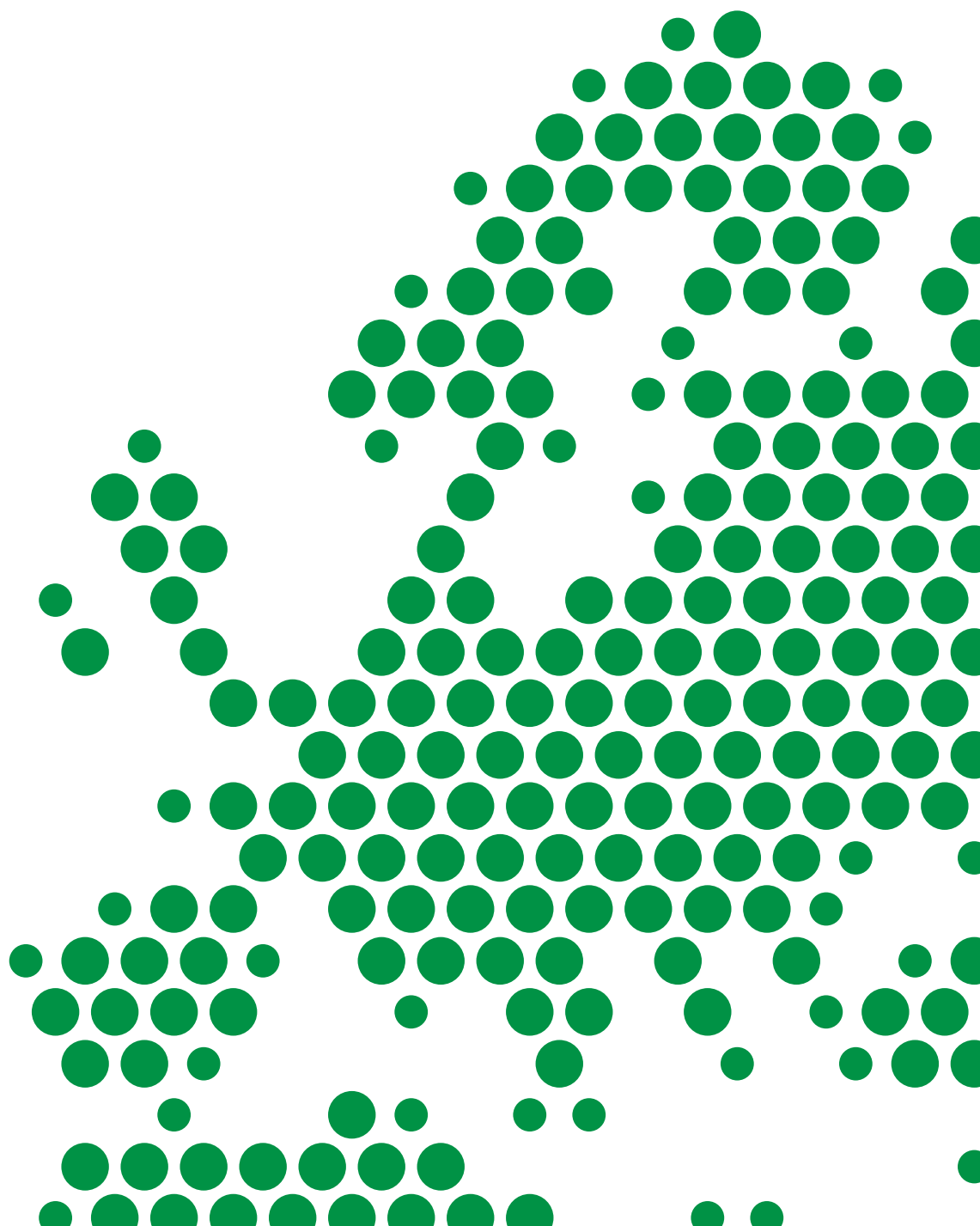


Heidi Myyryläinen (ed.)

The Publication Series of LAB University of Applied Sciences, part 44

EDUCATING SOCIAL ENTREPRENEURSHIP COMPETENCES IN THE HIGHER EDUCATION

Towards collaborative methods and ecosystem learning



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The Publication Series of LAB University of Applied Sciences, part 44

Editor-in-chief: Kati Peltonen

Technical reviewer: Riikka Sinisalo

Layout: Eetu Karppinen

ISSN 2670-1928 (PDF)

ISBN 978-951-827-409-7 (PDF)

Lappeenranta, 2022

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Introduction

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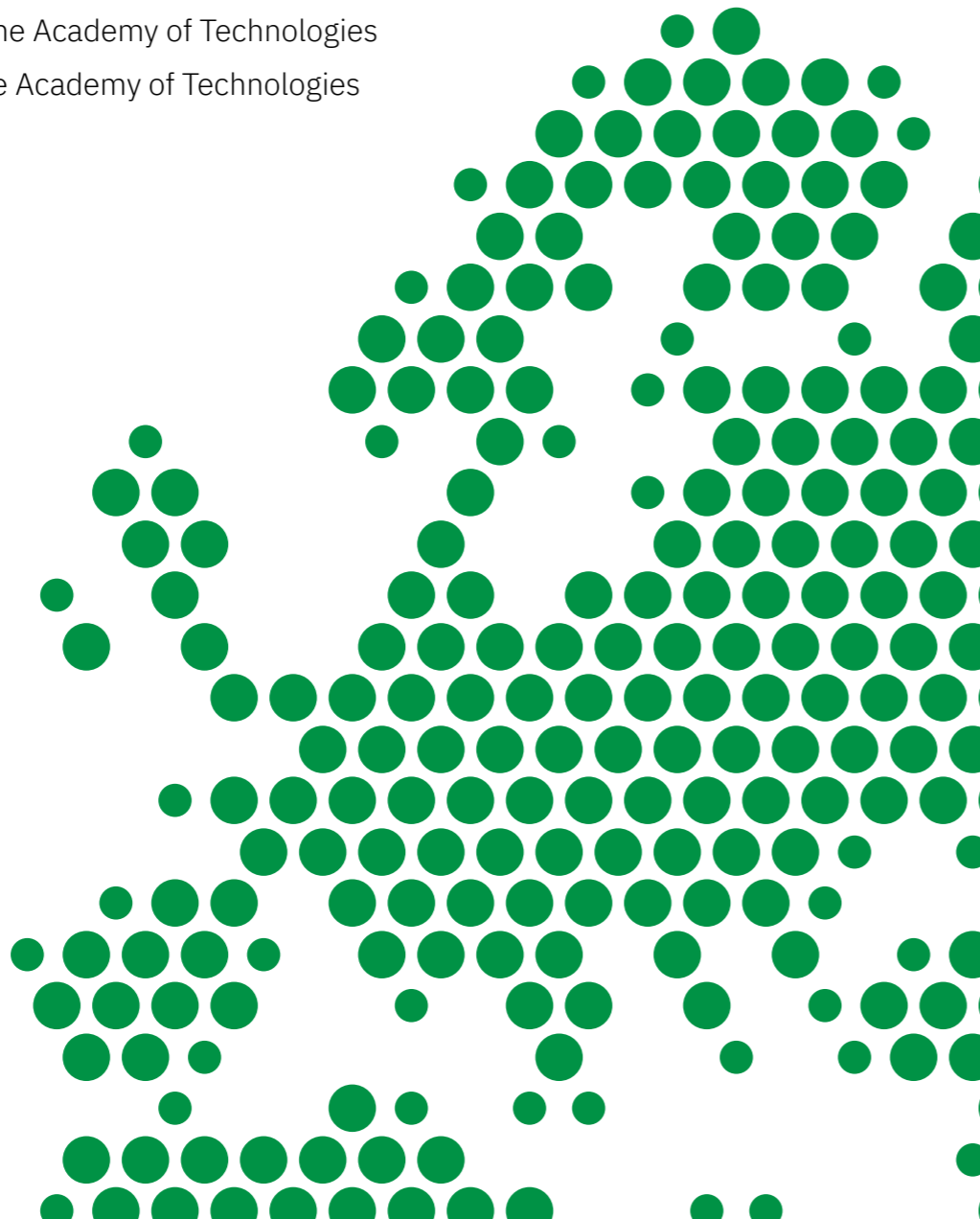
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Developing Social Entrepreneurial Competences in the Higher Education (SEinHE) is a project funded by the Erasmus+ program. The project is conducted by Kaunas University of Applied Sciences, LAB University of Applied Sciences, Thomas More Kempen, Rezekne Academy of Technologies, and University of Nicosia. This compilation describes the framework that the project proposes for teachers and institutions for developing social entrepreneurship competences.

This article compilation continues as follows: At first, this article compilation describes and illustrates the phenomena of social entrepreneurship and social enterprises in five project partner countries. Understanding the variety of social enterprises is critical since their competence needs are also versatile. That is followed by a discussion on the nature of social entrepreneurial competences, which are here approached through the Entrepreneurial Competence Framework (EntreComp). In the SEinHE project, we outline social entrepreneurship through the lens of the EntreComp-framework, as a transversal core competence of both individuals and groups.

In the SEinHE -project, we have interviewed teachers of entrepreneurship and other domains of education, as well as students, social enterprises, organizations supporting entrepreneurship or social entrepreneurship, and business incubators. Our aim in doing so has been to learn how they view social enterprises, social entrepreneurship and how they approach the corresponding competence gaps. We analyze and interpret the datasets from five countries and present the findings in the third chapter of this article compilation.

In the fourth chapter, we view this landscape from the perspective of entrepreneurship education literature: We consider the relevant issues arising when frameworks for social entrepreneurship education are planned. In the fifth chapter, based on theoretical views and the data collection, we then outline the methods that are considered optimal for developing social entrepreneurship competences in higher education.

In the sixth chapter, we explore an institutional perspective for developing social entrepreneurship competences and describe how the dimensions of the HEInnovate-tool that was developed by OECD and EU can also be used to reflect learning and development of opportunities in social entrepreneurship. The article compilation then concludes with the developed ecosystem co-learning model for social entrepreneurship competences.

1 Defining social enterprise and social entrepreneurship

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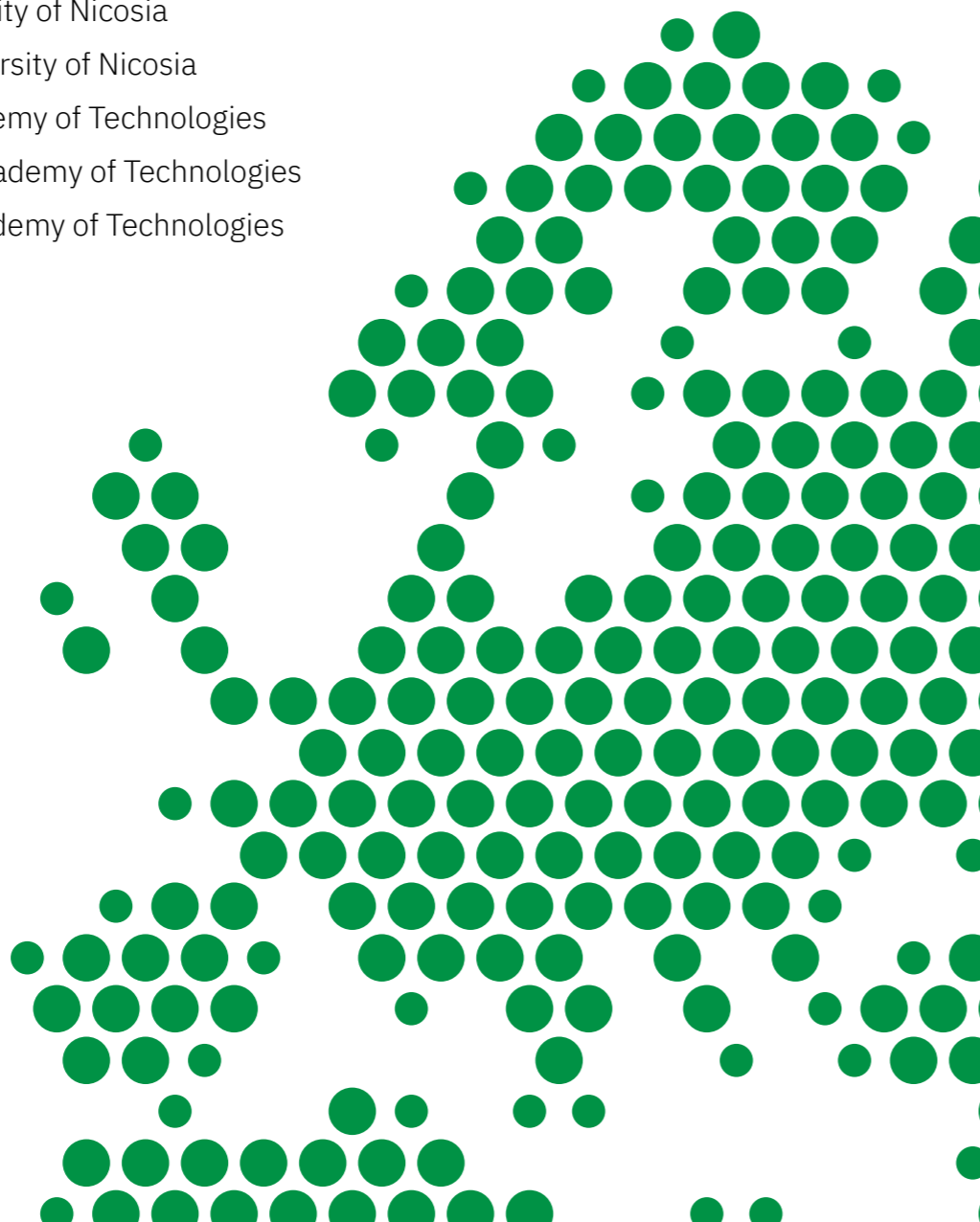
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Scientific research on social entrepreneurship has indicated that there is no consensus on the definition or delimitations of the concepts of social enterprise, social entrepreneur, or social entrepreneurship (Nicholls 2010, 611; Choi & Majumdar 2014, 372; Saebi et al. 2019). Defourny & Nyssens (2012) compare the development of the concept in the United States and Europe; they note that in Europe, the concept has its roots in the third sector and co-operative tradition on one hand, and on work integration social enterprises which have been on the political agenda in many European countries since the 1990s on the other hand. In the United States, social entrepreneurship has usually referred to the mainly non-profit sector and socially motivated entrepreneurial behaviors. Dees and Anderson (2006) have proposed two US schools of thought, the earned income school of thought where the roots lie in the non-profit sector generating income for their mission, and the social innovation school of thought where the focus is often on the social entrepreneur and the entrepreneurial behavior.

Borzaga and Defourny (2001) provided a European understanding of social enterprises, and the operational definition of the European Union is based on that work. The European perspective focuses on the social enterprise, and its economic, social, and governance dimensions (Defourny & Nyssens 2012). European Commission sees social enterprise as “an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders...[operating by] providing goods and services for the market in an entrepreneurial and innovative fashion and using its profits primarily to achieve social objectives, managed openly and responsibly and, in particular, [involving] employees, consumers, and stakeholders affected by its commercial activities.” (European Commission 2019). In sum, as seen from this discussion, the nature of social entrepreneurship and social enterprises depends also on the country context in which they reside; therefore, we next describe its nature in the respective countries as delimited by the partner universities context in the project.

1.1 Social enterprises in Belgium

According to the social entrepreneurship country report from Belgium, the roots of social entrepreneurship are seen in the associative tradition, the cooperative movement, the tradition of mutuals, the social economy, and the contemporary business-oriented approach (European Commission 2020b).

There are many ways to define social enterprise in Belgium. The social entrepreneurship country report by European Commission (2020b) views that “politicians and public authorities view social enterprise according to their specific public policies and competence categorizations (e.g., economy or social affairs), practitioners may tend to focus on self-identified social enterprises”. The Belgium working group in the SEinHE-project defines social entrepreneurship as innovative, social value-creating activities that take place in different environments: both in non-profit and profit-driven environments. A social enterprise is an enterprise that above all wants to work on a social challenge. In other words, one primarily

wants to generate social profit. When different actors, different areas of expertise, or different resources are linked in a new way to meet a social need, this is called ‘social innovation’. It is an innovative solution to a socially important challenge that results in a product, service, organizational model, and/or method.

There are also some regional differences in Belgium in Brussels, Flanders, Wallonia, and German-speaking regions. For example, whereas in Flanders the term social economy is viewed as a subset of social enterprise, in Wallonia social enterprises are viewed as a subset of social economy. (European Commission 2020b)

The concept of social economy is used by the Flemish government to focus on ‘social employment’, by giving disadvantaged groups access to the labor market. The social economy in Flanders comprises a wide variety of enterprises. In Belgium, this is known as recycling shops, customized companies, or cooperatives, but also as newer initiatives such as care for the elderly, energy savers, green workers, and cycle points. The social economy employs more than 24,000 people from disadvantaged groups. Thanks to a sustainable job in which competence development is central, they can play a full and meaningful role in Flemish society. (European Commission 2020b)

Belgium is one of those few European countries where there is a wide variety of different social enterprises in different sectors (European Commission 2015). Social enterprises operate in many sectors, for example, in the production of goods (food, garments, furniture, energy, etc.) and services (retail, transport, homecare, education, health, culture, insurance, finance, information technology, construction, and refurbishing). (European Commission 2020b)

According to the country report of social enterprises, there are 18 004 social enterprises in Belgium (European Commission 2020b, 54). In Belgium, there is no all-covering law on social enterprises. However, there are “a set of laws, regional decrees and public provisions related to specific legal forms, sectors of activity and social mission types exist” (European Commission 2020b, 12)

1.2 Social enterprises in Lithuania

There are two types of social enterprise in Lithuania – de jure and de facto social enterprises – de jure social enterprises are related to the Law of Social Enterprises of the Republic of Lithuania (2004) and represent work integration social enterprises (WISE). The law defines a social enterprise as “any sort of enterprise that is set up to create employment for people that are severely disadvantaged in the labor market”. (European Commission 2018b)

The de-facto concept was defined by the Decree of the Minister of Economy of the Republic of Lithuania on the Approval of the Concept of Social Business (2015). This characterizes social entrepreneurship based on their activities and not a legal definition (i.e., de jure) and focuses on the social mission and the need for a ‘market-orientated business model’ – selling goods and services and profit maximization. The decree was amended in 2016 and specified 4 criteria for social enterprise:

1. Has a social mission
2. Generates at least 50 percent of income comes from operations in the market
3. At least 50 percent of the profit is reinvested
4. is independent of state and municipal institutions or bodies, public or private organizations whose principal activity is not directed towards the realization of social objectives but other purposes (e.g., political parties, religious communities, etc.)

There is no provision or criteria for an asset lock: what to do with assets owned by the social enterprise in the event of liquidation or closure. Similarly, the concept of social entrepreneurship has different definitions, which can cause difficulties in terms of support and investment. There is a lack of understanding of the types of social enterprises, their business models, and their support and investment needs.

The data from social enterprises in Lithuania are collected from WISEs. (European Commission 2018b, 40). De facto enterprises are not limited to WISEs. There are social enterprises (de facto) in Lithuania that focus on specific activities (social and environmental) and that have various business models in Lithuania. Today in Lithuania, many of these social enterprises focus on the integration of particular social groups into the labor market or society and employ methods such as educational workshops, camps, and events (European Commission 2018b, 11), contributing to UN Sustainable Development Goal 4. Integration and empowerment goals frequently have a direct relation to fighting poverty (SDG1), hunger (SDG2), inequality (SDG10), and contributing to good health and well-being (SDG3), decent work (and therefore economic growth, SDG8). Furthermore, according to Pučėtaitė (2019), the search for and implementation of innovation in the industry, infrastructure – including information communications technology (SDG9) – and involving interested communities (e.g., local, urban, rural) in social innovations (SDG11) is typical of social entrepreneurial activities.

1.3 Social enterprises in Cyprus

The term “social enterprise” is generally unknown and rarely used in the country. In the Greek language, a single word is used for both “enterprise” and “business”—επιχείρηση. Therefore, the language cannot distinguish between the terms “social enterprise” and “social business”. Similarly, no distinction exists between the terms “non-profit” and “not-for-profit” in the Greek language. The term “enterprise” is not perceived positively in Cypriot society (see European Commission 2019b).

Cyprus does not have a distinct legal framework in place for social enterprises, so it is difficult to give any statistics. There are 190 registered social enterprises. “Social Entrepreneurship”, and the broader “social economy”, is gaining momentum in providing innovative responses to current economic, social, and environmental challenges by developing sustainable jobs, social inclusion, improvement of local social services, territorial cohesion, etc. (Ministry of Finance, Cyprus 2021) A social

enterprise, operating within the social economy, follows a differentiated business model from that followed by mainstream businesses; its primary objective is not to generate profits for its owners or shareholders, but rather to create a positive social impact. The social enterprise operates normally in the market, providing goods and services in an entrepreneurial and innovative fashion, and uses its profits mainly for social purposes (European Commission 2019b).

The Cypriot state, considering the multiple benefits that the society and economy can reap from the development of such businesses, has prepared a draft bill entitled 'Law for the development and maintenance of a Registry for Social Enterprises', which is currently being processed by the House of Representatives.

1.4 Social enterprises in Latvia

European Commission (2018a) report on social enterprises in Latvia notes that the construct of social enterprise is quite new in Latvia, but the roots of social enterprises can be found in associations and foundations.

Latvia has had a law for social enterprises which has been effective since April 2018 (European Commission 2018a). The law defines that "a social enterprise as a limited liability company with a special social enterprise status." Companies applying for a status of social enterprises have to also "have a positive social aim as the main purpose of the company while restricting profit distribution to company owners. Profits must be either reinvested in the company or invested in reaching the social aim. The social enterprise's employees or target group individuals must participate in the management of the enterprise". (European Commission 2018a)

The overall history of enterprises has a meaning in the country's context. In the 1990s The Soviet Union collapsed, and market-economy policies were established in Latvia. First businesses lacked competences. Social issues were not addressed in business contexts. Status of "non-profit organization" was introduced in 2006. (European Commission 2018a)

Social enterprises in Latvia operate in different sectors and activities such as social services, formation of an inclusive civil society, promotion of education, support for science, protection and preservation of the environment, animal protection, or ensuring cultural diversity. (European Commission 2018a)

In Latvia, at this moment there are 128 active social enterprises. The most active spheres of social enterprise are work integration – 25%; education – 21%; sport, health, and medicine – 15%; Inclusive civic diversity of culture and community – 12%. The less active–risk group`s support, social services, environment protection, etc. 58% of all social enterprises are located in Riga, 18% - near Riga, but in Latvia`s regions - Latgale and Zemgale – every 5%. (Ministry of Welfare Republic of Latvia 2020)

1.5 Social enterprises in Finland

Concepts of social enterprise or social economy are not widely common in Finland (European Commission 2019a). In a wider meaning, there are no laws related to social enterprises. However, work integration social enterprises (WISEs) are regulated by law. Registered WISEs are all types of enterprises and social economy organizations.

Companies with certain criteria can apply for the "Finnish Social Enterprise Mark" from Association for Finnish Work. The primary criteria are that an organization exists for contributing social good, and this goal is declared openly. In addition, most of the profits must be used to enhance the social goal. It can be determined by having limited profit distribution. According to secondary criteria, the organization's mode of operation relates to its social mission, and the social impact is measured. The business must be open and follow good governance. (Association For Finnish Work 2021)

In addition to these two categories, there are other cooperative enterprises. Moreover, there are many non-profit welfare associations and foundations that perform economic activities. (European Commission 2019a; Ministry of Economic Affairs and Employment in Finland 2020) Ministry of Economic Affairs and Employment in Finland (2020) includes purpose-driven startups in their survey.

Estimating the exact number of social enterprises in Finland is challenging since they can be defined in many ways and data must be collected from several sources for identifying them. The survey of the Ministry of Economic Affairs and Employment in Finland evaluates that there are 1700 social enterprises in the country, half of which are social and health care associations that provide services for the public sector (Työ- ja elinkeinoministeriö 2020). In the register of work integration enterprises by the Ministry of Economic Affairs and Employment of Finland, there are 20 social enterprises (Työ- ja elinkeinoministeriö 2021). However, according to the Finnish SME Barometer survey, more than 12 000 small and medium enterprises have responded that they aim to solve social or environmental problems and they invest most of the profits for that goal, according to the survey of the Research Institute of Finnish Economy, more than 19 000 enterprises use more than half of the profits for societal aims (Tykkyläinen 2019).

1.6 The EMES definition of social enterprise

One notable approach to social enterprises is the EMES European Research Networks concept of social enterprise, which emphasizes that social enterprises prioritize their social mission, while also having economic activities (cf. Elkington et al. 2006). What makes defining social enterprises and social entrepreneurship challenging is that they can act on any sector of society, in any industry, and have different legal forms and ownership structures, including for-profit businesses, non-profit organizations, and others. (European Commission 2019a, 2019b). It can be said, however, that what they have in common is that they have a social mission (Defourny & Nyssens 2012), either environmental or social and that these

The EMES definition of social enterprise	
<p>The EMES definition distinguishes between, on the one hand, criteria that are more economic and, on the other, indicators that are predominantly social. These indicators, such as they can be found in the works published by the Network, are presented below. To reflect the economic and entrepreneurial dimensions of initiatives, four criteria have been put forward:</p>	
<p>a) A continuous activity, producing and selling goods and/or services</p>	<p>Social enterprises, unlike some traditional non-profit organizations, do not normally have advocacy activities or the redistribution of financial flows (as do, for example, grant-giving foundations) as their major activity, but they are directly involved in the production of goods or the provision of services to people on a continuous basis. The productive activity thus represents the reason, or one of the main reasons, for the existence of social enterprises.</p>
<p>b) A high degree of autonomy</p>	<p>Social enterprises are created by a group of people on the basis of an autonomous project and they are governed by these people. They may depend on public subsidies but they are not managed, directly or indirectly, by public authorities or other organizations (federations, for-profit private firms, etc.). They have the right to take up their own position ('voice') as well as to terminate their activity ('exit').</p>
<p>c) A significant level of economic risk</p>	<p>Those who establish a social enterprise assume – totally or partly – the risk of the initiative. Unlike most public institutions, their financial viability depends on the efforts of their members and workers to secure adequate resources.</p>
<p>d) A minimum amount of paid work</p>	<p>As in the case of most traditional non-profit organizations, social enterprises may combine monetary and non-monetary resources, volunteering and paid workers. However, the activity carried out in social enterprises requires a minimum level of paid work.</p>
<p>To encapsulate the social dimensions of the initiative, five criteria have been proposed:</p>	
<p>e) An explicit aim to benefit the community</p>	<p>One of the principal aims of social enterprises is to serve the community or a specific group of people. In the same perspective, a feature of social enterprises is their desire to promote a sense of social responsibility at local level.</p>
<p>f) An initiative launched by a group of citizens</p>	<p>Social enterprises are the result of collective dynamics involving people belonging to a community or to a group that shares a well-defined need or aim; this collective dimension must be maintained over time in one way or another, even though the importance of leadership – often embodied in an individual or a small group of leaders – must not be neglected.</p>
<p>g) Decision-making power not based on capital ownership</p>	<p>This generally refers to the principle of 'one member, one vote' or at least to a decision-making process in which the voting power in the governing body with the ultimate decision-making rights is not distributed according to capital shares. Moreover, although the owners of the capital are important, decision-making rights are generally shared with the other stakeholders.</p>
<p>h) A participatory nature, which involves the various parties affected by the activity</p>	<p>Representation and participation of users or customers, stakeholder influence on decision-making and participative management are often important characteristics of social enterprises. In many cases, one of the aims of social enterprises is to further democracy at local level through economic activity.</p>
<p>i) Limited profit distribution</p>	<p>Social enterprises not only include organizations that are characterized by a total non-distribution constraint, but also organizations which – like co-operatives in some countries – may distribute profits, but only to a limited extent, thus avoiding profitmaximizing behaviour.</p>
<p>Source: Defourny 2001: 16–18.</p>	

Table 1. The EMES definition of social enterprise by Defourny (2001, 16-18.)

social or environmental outcomes are prioritized over profit maximization which means that the role of economic values is to serve social objectives. (Huybrechts & Nicholls 2012)

Based on these principles, the European Commission has created an operational definition. It describes a social enterprise as: “an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involve employees, consumers, and stakeholders affected by its commercial activities.” (European Commission 2020a, 158-160).

In other words, the driver for economic activity is to achieve social goals. For example, profits are mainly reinvested back in the enterprise for this very purpose. According to the EU operational definition, social entrepreneurship is closely related to social innovativeness which has a certain influence on needed competences. A distinctive characteristic that makes social enterprises differ from many other businesses is that the management of social enterprises is often based on democratic and participatory principles and aims at social justice. (European Commission 2020a) However, we also see the connection of social entrepreneurial competences to broader definitions of social entrepreneurship and social or blended value creation.

For these reasons, in this report, the competences are first based on the European framework for entrepreneurial competences known as EntreComp that can be implemented and applied also in the context of social entrepreneurship. However, in teaching, the focus can be expanded into considering specifics and inter-contextuality of social enterprises, such as social cooperatives and possible cultural specifics related to social entrepreneurship – both of which may also have an impact on social entrepreneurship competences.

1.7 Understanding social entrepreneurship definitions in education

Understanding what is meant by social enterprises or social entrepreneurship in different contexts matters when planning education on social entrepreneurship. Learning objectives can be diverse. Education can increase social entrepreneurship-related competences and skills also for those who do not work with or in social enterprises. However, an important part of being competent is based on knowledge and achieving a shared understanding of the phenomenon requires joint development work across national borders. We further note that competence needs of social enterprises can also vary depending on their position and character. Education should address these competence needs as well.

We can realize that it is difficult to categorize European social enterprises unequivocally, as clearly, the concept entails different perspectives across countries; legal contexts, company forms, sectors, and business models vary. Thus, we propose that higher education should seek to embrace the diversity of social

enterprises and help learners to understand that defining social enterprises is a dynamic, ongoing process. The definitions matter and they can provide tools for social enterprises or social entrepreneurial initiatives to position themselves in the field and the market.

When developing social entrepreneurship competences, understanding the nature of social enterprises and social entrepreneurship in different countries is important. However, it forms only one dimension in developing social entrepreneurial competences, as competences are always context-dependent and are also related to behavior, attitudes, and values (Williams Middleton & Donnellon 2014; Kiely & Brophy 2002; Rankin 2004).

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2 Understanding social entrepreneurship competences

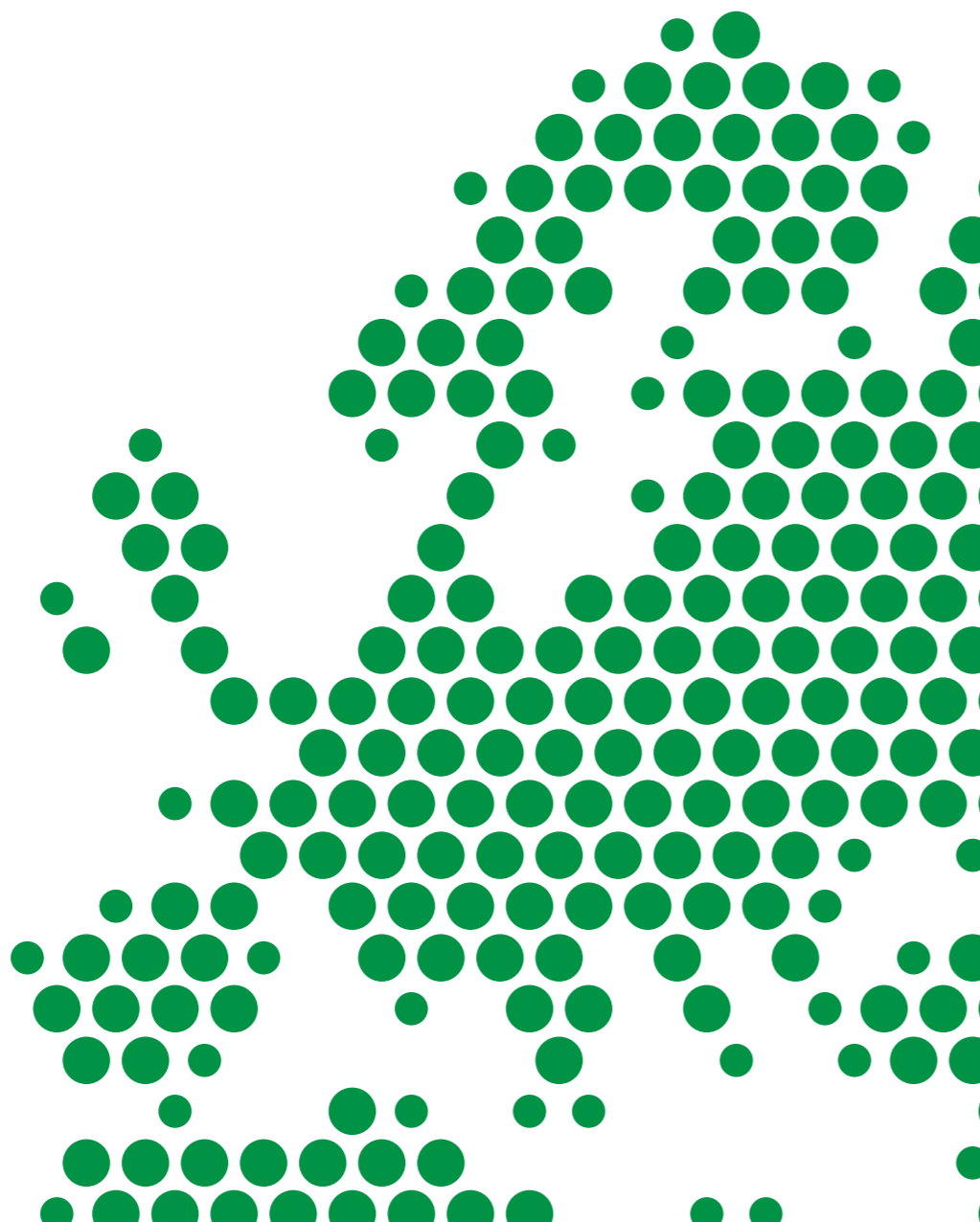
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How should social entrepreneurship competences be understood based on earlier findings on the topic, and entrepreneurial competences in general? We first outline in brief the concept of “competence” in entrepreneurship, as thematically it is close to the term “capability”, both of which have been used interchangeably in earlier studies. Then we consider how social entrepreneurship can be defined, conceptualized, and operationalized, ending with outlining the EntreComp framework.

2.1 Competences and capabilities in entrepreneurship

The terms competencies and capabilities have distinct origins and underpinnings from a scientific perspective, yet the two terms have in practice been used interchangeably in the literature. On the one hand, the term ‘capability’ refers to the condition of having the capacity to do something. This provides the potential for skill improvement. On the other hand, the term ‘competence’ refers to an upgraded version of ‘capability’, as it points out to the degree of skill in performing the task. The concept of core competencies, introduced by Prahalad and Hamel (1990) to management, started a lively discussion about the role of different kinds of managerial and entrepreneurial competences. Competencies have been defined as “complex bundles of skills and accumulated knowledge, exercised through organizational processes which enable firms to coordinate activities and make use of their assets” (Day 1994, 38).

In principle, then, to have developed competence is to have developed both the ability and the skills to do something, as well as the ability to apply those abilities and skills coherently. Competencies are differentiated from other types of entrepreneurial and organizational resources by their malleability: They are not stable resources but skills that can be developed or eroded with time (e.g., Anderson & Tushman 1991). However, it is notable that the concept of entrepreneurial competences specifically needs further clarification, as there are several competing definitions and conceptualizations in the scientific literature on the topic (e.g. Mitchelmore & Rowley 2010). The concept of competences is semantically closely linked to that of capabilities, as in research literature the two terms of casually used interchangeably (Bogner et al., 1999; Zerbini et al. 2007). Capabilities usually refer to the dynamic capability view (Teece et al. 1997; Eisenhardt & Martin 2000).

Entrepreneurship has distinct capabilities and competencies that underlie the success and growth of enterprises (Mitchelmore & Rowley 2010). Entrepreneurial competencies also increase the competitiveness of small and medium-sized enterprises (SMEs) in general (Man et al. 2002). Scientific research on social entrepreneurship competence specifically has been few and far between. A study focused on the country context of Romania found that social entrepreneurship competence can consist of several social and functional competences, rather than specific cognition-related competencies, and a key underlying motivation behind social entrepreneurship competence is the motivation to solve social problems (Orhei et al. 2015). However, to proceed, we must clarify what the term “social enterprise” and “social entrepreneurship” mean, and therefore the next section we focus on the definitions of social enterprise and social entrepreneurship.

2.2 Triple Bottom Line Approach to social entrepreneurship

Wider relevant frame from which to make sense of social entrepreneurship is the “Triple Bottom Line” (Elkington et al. 2006), which sees businesses create value across the three value dimensions of the firm (profit), society (people), and the environment and ecology (planet). Social entrepreneurship can thus be seen most prominently at the intersection of “people” and “profit” value drivers, what some studies (e.g. Zahra et al. 2014) term blended value. Schaltegger and Wagner (2011) outline that both ecopreneurship and social entrepreneurship aim to contribute to solving societal problems, but from different viewpoints: ecopreneurs do it to create economic and environmental value while social entrepreneurs are motivated by creating value for society. It is therefore argued that both social entrepreneurship and ecopreneurship are different manifestations of the overall phenomenon of sustainable entrepreneurship in general.

Social enterprises, in turn, do not have a specific, unified definition. Instead, they can be defined in many ways. Defourny and Nyssens (2012) classify research orientations into two main schools of thought from the research communities in the United States and then the European research orientations. One school of thought highlights that social entrepreneurship is mainly cultivated by enterprises that seek to enhance the social impact of their productive activities. For the second school of thought, ‘the social impact on the community is not only a consequence or a side-effect of economic activity, but its motivation in itself’ (Defourny & Nyssens 2006, 5).

2.3 How to understand SE competences: the EntreComp framework

Overall, competency refers to the knowledge, skills, attitudes, values, and behavior that are needed in performing the goals in some particular social context (Williams Middleton & Donnellon 2014; Kiely & Brophy 2002; Rankin 2004). Earlier research has sought to define what kinds of competences are needed in entrepreneurship in general, covering also social entrepreneurship. Since our viewpoint of the theme social entrepreneurship is European operational definition created by the European Commission (2019) it is justifiable and logic to use the European framework for entrepreneurial competences provided by the European Union as a starting point to explore competences related to entrepreneurship and social entrepreneurship - the framework also known as EntreComp. The creation of the framework had been based on the need to have jointly agreed learning outcomes that would help promote entrepreneurship in different contexts: world of work and education. The framework has also served to develop entrepreneurial education in EU member states. The research initiative was launched by JRC - Joint Research Centre – of the European Commission. The research project resulted in a Reference Framework on entrepreneurial competences – the EntreComp Framework. The aim of it is to improve the entrepreneurial capacity of European citizens and organizations. (Bacigalupo et al. 2016)

In the context of the EntreComp study, entrepreneurship is understood as a transversal key competence that can be applicable by both individuals and groups across all spheres of life. (ibid.) The below mentioned entrepreneurial competence areas of EntreComp reflect the definition of entrepreneurship. EntreComp builds on the definition of entrepreneurship that sees entrepreneurship as “acting upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social”. (FFE-YE 2012 cited by Bacigalupo et al. 2016, 20) According to Bacigalupo et al., this definition focuses on value creation regardless of the type of value or context. It covers value creation in any value chain and in all sectors: private, public and the third sector as well as in any hybrid combination of these three. It refers therefore to diverse types of entrepreneurs, e.g., intrapreneurship, green entrepreneurship, digital entrepreneurship – and social entrepreneurship. (Bacigalupo et al. 2016) In EntreComp social entrepreneurship is defined using OECDs (Organisation for Economic Cooperation and Development) definition that sees social entrepreneurship as “entrepreneurship that aims to provide innovative solutions to unsolved social problems.” and “going often “hand in hand with social innovation processes, aimed at improving people’s lives by promoting social change” (OECD 2010, cited by Bacigalupo et al. 2016, 21).

In other words, in the core of entrepreneurship is the ability to turn ideas and opportunities into action, and to create value. The value creation addresses someone other than oneself and requires mobilization of resources. In EntreComp, resources are viewed in many levels: personal level from entrepreneurs, including resources related to self-awareness, self-efficacy, motivation, and perseverance. These resources can be material, they can refer to for example production means and financial resources – or they can be non-material, they can be knowledge, skills, and attitudes (Bacigalupo et al. 2016, 21)

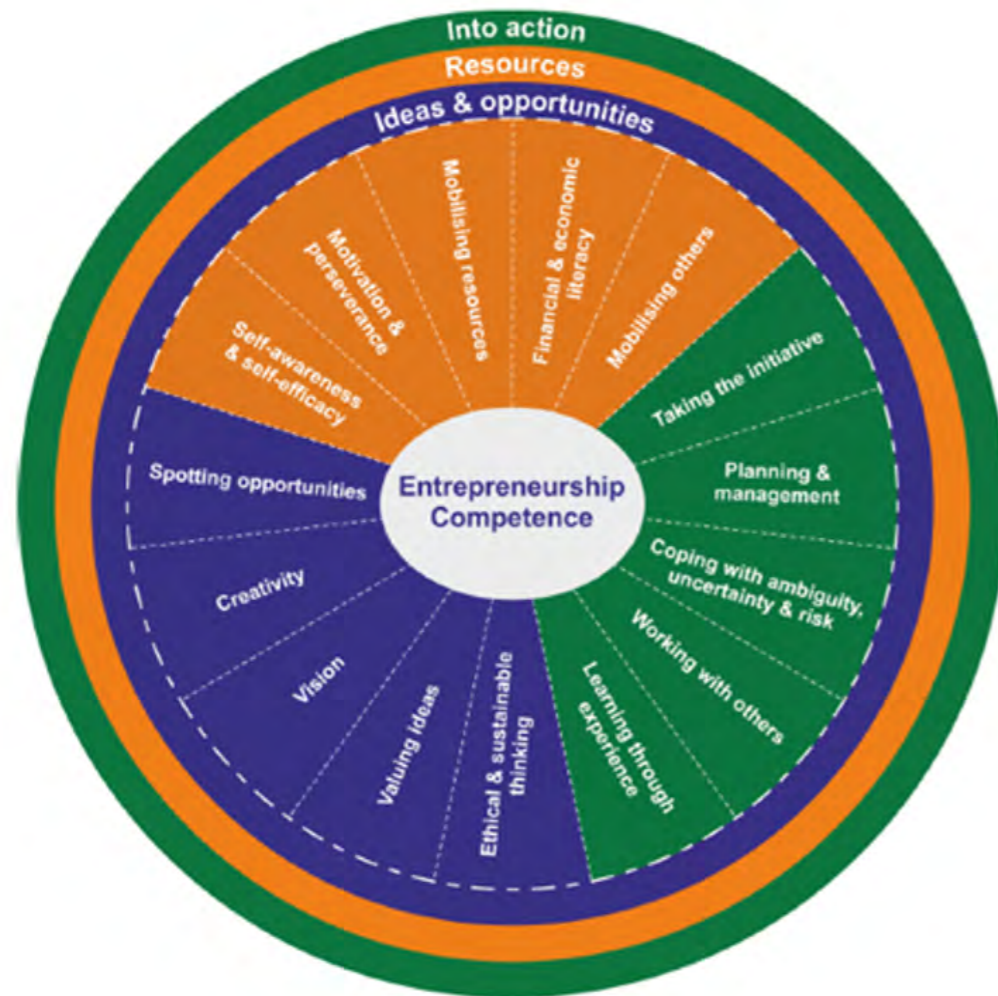


Figure 1. The EntreComp Framework (Bacigalupo et al. 2106, 12).

As can be seen in figure 1 above, the framework includes three competence areas. One of the areas is “Ideas and opportunities”, another competence area is “Resources”, and another competence area is titled “Into Action”. In EntreComp these competence areas are not sequential in time, nor is their chronological order of any importance. Entrepreneurship contexts vary, and these competence areas have different priorities depending on the environment. The competence areas and competences are interrelated. (Bacigalupo et al. 2016)

Together these competence areas are constructing entrepreneurship competences holistically. As mentioned, all areas are intertwined, and more specifically their 15 competences are also concerning each other and connected. According to the EntreComp framework, they should be viewed systematically as a whole. Individual competences can also be seen as parts of more than just one competence area: for example, creativity can be seen from the viewpoint of them all: creative ideas, creativity in the use of resources, and the capacity to act upon ideas to create new value. As figure 1 indicates, none of these building blocks is more important than the others but they all have the same value. (Bacigalupo et al. 2016)

We want to emphasize that EntreComp sees entrepreneurship competences both in individual and collective level capacity (Bacigalupo et al. 2016). This is particularly important when we view social entrepreneurship competences that need to develop as individual competences and as collective competences in groups, enterprises, universities (Bacigalupo et al. 2016) – or ecosystems. It is the case that also an ecosystem can develop its entrepreneurial competences, the ecosystem here defined in line with Van de Ven through four elements: institutional arrangements that legitimate and incentivize entrepreneurship, public resource endowments, pools of competent labour, market demand for informed consumers for products and services offered by entrepreneurs and proprietary business activities that entrepreneurs provide as the development, manufacture and distribute functions. (Van de Ven 1993, cited by Stam & Van de Ven 2019).

In the table below all three competence areas of EntreComp and 15 competences are listed and for each competency, there are also hints on what to do and more detailed descriptors for practice. (Bacigalupo et al. 2016)

Areas	Competences	Hints	Descriptors
1. IDEAS & OPPORTUNITIES	1.1. Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	Identify and seize opportunities to create value by exploring the social, cultural, and economic landscape Identify needs and challenges that need to be met Establish new connections and bring together scattered ele
	1.2. Creativity	Develop creative and purposeful ideas	Develop several ideas and opportunities to create value, including better solutions to existing and new challenges Explore and experiment with innovative approaches Combine knowledge and resources to achieve valuable effects
	1.3. Vision	Work towards your vision of the future	Imagine the future Develop a vision to turn ideas into action Visualize future scenarios to help guide effort and action.
	1.4. Valuing ideas	Make the most of ideas and opportunities	Judge what value is in social, cultural, and economic terms Recognize the potential an idea has for creating value and identify suitable ways of making the most out of it.
	1.5. Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities, and actions	Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society, and the environment Reflect on how sustainable long-term social, cultural, and economic goals are, and the course of action chosen Act responsibly.
2. RESOURCES	2.1. Self-awareness and self-efficacy	Believe in yourself and keep developing	Reflect on your needs, aspirations, and wants in the short, medium, and long term Identify and assess your individual and group strengths and weaknesses Believe in your ability to influence the course of events, despite uncertainty, setbacks, and temporary failures.
	2.2. Motivation and perseverance	Stay focused and don't give up	Be determined to turn ideas into action and satisfy your need to achieve Be prepared to be patient and keep trying to achieve your long-term individual or group aims Be resilient under pressure, adversity, and temporary failure.
	2.3. Mobilizing resources	Gather and manage the resources you need	Get and manage the material, non-material and digital resources needed to turn ideas into action Make the most of limited resources Get and manage the competences needed at any stage, including technical, legal, tax, and digital competences.
	2.4. Financial and economic literacy	Develop financial and economic know how	Estimate the cost of turning an idea into a value-creating activity Plan , put in place, and evaluate financial decisions over time Manage financing to make sure my value-creating activity can last over the long term.
	2.5. Mobilizing others	Inspire, enthuse and get others on board	Inspire and enthuse relevant stakeholders Get the support needed to achieve valuable outcomes Demonstrate effective communication, persuasion, negotiation, and leadership.

Areas	Competences	Hints	Descriptors
3. INTO ACTION	3.1. Taking the initiative	Go for it	Initiate processes that create value Take up challenges Act and work independently to achieve goals, stick to intentions and carry out planned tasks.
	3.2. Planning and management	Prioritize, organize, and follow-up	Set long-, medium- and short-term goals Define priorities and action plans Adapt to unforeseen changes.
	3.3. Coping with uncertainty, ambiguity, and risk	Make decisions dealing with uncertainty, ambiguity, and risk	Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing Handle fast-moving situations promptly and flexibly.
	3.4. Working with others	Team up, collaborate and network	Work together and co-operate with others to develop ideas and turn them into action Network Solve conflicts and face up to competition positively when necessary.
	3.5. Learning through experience	Learn by doing	Use any initiative for value creation as a learning opportunity Learn with others, including peers and mentors Reflect and learn from both success and failure (your own and other people's).

Table 1. EntreComp conceptual model by Bacigalupo et al. (2016, 12-13)

EntreComp is based on the idea that these competences can be developed, and this happens through action by individuals or collective entities who can create value for others. (Bacigalupo et al. 2016, 14) In EntreComp sees that learners can progress entrepreneurial competences in line with their own goals. When planning education environments, this is important to note: “not all ..learners.. will be interested in developing all competences here described to the highest level of proficiency” (Bacigalupo et al. 2016, 14) Education environments should serve different learners and their needs individually; in EntreComp, the idea is to develop the “autonomy and responsibility in acting upon ideas and opportunities to create value” and develop “the capacity to generate value from simple and predictable contexts up to complex, constantly changing environments (Bacigalupo et al. 2016, 14). We view that teachers as education providers are responsible for regulating the amount of autonomy and complexity that learners experience in

their learning. Teachers design learning opportunities and they can give access to students for setting learning objectives. The teachers can create order, and when learners can take greater responsibility for creating order themselves, they can distribute power to organize learning and developing events.

In the EntreComp framework, there are four proficiency levels: Foundation, Intermediate, Advanced and Expert, with two sub-levels in each. Thus, the EntreComp framework contains altogether 442 learning outcomes that are “statements of what a learner knows, understands and can do after completion of learning” (Cedefop 2009 cited by Bacigalupo et al. 2016)

The EntreComp framework aims to provide a starting point for the interpretation of entrepreneurship competence that can be developed and elaborated further. It offers a tool that can be adapted to diverse needs and tailored to different contexts and for different target groups and therefore is not prescriptive. (Bacigalupo et al. 2016)

2.4 Entrepreneurial competences in the context of social entrepreneurship

The competence areas described in the EntreComp framework are the competencies needed also in social entrepreneurship. For example, Miller et al. (2012) interpret that most of the competences needed in social enterprises are similar to those in commercial enterprises. The conclusion is based on the study where information on perceptions of 150 social entrepreneurship practitioners regarding competences needed was gathered, and the competences that social entrepreneurship practitioners assessed as important were compared with competences taught in social entrepreneurship education in 77 universities. The survey reveals that the competence that was viewed as the most important by both practitioners and educators was the ability to solve problems. Even though problem-solving in general can be regarded as a generic skill, in the context of social entrepreneurship it may have a larger scope because problems social entrepreneurs are often deep, intractable, and integrated into communities, governments, and infrastructure. This emphasizes the social dimension of social entrepreneurship, and the competences needed in social entrepreneurship. According to Miller et al. (2012), the other main competences were building effective teams, management of financial capital, ability to lead and develop others, as well as ability to communicate with customers, suppliers, and other stakeholders. Those competences are needed in any enterprising but may have a broader focus in the case of SEs which will be explained in more detail later in this chapter.

Social entrepreneurs need a wide set of competences just like any entrepreneur. However, their meaning, scope, or focus of them may be larger or even different in the context of social entrepreneurship due to their social mission. For example, social entrepreneurs may have a choice of the legal status, and economic orientation for their organization (i.e., nonprofit, for-profit, hybrid). Social entrepreneurs also need to decide which outcomes (social, commercial, and/or environmental value) to pursue and how to combine them (cf. the concept of blended value, Zahra et al.

2014). Depending on the sector and business model, social entrepreneurs must consider diverse sets of ownership and stakeholders and construct value chains and networks accordingly (Miller et al. 2012). Managing internal and external stakeholder interests can cause tensions, and social enterprises must deliver a double bottom line as legitimate and desirable (Hinrichs 2015). It is also worth remembering that balancing the social mission with marketplace realities and combining entrepreneurship strategies with social outcomes, the social entrepreneur must navigate the complex demands of this double bottom line (Tracey & Phillips 2007). Therefore, identifying distinctive competencies needed in social entrepreneurship is important.

For Moreau and Mertens (2013), the management of social enterprises should draw upon a competence model. According to their research results, such model should include managers’ competences to develop a strategy allowing to sustain the social enterprises’ multiple goals; know, understand, and mobilize the internal governance system; manage the various external stakeholders; manage staff and volunteers; manage the financial aspects, and know, understand, and be capable of positioning the social economy. Moreover, Rossano et al. (2019) bring up three competences they evaluate as crucial for social enterprises: agility, resiliency, and leadership for collaboration. Agility in this context refers to the ability to quickly respond and adapt to change and it can relate to business operations, partnerships, and customers (customer input in product innovation). Resiliency, in turn, describes the company’s ability to resist, absorb and respond to unavoidable changes. It may also mean reinventing something if needed. Agility and resiliency are both needed especially in a rapidly changing environment and are closely related to innovations, and that is why the researchers see them as crucial competences in the field of social entrepreneurship. The third competence, leadership for collaboration means shortly the capability of the leader to organize venues for discussion, communication, and collaboration to support co-innovation and co-creation among employees and business partners. Leadership for collaboration will be discussed in more detail later in this chapter.

Amini et al. (2018), in turn, found in their study eight key competences that are all individual competences: personality competences (e.g., self-acknowledgment), strategic thinking, ability to organize, communication abilities, networking, managing human resources, developing social participation, and recognizing target groups. Most of these eight competences can also be found in the EntreComp framework (Bacigalupo et al. 2016) or the study of Miller et al. (2012).

Since innovation and social change are tightly integrated into social entrepreneurship, there is a certain demand for creativity and innovative thinking. Shek and Lin (2015, cited by Rossano et al. 2019) describe social entrepreneurs as reformers and revolutionaries who are, who would like to solve social problems, not being entirely solved by different governmental, philanthropic, or commercial organizations, via undertaking fundamental or systematic strategies to solve them. They can also be seen as people who find a creative solution regarding how to use underutilized resources to tackle a social problem or social need. (Rossano et al. 2019) Innovations and creativity as well as challenging the traditional way of thinking were ranked highly also in the study of Miller et al. (2012) adding that

there is an important need to focus on innovation from both economic and social perspectives. In other words, innovations in the field of social entrepreneurship must not only be new and cost-effective but also deliver social value in a way that is accessible to its intended beneficiaries (ibid.).

Social entrepreneurs may have to make decisions in between their social mission and economic activities. (Miller et al. 2012) What does it mean, then, to combine a social mission with business from the competences point of view? Choi & Grey (2011, 6) suggest that exercising social values concurrently when building a business can add profitability to the business. However, some scholars view that social ventures face contradictions while balancing social aims and business aims. (Cho 2006; Tracey & Phillips 2007; Whittam & Birch 2011). In addition, social enterprises need competences in communicating their social impact (Miller et al. 2012).

Differences between SEs and other businesses as well as differences in needed competences can also be explained with help of the purpose of marketing: In the case of a social enterprise, marketing is not just focused on increasing sales or transactions but ethical issues as well as on reshaping positive social behaviors, appealing to customers to help others, and informing stakeholders about the benefits of sustainable solutions solving a social problem. In other words, marketing aims to gain long-term social benefits instead of immediate financial returns. (ibid.)

In the case of SEs, skills, and competences related to communication with customers, suppliers, and other stakeholders, as well as social and interpersonal abilities, play a decisive role because social entrepreneurship often involves constructing new value chains and business models. For the same reason competences related to leadership like the ability to lead and develop others, develop teams, and collaborative relationships are emphasized. (Miller et al. 2012; Bacigalupo et al. 2016) Collaboration in this context could be divided into four categories: Developing partnerships, governing the value network, enabling open innovation, and improving co-production and co-creating value. (Rossano et al. 2019) Frequent networking and stakeholder management are also required to create social change, gain support for the social mission of SEs and utilize their value chain. (Miller et al. 2012)

Developing partnerships, stakeholder management, governing the value network, and other related competences are also needed when entrepreneurs create – or co-create – the enterprise and its social impact in interaction with their stakeholders, community, and environment (Schoonhoven & Romanelli 2001). In the European entrepreneurial competence framework EntreComp introduced earlier, it is said that entrepreneurship competence is regarded both as an individual and collective capacity where competences of different stakeholders can complete each other. (Bacigalupo et al. 2016) In this sense, the groups and communities may be supportive of entrepreneurial processes, or the group or community may have complementary competencies with each other. With social enterprises, it might be even more important how they engage with their social context. Therefore, competences should be examined also as dynamic and interactive phenomena;

not purely as individual phenomena but also as group-level and community-level phenomena. (Myryläinen et al. 2021)

2.5 Conclusions

Bacigalupo et al. (2016) propose that the EntreComp framework can be used in formal education for curricula design. They also see that it is useful for “guiding the definition of tailored pedagogies, assessment methods and learning environments that foster effective entrepreneurial learning” (Bacigalupo et al. 2016, 17). We use the EntreComp framework as a foundation of the model that we propose for developing social entrepreneurship competences.

In this article we also reviewed literature focusing on competence needs in social entrepreneurship. It was to be noted that there are no extensive studies in the field. In addition, different approaches to the concept of social entrepreneurship or social enterprises are a challenge for making conclusions about competence needs more generally.

However, it can be said that social entrepreneurs – meaning social entrepreneurs of different social enterprises and socially entrepreneurially oriented people – need a wide variety of competences. Mostly, as revealed earlier, they are similar to entrepreneurial competences in general. Due to the social mission, some of the entrepreneurial competences grow in importance compared to others. Creating social value and combining the two dimensions, social or environmental outcomes with economic activity, requires for example innovativeness and strategic thinking that differ from those of other businesses. Because of the innovative nature of social entrepreneurship, entrepreneurs in this context can be seen as reformers and revolutionaries who solve social problems (Shek & Lin 2015, cited by Rossano et al. 2019) or as people who find a creative solution regarding how to use underutilized resources to tackle a social problem or social need. (Rossano et al. 2019) Social entrepreneurship often involves constructing new value chains and business models which also underlines the need for competences related to e.g., networking, collaboration, and mobilizing others.

In the field of social entrepreneurship, general entrepreneurial competences may also have a larger or even different meaning, scope, or focus due to the hybrid nature of SEs. For example, already in the very beginning, spotting business opportunities are often combined with identifying social or environmental problems. Marketing, as described earlier, offers an example where the traditional aim of increasing immediate financial returns is completed to gain long-term social benefits. (Miller et al. 2012) This, in turn, diversifies the set of competences needed.

As mentioned before, social enterprises can operate in different sectors and different industries. Therefore, in addition to entrepreneurial competences, SEs also need specific competences related to them. For example, customers, networks, and value chains in health care are quite different from the textile industry. Also, different forms of ownership and legal status vary.

One should also bear in mind that in addition to individual competences, skills and abilities of different stakeholders or partners in value chains and operational environments can complete each other. Therefore, competences should be examined not only on an individual level but as interactive and dynamic phenomena on group and community levels, too.

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3 How do teachers, students, incubators, and social entrepreneurs view social entrepreneurship – five-country comparison

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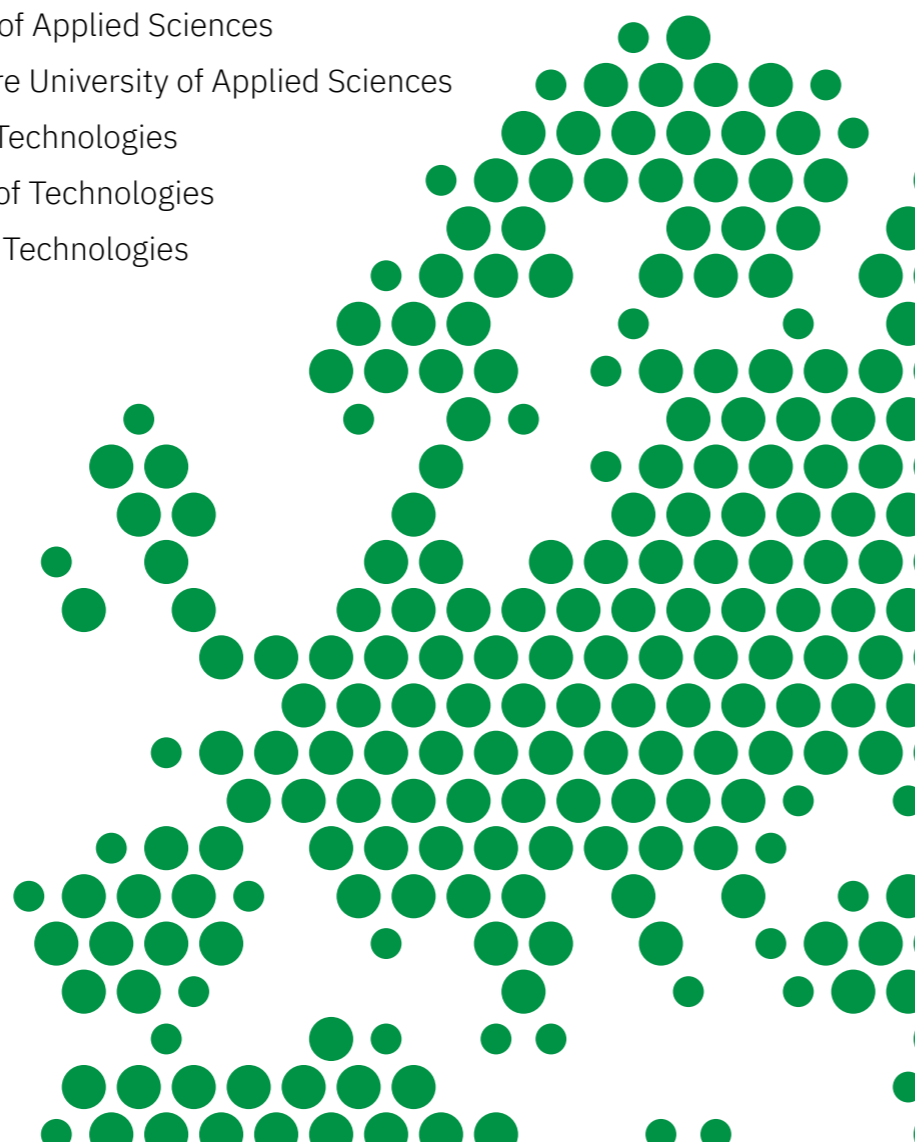
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In this article, we present the views collected from five SEinHE project partner countries. First, we describe the data collection process, then analyze the results with content analysis, and finally, we briefly discuss the conclusions. The SEinHE - project uses the interpreted results for planning education approaches.

3.1 Data collection and analysis method

One of the main aims of the SEinHE project is to understand competences related to social entrepreneurship. The project team organized a cross-cultural data collection across the respective home country contexts of the consortium members. The data collection aimed to understand the views that teachers from different disciplines, entrepreneurship teachers, business incubator specialists, social entrepreneurs, social enterprise organizations, and student groups view social entrepreneurship. Both qualitative and quantitative methods were considered, and to maximize the benefits of both, a mixed-methods approach (cf. Tashakkori & Creswell 2007) was adopted, as they have specific advantages when studying entrepreneurship. The data were collected quantitatively with the widest possible appeal and then analyzed through content analysis.

In this case study, the samples are selected purposefully, from SEinHE -project partner institutions and their surrounding regions. The data collection was organized in several phases. Project partners from five higher education institutions took part in data collection so that each was responsible for collecting data from their country. All interviews were semi-structured theme interviews. The interviewees received the interview questions beforehand in case they requested them. Interviews lasted on average one hour and were recorded by Zoom and then transcribed and translated into English in those cases where the interview was originally conducted in another language. Altogether, the data collection lasted from February to July 2021.

Five entrepreneurship teachers and two business incubator specialists were interviewed in each country, and higher education teachers in different disciplines in all five institutions responded to an online survey through the Webropol platform. Two social entrepreneurs were interviewed in each country. The criteria for choosing the enterprise interviewed was in line with the EU 's operational definition of social enterprise (European Commission 2020). The chosen enterprises were selected so that each of them had a clearly stated social mission, the enterprises were operating in the market continuously and they were non-governmental organizations. In the selection process, it was an advantage if it was known that they had some participatory or democratic aspects in their governance. More specifically, the people to be interviewed were in a responsible role in their enterprises, they had the power to make decisions and were knowledgeable about their enterprise. Each partner interviewed one social enterprise organization. They were organizations that have an extensive view or an active role regarding social entrepreneurship in their country. The interviewees in social enterprise organizations also had a responsible role in their organization. Finally, each partner institution interviewed student groups of three to five Master or Bachelor students. The main descriptives of the data collection can be seen in Table 1. below.

Data collection target groups, their organizations, countries, and amounts		
Entrepreneurship educators in Business Units	Higher Education Institutions in Lithuania, Finland, Latvia, Belgium, and Cyprus	25 interviews
Business incubation specialists	Business Incubators in Lithuania, Finland, Latvia, Belgium, and Cyprus	10 interviews
Webropol survey to educators in different disciplines	Higher Education Institutions in Lithuania, Finland, Latvia, Belgium, and Cyprus	1 joint survey
Social enterprises	Enterprises who identify themselves as social enterprises, have a social mission, have continuous economic operations in the market, independent and non-governmental organizations in Lithuania, Finland, Latvia, Belgium, Cyprus	10 interviews
Organizations promoting entrepreneurship and social entrepreneurship	Business support organizations, chambers of commerce 's, Social Enterprise Associations	5 interviews
Students	Master or Bachelor level students in Lithuania, Finland, Latvia, Belgium, and Cyprus	2 groups of 2-5 students in each country, overall 10 group interviews

Table 1. Data collection descriptives

In SEinHE-project there are partners from five institutions. Each partner institution had collected interviews and analyzed the interviews. The partners had a common analysis structure and each information group had questions about what they know about social entrepreneurship, are they familiar with the term in their work or studies, and how they think social entrepreneurship should ideally be studied. During the student interviews, the students were informed about the EU 's operational definition of social enterprises.

3.2 Findings across the five countries

How do entrepreneurship educators, educators in different disciplines, social entrepreneurs, and students view social entrepreneurship and learning opportunities? Each project partner analyzed the results from their country.

3.2.1 Belgium

None of the 10 student respondents studied social entrepreneurship. After explaining the item, some (3) were in favor to learn more about it because it would help students to gain responsibility, it would bring more equality to the world, and it would be better for the world. However, most did not see any advantages and they do not see themselves as an entrepreneur. Setting an entrepreneurial mindset would be a prerequisite, for developing a road to social entrepreneurship. Students seem to be more in favor to become a social entrepreneur than a (profit-seeking) entrepreneur. As for the learning setting, they were unanimous about learning by doing. The respondents view that ideas learning setting would contain dealing with real-life situations, together with a commissioning partner, and learning in a group. An extra advantage would be also to work in multi-disciplinary teams.

All five teachers have in-depth knowledge of social entrepreneurship. Their suggestions on how SE competences should be developed and taught include integrating SE into the teaching and learning process, creating a strong learning environment where students can work together with other students, members of the society, and companies, using experiential learning. This would include interaction with communities, companies, students, and higher education institutions. Respondents stress visible gaps in HE (Higher Education) when it comes to competence gaps. They stress less motivation on most students, lack of organized institutional approach towards integrating SE in curriculum, lack of resources such as teaching materials to enable teachers to enrich their teaching, and limited financial resources to facilitate experiential learning out of the classroom. They shared their mechanisms of narrowing the gaps. These include the use of their network to bring stories, inspirations, and experiences of experts, social entrepreneurs, and company representatives into the classroom. The teachers, who have tangible experience in the application of SE aspects in their work, believe competence gaps can also be addressed better by exploring the potential knowledge and experience of students, creating room for discussion and open reflection, and encouraging the engagement of interested students. All respondents agree that the best setting to integrate SE into the process is to take the students outside the classroom to the real world of social entrepreneurs, thereby giving them the full story of going from idea through product/service and making it clear that also learning from failures is part of the journey. Respondents recommend the promotion and support of unique institutional programs, such as the ICE Cube Entrepreneurial Hub in Thomas More to be able to succeed in sensitization and building a set of experiences that can serve as a springboard for institution-wide integration of SE aspects.

The teacher respondents believe in the need for joining hands amongst social enterprises, society, and higher education institutes to realize the integration and cultivation of SE competencies which include awareness in sustainability, open-mindedness, working with others, problem-solving skills, sensitivity, and respect towards the environment and financial intelligence among many others.

The interviewed social enterprise is a for-profit company working with a circular economy model. To contribute to the reduction of waste, the enterprise invented a win-win solution to mix the coffee grounds with oyster mushroom spawn enabling customers to grow healthy, sustainable, and protein-rich food in their own kitchen. The enterprise is set to inspire people about the circular economy and how that benefits people, the environment, and society.

Concerning competences, the respondent emphasizes the need to promote creativity, boldness, networking, and being purposeful. Respondent reiterates saying that by being creative and continuing to do business, it is possible to generate multiple cash flows that in turn create more positive impact. All these small actions form one big picture through which one can ensure the survival of the organization and allow social entrepreneurs to make a positive impact in many areas simultaneously. The respondent adds SE is a fairly 'new' way of doing business, while anything but familiar, it often happens that entrepreneurs face criticism or judgments, hence stressing the need for being purposeful, focused on goals, and having a clear set of values.

There is a lack of content in HE studies when it comes to SE and sustainability. The respondent believes that there are a lot of resources, articles, and research or short courses for sustainable entrepreneurs. Adding real-life practice, talking to people about one's ideas, and inspiring each other are ways to face the challenge. Also, keep in mind that learning implies making 'mistakes'. Mistakes and talking about them are the best teachers.

Reflecting on his experience, the interviewee says social entrepreneurship is not yet fully established. It is in the role of the social entrepreneur to inform and convince different partners. This underlines the need for networking, it is valuable to engage in conversation to come to new insights yourself.

3.2.3. Latvia

The first group interviewed were entrepreneurship teachers and business incubators. All the respondents (except one teacher) answered they know about social entrepreneurship because they are teaching subjects on The Faculty of Management and Economics and courses are close to this research object by content. For example, one respondent described that she is involved in social entrepreneurship during the development of master's theses when students choose to study social entrepreneurship issues, problems, and development opportunities. Research is carried out in this area and scientific articles are developed.

Teachers see that more attention should be paid to this subject. For example, the teacher says that *for several years within my program, there are just a few students who have done research on it and put it forward as study or diploma topics. This is certainly also because little attention is paid to this direction in the study courses. The development of this type of business allows solving many issues relevant to society, involving RTA students. Yes, sometimes, not often, the student suggests discussing businesses that are relevant to social entrepreneurship.*

In addition, it is important to research and study the regulatory framework regulating social entrepreneurship in Latvia, as well as to have an idea of the historical development of social entrepreneurship. It is important together with the students to visit social enterprises in Latvia during study tours. And some of the students can lead a professional internship for students who implemented it in social enterprises.

The Ideal learning environment should be provided – when theoretical training is balanced with learning practical application. (Lecture, study tours, practice). And teachers are thinking about how to develop social entrepreneurship field: *we periodically discuss with program managers the possibilities for improving the programs and courses. I could definitely raise this issue at the next meeting. And in my courses, I could focus more on different aspects of social entrepreneurship.*

Some students see that there is an opportunity to use European Union funds and they see prospects for social entrepreneurship. Some students are already working in this field and are not aware that it is social entrepreneurship. Social entrepreneurship can be a topic in business as a sub-theme. It can also be designed as a separate study course or a free choice course. Social entrepreneurship is very much needed because the state is not able to solve all social problems and especially when society is facing crises, it is social entrepreneurship that can solve these problems and help socially sensitive groups.

Only one of the entrepreneurship teachers has heard the concept but does not know much about it or has no experience with it.

The interviewees propose that teaching social entrepreneurship could be a type of activity during the studies, where students from different study programs could work together.

All the interviewed persons from the incubators know about the SE. All the respondents apply SE in their work:

We now have a whole program open to supporting social entrepreneurship - in the form of grants - and it can be said that the demand has almost reached the maximum available support. The amount of grants is 90% of the project value. In the beginning, when the law was adopted and the open program was open, there was a lot of interest, but it should be noted that the associations were mostly interested in social activities, but this involved some events and their organization, such as events for children with special needs, but it was not a business, it was more a charity. But the goal of our support program is to do something good for society by doing business, that is, working without profit, but earning for yourself and your activities. We work with both groups: associations explaining what entrepreneurship is, but for large companies, how they can get involved in social entrepreneurship and build sustainable partnerships.

Our incubator, which has a social enterprise in its statutes, has exactly one. Because there is a thing that you must reinvest the profits in this social project. You can pay your salary, but you reinvest the profits in achieving social business goals. In general, this tendency appears in incubators. We have several pre-incubation participants who have tested their ideas. They have chosen to stay at another lev-

el. What is more, social projects are implemented through different associations. There are many stereotypes about this concept of social entrepreneurship. A lot is done by the social business association to dispel these stereotypes. For example, it is necessarily related to the fact that you have to hire people with disabilities or from socially disadvantaged groups. There are stereotypes that you cannot earn anything. If you reinvest your profits, you can earn a salary from its social business. Someone may think that it is complicated or there are some stereotypes, but if we see that there is a social goal, we will try to move in that direction. There is quite a lot of funding available from the Ministry of Welfare.

Due to a lack of awareness, many companies never even think that they could also implement projects in social entrepreneurship and that they could get involved in social entrepreneurship.

So, the training in the SE must be structured, entrepreneurs must show that social activity increases the company's sustainability. But for people who want to help society, teach the basics of business. The incubators provide a lot of tools to do that: *Basically, the pre-incubation course, because it is the implementation of social entrepreneurship is no different, except for those criteria that must be in social entrepreneurship. These principles are the same as for classic business, you also have to sell, you have to implement a marketing campaign, you have to think about gutters, you have to test the audience, you have to test the product, the service. You have to do it all, only if you want to be a social entrepreneur, you have to meet the criteria. Or you must wonder if you want to attract these grants here, which are available through the Ministry of Welfare. These are additional tools for you.*

Also, students were interviewed. In total, six students took part in the survey, which was divided into two groups selected randomly. All students were from the Rezekne Academy of Technologies from different study programs. None of the interviewed students had studied social entrepreneurship, but some of them have heard something about social entrepreneurship. They could name some of the characteristics of social entrepreneurship and have heard about some social enterprises in Latvia. The term was new to the interviewed students. They were interested in learning more.

As mentioned, none of the students have studied social entrepreneurship so far, but during the talks, it was found that they were more interested in this topic - one of the reasons why they are starting to take an interest in it, it is because more people are starting to talk about it. All students have a desire to acquire social entrepreneurship, and the only obstacle at present is the lack of such study courses. There is no consensus among students on exactly how they would like to learn social entrepreneurship, but they mention ways to learn it digitally, through group work, to learn social entrepreneurship independently. It is quite clear what the students themselves admit that to acquire such study courses, a knowledgeable person is needed who can tell about it, for example, a lecturer, teacher.

The next interviewed group was social entrepreneurs. All respondents are small enterprises. Their business activity is related to education, the respondents have different target audiences (preschool children, adolescents, or women over 50).

The respondents have limited liability companies, which is the most popular form of entrepreneurship in Latvia. The operation territory of the surveyed enterprises - 2 regions of Latvia (Latgale and Zemgale region). In terms of profit, it should be noted that one of the companies was newly formed and has not yet completed a full year or cycle to accurately calculate profitability, the other respondents are profitable.

All of the respondents emphasized such competences as communication skills, strategic planning, self-initiative and motivation, and leadership. Besides, that was mentioned such competences as courage, purposefulness, creativity, problem-solving, and risks management.

The entrepreneurs emphasize competence needs such as communication, planning, risk management, and networking.

One social enterprise organization located in Latgale region participated in the survey. Thinking about the development of social entrepreneurship in Rezekne region, the organization promotes the involvement and development of social entrepreneurship in local governments - to create cooperation, development platforms, create and implement long-term social entrepreneurship support activities and tools. Luznava manor has a development strategy until 2028 and one of the priorities is to create a socially and environmentally responsible environment around it and develop business. Our most direct link is to create a motivating environment filled with educational cultural events, for visitors and tourists to travel here and for the additional development of nearby services and companies. The organization brings together information about organizations, companies, stakeholders in Rezekne region and the neighborhood who may have the potential for social entrepreneurship or who may be able to combine entrepreneurship with a social goal in the future, the organization invites both active associations that are already doing sustainable, both companies that already operate with a social purpose (for example, involving workers from vulnerable groups) and local activists with an interest in the value-added business. At this moment there are more than 160 social entrepreneurs in Latvia, but only 6 of them operate in Latgale, while only 2 of them are officially registered in the lists of the Ministry of Welfare - one in Rēzekne region and the other in Rēzekne city, which has not started its activity yet.

The organization believes that every entrepreneur can add social goals to their activities, as long as there is a desire. Both entrepreneurs and municipalities have the opportunity to attract people who can integrate into the labor market, as long as the social goal is considered. Of course, it requires additional funding resources and additional facilities, such as ergonomics or additional lounges, or other requirements, but these resources certainly outweigh their purpose for what they do. At some point, the finances and the social goal converge.

The interviewed social enterprise organization has identified the lack of knowledge concerning social entrepreneurship. They share and disseminate knowledge in seminars. According to the informant, sometimes entrepreneurs themselves are not aware that they are meeting social goals. The informant sees that the larger companies have the greater the opportunities to develop some of their branches

in line with social entrepreneurship, while it is more difficult for small companies struggling to survive to meet those social entrepreneurship criteria. The informant sees that there are various ways to integrate social entrepreneurship into society if there entrepreneurs and citizens have more information about social entrepreneurship.

3.2.4 Cyprus

The first interviewed groups were entrepreneurship teachers and business incubators. The majority of teachers do not know much about social entrepreneurship. Only two teachers state that they know about social entrepreneurship. Most of the teachers believe that SE competences should be taught in courses that contain practicum for students to be able to see the characteristics of social enterprises in practice. They see social entrepreneurship as an approach of some people to use novel applications to solve societal problems. Social entrepreneurs are interested in starting businesses not only for making a profit but also for the social good. They view that HEIs have competence gaps as they lack training opportunities for their students about SE. Most of the entrepreneurship teacher respondents (3) knew little about social entrepreneurship. Most of the teachers believed that SE competences should be taught in courses that contain practicum for students to be able to see the characteristics of social enterprises in practice. Only one of the business incubators knew about entrepreneurship.

Most of the participants in this research do not apply social entrepreneurship aspects actively in their work. Only a very few participants stated that apply social entrepreneurship aspects in their work. Business incubator specialists view SE competence gaps as a fact of our society. They believe that people in social enterprises need more competence than the rest. In the category of entrepreneurship teachers and incubators, there were overall seven informants, and they do not know much about social entrepreneurship.

The next interviewed group were students. Only one student, who was a business student, has had a course in SE. Most of the students are interested in learning about SE, but some issues are not included in their curriculum. Most of the respondents (two) have not studied social entrepreneurship. They are interested to learn but some issues are not included in their curriculum.

The social enterprises interviewed were non-profit research centers with 5-30 employees. The top five competences that they emphasize are leadership, management skills, effective communication skills, financial skills, innovative thinking. They identify some competence gaps, and they believe that people in social enterprises need more competences than the rest.

Most of the respondents consider a social enterprise a regular enterprise. They refer to certain competences like innovative thinking, changing things, risk-taking, and commitment but at the same time, they state that in the future more skills in social media and digital marketing will be needed.

They associate the competences gaps in social enterprises with the technological skills of some people and they highlight that most people are not technologically literate.

3.2.5 Lithuania

First of all, entrepreneurship teachers were interviewed. The interviewees falling in this category have identified some competences very relevant to SE competence development such as creativity and innovation included in the EntreComp Framework for entrepreneurship. Besides, they emphasized educating students about social values and social responsibility. The interviewee who has a clear understanding of SE tends to favor teaching methods like tutoring, mentoring systems, and practical activities: watching videos, exposing students to real cases' analysis and solving problems, practical tasks in real companies (including volunteering) with systemic reflection on the learning experience.

Some of the teaching approaches suggested here are in line with the relevant SE education methods investigated and discussed in the literature review such as PBL, Evidence-based learning, and Experiential Learning. The interviewee who has an advanced understanding of SE also suggested that SE should be taught as part of a module rather than a separate course or subject.

Out of the 5 teachers interviewed only one of the interviewees happened to have a very accurate understanding of SE as per the definition proposed by the European Commission that was described in the theoretical part as the interviewee indicated that the concept relates to an organization that has both a business purpose and a social mission inherited in their business model, however, the sources thereof were personal documentation and readings. In general teachers and workers of Kaunas University of Applied Sciences aren't exposed to SE in their work. Only 2 interviewees mentioned their involvement in a few institutional projects (research and events) partly and accidentally connected to SE. This suggests that Kaunas University of Applied Sciences does not have a systemic approach for promoting the understanding of SE and the development of SE competences by academic and non-academic staff. Overall, none of the interviewees has pinpointed SE competences' gaps in Kaunas University of Applied Sciences.

One of the interviewees associated SE only with "social services". Three interviewees viewed SE as companies investing part of their profits into community development programs. In the SEinHE project, we interpret that their programs are more related to CSR (Corporate Social Responsibility) rather than SE.

The interviewees do not differentiate between SE competences and competences specifically related to other types of entrepreneurship such as business entrepreneurship's competences for instance. Interviewees who have a limited or narrow understanding of SE emphasized the need to develop competences such as effective communication, courage, and emotional intelligence, however many of these competences are not included in the EntreComp framework nor listed in the additional competences specific to SE as discussed in the theoretical part of this intellectual output. In addition, these interviewees proposed a

variety of learning/teaching techniques for each learner group, for example, the teaching approach for younger generations has to be shorter and includes the use of social networks.

Interviewees in this category think that SE should be taught as part of a module, but not as an individual course or subject. One of the interviewees in this category stressed the need to emphasize the development of students' entrepreneurial mindsets during SE education. Finally, problem-based learning (PBL) as a method for teaching social entrepreneurship has been proposed by one interviewee, but without further details or concrete proposals on how to apply the approach to social entrepreneurship education programs.

Business incubators interviewees are familiar with social entrepreneurship, as they apply views related to in their work. Their work approach is experimental. Social issues are in the air. They are more working on the international arena and therefore their experience is broader than a pure entrepreneurial point of view.

Most of the interviewees highlight empathy and compassion as skills needed in social entrepreneurship. Overall competences in knowing good practices and involvement in action were indicated.

None of the seven students interviewed had studied SE before this research was conducted. However, one student had studied entrepreneurship and seemed to have enjoyed working in a group when studying Entrepreneurship (but not social entrepreneurship). Besides, three interviewees were able to identify some concrete and accurate examples of social enterprises. Finally, only one student had had a topic on responsible business as part of a course. The above might just justify why the interviewees lack proper understanding and familiarity with SE. All in all, all interviewees are relatively familiar with entrepreneurship but not social entrepreneurship, however, they believe it is important in societies and they showed a clear interest in learning more about the concept although they don't have an interest in becoming social entrepreneurs yet.

One of the interviewees has a relatively accurate understanding of SE as it was mentioned that it is about solving societal problems while making profits. Nonetheless, most students that were interviewed view SE more as social responsibility of companies. None of the students have studied SE before. Most of them have are familiar with concepts such as CSR and sustainability-related topics. All students believe it would be beneficial for them to know more about SE not only because it enables you to have your own business but also because you make a positive impact on societies. One student has explicitly expressed a preference for working in groups when studying SE and 1 interviewee particularly insisted on individual learning because at the end of the day the entrepreneurial journey is a lonely experience. Meanwhile, the rest of the students expressed a preference for hybrid learning styles such as mixing group work with individual learning. Here, students have expressed wishes to be exposed to real case social enterprises to gain practical experience. Such wishes corroborate with the teachers' views on SE education as they emphasized practical activities, field trips and even volunteering jobs in social enterprises as part of the learning experience. While only two students wish to get practical experience with local companies,

most students would prefer to be exposed to both local and international social enterprises. These students commonly stated that it is about making an impact on local communities at first. Concerning students' views on teachers' role in SE learning, all interviewees stated that teachers are expected to introduce learners to basic SE concepts, facilitate their understanding, but the rest is up to each student. Knowledge acquisition has been emphasized rather than skills, abilities, or social entrepreneurial mindsets. Especially, 1 interviewee views the SE teacher as a model or example of a social entrepreneur. This implies that such a student might be more impacted if SE is taught by practitioners in the field of social entrepreneurship.

In addition, social enterprises were interviewed. The interviewed Lithuanian enterprises were operating regionally or locally or in Lithuania. There was a non-profit enterprise whose legal status is a public institution and micro-companies. They were operating in a different circular fashion and environmental education.

The competences they highlight are needed in social entrepreneurship were interdisciplinary project management, leadership, marketing, and financial management. Competence gaps the interviewees identify are related to interdisciplinary project management, marketing, sponsor attraction management, volunteer coordination, and public relations.

3.2.6 Finland

The first interviewed groups were entrepreneurship teachers and business incubators specialists. Interviewed teachers have heard about social entrepreneurship, but four out of five teachers do not know much about the concept. All of them have different approaches, one of the respondents views that social enterprises are all WISEs, one of the respondents views that social enterprises are a synonym for corporate social responsibility. One of the respondents, who has the most information about social enterprises, sees the social entrepreneurship phenomena widely and says he would like to use the concept more in teaching. The business incubators have heard of social entrepreneurship, but they do not have clients related to that, to be or existing social entrepreneurs. They do not know about distinct categories of social enterprises or the diversity of social enterprises in Europe.

Teachers recommend collaborative and social learning methods and learning opportunities where students have a chance to do experiments. On the other hand, one of the teachers emphasizes the need for traditional teaching methods also, where the teacher shares information that students need for learning. Especially the teacher who has a lot of information about social entrepreneurship sees that there is a competence gap in this area of knowledge about social entrepreneurship in education. There are no courses on social entrepreneurship and social entrepreneurship aspects are rarely included in study courses though the students seem to be interested in such themes as finding solutions to environmental and social problems.

Two students groups were interviewed as a group. Only one student in two students' groups had had a social entrepreneurship course, but it is now known where she took that course. Most of the students do not know about social entrepreneurship. Most of them are curious to learn more, and some view that social entrepreneurship is an important concept that can potentially be important to themselves too. The majority of the students prefer collaborative learning methods and having real-life social enterprises involved in learning environments.

Two social entrepreneurs were interviewed. Another interviewed company is a small company that is a crowd-funded wind power company owned by customers operating in Finland. In that company, the need for diverse competencies is wide, because there is only one company running the company. The interviewee emphasizes overall management skills, understanding economics, business logic, law, and marketing and strategic planning. The interviewee sees that similar competences are needed than in other companies as well, general business skills are needed, and the company must be profitable. In his view, competences are like other companies in the same sector, but in addition, the ownership model requires specific competencies also. The mission of the company is not to grow shareholder value but instead, the mission is to assist the growth of wind power in Finland. The company must be "people-oriented" also and be able to communicate the mission and engage people in their mission.

Another interviewed social enterprise is micro-sized. The enterprise is an IT company operating in the social and health care sector. The competences that enterprises have needed have depended on the stage that enterprises have been in. They have needed competences related to managing the business and its social purpose, technological development, or communication and marketing. The company has found advisor services for finding financing and accounting.

The respondents view their business as close to traditional business companies though their goals are based on their values and more oriented to people. They both see that competences depend on the field that you are working on. The competences are more related to attitude and mental capacity to handle stress and can just keep going on. Different issues require specific competences.

In addition, an association promoting social entrepreneurship was interviewed. The interviewed organization is a not-for-profit association that advocates the interests of social enterprises in Finland. The members of the association are social enterprises. The interviewee views that social enterprises are not well recognized in Finland. The associations and foundations often do not want to identify as social enterprises. On the other hand, the new generation is creating impact-based start-ups, but entrepreneurs do not usually know about social entrepreneurship.

The interviewee sees that social enterprises need the same competences and knowledge that traditional competences but also, they need competences related to impact management. They need diverse types of leadership skills, value-based leadership, and an understanding of the needs of the target groups that they are serving. They need competences related to inclusive governance, which is a competence issue, how to get all the voices heard, and to create services for underserved groups.

The interviewee sees that at the societal level many associations lack basic business skills but on the other hand, impact organizations that aim to tackle global challenges, they usually may have good business skills but need more understanding on partnership skills. There is also a need for systemic understanding, companies solving complex problems need to understand the systemic nature of problems and the impact and the meaning of partnerships.

3.2.7 Joint survey from five countries

The joint survey was sent to five partner institutions of the SEinHE -project, inviting teachers from different disciplines to respond altogether to ten questions, where two first questions were related to background information (your country, your discipline). The countries of respondents are illustrated in table 2. The disciplines of the respondents are illustrated in table 3. The survey was opened 266 times.

	n	Percent
Lithuania	27	25,7%
Belgium	18	17,2%
Cyprus	31	29,5%
Latvia	15	14,3%
Finland	14	13,3%

Table 2. Countries of the respondents.

	n	Percent
Technology	24	22,9%
Business	31	29,5%
Health Care and Social services	20	19,0%
Design and Fine Arts	9	8,6%
Tourism and Hospitality	12	11,4%
Other, what	24	22,9%

Table 3. Disciplines of the respondents.

The question "what does social entrepreneurship mean to you", received 105 responses. Most of the respondents believed that social entrepreneurship means social business, and respondents associated social entrepreneurship with a business that has sustainability aspects, common good aspects, or community aspects. The social entrepreneurship concept was also seen as "entrepreneurship including strong People-Profit-Planet perspective", thus suggesting the relevance of the double-bottom line in it. However, there were also several respondents indicating no personal knowledge of social entrepreneurship as a concept. Moreover, a small group of respondents viewed social entrepreneurship with a

narrower perspective, such as social entrepreneurship being about “having social partners”, “hospitality”, or considered it means “volunteer”. Conversely, there were also some respondents taking wide perspectives on social entrepreneurship as “implementation of new ideas in the society”, or as “setting a business in a social context”. Some of the respondents associated social entrepreneurship with general entrepreneurship words.

96 respondents replied to the question regarding how known social entrepreneurship in their local region is; 44% evaluated it as “rather known”, but none as “very well known”. 38,5% of respondents (out of 104 respondents in this question, 37 people) included social entrepreneurship in some way in the courses that they are teaching. However, the perspectives or the descriptions of them are very limited, and some respondents describe that the theme is included very superficially. Most respondents, 61,5% respond that social entrepreneurship aspects are not included in their courses.

101 respondents replied to the questions about what kind of methods do they prefer for entrepreneurial learning. Most respondents prefer experiential, collaborative learning methods, and many respondents mention problem-solving and reflexive, and critical thinking. However, the constructs that describe methods vary a lot and it is difficult to know how the methods are applied. Most of the respondents, in this question almost all of 102 respondents would apply the same collaborative, experiential, and practically oriented methods to social entrepreneurship learning also. One respondent describes the problem-based method in more detail:

“I would use the PBL method as well. Students learn to apply knowledge to real-life situations. Students create information. Students raise questions and search for answers. Student studies sources found by himself. Students work in small groups. Learn from other students. Learn by cooperating. Studies to understand. Sees practical applicability of what he/she has learned. Refers to many various sources”

In the survey, the views of what kind of competences are needed in social entrepreneurship had been asked, too. Most respondents view social entrepreneurship competences as entrepreneurial competences generally. In addition to innovativeness, creativity, management skills, or other general entrepreneurial skills, some of the respondents mention empathy.

The final question in the survey asks, “In your opinion, what are the most relevant competences in social entrepreneurship and how should they be taught”. Many of the respondents view that the same competences are more relevant in social entrepreneurship than in overall entrepreneurship. However, some respondents propose paying attention to values, or such skills as emotional intelligence:

“Democratic values, consistency, justice, inclusive. They should be taught with different methods. It’s better to have a variety of methods”

“Democratic, pay attention to justice and fairness, social contribution. Systematic learning is an approach that might be effective for teaching social entrepreneurship.”

“Creativity, complex problem solving, emotional intelligence - taught by PBL :)”

“Self-esteem and belief in your dream, the right knowledge on business/people’s processes/social theme or target group, the art of reflection in order to grow, authenticity in your communication, the confidence in using your network in order to empower yourself/your business”

3.3 Conclusions

The wide range of different sense-making of the concept reflects the fact that the concept is new. Only very few of the students had studied courses related to social entrepreneurship. On the other hand, both teachers in different fields and entrepreneurship or business teachers did have different approaches to the concept, and sometimes those approaches were not in line with the wider concept of social entrepreneurship, such as when the teachers viewed those social enterprises as WISEs only. Viewing the concept of social enterprise or social entrepreneurship from different and distinct perspectives without acknowledging the conceptual differences can hamper developing competences related to social entrepreneurship or building learning environments that collaborate with some categories of social enterprises.

We emphasize responses of social entrepreneurs and organizations who support social entrepreneurship – they have gained knowledge and subjective experiences of competence gaps. They view that general entrepreneurial competences are relevant in social entrepreneurship as well, such as management and business skills. In addition, they note that also communications skills and the ability to manage social purposes similarly within overall management are crucial. Overall, their responses suggest that social entrepreneurs need general competences related to business and management, but they also need competences related to their value-based mission and managing and communicating the mission.

To be able to communicate effectively, it is important to share meanings related to concepts. Know-what is only part of competences, but there can be identified a competence-gap in know-what also, in other words, the learners need information about the basic facts about the concept, that there are many definitions for social enterprises in different countries and even within one country. The datasets support the widely shared view that there is no consensus on the concept of social entrepreneurship. However, social entrepreneurship competences can be developed accepting a fact that there are different approaches, some may view social entrepreneurship from the corporate social responsibility -aspect and then the concept includes any enterprises and organizations, or social enterprises can be approached from the European perspective, where the focus is not only on the social mission and economic activities but also the governance model.

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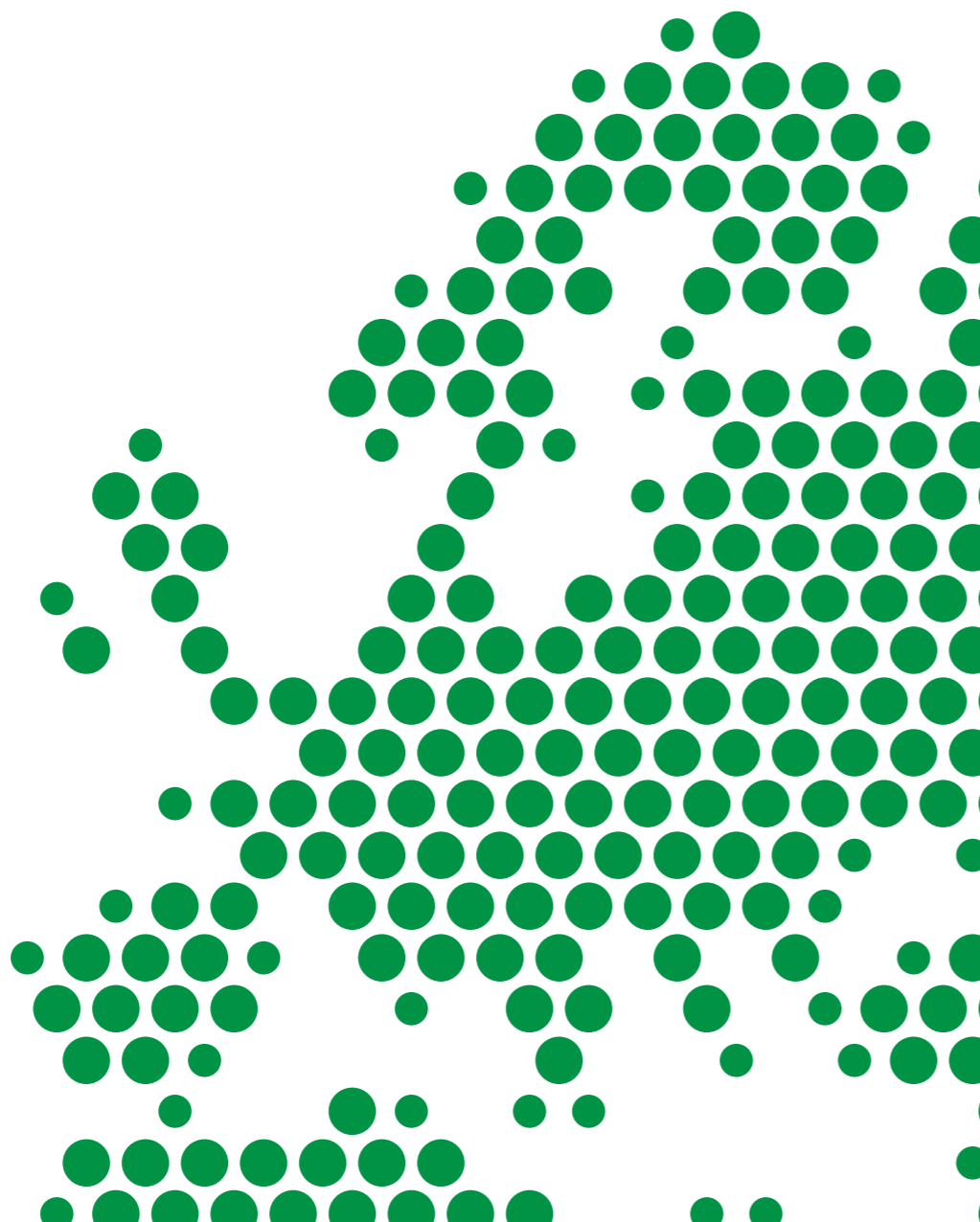
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4 Educating social entrepreneurship competences

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In this article, we consider the starting points when planning entrepreneurship education that includes social entrepreneurship.

Social entrepreneurship competencies are viewed to be such that can be developed through education and practical experience. (Amini et al. 2018; Bird 1995; Boyatzis & Saatcioglu 2008). According to Bacigalupo et al. (2016), the EntreComp progression model can be used in all kinds of learning contexts. Bacigalupo et al. (2016) encourage using the EntreComp progression model in a wide range of formal education institutions: from developing programs to creating learning environments that foster entrepreneurial learning. It is noteworthy that EntreComp learning outcomes should not be interpreted as normative statements but instead as a basis when developing learning processes (Bacigalupo et al. 2016).

4.1 Understanding aims of entrepreneurship education including social entrepreneurship

How social entrepreneurial competences should be developed, especially in higher education institutions?

The entrepreneurship education can aim for the development of an entrepreneurial mindset. The traditional teaching methods, where students are given information about entrepreneurship, have not supported the development of an entrepreneurial mindset. (Williams Middleton et al. 2019; European Commission 2008; Lackéus et al. 2016; Nabi et al. 2017)

The methods for educating entrepreneurship depend on the overall aims of entrepreneurship education. Entrepreneurship education can be approached in many ways. Some view that success in entrepreneurship education can be measured by the amount of new businesses (Honig 2004). Others view entrepreneurship education more broadly. European Commission views entrepreneurial competences as such that any citizen needs (Bacigalupo et al. 2016). Seikkula-Leino et al. (2019, 130) view the purpose of entrepreneurship education from the broader perspective, they view that the aim is to “educate students to take more responsibility for themselves and their learning, to try to achieve their goals, to be creative, to discover existing opportunities, and to cope in a complicated society. Moreover, another aim is for them to take an active role in the labor market and consider entrepreneurship as a natural career choice.” Regarding entrepreneurship education that includes aspects of social entrepreneurship, this aim would include understanding social enterprises and viewing social entrepreneurship as a natural career choice as well.

Fayolle (2013) calls for practitioners and academics to be clear about their teaching model in entrepreneurship education. Fayolle (2013) views didactical choices as a dynamic system, where each part had an effect: the audience, the knowledge that educators have about participants, the objectives, contents, methods, expectations of the results, and institutional conditions.

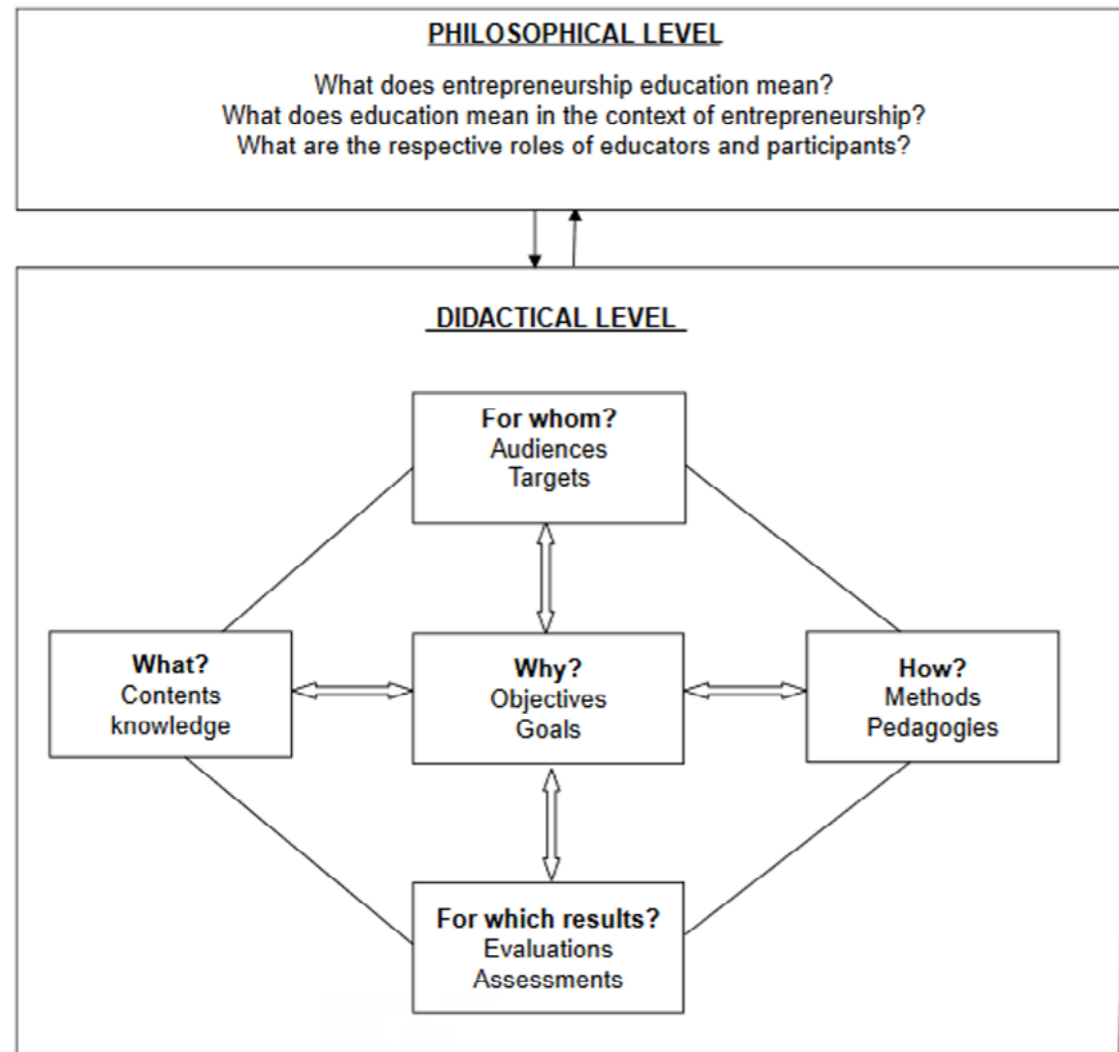


Figure 1. A generic teaching model in entrepreneurship education by Fayolle (2013, 694)

Nabi et al. (2017) refer to Béchard and Grégoire (2005) who have classified entrepreneurship education teaching models in higher education into three categories. Firstly, they describe the supply model, which they describe as “transmission and reproduction of knowledge and application of procedures”. Secondly, they describe the demand model that is described to include more participation. (Béchard & Gregoire 2005, cited by Nabi et al. 2017, 111) Thirdly, Béchard & Gregoire (2005, cited by Nabi et al. 2017) describe the competence model that positions in interactionist paradigm and learning happen while contributing to the context of authentic “real-life situations”. Communication, discussions, and knowledge production are emphasized and facilitated through creating essays or portfolios, organizing seminars, presentations, and debates.

Nabi et al. (2017) state that entrepreneurship education in higher education is often behaviorist and focuses on acquiring knowledge instead of experimenting and applying a constructivist approach. In contrast, Fayolle (2013) observes

that active pedagogies are the methods that entrepreneurship educators dominantly apply. However, he notices that publications on these lack information about “adequacy between methods used and audience specificities, methods and contents, methods and institutional constraints (culture, time, space and resources).” (Fayolle 2013)

Equally, Thomassen et al. (2020) note that contextual elements in entrepreneurship education are viewed in multiple ways. Based on their literature view, they observe how scientific articles view the context at various levels. At the macro level, for example, country, economy, or national culture are viewed as contextual elements of entrepreneurship education. At the meso level, for example, university or digital tools are seen to have influence. In the micro-level, for example, pedagogics, students, educators, stakeholders, contents, or learning spaces are seen as contextual elements. Based on this analysis that Thomassen et al. (2020) observed, they propose a clearer matter in identifying and addressing “the constituting elements” of entrepreneurship education: researchers and practitioners should consider these questions: “who, what, where and when”. Particularly some context elements are essential in planning education approaches. (Thomassen et al. 2020)

Nabi et al. (2017) propose practitioners and academics evaluate entrepreneurship education programs in terms of how their pedagogical choices function, how do they meet their aims and impact. EntreComp includes self-assessment tools, and the framework can be utilized also when creating assessment tools methods in courses (Bacigalupo et al. 2016).

There are different possibilities to consider links of overall entrepreneurship education and social entrepreneurship education. Social enterprises have distinct characteristics compared to all enterprises together, however, the enterprises are diverse, their regional embeddedness, growth orientations, business models differ.

Entrepreneurship education that addresses competences related to social enterprises should be positioned concerning overall entrepreneurship education. We view social entrepreneurship as a subfield in entrepreneurship education.

Pache and Crowdhury (2012) argue that social entrepreneurs initiate the business like any other entrepreneurs, too, but they would initiate the business in a different context. They suggest that social entrepreneurs are more connected, and they operate “on a complex web of stakeholders who belong to distinct institutional spheres.” They argue that social enterprises bridge three institutional logic: the social welfare logic, the commercial logic, and the public sector logic. (Pache & Crowdhury 2012) This is in line with the previous views of institutional complexity of social enterprises, which Greenwood et al. (2011, cited by Cherrier et al. 2013) defined as “confronted with incompatible prescriptions from multiple institutional logics”.

Pache and Crowdhury (2012) use the term “social entrepreneurship education” and propose that these different logics should be taught to students. Their view is that social entrepreneurs need management knowledge, and also the knowledge that is opportunity-specific and venture-specific. In addition to market opportunities, social entrepreneurs need competences in social opportunities

and social ventures. (Pache & Crowdhury 2012) The figure below illustrates the model presented by Pache & Crowdhury (2012, 500).

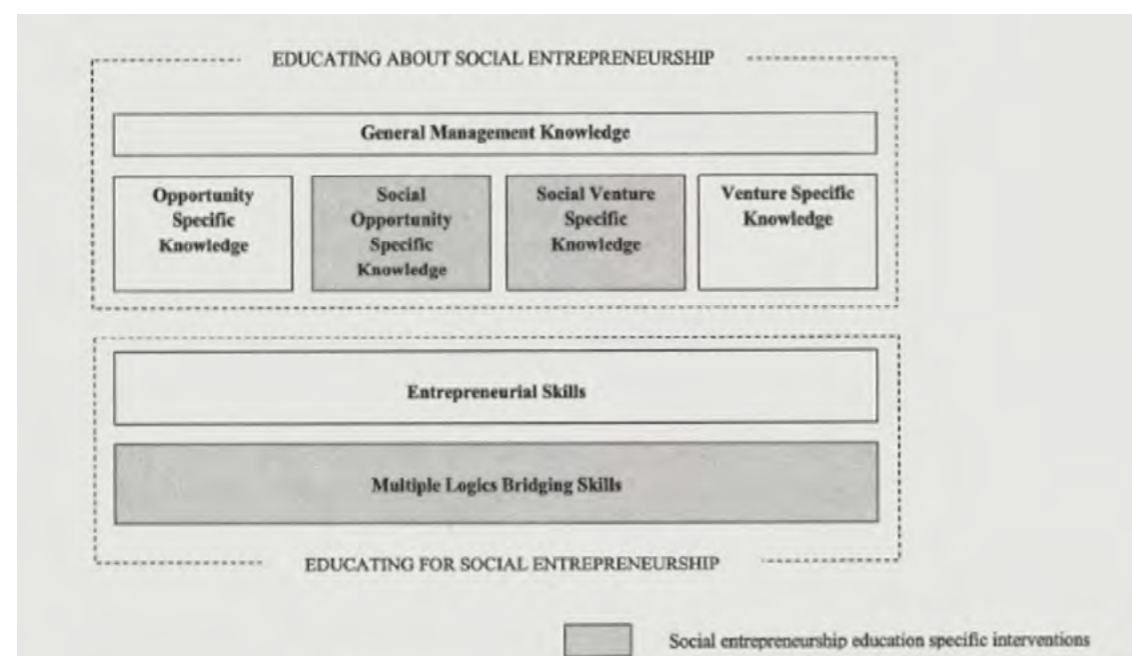


Figure 2. Model of social entrepreneurship education by Pache & Crowdhury (2012, 500)

While Pache and Crowdhury's (2012) social entrepreneurship model focuses on supporting future social enterprises and the ultimate aim is that students gain competences for establishing social ventures, there are also other, broader approaches needed.

In the EntreComp framework, competences are viewed broadly, and they enable entrepreneurial value creation and entrepreneurial learning in any sphere of life. (Bacigalupo et al. 2016, 15) Fayolle (2013) views that entrepreneurship education should be developed for many "clients": individual students, organizations, and societies. The same applies to social entrepreneurship. Social enterprises and social entrepreneurship agendas may bring special characteristics in the planning process. At the macro level, the EU has strategies for social enterprises. Many European nations have also social enterprises in their political agenda.

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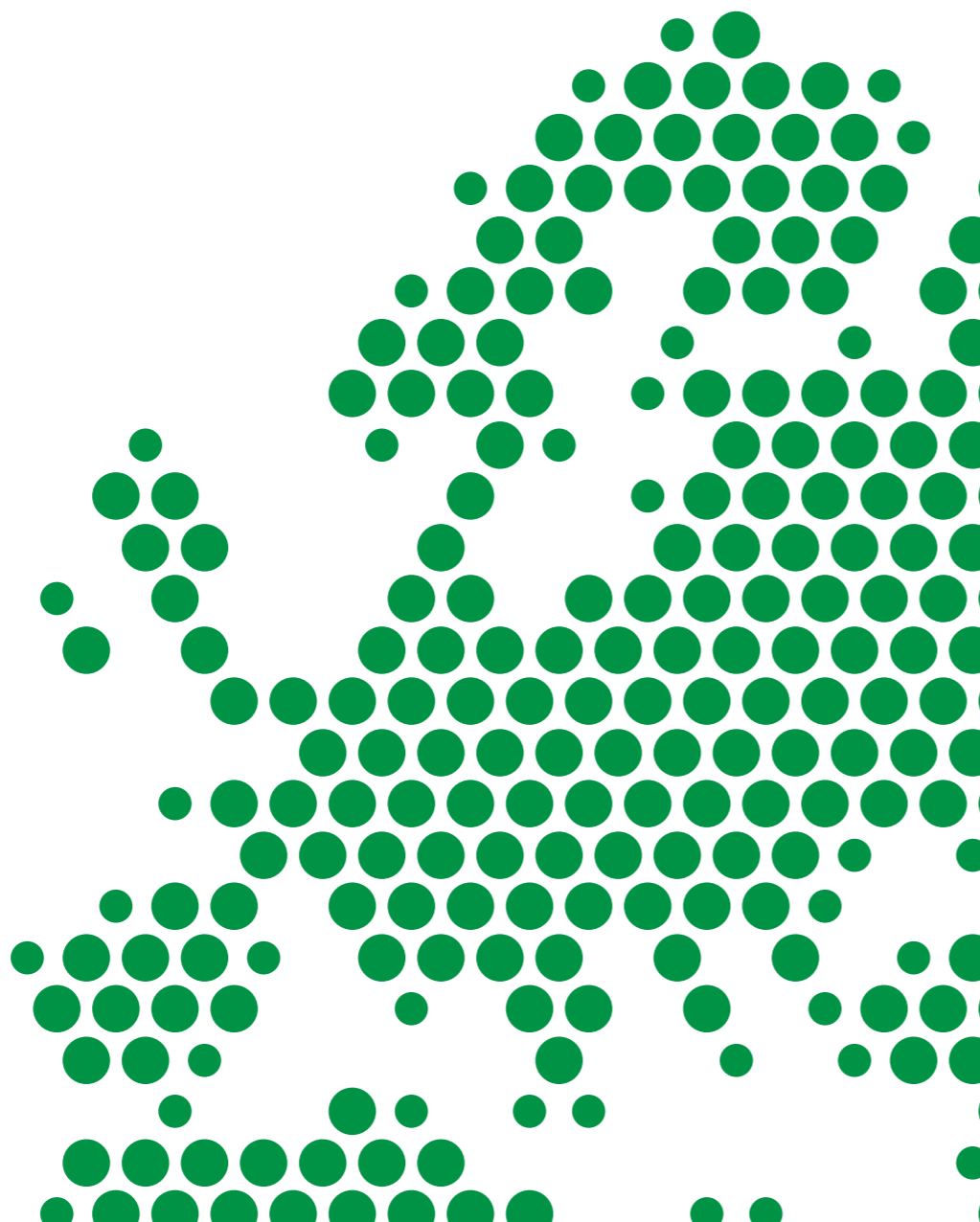
5 Methods for educating social entrepreneurship

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In this article, we discuss practical methods that can be applied in entrepreneurship education when educating social entrepreneurship social entrepreneurial competences or practical subpart of competences: skills. We view that educating social entrepreneurship has both intellectual aspects – knowing and learning about the status of social enterprises or the construct of “social enterprise” – as much as attitudinal aspects, such as motivation to learn and understand, or social aspects, such as identity-related and participation elements.

Fayolle (2013) views how entrepreneurship education should be developed for many “clients”: individual students, organizations, and societies. In this article, we suggest practical choices for teachers who start designing learning opportunities for social entrepreneurship. We view opportunities to facilitate individual learning, group learning, and collaborative learning beyond organizational borders.

In planning the methods, we apply the broad view to entrepreneurship: entrepreneurship is about entrepreneurial action, but entrepreneurial behavior is not limited to establishing and managing enterprises, it encompasses personal development, creativity, and the ability to initiate (Lackéus 2020). The methodologies presented below can be categorized as action-based approaches. It has to be noted, that in practice the mentioned methodologies are applied in numerous ways, and they have overlapping characters. Lackéus (2020) notes that action-based approaches are viewed as most influential in supporting the development of higher-level behavioral competences.

5.1 The role of knowledge in learning entrepreneurship

The objectives of learning influence not only choosing the methodology but also understanding the relation to knowledge. Kolb’s (1984) learning model emphasizes the learner’s personal experience; however, the learning process also involves the use of abstract knowledge. The use of abstract knowledge can vary in a learning process: while sometimes learning starts from abstract constructions, sometimes the abstract constructions are reflected – or created - after practical learning experiences.

Haase & Lautenschläger (2011) state that entrepreneurship education should focus on “know-how” and “know-why” instead of “know-what” -issues. As social entrepreneurship is a new construct and when educating social entrepreneurship, it can be justified to share knowledge about different approaches to social entrepreneurship.

5.2 Entrepreneurial learning

The concept of entrepreneurial learning focuses on learning in entrepreneurial contexts (Harrison & Leitch 2005).

Rae (2000) describes that “In entrepreneurial learning, knowing, acting and making sense are interconnected.” In his attempt to understand entrepreneurial learning, Rae (2000) collected themes that learners associated with learning episodes:

participants talked about “their self-belief, self-efficacy, personal values and motivation to achieve, setting and achieving ambitious goals, personal theories derived from experience, known capabilities and existing skills and knowledge, relationships through which social learning occurred, active learning, the ability to learn through and use learning in action. (Rae 2000, 154) Rae (2000) observes that these themes are very equally significant, and he views that it is “the interaction and coordination” between these that supports the learning process. Rae (2000) emphasizes the meaning of the individual sensemaking process when developing entrepreneurial capabilities. When planning social entrepreneurship learning episodes, what we can learn from observations of Rae (2000) is to give priority to personal and social learning processes and reflection of the learning process.

The concept of entrepreneurial learning has also been connected with the concept of experiential learning.

5.3 Experiential learning

Kolb (1984) introduced the term experiential learning. He defines it to be a process whereby knowledge is being created through the transformation of experiences (Kolb 1984). The learner and his or her social environment interact in the learning process. The learner creates knowledge while learning. (Kolb 1984) Experiential learning approach can serve to learn about social entrepreneurship and enable participants to have an active role in the learning process.

Experiential learning can also be facilitated in e-learning environments by ensuring experiential experiences such as learning processes. E-learning can support participants to engage and have mentorships and a sense of shared community (Cridland et al. 2021).

Also, Llewellyn & Frame (2012, 18) describe the benefits of experiential e-learning solutions: they are and see that common drivers usually are “economies of scale, re-usability, scalability, convenience, replication, and consistency”. Also, the covid-19 pandemic has affected the rise of e-learning needs. Llewellyn & Frame (2012) point out that their experiential e-learning solutions regularly gained highly positive feedback from participants. The learning results have proven to be promising as well, Llewellyn & Frame (2012) argue that results indicate “improvements in learners’ knowledge, confidence, and competence”.

5.4 Problem-based learning

Delisle (1997, 8) describes that “Problem-based learning deals with problems that are as close to real-life situations as possible.” The problem based learning (PBL) is described to be a student-centered pedagogy (Grant & Hill 2006), as students make choices of what and how they learn (Delisle 1997, 11). This is believed to encourage active engagement of learners (Delisle 1997, 9). Hmelo-Silver (2004, 241) describes that the ultimate goal of PBL is to “help students

become intrinsically motivated. Intrinsic motivation occurs when learners work on a task motivated by their own interests, challenges, or sense of satisfaction.”

Hmelo-Silver (2004) refers to Barrows (2000) and Torp & Sage (2002) and describes PBL as focused, experiential learning that is organized around investigation, explanation, and resolution of meaningful problems. Servant-Miklos et al. (2019) summarizes the basic principles of the PBL method: in PBL, the starting point for studying can be real-life problems. Students work to learn in small groups. The learning process is described to be self-directed. Wood (2003) has defined PBL as a process that uses identified issues within a scenario to increase knowledge and understanding. It involves working in small groups of learners where each student takes on a role within the group that may be formal or informal. PBL is focused on the student’s reflection and reasoning to construct their own learning. PBL is nowadays implemented by several educational institutions, particularly the University of Limburg, Maastricht, which has developed the ‘Maastricht seven-jump process’. Wood (2003) describes this process as having the following interactive steps: clarify terms and objects; identify a problem; brainstorm; set learning objectives; study privately; share results; evaluate results.

The role of the teacher is different, instead of an instructor, the teacher works as a tutor and guides the process. (Servant-Miklos et al. 2019)

Grant & Hill (2006) propose that teachers applying PBL in their teaching shift their role regarding what is to be known and their role as directors in learning to facilitate the knowledge construction and learning. Grant & Hill (2006) see that teachers have to deal with new kinds of dynamics and tolerate students working also on ill-defined problems and problems that are not familiar to the teacher.

5.5 Value-creation pedagogy

Value-creation pedagogy is experiential (Lackéus et al. 2016) and could suit well when educating social entrepreneurship. Value-creation pedagogy represents one of the experiential learning orientations.

Lackéus et al. (2016, 790) describe the value creation approach in education as “letting students learn by applying their existing and future competencies to create something, preferably novel value to at least one external stakeholder outside their group, class or school”. Lackéus (2020) describes the views of entrepreneurship behind value-creation pedagogy. Entrepreneurship can be seen as value creation (Lackéus 2020). Similarly, some of the social entrepreneurship definitions emphasize social value creation (Elkington et al. 2006). In the Entrepreneurship framework value creation is defined as “the outcome of human activity to transform purposeful ideas into action which generates value for someone other than oneself. This value can be social, cultural or economic.” (Bacigalupo et al. 2016, 21)

5.6 Planning methodological choices for social entrepreneurship education

In the previous chapters, we introduced different concepts that are interesting when planning pedagogy for learning. These concepts, frameworks, and pedagogies can be seen as overlapping in some points. In practice, they can be applied in many ways. However, they may inspire educators to ask essential questions when planning a learning setting:

- How are the learning objectives set, do learners have a role in setting them?
- What is the role of conceptual thinking or abstract knowledge in a learning process?
- What is the role of an individual learner?
- What is the role of a group in supporting learning?
- Are the learners solving problems, how does the process go?
- Are the learners creating value for someone other than themselves?

Entrepreneurship education can have different goals. The common way to categorize the learning process is in four following ways: learning about entrepreneurship, learning for entrepreneurship, learning through entrepreneurship, or learning embedded with entrepreneurship. (Jensen 2014) All these learning orientations are important and learning embedded with enterprises could potentially be the most resource-consuming learning setting to prepare but also potentially most rewarding for the learners. Jensen (2014) sees that ideally social entrepreneurship education sees a learner from a holistic view and supports a holistic personal learning experience. Possibly, learning through entrepreneurship and learning embedded with enterprises may support holistic learning in the best way as they may provide learners experiences of having social contacts, contributing, and receiving feedback. Jensen (2014, 362) views that this kind of learning demands “various forms of knowledge, experience, and network developed in time and space”.

Potentially entrepreneurship education that emphasizes learning “through entrepreneurship “or where learning happens “embedded with enterprises” could provide wide opportunities to develop entrepreneurial competences introduced by EnterComp-framework. EntreComp -framework recommends a systemic view to developing entrepreneurial competences. In EntreComp defines a system as a “dynamic complex whole made up of a set of interacting components that influence one another. A system is defined by the boundaries that distinguish it from the environment that surrounds it and interacts with it, and it is characterized by a structure, a purpose, and way of functioning”. (Bacilagalupo et al. 2016, 21) The learning goals can be different in different settings, but the systemic view supports the holistic development of entrepreneurial competences. Ideally,

methodological choices are flexible and serve the needs of individual learners and the learning context.

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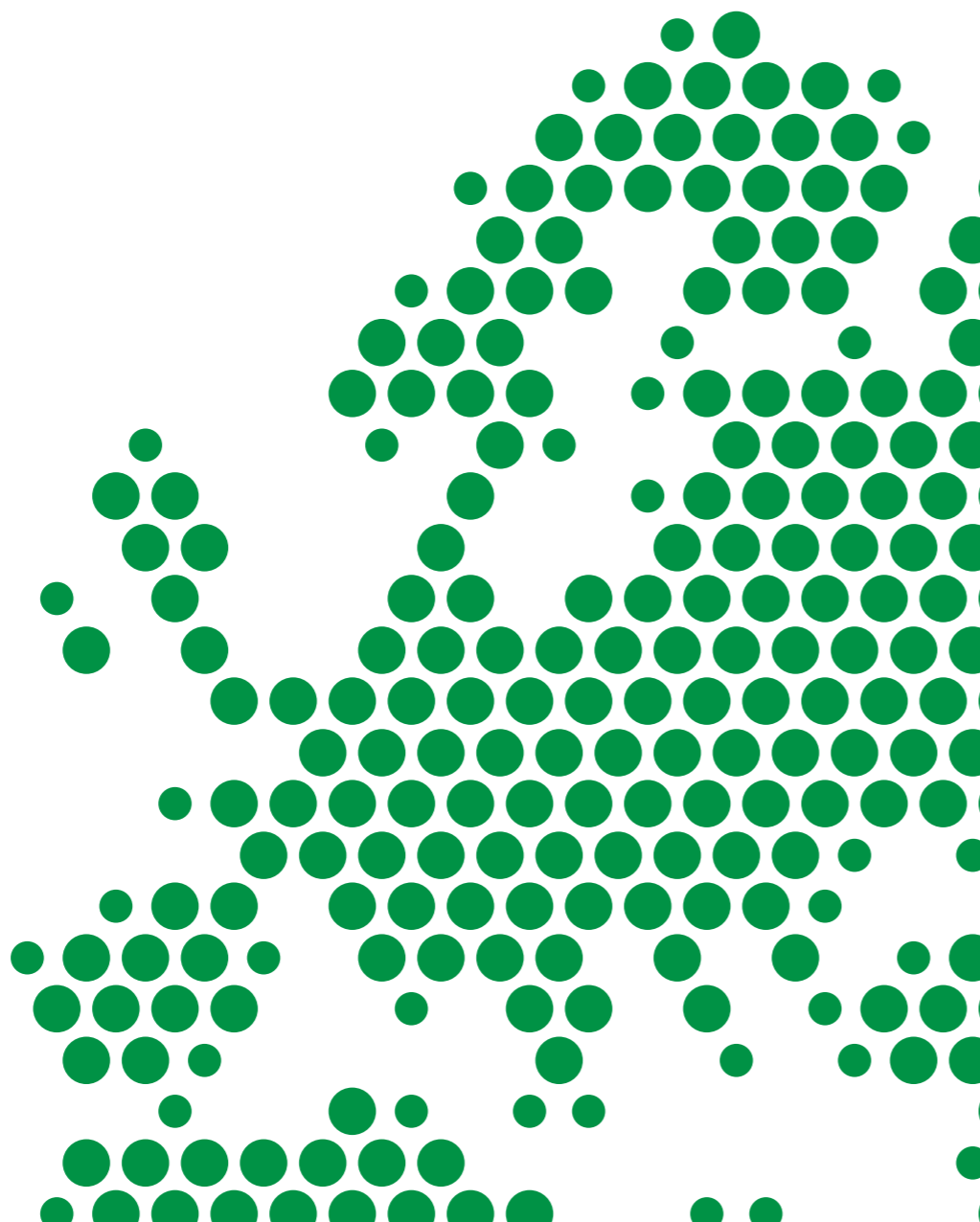
6 Institutional perspectives to educating social entrepreneurship

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Institutional settings are important in governing innovation systems. In this article, we use EU's and OECD's HEInnovate framework of entrepreneurial universities to imagine how can an institution consider their capacity related to social entrepreneurship in an institutional level, but also, how can an individual teacher identify the resources in home university and utilize them in educating social entrepreneurship.

Each university has unique resources that can be utilized in entrepreneurship education in general. These resources can enrich social entrepreneurship education. For example, university-based business incubators or international partnerships can be a link connecting learning events to enterprises or social enterprises, or networks and communities. This article aims to imagine ways how different university entrepreneurial resources could be used in educating social entrepreneurship, or making choices of focusing also to social entrepreneurship as an institution as well. It is important to note, that social enterprises are not a homogenous group of enterprises. In this article we view social enterprises broadly.

HEInnovate is a tool for universities for evaluating their innovativeness and entrepreneurialism and develop understanding of how university is engaged in entrepreneurial activities (Henry 2015). OECD's and EU's HEInnovate tool categorizes innovative and entrepreneurial elements of universities into eight categories. In this article we go through the dimensions from the perspective of social entrepreneurship, which can be seen as a sub-area in entrepreneurial activities. We view that teachers benefit from awareness of their institutions strengths, innovative elements that can spark learning environments. On the other hand, institutions benefit from clear strategic choices: social entrepreneurship can be integral part of entrepreneurial university, as well.

6.1 Can HEInnovate entrepreneurial dimensions of university inspire social entrepreneurship education?

Universities or disciplines can be seen as "meso" contexts for enterprise education (Thomassen et al. 2020) There is no consensus on how social entrepreneurship should be positioned concerning overall entrepreneurship education and entrepreneurial university activities. One way to look at the issue closer can be through the practices in an entrepreneurial university. Pittaway & Cope (2007, 484) state that education institutions have a wide variety of differences in capabilities when planning and implementing entrepreneurship education. In practice, there can be numerous ways of connecting with enterprises and behave entrepreneurially – as an individual and as an institution.

HEInnovate tool (European Commission & OECD 2021) categorizes entrepreneurial dimensions of the university into eight categories. In this article we look at the eight dimensions from the perspective of an individual teacher, and from the perspective of an institution. Our perspective is twofold. Teachers are agents in entrepreneurial higher education institution, and it is possible that their institution frame their action, and what kind of teaching strategies they adopt. On the other hand, institutions are not stable, but constantly evolving, and individuals

shape institutions. Both individuals, and institutions, can develop their entrepreneurial competences. What can HEInnovate dimensions mean from the perspective of social entrepreneurship? Figure 1 illustrates the eight dimensions of an entrepreneurial university: how university is governed and led, how funding, people, and incentives support entrepreneurship, how the impact is measured, how entrepreneurial teaching and learning are organized, how entrepreneurs are supported, how knowledge is exchanged and transferred, how institution is international and how digital capabilities facilitate entrepreneurial elements. In the following sections, we view these dimensions from the perspective of social entrepreneurship.



Figure 1. The figure presents the eight dimensions of how a university can be entrepreneurial in general, as stated by HEInnovate. (European Commission & OECD 2021)

6.1.1 Entrepreneurial Teaching and Learning Social Entrepreneurship

In HEInnovate tool entrepreneurial teaching and learning is about methods, content, and gaining entrepreneurial experiences and competences (European Commission & OECD 2021). HEInnovate also emphasizes the role of up-to-date research knowledge when planning and providing entrepreneurial education. An individual teacher can shape entrepreneurial teaching and learning by adding up-to-date content about social entrepreneurship and interaction with social enterprises into courses.

The curricula development is usually a more collective process and requires institutional-level choices. HEInnovate Higher education institutions should

also provide formal and informal learning opportunities that stimulate learning about social entrepreneurship. Social entrepreneurship should be part of the entrepreneurial curriculum. In HEInnovate the role of external stakeholders is viewed as important co-designers and deliverers of the curriculum. Therefore, social enterprises and social entrepreneurship organizations should be seen as co-designers and deliverers of curriculum, too. We view that social entrepreneurship should be visible in entrepreneurship courses, or there should be courses on social entrepreneurship available.

6.1.2 Preparing and Supporting Entrepreneurs – Including Social Entrepreneurship

Many higher education institutions have services for preparing and supporting entrepreneurs, such as university-based incubators. HEInnovate views that higher education institutions have a role in supporting students, graduates, and staff in initiating their own enterprises and stimulating the entrepreneurial intentions of students, graduates, and staff to establish their own business and a company. HEInnovate tool views that HEIs have a role in increasing the value of entrepreneurship (European Commission & OECD 2021). It can be viewed that this covers social enterprises, and students have access to information about social entrepreneurship. There are a wide amount of entrepreneurship courses available in most universities, but they do not necessarily cover aspects of social ventures. When institutions evaluate their ability to prepare and support entrepreneurs, they should also include social entrepreneurship and social enterprises into evaluation.

HEInnovate encourages universities to provide training programs to students, graduates, and staff for distinct phases of business planning: for new entrepreneurs, established entrepreneurs, and growth entrepreneurs. Similarly, social enterprises in distinct phases could be targeted in training programs. HEInnovate also encourages mentoring activities which enable sharing experiences, especially sharing experiences of expert entrepreneurs or academics. This should also cover social entrepreneurs and cultivated academics in the field of social entrepreneurship. HEInnovate also acknowledges the possible role of HEIs in facilitating access to financing for developing an enterprise. Again, social enterprises benefit from competent support in understanding the financial markets of social enterprises and new opportunities related to them (see for example Bugg-Levine et al. 2012).

Many higher education institutions also provide support services for business idea development. Social enterprises bring a special aspect for these services too. Providing support services for social enterprises requires competences from the incubators.

6.1.3 Strong practices for university-enterprise collaboration

HEInnovate acknowledges the role that universities have in society. Universities may have a wide variety of knowledge exchange and collaboration practices with

industry, the public sector, and overall society, and practices how students and staff are provided opportunities to take part in activities with business and external environment. Social entrepreneurship can be one of the areas where universities collaborate with society to exploit new knowledge or co-create new knowledge.

In different institutions, industries, and different countries these practices vary. Ideally, an individual teacher can utilize the home university practices for university-enterprises collaboration when planning social entrepreneurship education embedded with enterprises. Mutually, teachers build strong practices for university-enterprises collaboration themselves. Ideally, the university has strong collaboration practices with social enterprises, as well, and the long-term collaboration facilitates a community of practice (Wenger 1998) where students, teachers, and enterprises co-learn.

6.1.4 The International perspectives can support co-creating

HEInnovate sees that universities can also utilize the international dimension in their entrepreneurial activities. Also, social entrepreneurship can be part of international education, research, and knowledge exchange. Many universities actively support the international mobility of staff and students, and this – both virtually and face-to-face – can be related to learning about social entrepreneurship as well. In learning social entrepreneurship, the international perspectives can be included in contents, learning environments, and methods. International collaboration also makes it possible to research social entrepreneurship in a wider, international context.

6.1.5 Measuring Impact: taking into account social entrepreneurship

Universities also aim to assess the impact of their entrepreneurial agenda, and this is one of the dimensions of HEInnovate, too. For some universities, this may include also social entrepreneurial aspects in more detail. Some universities have included social entrepreneurship in their entrepreneurial agenda, and therefore they also want to assess the impact of their agenda. HEInnovate suggests that entrepreneurial university habitually reviews their entrepreneurial teaching and learning activities. This also would bring an understanding of how social entrepreneurship is positioned in the teaching and learning activities at the institutional level: is it part of the courses or individual courses, and how is it viewed in relation to “mainstream” entrepreneurship teaching and learning activities.

In HEInnovate universities are encouraged to also assess the impact of start-up support. For social entrepreneurship, this could mean for example how social entrepreneurship support is available in start-up services and how many enterprises that identify themselves as social or environmental ventures use services.

HEInnovate also supports universities to assess their knowledge exchange and collaboration. This could also provide data on social entrepreneurship-related

knowledge exchange and collaboration, if possible. Correspondingly, HEInnovate encourages assessing institutions’ international operations concerning their entrepreneurial agenda. If social entrepreneurship is included, then social entrepreneurship aspects are most probably included in the measuring impact.

6.1.6 Organisational Capacity: Incentives for social entrepreneurship

One of the dimensions that HEInnovate identifies as essential for entrepreneurial universities is organizational capacity, including organizing related to funding, people, and incentives. Institutions are most likely to use resources to issues that are of strategic importance to them. Social entrepreneurship can be one of the areas for some institutions. In such cases, also institutions support entrepreneurial objectives, also related to social enterprises by investing in them by some means. Some universities call for innovation competitions or innovation programs, for example.

HEInnovate encourages HEIs to build synergies across the institution related to its entrepreneurial agenda. This is beneficial also when understanding education, research, and other activities related to social entrepreneurship at the institutional level, or for example for teachers who develop social entrepreneurship education courses and look for collaborators for the course.

6.1.7 Some HEIs choose to focus on social entrepreneurship

HEInnovate supports higher education institutions to have entrepreneurship at the core of their strategy and commit to implementing the strategy. In HEInnovate universities are seen as an essential and dynamic institution in developing their regions and surrounding communities. Accordingly, HEInnovate recommends that distinct units in a university should have support to act entrepreneurially, and universities should also at the institutional level coordinate the entrepreneurial activities across the HEI. Regarding social entrepreneurship, this would also bring visibility to interconnections of social entrepreneurial activities in a higher education institution.

6.1.8 Digital infrastructure in developing social entrepreneurship competences

Universities have also a digital capability that can support social entrepreneurship-related education, research, and activities. Institutions’ digital infrastructure can support the quality of learning opportunities. In addition, HEInnovate encourages universities to create a digital strategy that supports innovation and entrepreneurship. This can also cover social enterprises.

HEInnovate encourages universities to open their educational resources in line with open science and open data practices. It is seen that opening the processes supports also upgrading them. Equally, they expand the opportunities for impact in the wider ecosystem. HEInnovate emphasizes the enabling role of digital capacity when fostering “sustainable and inclusive innovation and entrepreneurship”. This is in line with the ideas of social entrepreneurship, which can have sustainable and inclusive aspects, and digital capabilities provide important means when creating impactful education, research, or any activities related to social entrepreneurship in universities.

6.2 Can educators gain influences from HEInnovate dimensions?

HEInnovate framework is a self-assessment tool for organizations for developing dimensions of the entrepreneurial university. An educator can benefit from HEInnovate tool when planning education related to social entrepreneurship by utilizing capabilities of the university in developing and facilitating networked learning events.

HEInnovate dimensions can be utilized in building strategic focus areas, as well. Moreover, institutions can use HEInnovate dimensions for organizing development in specific subareas, such as social entrepreneurship aspects in more general.

An educator can utilize organizational capacity when planning networked social entrepreneurship education, such as university-based business incubators. Each university has a unique, dynamic capacity, and these resources can be utilized when planning learning events – in the short- or long term. These resources can benefit an individual educator or an individual learner, but they can also be utilized systematically in institutional-level social entrepreneurship competence development perspectives. Figure 2 illustrates the questions that education planners can ask themselves when evaluating opportunities to utilize and develop further institutional perspectives.



Figure 2. Examples of some questions for planning social entrepreneurship education and utilizing the institutional capacity of university. (Ideas adapted from European Commission & OECD (2021). (Picture: Heidi Myyryläinen)

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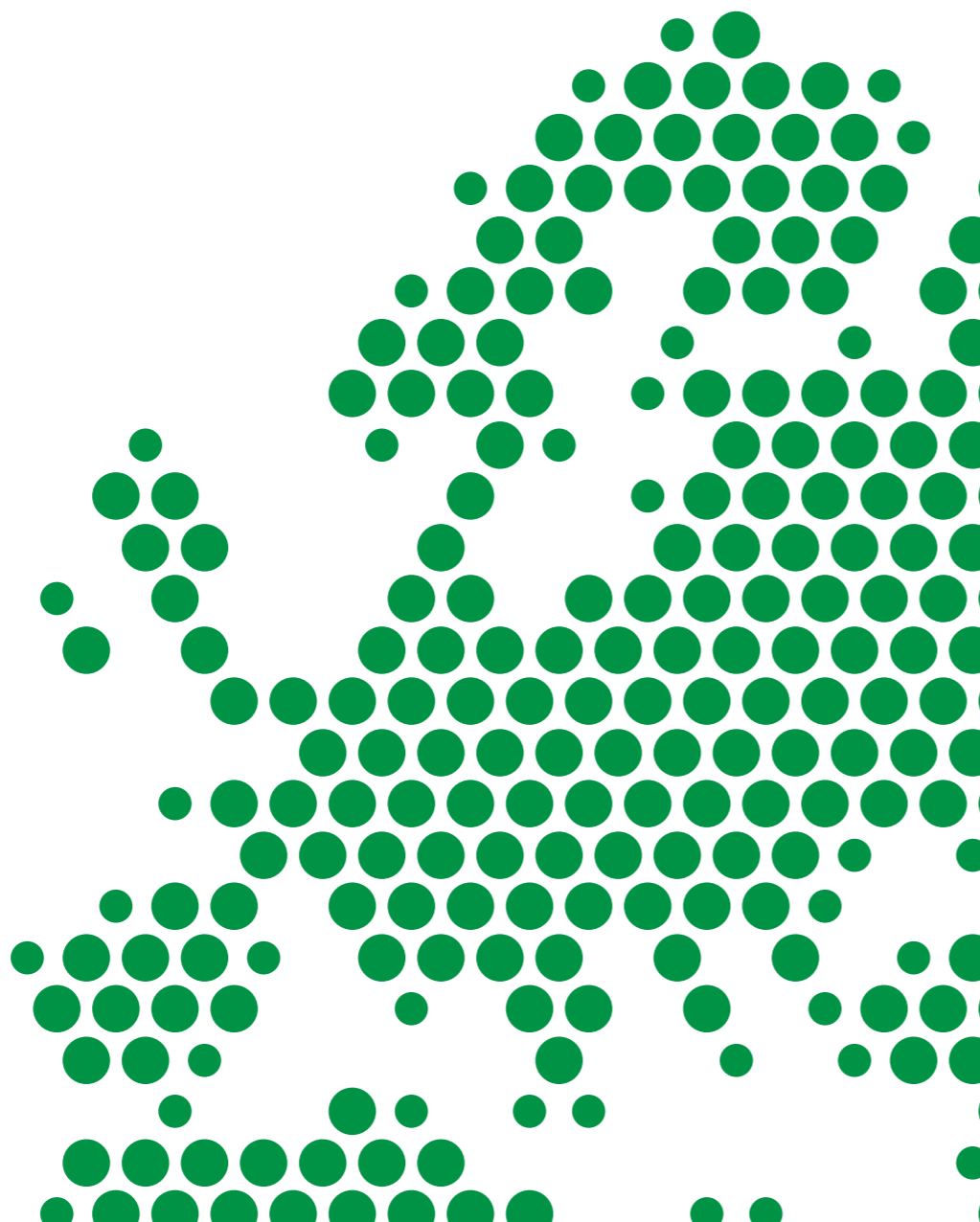
7 Ecosystem co-learning model for educating social entrepreneurship

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In this article, we present ideas for planning a co-learning model for educating social entrepreneurship competences. First, we model how individual teachers can approach the theme. Secondly, we describe the institutional level aspects for a higher education institution developing social entrepreneurship competences. Thirdly, we describe the ecosystem co-learning approach for developing social entrepreneurship competences.

The learning opportunities are diverse, and they are constrained by the resources available. Entrepreneurship education has diverse needs, contexts, and different individual and collective goals. Jensen (2014) groups entrepreneurship education learning processes into four groups: learning about entrepreneurship, learning for entrepreneurship, learning through entrepreneurship, and learning embedded with entrepreneurship. We view that social entrepreneurship can be learned through all these different learning processes: about social entrepreneurship, which contains the know-what knowledge about social enterprises in different contexts and the academic sense, understanding scientific discussion on social enterprises and social entrepreneurship. This kind of learning process emphasizes competences based on knowledge. Jensen (2014) notes that this kind of knowledge dominates entrepreneurship education in universities. In addition, learning about entrepreneurship refers to understanding more in-depth the situation of social enterprises and social entrepreneurial initiatives.

As Jensen (2014) lists, learning can be oriented “for (social) entrepreneurship”. We interpret that this could mean promoting social entrepreneurial views and would contain attitude elements, too. In *EntreComp* and more generally in the competence literature, too, attitudes are viewed as an integral part of the competence system. *EntreComp* (Bacigalupo et al. 2016, 20) defines attitudes as “Motivators of performance”. They note that attitudes include values, aspirations, and priorities.

In this article, we aim to propose a co-learning model for education and learning social entrepreneurship, and ideally, it contains all these elements of learning. We want to emphasize learning embedded with social entrepreneurship, where we see a possibility to have all these different learning forms embedded. Ideally learning is connected to challenges and problem-solving embedded with authentic enterprises, organizations – and ecosystems.

Also, Jensen (2014) sees that ideally social entrepreneurship education sees a learner from a holistic view and supports a holistic personal learning experience. Jensen (2014, 362) views that this kind of learning demands “various forms of knowledge, experience, and network developed in time and space”. The ecosystem co-learning model builds on this model, and the idea that a learning community can provide support for progressing Entrepreneurial Competences described in *EntreComp* -a framework by supporting diverse individual, group, and institutional learning goals and connecting learners to share learning tasks and learning processes, which can motivate learners and enable co-creation opportunities.

7.1 The approach to social entrepreneurship

We propose using wide definitions in education settings and introducing diverse definitions to learners.

As the concept of social entrepreneurship can be used in many ways, we propose that planners of learning environments always clearly define how social enterprise or social entrepreneurship is viewed in a learning setting, or whether multiple definitions are applied.

The EU's operational definition is an important framework for making sense of social enterprises, it seems that social enterprises "run commercial activities (entrepreneurial/economic dimension) to achieve a social or societal common good (social dimension) and have an organization or ownership system that reflects their mission (inclusive governance and ownership dimension)" (European Commission 2020, 28).

Another, wider frame from which to make sense of social entrepreneurship is the "Triple Bottom Line" (Elkington et al. 2006), which sees businesses create value across the three value dimensions of the firm (profit), society (people), and the environment and ecology (planet). Social entrepreneurship can thus be seen most prominently at the intersection of "people" and "profit" value drivers, what some studies (e.g., Zahra et al. 2014) term blended value. Schaltegger and Wagner (2011) outline that both "ecopreneurship" and social entrepreneurship aim to contribute to solving societal problems but from different viewpoints: ecopreneurs do it to create economic and environmental value while social entrepreneurs are motivated by creating value for society.

7.2 The results from five higher education institutions: the current state of the art of social entrepreneurship education

From the datasets collected from five institutions and altogether 10 social enterprises and 5 social enterprises organizations, we interpreted that there is a need to develop education that supports shared sense-making of phenomena related to social enterprises and developing social entrepreneurial competences and skills. Almost none of the students had studied social entrepreneurship, and teachers had a very wide variety of different conceptions on social entrepreneurship, and some did not know the concept at all. The first competence gap was related to know-what.

In this study, we see social entrepreneurship broadly and do not view that there is only one definition of social entrepreneurship. Therefore, while others emphasize overall entrepreneurship while speaking of social entrepreneurship, and others emphasize other issues, it can reflect the contextuality of phenomenon and not always lack of knowledge. However, many respondents in different respondent groups express that they do not have the knowledge, and it can be concluded that there is a need to grow knowledge on social entrepreneurship in different contexts but also overall sustainability in the context of entrepreneurship.

Respondents, both teachers, and students propose collaborative learning methods and have authentic social enterprises involved in education. However, there are also individual learning and teaching preferences.

7.3 The approach to social entrepreneurship competences

Regarding entrepreneurial competences, wider definitions for social entrepreneurship do, unless competences and learning focus on a know-what area related to social enterprises. In EntreComp -framework social entrepreneurship is defined in line with the definition from OECD (2010) as "Entrepreneurship that aims to provide innovative solutions to unsolved social problems."

Competency refers to the knowledge, skills, attitudes, values, and behavior that are needed in performing the goals in some particular social context (Williams Middleton & Donnellon 2014; Kiely & Brophy 2002; Rankin 2004).

The EntreComp framework offers a comprehensive framework for developing entrepreneurial competences. The EntreComp is based on the idea of developing "autonomy and responsibility in acting upon ideas and opportunities to create value" (Bacigalupo et al. 2016, 14) and "developing the capacity to generate value from simple and predictable contexts up to complex, constantly changing environments" (Bacigalupo et al. 2016, 14).

Even though the needed competences in social entrepreneurship are partly the same as competencies needed in other types of enterprises, the meaning, scope, or focus of them may be larger or even different in the context of social entrepreneurship due to their social mission.

Social entrepreneurs also need to decide which outcomes (social, commercial, and/or environmental value) to pursue and how to combine them (cf. the concept of blended value, Zahra et al., 2014).

Depending on the sector and business model, social entrepreneurs must consider diverse sets of ownership and stakeholders and construct value chains and networks accordingly. (Miller et al. 2012)

The EntreComp -framework has categorized three interrelated wide competence areas: "Ideas and opportunities," "Resources" and "Into Action". These three competence areas directly mirror the definition of entrepreneurship as the ability to turn ideas and opportunities into action that generate value for someone other than oneself by mobilizing resources. Each of these three areas includes five competences, which, together, are the building blocks of entrepreneurship as a competence. The three competence areas are tightly intertwined and work as a whole. The 15 competences are also concerning each other and connected and should, therefore, be seen as parts of this whole.

These resources can be personal, (e.g., self-awareness and self-efficacy, motivation, and perseverance) material (e.g., production means and financial resources), or non-material (e.g., specific knowledge, skills, and attitudes). The unit developing competences can be an individual, a group, an enterprise (Bacigalupo et al. 2016)

– we propose that the unit for developing social entrepreneurship competences can also be a higher education institution or an ecosystem.

7.4 Learning model for developing social entrepreneurship competences

In SeinHE-project we collected data from teachers, students, social entrepreneurs, and incubators. The model is planned for clients, as Fayolle (2013) describes: entrepreneurship education has many interests, and we aim to understand students' motivations, teachers' motivations but also the drivers of universities and nations to develop competences and capacity related to social entrepreneurship. Although there are multiple levels to consider when planning education or training, essential questions are noticeably clear. Thomassen et al. (2020) suggest “the constituting elements” when planning entrepreneurship education: researchers and practitioners should consider these questions: “who, what, where and when”. In this section, we introduce a model that will be used in SEinHE -project for educating social entrepreneurship first to teachers and then to students.

The model comprises three levels. The first level is for the teacher who wants to plan social enterprise education in an institution where there is only little or no social entrepreneurship education. The second level is for the institutional level, suggesting how an institution can support social enterprise competence development. The third level is at the ecosystem level. It describes a model where social entrepreneurship competences have an environment that systematically supports developing social entrepreneurship competences. Ideally, all these various levels dynamically interact.

Social entrepreneurship requires a wide range of different competences. In real-life, these competence needs vary in different enterprises and different sectors.

In EntreComp competences refer to individual, group-level, organizational-level entrepreneurial competences. It can be interpreted that an entrepreneurially developing unit can also be an ecosystem.

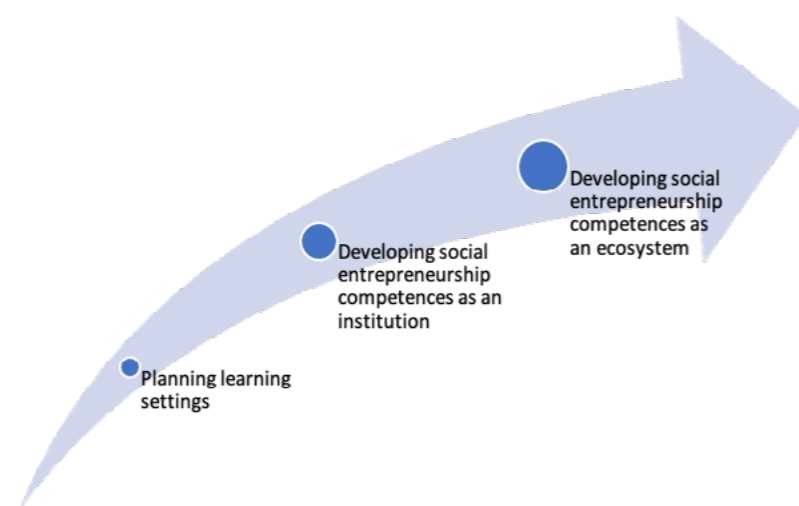


Figure 1. The learning model for social entrepreneurship competences Picture: Heidi Myyryläinen.

7.4.1 Planning learning settings

Entrepreneurship education scholars widely agree that action-based methods are the most influential in behavioral changes (Fayolle 2013; Lackéus 2020). Therefore, we propose utilizing elements of entrepreneurial learning, experiential learning, problem-based learning, and value creation pedagogy when planning learning settings for developing social entrepreneurship competences. All these methods can be applied also online. Choosing a learning method always depends on specific learning objectives.

Jensen (2014) sees that ideally social entrepreneurship education sees learners from a holistic view and supports a holistic personal learning experience. Jensen (2014, 362) views that this kind of learning demands “various forms of knowledge, experience, and network developed in time and space”.

EntreComp offers a holistic framework for individual and team learning. Bacigalupo et al. (2016) encourage using the EntreComp progression model in a wide range of formal education institutions: from developing programs to creating learning environments that foster entrepreneurial learning. EntreComp learning outcomes should not be interpreted as normative statements but instead as a basis when developing learning processes (Bacigalupo et al. 2016.)

Fayolle (2013) views that entrepreneurship education should be developed for many “clients”: individual students, organizations, and societies – we argue that learning social entrepreneurship gets value from social connections. In social entrepreneurship education, the education can serve individual students developing social entrepreneurship competences, social enterprises, or other enterprises who can get fresh ideas and interact with students and teachers or participate and educate themselves. Ideally, different learners can have at least partly similar goals. The role of the education planner, a teacher, is to create opportunities for different learners' goals to meet purposefully. Some of the respondents in the survey emphasize that social entrepreneurship learning also has a societal context. Considering societal challenges or social enterprises as a starting point for the learning process can be motivating for learners, and suits well when using the methods presented in the model. Sometimes the starting point for the learning process can be a societal challenge that needs to be addressed and there may be a lack of entrepreneurial solutions (products, services, processes, business models) in the market. On the other hand, a starting point for the learning process can be a case social venture, also. Ideally, methodological choices are flexible and serve the needs of individual learners and the learning context.

7.4.2 Institutional level

Learning can be seen to always have institutional context. In higher education institutions this institutional context can foster learning and opportunities for individuals and groups to develop social entrepreneurship competences. We propose that social entrepreneurship can be developed in line with the entrepreneurial

university by HEInnovate. Social entrepreneurship aspects can be developed from different institutional perspectives:

- Entrepreneurial Teaching and Learning Social Entrepreneurship
- Preparing and Supporting Entrepreneurs
- Strong practices for university-enterprise collaboration
- The International perspectives can support co-creating
- Measuring Impact: considering social entrepreneurship too?
- Organizational Capacity: Incentives for social entrepreneurship too?
- Digital infrastructure
- Strategic choices

(European Commission & OECD 2021)

7.4.3 Ecosystem's level

The previous phases emphasize collaboration. However, the learning ecosystem aims to facilitate systematic learning processes of individuals, teams, enterprises, and institutions regionally and internationally.

The competences needed in social enterprises and for social entrepreneurship are highly contextual (Pache & Crowdhury 2012, 500). We propose planning learning environments that support the learning of many individuals, enterprises, organizations that can be interconnected in different ways. Social entrepreneurship competences are dynamic, holistic, and systemic: there is a need to create connected learning settings. Learning environments can operate flexibly, serving different needs of learning and developing. We define an ecosystem as Van de Ven (1993) who view that ecosystem or an infrastructure includes four elements: institutional arrangements that legitimate and incentivize entrepreneurship, public resource endowments and pools of competent labour, market demand for informed consumers for products and services offered by entrepreneurs and proprietary business activities that entrepreneurs provide as the develop, manufacture and distribute functions. (Van de Ven 1993, cited by Stam & Van de Ven 2019).

EntreComp offers a framework for developing entrepreneurial competences. This framework aims to build on the competence areas identified by EntreComp. The EntreComp model does not prioritize any competence areas or competences over another, they are always context-dependant. The same applies to social enterprises, social enterprises are diverse, operating in diverse sectors, and with a wide variety of business models. Our framework adopts the view that entrepreneurial learning has two aspects: it is about “developing increasing autonomy and responsibility in acting upon ideas and opportunities to create value” and about

“developing the capacity to generate value from simple and predictable contexts up to complex, constantly changing environment.” (Bacigalupo 2016, 14)

For developing competence areas and serving the dynamic learning needs of individuals, groups, and enterprises, we propose the following principles of the co-learning model.

- Understanding contexts. Learning is rooted in authentic real-life problems and has social ties.
- Flexibility of methodological choices - serving the needs of individual learners and the learning context.
- Collecting and sharing datasets in a learning community. Learning can be collective and cumulative if learners can share datasets and reflexive learning processes. Education institutions and teachers can facilitate the development of joint digital platforms for sharing learning. This can also include building interrelations between student works.
- Emphasizing dialogue. Each learning method reviewed in this report emphasizes feedback and dialogue processes. Communicative processes are an integral part of learning and developing. The learning environment should support social flows, connections, and reflection opportunities.
- Facilitating a wide variety of different learning objectives and processes. Learning is both an individual and collective process. Different learners can have different needs and goals for learning. These different learning objectives and processes should be valued and supported. For example, ideally learning environments support group learning and experiments but enable also deeper investigations of individuals from different perspectives.
- Collaboration beyond individual courses. Learning should not be limited to course learning objectives but be entrepreneurially oriented and holistic and include life-learning opportunities.
- EntreComp -framework recommends a systemic view to developing entrepreneurial competences. In EntreComp defines a system as a “dynamic complex whole made up of a set of interacting components that influence one another. A system is defined by the boundaries that distinguish it from the environment that surrounds it and interacts with it, and it is characterized by a structure, a purpose, and way of functioning”. (Bacigalupo et al. 2016, 21)

7.4.4. An example of using EntreComp when designing programs and learning opportunities in three levels

In the model starting point can be planning a course for learning social entre-

preneurship, or it can be about developing institutional competences for social entrepreneurship or creating a learning ecosystem.

The EntreComp model can be used in a variety of ways, and our model emphasizes how it can be used when designing programs and learning opportunities. Again, it can be applied in many ways. The starting point can be wide competence areas, or individual competence(s), which anyway are related to other competences, too. We describe an example of a teacher, who wants to design a learning setting for learners to develop competence of “ethical and sustainable thinking”. In EntreComp-framework this competence is located as part of competence area of “Ideas and opportunities”. In EntreComp, ethical and sustainable thinking is seen as an ability to “assess the consequences and impact of ideas, opportunities and actions” (Bacigalupo et al. 2016, 12). It is described as follows: “Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society, and the environment” and “Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen” and “Act responsibly.”

In our model, we encourage contextualizing the learning setting into a real-life context. This means that learning can start from exploring ethical issues and sustainable thinking in the context of an enterprise, organization, network, or some other setting. It can be a social enterprise that a student identifies, or a teacher supports finding connections to social enterprises that are willing to offer learning or development opportunities in their context. The learning setting must be planned realistically with time resources and learning objectives. The competences are interrelated, and ethics and sustainability issues are related to other entrepreneurial competences as well. In our model, we propose that the teacher facilitates different learning goals to meet purposefully.

It could be said that learning settings in higher education are always planned in an institutional context. However, how can an institution boost learning? From a university teachers’ perspective, this can mean bringing the institution’s strengths to the learning settings. If a university has a lively business incubator, the learning can be linked to that, or if the digital infrastructure supports interaction with enterprises particularly well, these can be utilized in different learning events. The institutional level also means having a chance to affect curricula so that it supports developing entrepreneurial competences, including social entrepreneurship aspects. Ideally, an institution has a strategy for developing entrepreneurship competences as an institution, and the learning events create a systematic continuum.

When teachers plan education settings, there can be institutional, or ecosystem aspects involved. But what does it mean when an ecosystem together develops entrepreneurial competences? Wenger et al. (2011) use the concepts of networks and communities. They view that networks aim to strengthen connections whereas communities build shared identity. Networks and communities can support learning processes, but developing a community requires more strategic approach. (See Wegner et al. 2011)

For teachers who plan learning environments for social entrepreneurship, we propose facilitating learning events that serve the learning processes of individual learner but also connect learning to networks or communities. We propose planning learning environments that support the learning of many individuals, enterprises, organizations that can be interconnected in diverse ways. The ecosystem is constructed from many different views, and ideally, those different views can have purposeful chances for dialogue. The projects offer an opportunity for the long-term development of different stakeholders, and we encourage HEIs and teachers to further develop the ecosystem related to social entrepreneurship.

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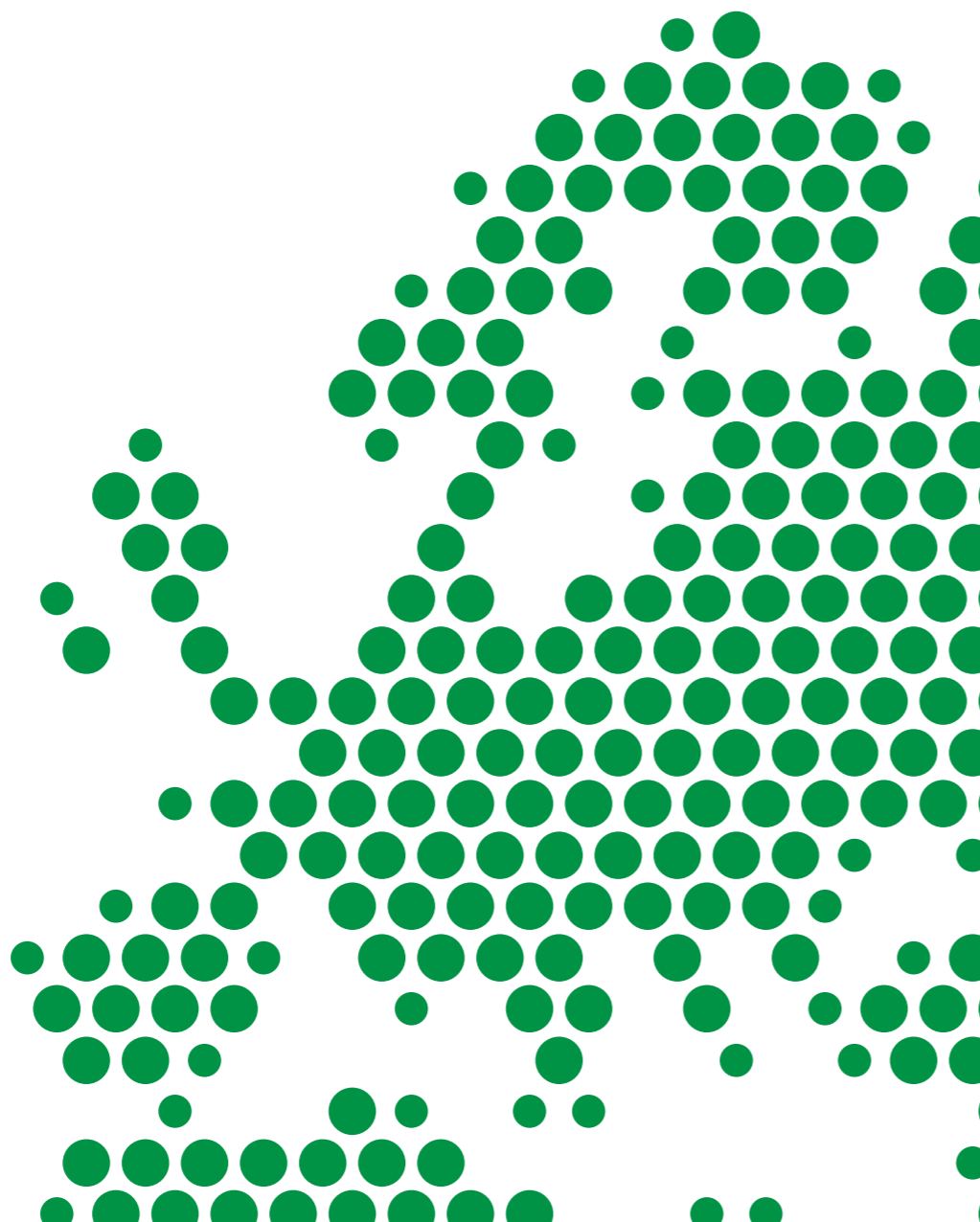
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8 Planning Train the Training -program

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In Erasmus+ Developing Social Entrepreneurial Skills in the Higher Education -project the framework is tested in practice. One of the project partner institutions, Thomas More University of Applied Science will organize an international Train the Training -program in Belgium. The train the training -program will focus on the three competence areas in line with the EntreComp – Entrepreneurship Competence Framework. The program will be organized in close collaboration with social enterprises and social entrepreneurship organizations and emphasize developing social entrepreneurial competences “embedded with social enterprises.”

8.1 Learners and objectives

Pache & Crowdhury (2012, 506) argue that “social entrepreneurship education may be conceived as a process through which students are taught “about” entrepreneurship and social entrepreneurship as well as “for” entrepreneurship and social entrepreneurship.” In the “Train the training” -program teachers participate in the training first. Eventually, teachers will facilitate students’ learning opportunities. The learning environment is international. This makes it possible to provide intercultural peer-learning opportunities for teachers.

The main objective of train the trainer program is in line with Pache & Crowdhury (2012) to provide learning opportunities related to entrepreneurial skills and social enterprise initiation and social enterprise logics. For teacher participants are:

1. To learn experientially about social entrepreneurship
2. To reflect the skills related to social entrepreneurship
3. To peer-learn with other teachers from other European higher education institutions

Learning is viewed as a systemic, holistic process that has both individual and collective dimensions. Social connections inspire learning. Each participant develops their entrepreneurial competences in line with their individual goals. The training uses EntreComp learning outcomes to guide the process. In Entrecomp, the “learning outcomes are statements of what a learner knows, understands and is able to do after completion of learning (Cedefop 2009, cited by Bacigalupo et al. 2016, 17). The trainers participate in learning processes related to entrepreneurial competences emphasizing social entrepreneurship, but also in the shared learning process with other trainers and they share ideas for methods and supporting eco-system co-learning opportunities for their students.

8.2 The contents

The learners learn about the diversity of social enterprises in Europe and the EU’s operational definition of social entrepreneurship. The teachers benefit from understanding the debates related to social entrepreneurship from the perspective of practitioners and the academic world. The training will be introduced and will build on three theoretical approaches:

1. EU 's operational definition and country-based debates on social enterprises
2. "Triple Bottom Line" by Elkington et al. 2006. The framework here sees that businesses create value across the three value dimensions of the firm (profit), society (people), and the environment and ecology (planet). Social entrepreneurship can thus be seen most prominently at the intersection of "people" and "profit" value drivers, what some studies (e.g., Zahra et al., 2014) term blended value. Schaltegger and Wagner (2011) outline that both ecopreneurship and social entrepreneurship aim to contribute to solving societal problems but from different viewpoints: ecopreneurs do it to create economic and environmental value while social entrepreneurs are motivated by creating value for society. It is therefore argued that both social entrepreneurship and ecopreneurship are different manifestations of the overall phenomenon of sustainable entrepreneurship in general.
3. EntreComp competence areas: Ideas and opportunities, resources and Into action (Bacigalupo et al. 2016)

8.3 The methods

In the train, the trainer -program's most important aspect of learning is peer-learning and learning from social enterprises in Belgium. The learning events try to facilitate experiential aspects and reflection. However, the methods must be planned within the timeline. The program lasts for three days. That is when peer learning and hearing from the experiences of companies is the priority. The Train the trainer -program encourages the development of a learning community after the training trainer -program, too. Changing experiences and planning new joint projects can continue beyond the program or project timeline. Therefore, personal connections and working in groups are emphasized.

8.4. Where do we go from here?

Teachers from different disciplines from five countries get inspiration to incorporate developing social entrepreneurship competences into their existing courses or possibly develop new courses into curricula. Developing entrepreneurial competences and understanding social entrepreneurship is an advantage in any field. The teachers have a key role in renewing contents, methods, and curricula to incorporate the sustainability and social entrepreneurship or corporate social responsibility aspects into learning. Sharing and co-developing practices motivate teachers and learners' way forward.

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The Publication Series of LAB University of Applied Sciences, part 44

ISSN 2670-1928 (PDF)

ISBN 978-951-827-409-7 (PDF)



Funded by the
Erasmus+ Programme
of the European Union

