the field of social enterprises in Sweden still relies heavily on dedicated enthusiasts.
- It seems to be less important for social entrepreneurs to front themselves in the media
- Based on the mapping of over 100 social enterprises as well as the initial dialogue with a few social entrepreneurs, participation appears to be a common central value. Either in terms of the positive force it represents or in terms of the significant contribution from self experiences among the employees.”\(^{22}\)

### 4.12. United Kingdom

Throughout the world there is growing recognition of the role and importance of entrepreneurship and enterprise (Abu-Saifan 2012: 22). The impact and effects of this focus has seen a growing focus on innovation, lower rates of unemployment and accelerated structural changes in economic activities (ibid). With this changing focus has come a growing recognition of the role and importance associated with social enterprise. Abu-Saifan offers the following definition for a social entrepreneur:

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\(^{21}\) SEFORIS (2014)

\(^{22}\) Alamaa, C. (2014)
‘The social entrepreneur is a mission-driven individual who uses a set of entrepreneurial behaviours to deliver a social value to the less privileged, all through an entrepreneurially oriented entity that is financially independent, self-sufficient, or sustainable’ (Abu-Saifan 2012: 25).

Dees argues that social entrepreneurs have not received the same attention that conventional entrepreneurs enjoyed, and uses the term ‘sub-species’ which is perhaps a bit pejorative (Dees 1998). But despite this perspective the obvious overlaps between commercial and commercial entrepreneurs has been recognised, (Catford, 1998; Dearlove, 2004; Dees, 1998a; Johnson, 2003; Nicholls, 2006b; Peredo & McLean, 2006; Roberts & Woods, 2005).

Abu-Saifan (2012:25) offers the following table to compare profit-orientated and social entrepreneurs:

<table>
<thead>
<tr>
<th>Unique Characteristics of Profit-Orientated Entrepreneurs</th>
<th>Overlaps between the two</th>
<th>Unique Characteristics of Social Entrepreneurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Achiever</td>
<td>Innovator</td>
<td>Mission Leader</td>
</tr>
<tr>
<td>Risk bearer</td>
<td>Dedicated</td>
<td>Emotionally charged</td>
</tr>
<tr>
<td>Organizer</td>
<td>Initiative taker</td>
<td>Change agent</td>
</tr>
<tr>
<td>Strategic Thinker</td>
<td>Leader</td>
<td>Opinion Leader</td>
</tr>
<tr>
<td>Value creator</td>
<td>Opportunity alert</td>
<td>Social value creator</td>
</tr>
<tr>
<td>Holistic</td>
<td>Persistent</td>
<td>Social Alert</td>
</tr>
<tr>
<td>Arbitrageur</td>
<td>Committed</td>
<td>Manager/Visionary</td>
</tr>
</tbody>
</table>

Table 3: Comparative profit-orientated and social entrepreneurs

This table opens much debate and some of the distinctions are questionable, i.e. are both not potentially high achievers, does profit not also represent social value, etc. These issues aside the table does offer a suitable base for engaging in a dialogue in what sets social entrepreneurs apart. However, at the core all entrepreneurial activities are predicated on the need to create a sustainable business model that delivers value to the target audience. For the purpose of this report, the key distinction is the matter of how surpluses funds that are generate are applied.
5. Training and learning for social entrepreneurship

Social entrepreneurship very often implies sailing between the seas of dynamic, recursive, diverse, chaotic, ambivalent, uncertain, delirious, fluctuating and exciting organizational systems. As a result, we can deduct that social entrepreneurs need a complex competences training to learn and generate processes of leading and modelling their practices to evolve methods for supporting and leader social enterprises. In fact, as we could learn from the desk research and so, national reports, social entrepreneurship is a multidimensional competence, the combination of cognitive, functional, personal and meta-competence that creates activities that are innovative, social and (added) value-creating for non profit organizations in the social economy in Europe (Winterton & Delamare-Le (2005), Austin, Stevenson & Wei-Skillern (2006).

Probably one of the distinctive challenges for the development of social entrepreneurs is rooted in ideology. Social entrepreneurs may hold entrenched social ideologies that they believe conflict with business models and notions of enterprise and profit (MacDonald, 2012; Parkinson, 2011; Parkinson & Howorth, 2008). Whittam and Birch (2011) propose that problems arise from the positioning of "trading" as a route to sustainability that could undermine the very social purpose of social enterprises. Social entrepreneurs may resist adopting a managerially defined position that emphasizes performance, measuring impact, efficiency, and sustainability (Cho, 2006).

Box 12: Training and learning in Austria

In Austria, training on social entrepreneurship is fragmented. Consulting companies or initiatives provide training or coaching for social entrepreneurs to an extent from 9 months to one year offering different approaches, fee required.

5.1. Target groups

The analysis of the status-quo of training and learning for social entrepreneurship needs to be categorised into four different target groups of social entrepreneurship education:

- a. School pupils
- b. Students (higher education)
- c. Professionals/graduates with specific social objective
- d. Social entrepreneurs with a social entrepreneurial project

To each of this group we also have to include teachers, trainers and coaches that support this area. Each of the three target groups have their own focal point of what to achieve with social entrepreneurship education and different requirements.
The first target group of schools seems to be the least covered. Schools are covered through different initiatives and there are some organisations that pick up the idea of social innovation in schools within their broader context. Trainers of these programmes might benefit from provided materials, concepts etc. In the offline world, they often work closely with social entrepreneurship experts of higher education and are supported by methodology, material and know-how by these hubs.

Box 13: Training and learning in Finland

‘There are no educational programmes targeted at social enterprises, but there are various courses at individual universities and university colleges. An adult education institution in the field of Civic Associations for Adult Learning has developed educational material and an online course on social enterprises.’ (Nordic Council of Ministers, 2015)

The second target groups, students (higher education) receive specific information on social entrepreneurship, mostly through the introduction of special modules in the general promotion of entrepreneurship programmes. Thus, they receive specific training on certain topics about social entrepreneurship, but always as a special branch of general entrepreneurship.

Professionals and graduates can access to more detailed training and education, accessing to postgraduate courses (mainly Master programmes) focused on social entrepreneurship. As difference from the previous.

These courses have proliferated in the last 6 years in all Europe. However, countries as UK or France offered this training long away. Courses answer to a modular structure and cover all the areas of entrepreneurial process. They count with the participation of experts and professionals with experience in Social entrepreneurship and usually include a period of internship (apprentice) in companies or organisations from social economy.

The last target group are the social entrepreneurs. They receive specific training to implement an entrepreneurial idea. In the last years the accelerators or/and incubators offer training for this target group (short courses concentrated on very particular topics that provide with very useful information social entrepreneur).
5.2. Training/learning subjects

With regard to the certain demands in terms of contents in social entrepreneurship education, the different backgrounds need to be taken into account.

Raising awareness

In almost all areas in which organisations that foster social entrepreneurship are active, there is a certain amount of groundwork that needs to be done: what does entrepreneurship mean, what does the aspect “social” include and how can social innovation be integrated in all different areas and disciplines. Certainly social entrepreneurship trainers in schools, but also promoters at universities, need to bring the topic on the agenda and then explain and demonstrate what this approach might involve and what the outcome could be. On top of that, established or future social enterprises need to address these issues with for-profit companies in order to build links and business relations. Often, these stakeholders are not familiar with the concept and particularities of social enterprises, so that social entrepreneurs need to be schooled in communicating within this context.

Getting the basics right

Basic training needs in order to start a social enterprise are mainly covered by mainstream entrepreneurship education. Topics include: business administration, marketing, human resource management, accounting, project management, public relations, financial management. These are in general all skills relevant to designing and pitching a business model. Social media has been playing an increasingly important role in these basic skills.

All of these contents were raised in higher education as well as with the institutions that deal with professionals who want to start a social enterprise. Often, this was seen as the basic toolkit that everyone needs an understanding of. However, other skills that were either unique to social entrepreneurship or could be seen as key factors for success in entrepreneurship in general.

Taking account of the very different structure and backgrounds of future social entrepreneurs, there is no unique approach to train them on their way to build a sustainable social business. The practical and academic experiences need to be considered. Traditionally, there are a lot of social entrepreneurs that have a background in the specific field of the beneficiaries of the social innovation. These actors specifically lack entrepreneurial and business skills.
5.3. Skills developed

Due to the different frameworks that social entrepreneurs are active in, there are a couple of particularities that need to be taken into account. The topic around social finance has become of major importance and is far more complex than in traditional firms. Often, the social enterprises take a path of a hybrid financial model, e.g. a mix of raising private funds and donations, applying for grants, selling services or products, membership fees etc. The knowledge around these issues and the appropriate application for each specific social innovation is one of the keys in the crucial design thinking process of social enterprises.

Box 14: Training and learning in Germany

According to the Hamburg Social Impact Lab, in recent years, the number of social innovation teams that are professionals in a specific industry and want to address a certain social challenge with their specialist experience, has been rising. Hence, while these actors are often more familiar with certain business tools, they require social, intercultural and communication skills of how to approach the beneficiary group. On top of that communicating with different stakeholders and partners are important to all future entrepreneurs. Related to this, it was highlighted that professionals that are new to the social economy need to learn how to motivate and lead volunteers. This often distinguishes significantly from the leadership and incentive system of a for-profit firm.

Creativity was stressed by the interviewees as another key to success. The financial complexity combined with dealing with different stakeholders like the state, sponsors or donors and different customers like the beneficiaries of the social idea and maybe other customers of the service or product, leads to an increased requirement when it comes to creativity and problem solving.

Especially for trainers and coaches of social entrepreneurs, communication skills are essential.

5.4. Methodologies

From the research, it became absolutely crucial to teach or support the social entrepreneurs in person. To coach each social entrepreneurship team individually and provide them with a personal coach or mentor who is the first point of contact was central. It was almost the consensus that specific knowledge can be obtained, however, in order to channel the ideas, thoughts and expertise into
a real project and social business, individual coaching is essential. A challenge is that the future entrepreneurs are all very different in terms of personality, background, skills and knowledge, as their ideas due to the different end users, diverse social or environmental challenges and service or product that is intended to be offered.

An international platform that brings together social entrepreneurship expertise is seen of an added value, as similar projects in different countries can learn from each other and alliances can be built.

We have found that, although having a personal mentor is deemed crucial, most of the online courses available are the so-called moocs (massive open online course). There are only two or three with social entrepreneurship as their main focus. But speaking generally about moocs in entrepreneurship education, one can state that most of these courses are cost-free to participate, but with a fee for attained certificates. These courses, however, have one major deficiency, namely their very high dropout rate. This is acknowledged by some universities offering mentored open online courses. This, again, can be approached differently. Either there is a collaboration of a number of local institutions that offer the same online course and provide an offline lecture and local mentor to engage with the students. One example for this approach is PerLe in Kiel and their social entrepreneurship course, in which students attend both, the online seminar and an offline lecture to obtain the certificate and credit. The other approach is the use of central tutors and mentors that are approachable to all students and interactive, but online.

In the community of social labs, again, mentoring is the key factor for success. Online support, e-learning and virtual seminars with the peer group is mainly seen as a supplement to the offline mentoring and office and networking services. The success is based on a close coaching of the social innovation teams23 with one main coach. This coach leads the teams through specific workshops, e.g. design thinking workshops, and tries to match their demands with experts that cover the relevant issues. These services and experts are often cost factors and need to be purchased by consultancies, companies or within the specific context of social entrepreneurs often from Ashoka, e.g. social finance or social impact analysis.

**Didactic methodologies and ICT approach**

Some training promoters and professionals agree that these demands and requirements of social entrepreneurship education need to be mirrored in the didactic approach. As described in the previous chapters, the plethora of courses and training offers represent an instructional approach with all its different sub-categories. Also the online and e-Learning services in this field are focussed

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23 Innovation is the preferred term here, as it is not clear whether the support period will end in a social business or maybe a social initiative that is managed and run by volunteers.
on this traditional methods, especially in higher education. Constructivist and more action-based approaches with service learning at the CAU University Kiel for example are increasingly used, but have not been established broadly, yet. PD Dr. Mark Euler of Leuphana University claims "I would find it exciting to see a more constructivist approach in entrepreneurship education. However, there has been little research on its impact of these yet."

A report on the Swedish agenda on social innovation summarises the future necessity of social enterprise education in a similar way: "A number of challenge-driven educational models are already in place across Sweden but we also need to further understand and develop pedagogies that facilitate cross-sectoral solutions [...]. We believe that encouraging collaboration and knowledge exchange between challenge-driven and progressive entrepreneurial pedagogic models can be a fruitful way to develop best practices, methodologies and pedagogies even further." 24

The ICT specialist Adalbert Pakura advised that it is pivotal that the online service offered mirrors the state-of-the-art with regard to technical development and features: "I have seen online courses with collaboration features in which the participants started using other means of communication like Facebook for example, as the online platform was not fit for purpose."

The ICT skills of the social entrepreneurs that we interviewed were rather advanced. There are some social entrepreneurs who are not familiar with the usage of social media or other communicational channels for marketing purposes for example. However, often they stated that they would welcome an online approach of support to stay flexible and location independent.

Regarding the optimal timing of training and learning, the process of the development of an idea to a well-designed business model was crucial, both in terms of gaining necessary business skills and in terms of exchanging ideas, keeping motivation and the creativity high. After the foundation of social businesses, the interviewees stated that they have less time to train themselves.

Most of the interviewees stated that having an international platform with links to all already available information and trainings would be beneficial and useful. There are already good offers out there, but they seem barely clustered and difficult to find.

Wilkinson (2014) found that "There are no universities which provide specific social entrepreneurship education. However, universities, such as Diakonia University of Applied Sciences and Aalto University Small Business Center have been involved in research projects that focus on social enterprises." The report adds "Whereas courses on social corporate responsibility and other

24 Hansson et al. (2014)
areas concerning business social responsibility are relatively commonplace in business studies, social entrepreneurship has not been developed onto its own course.”

Box 15: Training and learning in Hungary

With the exception of social cooperatives, there is a lack of state support to social entrepreneurship. Non-profit social enterprises are, because of their legal status, excluded from many of the economic development tenders designed for small to medium enterprises. There are, however, several umbrella organisations that provide support to organisations engaged in social innovation, including financing, training and networking events. Two prominent examples of this are NESst and the National Employment Non-profit Ltd. (Országos Foglalkoztatási Közhasznú Nonprofit Kft.). Example activities that they engage in include free workshops and social enterprise event days. A number of private initiatives have been launched to raise the profile of social innovation in Hungary. For example, the Competition of Social Enterprises run by NESst in collaboration with Citibank offers a prize of $10,000 for social enterprises with the best business plan. UniCredit also runs a Social Responsibility Competition on ‘Social Innovation’ to recognize and reward organisations ‘supporting innovative initiatives addressing the economic vulnerability of disadvantaged groups by helping them establish economic self-sufficiency’. These sorts of competitions serve as a platform for actors engaged in social innovation, not only to scale their projects, but also learn from and connect with other activities and initiatives.’

The Academy for Finnish Social Entrepreneurship (SyyAkateemia) offers a start-up training (a three-month programme delivered as evening courses). It counts on the following broad themes:

- Entrepreneur’s identity (what is entrepreneurship)
- The need and mission for the social enterprise
- Business idea and business model (including profit generation and social impact)
- Marketing and networking
- Business readiness support
- The measurement of social impact

Training for already established social enterprises focuses on marketing-related aspects and further development of the existing business model. The training emphasises networking among the participating social enterprises, and encourages them to challenge each other, and provide mutual support. The idea is that the enterprises learn from their peer group and challenge each other’s business ideas and models.
Coaching, based on international models, is provided to entrepreneurs to help them gain tools for ongoing career development.

Consulting services are tailored to a specific organisation. A foundation or a municipality for example can request social enterprise / social entrepreneurship related training tailored to their organisation’s specific needs. (Wilkinson, 2014)

Box 16: Training and learning in Slovenia

In Slovenia, training on SE consists of short, occasional workshops, there is no training programme that would aim in profiling a social entrepreneur (the only found example is described above). Institutions offering training on SE very rarely disclose the contents it covers and didactics implemented, in any case except digital archives there is no ICT (e- or game based learning) involved into the training.

In the United Kingdom there has been a proliferation of social enterprise training programmes, this section aims to give a brief overview of some of these to act as a tool for identifying the status quo and inform about the design of the programmes.

A logical starting point would be the School for Social Entrepreneurs (https://www.the-sse.org/our-courses/) according to their website, the SSE aims to ‘…empower people from all backgrounds to create positive social change. Our courses help individuals start, sustain, and scale social enterprises, charities and community projects. We’ll help you build confidence and gain practical business skills in technical areas like marketing and finance’. 
6. Case studies

Aimed to do a brief presentation of yet developed training and “learn” from experience, SETTLE partnership has identified and assessed set of practices and initiatives on training for social entrepreneurship. These practices also represent different cultural approaches on social entrepreneurship that exist in Europa, and thus, we can find differences among countries with more experience in this area and countries that are starting supporting social entrepreneurship as a socio-economic driver for sustainable growth.

In this section we have included 16 (and 3 social entrepreneurship initiatives) experiences developed in different countries that support training process of the social entrepreneurs. The reader can find different training approaches, methodologies and activities, which try to answer the different needs of social entrepreneurs in different countries.

Each practice and initiative has been structured in a brief introduction containing basic information about it, and more specific details and analysis, which will facilitate a better understanding of implemented activities. And what is more relevant, which are the strengths and opportunities of each of them to improve training and learning activities on social entrepreneurship.

Thus, we have included:

1. Formal training and learning activities;
2. Non training and learning activities and
3. Informal training and learning activities, including those that are based on practical experiences on social entrepreneurship.

However, there are other factors that help us use and learn from the practices included in this report. As we can see in the previous sections, social entrepreneurship.
### Table 4: Training and learning for social entrepreneurship – Cases

(Concept and practice) is a new element of entrepreneurial ecosystem, which adopts different methodologies and tools to provide with earning tools social entrepreneurs.

<table>
<thead>
<tr>
<th>TYPE OF LEARNING</th>
<th>METHODOLOGY</th>
<th>TARGET GROUP</th>
<th>ICT USE</th>
<th>ACCESIBILITY</th>
<th>CERTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yooweedoo Lernprogramme</td>
<td>NON FORMAL</td>
<td>e-Learning (MOOC)</td>
<td>University students</td>
<td>YES</td>
<td>FREE OR CHARGE</td>
</tr>
<tr>
<td>Social Impact Finance Crowdfunding</td>
<td>NO FORMAL</td>
<td>Blended</td>
<td>Future entrepreneurs</td>
<td>YES</td>
<td>FOR FREE</td>
</tr>
<tr>
<td>Social Incubator Posavje</td>
<td>NON FORMAL</td>
<td>Face to face</td>
<td>Future social entrepreneurs</td>
<td>NO</td>
<td>FOR FREE</td>
</tr>
<tr>
<td>Social Entrepreneurship – challenge and chance for youth</td>
<td>NON FORMAL</td>
<td>Face to face</td>
<td>Young people under 30 years aged (more focused on unemployed)</td>
<td>NO</td>
<td>FREE OR CHARGE</td>
</tr>
<tr>
<td>Argopoli</td>
<td>INFORMAL</td>
<td>Game based learning</td>
<td>Future social entrepreneurs</td>
<td>YES</td>
<td>FREE OR CHARGE</td>
</tr>
<tr>
<td>Spanish Social Entrepreneurship Immersion Programme</td>
<td>NON FORMAL</td>
<td>Face to face</td>
<td>Future social entrepreneurs</td>
<td>NO</td>
<td>FREE OR CHARGE</td>
</tr>
<tr>
<td>Maior Empregabilidade</td>
<td>NON FORMAL</td>
<td>Blended learning (MOOC)</td>
<td>Young people attending VET and secondary school</td>
<td>YES</td>
<td>FREE OR CHARGE</td>
</tr>
<tr>
<td>Expert on social innovation and entrepreneurship*</td>
<td>FORMAL</td>
<td>e-Learning</td>
<td>Future social entrepreneurs and professionals</td>
<td>YES</td>
<td>FOR FEE</td>
</tr>
<tr>
<td>Pioneers of Change – Course</td>
<td>NON FORMAL</td>
<td>Blended</td>
<td>Future social entrepreneurs</td>
<td>NO</td>
<td>NOT ACCESSIBLE</td>
</tr>
<tr>
<td>Encouraging herbs and spices entrepreneurship</td>
<td>INFORMAL</td>
<td>Face to Face</td>
<td>Entrepreneurs from rural areas</td>
<td>NO</td>
<td>NOT ACCESSIBLE</td>
</tr>
<tr>
<td>Master Business Administration – Social entrepreneurship*</td>
<td>FORMAL</td>
<td>e-Learning</td>
<td>Future social entrepreneurs and professionals</td>
<td>YES</td>
<td>FOR FEE</td>
</tr>
<tr>
<td>Social change Hub (SCHub)</td>
<td>NON FORMAL</td>
<td>Blended learning</td>
<td>Students - Future social entrepreneurs and professionals</td>
<td>NO</td>
<td>NOT ACCESSIBLE</td>
</tr>
<tr>
<td>Egesocial*</td>
<td>FORMAL</td>
<td>e-Learning</td>
<td>Future social entrepreneurs and professionals</td>
<td>YES</td>
<td>FOR FEE</td>
</tr>
<tr>
<td>Accelerate programme. Impact hub Vienna</td>
<td>NON FORMAL</td>
<td>Face to face</td>
<td>Future social entrepreneurs</td>
<td>NO</td>
<td>NOT ACCESSIBLE</td>
</tr>
<tr>
<td>Trys seseris</td>
<td>NON FORMAL</td>
<td>Blended learning</td>
<td>Women entrepreneurs</td>
<td>YES</td>
<td>FREE OR CHARGE</td>
</tr>
<tr>
<td>Key skills</td>
<td>NON FORMAL</td>
<td>Blended learning</td>
<td>Collective in exclusion risk</td>
<td>NO</td>
<td>NOT ACCESSIBLE</td>
</tr>
</tbody>
</table>

* High education degree or professional experience is mandatory to access course.
The table above contains a comparative scheme of the practices included in this report, considering the type of training used, methodological background, target group, use of ICT in learning process, accessibility to learning/training resources and learning certification. Apart from the previous sorting, the cases included in this report answer to a different method to deal with training and learning on social entrepreneurship. Thus, if we focus on learning background and utility, we can distinguish between:

* **Formal programmes promoted by universities and tertiary educational organisations:** Mainly post-degree education, well-structured in a set of modules that cover mainly technical skills related to social entrepreneurship. These practices adapt previous schemes to promote entrepreneurship adapting some elements to social entrepreneurship especially those questions related to social impact, social and environment responsibility or specific topics on social economy.

* **Specific activities to promote employment through social entrepreneurship:** Promoted by public bodies and administration together with social entities, these practices are oriented to specific target groups and with special relevance those that are in a disadvantage position regarding to labour market. This training offer is more focused on soft competences and skills (as creativity, ethical sense, social impact …) and aimed to detect the opportunities of local or regional environments in which they live and the social challenges that could be addressed through a future entrepreneurial activity.

* **Training activities for professionals to introduce the social approach in established entrepreneurial process:** The methodology is addressed to professionals and entrepreneurs who are interested in introduce the social approach in their companies. This training offer is more focused on some transversal competences (as social responsibility, social economy, social intra-entrepreneurship, etc.) and training is offered in a very practical way.

* **Social entrepreneurship accelerators and incubators:** There are relatively new training approaches, with the objective to provide future social entrepreneurs with soft and technical skills to run a project in the area of social entrepreneurship. Oriented to entrepreneurs with a pre-defined project, offer intensive training sessions that combines mentoring and coaching activities with a very practical approach (business plans, how to enter in the market, financing, etc.). Networking and inspirational events are key elements of this approach.

Last but not least, we have included three entrepreneurial initiatives launched in different areas of social entrepreneurship: social integration through training to improve the community providing a better socio economic environment, social profit and sustainable energy. The three practices include also learning and training activities to replicate the models, so, here training is part of social project and intends to improve the process itself.
Yooweedoo Lernprogramm

**IDENTIFICATION SHEET**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Yooweedoo Lernprogramm (teaching programme)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoter:</td>
<td>Christian-Albrechts-Universität Kiel, Germany</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://yooweedoo.org">http://yooweedoo.org</a></td>
</tr>
<tr>
<td>Country:</td>
<td>Germany</td>
</tr>
<tr>
<td>Starting year:</td>
<td>2014</td>
</tr>
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<td>Active:</td>
<td>YES</td>
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<td>Language:</td>
<td>English and German</td>
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<tr>
<td>Accessibility:</td>
<td>For university students in Schleswig-Holstein.</td>
</tr>
<tr>
<td>Key words:</td>
<td>Social entrepreneurship, open online course (mooc)</td>
</tr>
</tbody>
</table>

The programme consists of three components: in the Changemaker MOOC you learn how you develop an idea to a project that solves a social problem. With the finalised project concept the students can apply for start-up capital in yooweedoo's ideas competition. If successful, the students can then start their project in the form of a 6-months pilot project. Yooweedoo supports them with advice and workshops.

The Changemaker MOOC helps you to plan your own change project. The course shows how you can use entrepreneurial approaches in order to solve social and environmental challenges. It helps you to develop your change project no matter whether your interest is focused on society, the environment, education or culture. The course takes you step by step from the first idea to a detailed project concept. It deals with all relevant aspects of planning your project: defining aims and target groups; developing the strategy; planning the implementation of the project in terms of tasks, costs, team and time; developing a fundraising strategy; communicating and marketing your project.

This course is oriented practically. The aim is not to teach you theoretical knowledge but to assist you in planning your own change project. Every chapter teaches you how to write a part of the project concept. At the end of the course you will have a detailed concept for your change project. Such a project concept is the basis for the implementation, the communication and the financing of your project.

The course consists of approximately 4.5 hours of video material plus additional text lessons. You can complete the course step by step over a couple of weeks or months or you can work your way
through the course within a couple of days. Equally you can use the course as reference for information. Your expenditure of time is not determined by our material but by planning your project.

The online course is available for free and open. Yooweo also runs a multiplication programme that assists higher education institutions, schools and NGOs to create their own teaching programme by implementing the online course. Further, it is presented on the online platform university, a digital learning platform.
Social Impact Finance Crowdfunding supports social start-ups with the preparation and the implementation of crowdfunding campaigns. It is a multi-stage qualification programme, run by the Social Impact gGmbH by adapting and extending the services of the online platforms startnext.com, the largest crowdfunding platform for sustainable, creative and cultural ideas in Germany, and crowdcamp.de, a German crowdfunding consultancy.

Social Impact Finance offers a contest to win a crowdfunding award that consists of support, training, coaching and know-how transfer to successfully plan and conduct a crowdfunding campaign.

The award includes: a kick-off workshop, business coaches to develop the business model, idea reframing workshops, communication and branding workshop.

E-learning materials like videos, but also expert support and guidance.

NOTES. The Social Impact Finance Crowdfunding project aims at future entrepreneurs with a social innovation or social start-ups that are interested in starting a crowdfunding campaign.

It is aimed to support social entrepreneurs in preparing and conducting a successful crowdfunding campaign by offering workshops, online videos and expert views for know-how transfer. The aim of the project is to enable social enterprises to generate a sustainable financial base for their social innovations. The project combines two things: first it offers a toolkit through the cooperation of the largest German crowdfunding platform, a handbook and course in how to process a crowdfunding campaign. This equips social start-ups with know-how, networks and the financial means to start their sustainable business successfully.
The strengths of this initiative is the focus on a very specific field of social finance. It gives insights into successful campaigns and helps social entrepreneurs to identify requirements and strategies to run a crowdfunding campaign. The barrier to take part in this programme is relatively low. The social innovation is the focal point of the application. It bundles the most important sources and hence know-how in this specific area. Further, the campaigners have access to a coach who accompanies the social entrepreneurs before and during the campaign.

A handbook, which is openly available, helps to get an understanding of what a crowdfunding campaign involves and guides through the process regardless of the participation in the Social Impact Finance Crowdfunding Programme.

The challenge in this programme and with crowdfunding in general might be the evaluation of the suitability of the social innovation, in the phase before the decision on running a crowdfunding campaign.

The project offers low barrier for interested social entrepreneur, combination of online and offline learning and coaching, as well as the very specific topic might be useful. Combining already existing offers and cooperating is a constructive way to success.
Social incubator Posavje

<table>
<thead>
<tr>
<th>IDENTIFICATION SHEET</th>
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<tbody>
<tr>
<td><strong>Title:</strong> Social incubator Posavje</td>
</tr>
<tr>
<td><strong>Promoter:</strong> Social incubator Posavje at KNOF</td>
</tr>
<tr>
<td><strong>Website:</strong> <a href="http://www.knof.si/index.php/podpom-">http://www.knof.si/index.php/podpom-</a> programs/socialni-inkubator-posavja</td>
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<tr>
<td><strong>Country:</strong> Slovenia</td>
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<tr>
<td><strong>Starting year:</strong> 2015</td>
</tr>
<tr>
<td><strong>Language:</strong> Slovene</td>
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<tr>
<td><strong>Accessibility:</strong> FOR FEE</td>
</tr>
<tr>
<td><strong>Key words:</strong> Social finance, crowdfunding, social entrepreneurship education, workshop, e-learning.</td>
</tr>
</tbody>
</table>

The course consists of 14 meetings of 3 hours and 8 networking events lasting 16 hours altogether. Half of the events take place in the region and the other half outside.

Each participant enters the course with a business idea that within the course is developed to social enterprise, at the end preferably having customers or partners.

**Course entering requirements:**

- Business idea (in any stage of development)
- Business team (can be incomplete)
- Devoted to develop and materialise the idea
- Ready to work by modern entrepreneurial methods
- Preferably comes from the region, but all interested people are welcome

In first course edition in 2015 business ideas were presented/pitched at a free accessible event on promotion of self-employment and 20 best pitches were invited to the course (best pitch was free of fee). Two months later at a gala event final products/enterprises were presented and the winner took € 1000 and also followers were awarded in kind.

**Course topics include:**

- How to start?
- Marketing and marketing communication
- Sales, customer and market
- Prototyping and testing
- Taxes and legislation
- What www has to offer to us?
- Public speaking and presentation of idea.
- The networking part is dedicated to:
  - Why to network? Look for business abroad?
  - What is co-working, crowdfunding, SE?
  - Why enter business competitions and tenders?
  - Fear or fail?
Social entrepreneurship - challenge and chance for youth

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<th>IDENTIFICATION SHEET</th>
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<tbody>
<tr>
<td><strong>Title:</strong></td>
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<td><strong>Promoter:</strong></td>
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<tr>
<td><strong>Accessibility:</strong></td>
</tr>
<tr>
<td><strong>Key words:</strong></td>
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</tbody>
</table>

The training aimed to encourage youth to gain knowledge, experience, and entrepreneurship to have better perspective on the labour market. It targeted young people under 30 years of age, more specifically the unemployed who were looking for their first job, or those without working experience who were entering the labour market, or those who were finishing their education, or those who had a business idea.

Lectures, workshops, individual work and tutoring were delivered in 8 units and 38 training hours in following modules (end-numbers indicate training hours):

- Basics of entrepreneurship and generating SE ideas, 6
- Founding social enterprise and legislation, 4
- Funding in SE, 4
- Steps in business planning and creating business plan for social enterprise, 16
- Worked-based training in one of social enterprises, 8
Argopoli is a social platform for “playing”, communication, sharing, learning and business all aiming to materialise a social entrepreneurship ideas. “Playing” refers to easy-going concept of the platform that aims in joyful collaboration (the platform doesn't contain any virtual games yet). The platform contributes to improvement of entrepreneurial culture and competencies, development, exchange and commercialization of ideas, solutions and products and services in accordance with best practices in the world.

Young people are informed on the concept of eco-social enterprise, receive knowledge of social skills, the basis of eco-social entrepreneurship, project management and Internet marketing. After completion of the project, students are able to network and present the services and products of their students' companies and thus enhance knowledge and skills.

Youth workers and teachers get more skilled in entrepreneurship and project management and better acquainted with local, national, EU and global policies and strategies and by that more competitive on the labour market.

In unions, clubs and other organisations it promotes entrepreneurial culture, innovative learning cooperatives, and project learning and local, national, EU and global funding opportunities and networks as well as SE spin-offs.
Social entrepreneurship immersion programme – el hueco

<table>
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</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Social entrepreneurship immersion programme</td>
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<tr>
<td><strong>Promoter:</strong> CIVEX MUNDI</td>
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<td><strong>Website:</strong> <a href="http://www.elhueco.org/SEIP_2015_EN.pdf">http://www.elhueco.org/SEIP_2015_EN.pdf</a></td>
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<td><strong>Country:</strong> Spain</td>
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<td><strong>Starting year:</strong> 2013</td>
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<td><strong>Language:</strong> Spanish</td>
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<td><strong>Accessibility:</strong> FREE</td>
</tr>
<tr>
<td><strong>Key words:</strong> Social entrepreneurship, immersive training, mentoring</td>
</tr>
</tbody>
</table>

Social entrepreneurship Immersion is a programme aimed to incubate and accelerate social entrepreneurs’ ideas and projects. The programme is addressed to those who have a newly established entrepreneurial project or those who aim to answer a social or environmental project through an entrepreneurial intervention. The programme helps entrepreneurs to get immersed for three months in an ecosystem that encourages social entrepreneurship in Spanish-speaking countries.

The programme is an initiative of Cives Mundi, a Spanish NGDO with more than 25 years of experience in generation of sustainable development projects. This has created a broad know-how about social and environmental issues that are fundamental for the development of social entrepreneurship in Spain.

The programme objectives are the following:

- Promote the “Social Business Plan” approach, based on actual initiatives, with short application and execution, to be provided to the entrepreneur at the end of the programme;
- Establish relationship and transferring knowledge between the relevant actors in the field of social entrepreneurship;
- Consolidate multinational and multidisciplinary teams within an entrepreneurial community;
- Attract (and create) financing focus on social entrepreneurship; and
- Unlock the value of rural area in general as a suitable testing field for social and green pilot projects based on real economy and social responsibility.
The programme is addressed to social entrepreneurs, who satisfy the following conditions:

1. Have more than 18 years and dedicated to the project;
2. Have a minimum knowledge of Spanish (Level B1); and
3. Have in course an idea or project of social and/or green undertaking.

The programme is intensive and is developed over 11 weeks. During this time the following areas are addressed:

1. Training on Social Business Plan;
2. Expert mentoring in social responsibility, ecological responsibility, business and finances, creativity, innovation, leadership, etc.
3. Learning from other experiences on social entrepreneurship and good practices at both national and international level; and
4. Other inspirational events developed within El Hueco community.

Three main lessons can obtain from this initiative:

1. As accelerator programme, the training is focused on more practical approach, including peer learning and mentoring methodologies;
2. Social business plan is a key element to evaluate the impact of the entrepreneurial activity, so social entrepreneurship concept is built under the concept of profit and social impact, and not exclusively on social profit return; and
3. Inspiration is a powerful informal learning tool in the specific case of social entrepreneurship.
The "Junior Entrepreneur" is a MOOC (Massive Open Online Course) on entrepreneurship for young people attending VET and secondary schools, or young people who are not working or studying.

Within this programme, following actions have been developed:

- **Vitamins for Employment**: One day seminars for college and VET schools students and "alumni" dedicated to the theme of cross competence/soft skills.
- **Job Parties**: Workshops with presentations by former students of educational institutions, created to share experiences and to gather young people to the labour market.
- **Europass CV Junior**: One day seminars with practical component, where students and "alumni" reflect about their personal strengths and learn how to fill a curriculum, in order to increase their opportunities for employability.
- **Open Day in Enterprises**: Companies open doors to students, so that they can have the opportunity to absorb information about the jobs and participate in the working process.
- **Co-working Towards Employment**: Seek and find employment in collaborative model, following a very practical approach is the proposal of these spaces, with the support of technical education institutions.

Promoting Entrepreneurship: formative action model in b-learning format, with a component of soft skills (promoting entrepreneurship, innovation, creativity and other skills component for business plan development, designed for young people).
Social entrepreneurs act as social changers, developing new ideas and implementing innovative solutions to deal with social and environmental problems. The course aims to explore different dimensions of the creation and development of new social enterprises, and also to promote the innovation and the creation of new business opportunities in existing organisations. The course is aimed to improve the social entrepreneurship using the general entrepreneurial skills to generate innovative approaches to social problems. Main goal is to provide with strategic skills to create companies with a social aim and own financial capacity.

One of the main challenges of social entrepreneur is to overcome the concept of social economy enterprise, and create sustainable business process with a high social impact. For that, the course tries to apply the “traditional” entrepreneurial skills and create innovative managerial models to solve the barriers of social entrepreneurship and develop the competences to be not only an entrepreneur but a social changer.

Course is aimed to:

- Understand the social role of entrepreneur and the social challenges that they have to deal with;
- Learn the basic characteristics and the principles that drive the business models for a successful social entrepreneurship;
- Obtain the entrepreneurial skills to create and manage a social business;
- Learn about the skills to create and promote “social innovation culture” inside the organisations;
Acquire new skills and competences to create common initiatives involving different actors of social innovation ecosystem (social actors, economic actors, public administration and non-profit organisations).

The initiative is based on “blended learning” approach, combining:

1. **On-line learning**: providing the modules and other material in a virtual platform. The learner/trainee can access this material according to a calendar established by the promoter. After each module, learners/trainers have to pass an evaluation test. The platform has also tools for synchronic and non-synchrony activities and collaboration with both trainers/teachers and other learners/trainees.

2. **Lectures (face to face)**: During the course, the university organise different lectures that contributes to further development of the information contained in the modules. Learners/trainers can access these lectures in anytime, because they are available in the platform.

3. **Individual support – tutoring**: Learners/trainees receive specific support to develop the practical workshop. During the course implementation, learners/trainees have to develop a business plan for a social business. A tutor will support them during this task.

After completion of all modules and evaluation test, students have to elaborate a report containing a feasible business plan developed in the practical workshop of the course. 25 ECTS

It’s structured in 5 modules + introductory chapter + practical workshop:

- **Module 1.** Introduction to social entrepreneurship
- **Module 2.** Chances/opportunities for social entrepreneurship
- **Module 3.** Financing social entrepreneurship
- **Module 4.** Assessing social value
- **Module 5.** Networking and social entrepreneurship dissemination

**Practical workshop – Social business plan**

We can highlight two main lessons:

1. **Course approach**: The course is aimed to use the “traditional” entrepreneurial skills in social entrepreneurship environment. That is, its goal is to support new entrepreneurs to create a social business not only in the approach of social economy but in a “general” entrepreneurial approach. The learner will develop entrepreneurial skills to define the social approach of the business and through these skills he/she could ensure the sustainability of the company: social, environmental and economic. He/she could combine the social impact and economic impact of his/her entrepreneurial project.
2. **Introduction of social innovation culture in the learning pathway**: it’s a key fact that the course includes a specific objective about “social innovation culture”. This approach will ensure that the “social innovation” component will be the main element of the created business, this principle has to be promoted continuously to adapt progressively to new challenges and opportunities. Besides, it could be a good starting point to promote the social corporative entrepreneurship also.

However, the course is focused on skilled persons, while learner/trainee has to have some previous knowledge about the topics to learn. And even if the course is open to the persons that work in the social enterprises of third sector organisations, without this previous academic knowledge they could face some shortcomings to take advantage of the course.

The initiative has some components that could be very useful in learning process:

1. **Virtual platform**: a virtual platform with synchronic and non-synchronic tools to support learning process.

2. **Collaboration in the learning process**: The process is based on the collaboration between teacher/trainer with learners/trainees and also collaboration between trainees.

3. **Networking**: It is a key factor of the course, networking between participants and external actors.
The Pioneers of Change program is a challenging and transformative process. Over the course of not quite a year, we guide participants through eight seminar modules, supported by coaching, in the personal clarification and development of projects, organizations and sustainable businesses.

This learning and development course was distinguished by the UNESCO commission as part of its ‘Decade of Education for Sustainable Development’.

Course approach stands out in its focus on ‘Learning by Doing’, integrated methodology, process-oriented guidance and ‘Peer-to-Peer Learning’. Thus, Pioneers of Change is not a classical training program using lecture-style instruction. Practical application of content and inspiration are designed to help you develop your project and yourself further. Experimental learning, deep reflection, dialogue, working in groups and ‘Co-creation’ stand in the foreground.

The course is structure in many training activities that combine traditional learning and training with other experimental activities, as follow:

- Seminar modules: Specialist trainers, Assignments on building up an organisation
- Project work: Idea development, prototyping, Project team building, start-up founding
- Support groups: co-working, facing challenges, problem solving
- Personality development

Coaching: Individual coaching for business plan, on financing, etc.

There are three characteristics that distinguish the programme from others:
Action-Oriented: Participants will learn professional tools aimed directly at realizing their initiative, develop your financing model while receiving individual coaching from experts.

Integrated and expanding horizons: New entrepreneurs will experience an inspirational and integrated program in settings connected to nature, learn about global trends and sustainable alternatives.

Collective strength: As a member of a group of like-minded people and strengthened by a network of supporters, new entrepreneurs can develop your own potential.

Since 2010, more than 100 people have participated in 'Pioneers of Change'. The impact evaluation carried out revealed the following:

- 85% of the 46 alumni of the first two courses work at or in an endeavour for change.
- 70% of the participants have successfully initiated new projects, organizations and businesses in the interest of sustainable development – in total 33 of 46.
- Over 50% are bringing the 'Pioneer-Spirit' to existing organizations at home and abroad, often in leadership roles.
- To date, the Pioneers’ activities have reached more than 36,000 people through direct contact.
### Encouraging herbs and spices entrepreneurship

<table>
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https://www.youtube.com/watch?v=111HWLBiA0g  
http://manoukis.lt |
| **Country:** | Lithuania |
| **Starting year:** | 2014  
**Active:** | YES |
| **Language:** | Lithuanian, English |
| **Accessibility:** | NO ACCESIBLE |
| **Key words:** | Social entrepreneurship, environment, sustainable commerce |

Project implements education programmes:

- enhances the employment of people living in rural areas,
- involves young people experiencing difficulties.

The social entrepreneurship initiative of Pagėgiai municipality – harvesting, drying, and selling herbs and spices – aimed at enhancing the employment of young people living in rural areas, by involving young people with behavioural problems in activities.

Communities gathered together and decided to get engaged in herb harvesting on 18 February 2014. Herb harvesting brought together five communities of Pagėgiai municipality – Vilkyškiai, Aušgiriai, Bitėnai, Kriokiškiai and Žukai. About 30 people are actively involved in herb harvesting; there are plans to expand herb tea production by installing a modern production line with the application of ultrasound technology for the production of herbal extracts. The outstanding sceneries of Pagėgiai land, the picturesque surroundings of Rambynas hill, the scented pine woods and wildflower meadows seem to insinuate what type of business is best for the locals. The residents of the community still remember the words of the herbal practitioner Virgilijus Skirkevičius said a few years ago when he spoke about the Pagėgiai meadows which are abundant in herbs: “It seems that you are living a good life as you walk over the money that lies under your feet”. The chairman of Pagėgiai local activity group Sigitas Stonys says that a common activity motivated and brought together the members of several communities. The inspirational and educational
lectures of the herbal practitioner Skirkevičius encouraged many locals to start a new activity – to harvest herbs. About a hundred locals took part in training and now some thirty people are actively engaged in herb harvesting. They mainly harvest wormwood, sweetgrass, St. John’s wort, valerian, hawthorn, rose, viburnum, buckthorn, bilberry, dandelion, burdock, couch grass, caraway, willow herb, and nettle. Skirkevičius' recipes are used to make herb blends featuring impressive names: Rambyno žalioji (Rambynas Green), Rami naktis (Peaceful Night), Tradicinė iš Mažosios Lietuvos (Traditional Tea from Lithuania Minor), Relax and many others. The project was successfully implemented thanks to the involvement of scientists. Rimantas Čiūtas, the head the Rural Development Research Centre of the Park of Agricultural Science and Technologies of Aleksandras Stulginskis University (ASU) recalls that the biggest problem faced by the herb harvesters was to ensure the high quality of herb drying process. It’s no use for each herb harvester to dry herbs on their own as it is impossible to achieve the equal quality of dried herbs. Therefore, it was decided to use and a quality and productive herb drying machine. The specialists of the Faculty of Agricultural Engineering of ASU designed a mobile and compact herb drying machine powered by solar energy. The machine measures 6 metres in length and 2.53 metres in width, with an installed power 15 kW, a solar collector flat plate area of 8 square metres, a solar air heater area of 12 square metres and airflow of up to 800 cubic metres per hour. Herbs are dried at a temperature of 35-40 °C, with one herb batch taking about 50-70 hours to dry. The members of the community use the herb drying machine under a loan agreement. The chairman of Pagėgiai local activity group Stonys is happy that a fragrant herb business engrossed the residents of a rural area and that the teas made of herbs harvested by them are well-known across the whole Lithuania (Figure 5.3. The harvested herbs

This project is valuable in that it attracted a great number of children and young people. Summer camps for children are organised to engage children in herb harvesting. “This activity as a form of employment allows generating quite a nice income. Enthusiastic harvesters can earn 100 litas or more per day,” points out the project coordinator Giedraitis. There are plans, in the nearest future, to involve in this activity children from Viešvilė child care home.

Participation in autumn harvest fairs Sprendimų Ratas (The Circle of Solutions) – where the community’s stand “Natural herbal teas from Lithuania Minor” attracted a great deal of attention from visitors – greatly contributed to promoting the entrepreneurship character of the project. In future the community intends to expand its business by starting the production of herbal extracts. The extracts will be produced by using a brand new ultrasound technology. The line equipped with such technology will facilitate the extract production process by reducing its duration 4-6 times. We have already inspected Italian equipment that we are going to acquire. Herbal extracts are also used in the food, pharmaceutical and cosmetics industries,” Giedraitis says, adding that about 260 plants suitable for herbal extracts grow in Lithuania.
This project is unique in that it involves socially disadvantaged children and young people in entrepreneurship activities. The benefit of the project lies in that it provides understanding of entrepreneurship in a straightforward way, teaches how to make profit and gives the participants of the project a feeling that they are doing something worthwhile and useful.
This learning programme offers a training pathway to obtain the basic competences to manage and lead competitive, sustainable and inclusive companies, including elements of social and economic responsibility. Training is based on the continuous and collaborative open environment involving facilitators, technology and business strategies, with the objective to obtain social impact.

The initiative aims to answer to the needs and expectations of social innovators and entrepreneurs. It contains a wide knowledge on business models from a new approach based on sustainability, from inclusive business to intelligent global initiatives for new citizenship or eco-innovations that deal with current challenges. The programme is aimed to entrepreneurs who would like to start a social innovation project or to become corporate entrepreneurs in existing organisations. Aims of the initiative:

- Develop and promote critical and strategic thinking in the new collaborative and social economy;
- Acquire knowledge that facilitate understanding and taking advantage of markets evolution and improve the capacity to work efficiency in a diverse and global business environment;
- Understand the components to innovate and being entrepreneur and also to consolidate social innovations in a globalised business world;
- Learn how to use the assessment tools that support decision making processes in a social enterprise;
- Learn to design, understand and apply social disruptive business models, and also to evaluate and improve the existing ones;
- Develop leadership and governance skills in dynamic organisations;
Access to a social entrepreneurship network and to its local and global ecosystem;
Understand the key challenges and opportunities to deal with the so-called fourth sector (intersection between society, business, government and non-profit organisations).

The course is based on a ICT learning methodology. The course is hosted in the learning virtual platform of the OUC. Besides, the programme uses different methodologies that support the process:

- Case studies method;
- Individual coaching; and
- Business simulators.

The programme also offers practical activities. Business week offers to all learners, practical activities as seminars, study visits, workshop, conferences, etc. Learners/trainers can access these activities also on-line.

1. **On-line learning**: providing the modules and other material in a virtual platform. The learner/trainee can access this material according to a calendar established by the university. After each module, learners/trainers have to pass an evaluation test. The platform has also tools for synchronic and non-synchrony activities and collaboration with both trainers/teachers and other learners/trainees.

2. **Individual support – coaching**: Learners/trainees receive specific support to develop the practical workshop. During the course implementation, learners/trainees have to develop a business plan for a social business. A tutor will support them during this task.

3. **Games – business simulators**: Learner could access to different interactive and collaborative games that simulate business environments.

After completion of all modules and evaluation test, students have to elaborate a paper containing a business plan developed in the practical workshop of the course.

The course is structured in 16 modules + practical workshop + practical activities

- **Module 1.** Business global environment
- **Module 2.** Human resources management
- **Module 3.** Operations and logistics management
- **Module 4.** Ethic and social responsibility
- **Module 5.** Financial management
- **Module 6.** Marketing
- **Module 7.** Information management
Module 8. Decision making (business game I)
Module 9. Innovation management
Module 10: Strategic management
Module 11: Advance strategy
Module 12: Coaching
Module 13: Social entrepreneurship
Module 14: Social innovation, eco-innovation and sustainability
Module 15: Tools to assess social impact
Module 16: Consolidate and growth a social enterprise

Practical module – Social business plan

Business week: Seminars, workshops, conferences and practical activities related to the modules contents.

We can highlight the following lessons:

1. Social entrepreneurship through entrepreneurial skills: The main innovation of the learning pathway is to apply entrepreneurial skills to social entrepreneurial process. Adapting the tradition managerial and strategy skills to social entrepreneurship to improve the process and answer to the needs of new social entrepreneurship approach.

2. Corporative social entrepreneurship: Training methodology includes the concept of corporative social entrepreneurship as part of social entrepreneur learning pathway. Linked directly to social corporative responsibility, this concept answers to the needs of collaboration and networking between different organisations to answer social needs obtaining economic impact also in the organisations.

3. Social entrepreneurship beyond social challenges: The introduction of concepts as eco-innovation or sustainability tries to go beyond social approach and look for a concept for sustainable development, that is a balance between society, environment and economy.

4. Using of innovative technologies based on ICT: In addition of virtual platform, the course uses other innovative methodologies as simulators to train.

Even the course contains some practical information, in focused on very theoretical concepts. In addition, the learner/trainee has to have a previous knowledge about some technical concepts on entrepreneurial skills.
Social change Hub (SCHub)

### IDENTIFICATION SHEET

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The Social Change Hub (SCHub) is located at the Faculty of Sustainability of Leuphana University Lüneburg. Under the guidance of the professor for social entrepreneurship and a team of students, the SCHub network aims to foster student engagement in social entrepreneurship in a broader sense. Therefore, SCHub acts as a central contact point for students from all disciplines and fields of study getting involved with social activities.

SCHub supports students with the generation, development and implementation of their own ideas. This relates to single projects as well as the foundation of an association or a social business. SCHub’s work mainly consists of four pillars:

**SCHub Lessons, SCHub University Courses, SCHub Consulting and the SCHub Camp.**

**SCHub Lessons** focus on practical oriented workshops and talks where interested students

- get insights into the practical field of social entrepreneurship
- get to know successful social entrepreneurs and
- get the opportunity to work together on different topics concerning social entrepreneurial activities with the guidance of experts.

More specific, this event series consists of:

- **SCHub Lectures** (expert/social entrepreneur speeches)
- **SCHub Creative Class** (generating ideas with creative techniques)
• SCHub Dialogue (Discussion formats with different participants in the field of social entrepreneurship)
• SCHub Impulse (Forum and Network for existing student initiatives and associations)
• SCHub Feedback (consulting workshop for new student initiatives or new ideas of existing initiatives with experts)
• SCHub Round Table (discussion and get together with selected (social) companies).

SCHub University Courses are lectures and seminars developed by the SCHub and/ or offered by SCHub team members that are part of the Leuphana curriculum, e.g.

• LUNATIC FESTIVAL – Organisation of a sustainable music festival (project management)
• MACHMEHRWERT – sustainable flying buildings creation
• SOCIAL ENTREPRENEURSHIP PROJECT LABORATORY – Conception and development of society-related projects

SCHub Consulting offers advice to any student or student initiative coming up with an idea or having a certain problem within their association. SCHub offers weekly consulting hours and provides a broad contact network consisting of experts in different fields of social entrepreneurship so that individual coaching and consulting can be offered.

SCHub Camp is a special coaching-weekend for student projects and initiatives. Within three days the participants get intensive consulting on their projects and ideas. They discuss structural and strategic questions as well innovative aspects. We invite experts from the fields of e.g. (social) entrepreneurship, marketing and sales, financing, law etc. to the needs of the student initiatives. Initiatives can apply for spaced in the Camp and all Leuphana students vote for their favourite concepts online. Five projects are chosen per year.
egesocial – School for social entrepreneurs and managers

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egesocial is a training project aimed to improve the competences and skills of professionals and entrepreneurs. The platform is an open on-line resource that creates a learning environment for professionals who will lead innovative process in social and environmental areas of companies and for any person who is interested to promote a social enterprise. Platform has been conceived as one collaborative area in which users (mainly learners) can learn, receive training and develop networking activities. The platform includes a section with employment offers and opportunities, a repository containing publications and similar resources and a collaborative blog.

The course is provided through the following methodologies:
- Face to face training;
- On-line training;
- Distance training, and
- Blended training (combining face to face and distance learning),

The learning process occurs in a virtual classroom, developed under Moodle. Moodle contains the different courses (on-line, distance and blended learning) and students can use as repository and virtual area to collaborate with both other learners and trainers and facilitators.

As training is certified, learners/trainees have to pass some assessment methods, each of them depending of the type of learning.

The platform offers three learning areas, and in each area different courses are available.
Area 1. Business social responsibility

Courses
- Expert on SCR
- SCR Management
- SCR: Innovation and sustainability to improve the competitiveness
- SCR: Development of Programme for corporative volunteering
- Design and development of SCR programmes

Area 2: Social entrepreneurship

Courses
- Social entrepreneurs and managers
- Inclusive business
- Coaching for entrepreneurs and corporative entrepreneurs
- Community managers and social management
- Social training for young entrepreneurs
- Programme for senior entrepreneurs

Area 3: Social business and third sector

Courses
- Management of third sector organisations
- Design of community projects
- Financing
- Community managers and social management
- Social training for young entrepreneurs
- Programme for senior entrepreneurs
- Strategic management
- Marketing, Social networks and communication

As we can see, egesocial project offers a new approach to understand social entrepreneurship. That is, social entrepreneurship is not the fact to be an entrepreneur under a social background, but
a instrument to understand the enterprise management, incorporating tools to promote competences for social sustainability (as Social Corporate Responsibility) and specific area for managing third sector companies.

We can highlight the following innovative features:

1. **Social entrepreneurship as a concept to improve the enterprise management:** The training offered tries to develop the competences intended to both create/promote a social enterprise but also to enhance the skills and competences of managers and managerial staff to include social approach in the companies. Thus, the training is dealing with the double approach of:

   a) creating new business and enterprises in the social economy (answer a social challenges); and
   b) helping established companies both be more competitive opening new business opportunities in social economy and including social approach in their general management policy.

2. **Target group is more than a new social entrepreneur:** Most of the training in this area is focused on new social entrepreneurs, that is, a person who is promoting a business project in social economy. The project offers training for a wider group with the objective not only to develop some key skills and competences of new social entrepreneurs, but to those managers and managerial staff that could improve their competences and include social approach in theirs companies.

3. **Modular character of training:** The training is structure in three modules/learning areas offering different courses. Learners/trainees can choose the learning topics (according to their needs and perspectives) and create own learning pathway.

However, many practical activities to support theoretical contents are missing. Considering that the training is focused on professionals’ competences, the introduction of cases or practical activities could be a good element to improve training offer.
Accelerate programme. Impact hub Vienna

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- Initial diagnostic: definition of focus areas, supported milestone planning and monthly progress checks.
- 1st phase: targeted business workshops run by professionals and practitioners from the field (among the topics covered: business modelling, legal advice, strategy, idea pitching, etc.), peer group sessions: share experience and learnings with other entrepreneurs/ventures
- Midterm review: After 2 months an expert check, progress of work, feedback and support for 2nd phase
- 2nd phase: Work similar to 1st phase, connection with relevant stakeholders, other Impact Hub Vienna members and pool of experts (marketing, monitoring, financial planning, etc.)

Final feedback: Final session with expert at the end of month 4, experience is closed with a pitch, business idea is presented, feedback from the audience is given and presentation skills are trained.
This programme is focused on new entrepreneurs, who are developing a project idea for social entrepreneurship. So, the initiative contains a very practical approach and offers two main lessons:

1. **Practical competences and skills for social entrepreneurship:** Training is focused on very practical competences that help entrepreneur toward success: business plan, marketing, open new markets etc.

2. **Networking:** During the process, the participation of different actors (with influence in social and entrepreneurial involvement) is continuous. The learner (or new entrepreneur) has the opportunity to collaborate with different relevant actors and experts in the area, stabilising a network for future and learning from other experiences.
Trys Seserys

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The project Trys Seserys, started in March 2015, is aimed to provide support to disadvantaged women. Trys sister programme is implemented in the shopping centre GO9, namely in its social space which not only provides an area for women’s enterprise but also accommodates a charity shop. Income received from the charity shop is used to fund the project’s implementation not only in Vilnius but also in smaller towns, communities and villages. The objective of the project Trys Seserys – to provide support for disadvantaged women. Touring seminars are also arranged. On Mondays any woman can sell her items in the charity shop. Under the project Trys Seserys seminars/events for women are held in the social space three times per month. Any woman who is ready to take responsibility for her life and is prepared for changes can participate in these seminars. The number of the participants, usually ranging between 10 and 40, depends on the recommendations of a psychologist or lecturer. The charity shop closes during a seminar/event. Seminars for women held in the social space are free but donations are welcome.

The project is aimed at drawing attention towards women and providing them with support. A total of 25 free seminars for women were arranged during the first year of the project’s implementation, including three touring seminars held for women living in Ukmergė, Šakiai, Vilkaviškis and Marijampolė. In 2016 touring seminars will visit Rokiškis and Kaunas.

At the moment 22,000 women participate in the project Trys Seserys, with a total of 25 seminars arranged. The developers of the project are cited as saying “… We want to expand, we seek to implement many good things, we are eager to travel and share our ideas with all women. We are
glad that we managed to collect €40,000. Our project has got a great potential...", "...Our main achievement is that we gained the trust of women"

The value of the project lies in its capacity to demonstrate that well-off women can develop social entrepreneurship by providing support to other women who are less advantaged. The project also teaches how to develop solidarity with those who are less successful in life and how to be merciful to them.
Community Campus '87 was formed by a group of concerned individuals who were motivated to do something about the growing crisis of youth homelessness on Teesside in the mid 1980's. The primary aim was simply to provide housing with support, to enable homeless young people to gain the skills and experience to get and then keep their own place to live.

Besides, the project is intended to:

• To carry on, for the benefit of the community, the business of providing housing accommodation facilities and amenities for homeless people – in particular young homeless people – in conditions of need, hardship or distress.

• To provide advice to those in conditions of need in relation to homelessness, housing provision and related issues.

Realisation quickly came that homelessness was the tip of the iceberg; and there was often a whole host of other issues. Young people were lacking in confidence, had low self-esteem, and the reasons for them becoming homeless were generally related to the reasons why they had poor educational or vocational achievements and low aspirations.

In the early 1990's, the Key Skills Project was born and developed in Middlesbrough. In a nutshell, the project focused on renovating empty properties which presented a real working environment for homeless young people, giving them the opportunity to gain valuable construction skills and qualifications and, once the renovations were complete, good housing.
As soon as word got round that there was a social enterprise which could not only deliver quality construction, building maintenance, painting and decorating services, at a good price, but one which understood the values and needs of the voluntary and community sector demand for its service started to grow. This led to the formation of Community Campus Trading Ltd.

Over the years we have had a number of successes and achievements which are key to the services that we deliver today.

The project offers:

- development projects with registered social landlords (e.g. Empty Homes Project)
- community based construction work
- volunteering opportunities - internal/external to the organisation
- employment opportunities within the organisation and with Tees Valley based Intermediate Labour Market schemes
- training placements via recognised training agencies
- work based taster sessions (day/week) for those interested in construction
- pupil work experience scheme(s) via local schools including those at risk of exclusion
- Corporate Social Responsibility partnership work.

Main lessons of the project are:

- Teach participants to recognise opportunities and to explore innovative ways to develop the organisation.
- Encourage the approach of working together, even with other service providers or contractors.
Cromocon provides solutions and training for the design and build industries, and has developed system tools including software for a smartphone app, The Contrast Guide and the Cromocon meter.

Hilary received a funding Award from the HE Social Entrepreneurship Programme, delivered by UnLtd and HEFCE in June 2010 to develop and launch the iPhone app. The money allowed her to turn the working prototype into reality. Since then, both the app and the meter have become increasingly widely used and are now reaching new customer bases, such as local authority building control officers and interior designers. In 2011, Hilary also received a commendation as part of the programme’s Recognition Awards in recognition of Cromocon’s outstanding social impact.
COOKS WITHOUT HOMES

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• To remove the stigma associated with the word “homeless.”

• To prove that homeless people are able and willing to work.

• To engage with vulnerable and excluded people who have been, or are at risk of, sleeping in compromising situations or becoming homeless and help integrate them into society.

• To support homeless women.

We are proud to look at homelessness differently. We believe that with the right help and support, any homeless person can achieve significant positive changes. Rather than simply “services,” we offer partnership. The Kitchen project, that we are currently developing, will be a social enterprise company that will offer homeless women something they can only rarely achieve: a real job in a real work-based environment.

In the future, Jako doma hopes to open the first female- and transgender-only community center for the homeless and those in danger of losing their homes. The center will be a unique space that will help them to recharge, provide them with healthcare and hygiene facilities and a place to network. The center will also provide a community kitchen where women will be encouraged to cook together and learn to share.

Cooks Without Homes (CWH) are women in difficult economic, social and housing situation. Project CWH aims to provide homeless women job opportunity, but also to portray homeless people differently. CWH offer vegan, healthy food at different farmers markets, various public and cultural events for voluntary contribution. Thus the project also promotes the idea of social justice regardless of customers financial situation. Through the project, homeless women can help others, which is often their ultimate empowering experience. Therefore, the work of CWH is not just about
job opportunity. It brings empowerment of homeless women and enable them to create and to be part of a wider supportive community network.
Lumituuli Ltd

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The ultimate aim of the company is to raise discussion of the possibilities of windpower in Finland. The aim is pursued by building wind generators and by communicating the experiences to the public and decision-makers.

In the early 90's the local people of Lumijoki want to utilise the high winds of the coastal district. They planned to build a wind power plant and to sell the electricity to the local owners of the turbine. However, there wasn't enough demand for windpower electricity in the Lumijoki area and the project was not realised. The thought lived and was picked up in 1997 by the Dodo ry, an environmental NGO in Finland. A new chance was seen since the liberalisation of the electricity market offered a nation-wide marketing possibility for the project.

Lumituuli Ltd is the first customer-owned wind energy company in Finland. Lumituuli is a good example of a social enterprise operating in the renewable energy sector. This community based project has been operating for almost 15 years now and it has affected positively to the local community and also to the development of Finnish wind energy sector in general. Limited profit distribution is written on the company’s article of association and all the profit is reinvested to development projects which will increase the amount of renewable energy in Finland. Association of Finnish Work granted Lumituuli the Social Enterprise Certificate in 2013.
7. Conclusions

Social enterprises and thus, social entrepreneurship are part of the growing 'social economy'. The social economy is a thriving and growing collection of organisations that fall in between the traditional private sector on the one hand, and the public sector on the other. Sometimes referred to as the 'third sector', it includes voluntary and community organisations, foundations and associations of many types. Social enterprises stand out from the rest of the social economy as organisations that use trading activities to achieve their goals and financial self-sufficiency. They are businesses that combine the entrepreneurial skills of the private sector with a strong social mission that is characteristic of the social economy as a whole.

Defining the status-quo of social enterprises in each of the countries in question is not an easy task, as national conventions and definitions are lacking. Even more so, this hinders international comparison in this field. The data sources often lack representative data, e.g. with regard to the structure of social enterprises. Having said this, there are initiatives in all countries to close this gap in order to make more in-depth research in the future. These ambitions alone show that the field of social entrepreneurship has gained significant importance in all of the countries in question.

While in all countries social entrepreneurship has been growing – especially the “new” approach to social challenges with an increasing number of small social enterprises, Belgium and Germany seem to have the longer tradition in established social enterprises. In contrast to that, Sweden and Denmark, both of the Scandinavian countries have seen mainly a recent boom. These differences in the starting point might stem from the different capitalism form, with the Scandinavian model in which social services is very closely linked to the state, even more so than in the continental countries.

The institutionalization and legal regulation of the social enterprises in the analysed countries highly depend on the tradition and status of social entrepreneurship, as well as on the existing institutional and socio-economic structures of the countries. In Lithuania, Latvia and Estonia social entrepreneurship is comparatively new and emerging phenomenon and it's legal approval and institutionalization takes place in rather flexible and transient socio-economic and institutional structure of the post-communist countries.

As results of these different approaches, the ecosystems that support social entrepreneurship differs ones from others ones. So, we can identify “mature” ecosystems with a large tradition on support and promote social economy and social entrepreneurship and new ones that are starting. The differences are relevant regarding to two main concepts:

- Different actors participating in the social entrepreneurship ecosystems; and

- Collaboration frameworks and agreements.
In that way, countries as United Kingdom, Germany or Finland have developed strong and collaborative ecosystems involving different actors and contributing to create effective framework to provide with support to social entrepreneurs and enterprises to growth and be competitive in the environments. Other countries are learning from these experiences and working in the creation of effective ecosystem to support social entrepreneurship.

Training is a key “actor” in social innovation ecosystem. Countries with broad experience in social entrepreneurship include training as a key pillar of these supporting frameworks and are active actors in the promotion of social entrepreneurship. However, training on social entrepreneurship is not present in the training offer of these actors, and it’s part of other formal training traditional activities provided.

We can find different experiences on training for social entrepreneurship. Some of them are part of a wider programme to promote entrepreneurial mindset. Others are included as a sole module in formal training for business management. A small number of them are focused on social entrepreneurship, but training is intended to explain more concepts about social entrepreneurship and social economy than to develop specific skills and competences that answer the needs of the social entrepreneurs.

From our analysis, we have detected that most of the social entrepreneurs are looking for a more practical training focused on skills and competences to manage a social enterprise. And most of them require specific training on managerial or strategic skills as marketing, finance or legal issues, more than on concepts related to social entrepreneurship and social economy. They know their working area, the “social” environment and goals. But, sometimes they need to develop (together to this social approach) other competences that would support them in the day-to-day.

- How can I finance my projects, products and services?
- How can I attract clients and open new markets?
- How can I define and design a strategy to improve my entrepreneurial environment?

Together with the above, it’s important to talk about the methodologies to train our target group. Because, existing methodologies represent another gap to train social entrepreneurs, or to be more precise, for learning to become a social entrepreneur. They prefer the non-formal or informal training to learn (collaborative learning, game based learning, peer to peer, learning by doing, etc.), more than traditional and unidirectional training methodologies.

According to social entrepreneurs experience they prefer to train using the opportunities of the ICT based learning that provide them with more personalised training and with the opportunity to collaborate with other social entrepreneurs and help to develop specific skills for better
management. Methodologies based on mentoring and coaching are very effective in this area, always form collaborative approach of learning.

Case practices included in this report have been selected according to the new trends on social entrepreneurship. Even if all practices present specific characteristics, with regards to training methodology and topics, there are some relevant common elements that reinforce the previous commented issues: the effectiveness of mentoring and coaching methodologies and the existence of a strong collaboration and networking. Thus, in last years we are moving from formal programmes that support entrepreneurial process from a vertical approach to other horizontal initiatives. That is, from those training/learning programmes, a set of modules starting form a first concept on social entrepreneurship, advancing to other specific topics on management of an entrepreneurial model; to programmes designed to support social entrepreneurs focused on more specific subjects as business social plans and ethical sense.

SETTLE should consider the previous questions and provide a specific training tool based on ICT, which would answer to the needs of the social entrepreneurs and social enterprises, overcoming the theoretical training concepts and focused on practical skills. Thus, supported on ICT, SETTLE training tool will develop a collaborative training environment on “social” managerial skills (finance, marketing, innovation, etc. adapted to social approach) that:

- Provide social entrepreneurs with the required training;

- Ensure and enhance the collaborative training; and

- Promote not only training but further cooperation among all actors of social entrepreneurship ecosystem.
8. Policy recommendations

Even if the analysis activities developed to elaborate this report have been focused more on training and learning activities, the data obtained can also help us to define some policy recommendations about social entrepreneurship and more in particular about training and learning general policies on social entrepreneurship.

Social challenges and opportunities

The economic situation and the trends of global economy create a big impact on current socioeconomic spaces. The societal challenges together with the new form of economic models are creating new models in the welfare state and raising new challenges to be addressed. Ageing and more populated societies requires new answers that cover a wide range of intervention areas: health, personal care, working (new working forms derived from a aged working population – population will stay for longer working), employment, social integration, globally societies (global mobility and migration), etc. Social entrepreneurship could answer these challenges through the promotion of initiatives to support public administrations to provide a biggest as possible social coverage adapted to the new trends and times.

Towards a definition of social entrepreneurship

Although we can count on common agreement about the value of social entrepreneurship in our societies, we can observe many weaknesses and threats. First of them is the lack of common understanding about “social entrepreneurship”. We can not find a common definition in Europe about social entrepreneurship. Considering the main starting point of social entrepreneurship (social approach of the entrepreneurial activity) and the European social model (with a common origin on welfare state), we should move to establish a European definition of social entrepreneurship. It would facilitate not only the understanding about the topic, but improving the national schemes for social entrepreneurship and enhancing the European cooperation to deal with common social challenges.

Supporting ecosystems for social entrepreneurship

The definition of a detailed policy framework for social entrepreneurship will also enhance the environment of social entrepreneurship. The identification of the actors that influence social entrepreneurship will support the creation of sustainable ecosystems to enhance the social entrepreneurial model. In the report we can find different actors and how they participate in these
new frameworks of relations. Authorities (European, National and Local) should promote and support the creation of these informal (or formal) structures that enhance the social entrepreneurial processes, putting in contact all actors involved in social entrepreneurship (entrepreneurs, public administration, social actors and stakeholders, training providers, etc.) and building a new model of relations in which all actors contribute to the process.

**Networking and sustainable collaboration**

The promotion of ecosystems for social entrepreneurship will contribute to strengthen the networking and sustainable collaboration, two concepts that are key elements of the social entrepreneurial process. As a lot of data of the brief research showed, networking is a crucial part of the social entrepreneurship process. Even the ecosystems (as relation framework) could contribute to improve the networking and to establish a sustainable cooperation, policy framework and private initiatives should promote structures created to facilitate these activities. Thus, social entrepreneurs could obtain a more detailed picture of social challenges, define better their entrepreneurial initiatives and collaborate (promoting new ideas) with other entrepreneurs. In addition, a sustainable collaboration and networking will also enhance other activities closely related to entrepreneurial process, especially learning and training and opening new markets. Learning from both experts and others’ experiences is a key element in entrepreneurial processes. They could solve specific questions that could arise and create a new framework for sustainable cooperation and collaboration.
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