PATHFINDER+

Research Findings on Educational Programs for the Development of Community-led Entrepreneurial Projects

PROJECT NUMBER:

2023-1-ES01-KA220-HED-000161343

TABLE OF CONTENTS

TABLE OF CONTENTS

INTRODUCTION

This report, developed within the framework of the PATHFINDER+ project —"Paving the way for Digital Learning in Higher Education with Enterprise Community Development"—presents extensive research findings on educational programs that support the development of community-led enterprises (CLEs).

As Europe faces increasingly complex social, environmental, and economic challenges, CLEs emerge as participatory, socially innovative models of entrepreneurship that empower citizens to co-create solutions for their communities. However, for these models to be successful and sustainable, there is a critical need for structured support through education, digital tools, and institutional collaboration.

This report has been drawn up on a rich combination of focus groups, interviews, and surveys conducted across the PATHFINDER+ six partner countries (Spain, Lithuania, Greece, Austria and Belgium). This report offers both qualitative and quantitative insights into the competencies, challenges, tools, and support mechanisms relevant to CLEs. The findings reveal common strengths and weaknesses in existing training programs, highlight gaps in financial and legal literacy, and emphasize the need for practical, experiential learning frameworks. The research also explores the role of digital technologies in CLE management, the effectiveness of innovative training models, and the social and institutional conditions that enable CLEs to thrive.

Importantly, the document proposes a comprehensive accreditation framework approach and a micro-credential pathway for higher education institutions, designed to certify the essential competencies for leading CLEs. It includes analysis of national legal contexts, references to European frameworks such as EQF, ESCO, EntreComp, and DigComp, and proposes flexible, modular, and inclusive approaches to upskilling youth, entrepreneurs, and community actors.

1.Secondary Research Report: Innovative Models of Community-Led Enterprise Development in Higher Education Communities.

Part 1. Community Led Enterprise Development

1.- State of the Art in Community-led Enterprise Development
Community-led enterprises (CLEs) represent a distinct business model that blends economic activity with a strong emphasis on social benefit.

At their core, CLEs are independent organisations with a dual focus. They engage in continuous production of goods or services, functioning much like traditional businesses. However, the primary beneficiaries of this economic activity are the local community members (Sforzi & Bianchi, 2020).

This focus on social good differentiates CLEs from for-profit enterprises, where maximising shareholder returns is the predominant objective (Demozzi & Zandonai, 2008). Community-led enterprises (CLEs) are gaining significant traction as a potential solution for addressing a multitude of social, economic, and environmental challenges. Even though historical entrepreneurial developments have shifted away from communities, now it appears to be one of the ways to start back engaging and revitalising rural areas (Dinnie & Fischer, 2020). However, there is no singular approach how to legalise such entities as different countries have different possibilities for legalising CLEs as they do not necessarily possess all the prerequisites of regular organisations.

To go deeper into the definitions of CLEs, a lot of work has already been done. In the below table 1 variety of definitions can be seen. Main attribute can be seen that the CLEs are achieving social benefits by engaging in economic activities.

Table 1. Definitions of Community Based Social Enterprise (CBSE) (Suriyankietkaew et al., 2022)

Author	CBSE Definition
Pearce	A multifunctional organization that is engaged in several different kinds of initiatives. It is designed to contribute to local regeneration holistically. It includes democratic governance structures that allow members of the community or the constituency they serve to participate in the management of the organization.
Peredo & Chrisman	A community that corporately acts as both an entrepreneur and an enterprise in pursuit of the common good.
Nyssens	An independent organization that is run by communities or individuals. It is not governed by the state. The profits are distributed for societal benefits.
Somerville & McElwee	An independent, not-for-private-profit organization that is owned and/or managed by community members and highly committed to delivering long-term benefits to local people.
Bailey	An organization that has a social purpose in relation to a specific population or sub-group living in a spatially defined area.
Sakolnakorn & Naipinit	A business that people in communities work on collaboratively, investing money to get started, creating products together and sharing collective responsibility for everything that affects business operations. Additionally, its products emerge from the local wisdom and from local people who have transferred such knowledge from generation to generation.
Doherty et al.	A hybrid organization that combines attributes from the private, non-profit and public sectors and seeks the dual objectives of social and economic purposes.
Osborne et al.	A type of co-production that focuses on voluntary involvement for co-innovation to deliver public services and respond to social needs.

Author	CBSE Definition
Bailey, Kleinhans & Lindbergh	An enterprise that is rooted in a particular geographical place and responds to its needs. It aims to generate profits to be reinvested in the local community. It is accountable to the local community. It benefits and impacts the local community.
Steiner & Teasdale	An organization that tackles rural challenges to provide sustainable economic development. The organization aims to promote community cohesion.
Olmedo, van Twuijver, & O'Shaughnessy	A social enterprise operates in a defined geographical location or 'community' and gives a high priority to engaging local residents and businesses.

Several key characteristics define the economic dimension of a CLE. First, they engage in continuous production, ensuring a level of stability and reliability. Second, CLEs operate with a high degree of autonomy, minimising external control and fostering self-determination. Finally, CLEs typically employ a paid workforce, although volunteers may also play a role in their operations (Demozzi & Zandonai, 2008; Kleinhans et al., 2019; Sforzi & Bianchi, 2020). Key characteristics that could be further elaborated:

- Community Focus. CLIs are deeply rooted in their communities. They address local needs, are often geographically defined, and prioritise the well-being of their community members (Esteves et al., 2021; Kleinhans et al., 2019).
- Social Mission. Beyond economic activity, CLIs aim to achieve positive social and environmental outcomes. They may empower disadvantaged populations, create jobs, or revitalise local economies (Esteves et al., 2021; Roberts & Sykes, 2000).
- Collective Ownership and Governance. Decision-making is often democratic, involving community members and stakeholders. This participatory approach fosters a sense of ownership and shared responsibility (Sakolnakorn & Naipinit, 2013).
- Hybridity. CLIs blend features of different sectors. They may operate like businesses, generate income, and reinvest profits back into the community. This "hybrid" approach allows them to pursue both social and financial goals (Doherty et al., 2014; Kleinhans et al., 2019).

- Relationship Building. CLIs forge strong relationships with stakeholders within and beyond the community. Building trust and collaboration with local institutions and organisations is crucial for their success (Esteves et al., 2021).

Additionally, CLEs differ from the usual organisations. CLEs focus on social well-being rather than economic prosperity; are controlled democratically rather than by board of shareholders; are independent rather than government-managed; reflect the interests of local communities rather than broader society, thus are accountable to communities rather than governments.

Ultimately, CLEs are increasingly recognized as a potential solution for addressing social, economic, and environmental challenges.Their emphasis on sustainability and responsible practices aligns well with the growing need for innovative solutions that promote long-term well-being (Knox et al., 2022). The ownership models employed by CLEs, such as cooperatives, community ownership, and employee ownership, further contribute to this focus on social good by ensuring a fairer distribution of benefits and participation among members (Knox et al., 2022).

There is some movement at the political level in changing economic systems to prioritise fulfilling people's needs over simply creating things for people to buy (Esteves et al., 2021). Building the institutions needed for a society that has moved beyond capitalism and endless growth requires several things. People will need new skills, innovative ways of organising themselves, access to money and loans, and the ability to share information and connect easily through technology. Ideally, there would also be government support for this new system (Esteves et al., 2021).

The core aspects:
The starting point for formulating the definition of community-led enterprise is the concept of social economy. Social economy is understood as:

"The set of private, formally-organised enterprises, with autonomy of decision and freedom of membership, created to meet their members' needs through the market by producing goods and providing services, insurance and finance, where decision-making and any distribution of profits or surpluses among the members are not directly linked to the capital or fees contributed by each member, each of whom has one vote, or at all events are decided through democratic, participatory processes. The SE also includes private, formally-organised entities with autonomy of decision and freedom of membership that produce non-market services for households and whose surpluses, if any, cannot be appropriated by the economic agents that create, control or finance them" (Chaves, Monzon Campos, 2019, p.11)

Proposed definition: A community-led enterprise does not necessarily have a predefined legal form; however, it is locally rooted enterprise, democratically co-owned and managed by community members to address local needs and generate community-shared prosperity.

We use the main form of the definition as "community-led enterprise" (CLE) throughout the text with possible synonyms of community enterprise, community-owned enterprise.

The legal forms and nature of businesses vary across different countries, Olmedo et. al (2019). When assessing whether a company can be classified as community-led or community-based it should adhere to these characteristics:

- CLEs are deeply rooted in their communities. They address are often geographically or community defined and prioritize the well-being of their community members (Esteves et al., 2021; Kleinhans et al., 2019).
- Social Mission. Beyond economic activity, CLEs aim to achieve positive social and environmental outcomes. They may empower disadvantaged populations, create jobs, or revitalise local economies (Esteves et al., 2021; Roberts & Sykes, 2000).

- Collective Ownership and Governance. Decision-making is often democratic, involving community members and stakeholders. This participatory approach fosters a sense of ownership and shared responsibility (Sakolnakorn & Naipinit, 2013).
- Hybridity. CLEs blend features of different sectors. They may operate like businesses, generate income, and reinvest profits back into the community. This "hybrid" approach allows them to pursue both social and financial goals (Doherty et al., 2014; Kleinhans et al., 2019).
- Relationship Building. CLEs forge strong relationships with stakeholders within and beyond the community. Building trust and collaboration with local institutions and organizations is crucial for their success (Esteves et al., 2021).

References:
- Demozzi, M., & Zandonai, F. (2008). Sviluppo e cambiamento organizzativo nell'impresa sociale. Impresa Sociale, 1(77).
- Dinnie, E., & Fischer, A. (2020). The Trouble with Community: How 'Sense of Community' Influences Participation in Formal, Community-Led Organisations and Rural Governance. Sociologia Ruralis, 60(1), 243–259. https://doi.org/10.1111/soru.12273
- Doherty, B., Haugh, H., & Lyon, F. (2014). Social Enterprises as Hybrid Organizations: A Review and Research Agenda. International Journal of Management Reviews, 16(4), 417–436. https://doi.org/10.1111/ijmr.12028
- Esteves, A. M., Genus, A., Henfrey, T., Penha-Lopes, G., & East, M. (2021). Sustainable entrepreneurship and the Sustainable Development Goals: Community-led initiatives, the social solidarity economy and commons ecologies. Business Strategy and the Environment, 30(3), 1423–1435. https://doi.org/10.1002/bse.2706
- Kleinhans, R., Bailey, N., & Lindbergh, J. (2019). How community-based social enterprises struggle with representation and accountability. Social Enterprise Journal, 16(1), 60–81. https://doi.org/10.1108/SEJ-12-2018-0074
- Knox, S., Hannon, M., Stewart, F., & Ford, R. (2022). The (in)justices of smart local energy systems: A systematic review, integrated framework, and future research agenda. Energy Research & Social Science, 83, 102333. https://doi.org/10.1016/j.erss.2021.102333

- Sakolnakorn, T. P. N., & Naipinit, A. (2013). Guidelines for the Management of Community Enterprises in the Songkhla Lake Basin of Thailand. Asian Social Science, 9(11). https://doi.org/10.5539/ass.v9n11P166
- Sforzi, J., & Bianchi, M. (2020). Fostering social capital: the case of community-owned pubs. Social Enterprise Journal, 16(3), 281–297. https://doi.org/10.1108/SEJ-07-2019-0050
- Suriyankietkaew, S., Krittayaruangroj, K., & Iamsawan, N. (2022). Sustainable Leadership Practices and Competencies of SMEs for Sustainability and Resilience: A Community-Based Social Enterprise Study. Sustainability, 14(10), 5762. https://doi.org/10.3390/su14105762

2. Conceptualization and Key Characteristics of Community-led Enterprises at National level

2.1 Spain

In Spain, there is no specific framework to define the community-led or community-owned enterprises. According to the literature reviewed, the formal term is deeply analysed by ESADE (Casasnovas, 2022), an institution that participates in the European Social Enterprise Monitor, which likens the term to "empresa social" or "social enterprise". In line with the concept provided by the European Commision the "empresa social" is defined as:

"A social enterprise is a social economy operator whose objective is to generate social (and environmental) impact, rather than profit for its owners and shareholders", where financial income is a means and not an end in itself.

It is important to differentiate the concepts between a social economy and a social enterprise.

Table 2. The concepts of a social economy and a social enterprise (Own elaboration based on (La iniciativa comunitaria en favor del emprendimiento social y su vinculación con la economía social: una delimitación a su delimitación conceptual, 2012).

Social Economy (SEc)	Social Enterprise
• 1) They are **private**, meaning that the public sector does not control them and they are not a part of it. • 2) Formally structured, meaning they typically possess **independent** legal personality. • 3) Possessing the ability to make their own decisions, meaning the complete ability to choose and remove their governing bodies as well as manage and plan out all of their actions. • 4) They have the **freedom of adhesion**, meaning they are not required members. • 5) The final allocation of any gains or surpluses among the participants. • 6) They engage in independent economic activity to meet the needs of people, families, or homes; for this reason, SEc organizations are referred to as entities made out of people rather than capital. • Instead of working for capital, they work with it and other **non-financial resources**. • 7) These are institutions of democracy. Apart from certain voluntary groups that provide non-market services to families, the families themselves, the first-degree SE organizations´ decision-making process, the democratic principle of **"one person, one vote"** is applied in the decision-making process of the first degree organizations of the SEc regardless of the capital or contributions provided by the members. • Other levels' entities are likewise set up democratically. • 8) In Spain, the legal forms are cooperatives and labour enterprises, but there are other forms.	• 1) Social Enterprises are businesses that function as market players, offering the public goods and services in an enterprising manner. • 2) Three fundamental components define them. • A. Social considerations take primacy over mere economic benefit. • Profits are returned to society or the community. • The common interest's social purpose serves as the driving force behind commercial activity, which frequently converts into **a high degree of social innovation.** • B. The majority of profits are **reinvested** in achieving this social goal. • C. Their ownership structure and organizational style, which are founded on democratic or participatory principles, and social justice-oriented. All this is a reflection of their goal. • Collaborative governance model. • 3) The **legal forms** also includes associations, foundations, federations and other NGO´s

The Spanish Parliament considers that Law 5/2011 on Social Economy is the legal framework for social enterprises, providing a legal framework for all entities that have traditionally formed part of the social economy as well as for other business models whose economic activity is based on the principles of social economy (Nogales, 2017). Thus, the law focuses on updating the regulations on self-employment and adopting measures to encourage and promote self-employment and also established different types of entities as agents that participate in the development of the Spanish Social Economy such as cooperatives, labour enterprises, special employment centres, associations, foundations, integration companies and even mutual companies.

Other relevant comparative studies:
- EMES project (1996 – up today)
- The Social Economy in the European Union (CESE, 2007)
- GEM (esp. GEM on Social Entrepreneurship, 2011)
- Practices and Policies in the Social Enterprise Sector in Europe (2011)
- SELUSI (2009-2011; 4 countries; 600 orgs)
- SEFORIS (2014-2017; 9 countries; 900 orgs)
- Social Economy and Social Entrepreneurship (Social Europe Guide, CE, 2013)
- A Map of Social Enterprise and their Ecosystem in Europe (30/10/2014)

Referencies: ENCISO, M., GÓMEZ, L. & MUGARRA, A. (2012): "La iniciativa comunitaria en favor del emprendimiento social y su vinculación con la economía social: una aproximación a su delimitación conceptual", CIRIEC-España, Revista de Economía Pública, Social y Cooperativa, 75, 55-80.

Table 3. Types of community-led or community-owned enterprises Spain

Title in national language	Title in English	Definition	References
Asociaciones	Associations	Associations are groups of people formed independently to carry out a collective activity in a stable, democratically organised and non-profit-making manner.	https://www.infoculture.info
Fundaciones	Foundations	Foundations are non-profit entities. They acquire legal personality with the registration in the Register of Foundations of the public deed of their incorporation.	https://www.infoculture.info
Federaciones	Federations	Federations or Coordinators, which are entities formed by the grouping of several Associations. The legal, fiscal, economic, administrative, etc. aspects of the functioning of Associations and Federations or Coordinators are practically the same, with the only difference being that in Federations or Coordinators the members are legal entities, i.e., the Associations that belong to the Federation or Coordinator, and this must be specified in their statutes.	
Mutualidades	Mutual companies	Non-profit societies of people with a democratic structure and management carry out a voluntary insurance activity complementary to the Social Security pension system.	https://www.boe.es/boe/dias/2015/09/10/pdfs/BOE-A-2015-9735.pdf
Centros especiales de empleo	Special employment centres	Those that are promoted and participated in more than 50%, directly or indirectly, by one or several entities, whether	

Title in national language	Title in English	Definition	References
Centros especiales de empleo	Special employment centres	public or private, that are non-profit or that have their social character recognized in their Statutes, whether they are associations, foundations, public law corporations, social initiative cooperatives or other entities of the social economy, as well as those whose ownership corresponds to commercial companies in which the majority of their share capital is owned by one of the entities indicated above, whether directly or indirectly through the concept of dominant company regulated in art. 42 of the Commercial Code, and provided that in all cases their statutes or social agreement require the full reinvestment of their profits for the creation of employment opportunities for people with disabilities and the continuous improvement of their competitiveness and their social economy activity, having in any case the power to choose to reinvest them in the special employment centre itself or in other special employment centres of social initiative.	https://www.boe.es/boe/dias/2015/09/10/pdfs/BOE-A-2015-9735.pdf
Empresas de inserción	Integration companies	They are defined as "learning structures, in commercial form, whose purpose is to enable access to employment for disadvantaged groups, through the development of a productive activity,	https://www.boe.es/boe/dias/2015/09/10/pdfs/BOE-A-2015-9735.pdf

Title in national language	Title in English	Definition	References
Empresas de inserción	Integration companies	for which, an insertion process is designed, establishing during it a conventional employment relationship." In their workforce they must have a percentage of insertion workers, which depending on each Autonomous Community, will range between 30% and 60%. 80% of the results are reinvested in the company.	https://www.boe.es/boe/dias/2015/09/10/pdfs/BOE-A-2015-9735.pdf

2.2 Lithuania

Lithuania does not have a legally accepted form of community-led or community-based enterprises. Such organisations, if established, can take any legal form that is agreed upon by the community. Most common legal forms taken by community-led enterprises are association (asociacija), cooperative (kooperatyvas), or community (bendrija). Lithuania is following the requirements of European Union Communicate on Social Business Initiative Creating a favourable climate for social enterprises, key stakeholders in the social economy and innovation Communicate (2011:0682).

Following EU recommendations, a Decree on Social Business Concept was agreed upon by the Ministry of Economy of the Republic of Lithuania, defining Social Business:

"Social business is a business model according to which, using the market mechanism, the pursuit of profit is linked to social goals and priorities, based on the principles of socially responsible business and public-private partnership, and social innovations are applied. Social business includes three main aspects: entrepreneurial (permanent economic commercial activity), social (achievement of social goals) and management (limited profit distribution, transparent management)."

A social business must meet four main criteria:
- in accordance with its articles of association or another legally established legal entity's founding document, the ongoing economic activity is aimed at the main goal – a measurable and positive social impact;

- the resulting profits are reinvested according to predefined profit distribution procedures and rules to achieve the main objectives:
  - social business is managed in an accountable and transparent manner, involving stakeholders or their legal representatives who are affected by the activities;
  - social business is independent from state and municipal institutions and bodies, public sector organisations and other organisations.
- Major point can be distinguished that 50% of revenue of the Social Business must be reinvested to fulfil a social purpose.

Table 4. Information for Lithuania

Document	Title in national language	Title in English	References
Decree	Dėl Socialinio verslo koncepcijos patvirtinimo	Regarding the approval of the Social Business concept	https://e-seimas.lrs.lt/portal/legalAct/lt/

Table 5. Types of community-led or community-owned enterprises in Lithuania

Title in national language	Title in English	Definition	References
Ūkinė bendrija	Economic community	If the efforts and funds of one person are not enough to start a business and commercial activity and one needs to use business partners, a business partnership can be established.	https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.222036/asr
Kooperatinė bendrovė	Cooperative	Cooperative company (KB) – a company established by natural and/or legal persons in accordance with the procedure established by law, intended to meet the economic, social and cultural needs of members.	https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.5474/asr

Title in national language	Title in English	Definition	References
Kooperatinė bendrovė	Cooperative	Its members contribute funds to form capital, share risks and benefits among themselves according to the turnover of members' goods and services with this company and actively participate in the management of KB.	https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.5474/asr
Ne pelno organizacijos	Non-profit organizations	If a person or their group wishes to work in the social, educational, scientific, cultural, sports or other similar fields and if the purpose of their activity is not profit seeking, it is possible to establish one of the non-profit organizations – public institution, association, charity and support fund, public organization. The most popular non-profit organization is a public institution (Všļ)Všļ is a public legal entity that does not seek benefits for itself and cannot distribute the profit to the founders, members, shareholders.	https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.29579?jfwid=2lxb8qd4g
Asociacija	Association	a public legal entity of limited civil liability with its own name, the purpose of which is to coordinate the activities of association members, represent the interests of association members and protect them or satisfy other public interests.	https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.226938

2.3 Greece

On the country level, community-led or community-owned enterprises in Greece are defined through various legal documents and frameworks. The EU operational definition of social enterprise is applied, involving social, economic, and inclusive governance criteria. The Greek Social and Solidarity Economy (SSE) framework categorizes organizations into different legal typologies, including cooperatives, associations, and non-profit organizations. Specific legal forms of social enterprises include Women's Agrotourist Cooperatives, Limited Liability Social Cooperatives (Koi.S.P.E.), and Social Cooperative Enterprises (Koin.S.Ep.), which are established under Laws 1541/1985, 2716/1999, and 4019/2011, respectively. Key legal documents include Law 4019/2011 on Social Economy and Social Entrepreneurship, Law 1667/1986 on Civil Cooperatives, and Ministerial Decisions that provide further details on the operation of the Social Economy General Registry and the competences of the Social Economy Registry Department.

Table 6.Information for Greece

Title in national language	Title in English	References
	Social enterprises and their ecosystems in Europe: Country Report- Greece	https://ec.europa.eu/social/BlobServlet?docId=21741&langId=en
	The ecosystem for social enterprise in Greece	https://ideannovaship.eu/wp-content/uploads/Greece.pdf

Table 7. Types of community-led or community-owned enterprises in Greece

Title in national language	Title in English	Definition	References
	Cooperatives	These are member-owned and controlled businesses that operate for the benefit of their members, such as Women's Agrotourist Cooperatives established under Law 1541/1985.	https://ec.europa.eu/social/BlobServlet?docId=21741&langId=en

Title in national language	Title in English	Definition	References
	Associations	These are non-profit organizations that aim to promote the interests of their members, often involved in social and charitable activities.	https://ec.europa.eu/social/BlobServlet?docId=21741&langId=en
	NGOs	Non-governmental organizations that operate independently of government control and are often involved in social and charitable activities, such as providing services to marginalized communities.	https://ec.europa.eu/social/BlobServlet?docId=21741&langId=en
ΚΟΙΣΠΕ	Social Cooperative Enterprise	The Social Cooperative Enterprise (KOINSEP) is an innovative form of private enterprise recently established in Greece. It is a form of urban co-operative, where 5 or more people join forces to make a jointly managed company. Everyone has a vote and thus every partner has a say in the management of KOINSEP. A partner in a KOINSEP can be anyone: unemployed, entrepreneur, student, retired, employee, civil servant etc.	https://ec.europa.eu/social/BlobServlet?docId=21741&langId=en
ΚΟΙΣΠΕ	Limited liability social cooperatives	Limited Liability Social Cooperatives (Koi.S.P.E.) are a type of cooperative established under Law 2716/1999, aiming to achieve the social	https://ec.europa.eu/social/BlobServlet?docId=21741&langId=en

Title in national language	Title in English	Definition	References
ΚΟΙΣΠΕ	Limited liability social cooperatives	and economic inclusion of people with psychosocial difficulties. These cooperatives are recognized as mental health units and are managed by a General Assembly, Administration Board, and Supervisory Council. Members are divided into three categories, with at least 35% being individuals with psychosocial problems. Koi.S.P.E. can engage in any commercial activity and aim to offer a viable solution to social and employment exclusion, based on principles of equal participation, cooperation, and solidarity among members.	https://ec.euro pa.eu/social/Bl obServlet? docId=21741&la ngId=en
Αστική μη Κερδοσκοπικ ή Εταιρεία	AMKE	These are non-profit organizations that operate independently of government control and are often involved in social and charitable activities. They are taxed differently, with donations being deductible from their gross income if the amount does not exceed 10% of the total net income	https://ec.euro pa.eu/social/Bl obServlet? docId=21741&la ngId=en

2.4 Belgium

There is no Dutch translation of 'Community-led enterprise' in Belgium. The concept as is, is not existing in a Belgian context. The closest we can get is a 'social enterprise'.

The concept of social enterprise has not yet been clearly defined in Belgium[1]. The sector's borders are still being determined. Focus is likely to either concentrate on particular emblematic organisational forms and sectors of activity or a broad view through a set of distinctive criteria. These two approaches are dependent on their actors: politicians and public authorities view social enterprise according to their specific policies and competence categorisations; practitioners tend to focus on self-identified social enterprises; and university scholars build conceptually consistent definitions that do not necessarily echo the views of practitioners and politicians. Regional differences also exist but tend to be overestimated.

Table 8. Information for Belgium

Title in national language	Title in English	Definition	References
Social enterprises and their ecosystems in Europe: Country Report- Belgium	Social enterprises and their ecosystems in Europe: Country Report- Belgium	This document provides an overview of the social enterprise landscape in Belgium, outlining its origins, drivers, legal framework, and ecosystem, based on information available as of November 2019, and is funded by the European Union Programme for Employment and Social Innovation "EaSI" (2014-2020).	file:///C:/Users/ u0134999/Dow nloads/Social% 20enterprises% 20and%20their %20ecosystem s%20in%20Euro pe.%20Updated %20country%2 0report%20Bel gium.pdf

Table 9. Types of community-led or community-owned enterprises in Belgium

Title in national language	Title in English	Definition	References
coöperatieve vennootschap (cv)	cooperative company	a corporation in which the members work towards common objectives and share common values.	https://economie.fgov.be/nl/de-cooperatieve#:~:text=De%20co%C3%B6peratieve%20vennootschap%20die%20oorspronkelijk,werken%20en%20gemeenschappelijke%20waarden%20delen.
Europese coöperatieve vennootschap (sce)	European cooperative company (sce)	The European Cooperative Society (Societas Cooperativa Europaea, SCE) is a European legal form with characteristics of both cooperatives and public limited companies (NV). With an SCE, cooperatives can more easily establish new cooperatives at the European level for activities in multiple countries. Similar to the European Company (SE), the SCE is not tied to an EU member state.	https://ondernemersplein.kvk.nl/europese-cooperatieve-vennootschap-sce/

Table 9. Types of community-led or community-owned enterprises in Belgium

Title in national language	Title in English	Definition	References
Europese coöperatieve vennootschap (sce)	European cooperative company (sce)	This allows the official address of the company (registered office) to be moved to another country. The SCE does not need to be dissolved or re-established for this purpose. For the preparation, auditing, and disclosure of financial statements, the rules of the member state where the SCE is established apply. The capital of the SCE consists of the shares of the members. Together, the members contribute at least €30,000.	https://ondernemersplein.kvk.nl /europese-cooperatieve-vennootschap-sce/

2.5 Austria

The term community-led or community-owned enterprises is not used in Austria. Therefore, take a closer look at 3.5 of this Report, which explains the legal framework that could apply to these enterprises.

Table 10. Types of community-led or community-owned enterprises in Austria

Title in national language	Title in English	Definition	References	Remarks
Social Entrepreneurship Network Austria (SENA)		"According to SENA, the Austrian advocacy organisation for social entrepreneurship, and the Austrian Social Entrepreneurship Monitor 2020 (SEM 20), social entrepreneurs are people who primarily pursue a social/ecological goal (solving a social challenge) as their core business or at least place this goal on an equal footing with the financial goal; act entrepreneurially, i.e. bear entrepreneurial risk and offer a product or service for which there are paying customers; operate sustainably, i.e. invest company surpluses significantly in social impact, with at least 50% of income coming from market revenues in the long term; manage the company in a socially responsible manner."	https://www.wko.at/oe/gruendung/lf-social-entrepreneurs.pdf	
Genossenschaften	Cooperatives		https://www.wko.at/oe/gruendung/lf-social-entrepreneurs.pdf	look at 2.5

Title in national language	Title in English	Definition	References	Remarks
community-led cooperatives		Community-led cooperatives with a focus on social aims and a community and common-good orientation"	https://ec.europa.eu/social/BlobServlet?docId=21572&langId=en	"As could logically be expected, small, community-led cooperatives often operate under the legal form of a cooperative"
community-led cooperatives & collective social enterprises EU		"According to their key features, community-led cooperatives and newly established collective social enterprises come close to the EU operational definition, as they display many of the indicators. Their primary objective is to achieve social impact rather than generating profit for owners and shareholders, as is typical for WISEs. Furthermore, many of them act under the legal form of an association or a public-benefit limited company (gemeinnützige GmbH) (see sections 2.2 and 3.1). Both these types promote a participatory governance strategy."	https://ec.europa.eu/social/BlobServlet?docId=21572&langId=en	

Title in national language	Title in English	Definition	References	Remarks
partnerships and corporations			https://www.wko.at/oe/gruendung/lf-social-entrepreneurs.pdf	look at 2.5
associations and foundations			https://www.wko.at/oe/gruendung/lf-social-entrepreneurs.pdf	look at 2.5

3. Legal forms of Community-led enterprise at National Level

3.1 Spain

According to European Economic and Social Committee [1], the various types of enterprises can be classified based on a variety of factors, including legal structure, methods of financing, goals, and the political and financial rights attached to capital (such as the distribution of profits and dividends and the right to vote), the type of capital, public or private, managerial appointments, and the significance of the enterprises to the economy (local, national, and European).

Table 11. Diverse forms of enterprise in the European Union

DIVERSE FORMS OF ENTERPRISE IN THE EUROPEAN UNION

SIZE TYPE	Multinational	Large	Medium and Small
Public sector-owned	X	X	X
Listed	X	X	X
Unlisted		X	X
Family		X	X
Partnership	X	X	X
Cooperative	X	X (*)	X (*)
Mutual society		X (*)	X (*)
Foundation		X (*)	X (*)
Association		X (*)	X (*)
Other non-profit forms that may be found in Member States		X (*)	X (*)

(*) In some Member States, the European Parliament, the European Commission and the EESC, these types of enterprise are known as social economy enterprises (SEEs). This is a sociological category, not a legal term.

Source: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52009IE1454

Many social entrepreneurs in Spain have an issue when deciding on a legal structure: while commercial forms like limited companies offer better access to the capital market, associations, foundations, and cooperatives make it easier to create and run non-profit businesses. There isn't a limited liability corporation model that, in contrast to other countries, combines the financial resources to address social or environmental issues with a dedication to doing so.

Cooperative
It is a company formed by individuals who join together, on a free membership and voluntary deregistration basis, to carry out business activities, with a democratic structure and functioning.

Characteristics:
- A minimum of three partners is required for its constitution.
- The liability of the members is limited to the capital contributed.
- The minimum capital must be fixed in the articles of association.

It is especially interesting for Social Economy projects the structure of the "entrepreneur cooperative". An entrepreneur cooperative[1] is a company that allows entrepreneurs who have a business idea to develop in the Social Economy to directly get down to work right from the start, acting as a company, but without having to face the costs and requirements of incorporation. This allows them to test and try out their idea in a safe environment, in order to assess its fit and viability.

It is a test laboratory, in which the entrepreneur can develop his or her idea as a preliminary step to incorporating the company.

The entrepreneurs´ cooperative is a protective body that provides the entrepreneur with a series of services and advice that allow them to focus on developing their idea and testing it in a safe, comfortable way and with the necessary technical support.

[1] https://fecoma.coop/blog/creacion-cooperativa-de-emprendedores/

The main characteristics of the entrepreneur cooperative are as follows:

- They must comply with the cooperative law of the Autonomous Community in which they are located, which means that these companies, depending on where they are developed, have different options for using one type of cooperative or another.
- They must have internal regulations that regulate as far as possible all the circumstances that arise in order to guarantee their correct running.
- They set out a series of requirements for entrepreneurial projects, in terms of their purpose (product or service to be provided), market and necessary funding investment (for example, that they do not require the purchase of large-scale machinery).
- It has a small cost for the entrepreneurial project, which usually involves a fixed fee and/or a percentage of turnover.

Entrepreneurs´ cooperatives have the following objectives:

- To support collective entrepreneurship projects that do not require much investment.
- To provide an environment in which entrepreneurs can test their business idea in a real way in the market without having to create the company and under conditions of legal security, etc.
- Invoicing the cooperative to the clients of the entrepreneurial project.
- Provide a physical space for training and networking.
- Facilitate a first entrepreneurial experience so that the entrepreneur loses the fear of entrepreneurship.
- Receive mentoring in different areas such as finance, marketing, personnel management, legal issues, etc.

Mutual society

A mutual society [2] is a non-profit entity constituted on the principles of solidarity and mutual aid in which people voluntarily join together to have access to services based on trust and reciprocity.

Foundation

- Foundations are non-profit entities. They acquire legal personality with the registration in the Register of Foundations of the public deed of their incorporation.
- Only entities registered in the Register of Foundations may use the name "Foundation".
- Foundations may be set up by natural persons and legal entities, whether public or private. Foundations may be set up both inter-vivos and mortis causa.
- Association
- Associations [3] are groups of people formed independently to carry out a collective activity in a stable, democratically organised and non-profit-making manner.

3.2 Lithuania

Community-led and community-owned enterprises can take various legal forms in Lithuania:

- Economic community – If the efforts and funds of one person are not enough to start a business and commercial activity and one needs to use business partners, a business partnership can be established.
- Cooperative – Cooperative company (KB) – a company established by natural and/or legal persons in accordance with the procedure established by law, intended to meet the economic, social and cultural needs of members. Its members contribute funds to form capital, share risks and benefits among themselves according to the turnover of members' goods and services with this company and actively participate in the management of KB.
- Non-profit organizations – If a person or their group wishes to work in the social, educational, scientific, cultural, sports or other similar fields and if the purpose of their activity is not profit seeking,

- it is possible to establish one of the non-profit organizations – public institution, association, charity and support fund, public organization.
- The most popular non-profit organization is a public institution (Všļ), because it is the only non-profit organization that can carry out economic and commercial activities. Všļ is a public legal entity that does not seek benefits for itself and cannot distribute the profit to the founders, members, shareholders.
- Association – a public legal entity of limited civil liability with its own name, the purpose of which is to coordinate the activities of association members, represent the interests of association members and protect them or satisfy other public interests.

However, there is no specific regulation for community-led or -based enterprises to legalise their activities.

3.3 Greece
Community-led enterprises in Greece can be set up in various legal forms, as outlined in Law 4019/2011 on Social Economy and Social Entrepreneurship. Specifically, these legal forms include Social Cooperative Enterprises for Inclusion, which focus on the social and economic inclusion of groups at risk, such as disabled persons, drug addicts or former drug addicts and young offenders. At least 40% of employees from these enterprises must come from social groups at risk. Additionally, Social Cooperative Enterprises for Social Care are recognized, which provide social services to specific population groups such as the elderly, infants, children and other people with chronic diseases. Furthermore, Social Cooperative Enterprises for Collective/Productive Purpose are also recognized, which have an exclusively economic and productive dimension and aim to produce and sell goods and services.
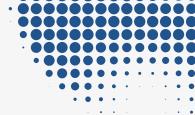
Reference:
https://etco.bgrg.hu/pluginfile.php/1154/mod_resource/content/1/Legal%20Framework%20for%20social%20enterprises%20in%20greece.pdf

Cooperative:
Cooperatives in Greece have a long history dating back to the 18th century. The first modern cooperative, the Common Company of Ampelakia, was established in 1772 and provided high-quality yarn products to European markets. This cooperative was formed by small groups of producers who decided to cooperate to avoid unnecessary rivalry and competition. The cooperative had 6,000 individual members and 24 factories, with a vertical productive process from cultivating cotton to processing it into yarn and painting it into a distinctive indigenous red colouring.

The cooperative operated 17 branch-stores across Europe and was considered one of the major enterprises in Europe, with a cooperative capital of around 20 million piastra. In Greece, the national constitution refers to agricultural and urban/civil cooperatives. Ordinary law in Greece governs cooperatives through special laws. Law 602/1914 was the first to officially introduce the cooperative concept and entity in Greece.

It aimed to reconcile state control over production policy, small landowners' rights, and major landholders' vested interests. Civil cooperatives have mainly been established by state employees, especially civil servants and military personnel, due to their financial stability, enhanced access to information, and preferential regulations under clientelistic connections to political authority.

Vocational cooperatives, such as those for electricians, plumbers, craftsmen, and pharmacists, have shown a promising trajectory in recent years. The Cooperative Bank of Thessaly, established in 1994, is an example of a successful cooperative bank that has introduced a regional agenda sensitive to local specificities. Women's agro-tourist cooperatives, established under Law 1541/1985, promote social and economic inclusion through work integration. Overall, cooperatives in Greece have taken various forms, from agricultural and vocational cooperatives to cooperative banks and women's agro-tourist cooperatives, playing a role in promoting social and economic inclusion.

Reference:
https://www.cylaw.org/nomoi/enop/non-ind/0_116/full.html

Association:
Associations in Greece are categorized into three levels: primary, secondary, and tertiary. Primary associations include trade unions, local branches, and associations of individuals. Trade unions are organizations of workers that aim to protect their rights and interests, governed by the Labour Law and responsible for negotiating collective agreements with employers. Local branches are local branches of national trade unions that operate within a specific region or industry. Associations of individuals are organizations of individuals with a common interest or profession.

Secondary associations include federations and labour centres. Federations are associations of two or more trade unions with the same or related industries or professions. Labour centres are associations of two or more trade unions and local branches that operate within a specific region or industry.

Tertiary associations include national federations and national organizations. National federations are associations of multiple trade unions and labour centres that operate at the national level. National organizations are associations that operate at the national level and represent the interests of a specific industry or profession.

Reference:
https://www.kepea.gr/aarticle.php?id=2153#

NGOs:
Non-Governmental Organizations (NGOs) in Greece can be established by individuals or groups of individuals. According to the Greek Civil Code, NGOs can be established as Civil Non-Profit Companies, Associations, or Public Benefit Foundations. The key requirement for establishing an NGO is that it must have a non-profit character, regardless of the description given by its founders. The legal form of the NGO is determined by the competent authority, based on the actual circumstances.

NGOs in Greece are subject to specific regulations and requirements. For example, NGOs that provide social services are subject to state supervision, as outlined in Article 7 of Law 4455/2017. Additionally, NGOs are exempt from Value Added Tax (VAT) if their income is generated in the pursuit of their objectives, unless it is the result of commercial activities or the provision of services. The NGOs in Greece can be established as civil non-profit companies, associations, or public benefit foundations, and are subject to specific regulations and requirements.

Reference:
http://www.kremalis.gr/index.php/news/1073-establishment-of-a-non-governmental-organisation-ngos

KOINSEP:
Limited Liability Social Cooperatives (KOISPE) are cooperatives established under Law 2716/1999 that aim to achieve the social and economic inclusion of people with psychosocial difficulties.

They are considered legal entities of private law with commercial capacity and are recognized as mental health units.

The members of KOISPE are divided into three categories. The first category includes individuals with psychosocial problems over 15 years old, constituting at least 35% of the total members. The second category includes mental health professionals/employees in the mental health sector, up to 45% of the total. The third category includes other individuals, community institutions, municipalities, and other natural/legal persons, up to 20% of the total.

KOISPE can engage in any commercial activity and simultaneously function as enterprises producing products, providing services, commercial enterprises, suppliers, etc. They are managed by a General Assembly consisting of all members, which elects an Administration Board and a Supervisory Council.

KOISPE aim to offer a viable solution to the social and employment exclusion of people with psychosocial difficulties, based on principles of equal participation, cooperation, and solidarity among members. They are considered the first institutionally recognized legal form of social enterprises in Greece.

References:
https://iom-test.york.citycollege.eu/sample-page/working-in-greece/refugees-entrepreneurship-in-greece/legal-forms-of-businesses-in-greece/

https://ekalowestathens.gr/ergaliothiki/typologies-kalo/koinonikos-sineterismos-periorismenis-efthinis/

AMKE:
An Αστική μη Κερδοσκοπική Εταιρεία (AMKE) is a specific legal form in Greece that is designed for non-profit organizations. It is created through the collaboration of two or more individuals (or legal entities) and has the structure and responsibilities of a company.

Unlike other types of associations and companies, AMKE does not distribute profits to its partners, making it an attractive option for organizations that focus on social and environmental causes. The key features of AMKE include its structure, no profit distribution, collaboration, and legal form, which are distinct from other types of associations and companies in Greece.

The advantages of AMKE include providing a legal structure for non-profit organizations, allowing them to operate more efficiently and effectively. It also offers protection for the partners and the organization itself. However, AMKE may have higher administrative costs compared to other legal forms, and it may require more complex financial management. Despite these potential drawbacks, AMKE remains a popular choice for organizations that want to make a positive impact in their communities.

Reference:
https://diavloslink.gr/astiki/

3.4 Belgium
In Belgium, community-led enterprises can take various legal forms at the national level, including:

- Non-Profit Association (Association Sans But Lucratif/Vereniging Zonder Winstoogmerk – ASBL/VZW)
- Cooperative Company (Coöperatieve Vennootschap – CV)
- Social Purpose Cooperative Company (Société Coopérative à Finalité Sociale – SCRL/Coöperatieve Vennootschap met Sociaal Oogmerk – CVSO)
- Mutual Society (Mutualiteit/Mutualité)
- Social Enterprise (Entreprise Sociale/Sociale Onderneming)
- Social Purpose Company (Société à Finalité Sociale – SFS/Maatschappelijke Doelvennootschap – MDV)
- Public Utility Foundation (Fondation d'Utilité Publique/Stichting van Openbaar Nut)

These legal forms offer different structures and regulations tailored to the specific objectives and needs of community-led enterprises in Belgium.

3.5 Austria

In Austria, a variety of legal forms can be used to implement community-based enterprises, including partnerships, corporations, cooperatives, associations, and various types of companies. The choice of the appropriate legal form depends on the specific needs of the enterprise.

Unlike in other European countries in Austria there is no specific legal form for enterprises which focus on achieving wider social, environmental or community objectives like social enterprise.

https://social-economy-gateway.ec.europa.eu/my-country/austria_en ; https://single-market-economy.ec.europa.eu/sectors/proximity-and-social-economy/social-economy-eu/social-enterprises_en

https://www.wko.at/oe/gruendung/lf-social-entrepreneurs.pdf s. 53

In the Austrian context, the terms "social economy" and "social enterprises" are not well-known nor often used. German phrases like Sozialwirtschaft (social economy) and Sozialintegrationsunternehmen (social integration enterprises) are more widely used. It should be mentioned that the definition of "Sozialwirtschaft" as given in the European Commission's social economy action plan differs from common usage, which places more emphasis on social services. https://social-economy-gateway.ec.europa.eu/my-country/austria_en

A special case for social enterprises is the "Gemeinützigkeit" non-profit/common-benefit status, which can be applied to any corporate body. It is important to note that charitable companies or associations do not represent an independent type of organisation; their unique status is limited to tax benefits. (The most common non-profit legal forms in Austria are associations and limited liability companies.) https://www.wko.at/oe/gruendung/lf-social-entrepreneurs.pdf S.53-54

In Austria any legal form can provide a suitable framework for social enterprises, but primarily they are based on the following: 1) partnerships and corporations with a social or ecological focus, 2) associations and foundations with commercial activities, 3) cooperatives

https://www.wko.at/oe/gruendung/lf-social-entrepreneurs.pdf S.53

With a share of over one third, the limited liability company is the most popular legal form for social enterprises. Almost a quarter of social enterprises are organised as associations. https://www.wko.at/oe/gruendung/lf-social-entrepreneurs.pdf s.53

Austrian social enterprises commonly adopt a model that combines an association and a limited liability company, which offers the advantages of both organizational forms. The non-profit activity is carried out by the association, often with tax breaks. This model also enables the representation of a social purpose and fundraising among charitable supporters. https://www.wko.at/oe/gruendung/lf-social-entrepreneurs.pdf S. 54-55

1) Partnerships and Corporations
- A partnership [Personengesellschaft] consists of at least two partners who collaborate to achieve a common goal and agree on articles of association to that end. Limited partnerships [Kommanditgesellschaft], general partnerships [Offene Gesellschaft], GmbH & Co KG, and civil law partnerships [Gesellschaft bürgerlichen Rechts] are also options. Except for the GesbR, none of these exist until they are registered in the commercial register. https://startup.usp.gv.at/en/gruendung/ueberlegungen-im-vorfeld/weitere-informationen/gesellschaftsformen.html
- A corporation [Kapitalgesellschaft] is a legal entity with independent legal personality. There are two options: a stock corporation [Aktiengesellschaft] and a limited liability company [Flexible Company]. These are only created after they have been entered into the commercial register. https://startup.usp.gv.at/en/gruendung/ueberlegungen-im-vorfeld/weitere-informationen/gesellschaftsformen.html

2) Associations and Foundations
According to the Association Act (32/2018), an association is a non-profit organization with a general interest focus. Although an association's primary goal is not to generate profit, it is permitted to reinvest profits in the organization. If revenues or expenditures exceed 3 million EUR between two years, or if income from donations exceeds 1 million EUR between two years, the association must provide a balance sheet. https://social-economy-gateway.ec.europa.eu/my-country/austria_en

3) Cooperatives
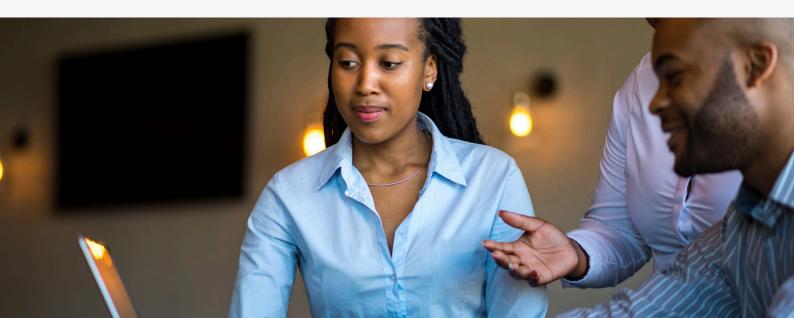
The cooperative is the only legal form that serves a specific purpose. According to the Cooperatives Act (Genossenschaftsgesetz), a cooperative's primary goal is to promote the acquisition or business of its members. The emphasis is not on profit, but on reinvesting funds generated for the benefit of the cooperative or paying them out as refunds to cooperative members. The cooperative is primarily concerned with meeting the needs of its members rather than increasing capital. Members must act as owners and investors with voting rights, as well as recipients of subsidised services, for this work to be successful. Unlike an association, a cooperative may distribute profits to its members. However, it is important to note that profit generation should not contradict the promotional mandate.

The principles of the cooperative model are:
- Self-help: Self-help refers to an association of individuals with similar economic, social, or cultural interests and objectives.
- Self-Governance: Members self-govern and the Executive Board follows general meeting resolutions.
- Self-Responsibility: Members are responsible for entrepreneurial risk and economic success.

https://www.wko.at/oe/gruendung/lf-social-entrepreneurs.pdf
Austria has 1,800 cooperatives with a total membership of more than three million. The most common are banks, warehouses, dairies or housing cooperatives. The popularity of renewable energy cooperatives has also contributed to an increasing number of start-ups. https://kooperieren.at/

In Austria, community-led enterprises can take various legal forms. The Austrian legal landscape offers a wide range of possibilities for community enterprises to promote local development, to support social goals or to meet specific needs of the community.

4. Main sector of activity of community led enterprises at National Level

4.1 Spain
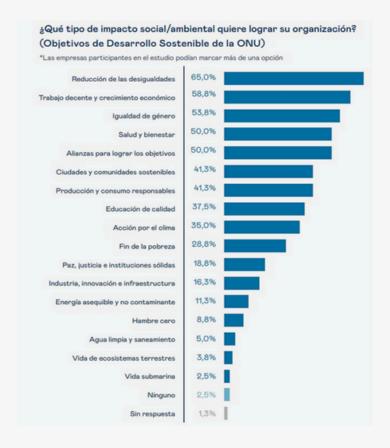
The European Social Enterprise Monitor[1] (2022) shows that the main sector of activities in Spain are as follows:

32.5%	Human health and social work activities
18.8%	Education
16.3%	Professional, scientific, and technical activities
13.8%	Information and communication activities
10.0%	Administrative and support service activities
7.5%	Other service activities
6.3%	Arts, entertainment, and recreation

With the overall objective of guaranteeing sustainable economic, social, and environmental growth as well as peace and prosperity for all citizens, the United Nations established the 17 Sustainable growth Goals (SDGs) in 2015 as part of the 2030 Agenda.

The Administration, businesses, the third sector, and social entrepreneurs in particular they must work together to achieve these goals. Social entrepreneurs not only work toward the objectives outlined in the various SDGs, but their internal management is also guided by values like adaptability, transparency, and sustainability.

Table 12. SDGs and Social entrepreneurs

¿Qué tipo de impacto social/ambiental quiere lograr su organización?
(Objetivos de Desarrollo Sostenible de la ONU)
*Las empresas participantes en el estudio podían marcar más de una opción

Objetivo	%
Reducción de las desigualdades	65,0%
Trabajo decente y crecimiento económico	58,8%
Igualdad de género	53,8%
Salud y bienestar	50,0%
Alianzas para lograr los objetivos	50,0%
Ciudades y comunidades sostenibles	41,3%
Producción y consumo responsables	41,3%
Educación de calidad	37,5%
Acción por el clima	35,0%
Fin de la pobreza	28,8%
Paz, justicia e instituciones sólidas	18,8%
Industria, innovación e infraestructura	16,3%
Energía asequible y no contaminante	11,3%
Hambre cero	8,8%
Agua limpia y saneamiento	5,0%
Vida de ecosistemas terrestres	3,8%
Vida submarina	2,5%
Ninguno	2,5%
Sin respuesta	1,3%

Source: (European Social Enterprise Monitor, 2022)

Translation into English:

Sustainable Development Goal	%
Reducing inequalities 65%	65%
Decent work and economic growth	58.8%
Health and well-being	50%
Gender Equality	53.8%
Partnerships to achieve the goals	50%
Sustainable cities and communities	41.3%
Quality education	37.5%
Responsible production and consumption	41.3%
Climate action	35.0%
Ending poverty	28.8%
Industry, innovation and infrastructure	16.3%
Peace, justice and strong institutions	18.8%
Affordable and clean energy	11.3%
Zero hunger	8.8%
Life of terrestrial ecosystems	3.8%
Clean water and sanitation	5.0%
Underwater life	2.5%
None	2.5%
No response	1.3%

The related activities in Spain are directly connected with these sustainable development goals.

In addition, the Spanish Business Confederation of the Social Economy (CEPES), established in 1992, is the representative entity of the Social Economy in Spain, comprising 29 organizations that are state or regional confederations and specific business groups of Cooperatives, Labour Societies, Mutuals, Integration Companies, Special Employment Centres, Fishermen's Guilds and Disability Sector Associations, with more than 200 support structures at the regional level. All of them represented in 2022:

- 43,192 companies in all economic sectors with companies of all sizes from multinationals, SMEs to small companies, with prestigious brands and leaders. 6 out of every 100 Spanish companies are Social Economy companies.
- 2,184,234 direct and indirect jobs: 12% of the country's employment.
- It represents 10% of Spain's GDP in terms of the turnover of its companies.
- More than 21,625,000 million people are associatively linked to some Social Economy entity.

The Social Economy, therefore, constitutes a relevant part of the private sector in Spain and Europe, where there are more than 2.8 million Social Economy companies and entities that provide nearly 14 million jobs and 8% of EU GDP.

The study prepared by CEPES with financing from the Ministry of Employment and Social Security, and published by CAJAMAR in 2020 (https://docs.google.com/viewerng/viewer?

url=https://www.cepes.es/files/publicaciones/125.pdf)

confirmed with empirical data that the Social Economy has an important presence in intermediate cities and rural areas and that its contribution to the creation of a business network and employment is very significant, (in municipalities with fewer than 40,000 inhabitants (60.2% of companies and 54.6% of its workers), becoming the leading business actor in these territories.

The study supports that the Social Economy has important effects on the rural economy, and a significant part of it is linked to it: 7% of rural companies and entities and 5.2% of rural employment belong to the Social Economy.
If only the youngest companies were considered, 47.4% of social economy companies would be located in intermediate cities and rural areas and 52.6% in large cities. In the case of the mercantile economy, these percentages are 35.8% and 64.2% respectively. (CEPES, 2022, https://www.cepes.es/files/publicaciones/132.pdf).

4.2 Lithuania
There currently are 153 social businesses operating in Lithuania under these industries: environment/sustainability, integration/occupation, culture/human rights, help for children/teens/families, help for seniors, help for people with disabilities, psychological/emotional/physical health, education/informal education (Social business). There are not many publications on the analysis of social business or its development in Lithuania.

Lithuania lags behind other European countries in fostering social enterprises. Unlike many European nations, Lithuania lacks a clear legal definition of a social enterprise. This ambiguity makes it challenging to establish regulations and support systems that encourage the growth of social enterprises. In contrast to the EU average of 10% and over 6% of employees working in social enterprises, Lithuania only has 0.6%. Even compared to neighbouring countries like Estonia (6.2%) and Poland (2.3%), Lithuania has a much smaller social enterprise sector[1].

[1] Marta BRUSCHI, Gianluca PASTORELLI, Fabiana POMPERMAIER, Viktorija BRAZIUNAITE (2023) Pathways for development of Social Economy Ecosystem in Lithuania: Building on European experiences. Retrieved from https://www.diesis.coop/wp-content/uploads/2023/03/Feasibility-Study-Diesis-LISVA-02032023.pdf

4.3 Greece
The social economy in Greece accounts for approximately 2.86% of the country's GDP and employs around 7.5% of the total workforce.

The sector is dominated by cooperatives, which make up 60% of social economy entities, followed by associations (30%) and foundations (10%). The majority of social economy organizations in Greece operate in the fields of education (25%), social services (20%), and culture (15%). The social economy has been growing in recent years, with a 10% increase in the number of organizations between 2015 and 2020. However, the sector still faces challenges, such as limited access to funding and a lack of recognition from the government.

Table 13. Greek Social Enterprises' Establishments per year

EAST-WEST *Journal of* ECONOMICS AND BUSINESS

Table 2: Greek Social Enterprises' Establishments per Year (2012-August 2022)

Category	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Limited liability cooperatives	1	4	5	4	2	5	4	2	0	0	0
SCEs for the integration of special groups	0	0	1	0	0	1	3	3	3	6	2
SCEs for the integration of vulnerable groups	2	1	3	3	2	2	9	3	7	7	1
SCEs for collective and social benefit purposes	33	74	112	134	178	277	354	299	227	196	83
Workers' cooperatives	0	1	0	2	1	9	0	4	1	1	1
Total	36	80	121	143	183	294	370	311	238	210	87
Rate of Change (ROC) (%)	-	122,22	51,25	18,18	27,9%	60,66	25,85	-15,95	-23,47	-11,76	-58,57

Source: National Registry of Social and Solidarity Economy (NRSSE)

Reference:
https://social-economy-gateway.ec.europa.eu/my-country/greece_en

4.4 Belgium
SOCIAL ENTREPRENEURSHIP

Industrial sector
93% of the social enterprises do have more than one activity and in average 3,3 per organization. Moreover, their activities span in very diverse industries, ranging from health and social work, over wholesale and retail trade to construction.

It is quite striking to note that 51% of our sample is actually present in at least two industry segments. About the dominant industries, 'business activities' is to be considered through the large spectrum of activities that are listed in this category: recruitment/outplacement services, building maintenance like professional cleaning and gardening, IT management and software testing, audit/consultancy, print and mail, communication, marketing and advertising services. Finally, the proportion of social enterprises active in the area of community and social services, and education is quite low, much lower than it is in other European countries.

Table 14. Distribution of Industry present, Belgium
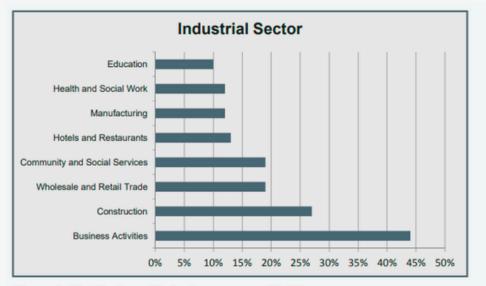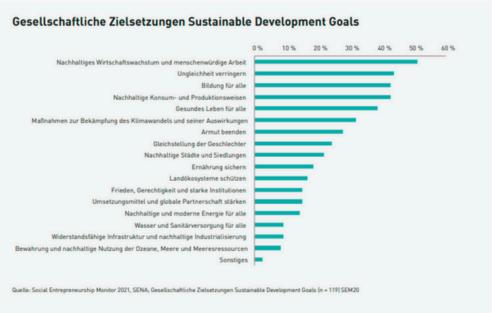
Figure 1: Distribution of industry presence (N=78)

4.5 Austria

Following the goal orientation structure for social enterprises in Austria presented by WKO, shows a close entanglement with Agenda 30 and the SDGs. Therefore, the sector in which social enterprises are thriving the most are linked to the first four SDGs. Furthermore, the dominating industrial sectors are 1. Information and communication 2. other economic services 3. Health and social work. 4. Product production 5. Education.

Table 15. SDGs and economy, Austria

Gesellschaftliche Zielsetzungen Sustainable Development Goals

Quelle: Social Entrepreneurship Monitor 2021, SENA; Gesellschaftliche Zielsetzungen Sustainable Development Goals (n = 119) SEM20

Source: lf–social–entrepreneurs.pdf (wko.at)

Table 16. Economy sectors, Austria

Abb. 5. Tätigkeitsfelder nach UN ISIC

In welcher Branche ist Ihre Organisation hauptsächlich tätig?

Branche	%
Gesundheits- und Sozialwesen	42,2 %
Erziehung und Unterricht	17,1 %
Information und Kommunikation	12,4 %
Andere	12,4 %
Sonstige Dienstleistungen (Mitgliedsorganisationen, u.a. Reparaturbetriebe)	9,7 %
Kunst, Unterhaltung und Erholung	7,0 %
Gastgewerbe	5,8 %
Verarbeitendes Gewerbe	5,4 %
Sonstige wirtschaftlichen Dienstleistungen	5,4 %
Handel, Instandhaltung und Reparatur von Kraftfahrzeugen	4,3 %
Wasserversorgung, Abwasser- und Abfallentsorgung, (…)	3,9 %
Land- & Forstwirtschaft, Fischerei	3,1 %
Grundstücks- und Wohnungswesen	3,1 %
Baugewerbe	2,7 %
Verkehr und Lagerei	1,9 %
Freiberufliche, wissenschaftliche und technische Dienstleistungen	1,9 %
Private Haushalte mit Hauspersonal, (…)	1,9 %
Energieversorgung	1,2 %
Finanz- und Versicherungsdienstleistungen	0,4 %
Öffentliche Verwaltung, Verteidigung, Sozialversicherung	0,4 %
Bergbau und Gewinnung von Steinen und Erden	0,0 %
Exterritoriale Organisationen und Körperschaften	0,0 %

4.6 Belgium

The fields of activity of social entrepreneurs are very diverse. 59.3% of Austrian social entrepreneurs identify the health and social sector or the education sector as their main focus. In addition, the field of information and communication, which is unusual for the traditional social sector, is comparatively well represented with 12.4%.

https://research.wu.ac.at/ws/portalfiles/portal/31332598/WU_Studienbericht_Austrian_Social_Enterprise_Monitor2021_2022.pdf

The European Social Enterprise Monitor (2022) shows that in Austria most common business sectors are:
- health & social work activities (42.2%)
- Education (17.1%)
- Information & communication / Not elsewhere classified (12.4% each) https://knowledgecentre.euclidnetwork.eu/2022/11/15/2-european-social-enterprise-monitor-report-2021-2022/

Part 2. Competencies Required To Develop Community Led Enterprises

1. Entrepreneurship Competence Framework, EntreComp
The Entrepreneurship Competence Framework, also known as EntreComp, offers a tool to improve the entrepreneurial capacity of European citizens and organisations. The framework aims to build consensus around a common understanding of entrepreneurship competence by defining 3 competence areas, a list of 15 competences, learning outcomes and proficiency levels, which current and future initiatives can refer to.
The framework describes entrepreneurship as a transversal competence, which can be applied by citizens to all spheres of life from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and to starting up ventures (cultural, social or commercial).
The competences in the 'Ideas and opportunities' area refer to Spotting opportunities, Creativity, Vision, Valuing ideas, and Ethical and sustainable thinking. The competencies in the 'Resources' area cover Self-awareness and self-efficacy, Motivation and perseverance; Mobilizing resources; Financial and economic literacy and Mobilizing others. While the competencies in the 'Into action' area are about Taking the Initiative, Planning and management, Coping with uncertainty, ambiguity and risk, Working with others and Learning through experience.

Further, the competencies for community-led enterprises, as outlined in various documents from Spain, Lithuania, Austria, Belgium, and Greece, are provided.

2. Community-led enterprise main entrepreneurial skills and competencies

2.1 Spain

Table 17. Competencies in Spain

Document	Competencies	References
(1) Social Entrepreneurship Competences, COEMS: Overview Through University Educational Programs in Latin America and Spain	1) Competences Related to the Task Or Work to Be Performed 2) Competences in Social Relations 3) Individual Capacity Development 4) Philosophical and Ethical Competence	https://www.redalyc.org/pdf/367/36741404007.pdf
(2) A Training Model for Developing Social Entrepreneurship	1) Instrumental Competences; 2) Interpersonal Competencies, classified into two groups (intrapersonal skills and interpersonal skills), 3) and Systemic Competencies	https://ddd.uab.cat/pub/educar/educar_a2021v57n1/educar_a2021v57n1p97.pdf

(1)Social Entrepreneurship Competencies: COEMS (2015)
COEMS 1 – Competences Related to the Task or Work to Be Performed:

- Innovation and creativity: Ability to respond creatively to personal, organisational, and societal demands and needs; to modify both processes and outcomes; to be comfortable with and open to new ideas, approaches and information.
- Vision and foresight: Recognition of entrepreneurial opportunities: Ability to initiate, make, achieve and build an initiative; to generate ideas and identify opportunities where others see chaos, contradiction or confusion.
- Continuous goal setting: Ability to set clear challenges but, at the same time, achievable goals.
- Decision-making: Ability to choose the best alternative for action, committing to and being consistent with the decision made.
- Planning and management: Ability to organise in an orderly, coherent and pragmatic manner.
- Problem solving: Ability to recognise problems as an essential part of the project and to deal with them with creative solutions and a positive attitude.
- Time management: Ability to organise and distribute correctly the time of the daily activities performed to maximise the result, and to fulfil the plan.

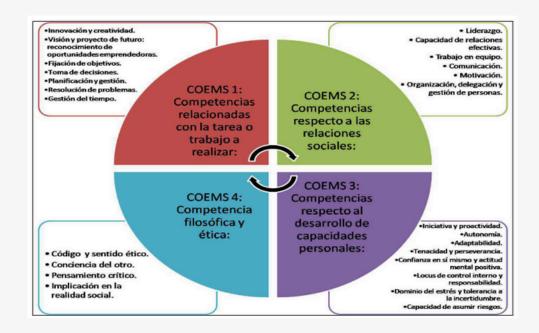COEMS 2 – Competencies in Social Relations

- Leadership: Ability to lead or guide others with respect; to influence people; and to contribute to their personal and professional development.
- Ability to relate effectively: Ability to relate and be informed among different collectives, organisations or groups in different contexts and situations, in order to strengthen oneself through the generation of contact and cooperation networks with others.
- Teamwork: Ability to integrate and collaborate actively in the achievement of common objectives with other people, areas and organisations.
- Communication: Ability to communicate correctly and fluently with different people and in different situations; ability to listen empathetically and assertively, being tolerant, patient, receptive, showing interest, not disqualifying; interpreting emotions; and providing appropriate feedback to each person.
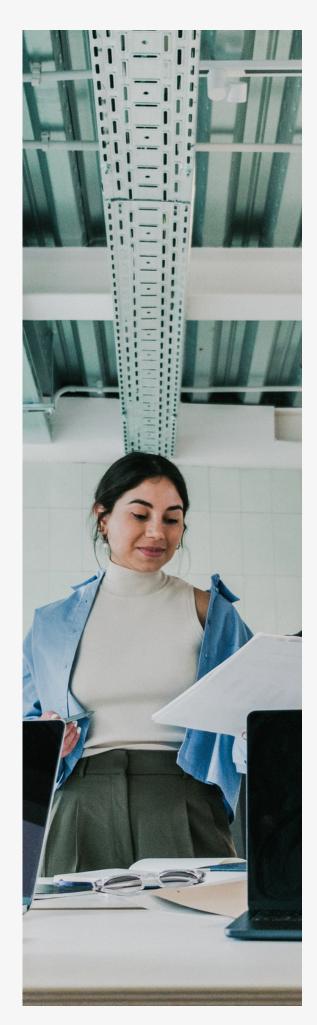
- Motivation: Ability to encourage oneself and the people with whom one works, both in the present and in the future, to develop their work with interest.
- Organisation, delegation and people management: Ability to adequately choose the people who are going to form part of your project; coordinate the team; and distribute tasks and functions competently.

Figure 1. Social Entrepreneurship Competencies

COEMS 3 – Individual Capacity Development
- Initiative and proactivity: Ability to promote initiatives; to introduce new innovative products, services or technology; and to anticipate future problems, needs or changes.
- Autonomy: Ability to seek independence and freedom of action.
- Adaptability: Flexibility to embrace change.

- Tenacity and perseverance: Ability to persevere in a task or action from start to finish; to carry it out with sacrifice, commitment and determination; to overcome early adversity or difficulties; and to overcome failure.

Self-confidence and positive mental attitude: Ability to value oneself, abilities and skills to successfully develop an initiative or project.
- Internal control and responsibility: Perceiving that success depends on oneself, rather than on external circumstances; taking ownership of one's own actions.
- Stress management and tolerance of uncertainty: Ability to control in difficult or overwhelming situations; and to withstand stress and insecurity.
- Risk-taking ability: Ability to accept risks and assume the responsibilities that this entails.

COEMS 4 - Philosophical and Ethical Competence
- Ethical code and sense of ethics: Capacity for action and behaviour governed by moral standards based on respect for people and nature.
- Awareness of others: Ability to analyse, understand and act according to people's problems and needs; and to take into account the different aspects, both professional and personal, that influence each person.
- Critical thinking: Ability to question oneself about different things, and to maintain an interest in the foundations on which one's own and others' ideas, actions, assessments and judgements are based.
- Involvement in social reality: Ability to commit oneself to and infer social and cultural aspects through social coexistence in different realities.

A training model for developing social entrepreneurship (2021)

- Instrumental competences: operate as a means to a purpose. They require a combination of manual skills and cognitive abilities that are needed for professional competence. These include skill in the delivery of ideas and the environment in which people come into play, such as problem solving, time management, practical thinking and analytical thinking.
- Interpersonal competences: require personal and relational skills. These competences refer to the capacity or ability to express feelings and emotions in the most appropriate way and to accept the feelings of others, enabling them to work together to achieve common goals.

Interpersonal competences are divided into two groups:
(a) Personal skills: self-awareness, self-criticism, self-confidence and learning orientation.
b) Interpersonal skills: teamwork, ethical behaviour and social responsibility.
- Systemic competences: These competences include the ability to plan changes that will bring about improvements in overall systems and the ability to design new systems. It includes: leadership, project management, strategic vision, initiative, entrepreneurship, innovation and institutional communication.

https://ddd.uab.cat/pub/educar/educar_a2021v57n1/educar_a2021v57n1p97.pdf

2.1 Lithuania
No specific guidelines or directions are given on what skill or competences are needed to build social business in Lithuania. From a brochure of Social business guide we can distinguish several skills, competences, or traits that would be beneficial when thinking about starting a social business:
- Empathy and altruism
- Strategic thinking
- Innovativeness
- Problem solving
- Extroverted Ness
- Inquisitiveness
- Change-seeking
- Determination
- Motivation
- Cooperativeness
- Positive
- Accepting

The delineation with EntreComp is clearly visible.

Table 18. Competencies in Lithuania

Document	Competencies
www.skvc.lt/uploads/lawacts/docs/379_8e0ce0fbd4584b48f25dee44593c8da3.pdf	- to substantiate their professional activities by knowledge and understanding, how the - organisations and other social systems are designed, managed and developed - to apply the research methods and tools creatively and critically while solving - theoretical and practical management problems - to collect, structure, analyse, interpret and use the information necessary for - professional activities, to formulate the reasoned insights, and to make the justified decisions - to express ideas on the management topics orally and in writing, professionally and in - the reasoned mode, to participate in discussions with professionals and other interested groups - to comply with the principles of sustainable management, while developing organisations, institutions and other social systems - to improve professional competence, to endeavour at personal and professional growth, to comply with professional ethics, and to learn all life - to be able to perform the main management functions necessary to enable the organisations, institutions and other social systems - to have knowledge and skills necessary to design, manage and develop organisations, - institutions and other social systems, to analyse and solve the performance problems in consideration to a complex and dynamic external and internal environment of these systems - to train the need to take interest in novelties in the field of management, to be able to - apply the management knowledge under various circumstances and within different organisational contexts, to combine it with knowledge in other social study fields, and to understand the impact of made decisions on the organisation and its environment - to develop erudition, to be able to think creatively and critically, to see and understand the management object as an integral system of different activities, and to improve own professional competence through life-long learning

- 21. At the completion of the university studies of the second cycle, the following learning outcomes have to be achieved:
- 21.1. knowledge and its application. The person:
- 21.1.1. is able to understand companies (organisations) and their stakeholders, external context, where the companies (organisations) are operating, and knows how to manage them in consideration to long-term and sustainable perspective;
- 21.1.2. is able to understand and apply systematically modern management theories in the global, complex and uncertain conditions in order to improve business and management practices;
- 21.1.3. is able to foresee potential impact of management decisions on business and society;
- 21.1.4. is able to understand and apply the principles of creation of sustainable value;
- 21.1.5. has management skills based on the results of fundamental and applied research that create a ground for the ability to create new knowledge;
- 21.2. skills to carry out research. The person:
- 21.2.1. is able to select, systemise and assess critically certain scientific research on management topics;
- 21.2.2. is able to develop and carry out independently research in the field of management;
- 21.2.3. is able to interpret the research results and to present managerial decisions;
- 21.3. field-specific skills. The person:
- 21.3.1. is able to assume leadership in various situations of professional activities;
- 21.3.2. is able to supervise activities of other employees within miscellaneous global context;
- 21.3.3. is able to make decisions and to substantiate them properly in various situations under uncertain conditions;
- 21.3.4. is able to integrate knowledge of various fields;
- 21.4. social skills. The person:
- 21.4.1. is able to supervise the team and to assume responsibility for its results;

- 21.4.2. is able to communicate effectively, smoothly and consistently orally and in writing in at least one foreign language, to discuss relevant management practical and theoretical issues, including presentation of business ideas, preparation of business reports, consultations, and expert evaluation;
- 21.4.3. is able to organise and carry out individual and group research, as well as in the interdisciplinary team, to assess the effectiveness of group work, to apply the principles of group formation, assignment and management of tasks, to comply with the professional ethics and civic consciousness;
- 21.4.4. is able to organise independently preparation of performance plans and projects, to supervise their implementation, and to assess effectiveness of such activities;
- 21.5. personal skills. The person:
- 21.5.1. is able to innovate and initiate new business projects and to manage them;
- 21.5.2. is able to apply strategic, critical and constructive thinking when making management decisions in complex and undefined situations;
- 21.5.3. is able to improve and develop professional competence independently through lifelong learning;
- 21.5.4. is able to make decisions based on ethics and sustainable development.

2.1 Greece

Table 19. Competencies in Greece

Document	Competencies	References
Social Entrepreneurship Competence Guide	Business Plan development	https://www.u-picardie.fr/eastwest/fichiers/art263.pdf
Social Entrepreneurship Competence Guide	Business Opportunity identification	https://www.u-picardie.fr/eastwest/fichiers/art263.pdf
Social Entrepreneurship Competence Guide	Assessment of solution viability	https://www.u-picardie.fr/eastwest/fichiers/art263.pdf
Social Entrepreneurship Competence Guide	Target group identification	https://www.u-picardie.fr/eastwest/fichiers/art263.pdf
Social Entrepreneurship Competence Guide	Marketing program development	https://www.u-picardie.fr/eastwest/fichiers/art263.pdf
Social Entrepreneurship Competence Guide	Competitive analysis and SWOT Assessment	Competitive analysis and SWOT Assessment

2.4 Belgium

Table 20. Competencies in Belgium

Document	Competencies	References
	Collaborating interdisciplinary and communicating professionally with colleagues and external stakeholders. Understanding the concepts of social entrepreneurship and social innovation, including their principles and key points.	https://onderwijsaanbod.limburg.ucll.be/syllabi/n/QE1424N.htm#activetab=doelstellingen_idp2365888
	Demonstrating insight into brainstorming and creativity techniques, generating creative ideas within a group.	https://onderwijsaanbod.limburg.ucll.be/syllabi/n/QE1424N.htm#activetab=doelstellingen_idp2365888
	Supporting Strategic Objectives: • This competency corresponds to EntreComp's "Opportunity recognition and vision". It involves actively supporting various stakeholders in achieving strategic goals for a company or organization.	https://onderwijsaanbod.limburg.ucll.be/syllabi/n/QE1424N.htm#activetab=doelstellingen_idp2365888
	Entrepreneurial Mindset: • EntreComp's "Creativity and innovation" aligns with this competency. It emphasizes working independently, planning, precision, and innovative problem-solving within context-bound business and organizational processes.	https://onderwijsaanbod.leuven.ucll.be/syllabi/n/MBM92XN.htm#activetab=doelstellingen_idp2387520
	Constructive Collaboration: • EntreComp's "Taking the initiative" and "Working with others" relate to this competency. It involves constructive collaboration as a member of diverse international teams, taking responsibility for various roles within a company or organization.	https://onderwijsaanbod.leuven.ucll.be/syllabi/n/MBM92XN.htm#activetab=doelstellingen_idp2387520

2.4 Belgium

Table 20. Competencies in Belgium

Document	Competencies	References
	Ethical Reflection: • EntreComp's "Ethical and sustainable thinking" corresponds to this competency. It focuses on ethical, deontological, and socially responsible behaviour, reflecting on one's actions and those of others.	https://onderwijsaanbod.leuven.ucll.be /syllabi/n/MBM92X N.htm#activetab=d oelstellingen_idp2 387520
	From here to below are the more	
	General competencies listed **Effective Teamwork:** • EntreComp's "Working with others" aligns with this competency. It emphasizes effective teamwork, including giving and receiving constructive feedback and handling conflicts.	https://onderwijsaanbod.leuven.ucll.be /syllabi/n/MBM92X N.htm#activetab=d oelstellingen_idp2 387520
	Ethical Principles: • EntreComp's "Ethical and sustainable thinking" relates to this competency. It involves ethical reflection within organizational and societal contexts.	https://onderwijsaanbod.leuven.ucll.be /syllabi/n/MBM92X N.htm#activetab=d oelstellingen_idp2 387520
	Global Citizenship: • While not directly mapped to EntreComp, this competency emphasizes understanding sustainability principles (SDGs) and diversity management.	https://onderwijsaanbod.leuven.ucll.be /syllabi/n/MBM92X N.htm#activetab=d oelstellingen_idp2 387520
	Project Management: • EntreComp's "Planning and management" aligns with this competency. It includes creating project plans, adapting based on new data, prioritizing tasks, and effective communication.	https://onderwijsaanbod.leuven.ucll.be /syllabi/n/MBM92X N.htm#activetab=d oelstellingen_idp2 387520

2.4 Belgium

Table 2O. Competencies in Belgium

Document	Competencies	References
	From here to below are the more	
	Marketing Management: • EntreComp's "Opportunity recognition and vision" and "Creativity and innovation" apply here. Analysing markets, creating marketing communication plans, sales strategies, and supply chain organization align with these competencies.	https://onderwijsaanbod.leuven.ucll.be/syllabi/n/MBM92XN.htm#activetab=doelstellingen_idp2387520

2.5 Austria

There are no exclusive Skills or competencies named on a national level, but we conducted a list of competencies, that were confirmed by the focus group, the chamber of commerce itself and the researched universities:

Table 21. Competencies in Austria

Competencies
awareness for social, ecological and political problems as well as challenges knowledge about global and local market structures social and emotional intelligence economical and financial knowledge and skill (accounting, controlling, sales, book keeping, marketing) > Having financial liquidity practical experience (trial and error mindset) creativity, problem-solving mindset, networking and forming partnerships basic legal knowledge (legal forms, business administration etc.)

Part 3. National Best Practices And Innovative Models In Higher Education Institutions For Community Led Enterprises

1. Spain

Table 22. Best practices identified in bachelor's degree programmes (1), Spain

Title of the training programme	Degree in social work
Title of the Course / Subject	Professional Skills III
Web Page	https://cvnet.cpd.ua.es/Guia-Docente/GuiaDocente/Index?wlengua=es&wcodasi=19526&scaca=2023-24
University	University of Alicante
General competences of the course	- CE12: Design, implement and evaluate social intervention projects. - CE25: Contribute towards the promotion of best practices in Social Work by participating in the development and analysis of the policies implemented. - CE3: Evaluate possible needs and options to guide an intervention strategy. - CE6: Prepare, produce, implement and evaluate intervention plans with individuals, families, groups, organisations, communities and fellow professionals, negotiating the supply of services that need to be used and checking the effectiveness of intervention plans with those involved in order to adapt them to changing needs and circumstances.
Entrepreneurship-related competences	Valuing ideas: judging what value is in social, cultural and economic terms. Planning and management

General contents of the course	- CG1: Capacity to work together with individuals, families, groups, organisations and communities to evaluate their needs and circumstances. - CG2: Analyse problem situations, plan, develop, execute, review and evaluate the practice of Social Work with individuals, families, groups, organisations, communities and other professionals. - CG6: Demonstrate professional competence when carrying out Social Work. - CG7: Capacity to contribute to the development of fundamental rights, equal opportunities for men and women, the principles of equal opportunities and universal accessibility for the disabled, as well as the values associated with a peaceful culture with democratic values.
Entrepreneurship Contents-related	No specific entrepreneurship contents.
Methodology	Role-playing and conflict resolution techniques, negotiation and mediation, techniques applied to meetings, teamwork and group sessions.
Activities	Case studies and workshops

Evaluation	• Individual academic report of contents and activities developed during the course.
	• Team design of an evaluation system within the framework of an operative planning on a social reality or problem through a Social Intervention Project.
Participant profile	University students

Table 23. Results – Indicators, Spain

Results - Indicators	2021/2022	2022/2023
UAS01-Degree of satisfaction with the studies (Students)	6.8	6.7
UAT01-Number of students	135	135
UAT12-Failure rate	5%	6%
	Strengths	Weaknesses
Moderated degree of satisfaction	●	
Wide diversity scope: economic, social, political….	●	
Team work	●	
Weak Entrepreneurial perspective		●
Weak process in identifying issues		●
Entrepreneurial competencies		●

Table 24. Best practices identified in bachelor's degree programmes (2), Spain

Title of the training programme	Degree in social education
Title of the Course / Subject	Education, social participation, community development and inclusion
Web page	www.uv.es/graus/educacio-socia
University	University of Valencia
General competences of the course	• Ability to integrate and communicate with experts from other areas and in different contexts. • Recognition and respect for diversity and promotion of interculturality. • Active ethical commitment to human rights, gender equality and sustainability. • Know and understand the teaching-learning processes and their impact on the training and integral development of individuals and communities. • Know the principles and foundations of attention to diversity. • Design plans, programmes, action projects and educational resources in different contexts. • Apply and coordinate educational programmes and methodologies of personal, social and professional development.

Table 24. Best practices identified in bachelor's degree programmes (2), Spain

Entrepreneurship-related competences	To design and develop processes of social participation and community development. • To intervene in socio-educational and community projects and services. • To direct and coordinate socio-educational plans, programmes and projects. • To promote processes of cultural and social dynamization. • To train agents and teachers of socio-educational and community intervention. • To identify and issue reasoned judgements on socio-educational problems in order to improve professional practice in non-formal contexts. • To identify and issue reasoned judgements on socio-educational problems in order to improve professional practice in non-formal contexts.
General contents of the course	This course aims to introduce students to the knowledge of the city, community development and social participation, as key elements that transcend the institutional to place the emphasis on the construction of the public sphere. The city as an area and context in which the work of the social educator is mostly carried out, a territory crossed by multiple frontiers and forms of subjectivation of people, groups and communities. We inhabit the city from a certain position, and it challenges us in a relationship that is not exempt from conflict, exclusion and resistance. In this sense, the public space worked from a logic of community action causes the community to play a leading role as an educational agent for social change. Community work must make it possible to manage the needs of the people and communities that use it, to relate the resources that work there, directly or indirectly, and to incorporate people as protagonists in the construction of issues that affect them individually and collectively. In community work, it is necessary to take into account the logic of inclusion and social and educational exclusion that help us to understand public space in its plurality based on the variables of social class, gender and culture.

Table 24. Best practices identified in bachelor's degree programmes (2), Spain

|	
General contents of the course	On the other hand, accompaniment and social participation is a fundamental educational resource. A social participation understood as an educational practice with the potential to transform different social contexts. social contexts. We will focus on the knowledge of strategies, methodologies and useful techniques for socio-educational work in its various fields and territorial contexts.
Entrepreneurship Contents-related	No specific entrepreneurship contents.
Methodology	The methodology will combine work on documents, class discussion of these documents, the preparation of work by the students, explanations and clarifications by the teachers, among others. students, explanations and clarifications by the teachers, among others. There will be classes Theoretical classes in which the role of the teacher is to clarify and guide the theoretical points of view and practical classes in which practical classes in which experiences and work produced by students and, if appropriate, by other professionals.
Activities	Not specified
Evaluation	The assessment procedures are made up of individual and group work, attendance at tutorials, reading of materials, written tests, individual and group work presentations, and materials, written tests, presentations of individual and group work
Participant profile	University students
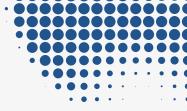
Table 25. Results – Indicators (2), Spain

Results - Indicators	2021/2022	2022/2023
UAS01-Degree of satisfaction with the studies (Students)	No information	No information
UAS01-Degree of satisfaction with the studies (Students)	No information	No information
UAT12-Failure rate	No information	No information
	Strengths	Weaknesses
Wide diversity scope: economic, social, political….	●	
Team work	●	
Entrepreneurial perspective	●	
Weak process in identifying issues		●
Entrepreneurial competencies	●	

Best practices identified in Postgraduate programmes

Table 26. Best practices identified in Postgraduate programmes (1), Spain

Title of the training programme	Máster Universitario en Cooperación al desarrollo University Master's Degree in Development Cooperation
Web page	https://web.ua.es/en/masteres/cooperacion-al-desarrollo/admission.html
University	Inter University program (University of Alicante, University of Jaume I, Miguel Hernandez University, Universitat Politècnica de Valencia and Valencia University)
General competences of the course	1: Know how to apply acquired knowledge and be able to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to development cooperation. 2: Be able to integrate knowledge and deal with the complexity of making judgements based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements, from a gender perspective. 3: Know how to communicate their conclusions (and the knowledge and ultimate reasons that support them) to specialised and non-specialised audiences in a clear and unambiguous way. 4: Possess the learning skills that will enable them to continue studying in a largely self-directed or autonomous manner. 5: To analyse the problems of cooperation from a global perspective. 6: Know the economic, social and political forces that explain and cause the existence of poverty, inequality and the problems of developing nations, the causes of underdevelopment and the role of developed countries from a global perspective. 7: Be able to analyse the political, social, economic and cultural reality in which the approaches and themes of the new culture of cooperation promoted by international organisations and conventions are contextualised.

| General competences of the course | 8: Recognise the interrelationships between local and global actors.
9: Be able to insert oneself into international cooperation strategies and successfully implement actions consistent with a model of sustainable human development.
10: Know the international economic environment in order to identify viable development actions in world markets.
11: Be prepared to participate in national and international public and private organisations and successfully manage public policies consistent with a model of sustainable human development.
12: To link the methods of the logical framework with the general concepts of planning.
13: Incorporate the following cross-cutting elements in any area of professional life related to development cooperation: gender equality, environment, sustainability and territorial dimension, HIV, equality, human rights and attention to diversity (disability, indigenous peoples) and interculturality based on rights.
14: To be able to plan and carry out research work in all its phases.
15: To develop teamwork skills. |
| Entrepreneurship-related competences | • Vision: visualising future scenarios to help guide effort and action
• Valuing ideas: judging what value is in social, cultural and economic terms.
• Ethical and sustainable thinking: assessing the consequences and impact of ideas, opportunities, and actions.
• Self-awareness & self-efficacy: identifying and assessing the individual and group strengths and weaknesses.
• Mobilising others: inspiring and enthusing relevant stakeholders.
• Planning and management
• Working with others, teaming up, collaborating and networking. |

General contents of the course	The main purpose of this degree is to train highly specialised technicians in the field of cooperation for development and social change, both for professional intervention and for research. Among the objectives of the Master's degree are the following:

To increase knowledge of the economic, social and political forces that explain and cause the existence of poverty and inequality (with special attention to economic, social and gender inequalities), as well as territorial and environmental problems, the causes of the "impoverishment" of sectors, regions and nations, and the role of rich countries, from a global perspective.

To provide criteria for analysing the political, social, economic, cultural and ecological reality in which the approaches and themes of the new culture of development cooperation promoted by international organisations and conventions are contextualised.

To critically examine in depth the operational strategies on the quality and effectiveness of the concept of development cooperation.

To develop skills for the design, planning, management and evaluation of development interventions at the level of policies, plans, programmes and projects.

Entrepreneurship Contents-related

SOCIAL NETWORKS AND ENTREPRENEURIAL INITIATIVES CO-DEVELOPMENT PROJECTS AND WORK PLACEMENTS

The Social Entrepreneur is a response to the reality of our global society in order to build a social enterprise within the framework of the Social and Solidarity Economy.

Entrepreneurship Contents-related

Consistent with this form of entrepreneurship, the viability study of a company requires a different reordering and adjectivisation to give rise to the Social Enterprise. reordering and a different adjectivisation in order to result in the Social Enterprise. The coherence of the criteria and the search for opportunity gives reason to the presentation of tools (financial, commercial, human resources and management), and management tools (financial, commercial, human resources and management) that make it possible to build the social enterprise and, subsequently, to manage it with coherence and timeliness, to manage it in a coherent and timely manner. The last part of the programme introduces the Social Value as the constructive axis of a Social and Solidarity Economy. The handling of the concept and learning about its cycle, as a natural and necessary part of the real economic cycle, will allow the Social Enterprise to make its management profitable and consequently management and, consequently, generate higher profits than financial management alone could lead to.

Methodology

Theoretical face-to-face sessions with a presentation of the basic contents of the programme.

- Seminars as spaces for reflection, sharing and deepening of the contents already worked on by the students through their autonomous work. content already worked on by students through their autonomous work.
- Practical face-to-face sessions in which methodological strategies of problem solving, case studies and learning by doing will be used. case studies and project-based learning for the application of the basic concepts previously introduced.
- Classroom tutorials to resolve doubts and to collectively clarify questions of interest to all students in relation to the students in relation to the conceptual or practical contents, as well as the work they will have to do independently. work to be carried out autonomously.

Activities	Practical cases and workshops. Seminars
Evaluation	Report (60%) Exam (30%) Class work (10%)

Participant profile

- University graduates with training related to the various specialties offered and who wish to move into the field of development cooperation, either for intervention or research purposes.
- Graduates in social sciences, environmental sciences, health sciences, humanities, legal sciences, business sciences or, where appropriate, in other related disciplines, who wish to train as professionals in development cooperation and/or in the management of development projects from an eco-social perspective.
- Professionals and technical staff who wish to perfect their knowledge of concepts and instruments, as well as improve their skills and abilities in the use of techniques and methodologies, in order to implement and articulate development cooperation strategies.
- Public officials directly or indirectly linked to development cooperation, members of NGDOs and various associations, volunteers, etc.
- Admission criteria – Scoring system:
- Projection: which is the capacity of applicants to apply the knowledge acquired during the course in the field of development cooperation, according to their position, employment, situation, etc. The multiplier effects of each applicant can be evaluated between 0 and 10.
- Motivation: assessed on the basis of the manuscript and the applicant's participation in cooperation-related activities. It indicates the applicant's willingness to devote their knowledge and time to development cooperation. Score between 0 and 10.
- Experience: depending on the experience mentioned in the curriculum, related to solidarity and/or social field. Score between 0 and 10.
- Previous education and academic record: depending on academic excellence and the suitability of previous training to the goals of the Master's degree. Score between 0 and 10.

Table 27. Results – Indicators (3), Spain

Results - Indicators	2021/2022	2022/2023
UAS01-Degree of satisfaction with the studies (Students)	10	8
UAT01-Number of students	25	25
UAT11-Number of students completing the course	25	25
UPV-Average satisfaction of students with the training received (max 10)	925	91
	Strengths	Weaknesses
High degree of satisfaction	●	
Wide diversity scope: economic, social, political….	●	
Entrepreneurship is an optional subject		●
Weak competences development in creating ideas and opportunities		●
Entrepreneurial competencies	●	●

Table 28. Best practices identified in Postgraduate programmes (2), Spain

Title of the training programme	University Master's Degree in Local Development and Territorial Innovation
Web page	https://web.ua.es/en/masteres/desarrollo-local-e-innovacion-territorial/curriculum.html http://www.upv.es/titulaciones/MUCD/index-en.html
University	University of Alicante Universitat Politècnica de València
General competences of the course	• CE1: Understand the theoretical foundations and dimensions of local development and territorial innovation. • CE2.: Capacity to master the concepts, methods and techniques used for local development and territorial innovation. • CE3: Capacity to analyse and interpret territory as a complex, interrelated and interdependent system. • CE4: Capacity to diagnose the endogenous resources available in a territory. • CE5: Capacity to act as mediator between the different agents and administrations involved in local development and territorial innovation processes. • CE6: Capacity to advise and coordinate the different agents and administrations involved in local development and territorial innovation processes. • CE7: Capacity to make decisions, solve problems and handle unforeseen events in the field of local development and territorial innovation. • CE8: Capacity to explain and transmit knowledge and actions concerning territorial development in an ordered, simple and clear manner, appropriate to the context.

Table 28. Best practices identified in Postgraduate programmes (2), Spain

General competences of the course	• CE9: Capacity to make strategic planning, spatial planning and/or service and activity location proposals from the point of view of sustainable local development. • CE10: Capacity to turn an empirical problem related to local development and territorial innovation into a subject of research.
Entrepreneurship-related competences	• Vision: visualising future scenarios to help guide effort and action • Valuing ideas: judging what value is in social, cultural and economic terms. • Ethical and sustainable thinking: assessing the consequences and impact of ideas, opportunities, and actions. • Mobilising resources: gather and manage a wide range of resources. • Mobilising others: inspiring and enthusing relevant stakeholders. • Planning and management • Working with others, teaming up, collaborating and networking.
General contents of the course	• Applied approach to provide students with the tools needed to incentivise and promote sustainable endogenous development by use and value enhancement of existing territorial resources. • To provide specialist training for experts and technical staff qualified in local development, in order to meet the current demand from public administrations and private non-profit institutions (foundations, non-governmental organisations, etc.). • To conduct an analysis of local development processes, which are increasingly related to global economic, social, cultural and educational phenomena. • The dissemination of the European Employment and Spatial Management Strategy and teaching how it can be applied locally.

Table 28. Best practices identified in Postgraduate programmes (2), Spain

General contents of the course	• To study useful and effective strategies and instruments capable of diversifying the fabric of production, enhancing the value of endogenous resources and generating a dynamic of sustainable growth on a district and local level in any country or region in the world, with particular interest in the most disadvantaged areas. • To introduce students to local development and land use innovation research, from either a sector-specific or an integrated perspective.
Entrepreneurship Contents-related	No specific
Methodology	The Master's Degree in Local Development and Territorial Innovation (DELEITE-UA), since its inception has had a clear link and connection with the institutions and stakeholders of the territory establishing a network. Combining theory and practice, it has established a unique teaching-learning system in which it has tried to establish the concept of "classroom-connected". The territory and socioeconomic activities, together with other intrinsic values and resources, have been part of our object of study and work, sharing knowledge, tools, management instruments and experiences. All this from a holistic and integrated conception, as well as from the different areas, aspects and sectorial themes addressed throughout the different subjects of which the master's degree is composed. The field trips, the teaching given by guest professors from other universities, the development of thematic seminars, the participation of former students to share their experiences, the organization of "ad hoc" activities for our students, as well as the practical work carried out throughout the year,

Table 28. Best practices identified in Postgraduate programmes (2), Spain

|	
Methodology	make up a master's degree with diverse, multifaceted and enriched contents from the classroom and outside it. In this way, we fulfil the objectives established in our teaching guides and work plans, while participating in the Aristotelian axiom of "learning-by-doing".
Activities	Workshops Seminars Trips Fact-findings field trips Congress
Evaluation	Preparation and public defence of a master's thesis, which must be carried out in the final phase of the study programme
Participant profile	University graduates employed in local development and regional innovation businesses or organisations, as well as graduates of Social Science degrees specialising in local development and regional innovation, Geography, Economics, Business Administration and Management, Tourism or Sociology.
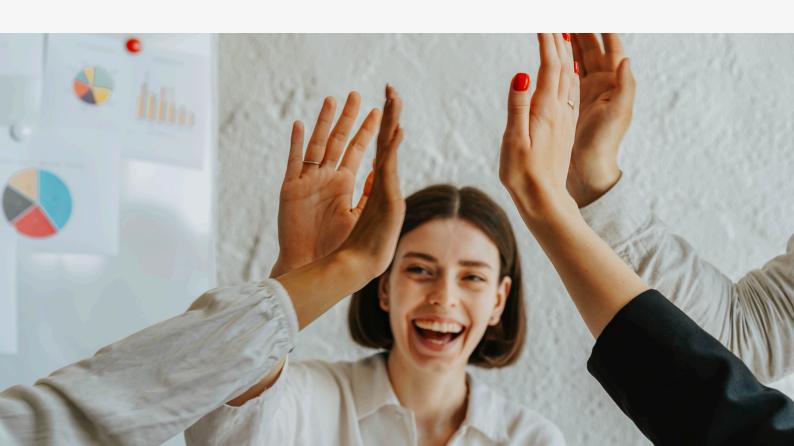
Table 29. Results – Indicators (4), Spain

Results - Indicators	2021/2022	2022/2023
UAS01-Degree of satisfaction with the studies (Students)	8.4	9.2
UAT01-Number of students	25	25
UAT11-Number of students completing the course	25	25
	Strengths	Weaknesses
High degree of satisfaction	●	
Wide diversity scope: economic, social, political....	●	
Wide range of activities	●	
Entrepreneurial workshop-ACTUA	●	
Lack of Entrepreneurship subject		●
Weak competences development in creating ideas and opportunities		●
Entrepreneurial competencies	●	●

Table 30. Best practices identified in Postgraduate programmes (3), Spain

Title of the training programme	University Master's Degree in Social Innovation and Dynamics of Change
Web page	https://web.ua.es/en/masteres/innovacion-social-y-dinamicas-de-cambio/admission.html
University	University of Alicante
General competences of the course	• SC1: Use the conceptual principles of social innovation in specific professional situations. • SC2: Apply innovative solutions to emerging social or environmental problems. • SC3: Knowing the historical evolution and critically evaluating the concept of social innovation. • SC4: Knowing the sociological bases and the different methodological approaches to the concept of creativity and innovation. • SC5: To understand the economic dimension of social trust and its relationship with the dynamics of change. • SC6: To implement social innovation projects that lead to collaborative and sustainable economic practices. • SC7: Resolve conflicts between actors in the development of innovation processes. • SC8: Plan innovative and strategic actions based on the analysis of the economic and technological environment. • SC9: Knowing the legal framework in which the development of social innovation takes place for its adequate planning and execution. • SC10: Knowing the phases of a social innovation process.

Table 30. Best practices identified in Postgraduate programmes (3), Spain

General competences of the course	• SC11: Apply social innovation techniques in public administration, business and the third sector. • SC12: Adapt proposals for innovative programs and products to the real needs of each context and user group. • SC13: Evaluate and efficiently use current sources of data on innovation to understand the social context and existing opportunities. • SC14: Knowing the tools for design, analysis and strategic planning of innovation, for the application of those that are more complete in each case. • SC15: Design transdisciplinary work teams in social innovation projects in the different stages of the process. • SC16: Identify partners to add capacities and take advantage of synergies in social innovation projects. • SC17: Knowing the sources of financing that allow converting innovative ideas and drivers of social change into viable projects. • SC18: Construct quantitative and qualitative indicators for the evaluation, including participatory evaluation, of social innovation projects in the public and private sectors. • SC19: Define and describe organizational strategies for social innovation based on the "human centred approach". • SC20: Include prospective techniques in the design of social innovation projects to identify dynamics of social change
Entrepreneurship-related competences	• Spotting opportunities: Identify and seize opportunities, needs and challenges to create value by exploring the social, cultural and economic landscape. • Creativity: Explore and experiment with innovative approaches.

Table 30. Best practices identified in Postgraduate programmes (3), Spain

Entrepreneurship-related competences	• Vision: visualising future scenarios to help guide effort and action • Valuing ideas: judging what value is in social, cultural and economic terms. • Ethical and sustainable thinking: assessing the consequences and impact of ideas, opportunities, and actions. • Mobilising resources: gather and manage a wide range of resources. • Mobilising others: inspiring and enthusing relevant stakeholders. • Planning and management • Taking the initiative: act and work independently to achieve goals, stick to intentions and carry out planned tasks • Working with others, teaming up, collaborating and networking.
General contents of the course	The Master's Degree in Social Innovation and Dynamics of Change provides the necessary training to set up real innovation projects, applicable both to the business and commercial reality, in the industrial field, and to the improvement and change of institutions and services of the public administration and the third sector.
Entrepreneurship Contents-related	No specific
Methodology	The Master's Degree in Social Innovation and Dynamics of Change has an academic orientation and the structure of the plan is based on a continuous and linear process that begins with the teaching of the essential concepts for the understanding of social innovation processes,

Table 30. Best practices identified in Postgraduate programmes (3), Spain

|	
Methodology	continues with the acquisition of the necessary tools for intervention and culminates with the design and implementation of projects for innovation in the field of private enterprise, public administration and the third sector. Once the theoretical concepts have been established, students will be prepared to put into practice what they have learnt. In this way, they will be provided with the necessary tools to be able to extract the necessary data to make sense of the problem of study, carry out diagnosis, find out which factors interact in the reality that concerns them and establish the relationships between them and their own reality.
Activities	Not mentioned
Evaluation	Preparation and public defence of a master's thesis, which must be carried out in the final phase of the study programme.
Participant profile	People in possession of an official university degree in Sociology (Degree or Bachelor's Degree).
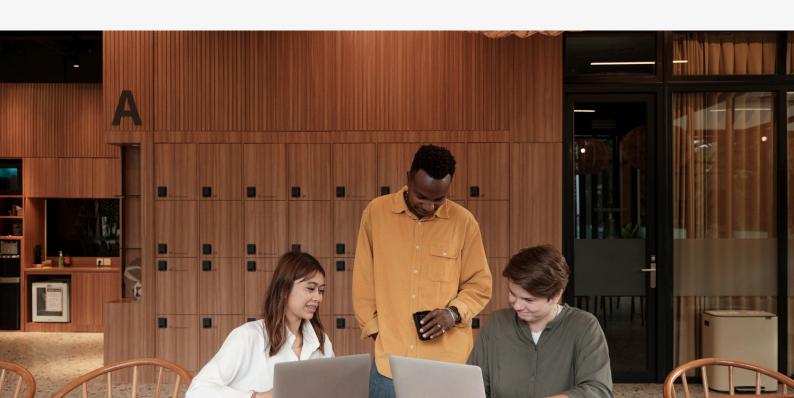
Table 31. Results – Indicators (5), Spain

Results - Indicators	2021/2022	2022/2023
UAS01-Degree of satisfaction with the studies (Students)	8.4	6.8
UAT01-Number of students	20	20
UAT11-Number of students completing the course	20	19
	Strengths	Weaknesses
Degree of satisfaction	●	●
Wide diversity scope: economic, social, political….	●	
Activities		●
Lack of Entrepreneurship subject		●
Entrepreneurial competencies	●	●

Source: https://utc.ua.es/en/programas-calidad/audit/economic/quality-indicators-of-the-faculty-of-economics-and-business-sciences.html#generalesmaster

Table 32. Best practices identified in Postgraduate programmes (4), Spain

Title of the training programme	Master Universitario en Economía Social Master's Degree in Social Economy
University	University of Valencia
Web page	Máster Universitario en Economía Social (Cooperativas y Entidades no Lucrativas) (uv.ehttps://www.uv.es/uvweb/universidad/es/estudios-postgrado/masteres-oficiales/oferta-masteres-oficiales/master-universitario-economia-social-cooperativas-entidades-no-lucrativas-1285848941532/Titulacio.html?id=1285850876704&plantilla=UV/Page/TPGDetaill&p2=3-4s)
General competences of the course	• SC1: To understand the functioning of the entities and companies that make up the Social Economy. • SC2: To be familiar with the legal peculiarities (commercial and labour) of Social Economy companies and entities. • SC3: To be familiar with the accounting and fiscal peculiarities of Social Economy companies and organisations. • SC4: To know how to apply the process of Strategic Management in Social Economy companies and organisations. • SC5: Knowing and knowing how to apply marketing strategies applied to Social Economy companies and organisations. • SC6: Knowing and knowing how to apply Human Resources strategies applied to Social Economy companies and organisations. • SC7: Knowing and knowing how to apply financial strategies applied to Social Economy companies and organisations. • SC8: Knowing how to analyse public policies related to Social Economy companies and entities.

Table 32. Best practices identified in Postgraduate programmes (4), Spain

General competences of the course	
	• SC9: Knowing how to manage and evaluate projects for socio-occupational insertion and for companies and organisations from the Social Economy.
	• SC10: Understand the scope of action of the Social Economy from different points of view and perspectives: legal, social, economic and business, fundamentally.
	• SC11: To understand the role that information and communication technologies play in the operation of Social Economy companies.
	• SC12: Understanding the functioning of the business networks that develop between Social Economy companies.
	• SC13: Understanding the process of social innovation and its role in the functioning of Social Economy companies.
	• SC14: Understanding the sectoral reality of cooperatives and worker-owned companies: their functioning and weight within the Social Economy.
	• SC15: Understanding the sectoral reality of non-profit organisations (associations and foundations): their functioning and weight within the Social Economy.
	• SC16: Understanding the functioning and usefulness of insertion companies and social action and social services entities.
	• SC17: Understanding the functioning of credit cooperatives and agricultural cooperatives and the relationship between them.
	• SC18: Analysing the situation of development cooperation organisations from the Social Economy and their role in international development cooperation.

Table 32. Best practices identified in Postgraduate programmes (4), Spain

General competences of the course	• SC19: Understanding the functioning of consumer cooperatives and other types of cooperatives such as professional services cooperatives, housing cooperatives, etc. • SC20: Understanding the functioning of worker cooperatives (cooperatives and worker-owned companies) and mutual societies.
Entrepreneurship-related competences	Not specified
General contents of the course	This master's degree offers advanced training in relation to the Social Economy business sector with the aim of training high-level specialists in cooperatives, non-profit organisations, social enterprises, labour companies, etc., in their different areas: economic, legal, tax, accounting, labour, strategic, commercial, human resources, financial, etc.
Entrepreneurship Contents-related	Not specified
Methodology	Each subject of the Master's degree uses its own methodology, which is specified in their respective teaching guides.
Activities	Not mentioned
Evaluation	The Master is aimed at university graduates (undergraduate studies), especially those studies directly related to the study of the company.
Participant profile	The Master is aimed at university graduates (undergraduate studies), especially the most appropriate studies are those directly related to the study of the company. It is also aimed at staff who work in social organisations or university graduates who wish to join them.

Table 33. Results – Indicators (5), Spain

Results - Indicators	2021/2022	2022/2023
UAS01-Degree of satisfaction with the studies (Students)	No information	No information
UAT01-Number of students	No information	No information
UAT12-Failure rate	No information	No information
	Strengths	Weaknesses
Wide diversity scope: economic, social, political….	●	
Team work	●	
Entrepreneurial perspective	●	
Lack of Entrepreneurship subject		●
Entrepreneurial competencies	●	

2. Lithuania

Best practices identified in bachelor's degree programmes

Table 34. Best practices identified in bachelor's degree programmes (1), Lithuania

Title of the training programme	Business and Entrepreneurship, SEB,
Title of the Course / Subject	Entrepreneurship
University	Kaunas University of Technology
General competences of the course	• Is able to define the essence, forms, manifestation and purpose of entrepreneurship as a creative, innovative and proactive business process in the modern economy. • Is able to define the distinctive features of an entrepreneur, intrapreneur and entrepreneurial organization, modes of operation in the market, strategies, necessary conditions as well as factors for operation. • Is able to define the economic and social benefits of entrepreneurship for the country (region), the reasons and instruments for promoting entrepreneurship in the European Union and Lithuania. • Is able to systematically analyze and critically evaluate the experience of entrepreneurial organizations, entrepreneurs and intrapreneurs, business models, environmental factors and processes that determine the opportunities and nature of business development. • Is able to analyze the possibilities of entrepreneurial business in the chosen market, critically evaluate the potential of business ideas, based on environmental analysis, creativity and logically justified conditions generate and substantiate innovative business ideas and provide solutions for their implementation in the market.

Table 34. Best practices identified in bachelor's degree programmes (1), Lithuania

Entrepreneurship-related competences	• Is able to define the essence, forms, manifestation and purpose of entrepreneurship as a creative, innovative and proactive business process in the modern economy. • Is able to define the distinctive features of an entrepreneur, intrapreneur and entrepreneurial organization, modes of operation in the market, strategies, necessary conditions as well as factors for operation. • Is able to define the economic and social benefits of entrepreneurship for the country (region), the reasons and instruments for promoting entrepreneurship in the European Union and Lithuania. • Is able to systematically analyze and critically evaluate the experience of entrepreneurial organizations, entrepreneurs and intrapreneurs, business models, environmental factors and processes that determine the opportunities and nature of business development. • Is able to analyze the possibilities of entrepreneurial business in the chosen market, critically evaluate the potential of business ideas, based on environmental analysis, creativity and logically justified conditions generate and substantiate innovative business ideas and provide solutions for their implementation in the market.
General contents of the course	• Entrepreneurship: definition, forms and process • Entrepreneurship: macro approach (role in the economics and society) • Entrepreneurial organization: characteristics and performance • Entrepreneur: entrepreneurial thinking, attitudes and behaviour • Social entrepreneurship • Opportunity-centred entrepreneurship: exploring and assessing opportunities • Creating business design and plan • Business funding sources

Table 34. Best practices identified in bachelor's degree programmes (1), Lithuania

Entrepreneurship Contents-related	• Entrepreneurship: definition, forms and process • Entrepreneurship: macro approach (role in the economics and society) • Entrepreneurial organization: characteristics and performance • Entrepreneur: entrepreneurial thinking, attitudes and behaviour • Social entrepreneurship • Opportunity-centred entrepreneurship: exploring and assessing opportunities • Creating business design and plan • Business funding sources
Methodology	The ten-grade scale and the cumulative evaluation system are applied. The module's final evaluation consists of the sum of multiplications of the grades of the intermediate assessments and the final assessment multiplied by weighting coefficients (percentage components).
Activities	Discussion, Lecture, Case analysis (case study), Tutorials, Problem-based learning, Team project
Evaluation	Peer assessment: • Generation of the ideas, proactivity in teamwork • Active involvement in the preparation of the group project • Quality and completeness of the tasks performed • Ability to plan the time Problem-solving task: • The logical structure of the project, the maturity and argumentation of the presented ideas, the validity of the conclusions and recommendations. • Level of literacy, compliance with the requirements of KTU's written works.

Table 34. Best practices identified in bachelor's degree programmes (1), Lithuania

Evaluation	Oral presentation: • Quality of oral presentation: clear and logical structure of the presentation, proper disclosure of the task, presentation time management, absence of grammatical and style errors. • The answers to the questions are comprehensive and reasonable, the student demonstrates knowledge of the topic and is able to discuss Written examination: • Completeness and argumentation of the answers, presentation of practical examples that complement the answer.
Participant profile	Pre-requisites for studies: Introduction to Business

Source: www.ktu.edu

Table 35. Best practices identified in bachelor's degree programmes (2), Lithuania

Title of the training programme	Business and Entrepreneurship, SEB,
Title of the Course / Subject	Innovation Management
University	Kaunas University of Technology
General competences of the course	Is able to evaluate the principles of innovation management, the interaction of innovation and entrepreneurship, innovation typologies, innovation management models, and management peculiarities of different types of innovation. Is able to adapt theoretical knowledge and research-based experience for the analysis of innovation management related problems in a particular organization (sector), while combining qualitative and quantitative research methods.

Table 35. Best practices identified in bachelor's degree programmes (2), Lithuania

General competences of the course	Is able to identify the preconditions of the evolution of innovation models, critically analyze and evaluate the innovation management activity and its success principles from the perspective of business or sustainable development.
	Is able to adapt innovation management models in different sectors of activity and creatively model innovation management solutions in practice.
	Is able to coordinate separate phases of innovation management and creatively perform innovation commercialization decisions under the conditions of globalization.
	Is able to dynamically react to the environment of innovation activities and to practically apply innovative solutions while demonstrating innovation leadership competence, based on personal skills and understanding of the activity context.
Entrepreneurship-related competences	Is able to evaluate the principles of innovation management, the interaction of innovation and entrepreneurship, innovation typologies, innovation management models, and management peculiarities of different types of innovation.
General contents of the course	• Innovation typology and basic Innovation Management models • Innovation activities in the company, Innovation waves and Industrial R(e)volutions • Innovation management types, models (Stage Gate) and its critique • Theoretical background for Innovation Management • Open innovations, social innovation and its management

Table 35. Best practices identified in bachelor's degree programmes (2), Lithuania

General contents of the course	• Innovation management process (1): selection of ideas, creativity and concept development • Innovation management process (2): concept testing, prototypes and commercialisation to the market • Customer role and involvement in Innovation Management process
Entrepreneurship Contents-related	
Methodology	The ten-grade scale and the cumulative evaluation system are applied. The module's final evaluation consists of the sum of multiplications of the grades of the intermediate assessments and the final assessment multiplied by weighting coefficients (percentage components).
Activities	Discussion, Lecture, Case analysis (case study), Tutorials, Problem-based learning, Team project
Evaluation	Peer assessment: • Generation of the ideas, proactivity in teamwork • Active involvement in the preparation of the group project • Quality and completeness of the tasks performed • Ability to plan the time Problem-solving task: • The logical structure of the project, the maturity and argumentation of the presented ideas, the validity of the conclusions and recommendations. • Level of literacy, compliance with the requirements of KTU's written works.

Table 35. Best practices identified in bachelor's degree programmes (2), Lithuania

Evaluation	Oral presentation: • Quality of oral presentation: clear and logical structure of the presentation, proper disclosure of the task, presentation time management, absence of grammatical and style errors. • The answers to the questions are comprehensive and reasonable, the student demonstrates knowledge of the topic and is able to discuss • Written examination: • Completeness and argumentation of the answers, presentation of practical examples that complement the answer.
Participant profile	Pre-requisites for studies: English, B2, C1 level or equivalent

Source: www.ktu.edu

Best practices identified in Postgraduate programmes

Table 36. Best practices identified in Postgraduate programmes, Lithuania

Title of the training programme	Innovation Management and Entrepreneurship Course: Technology Venturing
University	Kaunas University of Technology
General competences of the course	The student is able to initiate technological venture and develop business model for technology driven business. I.e., he (she) is able to generate business idea, and knows major business generation techniques, and is capable to build a technology venturing team corresponding to the competences desired, and team life cycle, as well as is capable to act as a business mentor for start-ups.

Table 36. Best practices identified in Postgraduate programmes, Lithuania

General competences of the course	He (she) knows the techniques of technological business opportunity search and evaluation, including market validation techniques, as well as business communication methods. The student is able to put technology venture in action, while designing a business model, executing technology business idea market validation, defining go-to-market strategy and taking entrepreneurial marketing decisions, combined with agile product development and business idea pivoting techniques within different technology venturing contexts. The student is able to communicate technology venturing concept in written, and in spoken, understands basic relationships of risk capital, and is able to present technology venturing idea, business model, and financial parameters for target audience (business accelerators, investors, and the like).
Entrepreneurship-related competences	The student is able to put technology venture in action, while designing a business model, executing technology business idea market validation, defining go-to-market strategy and taking entrepreneurial marketing decisions, combined with agile product development and business idea pivoting techniques within different technology venturing contexts.
General contents of the course	• Technology venture inception • Technology venturing: grounding theories • Technology venturing opportunity search and technology foresight: STEAM approach • Technology Venturing in High Growth High Technology Intensity markets (HGIE)

Table 36. Best practices identified in Postgraduate programmes, Lithuania

General contents of the course	• Technology venture in action • Industrial and technology venturing strategy • Business model design for technology venturing and complex solutions • Technology Venturing in Global Networks of Innovators • Circularity driven Technology Venturing peculiarities • Digitization driven technology venturing • Ecosystem for high growth technology venturing: navigating the highway
Entrepreneurship Contents-related	
Methodology	more than 25% of the study module is organised as on-campus learning in physical space and more than 25% of the study programme is organised as distance learning in virtual space.
Activities	Discussion, Group work, Guest lectures, Team project, Tutorials Creativity workshop, Lecture, Reflective learning, Team project Reflective learning,
Evaluation	Reflection on action Oral presentation Project report Computer-based examination
Participant profile	Prerequisites for studies – business basics, English language C1 level or equivalent

Source: www.ktu.edu

3. Greece

Best practices identified in bachelor's degree programmes

Table 37. Best practices identified in bachelor's degree programmes, Greece

Title of the training programme	Computer Science
Title of the Course / Subject	Social Entrepreneurship
University	University of Crete
General competences of the course	After the successful completion of the course, the students: • will know and understand the multiple forms and different types of enterprises that comprise the social and solidarity economy (SSE) sector. • They will recognise the historical development of the sector in Greece, the basic theoretical framework and important related concepts. • be familiar with the basic principles of organisation, strategies and development models of social enterprises. • will understand the concept of social innovation and its manifestations in different business models. • will be familiar with the Sustainable Development Goals and how modern social enterprises can contribute to their implementation. • will have knowledge about the economic, social, political and technological challenges facing modern social enterprises in a European and international context. • have knowledge of the main policies for the development of the social and solidarity economy and the strengthening of social entrepreneurship in Greece and recognise the contribution of European and international organisations as well as urban,

Table 37. Best practices identified in bachelor's degree programmes, Greece

Entrepreneurship-related competences	
General contents of the course	social and environmental movements in shaping the objectives and outcomes of social entrepreneurship. The main thematic axes within the course are: – Social economy and entrepreneurship: Basic concepts and the Greek and international experience. – Historical development and ideological approaches to the social economy. – History of social entrepreneurship: Theoretical framework, alternative business models, organization, marketing and leadership in contemporary examples from Greece and abroad, business plan development, key resources and financing instruments, measuring social impact. – Social innovation: Types, importance for business and development, management policies, impacts and outcomes. – Public policy to support social economy and entrepreneurship in Greece and the EU.
Entrepreneurship Contents-related	
Methodology	The course is lecture-based and will involve both theory delivery and activities and discussion on publications, examples – case studies, empirical evidence and relevant studies – research reports.
Evaluation	– Assignment (project) and presentation: bonus up to +2 points. – Development questions – written exam at the end of the semester (100%). Assessment criteria will be precisely specified and accessible on the course page
Participant profile	Bachelor student of the Department of Computer Science, University of Crete.

Table 38. Best practices identified in bachelor's degree programmes (2), Greece

Title of the training programme	Marketing and Communication
Title of the Course / Subject	Social Entrepreneurship
University	Athens University of Economics and Business
General competences of the course	- Upon completion of the course students will: - understand basic concepts of social entrepreneurship - have knowledge and skills for the creation and management of social enterprises - be able to critically evaluate practices adopted by social enterprises in the Greek and international environment - can use models, techniques and tools in practice
Entrepreneurship-related competences	
General contents of the course	The course familiarizes trainees with a number of social business concepts, such as: - Social economy – social entrepreneurship - Social entrepreneurship – social versus conventional entrepreneurship - Social enterprise vs. social entrepreneurship - Social leadership - Challenges and trends in social business - Business models of social enterprises in the Greek and international environment
Entrepreneurship Contents-related	
Methodology	Theoretical / practical lectures and student presentations

Table 38. Best practices identified in bachelor's degree programmes (2), Greece

Activities	Theoretical / practical lectures and student presentations
Evaluation	Written examination and compulsory assignment
Participant profile	Bachelor student of the Marketing and Communication Department Athens University of Economics and Business.

Table 39. Best practices identified in bachelor's degree programmes (3), Greece

Title of the training programme	Department of Agricultural Business Management & Supply Systems
Title of the Course / Subject	Social Entrepreneurship & Sustainable Development
University	AGRICULTURAL UNIVERSITY OF ATHENS
General competences of the course	The aim of the course is: to familiarize students with the overall view of the orientation and course of a social enterprise, with the formulation and implementation of its strategy with emphasis on the use of technology, knowledge and innovation, the creation of knowledge-based social and sustainable start-ups and start-ups based on knowledge, treating strategy (technological and entrepreneurial) as a dynamic process of exploiting its resources and capabilities. familiarising students with the contribution of social entrepreneurship to sustainable development
Entrepreneurship-related competences	• Searching, analysing and synthesising data and information, with the use of all 2 necessary technologies • Adapting to new situations • Decision-making

Table 39. Best practices identified in bachelor's degree programmes (3), Greece

Entrepreneurship-related competences	• Working autonomously • Teamwork • Promotion of free, creative and deductive thinking • Respect for Diversity and Multiculturalism • Demonstrate social, professional and ethical responsibility and gender sensitivity
Methodology	A combination of teaching and learning methods will be used in order to actively involve the students and ensure the practical application of the thematic modules under examination: lectures using audio-visual media, analysis and discussion of case studies on real operational issues, experiential (group) exercises, as well as the screening of relevant videos. In addition, students will prepare an individual or group project. In addition, articles, audio-visual material of lectures, web addresses, useful information, case studies and exercises for students' practice are posted electronically in the class.
Activities	Theoretical / practical lectures and student presentations
Evaluation	The evaluation procedure shall be carried out in the language the course is offered (Greek or English) and consists of: • i) Mandatory written final examination at the end of the semester (weighting of at least 70%) including a multiple-choice test and/or essay development questions and/or problem solving. • Assessment criteria: correctness, completeness, clarity • ii) Compulsory written mid-term examination or written assignment (weighting 30%) Evaluation criteria: correctness, completeness, clarity

Table 39. Best practices identified in bachelor's degree programmes (3), Greece

Participant profile	Bachelor student of the Department of Agricultural Business Management & Supply Systems, Agricultural University of Athens.

Best practices identified in Postgraduate programmes

Table 40. Best practices identified in Postgraduate programmes (1), Greece

Title of the training programme	Social Innovation and Development Strategies
University	University of Peloponnese
General competences of the course	The inter-institutional Postgraduate Programme of Postgraduate Studies entitled "Social Innovation and Development Strategies" aims at the postgraduate specialisation of scientists of various fields in issues related to the academic subjects of Social Innovation (social entrepreneurship, social economy, innovation clusters, institutional constitution and operation, start-ups, incubators) and Development Strategies (economic, social, structural, cultural, individual, cultural) at local, regional, national and international levels. The MSc is the only one in Greece, which combines theoretically, practically and functionally the subjects of Social Innovation and Development and has as its mission on the one hand the promotion of research, on the other hand the theoretical deepening and critical approach in these scientific subjects, providing the necessary skills for scientific and professional careers of students, let alone for their active participation in development activities for the benefit of social welfare.
Entrepreneurship-related competences	The MSc aims at the postgraduate specialization of scientists of various disciplines in issues related to the academic subjects of Social Innovation (social entrepreneurship,

Table 40. Best practices identified in Postgraduate programmes (1), Greece

Entrepreneurship-related competences	social economy, innovation clusters, institutional constitution and operation, start-ups, incubators) and Development Strategies (economic, social, structural, cultural, individual) at local, regional, national, European and international level, on an interdisciplinary basis. In this context, the MSc seeks on the one hand to promote research, on the other hand to deepen the theoretical and critical approach to these scientific subjects, providing the necessary skills for scientific and professional careers, for the consolidation of the above subjects, but also for the active participation of students in development activities aimed at social welfare.
General contents of the course	• Social Innovation • Economics of Development • Governance and Participatory Policies • Social Economy • Research Methodology • Digital Technology and Innovation • Regional Development and Holistic Strategic Plans • Social Impact Analysis • Economy of Culture • Labour Market and Development
Methodology	The courses are compulsory and are taught in the physical presence of the students or part of the programme (up to 35%) can be offered remotely. The students must collect 60 ECTS from the courses and 30 ECTS from their thesis in order to graduate.
Activities	Courses, seminars, laboratory exercises, lecture courses, study visits
Evaluation	The assessment of students' performance in each course is done through examinations that may be

Table 40. Best practices identified in Postgraduate programmes (1), Greece

Evaluation	written, oral, laboratory, compulsory/optional, oral, laboratory, compulsory/optional assignments, multiple-choice questions or a combination of these.
Participant	Bachelor's degree Proficiency in English language

Table 41. Best practices identified in Postgraduate programmes (2), Greece

Title of the training programme	Social and Solidarity Economy
University	Hellenic Open University
General competences of the course	After completing the Master's Program in Social and Solidarity Economy (hereafter SSE), graduates will be able to: • Understand the content, history, and foundations of the concept of SSE. • Understand the basic theoretical and epistemological assumptions and the central arguments of contemporary approaches to SSE. • Distinguish the various forms and types of enterprises, labour compensation, financing, and transactions in SSE. • Critically approach contemporary theories of the commons. • Become familiar with technologies and practices that are based on or oriented towards the commons. • Research the commons in an interdisciplinary and multifaceted manner, combining theoretical study and discussion with experiential and participatory learning processes. • Identify the opportunities and challenges arising from the emergence of new collaborative models for producing common goods.

Table 41. Best practices identified in Postgraduate programmes (2), Greece

General competences of the course	- Understand different approaches to development policies and distinguish their spatial parameters. - Understand different approaches to social innovation. - Design the organization and development of SSE at the community, local, or regional level. - Understand the objectives and political stakes of public policies as well as the factors that shape them in specific countries. - Historically and critically approach the relationship between the state and SSE. - Understand the historical context of the political struggle centred on SSE. - Design the implementation of public policies for SSE. - Historically and critically approach the relationship between social movements and SSE. - Identify and evaluate business "opportunities" and innovative prospects in the field of SSE. - Understand recent economic and technological developments and assess their impact on SSE. - Develop and coordinate management and operational strategies for SSE initiatives. - Develop appropriate strategies for positioning and differentiating products and services. - Understand the terms and conditions required for creating different types of groups and the stages of their development. - Understand the factors that shape group dynamics. - Design and promote communication models among those involved in SSE initiatives. - Propose techniques for resolving conflicts that arise within a group. - Design processes for reflection and self-evaluation of group projects.

Table 41. Best practices identified in Postgraduate programmes (2), Greece

General competences of the course	• Understand the diversity of SSE management models. • Support the members of SSE initiatives in designing and implementing decision-making and governance models. • Organize the administrative functions of an SSE enterprise. • Coordinate workers in SSE organizations in a collective manner. • Plan and monitor the implementation of the production process plan. • Identify the financial needs of an SSE enterprise. • Understand European and national policies for financing SSE enterprises and manage the financial statements of these enterprises. • Seek and evaluate available alternative sources of financing for SSE enterprises. • Assess the potential risks of alternative financing sources for achieving their specific goals. • Make decisions under conditions of uncertainty and risk by controlling the investment readiness of the SSE enterprise.
Entrepreneurship-related competences	Same with the general competencies.
General contents of the course	• Concepts and theories of the Social and Solidarity Economy • Organizational forms and types of the Social and Solidarity Economy • The commons: an alternative paradigm • Territorial Development, Social Innovation and Social and Solidarity Economy • Public policies and institutional framework for the Social and Solidarity Economy

Table 41. Best practices identified in Postgraduate programmes (2), Greece

General contents of the course	• Social movements, the State and the Social and Solidarity Economy) • Social and Solidarity Economy Business Planning • Governance of social enterprises • Financial Management and Financing of Social and Solidarity Economy Enterprises
Methodology	The courses are conducted by remote learning and the students have to collect 120 ECTS and complete their thesis to gain their degree. The duration is 2 academic years.
Activities	Courses, seminars, laboratory exercises, lecture courses
Evaluation	The assessment of students' performance in each course is done through examinations.
Participant profile	Holders of a degree or diploma of higher education in a related subject are eligible. The language of instruction is Greek. Knowledge of a foreign language as well as familiarity with the use of computers, e-mail and the Internet will be of great help in following the programme.

Best practices identified in bachelor's degree programmes

Table 42. Best practices identified in bachelor's degree programmes (1), Belgium

Title of the training programme	Social work (UCLL)
Title of the Course / Subject	Social Enterprise & Systems Change (B-UCLL-MBW36C)
University	University college Leuven Limburg (UCLL)

Table 42. Best practices identified in bachelor's degree programmes (1), Belgium

General competences of the course	Objectives
	Objectives • Students understand and can apply different frameworks regarding change processes and their context. Students recognize opportunities and can bring about change. • Students gain insight into how they handle change (preferred behaviours) and what skills are needed to bring change. • Students can bring change to single systems. • Students have developed skills (agile, agility and stability, dealing with chaos,...) • Students are entrepreneurial and take ownership of own project. In doing so, they are creative and innovative. • Students have basic understanding of frameworks that support change processes (agile, story weaver, framework cynarine, impact, new forms of economy and new social business models). Intended competencies. • OLR5 – The PBa connects to the capabilities and limitations of individuals, groups and communities, taking into account the contexts in which they find themselves. • OLR 8 – The PBa social work designs and guides social work processes (practices), also in complex situations. To this end, he uses appropriate knowledge and methodical skills to be effective and innovative. • OLR 10 – The PBa social work (re)connects individuals, groups and communities with society and vice versa. • OLR 14 – The PBa social work continuously skills and reflects on his work.

Table 42. Best practices identified in bachelor's degree programmes (1), Belgium

Entrepreneurship-related competences	• Understanding Contexts and Communities • Designing and Guiding Entrepreneurial Processes • Connecting Individuals, Groups, and Communities with Society • Continuous Skills Development and Reflection These content areas align with the competencies outlined and can help students develop the necessary skills and knowledge to engage effectively in entrepreneurial endeavours within social work contexts.
General contents of the course	Students learn to think innovatively about solutions to particular social problems. Students gain more insight into Social Entrepreneurship and system change in an experiential way. We let them experience for themselves that you can get things moving through your own mindset and way of acting. This both inside and outside the organization. The focus is on innovative thinking and acting, entrepreneurship and creativity. Students learn that they 'always' have the power to change something about the system (as part of the system, if you are outside the system) by taking different positions and using different skills. So, it's not just about competencies and skills, but really about a different mindset where we start from believing in strengths and possibilities, looking to the future, daring to let go and leave our comfort zone. (Appreciative inquiry and future scenarios). Complex issues require a different approach than the conventional.

Table 42. Best practices identified in bachelor's degree programmes (1), Belgium

General contents of the course	We choose Design Thinking as a common thread since research has shown that this creative – and empathetic – way of thinking works to make progress in the search for solutions to complex problems. Design thinking is all about developing deep empathy for the 'user', the human being, and developing solutions that fulfil their needs. We want students to go through this concrete process by working closely with a concrete organization and building a network. During coaching moments, we stimulate students to reflect on both their own change process and the change process that is going on in function of their concrete project. Models we use such as Bateson's Logical Levels provide tools to reflect on the level of the organization/project but also on the level of the individual. (I as student, I as change-maker, I as wicked-architect)
Entrepreneurship Contents-related	The entrepreneurship-related content for this course focuses on fostering innovative thinking, entrepreneurial action, and creativity to address social problems effectively. Here's a breakdown of the key elements: Social Entrepreneurship and System Change: Students explore the concept of social entrepreneurship and learn about driving systemic change in society. They engage in experiential learning activities to understand how individual mindsets and actions can catalyse impactful change both within and outside organizations.

Table 42. Best practices identified in bachelor's degree programmes (1), Belgium

Entrepreneurship Contents-related	Mindset Shift and Empowerment: The course emphasizes a mindset centred on strengths, possibilities, and future-oriented thinking. Students are encouraged to step out of their comfort zones, embrace uncertainty, and believe in their ability to effect change within complex systems.
	Design Thinking Approach: Design thinking serves as a central methodology for problem-solving and innovation. Students learn to deeply empathize with stakeholders, identify their needs, and co-create solutions that address real-world challenges effectively.
	Practical Application with Organizations: Students collaborate closely with organizations to apply design thinking principles in solving concrete social problems. Through hands-on projects, they build networks, gain practical experience, and contribute to positive change initiatives.
	Reflection and Coaching: Throughout the course, students engage in reflection sessions and coaching moments to evaluate their own change process and project outcomes. Models like Bateson's Logical Levels provide frameworks for analysing organizational and individual dynamics, enabling students to assess their impact as change-makers.
	By integrating these elements into the curriculum, students develop a holistic understanding of social entrepreneurship, gain practical experience in driving systemic change, and cultivate the mindset and skills necessary to navigate complex social issues effectively.

Table 42. Best practices identified in bachelor's degree programmes (1), Belgium

Methodology	We start with a 2-day bootcamp (without overnight stay) to provide experience and immersion. During this boot camp, students gain insight into their own strengths and skills in change processes and how to use these in complex social challenges. Moreover, in an open space, they are given different frameworks to start their project (framework cinefin, design Thinking, system change and AI as a research method). Students choose a complex societal theme they want to work on (can be related to previous internship experience, future internship, other MAD contexts), but of course linked to a MAD context. In addition, students choose whether to do this project alone or in groups. The class series will consist of coaching sessions and workshops. During the coaching sessions we focus on 2 aspects on the one hand reflection on own entrepreneurial actions (individual) as well as reflection on the project. These coaching sessions must be prepared by students in order to participate in the session. In this way, they build their own portfolio and learn to take the initiative in indicating needs.
Activities	see above
Evaluation	Students give an individual pitch based on their portfolio (what change process did you take yourself through? What obstacles have you overcome? What opportunities has this provided and what skills have you developed)? Students give a pitch about their project (this can be in the form of a social business model with the first steps to starting a social enterprise, submitting a grant file, an innovative project within an organization,

Table 42. Best practices identified in bachelor's degree programmes (1), Belgium

Evaluation	the organization of a network organization, start-up training program). This project can also be linked to internship assignment 3rd year or BAP. Students give this pitch to an expert jury from the field (who can assess the innovative and entrepreneurial aspect). Moreover, students deliver a portfolio on the entrepreneurial path per group as well as individually a portfolio of their personal learning path.
Participant profile	It builds on the knowledge gained by students in Phase 2 OPO entrepreneurship, innovation and organization OPO City in change OPO Negotiation, mediation and conflict management

Table 43. Best practices identified in bachelor's degree programmes (2), Belgium

Title of the training programme	This course is an elective course in that students can choose in the following programmes:
Title of the Course / Subject	UN sustainable development goals (B-UCLL-QD1557)
University	• UCLL and KU Leuven • UCLL • UN Sustainable Development Goals (B-UCLL-MGD26A)
General competences of the course	An interactive and learner-centred environment will be created that enables exploratory, action-oriented and transformative learning. Learners will be empowered to take informed decisions and responsible actions for environmental integrity,

Table 43. Best practices identified in bachelor's degree programmes (2), Belgium

General competences of the course	economic viability, and a just and inclusive society for present and future generations. Learners will be inspired to act for sustainability and regeneration within the framework of the UN 2030 Agenda for Sustainable Development. Upon completion of this course, students will • have sound knowledge of the 17 UN Sustainable Development Goals and their interconnectedness • have basic insight in the current global status and evolution of the 17 topics of the UN SDG's • identify the need for radical changes in how people coexist with each other and with the planet • be skilled in critical and systemic thinking • be skilled in collaborative decision-making and problem-solving • generate ideas to contribute proactively to transform themselves and the society they live in • adopt values and attitudes relevant to addressing the UN SDG's
Entrepreneurship-related competences	These competences underscore the multifaceted nature of entrepreneurship in community-led contexts, emphasizing not only economic viability but also social impact and sustainability. To provide a more comprehensive analysis specific to Belgium, it would be necessary to refer to national-level documents, training programs, or interviews with relevant stakeholders involved in community-led initiatives.
General contents of the course	This course starts with an introduction into the UN 2030 Agenda for Sustainable Development and its conceptual guidelines: Planet, People, Prosperity, Partnerships, Peace (Dignity and Justice).

Table 43. Best practices identified in bachelor's degree programmes (2), Belgium

General contents of the course	After that, the learning outcomes of this course will be achieved by integrating the 17 SDGs into the following critical themes: • climate change • disaster risk reduction • biodiversity • respect for diversity and tolerance • sustainable consumption / transformative economy • poverty eradication / inequality reduction
Entrepreneurship Contents-related	Throughout the course, students could engage in case studies, projects, and discussions that encourage them to identify entrepreneurial opportunities aligned with the UN Sustainable Development Goals (SDGs) and develop business plans that address pressing global challenges while promoting sustainable development and social progress. Additionally, they may learn about the role of partnerships and collaboration in driving positive change and scaling impact.
Methodology	The course is designed in such a way that theoretical lessons and discussions will alternate with basic research activities, hands-on workshops and subsequent presentations. • Theoretical lessons: enhancing knowledge and creating interactive discussions. Based on the reading materials. • Basic research (group and individual work): gathering and analysing data to value scientific research as an educational tool to get people involved in sustainable development. • Workshops: (group work) elaborating theory and promoting skills, values and attitudes after each theoretical lesson.

Table 43. Best practices identified in bachelor's degree programmes (2), Belgium

Methodology	• Student presentations (group and individual work): students present the results of the group workshops and the individual final assignment to classmates.
Activities	see above
Evaluation	• Permanent evaluation applies to this course. This means that students are evaluated throughout the whole semester and that there is no separate exam in the exam period at the end of the semester. • Students will be graded according to the quality of the process and according to the quality of the products and presentation of their work. Features of the evaluation and determination of the final grade: • Assignments on the themes – 30% (individual&group grade) • Minor assignments to prepare or process the thematic sessions • Written test* – 30% (individual grade) • Individual theory test on the content of the theoretical lessons • Final presentation/recorded video message* – 30% (group grade) • Group presentation of the students' proposal for active contribution to sustainable development • Self and peer evaluation – 10% (individual grade) • Evaluation of the product and group presentations and of the group process • *Students who will have to leave Belgium earlier will do the written theory test online and replace the final presentation by a recorded video message.

Table 43. Best practices identified in bachelor's degree programmes (2), Belgium

Evaluation	• Plagiarism is a form of examination fraud that consists of the action of copying the work (ideas, texts, structures, images, plans, …) of someone else without adequate acknowledgement, in an identical form or slightly changed. For the application of these regulations the copying of one's own work without adequate acknowledgement is considered examination fraud. Plagiarism will be sanctioned with the sanctions mentioned in the University College's Regulations on Education and Examinations.
Participant profile	Proficiency in English as a learning medium. Digital skills (Internet, Word, Excel, PowerPoint). Respect for differences and diversity.

Table 44. Best practices identified in bachelor's degree programmes (3), Belgium

Title of the training programme	Social work
Title of the course/subject	Social–cultural entrepreneurship (B–UCLL–MBW18S)
University	UCLL
General competences of the course	General: You actively contribute to the vision development, policy and management of organizations. You adjust your (ortho)(ped)agogical action on the basis of critical self-reflection, current insights from scientific research and regional, national, European and international evolutions. Specifically:

Table 44. Best practices identified in bachelor's degree programmes (3), Belgium

General competences of the course	You know the concepts of social entrepreneurship & social innovation and related lines of force and principles.
	You can distinguish the appropriate forms of enterprise within the social or non-profit sector, you can identify innovative functions, leadership qualities, organizational structures, organizational charts, sources of financing, prevention and partnerships.
	You have insight into quality care and quality thinking within social profit organizations and enterprises and think and act quality-oriented from vision, mission, quality indicators.
	You have insight into the operation of different techniques around brainstorming and creativity and you come up with a creative care idea in group.
	You turn your care idea into a concrete action plan through BMC and value propositions.
	You gain insight into how to present an idea in a clear and straightforward way and how to convince the necessary stakeholders.
	You independently develop a creative and innovative care idea, based on your talents and the needs of the clients/systems/team.
Entrepreneurship-related competences	• Strategic vision and management contribution • Adaptation and critical reflection • Knowledge of social entrepreneurship and innovation • Identification and analysis of social enterprise models

Table 44. Best practices identified in bachelor's degree programmes (3), Belgium

Entrepreneurship-related competences	- Quality-oriented thinking and action - Brainstorming and creativity techniques - Development of action plans - Effective communication and persuasion - Independent innovation
General contents of the course	- A society is constantly changing. What do you have to do as an SCW worker? - Mission-driven work: the difference between innovating and socially innovating. Concepts of entrepreneurship and pioneering. - Social innovation: frameworks, good practices and levers to achieve innovation. - Social cultural entrepreneurship: competencies and tools - Financing models and organizational forms. - Networking - Decision models - Media Content may be methodological, theoretical scientific or practice oriented.
Entrepreneurship Contents-related	- A society is constantly changing. What do you have to do as an SCW worker? - Mission-driven work: the difference between innovating and socially innovating. Concepts of entrepreneurship and pioneering. - Social innovation: frameworks, good practices and levers to achieve innovation. - Social cultural entrepreneurship: competencies and tools - Financing models and organizational forms. - Networking - Decision models - Media Content may be methodological, theoretical scientific or practice oriented.

Table 44. Best practices identified in bachelor's degree programmes (3), Belgium

Methodology	This is a training component that alternates knowledge around frameworks and practices with exercises and assignments. lecture small group and individual exercises to practice skills in entrepreneurship and innovation case study based on material from external speakers individual assignment throughout the course and culminating in the exam with one coaching session and an interim feedback moment. Students are expected in class. • There will be sporadic field visits. Transportation expenses to and from these visits are borne by the students. • Costs for speakers will be charged to the student. The total amount for this bill will not exceed 25 euros.
Evaluation	Type: Examination outside the normal examination period Evaluation Form: Oral, Written Question Forms: Open-ended questions Learning materials: None TOTAL 1-20/20 point scale Students prepare a paper which they submit at the start of the exam period.
Participant profile	The course unit Social Cultural Entrepreneurship is a specialized course unit within the framework of the Bachelor of Social Work program. It builds upon other course units from the program in which a number of competencies were acquired that must be applicable in this course unit.

Table 44. Best practices identified in bachelor's degree programmes (3), Belgium

Participant profile	Students who register for this course unit must have acquired these competencies to a sufficient degree. The lack of these competencies may lead to intolerable deficits for this course unit.
	Working on human rights
	Students can work out, adjust and evaluate a complex assignment in a team in a planned and result-oriented way.
	Students can gather and actively process relevant information (methodical, scientific, policy):
	Students can develop, express and defend their own opinions.
	Methods of Social Work.
	Students can use various thinking and action frameworks as a function of developing social work practice (e.g., models, interventions, design circle).
	Organizing, Entrepreneurship and Innovation.
	Students can place the role of organizations in our society and have gained an understanding of the importance of entrepreneurship and innovation for social work.
	Social Movement Work
	Students have been introduced to the importance of social innovation.
	Group Dynamics 1 Students have been trained in working in and with a group.

Table 45. Best practices identified in bachelor's degree programmes (4), Belgium

Title of the training programme	POC PBA Business Management
Title of the course/subject	Project 3: Circular and social entrepreneurship in practice (B–UCLL–MBM92X)
University	UCLL
General competences of the course	General Competencies (AC):

General Competencies (AC):

AC 4 You work effectively as part of a team.

Objectives:

You are aware of the importance of constructive feedback and apply feedback techniques, as a receiver and as a giver. You engage with feedback received.

You can deal constructively and of your own accord with conflicts within a team.

AC 6 You act from ethical and deontological principles.

You reflect ethically on your personal actions within an organisation or company and the social context.

You analyse social and business situations on the basis of ethical theories and concepts and test personal values and norms against these.

AC 7 You act as a global citizen.

You are familiar with the SDG framework and realize that sustainability principles and corporate responsibility should be applied in an organization.

Table 45. Best practices identified in bachelor's degree programmes (4), Belgium

General competences of the course	You deal appropriately with diversity (within an organization) and develop global citizenship. AC 10 You work on a project basis. You independently prepare a project plan for a (complex) assignment, adjust it based on new data and evaluate it. You can combine and prioritize different parallel tasks. You communicate and report on project results. Profession Specific Competencies (BC): BC5 The PBA develops and implements an adequate marketing policy for the SME: analyses the market, draws up a marketing communication plan, implements a sales policy, and organizes the supply chain. Objectives: To gain insight into the marketing policies of commissioning organizations. To formulate and communicate suggestions for improvement to the client. Elaborate some concrete marketing ideas.
Entrepreneurship-related competences	Effective teamwork Ethical and deontological Action Global Citizenship Project management skills
General contents of the course	The students work for 3 weeks in teams of 3 to 4 students as consultants for clients working in the circular & social economy. The participating clients are start-ups and non-profit organizations that want to move a stone in making our planet sustainable. In this way, students work very concretely to put the Sustainable Development Goals into practice in a circular & social economy organization.

Table 45. Best practices identified in bachelor's degree programmes (4), Belgium

General contents of the course	Students study the client's business plan (using the BMC – Business Model Canvas), make a customer analysis, conduct a (small) customized market research and work out a concrete marketing or communication plan. These are assignments that SME students have done before during their training, but in a theoretical way. In this OPO it is a new challenge because they are working for a real "customer", and will therefore effectively put these competencies into practice. On top of that, they do this in a circular & social organization which allows them to carry out a social commitment focusing on multiple SDGs, both focusing on sustainable and social SDGs (e.g., 10, 11 and 12).
Entrepreneurship Contents-related	• Client Consultancy Project • Application of Sustainable Development Goals (SDGs) • Business Model Canvas (BMC) Analysis • Customer Analysis and Market Research • Development of Marketing or Communication Plans • Social Commitment and Impact
Activities	The students work for 3 weeks in teams of 3 to 4 students as consultants for clients working in the circular & social economy. The participating clients are start-ups and non-profit organizations that want to move a stone in making our planet sustainable. In this way, students work very concretely to put the Sustainable Development Goals into practice in a circular & social economy organization. Students study the client's business plan (using the BMC – Business Model Canvas), make a customer analysis, conduct a (small) customized market research and work out a concrete marketing or communication plan.

Table 45. Best practices identified in bachelor's degree programmes (4), Belgium

Activities	These are assignments that SME students have done before during their training, but in a theoretical way. In this OPO it is a new challenge because they are working for a real "customer", and will therefore effectively put these competencies into practice. On top of that, they do this in a circular & social organization which allows them to carry out a social commitment focusing on multiple SDGs, both focusing on sustainable and social SDGs (e.g., 10, 11 and 12).
Evaluation	Type: Continuous evaluation without examination during the examination period. Evaluation format: Presentation, Self-assessment/Peer assessment, Portfolio Question format: Open questions Learning material: Course material, Computer TOTAL 1-20/20-point scale Part 1: point scale 100% Permanent evaluation Part 2: remarks In case of legitimate absence during permanent evaluation, the student notifies the lecturer personally and in advance. The student also reports his/her absence according to the applicable procedure. For more info see Toledo.
Participant profile	• Have an interest in social and circular entrepreneurship • Have an entrepreneurial spirit • Be able to function in a team

5. Austria

WKO Stmk defined three university programs by the University of Graz and the FH Joanneum 1 BA, 1 MA and a Master Modul (something like a micro credential). We also added a list called "stakeholder mapping" where the university as well as other local institutions and their contacts are mentioned.

Best practices identified in bachelor's degree programmes

Table 46. Best practices identified in bachelor's degree programmes, Austria

Title of the training programme	International Management
Contact	Dr. Doris Kiendl Head of Department doris.kiendl@fh-joanneum.at FH JOANNEUM International Management and Entrepreneurship Eggenberger Allee 11 Raum EA11.04.412 8020 Graz Österreich Rene Wenzel rene.wenzel@fh-joanneum.at
University	FH Joanneum
General competences of the course	• Management • Financing • Business Administration • Law • Culture and languages • Strategic Planning
Entrepreneurship-related competences	Entrepreneurial and Cross-Cultural Competences Entrepreneurship

Table 46. Best practices identified in bachelor's degree programmes, Austria

Entrepreneurship-related competences	International Business Modelling and Community Work • Practical Projects • Teamwork Developing own strategies and business ideas with a community impact
General contents of the course	same as above
Entrepreneurship Contents-related	same as above
Activities	• Semester abroad • Student project work: Designing an own business • Career Development and Assessment training
Evaluation	BA Thesis, Presentation, papers and essays

Best practices identified in Postgraduate programmes
Table 47. Best practices identified in Postgraduate programmes, Austria

Title of the training programme	Master Degrees Program Global Green and Social Business Global Green and Social Business (fh-joanneum.at)
University and contact	FH Joanneum DDr. Wolfgang Granigg wolfgang.granigg@fh-joanneum.at Sofia Kristel sophia.kristl@fh-joanneum.a
General competences of the course	Achieving social welfare and improving the quality of life for future generations is an important part of the modern and responsible business world.

Table 47. Best practices identified in Postgraduate programmes, Austria

General competences of the course	In addition to that, resource scarcity requires organizations to strongly incorporate "green goals" in their company policies. We will provide you with an advanced understanding of business essentials as well as state-of-the-art knowledge about economic, environmental, and social sustainability
Entrepreneurship-related competences	Strategic management business development and business-plan design finance, controlling etc. research methods
General contents of the course	Natural Resources, Environment and CSR. You will get to know the essential concepts of environmental, resource, and welfare economics. You will obtain a structured overview of the most significant aspects of corporate social responsibility. Additionally, you will be introduced to the concepts of sustainable business partnerships and fair trade. Strategic Management and Finance. You will be introduced to the fundamentals of strategic management, business development, and business plan design. In addition, we provide you with courses on state-of-the-art topics in various disciplines, such as finance, controlling, supply chain management, ethics, etc. Global Markets and Economy. You will gain an insight into important characteristics of global markets as well as the opportunities, threats, and challenges for multinationals doing business abroad. We provide you with the necessary knowledge about international trade theory, economic development and history as well as legal frameworks.

Table 47. Best practices identified in Postgraduate programmes, Austria

General contents of the course	Scientific Methods, Market Research and Projects. In the area of social and economic sciences you will learn about qualitative and quantitative research methods at an advanced level. In the "Business Lab" you will apply your theoretical knowledge within projects that are related to "Global Green and Social Business".
Entrepreneurship Contents-related	same as above
Methodology	Not Mentioned
Activities	Semester abroad student project work: Designing an own business Career Development and Assessment training
Evaluation	• successfully complete all the classes of the curriculum, (attendance) • write a master's thesis, which must be approved and graded positively, as well as passing the oral master's examination. • 4 semesters / 120 ECTS
Participant profile	For participants who see themselves pursuing a career in the field of social and sustainable entrepreneurship.

Table 48. Best practices identified in Postgraduate programmes (2), Austria

Title of the training programme	Master Module Entre- and Intrapreneurship Entre- und Intrapreneurship – Universität Graz (uni-graz.at)
University / contact	University of Graz Program Coordinator: Nina Nentwig nina.nentwig@uni-graz.at

Table 48. Best practices identified in Postgraduate programmes (2), Austria

General competences of the course	Business Management Skills Accounting and Controlling Project-Management Marketing Finance Basics of founding an enterprise Personal Competences and Methods Time and stress management Networking The art of argumentation Skills for entrepreneurship Prototyping Developing a business idea etc.
Entrepreneurship-related competences	Same as above: It's a course that especially teaches entrepreneurship- related competences
General contents of the course	The module Entrepreneurship and Intrapreneurship aims to develop key competencies in entrepreneurial thinking and action, with the goal of enabling students to cultivate skills essential for their professional careers. It provides an opportunity to acquire interdisciplinary, work-related, and personally relevant competencies related to entrepreneurial thinking and action, which, in addition to students' subject knowledge, shape their ability to act and their values regarding entrepreneurship as a life concept. Upon completion of the Interdisciplinary Master's Module in Entrepreneurship and Intrapreneurship, students will be able to: • Act independently, taking personal responsibility to act in a problem-solving and sustainable manner in the economy and society;

Table 48. Best practices identified in Postgraduate programmes (2), Austria

General contents of the course	• to understand and derive entrepreneurial processes and relationships; • to think in a networked way and to consider problem situations from an entrepreneurial perspective as well as from other perspectives; • to generate interdisciplinary solutions and to develop business-relevant approaches; • to shape relationships with and among all stakeholders involved in the processes through leadership strategies; • to establish economic attitudes for leadership and to act accordingly; • to take on leadership responsibility and to analyse, evaluate, and reflect on associated issues in order to contribute to entrepreneurial success.
Activities	Presentations Student Project and group work Case Studies
Evaluation	2 Semesters / 24 ECTS Attendance Presentations Examens Case Studies and project presentations
Participants Profile	Only available as an additional master's module for students of the university of Graz A general process of application

CONCLUSIONS & INSIGHTS

The starting point for formulating the definition of community-led enterprise is the concept of social economy. Social economy is understood as: "the set of private, formally-organised enterprises, with autonomy of decision and freedom of membership, created to meet their members' needs through the market by producing goods and providing services, insurance and finance, where decision-making and any distribution of profits or surpluses among the members are not directly linked to the capital or fees contributed by each member, each of whom has one vote, or at all events are decided through democratic, participatory processes. The SE also includes private, formally-organised entities with autonomy of decision and freedom of membership that produce non-market services for households and whose surpluses, if any, cannot be appropriated by the economic agents that create, control or finance them" (Chaves, Monzon Campos, 2019, p.11).

Proposed definition: A community-led enterprise does not necessarily have a predefined legal form; however, it is locally rooted enterprise, democratically co-owned and managed by community members to address local needs and generate community-shared prosperity.

We use the main form of the definition as "community-led enterprise" (CLE) throughout the text with possible synonyms of community enterprise, community-owned enterprise.

The legal forms and nature of businesses vary across different countries Olmedo et. al (2019). When assessing whether a company can be classified as community-led or community-based it should adhere to these characteristics:
- CLEs are deeply rooted in their communities. They address are often geographically or community defined, and prioritize the well-being of their community members (Esteves et al., 2021; Kleinhans et al., 2019).

- Social Mission. Beyond economic activity, CLEs aim to achieve positive social and environmental outcomes. They may empower disadvantaged populations, create jobs, or revitalise local economies (Esteves et al., 2021; Roberts & Sykes, 2000).
- Collective Ownership and Governance. Decision-making is often democratic, involving community members and stakeholders. This participatory approach fosters a sense of ownership and shared responsibility (Sakolnakorn & Naipinit, 2013).
- Hybridity. CLEs blend features of different sectors. They may operate like businesses, generate income, and reinvest profits back into the community. This "hybrid" approach allows them to pursue both social and financial goals (Doherty et al., 2014; Kleinhans et al., 2019).
- Relationship Building. CLEs forge strong relationships with stakeholders within and beyond the community. Building trust and collaboration with local institutions and organizations is crucial for their success (Esteves et al., 2021).

The research findings from PATHFINDER+ underscore the transformative potential of community-led enterprises when supported by tailored educational frameworks, practical digital tools, and collaborative networks. Despite their promise, CLEs face substantial challenges, including limited financial and legal literacy, bureaucratic obstacles, and a lack of follow-up support after training programs. Participants across all partner countries emphasized the need for real-life, experiential learning, access to mentorship, and continuous capacity-building in leadership, digital skills, and social impact measurement. The proposed micro-credential framework and recommendations for curriculum development aim to bridge these gaps by integrating practical knowledge, ethics, and community engagement into structured learning.

Ultimately, PATHFINDER+ calls for an inclusive, interdisciplinary, and participatory model of education that enables learners to become agents of sustainable social change within their communities and beyond.

2.– PRIMARY RESEARCH REPORT. LEARNING EDUCATIONAL PROGRAM. NEEDS ASSESSMENTS SURVEY FOR "COMMUNITY–LED ENTERPRISES"

1. Introduction

The development of the PATHFINDER+ training program aims to equip learners with a comprehensive understanding of the principles and methods of community–led local development, with a focus on fostering community participation in enterprise development. It provides the tools and skills necessary to create and manage locally–rooted, community–driven businesses that address social challenges and promote collective well-being. The objective is to enable learners with the design of a digital learning repository for higher education institutions and social innovators, as well as a blended learning program combining online and offline methods, the program supports the development of essential competencies. This initiative aligns with EU priorities for innovation, competitiveness, and socio–economic growth, as highlighted by the European Commission and the Council's recommendations on lifelong learning.

PATHFINDER+ consortium designed a questionnaire aimed to potential learners and accreditation agencies. Such as (Social) Entrepreneurs/Higher education Students/University staff/Consultants/Mentors/Supporting Institutes/Local Development Agencies/NGO´s/Public agencies/Chamber of business or other social or community–led institutions. The objective was analysed and evaluate the existing educational programs and to find out gaps and potential opportunities where the PATHFINDER+ project may contribute or provide high quality value to social and community–led entrepreneurs when developing their projects and ideas.

The questionnaire:
Needs Assessments Survey: "Community-led Enterprises"
Link to the questionnaire:
https://forms.office.com/pages/responsepage.aspx?
id=rUxTKxvVuOWvK1nA_lh8Ohx9JXl5Nf1OkmmJPBbsicFUOFBXWVNWQU9URUY
zWkZLUOk4Mk9QQVc2Ry4u

The research was carried out within the PATHFINDER+ consortium countries between June to October 2024 with a total of 72 replies.

2. Impact: Community-Led Entrepreneurial Programs

2.1. Existing training programs: Analyse and Evaluate the Effectiveness of Existing Training Programs

The current entrepreneurial programs that were followed by participants of the survey/focus groups show gaps in addressing key elements for community-led development. This indicates the need for more content that focuses on how community-led enterprises can support local development and sustainability over the participating countries.

Key entrepreneurial skills like financing, practical training, and cooperation with businesses are essential but often underrepresented. Survey responses highlighted a lack of practical training (48.05%) and limited cooperation with companies (61.04%), showing that more real-world experience and business partnerships are necessary. Knowledge on community-led development is another area where 55.84% felt more education is needed. To address this, the programs should incorporate modules that focus on community-driven initiatives and their socio-economic impact.

Practical training and partnerships with businesses should be prioritized. Courses must offer hands-on experiences, including internships or collaborations with local businesses, to close this gap. Networking and mentorship opportunities are also vital, as insufficient mentorship (24.68%) was noted as a barrier.

2.2 Critical Analysis and Recommendations

The analysis reveals several challenges that limit the effectiveness of current programs. There is an overemphasis on profit-driven goals, with many programs not sufficiently addressing social or environmental theories. Nearly 33.8% of participants disagreed that these aspects are adequately covered, suggesting the need for more socially focused training. This could be improved by incorporating case studies and workshops on social entrepreneurship and sustainability.

One of the biggest challenges identified is limited funding and financial resources (67.53%), as well as resistance to change and a lack of institutional support (40.26%). This can be addressed by expanding access to financing options and building support networks to foster community-led development. Furthermore, mentorship and guidance are essential for success but are currently insufficient, as indicated by 24.68%. Providing structured mentorship programs with experienced entrepreneurs would help students gain practical insights and advice.

The literature review (WP2) supports the inclusion of social objectives in entrepreneurship programs. Research emphasizes the importance of aligning financial goals with social and regional impact. Programs should integrate strategies to balance profitability with social objectives, offering students tools to measure social impact and evaluate their business's contribution to the community.

3. Learning Needs, Preferences and Styles for a Community-Led Entrepreneurship Program

3.1 Learning Needs
The course should address key learning needs related to community-led enterprises. First, many participants lack basic knowledge, so the course should start with an introduction to core concepts, including definitions, principles, and benefits, supported by examples of successful models. Entrepreneurial skills like business development, financial management, and strategic planning are essential. The course should provide practical training in both profit and community-driven business models.

Participants need awareness of social and regional issues like local development, social equity, and sustainability. Modules should show how community-led enterprises address these challenges. Critical thinking and problem-solving are vital, so the course should include activities that apply these skills to real-world community and business problems. Collaboration is key. The course should focus on building networks and partnerships between students, universities, and businesses, potentially using a platform for project matchmaking.

To close gaps in social and regional development training, the course should explore how community-led enterprises contribute to regional growth and social impact. Finally, mentorship and hands-on experience are crucial. The course should offer mentorship from experienced entrepreneurs and include internships or consultancy projects with community-led businesses.

3.2 Course Style

The course should be interactive and practical, combining theory with hands-on learning through case studies, business models, and real projects where students contribute to community-led enterprises. Group activities should simulate real-world collaboration, allowing students to work with local businesses and peers on community-focused initiatives. A flexible, modular structure with micro-credentials will enable students to tailor the course to their needs, accommodating diverse knowledge levels and backgrounds. This approach should also cover key topics like entrepreneurship, social impact, and community management. Mentorship and networking are vital. The course should connect students with experienced entrepreneurs and community leaders through mentoring programs, workshops, and networking events. A blended learning model—combining in-person seminars with online resources—will provide flexibility and engagement through tools like discussion forums, webinars, and interactive content.

3.3 Challenges and Solutions

Key challenges include a lack of familiarity with community-led enterprises, a gap in current programs' focus on regional and social development, and the need to balance profit-driven and impact-driven goals. These can be addressed by creating foundational modules that introduce the concept and bridging the gap with content on regional impacts and social entrepreneurship. The course should teach strategies that integrate financial sustainability with social goals.

To support practical experience, the program must establish partnerships with local initiatives, providing hands-on opportunities and mentorship. A potential solution could be a matchmaking platform for connecting students with mentors and businesses.

Financing is another challenge; students need guidance on funding options, including crowdfunding and investments for community-led projects. Partnerships with financial institutions or investors could help facilitate this.

Finally, the course must focus on interdisciplinary learning, integrating economics, social sciences, and business to offer a comprehensive understanding of how community-led enterprises drive regional growth and social impact. Active learning strategies, such as project-based work and interactive case studies, will keep participants engaged, supported by mentorship and practical applications.

4. Expectations and Requirements
4.1. Content and Competences for Community-Led Projects:
On the one hand, with regard to the contents detected for community-led projects, it can be said that it is important to start with certain basics and fundamental knowledge training would be important, as the concept of "Community-led" Enterprise.

It is evident that the current programs deliver a suitable amount of input concerning general entrepreneurial training. However, the topics of local or rural areas and regional Community-led development are not sufficiently covered, neither community funding and collective forms of financing (moreover access to funding or financial resources is limited to community-led entrepreneurships being its main challenge when it comes to starting your business), or social and environmental theories.

Other types of shortcomings detected in current teachings of entrepreneurial skills are:
- Cooperation with companies and other entrepreneurs
- Knowledge on community-led development
- Practical training and internship
- Self-development and resilience training
- Limited awareness or understanding of social impact measurement
- Insufficient mentorship or guidance for students

On the other hand, with regard to the competences detected for community-led projects, these are the top three skills to develop community-led enterprises and therefore they are the basic stock for building the Pathfinder program:

1. Entrepreneurial Skills (e.g., Business)
2. Awareness for Social Challenges
3. Critical Thinking and Problem-Solving

Other competences detected to develop community-led enterprises are:
- The ability to develop products tailored to meet the real needs of local communities
- Working in a team and management skills
- Networking and collaboration
- Creativity and product vision
- Ability to innovate and adapt

At the same time, the training programme will be based on the EntreComp framework developed by the European Commission. This framework is a benchmark for any initiative aimed at promoting the entrepreneurial capacity of European citizens, such as Pathfinder. It consists of 3 and interconnected areas of competence (image 1): 'Ideas and opportunities', 'Resources' and 'To action'. Each of the areas is made up of 5 competencies. Therefore, the framework develops 15 competencies along a progression model of different levels. This framework will be used as a basis for the development of the community-led entrepreneurship curriculum and its learning activities.

Image 1: ESCO: Skills-EntreComp

Source:
https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework/competence-areas-and-learning-progress_en

Once content and competences for community-led projects have been identified, the following guide for the blended training program is provided.
4.2. Guide for the blended training program:

Objective:
Offer advanced training in community-led entrepreneurship. To train non-profit organizations, entrepreneurs and other types of organizations to know this field and be able to develop professionally and/or update themselves in this labour market.

Specific objectives include:
- Understand the fundamentals that support the social economy, as well as the functioning of companies that operate in the third sector.
- Develop leadership and management skills of human, financial and material resources.
- Know and promote community-led entrepreneurship, as well as publicize and promote projects that generate a positive impact on society.
- Identify and address social and environmental problems with a sustainable and innovative perspective.
- Promote sustainable development, supporting local and regional development.
- Promote values of social responsibility and ethics.

Competencies addressed
The competencies that the Pathfinder community entrepreneurship training program will work on are varied. Firstly, due to the e-learning nature of the programme, the following skills will be worked on:

- interact through digital technologies
- identify digital competence gaps
- creatively use digital technologies
- develop digital content
- share through digital technologies
- use e-services
- manage digital identity
- solve technical problems
- collaborate through digital technologies
- browse, search and filter data, information and digital content

Secondly, competencies that will also be worked on typical of a community entrepreneurship program will be those shown in image 1, such as: valuing ideas, ethical & sustainable thinking, financial & economic literacy, working with others, creativity, or planning & management.

All these competencies can be developed throughout the training. However, the Pathfinder training programme will focus on the development of the following 3 key competences:

1. Entrepreneurial Skills
2. Awareness for Social Challenges
3. Critical Thinking and Problem-Solving

Pathfinder considers these 3 key competencies, since their implementation and development within the blended training program implies in turn implementing other of the competencies mentioned above, which will allow participants to be trained in multiple essential competencies for a community entrepreneur.

Structure of the blended training programme and contents:
The Pathfinder blended training programme is made up of two parts:
- Part I. Online training program: Part I is developed entirely online through the educational platform.
- Part II. Face-to-face training program: Part II is developed in person through one or two workshops.

The student can choose to do only one of the parts, obtaining the Certificate of Attendance; or take the full program (part I + part II) and obtain a Certificate of Achievement of the course.

The contents of the blended training programme are structured into 5 learning modules. The first 4 modules are fully online and make up Part I of the formative program. The last learning module is face-to-face, making up Part II of the training program.

Resources:
In the teaching-learning process, different teaching methods and resources will be used so that the students acquire all the skills detailed above. The teaching material will be provided by each teacher at the beginning of the course. It will mainly consist of chapters downloadable from the e-Learning platform. It can also include short videos with explanations of the topics, links to websites, or other resources.

Digital tools:
The training program is online and all its material can be downloaded from the course platform. Likewise, the face-to-face part of the course takes place on the same digital platform, so that the content can also be downloaded from it.

Activities:
Some of the types of activities that are carried out are:
- Case resolution
- Self-reflection tasks
- Discussion forums
- Activities of cooperation between enterprises, universities and working on mentorship initiatives.

Assessment:
Evaluation is important through activities that develop community participation and empowerment; therefore,

it is based on continuous assessment and not on a single assessment test. However, due to the online nature of the course, the evaluation will be carried out, mainly, through online tests. These online tests can assess both the content and/or the skills acquired.

Students who pass the online content of the course will receive a Certificate of Attendance. The minimum grade to pass the online part of the program will be 5 points in the overall calculation (5 out of 10).

To obtain the Certificate of Achievement, they must also attend a classroom workshop, which will be evaluated by the tutor in the same face-to-face session.

5. Teaching and Learning Resources for a community-led training program

In this section analysis from questionnaire is included.
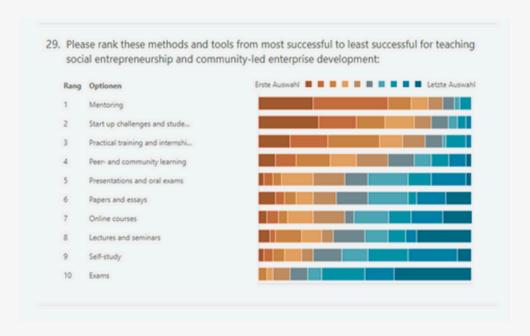
Image 2
As seen from the Image 2, mentoring, start-up challenges and student projects, and practical training and internships were ranked as the most successful in leading to effective teaching of social entrepreneurship and community-led enterprise development. Meanwhile, exams were regarded as providing the least value for developing entrepreneurs. These results open the door for academia to rethink its teaching methods and implement activities that promote interaction, cooperation, and collaboration among individuals with varying levels of knowledge and skills.

Furthermore, it is crucial to strengthen academia-business cooperation to provide students with the opportunity to observe "good examples" from practice and to learn through hands-on experience or by observation. Additionally, the research revealed that students working together is seen as a strong motivator and an effective tool for increasing their competencies in the field of community-led enterprises.

30. Please select accordingly:

I am familiar with these resources or tools

■ Yes   ■ Partly   ■ No   ■ I dont know
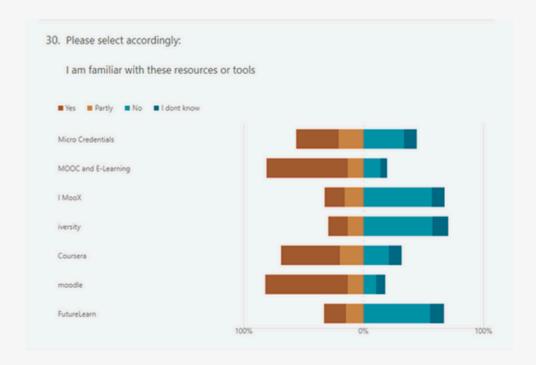
Image 3
As seen from Image 3, 68.8 percent of all respondents confirmed that they are well familiar with Moodle, while 37.5 percent stated that they are familiar with MOOCs and e-learning. Coursera is well known to 48.7 percent of respondents. These findings encourage the project team and teachers to use well-known resources and tools for teaching to avoid creating additional workload for learners. Moreover, 35.1 percent of respondents are well familiar with micro-credentials, and 20.8 percent are somewhat familiar. As such, micro-credentials could be treated as a significant tool for fostering knowledge in the field of community-led enterprises.

6. Final Considerations

This training program addresses gaps in current entrepreneurial education, focusing on practical experience, partnerships, and mentorship to prepare learners for community-driven business development. By combining real-world projects with digital tools, the program equips participants with essential entrepreneurial skills and a strong understanding of social impact and regional development, aligning with EU goals for innovation and economic growth.

The blended learning approach, mixing online and in-person methods, ensures flexibility to accommodate diverse learning needs. Challenges such as limited funding and support are addressed by enhancing financial knowledge and fostering support networks.

Through digital tools like online courses and mentorship platforms, learners can easily access resources and connect with industry professionals. In conclusion, this program offers a comprehensive, practical approach to community-led entrepreneurship, empowering participants to develop sustainable businesses that contribute to local communities.

3.– ACCREDITATION FRAMEWORK FOR HIGHER EDUCATION INSTITUTIONS AND ACCREDITING AGENCIES TO PROMOTE COMMUNITY-LED ENTERPRISES

1.PATHFINDER+ Accreditation Framework

PATHFINDER+ accreditation framework provides a comprehensive and practical approach to develop key essential skills and competencies to build up a community-led project. PATHFINDER accreditation framework will also propose a path of connected learning areas to build up a lifelong learning profile as a community-led entrepreneur.

The framework aims to:
- Bridging the gap between academia and practice. Including practice into the learning process encourages higher education institutions and accreditation agencies to create opportunities for entrepreneurs that engage, empathize and be aware about real-world challenges.

- Fostering community engagement. Community engagement is fundamental for the success of the projects. The network creates opportunities to connect with key stakeholders, funders and partners and it reinforces sustainability of the projects over the time.
- Developing essential entrepreneurial skills and competencies. Entrepreneurship and community-led projects not only require skills from a variety of disciplines, including business, social science, technological and environmental studies, but also a range of soft skills to enable entrepreneurs to face and gain a holistic understanding of the challenges and opportunities in the community they deal with. Community-led entrepreneurs require beyond technical and business skills, an ethical mindset that stresses the importance of embedding values such as empathy, inclusiveness and responsibility within the curricula.
- Leveraging the power of digital tools. Digitisation is an important part of the PATHFINDER+ project training results. When developing community-led projects digital tools widen the range of potential participants, facilitate collaboration and communication regardless of their location or background. Online platforms and tools can break down barriers and foster inclusivity, which is one of the PATHFINDER+ project objectives. Additionally, digital tools can be used to collect and analyse data related to community needs, project outcomes and measure the impact creating an advantage for the decision-making process.

With the PATHFINDER+ project we would like to propose a university micro credential for community-led entrepreneurs, an educational and training, a blended learning program with the skills and competencies they need to build more sustainable and equitable communities. A micro credential that offers a recognized accreditation according to the European standards that students/participants/learners and entrepreneurs can use to enhance their career prospects, providing a pathway to further learning.

A micro credential that also provides a flexible learning process, with online and offline content and training activities as a process to reskill, update, enhance or seek acknowledgement of knowledge, skills and competences for the individual professional development. A micro credential that features a modular structure where each course can be meaningful independently and, at the same time, be accumulated and combined into broader credentials within a personalized learning pathway. For this reason, this report also aims to show the different possible pathways to follow for building up a community-led entrepreneur.

2. Competences within a Lifelong Learning process for Community-led Enterprises: Micro-credentials.

The purpose of this section is to show the current state of the framework to accredit the competencies and skills identified in the development process of building up community-led entrepreneurship projects. This framework will also take into account the European Qualifications Framework[1] (EQF) and the European Skills, Competences and Occupations (ESCO[2]).
University Micro credentials are a tool designed to address a wide range of challenges[3]:

- https://europass.europa.eu/en/europass-digital-tools/european-qualifications-framework
- https://esco.ec.europa.eu/es/about-esco/what-esco
- https://cfp.ua.es/en/microcredentials-catalogue/microcredentials-catalogue.html

Aligning the skills of the population with new employment opportunities: Technological development and the green transition are transforming economic activities and job roles.

Promoting a knowledge society: Micro credentials are also an instrument to prevent a segment of the population from struggling to understand and keep up with technological, economic, and social changes, thus enabling them to fully exercise their social and citizenship rights. Expanding and democratizing access to higher education: Micro credentials can provide a first opportunity for many adults who do not meet traditional entry requirements to study at the university. Additionally, they can serve as an educational springboard to undergraduate or master's studies, so that adults who obtain a certain number and type of micro credentials have a guaranteed pathway to access specific higher education programs, similar to the current exams for those over 25, 40, or 45 years old.

Promoting social inclusion: Micro credentials can be used as an instrument of inclusion if specifically designed for certain vulnerable population groups (e.g., refugees). This is especially relevant in the context of the PATHFINDER+ project. According to these challenges, in the context of the consortium analysis, PATHFINDER+ has summarized the following Higher education–University Micro–credential framework:

General Information

Legal Framework

Spain

Art.37.Apdo.8 RD822/2021 on the 28 September "universities may offer their own courses of less than 15 ECTS that may or may not require prior university qualifications in the form of micro credentials or micromodules, allowing for the certification of learning outcomes linked to short-term training activities."

Lithuania

Until now, Lithuania has no specific legal framework exclusively targeted at micro credentials. In Lithuania, institutions of higher education are independent in designing and providing micro credentials.

Greece

Until now, Greece has no specific legal framework exclusively targeted at micro credentials. In Greece, institutions of higher education are independent in designing and providing study programs.

General Information

Legal Framework

Belgium

In Belgium, the legal framework for micro credentials is still evolving. Although there is no comprehensive national regulation yet, Belgium follows EU initiatives such as the European Qualifications Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET) to ensure recognition and standardization across member states.

Austria

The Federal Ministry of Education, Science, and Research (BMBWF) provides information on the term "micro credentials," which first appeared in Austria's Universitätsgesetz 2002 (University Act 2002) in May 2024. Through the Higher Education Law Package 2024, BGBl. I Nr. 50/2024, micro credentials have been officially recognized within Austrian university law, and the Ministry recommends the following for practical implementation:

1. Integration within Degree Programs: Micro credentials can be completed as part of a formal degree program, for example, through elective modules or free-choice courses. In these cases, students must already be officially enrolled, and the relevant UG provisions apply (e.g., admission requirements, admission process, possible entrance examinations, and tuition fees).
2. University Courses: Micro credentials can also be offered as university courses. Since these courses are not recognized as official academic achievements if they are not curriculum-based, they can be validated under § 78 Abs. 3 UG.
3. Extraordinary Studies: Micro credentials may also be established as extraordinary studies (including individual courses or university programs).

General Information

Legal Framework	
Austria	The fee for extraordinary studies related to single courses is set at EUR 363.36 or EUR 0.00, as specified in § 91 Abs. 3 in conjunction with § 92 Abs. 2a UG. Link: Micro-credentials – Universität Innsbruck
ECTS	Limit to 15 ECTS (<15ECTS)
Suppliers	Universities, Private companies, Trade Unions, and education & training organisations
Qualification Framework	
Europe	EQF – 5 & 6 https://europass.europa.eu/en/description-eight-eqf-levels Europass: https://europass.europa.eu/en/europass-digital-tools/european-qualifications-framework
National Qualifications Framework for Higher Education	
Spain	MECES – 1 – https://www.boe.es/buscar/pdf/2011/BOE-A-2011-13317-consolidado.pdf
Lithuania	https://skvc.lrv.lt/en/education-in-lithuania/national-qualifications-framework/ https://skvc.lrv.lt/media/viesa/saugykla/2024/3/fYwIUIQIkeI.pdf https://skvc.lrv.lt/media/viesa/saugykla/2024/3/wMHYuXZ8HEs.pdf https://kpmpc.lrv.lt/en/

General Information

Legal Framework	
Greece	https://europass.europa.eu/system/files/2022-05/Greek_Referencing_Report%5B1%5D.pdf
Belgium	https://vlaamsekwalificatiestructuur.be/en/
Austria	https://eurydice.eacea.ec.europa.eu/national-education-systems/austria/national-qualifications-framework
Competencies Framework	
EntreComp	https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en
DigComp	https://joint-research-centre.ec.europa.eu/scientific-activities-z/education-and-training/digital-transformation-education/digital-competence-framework-citizens-digcomp/digcomp-framework_en
Previous qualification required	None
Learning framework	face-to-face, online and hybrid options
Quality framework (Info about Consortium)	
Spain (UA & UPV)	Quality certification – The University of Alicante & UPV hold the Accreditation of University Centres – https://www.aneca.es/acreditacion-centros

General Information

Legal Framework

Lithuania (KTU)

Document - REGULATIONS ON THE APPROVAL OF THE FIRST AND SECOND CYCLE STUDY MODULES AND MICROMODULES AT KAUNAS UNIVERSITY OF TECHNOLOGY, APPROVED by Order No. A-434 of the Rector of Kaunas University of Technology of 11 October 2024

Info from the document:
"1. The Regulations on the Approval of the First and Second Cycle Study Modules and Micromodules at Kaunas University of Technology (hereinafter – Regulations) regulate the preparation, registration and approval of the study modules of the integrated and professional studies, first and second study cycles and micromodules (hereinafter – module) provided at the Kaunas University of Technology (hereinafter – University). The Regulations are prepared following the Statute of Kaunas University of Technology and the Academic Regulations of Kaunas University of Technology.

2. The modules are prepared, updated and approved at the University's academic department – the faculty's second level department or the first level science institute (hereinafter – Academic Department). The head of the Academic Department is responsible for the quality of the department's module programmes and the quality of the provision of the modules.

3. The approval of modules is the evaluation of their compliance with the needs of the study process according to the established criteria.

Legal Framework

Lithuania (KTU)

4. The modules are approved according to the criteria established by the Regulations by the Study Programme Committee for the Field (hereinafter – KSPK) and the Academic Department; in the case of the general university modules – by the University's Study Quality Committee (hereinafter – Uni SKK) and the Academic Department. When the KSPK (Uni SKK) and the Academic Department evaluate the modules, depending on the number of the met criteria, they are approved (not approved).

5. The modules of the next academic year have to be approved until 31 December of the current year. The modules can be approved later but only if a reasonable need arises and in coordination with the Department of Academic Affairs.

6. Only the approved modules are included in the study programmes and/or the individual study plans of the students and provided.

11. While preparing a new module, the need for and the objectives of the module, the potential for preparation and provision of the module, the scientific input in the topic of the module (not applicable in the micromodules), the required material and human resources, the composition and content of the module, the didactic system, the scenario for the organisation of the module in the virtual learning environment "Moodle", etc. have to be considered. The micromodules are created according to the topics approved by the University and aimed at developing learners' skills needed to address real-world challenges in their studies or to enter a rapidly changing labour market. The list of the topics of micromodules is approved by a decree of the vice-rector for education of the University.

General Information

Legal Framework

Lithuania (KTU)

12. The programme of the new module is prepared using the form of the study module programme (hereinafter – SMP) (Appendix 2 to the Regulations), following the methodological instructions for the preparation of the study module programme (description) and with consideration of the standard workload of on-campus and individual work established for that study cycle (on-campus work can be not scheduled in micromodules). The study module programme in the Lithuanian and English languages has to be of high quality (the text is clear, precise, understandable, without any style and grammatical errors).

13. The aspects specified in paragraph 11 of the Regulations and the programme of the new module (Appendix 2 to the Regulations) have to be discussed at the meeting of the Academic Department at which the new module is prepared. When the Academic Department approves the draft new module, the head of the Academic Department submits the draft new module for the consideration of the KSPK (in the case of the general university modules and micromodules – the Uni SKK) corresponding to the module's study field. The following documents are submitted to the KSPK (Uni SKK) by the head of the Academic Department: an application for the registration of a new module (may be electronic) justifying the need for the module, the study module programme and, if needed, other documents justifying the provision of the new module.

General Information

Legal Framework

Lithuania (KTU)

15. If the registration of the new module is approved, the head of the KSPK (Uni SKK) completes the registration form for a new module in the AIS. In the case of the general university modules, the modules can be registered when the list of the modules is approved by the order of the rector of the University. Micromodules are assigned to the KSPK corresponding to the study field of the module. The Department of Academic Affairs can reject or return the new module for corrections due to non-compliance with the subject or formal requirements as well as the existence of the module with similar content.

18. The mode of organisation of the module (on-campus, blended, distance) is approved by the KSPK (Uni SKK) at least three months before the beginning of the first semester of teaching, after assessing the module programme and the "Moodle" course developed by the module's coordinating teacher. The module (including micromodules) can only be organised as distance learning if the "Moodle" course is certified as a methodological tool. The Moodle course must be approved as a methodological tool at least 3 months before the beginning of the provision of the module."

Greece (F-F is not a university)- AUTH

Aristotle University of Thessaloniki https://qa.auth.gr/en/node/4407 / https://www.ethaae.gr/

Belgium (UCLL)

UCLL (University Colleges Leuven-Limburg) values the quality of its courses and has developed an integrated quality improvement and control system. This system is based on the PDCA cycle (Plan-Do-Check-Act)

General Information

Legal Framework

Belgium (UCLL)

and emphasises appreciation, inspiration, reflection and activation. Each programme has a policy plan that defines the main priorities and actions, drawn up after thorough analysis and in consultation with internal and external peers in a so-called dialogue committee. At least once a year, the level of implementation of the policy plan is checked and adjusted if necessary. In addition, each programme carries out a thematic quality control process and conducts an analysis reviewed by (internal and external) experts to further develop this thematic process.

https://www.ucll.be/nl/waarom-kiezen-voor-ucll/kwaliteit

Austria (WKO is not a university)

Micro credential framework

- Identification of the learner.
- Title of the micro-credential.
- Country or region of issuance (can be several).
- Provider issuing the micro-credential (can be several).
- Date of issuance.
- Objectives of the micro-credential.
- Learning outcomes.
- Entity, institution, organisation, company, in which the learning has taken place (if different from the provider).
- Theoretical workload necessary to achieve the learning outcomes (in ECTS credits where applicable).
- Volume of practical work necessary to achieve the learning outcomes (in hours).
- Level (and cycle, if applicable) of learning experience, where applicable according to

General Information

Legal Framework

- European Qualifications Framework or European Higher Education Area Qualifications Framework.
- European Higher Education Area Qualifications Framework.
- Type of assessment that validated the learning outcomes.
- How the learner participates in the learning experience.
- Quality assurance procedures underpinning the micro-credential.

Optional

- Prerequisites to participate in the learning experience.
- Qualification obtained in the evaluation.
- Supervision of the learner.
- Verification of the learner's identity.
- Accumulability options.

Next sections in the report show the possible pathways to follow for building up a community-led entrepreneur in the universities linked with the consortium.

2.1. Micro credential Catalogue in Spain (UA & UPV)
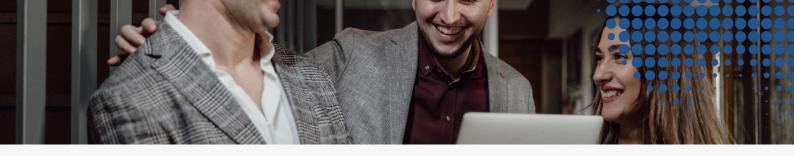
Micro-credential area	Link to Micro credential
Entrepreneurship	
Essential Tools for Entrepreneurship	https://cfp.ua.es/en/microcredentials-catalogue/summary-sheet-microcredencial.html?plan=GL15
Discovering the Entrepreneur Inside of Us	https://cfp.ua.es/va/cataleg-de-microcredencials/fitxa-resum-microcredencial.html?plan=GL13
Business Design and Development	https://cfp.ua.es/va/cataleg-de-microcredencials/fitxa-resum-microcredencial.html?plan=GL14
Software Start-ups: An Introduction To Software Entrepreneurship	https://www.cfp.upv.es/formacion-permanente/curso/software-startups-introduccion-emprendimiento-software_98597.html
Expert Diploma In Creativity And Entrepreneurship For Innovation Management	https://www.cfp.upv.es/formacion-permanente/curso/diploma-experto-creatividad-emprendimiento-gestion-innovacion_97366.html
Specialization Diploma In Business Innovation	https://www.cfp.upv.es/formacion-permanente/curso/diploma-especializacion-innovacion-empresarial_97361.html
Emotional Management Of Human Resources	
Management and Motivation of Teamwork	https://cfp.ua.es/va/cataleg-de-microcredencials/fitxa-resum-microcredencial.html?plan=GL20
HUMAN RESOURCE MANAGEMENT	https://www.cfp.upv.es/formacion-permanente/curso/gestion-recursos-humanos_97536.html
GROUP MOTIVATION IN SOCIOCULTURAL ANIMATION	https://www.cfp.upv.es/formacion-permanente/curso/motivacion-grupos-animacion-sociocultural_99095.html

Social Responsibility	
Social Responsibility and Sustainability: Social Perspective	https://cfp.ua.es/va/cataleg-de-microcredencials/fitxa-resum-microcredencial.html?plan=GL83
EXPERT DIPLOMA IN CORPORATE RESPONSIBILITY AND SUSTAINABILITY	https://www.cfp.upv.es/formacion-permanente/curso/diploma-experto-responsabilidad-sostenibilidad-corporativa_98396.html
SPECIALIZATION DIPLOMA IN CORPORATE SOCIAL RESPONSIBILITY	https://www.cfp.upv.es/formacion-permanente/curso/diploma-especializacion-responsabilidad-social-corporativa_96397.html
Communication, Change Management	
Effective Communication Skills Development	https://cfp.ua.es/va/cataleg-de-microcredencials/fitxa-resum-microcredencial.html?plan=GL10
SPECIALIZATION DIPLOMA IN BUSINESS COMMUNICATION	https://www.cfp.upv.es/formacion-permanente/curso/diploma-especializacion-comunicacion-empresarial_96769.html
Other related competencies	

2.2. Micro credential Catalogue Lithuania (KTU)

Micro-credential	Link to Micro credential
ECIU University framework	
Problem Solving	https://engage.eciu.eu/micro-modules/be1ea96c-016b-455f-a92e-5852e4171322/problem-solving
AI for Business	https://engage.eciu.eu/micro-modules/05f3ae79-3f63-4dcc-9265-9789c54d2ae5/ai-for-business
Golden Triangle: Scope, Time and Cost in Project Management	https://engage.eciu.eu/micro-modules/3e7fa870-1823-4360-97ee-4eb33c4d8822/golden-triangle-scope-time-and-cost-in-project-management
Time Management Essentials	https://engage.eciu.eu/micro-modules/f6e7842a-5616-4731-9d2c-4ed4db84bf5a/time-management-essentials
Entity Relationship Modelling	https://engage.eciu.eu/micro-modules/37b70ad3-ecb2-4127-9c47-647890720638/entity-relationship-modelling
Accelerating Innovation Adoption	https://engage.eciu.eu/micro-modules/0a54ddc5-c08f-43a6-89ac-84d0d9b1d11e/acceleratinginnovationadoption
Project Stakeholder Engagement	https://engage.eciu.eu/micro-modules/5207407e-9ce9-43b9-9a90-90420a197a57/project-stakeholder-engagement
Intercultural Teamwork	https://engage.eciu.eu/micro-modules/4b63edc0-7d03-4648-a9c4-9245b513b974/intercultural-teamwork

2.3. Micro credential Catalogue Greece (Aristotle University of Thessaloniki– Centre for Training and Lifelong Learning)

Micro-credential	Link to Micro credential
Entrepreneurship	
"Teaching Entrepreneurship in a religious and socio-cultural context",	https://kedivim.auth.gr/programs/didaskontas-epixeirimatikotita/
Emotional Management Of Human Resources	
"Development of soft skills - Personal development through Coaching"	https://kedivim.auth.gr/programs/soft_skills/

2.4. Micro credential Catalogue Belgium (UCLL)

Micro-credential	Link to Micro credential
Entrepreneurship	
Start-up academy: Designed for both start-ups and experienced entrepreneurs, this micro credential offers coaching, networking opportunities and specific knowledge to set up and grow your own business.	https://www.ucll.be/nl/microcredential/start-academy
Emotional Management Of Human Resources	
/	
Social Responsibility	

/	
Communication, Change Management	
Health innovation facilitation: This micro credential focuses on developing skills to act as a bridge builder between care, welfare and technology, with a focus on change management within the care sector.	https://www.ucll.be/nl/microcredential/health-innovation-facilitation
Leadership in a digital world: This micro credential focuses on developing leadership skills essential for managing digital transformation and change within organisations. It covers aspects of leadership in the context of digital technologies, change management and guiding teams in a rapidly changing digital environment.	https://www.ucll.be/nl/vvto
Other related competencies (please define according to your higher education context)	
Practice assistant in healthcare: This micro credential prepares professionals for the role of practice assistant in primary care, focusing on administrative, technical and supportive medical tasks.	https://www.ucll.be/nl/microcredential/praktijkassistent-de-zorg
Content and language integrated learning (CLIL) didactics: This micro credential focuses on developing didactic skills for teaching subject content in a foreign language, following the CLIL methodology.	https://www.ucll.be/nl/microcredential/content-and-language-integrated-learning-clil-didactiek
Care-wide and resilient education: This micro credential provides insights and skills to provide education that is widely accessible and resilient, addressing diverse learning needs.	https://www.ucll.be/nl/microcredential/onderwijsaanbod-voor-professionals-de-brede-jeugd-en-sociaal-culturele-sector

2.5. Micro credential Catalogue Austria (Graz University)

Micro-credential	Link to Micro credential
Entrepreneurship	
"Start-up-Lab"	2023_Startup_werkstatt_programmdokument rebranding.pptx
"Start-up-Garage"	Start-up Garage (Gründungsgarage) - TU Graz
Communication, Change Management	
"Change Management and Digital Economy"	Driving Change in Digital Economy EN – microcredentials.at
Other related competencies (please define according to your higher education context)	
Sustainability	Micro credential Decarbonisation & sustainability management – microcredentials.at
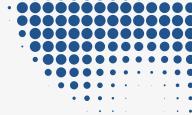
3. PATHFINDER+ Process to Identify the Competencies and Skills for the Development of Community-led Enterprises.

This section of the report explains the process PATHFINDER+ project has followed for creating an academic approach training program proposal for the development of "community-led enterprises".The process was structured in two parts, with primary and secondary research in order to have a full understanding of the community-led enterprises existing training scope and innovative models:

- a)Secondary research: first part consisted in a literature review in order to create a framework, a common working structure to define what a community-led enterprise implies in terms of conceptualisation, legal forms, sectors of activity and main characteristics. Second, PATHFINDER+ has analysed the main educational programs at the local level to gain insights on the current state of community-led enterprise development in academic institutions. Third, PATHFINDER+ has surveyed the European frameworks of competencies (EntreComp, DigComp) and Social innovation competencies at national level to build up the community-led enterprise main entrepreneurial skills and competencies.
- b)Primary research: PATHFINDER+ organised focus groups and interviews held by each partner institution addressed to academics (especially those involved in the training programs mentioned in the WP2 – "Mapping analysis"), trainers-mentors, social-Community-led entrepreneurs, consultants and accreditation agencies (local development agencies, chamber of commerce, "community-led" associations, etc…).

The result was able to contextualize the offerings and gaps of the existing training programs. The analysis showed the main challenges, such as, how to overcome the foundation of a community-led enterprise and the strategies and actions to build a solid network of stakeholders to support a community-led enterprise. The research also highlighted specific challenges, such as managing limited resources, the difficulty in building support networks and the need of identifying potential opportunities for growth and impact. The gaps in the existing community-led programs with regards to the competencies were mainly concentrated in the importance of building strong stakeholder networks to support community-led enterprises and the importance of the existence of spaces for co-creation between the different stakeholders involved in a project. Focus groups conclusions were completed by a series of interviews and an online questionnaire to gather first-hand information on the experiences of those involved in community enterprise development.

4. Final Considerations and Recommendations

This section summarizes the insights gained from WP2 research process and it will propose a first draft set of Competencies that will be addressed within the PATHFINDER+ learning community-led program.

The primary and secondary research showed that current educational offerings often lack comprehensive training in community enterprise development and social entrepreneurship as resulted within the PATHFINDER+ project´s mapping analysis. The analysed university programs typically emphasize conventional business models, leaving a gap in training students and participants to develop enterprises that are community-driven expressly oriented.

Community-led enterprises often need to identify and capitalise relevant opportunities within their communities. It requires the ability to recognize unmet needs, sometimes with a strong focus on social, cultural and environmental impact, emerging trends and potential partnerships. Within the EntreComp European framework these conclusions met with the "Ideas & Opportunities" area of competence especially the "Spotting opportunities", "Creativity", "Valuing ideas" and "Ethical & sustainable thinking". These competences involve not only identifying gaps in the market but also understanding the community-specific challenges that require entrepreneurial solutions, whether through business, social ventures or further collaborations with local stakeholders.

In addition, the understanding of financial concepts, budgeting, and resource management also came up as essential for the sustainability and successful implementation of community-led projects where their mission goes beyond economic results. With regards to the EntreComp framework "Resources area", it matches with the "Financial & economic literacy" competence. This competence will help community-led entrepreneurs to manage limited resources, plan for the long-term actions and navigate complex funding environments such as grants, donations and social investments that ensure the sustainability of their mission.

Finally, building strong relationships with community members, stakeholders and partners requires effective communication and collaboration with citizens, other businesses, community leaders, local associations, local governmental institutions, …, co-creation to build solutions that are broadly and actively supported as solutions match with community needs and leadership skills within the area of "Into Action" EntreComp framework of "Working with others" that enhances the ability of entrepreneurs to mobilize a common collective action and build the necessary partnerships.

This first approach will be completed with the results and conclusions from research carried out within the WP3 at national level.

Referencies

ANECA (2022). Medidas para impulsar las micro credenciales como fórmula de aprendizaje permanente, innovadora, inclusiva e interconectada. ANECA Micro credenciales-Informe.pdf
European Commission, 2022. "Micro-credentials – broadening learning opportunities for lifelong learning and employability". Common Framework for Micro-credentials in the EHEA. (Microbol, 2021)
- https://microcredentials.eu/wp-content/uploads/sites/20/2022/03/Micro-credentials_Framework_final-1.pdf

OECD (2021). Micro-credential innovations in higher education: Who, what and why? OECD Education Policy Perspectives-. OECED Education Policy Perspective, 39. Éditions. OCDE. París.
- https://www.oecd.org/publications/micro-credential-innovations-in-higher-education-f14ef041-en.htm

SEPIE (2023). Credenciales digitales: herramientas de futuro. EUROPASS_credenciales_digitales.pdf

4.- Consolidated Report – Insights and Challenges in Community-led Enterprise Development

1. Introduction

PATHFINDER+, "Paving the way for Digital Learning in Higher Education with Enterprise Community Development" is a project with a goal to support the development of community-led enterprises through digital learning solutions and focused educational programs. Emphasis on sustainability, social enterprise, and community-focused ventures has grown steadily in recent years, and this project will help respond to some of the challenges related to the competencies, networking, and financial issues of CLEs.

In close collaboration with higher education institutions, local development agencies, and community leaders, PATHFINDER+ is keen to bridge academic knowledge with its translation into actual implementation in the community-driven enterprise. Mapping innovative models and best practices across Europe, the project intends to design a comprehensive training curriculum encompassing a digital learning repository. This means that the derived curriculum would be able to help to develop the required skills and knowledge among entrepreneurs, students, and trainers for the creation and sustainability of CLEs, further enhancing social, economic, and environmental resilience within local jurisdictions.

PATHFINDER+ focuses significantly on community entrepreneurship, social innovation, and digital literacy; it hence aligns its objectives with the EntreComp framework by the European Commission. It works toward a framework for a higher education micro-credential in "community-led social innovation projects" that will enable participants to take part in transformative community-led activities with full awareness of governance, financial planning, and ethical decision-making.

There are six project partners involved, each contributing through research, focus group participation, and the development of tailored educational materials. This includes a best-practice toolkit and case studies shared across institutions to enable collaboration and knowledge transfer between regions for the improvement of the pan-European community-led enterprise ecosystem.

In the light of problems that currently face CLEs within the broader context of modern society, especially with regards to social, cultural, and economic sustainability, there was an emergent need to undertake structured interviews and focus groups as an important means for gaining insights and building toward targeted solutions. The purpose was to discuss how CLEs were shifting their dynamics in practice and determining what competencies were called for in supporting community development.

The reason CLEs are becoming increasingly important is because they are reportedly further collective decision-making, social justice, and democratization of economic opportunities. On the other hand, CLEs also face rather significant obstacles such as bureaucracy, lack of financing, and inability to network well enough as reported by various reports. A way forward critically in need is pathways that can develop these enterprises through a collaborative approach among partners such as educational institutions, local governments, and entrepreneurs.

In addition, CLEs are often faced with difficult financial standing, lack of experienced labour, and complicated legal environments.

Accordingly, most of the partners share that targeted training programs are necessary; practical skills include financial literacy, community outreach, and resilience.

Meanwhile, the ability to make use of digital tools and fit into modern technologies is considered crucial for CLEs to development.

2. Methodology

The methodological approach of this PATHFINDER+ output used mainly qualitative, with focus groups and interviews, but also quantitative approach to ensure comprehensive coverage of analysis in CLEs and competencies sustaining. Its core focus was basically empirical data generated through focus groups and surveys across six partner organizations leading this project. This provided a wide array of insights from bringing together academics, entrepreneurs, consultants, and trainers in various fields related to social and community-driven enterprise.

2.1. Focus Groups

The main qualitative tool was the focus groups, where invited related community-led stakeholders could express experiences, difficulties, and strategies that have been adopted regarding community-led enterprises and training programs. Each partner organization was responsible for organizing a focus group with local participants in the different sectors: higher education, social entrepreneurship, local development, and consulting. They were organized around key discussion points such as conceptualization of the CLE, focusing on governance structures, ethical principles, existing educational and training programs, including innovative models and learning experience, and the role of the community in developing it. Financial sustainability, legal frameworks, and community involvement: CLE's challenges and opportunities. Competencies necessarily involved in the development and management of CLEs are those having to do with leadership, financial literacy, and digital tools. Building Networks: It stresses the importance of collaboration between the public and private players in building community-driven social innovation.

Each discussion was led by a moderator in accordance with a structured agenda to ensure that wide-ranging perspectives were captured. The findings summarized the broad themes and solutions that these discussions brought forth. This qualitative data had an important role to play in helping identify gaps in existing training programs and informing a more tailored curriculum for the project. The focus group was also helpful in validating the conclusions in the WP2 "Mapping analysis".

2.2. Interview-Survey
On the other hand, Qualitative-Quantitative data collection was done through a survey based on structured interviews with the Google Form to complement the focus group insights. The survey was carried out within the focus groups participants and additional stakeholders in the ecosystem of community entrepreneurship. Key areas covered include: Competency Assessment: One of the questions asked related to the key competencies participants felt community-led entrepreneurship requires. Program Familiarity: The survey also asked about participants' familiarity with existing training programs and their ideas on what might be done to more adequately support the CLEs. The requirement was for each partner to get at least 40 survey responses, thus totalling 240 completed responses in the consortium.

2.3. Data Compilation and Analysis
Data obtained from the focus groups and surveys of each partner are compiled into reports on the local and national challenges of the CLEs. The findings from these consolidations might be used in the creation of a micro-credential framework and a digital toolkit to support community-led social innovation in Europe. In this regard, the dual approach—using focus groups and surveys—in the PATHFINDER+ project ensures that the methodology is comprehensive and participatory, representing most of the diverse experiences and needs from regions, while remaining firmly rooted in those real-world practices essential to formulating innovative solutions needed at each level of challenge faced by CLEs.

The Questionnaire

Below is provided the questionnaire that has been used for research purposes. The questionnaire was created by consensus of the Project Partners in order to include close-type questions (multiple choice form), and open-type questions, in order to collect data from 40 stakeholders per country.

Link to survey: https://docs.google.com/forms/d/1nX9lgpavBmXDwPMptHSptCDURK-uvZSJS4yKVm9KmAo/edit
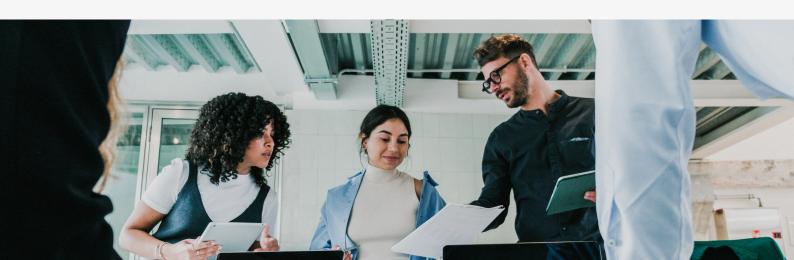
Main questions:

- According to your experience, select the tips for the development of "community-led" projects in our territories.
- In your opinion, what competences are required for the development of a community-led project?
- Have you ever participated in or known any community-led training/entrepreneurial program?
- What training programme, linked to the development of "social community" projects, do you know of, and could you provide very briefly the main aspects (University/Institution where it is given; name of the programme; main content, you can include the link if you may have it…)?
- What training content did you work on in the training program/s for "community-led" entrepreneurs?
- In relation to this training programme, what do you think are its 3 main "strengths"?
- In relation to this training programme, what do you think are its 3 main "weaknesses"?
- In relation to this training programme, what do you think are its 3 main "key success factors"?
- In relation to this training programme, what do you think is its main impact and contribution in the community?
- In your personal/professional life, what change/impact did this programme have on you?

- In relation to this training programme, what do you think are the most innovative activities for the participants, and could you describe them very briefly?
- In relation to this training programme, what do you think are the most interesting applied digital tools for the development of "social-community" projects?
- What training content do you think is missing in the training programmes for "community" entrepreneurs?
- In relation to this training programme, in which contexts/tasks/jobs could it be applicable? (For example, in volunteer programs or citizen participation activities, etc…)
- Describe VERY BRIEFLY your vision of the development of "community-led" projects in universities/higher education.
- According to your experience, which competencies favour the constitution of a consistent network of stakeholder-partners to support a "community-led" (social/environmental/cultural) project?
- According to your experience, what are the main CHALLENGES faced by entrepreneurs who want to create a "community-led" enterprise?
- According to your opinion, what are the best sources of funding for a community-led enterprise?
- What advice would you give to an entrepreneur who wants to develop a community-led enterprise?
- Other relevant training aspects that should be considered.

Questionnaire Administration
Online Survey Platform

In this regard, the online survey platform for the project was Google Forms; it is quite reliable and easy to use. The online questionnaire was used as a monitoring tool to verify the proposal indicator, that is the number of interviews and responses to be achieved. With Google Forms, one can easily create and share the questionnaire with the target population efficiently while allowing real-time data collection and analysis. Since the tool is accessible on all kinds of devices and very easy to use, it is a very suitable way to get in touch with the different respondents.

Interviews

Apart from the fact that it can also be administered online, interviews are a worthwhile method of conducting the questionnaire, particularly if richer and more revealing responses are being sought. This method allows more personal interaction and thus can be used to clarify questions or ideas that might be vague during the process.

Translation

First, the questionnaire was translated into all relevant languages spoken in the participating countries to make it representative, inclusive, and understandable for all target groups. This step is, in fact, relevant to the gathering of valid and meaningful responses, as participants will work with the content in their native language, ensuring that all terms and questions set therein are understood.

Distribution

- The link of the survey was shared with possible respondents through several forms of distribution, including:
- E-mail invitations were sent directly to stakeholders, academics, entrepreneurs, youth workers, and other relevant participants.

Professional networks: outreach via local and international networks concerned with community-led enterprise, education, and social entrepreneurship. A reliable database was created during the "Mapping analysis".

These channels ensure wide coverage, allowing participation from all different sectors, and thereby acting as a conduit for the survey to reach its targeted audience.

Data Collection
In the PATHFINDER+ project, data collection is conducted in full compliance with data protection regulations and participant consent protocols.

As part of the survey process, participants are informed about how their personal data will be managed and processed. The consent statement included in the questionnaire ensures transparency and legal compliance in handling participant data. The statement reads as follows:

 Consent Statement: "I hereby consent to my data being processed in order to keep me informed of all the latest news, European projects, events, grants, programs for companies, entrepreneurs, students, and graduates, etc. PATHFINDER+ consortium will process your data in order to manage and legitimise such processing, in accordance with your consent. You can exercise your rights of access, rectification, deletion, and other rights as indicated in the additional information located in the Privacy Policy."

Key Aspects of Data Collection:
All the respondents who answered both the survey and interviews provided data on a voluntary basis. They are allowed to go through the consent statement before submitting their responses.

Data Usage: Data is collected only to keep informed participants about training programs, webinars, networking meetings or events in regards with community-led projects. No data disclosure to third parties, except when specifically indicated, would be used only for further development of communication and dissemination activities concerning the project.

Data Management: The consortium guarantees data management according to the current rules for the protection of personal data in the European Union, GDPR, considering security measures to prevent the disappearance of those, prejudicial use or unauthorized access, guaranteeing information that is accurate and relevant, to make sure the exercise of the participants' rights is assured.

With the attachment to these principles, the PATHFINDER+ project ensures ethics, transparency, and observance of privacy rights in all activities related to data collection; thus, trust is built, and active participation both during the survey and interview phases is encouraged.

3. Insights and Challenges

This section compiles the insights gained from focus groups and interviews to different profiles of stakeholders (academics, local development technicians, consultants, mentors, entrepreneurs, social entrepreneurs, and higher education students). Insights will help PATHFINDER+ project to develop an inclusive framework that would address the existing gaps and provide a workable foundation where the CLEs should thrive. In this respect, the approach is very important for empowering local communities by amplifying the social dividends accruing to the people, as well as guaranteed long-term success of such enterprises across varied regions.

a) Strengths and weaknesses of existing training programs
The strengths and weaknesses that feature in the training programs offered within the various CLEs are highlighted below. This analysis is informed by discussions through focus groups, giving insight into comprehensive observations of the effectiveness of the programs and areas needing improvement.

Summary: Strengths of Existing Training Programs
- High levels of citizen participation and collaboration – 100%
- Emphasis on teamwork and mentoring – 83%
- Institutional support and community engagement – 83%
- Practical, hands-on learning approach – 67%
- Strong focus on social economy principles – 50%
- Networking and mentorship opportunities – 83%
- Alignment with Sustainable Development Goals (SDGs) – 33%
- Development of financial literacy – 50%
- Focus on innovation and entrepreneurial skills – 67%
- Emphasis on digital literacy and tool usage – 33%
- (*% partners: how many partners have identified this strength over the total.)

The major strength highlighted is the deep engagement and participation throughout the programs, especially in the case of students and community individuals. Active involvement in collaboration and teamwork will provide the basis upon which community-led projects will take place.
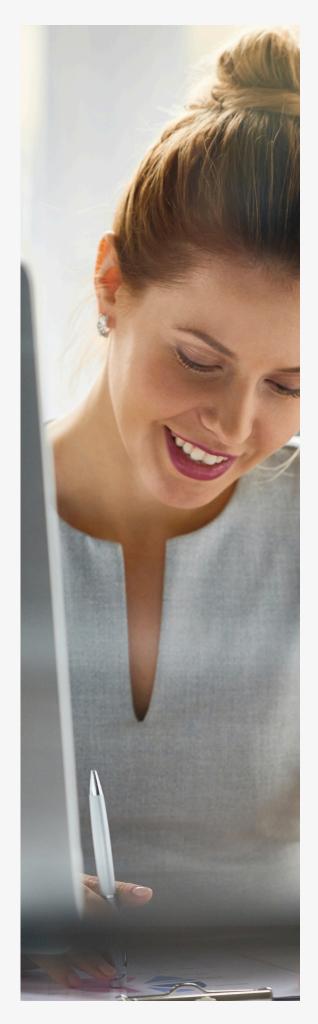
The immediacy of the work and practical applicability gives participants first-hand experience with work they are being trained in. Engagement, therefore, empowers the individual to take responsibilities out of ownership, and having this in mind, it will lead to the sustainability of the initiatives developed during the training.

With involvement in practical real projects, the participants apply theoretical insights into concrete action and hence valuable experience to enable hands-on implementation of their own community-led enterprises. A number of the training programs match the SDGs by offering perspectives on how the work of the participants contributes towards the achievement of global social, environmental, and economic goals. The programs urge participants to think beyond their own context in terms of long-term sustainability and how their enterprises can contribute on both a local and global scale. These links to global goals enhance the sense of social responsibility for the participants to design enterprises that will contribute not only to local needs but also to wider societal change. It was identified that deeper training would be necessary.

Other strengths of the programs are the mentorship and networking opportunities provided. They are also afforded the priceless opportunity of having access to experience from a number of professionals who will be in a position to offer guidance and support both during and after the training.

It is also there to address problems arising from the difficult task of managing community-led enterprises through practical advice on issues such as leadership, management of resources, and decision-making processes. The networking opportunities will also allow participants a chance to establish a relationship with other entrepreneurs, organizations, and stakeholders that would eventually help in acquiring resources and support for the continued sustenance of the enterprise in the long run.

The programs also impress because of an emphasis on practical learning. Many training sessions use simulations, case studies, and real-world exercises, which help the participants apply theoretical knowledge to tangible problems. The hands-on learning has confirmed that the participant is developing the necessary skills and confidence to effectively manage a community-led enterprise. Working on actual projects during the course of training means participants come out with an in-depth understanding of the challenges they might face at the field level and how to handle those once they hit the field.

The programs therefore also benefit from institutional and community support in the fact that participants have access to a wide array of resources, tools, and networks that further enhance the training impact. Involvement by universities and community organizations means participants will be connected to a larger ecosystem of support, hence leveraging the expertise and infrastructure available through such partnerships. Such strong support provided makes participants feel empowered and well equipped to pursue their entrepreneurial interests.

Summary: Weaknesses of Existing Training Programs

- Lack of comprehensive legal and financial knowledge – 100%
- Limited funding and financial resources – 83%
- Short duration of programs and lack of follow-up – 67%
- Insufficient digital literacy and tool usage – 50%
- Limited local relevance and scalability – 50%

- Bureaucratic and administrative barriers – 50%
- Lack of practical, real-world applications – 33%
- High complexity of bureaucratic processes – 33%
- Academic language as a barrier to accessibility – 33%
- (* % partners: how many partners have identified this weakness over the total)

Yet, there were some key gaps that existed in most of the training programs that must be attended to. Most significant in these respects are comprehensive finance and legal training. While participants in the program may be oriented on basic financial concepts, most of the programs do not delve deep into financial management aspects, acquisition of funds, and legal frameworks. This gap leaves many participants ill-equipped to deal with the economic realities of running a community-led enterprise in securing sustainable funding and long-term management of financial resources. Without appropriate underpinning in financial literacy and legal knowledge, it is difficult for participants to sustain enterprises beyond the early stages.

The second major weakness relates to the short duration that many programs adopt while undertaking training. This is because of the very little time allotted to training, which most participants say does not help them to fully comprehend complex matters involved in managing community-led enterprises. Although the programs are useful at introductory levels, their brief sessions do not allow for the coverage of critical topics such as business development and community engagement. This too short a period limits the internalization of concepts by the participants themselves and may affect effective application in their projects.

Another issue that compounds this is a lack of follow-up after the training courses are over. Many participants said that after the initial trainings, no follow-up was done in terms of mentorship or access to resources, hence making it difficult to sustain momentum for the implementation of such projects.

In the absence of follow-up and continued support, the participants are often at a loss to overcome some challenges that may subsequently arise. As a matter of fact, a project may stall or fail completely without continued guidance. Absence of follow-up mechanisms lessens the long-term impact which may be created by the training because the participants lack tools to keep their enterprises running in the long term.

Another limitation is that a few programs lack digital literacy training. While some participants are introduced to basic digital tools, the training falls below truly equipping them to work with such tools. Digital literacy is critical for handling contemporary enterprises, from managing projects to communication to even fundraising. This gap in digital skills places participants at a disadvantage in scaling their enterprises or utilizing digital platforms to enhance their operations.

Some programs are perceived to lack local relevance and scalability. The participants felt that training materials, including case studies and examples, were mostly very general and not adequately touching on the problems faced by their immediate local communities. As a result, participants found it difficult to apply these lessons in their own contexts. Rendering the trainings reflective of realities within which they operate in the local environment will make the programs more relevant and effective. Also, in this context, the participants highlighted a number of bureaucratic and administrative barriers that hinder scaling up successful enterprises to other regions. In addition to that, the complication of securing adequate funding exacerbates another concern—the prospect for community-led enterprises to expand beyond initial stages.

Finally, access to finance is unfortunately not improving across the training programs. For many participants, access to funding and resultant financial support necessary to ensure that their enterprises were sustained remained a problem. This lack of financial backing often prevents projects from moving beyond the experimental phase to consolidate and expand. Without adequate funding, there are real barriers to the participants consolidating long-term, sustainable community-led enterprises.

b) Innovative models. Degree of scalability and replicability.

Summary: Number of Innovative Models
- Discussion forums and open dialogue – 100%
- Hands-on workshops and practical exercises – 100%
- Field trips and direct interaction with practitioners – 83%
- Role-playing simulations and hackathons – 83%
- Co-creation workshops and collaborative activities – 83%
- Social project simulations – 67%
- Impact measurement and challenge-based learning – 67%
- Networking events and mentorship opportunities – 50%
- Pop-up project fairs and interactive presentations – 50%

(* % partners: how many partners have identified this strength over the total)

While the focus groups and interviews conducted across the PATHFINDER+ partners indeed demonstrated a great deal of creativity in innovative activities inserted into existing training programs for CLEs, these activities represent an attempt to bridge the gap between theoretical knowledge and practical application by fostering greater participation, collaboration, and hands-on learning among participants. In short, creative approaches were implanted in the training programs of all partners to coach the participants on how to handle the many complexities associated with managing and scaling CLEs.

There was a high number of innovative models introduced within these training programs, where each partner introduced unique strategies in response to diversified participant needs. Most of the models included a combination of discussion forums, hands-on workshops, field trips, interactive learning techniques, and simulations to provide a real-life glimpse of how community-led enterprises could operate. Each of the programs underscored how important those practical exercises were that allowed participants to engage in real-life problems and develop viable solutions. This can include co-creation workshops, hackathons, or even simulations. Such innovative approaches incentivized participants to take active ownership of their learning process and hence contributed to the overall success of the programs in empowering participants to own community projects.

Other partners also provided models that promoted direct interaction with practitioners in the field and, therefore, exposed participants to the realities encountered in practice as they worked within community-led enterprises. Most programs, for instance, integrated field trips to social enterprises or internships that allowed participants to gain practical experience in natural settings. Such interactions impart valuable knowledge regarding the challenges and opportunities faced by community-led businesses and help participants apply learning in meaningful ways.

Many of these innovative models showed promise, especially those related to practical engagement and co-creation, regarding the extent of scalability and replicability. Role-playing simulations, hackathons, and social simulations were reported as having a high degree of adaptability across different community contexts. Approaches are easily replicable, since the processes of collaboration in problem-solving and stakeholder engagement are constituent's integral to community-led enterprise success. Further, the frameworks provided through the challenge-based learning approach and open forums were quite flexible and could be adapted easily to suit different communities. Accordingly, such approaches are highly scalable.

However, scalability for some innovative models does have its limitations. While discussion forums, pop-up project fairs, and networking events were very successful in fostering local engagement, their success depended to a large degree on resources, institutional support, and community involvement that can vary considerably from region to region. The challenge is adapting these activities to regions with less resources or less established networks. While models dependent on direct exposure to professionals—for instance, through work placements or through university-business collaboration—suffer from scalability issues in areas where the number of such partners becomes inadequate.

Another important factor which is related to scalability and sustainability is the extent to which these innovative models can be integrated into existing structures of education and training. Some of the partners reported that although indeed the programs they had undertaken inducted practical learning and simulated reality, such learning was not necessarily embedded within wider structures of learning.

For instance, internships and field trips that provide an opportunity for hands-on exposure to community-led enterprises are extremely effective but may be resource and time-intensive to replicate across other educational contexts. The challenge, however, remains that these innovative models are adaptable but also sustainable in various institutional frameworks.

To summarize, the wide range of innovative models incorporated through training programs effectively closed the gap between theory and practice. Most of the models, particularly those on co-creation, practical engagement, and solving real-world problems, had considerable potential for scale-up and replicability. Whereas some activities may lend themselves more easily than others to adaptation in resource-poor environments, particularly those programs that depend on local resources and professional networks, it is in addressing these particular challenges that confidence can be built in the scale-up and replication of the innovative models developed in these programs across diverse community contexts.

c) The competencies identified related to community-led (CL) projects.
These focus groups and interviews also identified a broad set of competencies that are necessary to develop and manage CL projects effectively. These range from leadership, financial literacy, and legal understanding to social engagement and innovation—those aspects that equip individuals with the ability to work their way through both operational and social issues in their enterprises. Across all focus group discussions, competencies were found which appeared common in nature and critical for sustainability and growth in CL initiatives.

The highest quantity of emphasis, in terms of competency, for all the focus groups is leadership. It was also mentioned several times that leadership is intrinsic in the movements of people with diverse backgrounds to a common direction, managing teams, and advancing projects to their completion.

Community leaders in CL projects should inspire others through motivation and collaboration, while at the same time knowing how to negotiate complex interpersonal dynamics in their communities. This concerns the management of internal teams and the involvement of external stakeholders in the community's values and goals. The other aspect of leadership is the ability to seize opportunities, which involves framing areas of potential community development into deliverable projects. Leaders must be visionary and creative; they have to be ever-looking as to how they could make their communities better by identifying and meeting the needs in creative ways.

Other related key competencies include people management. In fact, the various reports shared showed participants reiterated that great leadership is about people-management skills: there were conflicts being sorted out, facilitation in the collaboration of community members, and all voices were heard. Similarly important is working collaboratively with a variety of stakeholders, given that many CL projects require groups of varied perspectives and skill sets. Teamwork and collaborative work were often cited as important competencies, pooling resources, ideas, and skills in the creation of projects reflective of the needs of all in the community. These guarantee that community-led enterprises maintain a democratic and inclusive approach to decision-making.

Financial literacy was another key competency that came through in reports from all participants. The participants identified the need for understanding financial management, budgeting, financial planning, and resource allocation. Most CL project leaders are unable to raise the necessary funds to support their projects because they lack proper knowledge in matters of money. This competency helps leaders make prudent decisions with regard to the financial health of a project and assists them in operating cost management and fundraising, including the design of real-time economic models. Financial literacy also encompasses the ability to create feasible financial plans that ensure the long-term sustainability of community-led enterprises.

Financial literacy aside, one of the key competencies required to manage CL enterprises is legal literacy. From a perspective based on the legality and applicability of laws that would govern these projects in terms of governance structure, the projects would be kept not only viable but also legally sound on issues such as taxation and regulatory compliance. Legal complexities have to be addressed by the entrepreneurs involved in CL projects so that the enterprises do not fall prey to any regulatory pitfalls. The participants brought out that legal literacy is not limited to compliance issues but extends to how governance structures can be utilized to ensure democratic decision-making processes and transparency regarding accountability in community-led projects.

The second important competence shared through the focus groups and interviews is social sensitivity, meaning the ability to understand certain community needs and dynamics within which a project is operating. Social sensitivity means the design of projects that address community problems first-hand, and their implementation ensures inclusiveness and social responsibility. Discussion participants argued that the leadership within the community-led enterprise should be capable of deep engagement in processes with the community, recognizing social issues and responding to them in a manner promoting social cohesion and empowerment. It will also involve balancing the mission on social justice with financial sustainability, whereby projects will meet both social and economic objectives.

Competencies related to creativity and innovation
Competencies related to creativity and innovation were identified throughout as being some of the important competencies that drive the projects forward. A leader needs the ability to think creatively and come up with innovative solutions for complex problems in the community. Co-creation, working with community members and stakeholders in generating ideas, was highlighted as part of innovation. In this regard, community ideation ensures that solutions are developed to meet the needs in the local environment and that the community owns such solutions. Community creative collaboration thus builds resilience and adaptability in community-led enterprises, translating into success within dynamic ecosystems.
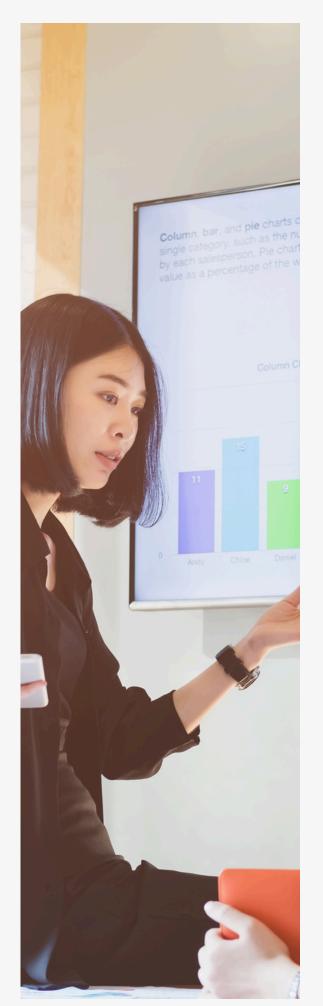
Digital Literacy and Digitization: Increasingly imperative competencies, with especial focus being given to their role in modern enterprise. Given the increased dependence on technology in project management, communication, and stakeholder involvement, the participants emphasized that leaders must become digitally savvy. For many, digital tools have become critical to daily operations, from fundraising to outreach, now being executed online. Digital literacy would ensure CL leaders can use technology for smooth facilitation of processes, wider outreach, and data-driven decision-making.

The competencies of circularity and environmental responsibility were also identified as important in today's CL project management. The participants argued that leaders must ensure the projects are socially impactful but at the same time environmentally responsible through infusing sustainable practices into the projects. That includes designing projects with the purpose of circular economy principles by reduction of waste and enhancement of resource efficiency. These sustainability-based competencies are increasingly becoming relevant as communities strive to find a solution to environmental challenges just like social challenges.

This also shed light on the significance of strategic thinking and critical thinking, especially toward long-term planning and problem-solving. Through strategic thinking, leaders are able to reflect on the bigger implications of the decisions that they make so that their projects serve the short-term needs of the community while meeting long-term sustainability too.

This is because critical thinking allows leaders to view different aspects of challenges and devise new solutions that are effective but also adaptive. With strategic and critical thinking, a good leader will, therefore, be capable of devising a concrete plan that is proactive to potential pitfalls and minimizes risks.

Finally, resource mobilization was considered to be a competence that needed to be in place for successful management of the CL projects. This implies the mobilization of human and financial resources, involving a variety of persons with varied competencies, and project financing for start-up and sustainability, while skills are utilized for networks and partnerships for the purpose of facilitating development and sustainability of community-led projects.

The focus groups and interviews concluded that a wide range of competencies are required to support community-led enterprises, the most relevant of which are leadership, financial literacy, legal knowledge, social sensitivity, creativity, collaboration, digital literacy, sustainability, strategic thinking, and resource mobilization—essential keys for the CL projects in handling current complexities. These will help the individual develop operational, social, and financial competencies required to manage the project in support of creating community-led enterprises that create an impact and are viable or potentially sustainable.

d) Main challenges faced by CL projects
Another finding from the focus groups and interviews is a set of key challenges that both entrepreneurs and organizations face in CL enterprises. These challenges address financial, operational, leadership, legal, and social dimensions, which clearly reflect the complexity and barriers to growth and sustainability that face the CL projects. The consolidated summary below combines the findings from all partners on the main difficulties faced by practitioners involved in community-driven initiatives.

One of the most widespread problems for all focus groups and interviews is access to finance. In fact, this was seen as one of the principal obstacles for both the start-up and the long-term viability of CL projects. Most enterprises face serious difficulties in accessing adequate and predictable funding. Lack of multiple sources of funding creates tremendous barriers for a community-led enterprise to achieve economic viability. This, combined with a perception that social enterprises yield lower financial returns compared with conventional businesses, makes limited access to public or private funding a significant hurdle for projects implementing CL, particularly in countries where investors are either risk-averse or unfamiliar with social entrepreneurship.

A closely related challenge is a lack of financial literacy among people leading such enterprises. In most CL projects, participants often mentioned that they lacked sound budgeting, financial planning, and resource allocation. The situation induces operational inefficiencies and mismanagement of finances within the CL projects. This has created a gap in financial management knowledge that badly hurts the sustainability of the projects in that the leadership cannot develop strategies to ensure financial robustness thrive over time. Also, most of the leading heads of CL initiatives are not used to the fundraising techniques and financial models required to secure external funding, which also draws a tight rope on how they could further grow or scale their projects.

The second commonly cited issue was the bureaucratic issues entailing the setup and management of community-led enterprises. The registration procedures and bureaucratic obstacles are usually too lengthy, especially in areas that have not adapted regulations to comply with social or community-driven projects. This discourages the entrepreneur, even to the point of dropping their plans due to the flood of paperwork and red tape surrounding the process. Tax incentives and government provisions for CL projects are also minimal.

Running parallel with these, and indeed interrelated to, bureaucratic issues is the single issue cited by all participants of the interviews and the focus group surveys: lack of legal knowledge. Knowledge of the legal frameworks governing community-led enterprises is necessary to support local regulatory compliance in matters regarding governance structures, taxation, and labour laws. Most leaders of CL projects lack the requisite legal know-how to negotiate such complexities, which culminates in delays, fines, or the failure of the enterprise. If proper legal guidance is unavailable, most CL initiatives cannot operate within the ambit of the law, therefore courting long-term risks.

The second important issue that cropped up in discussions was the leadership gap in communities. One of the major challenges identified by participants is the identification of people with the skills and motivation to lead community-led initiatives. Leadership is crucial for organizing community members and focusing projects on collective ends as well as sustaining projects over time. In many communities, few people are willing or able to assume such leadership roles; this becomes a major barrier to the development and success of CL projects. In fact, there is a gap in leadership, which marginalizes the growth and adjustment of projects to changing community needs since there are very few people with vision and capabilities to spearhead innovative change.

Lack of support from communities has been considered a common challenge. While some localities tend to be afraid of entrepreneurship, especially those unknown or risky, in other areas. The presence of such cultural resistance to entrepreneurship is most in evidence in regions where traditional work models prevail and where little experience with community-driven enterprises exists. According to the participants, social entrepreneurship projects flourish or stumble depending on buy-in by the community, but sceptics or apathy are often difficult to overcome and, in particular, in communities unaccustomed to dealing with this type of social entrepreneurship.

This is further exacerbated by a negative public perception towards entrepreneurship, in which it is perceived that founding a social enterprise is too complicated or simply not worth its costs.

The problem of communication was a prevalent challenge indicated in the interviews and focus groups. Most of the participants emphasized that the low communications across project leaders and their target audience can deter the development of CL projects. Successful communication is the new media for involving community members, winning investors, and forming partnerships. However, most entrepreneurs face difficulties communicating their projects' social impact in terms that resonate with persuading supporters. This, in turn, led to a breakdown in effective communication that caused the disconnection between project value and key stakeholder perceptions, potentially leading to limited support and engagement.

e) Soft skills and entrepreneurial culture challenges
The other limiting factor is the deficiency in soft skills, especially in such aspects as communication, networking, and management. While most business entrepreneurs have the technical ability to operate their projects, most lack interpersonal and managerial skills to generate collaboration amongst members of the community. Such soft skills help in the building of relationships, the management of a team, as well as interaction with stakeholders outside the project. Without these soft skills, the project leader will encounter it quite difficult to resource mobilization and seeking cooperation from community members, which at times frustrates the success of the projects.

These latter also pointed out the difficulty in establishing an entrepreneurial culture when entrepreneurship is not common in societies. Most of the people surrounding them are not used to what a community-led enterprise is, and sometimes there is hardly encouragement to do entrepreneurial activities, much less if such an entrepreneurial activity targets certain social or community objectives.

The absence of an entrepreneurial culture in this regard makes it hard for the leaders to garner support for their projects, given that the community is oblivious to the benefits emanating from the CL initiative or sceptical of any success. According to participants, awareness campaigns and the sharing of success stories from other regions could have an effect on the psyche of the public to take up entrepreneurship as well.

Generally, these have been the major issues that have confronted community-led enterprises: financial instability, the shortage of funding opportunities, bureaucratic complexity, and also low levels of financial and legal literacy. Besides, other factors such as leadership gaps, resistance from the community, and poor communication further hold back these types of projects from developing and becoming sustainable. These challenges can be overcome by better training in financial and legal matters, strong strategies of engagement within a community, and capacities built toward leadership within these communities. Work in the above areas will help ensure long-term success and impact.

f) Digital tools use for CL projects
The focus groups and interviews performed at the level of consortium showed that digital tools play an important role in managing, communicating, and financially supporting CL projects. Digital tools enhance collaboration, organization, community involvement, and learning within projects. These factors are paramount in ensuring efficiency and effectiveness during the implementation of CL projects.

Of course, through all discussions, categories of digital tools recurred time and again that were central to the operation of these projects, participants underlining how such tools make the day-to-day work easier to do, drive project outcomes, and enable them to be in touch with a larger community.

The first area in which digital tools are already being widely used is in project management. Tools such as Trello and Asana were consistently mentioned for giving a structure and organization to project workflows.

These tools help CL project leaders to set up task breakdowns, allocate responsibilities, and track visually how work is being done so that teams can be on top of project deadlines and deliverables. Participants specifically pointed out the significance of having a clear system for project management especially where the initiative involves intricate dealings among the parties or different community members. These tools also create room for teams to change priorities in real time, thus adding flexibility when there are challenges in the implementation process of community-led enterprises.

Another core toolset that the focus groups identified was communication platforms. Tools such as Slack, Microsoft Teams, and Google Workspace were some of the suites of tools commonly used to enable internal flow in communication within team members involved in projects for smooth coordination.

These tools allow for real-time and asynchronous communication, thus making it easier for teams that are geographically dispersed to stay in contact. Zoom and Google Meet were noted as vital in holding virtual meetings, workshops, and training. These video conferencing tools have been especially useful in carrying out activities remotely, enabling CL projects to engage participants in discussions and knowledge sharing without necessarily meeting physically.

Interactive learning tools contributed to the educational value of the CL projects. Among these, tools like Kahoot and Genially have been in wide usage for making learning more fun and entertaining, turning education into a game. These platforms are used for the presentation of complex information in a simple, interactive form that will enable the participants to learn more dynamically and pleasurably.

Besides that, throughout the workshops and training, some extra platforms such as Mentimeter were used to obtain live feedback, run polls, and provoke the interaction of the participants. This level of engagement ensures learning is not passive but active; hence, increasing knowledge retention and ensuring better participant involvement.

Financial management tools also help a lot in the sustainability of CL projects. Xero was mentioned as one important platform that helped budgeting and tracking expenses to ensure that financial planning is appropriate. These tools help project leaders keep track of their finances, an act that promotes accountability within the enterprise—a high level of accountability expected by externally funded, community-led enterprises. They also pointed to crowdfunding platforms as an important tool for raising financial resources. Through platforms like Kiva and other crowdfunding websites, CL projects are able to generate funds from a wide audience, hence limiting dependency on traditional financing mechanisms. Such platforms democratize access to finance, in that community enterprises can gain small contributions from a wide array of supporters. On the other hand, participants also emphasized the need for increasing levels of digital literacy training so that users can navigate these financial tools better and make optimal use to sustain projects in the longer run.

Examples of these collaboration tools include Miro and Canva, which help with the creative and planning aspects of CL projects. The Miro platform could be used for visual brainstorming; hence, participants are likely to co-create in real-time the ideas and strategies to be applied on the project at hand. This helped especially at the initial planning phase of the community-led projects, where teams could map their objectives and show visually the interaction of different project elements. Canva was used on a more frequent basis in designing visually appealing materials such as presentations, infographics, and social media posts. These are vital materials in passing on the social effects of CL projects to internal teams and external stakeholders. When the project is specifically designed to inspire this significance, it becomes quite easy to visualize the impact and outcome of such projects in outreach efforts that eventually develop community support.

Several focus groups and interviews identified the use of Learning Management Systems—LMS—particularly Moodle, core in delivering education content and also providing training to participants in the ongoing period.

Use of Digital Platforms and Digital Literacy Challenges
These platforms distribute online courses, training materials, and virtual classrooms, allowing participants to access learning content at any convenient time. Moodle was particularly singled out as the platform where CL project leaders host webinars, seminars, and online training modules, thus making education more accessible for larger groups of participants. This is especially important for community-led enterprises that prioritize capacity building and skill development among participants.

Besides global platforms, some participants reported local digital tools relevant only to their regions, such as Vesparama.lt, which connects community-led enterprises with funding opportunities and support. Locally focused tools enable better contextualization of projects and funding resources for the specific region. However, challenges of digital literacy were raised with the use of such platforms, with many stating that more training is required to enable leaders to filter and use the large volume of information online effectively. Social media platforms such as Facebook, Instagram, and Twitter are widely used to engage CL projects with a broader audience by announcing events, sharing updates, and outreach. They are also used to share success stories, engage local stakeholders, and build an online presence that significantly amplifies the visibility of community-led initiatives. However, effective social media use demands time and know-how. Many participants expressed interest in training on digital marketing to maximize the returns of their online outreach efforts.

Despite these technological advances, digital literacy remains a common challenge, especially among participants from rural areas or those with limited technological equipment. Many may not fully utilize these tools due to lack of experience or knowledge, limiting the leverage of digital platforms.

This highlights the critical need for ongoing training and capacity-building to enable participants to effectively navigate and use digital tools.

In total, digital tools like Trello, Slack, Zoom, and Google Meet facilitate project management, communication, coordination, engagement, and funding pathways. Digital literacy forms a barrier to fully maximize these benefits, emphasizing the importance of continuous training and support for those involved in CL projects.

g) Key Success Factors for Creating Community Networks and Public-Private Collaboration

Focus groups and interviews across the consortium identified several fundamental factors for creating strong community networks and effective public-private collaboration in community-led initiatives. These factors help ensure project sustainability, enhance community engagement, and improve stakeholder collaboration.

- Strong Partnerships: Establishing good partnerships among public institutions, private enterprises, universities, non-profits, and community groups is critical. Such partnerships mobilize diverse resources and expertise, allowing multi-disciplinary approaches to complex community problems. They provide credibility, stability, legitimacy, and continuity to projects. Public-private collaboration tends to succeed with earned community trust, leading to longer-term success.
- Mentorship: Access to professional mentors offers guidance, advice, and insight, helping participants overcome challenges and find innovative solutions. Mentors support capacity building, inspire role modelling, and facilitate alignment of interests in public-private partnerships.
- Community Engagement and Ownership: Projects that foster a sense of ownership among participants see higher involvement, motivation, and commitment. Engaged community members help chart project direction, enhancing resilience and ensuring long-term sustainability. Inclusivity ensures diverse voices are heard, strengthening social bonds and relevance to local needs.

- Effective Communication: Clear and open communication among stakeholders builds trust, helps manage expectations, resolve conflicts, and maintain strong networks. Face-to-face interaction remains crucial, especially in early partnership stages. Good communication also supports better coordination and informed participation throughout the project lifecycle.
- Networking Opportunities: Facilitating meetings and collaboration spaces for stakeholders from various sectors broadens support networks, resources, expertise, and funding. Networking encourages innovation and knowledge sharing for more robust community solutions.
- Demonstration of Impact: Projects delivering tangible social, environmental, or economic benefits attract consistent public and private support. Clear outcomes build credibility and reinforce the project's relevance to the community.
- Linkage to Global Frameworks: Connecting local projects to global goals, such as the Sustainable Development Goals (SDGs), enhances visibility and attracts international partnerships and funding.
- Financial Management and Entrepreneurship: Good financial literacy is fundamental for resource management, sustainable business models, and long-term funding. Alternative financing, such as community-based support and crowdfunding, provide flexible, diversified funding sources reducing reliance on traditional models.
- Contextualized Solutions: Success stems from solutions grounded in the social, environmental, and economic realities of the local community, increasing relevance and adoption.
- Quality Education and Training: High-quality training combines theoretical knowledge with practical exercises.

- Trainer expertise and credible institutions ensure effective skill acquisition and support project goals.
- Agility and Adaptability: Projects capable of adapting to changing circumstances, funding environments, or community needs remain relevant and resilient, ensuring continued value delivery even in unstable times.
- Active Participation and Cooperation: Broad involvement of community members and stakeholders fosters interaction, inclusivity, and diverse perspectives, making solutions more representative and comprehensive.

Summary of Key Steps to Success:
- Strong collaboration between public, private, and non-profit sectors brings valued skills and resources together.
- Institutional backing, based on supportive policies, enables its work to be perceived as legitimate and therefore assures a certain continuity.
- Mentoring by seniors in the respective fields could give guidance to certain programs or projects, during and after implementation.
- Community involvement and ownership raise the level of commitment and therefore the sustainability of such development.
- Incorporation of social and environmental considerations forms part of the stated sustainability objectives.
- Communication and trust had been built through face-to-face interactions.
- Networking for knowledge sharing, collaboration, and resource exchange was possible.
- Demonstrated clarity about the real impact created and relevance to existing global frameworks, such as the SDGs.
- Strategic financial management and/or innovative, alternative approaches to financing projects, including community-based funding.
- Contextualized solutions informed by deep analysis of a specific community's needs.
- High-quality training that balances theoretical input with practical, on-the-job training.

- Competency of trainers/institutional credibility assures learning.
- Agility to adapt to changed circumstances for relevance and resilience of projects.

High levels of participation and collaboration; multiple perspectives represented, inclusive of diverse views.

h) Funding CL projects: Main financial resources and Barriers to accessing sources of funding

Financial resources for community-led projects also proved quite varied and differentiated across the focus groups in the consortium, though major barriers to access were highlighted. Discussion gave an insight into the financial through which CL enterprises operate, both opportunities and challenges came into play. Funding strategies varied by region, but a number of shared themes were evident with regards to sources of finance and obstacles that constrain access to such funds.

- Crowdfunding is among the most discussed financial resources for CL projects. Participants often referred to crowdfunding sites as important outlets for raising awareness and fiscal support of community-led projects. Crowdfunding allows CL projects to tap into the collective power of community members themselves by contributing directly to projects of their interest. However, there exist quite a few barriers in maximizing crowdfunding efforts.
  - Crowdfunding is highly dependent on a sound digital presence and community support if it is to be effective, which most CL projects still lack.
  - In some instances, project leaders have low digital literacy or restricted outreach opportunities to fully exploit the potentials of these platforms.

Training in digital marketing and financial management was a need that kept cropping up as imperative if crowdfunding is ever going to prove to be an effective financial tool.

- Besides crowdfunding, membership fees, social bonds, and donations have also been emphasized as important sources of finance for a range of CL projects.
  - Membership fees, social bonds, and donations were identified by participants not only as successful ways of generating income but also as an avenue for creating community ownership and involvement.
  - Membership fees ensure long-term financial commitment from a loyal constituency base, while social bonds will attract those investors who want to invest in projects that can show measurable results on society.
  - Donations and fundraising events are part of this effort to get financial support, normally combined with partnerships with local businesses for event sponsorship or direct financial contributions.
  - However, participants identified that most entrepreneurs were uninformed about the different financial instruments available and did not have any knowledge regarding how to apply these models in their businesses.

- Grants and public subsidies also regularly cropped up as an essential source of finance for CL projects.
  - Government funding programs or state grants financially support community initiatives, especially those answering social, environmental, or innovation objectives.
  - Participants raised issues with bureaucratic complexity in accessing these funds.
  - Applications for grants and public aid are often lengthy and competitive, with heavy demands on financial planning and reporting.
  - Incompatibility among different types of aid and regulatory requirements adds to the challenges, causing frustration.

- Ethical banking, social banking, and sustainable finance emerged as new alternatives, motivated by social/environmental impact along with financial returns.
  - Traditional banks are less willing to support these due to perceived low financial returns and high risk.
  - Examples include social impact bonds, where investors fund upfront and are reimbursed based on pre-agreed social outcomes.

These models remain unknown or unreachable to most CL entrepreneurs, highlighting the need for awareness and financial literacy.

- Local partnerships with businesses, credit unions, and cooperatives provide focused funding aligned with local economic and social goals.
  - Social impact bonds attract investors repaid based on project social outcomes.
  - Lack of financial literacy or ignorance limits the use of these models by CL leaders.
  - Most social entrepreneurs remain unaware of these innovative funding options.

- Lack of financial literacy is a serious deterrent globally.
  - People in charge of CL projects often lack training in budget management, multi-year financial planning, and navigating funding landscapes.
  - This restricts financial access and impacts overall project durability.
  - Financial management training is a priority to enable informed funding decisions.

- Bureaucratic issues and regulatory obstacles are major access barriers.
  - Small or less-experienced enterprises find public grant applications cumbersome and time-consuming.
  - Paperwork and strict eligibility deter applications.
  - Shortage of angel investors and venture capital for social enterprises limits private investment, which usually favours for-profit ventures.

- Diversified funding strategies are needed for long-term sustainability.
  - Dependence on a single funding source (grants, donations, crowdfunding) makes projects vulnerable.
  - Combining grants, crowdfunding, social impact bonds, and community-based financing builds a resilient financial foundation.
  - This reduces risk from unstable public or private funding.

Summary of Financial Means:
- Crowdfunding platforms raise awareness and community involvement but suffer from low digital literacy and outreach.
- Membership fees and social bonds offer regular financial access and attract social investors seeking measurable impact.
- Grants and public subsidies are important, but application procedures and competition reduce opportunities.

- Ethical and social banking offers alternative support but is not widely adopted.
- Local investments via partnerships with businesses and credit unions provide focused funding aligned with local priorities.
- Donations and fundraising events are widely used, especially for smaller projects with direct community participation.
- Social impact bonds provide new but little-used ways to attract private investment with returns linked to social outcomes.

Barriers to Securing Financial Input:
- Bureaucratic complication: Time-consuming and complex grant/subsidy applications discourage smaller projects.
- Lack of financial management skills: Most CL leaders poorly manage budgets and have few sustainability strategies.
- Lack of knowledge on alternative funding: Social impact bonds and ethical banking remain unfamiliar.
- Cultural and financial barriers: CL projects are seen as risky by traditional financial institutions.
- Unique funding sources make financial situations precarious.

i) Main topics to be included in a CL training course
- Interviews and focus groups identified gaps in current CL training programs, calling for more comprehensive, interdisciplinary training.
- Hands-on practical experience combined with theoretical knowledge is essential.
- Training must meet the specific challenges of community-led enterprises.

Key themes for a future CL training course include:
  - Hybridization of Knowledge Across Disciplines:
  - Training should cover business, social entrepreneurship, legal frameworks, and marketing.
  - Interdisciplinary training equips trainees with skills to apply across areas of CL enterprise.
  - Encourages teamwork and understanding of complementary sectors.

- Entrepreneurial Mindset and Mentorship:
  - Develop innovation, resilience, and adaptation.
  - Structure programs to foster creative and strategic problem-solving in communities.
  - Coordination with mentorship networks, especially within universities, is crucial for advice and problem-solving support.

- Financial Management and Fundraising Strategies:
  - Address deficiencies in financial literacy.
  - Provide training in budgeting, financial planning, fundraising strategies, and impact measurement.
  - Include modules on tapping and managing various funding sources (grants, crowdfunding, social bonds).
  - Teach social impact measurement to attract investors and community support.

Social Innovation and Impact Assessment: There were also appeals in various focus groups for training that focuses exclusively on social innovation and social impact assessment. This is important in sustaining CL enterprises with their fundamental mission of meeting the needs in the community while being financially viable. As underlined, the current training programs have a strong commercial orientation, with frequent negligence of the social mission of such enterprises. Ethics, community involvement, and social responsibility could hence form other themes of courses that would help participants understand how their social objectives should be combined with business objectives.

Use of Digital Tools for Project Management and Communication: The other important area identified was the need for training on the best application of digital tools in managing CL projects. Participants observed that most community-led enterprises lack the necessary digital skills to automate operations and therefore improve communication among team members.

However, it is recommended that in future training programs, special attention should be given to project management tools such as Trello, Asana, and Slack, among others, in addition to financial management software, in order to enhance operations. Furthermore, other areas where future training programs may have a focus are on the use of digital communication tools for stakeholder engagement, fundraising, and outreach. Legal and Marketing Knowledge: Legal literacy and marketing skills were among the biggest gaps mentioned in current training.

Participants underscored how important it is to be informed about the legal frameworks guiding community-led enterprises with respect to governance, taxation, and compliance. The training programs need to equip participants with the knowledge to confidently navigate such legal complexity. In addition, marketing and client management were seen as cardinal skills that would guarantee the visibility of CL enterprises in the market in terms of attracting customers and attracting investment. This involved, among others, training on branding, market analysis, and stakeholder engagement with a view to adequately equipping participants with the ability to raise their project profiles and enhance interaction with community members and external partners.

Real Life Application and Experiential Learning: One of the most reiterated suggestions that emerged across all focus groups was the need for actual application of the skills during the training programs. Peer learning, business internships, and practical projects were highly valued by the participants as ways of giving them an opportunity to try and apply their theoretical knowledge in a real-world setting. There is fair agreement among respondents that experiential learning, such as case studies, project simulation, and exposure to practicing entrepreneurs, is another significant way to better training output. This approach would offer participants hands-on experience but, more importantly, stimulate creative group learning, which is key for successful community ventures.

Resilience and Networking: Participants emphasized that training should also include lessons on resilience against financial and operational misfortune. Most community-led enterprises operate in resource-constrained environments, and any training program should impart tenacity to overcome obstacles and also adapt to changing fortunes. Secondly, the networking was also judged helpful in building good relationships with stakeholders, partners, and investors. Participants pointed to opportunities to connect with potential collaborators, building strong networks that support their projects over time.

Personal Growth and Citizenship Awareness: Focus group discussions also pointed out the importance of personal development within CL training programs. In this respect, it was pointed out that both citizenship awareness and personal growth bear relevance in developing a sense of responsibility and involvement within communities. Participants have noted that training should transcend beyond business skills; it should help individuals to develop their leadership ability, empathy, and communication skills. These competencies form a critical base for developing robust community-led enterprises that have regard for both social impacts and the personal development of their members.

Need for Idea Generation to Implementation Gap Training: Finally, participants underscored that training programs need to bridge existing gaps between the generation and implementation of ideas. Many training programs take participants through processes of idea generation in creative ways but stop there without helping translate such ideas into projects. It is desired that in the future, courses should take participants through the development of concepts to practice, providing tools that can guide and ensure realization in the community where they work.

CONCLUSIONS

Discussions carried out and focus groups across the various partners of the PATHFINDER+ project have indeed shed light on the current situation regarding training programs concerning community-led enterprises. These have brought into focus their strengths, together with many gaps that presently exist. Such insights provide an overview of the competencies, skills, and tools needed to enable people and their communities to become leaders in sustainable and impactful projects. Throughout these reports, it has emerged that CL enterprises form a potent model, which combines entrepreneurial drive, community participation, and innovation to handle different social issues. Targeted and practical training programs, which should fill very specific gaps in knowledge, competencies, and resources, are needed for such models to blossom.

The focus groups brought out several recurring themes and gaps that need to be addressed in designing and providing training programs for CL enterprises. One of the biggest gaps to appear in many reports is that of financial literacy. Many participants felt they did not have the requisite skills related to managing the financial aspects of their enterprises, which include budgeting, fundraising, financial management, and navigating funding options. This was compounded by unfamiliarity with alternative financing models that can provide the wherewithal for CL projects.

Another very important shortcoming was in the development of business models. Although most of the participants in the focus groups had very strong social and ethical motivations, the ability to translate those ideas into viable business models was often lacking. In this way, this lack usually resulted in problems of scaling projects or long-term viability. More comprehensive training in business planning, financial modelling, and strategic growth needs to be incorporated into programs so that participants understand how to develop and sustain businesses that will focus on social impact and economic sustainability.

One inadequacy which was repeatedly pointed out in many existing programs is a lack of practical application in a living environment. Many participants felt that training is too often theoretical and disconnected from the actual challenges of running a CL enterprise. There was a strong call for programs that include real-life case studies, hands-on projects, and mentoring from experienced entrepreneurs. Rather, the participants sought to learn from the direct experiences of those who have successfully launched and managed such initiatives, rather than pure classroom learning.

The need for community engagement and social innovation emerged as two critical themes. Though most CL enterprises have community roots, participants outlined how most training did not provide sufficient means of engagement with communities effectively and efficiently. There needs to be programs on how to involve local stakeholders in decision-making, how to identify local resources and use them, and how to create ownership and a sense of collaboration within the community. Besides embedding social innovation, it was considered important that participants are encouraged to develop projects that would cater to both economic and social needs for long-term enterprise sustainability.

The reports from all partners identified the role that was increasingly being taken by digital tools in managing and scaling CL projects. What many of the participants wanted was training in the use of such tools as Trello for project management, Slack for team communication, and specialized software like Xero for financial management. Another highly repeated requirement was to have impact measurement tools in three successive rounds because most of the CL enterprises struggle to account for their social impact in measurable terms. Understanding how to track and measure financial and social outcomes, and then report on them, is becoming increasingly important for funding and support purposes.

A theme that was repeated often in the reports was that of networking or relationship-building. Most CL enterprises succeed in their work based on how well they can establish relationships with key stakeholders: funders, government agencies, and local communities. The training should place more emphasis on how these networks are built, as well as cultivated and maintained; in particular, how connections can be made to build resiliency and long-term support.

The other key competence was identified as resilience, identifying what affected the CL entrepreneurs during economic or personal hard times. Almost all the participants seemed to stress a need for training that helps individuals build personal and organizational resilience to cope with difficulties and adaptation to circumstances as altered. Resilience also is related to the innovative ability and adaptability of importance within rapidly changing social and economic environments that surround the operation of CL enterprises.

Lastly, one of the most mentioned resource gaps of current training programs was mentorship and follow-through support. While many training programs offer initial guidance, participants noted that without long-term mentoring by more experienced entrepreneurs or sector experts, it is very difficult to translate learning into practice. Many participants also suggested further relationships with mentors over time who can provide advice from a practical point of view, help in making critical decisions, and provide support through situations that may be specific to their project or business idea. This mentoring needs to be encapsulated within the training programs—not as an added entity but as an inherent part, extending much beyond the formal learning period.

Moreover, it was put forth that the acquisition of such skills, necessary to lead community-led enterprises, could only be realized through practical and hands-on learning. According to the participants, being brought into contact with reality through internships, business incubators, and active exposure to the business community would raise the effectiveness level of the training programs. This way, the participants would have a chance to see how theoretical knowledge could be applied in real life and to learn through iterative processes based on immediate feedback.

One salient outcome concerned the disproportionately low social values represented in today's curricula. Many times, participants felt that much emphasis is being placed in these training programs on the commercial aspect of being an entrepreneur, but these programs do not focus on the ethics, social level, and community engagement levels that are so core to the identity of CL enterprises. Strong calls included the integration of social impact assessment, ethical business practices, and community engagement strategies as central components in any training to be offered the community-led enterprise. It is these social values that lie at the heart of what makes the CL enterprise different from a traditional business, and it is these values that training programs should aim to inculcate, by not only fostering entrepreneurial skills but, indeed, a deep commitment to social change.

The findings indicate explicitly that an integrated multi-dimensional approach should be used to develop an appropriate training program for community-led enterprises. In such a program, theoretical knowledge should be used hand in hand with practical exposure to adequately prepare and equip participants with the relevant competencies at both the business and social dimensions of the work. This includes the installation of solid financial literacy, understanding alternative financing models, and resilience in the face of adversity. In addition, digital literacy, especially with regard to project management and financial tracking tools, will further empower CL entrepreneurs to efficiently execute and increase the scale of their impact. Mentorship, networking, and hands-on experiences, through an internship, a case study, or direct interaction with the business community, further ensure that participants experience the theory within a meaningful, real-world context. Inculcation of social values, ethics, and community engagement methodologies at the curriculum level will ensure that the social mission is at the heart of these enterprises in their development and contribution to positive change within the community.

In summary, an addressed training gap in the existing programs will contribute more significantly to enhancing community-led enterprise capacity for creating both economic and social impact. The training programs will contribute to equipping the participants with the right mix of business acumen, social awareness, and practical tools that shall support growth in a sustainable, resilient, and impactful community-led project across Europe and beyond.

Appendix
National reports:
- https://drive.google.com/drive/u/0/folders/1I6mI2N4XCee6L65p

WWW.PATHFINDER-PLUS.EU

Research Findings on Educational Programs for the Development of Community-led Entrepreneurial Projects

PROJECT NUMBER:

2023-1-ES01-KA220-HED-000161343