



PATHFINDER+

WP2

Mapping analysis on innovative models of community enterprise development in academic communities and Best Practices in HED

Secondary Research Report

Coordination: KTU & FUNDEUN's research team

Contribution: all partners: Universitat Politècnica De Valencia, Fundeun, KTU, Room 466, UCLL, Fifty-Fifty



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GUIDELINES

Introduction

In these guidelines, the activities and tasks carried out by the partners in Work Package 2 are presented, mainly those related to the first part of the mapping analysis report:

2.1.1 Conduct a comprehensive literature review on the current state of community enterprise development in academic communities.

2.2.1 Conduct a comprehensive literature review on innovative models (Identification-2.1.3 and detailed analysis-2.1.4) and the best practices in higher education for enterprise community development that foster community-led and community-owned enterprises and promote civic engagement.

This first part of the report is therefore divided into three main parts, which are explained below:

PART 1 – Community Enterprise Development

This part would correspond to task 2.1.1 of the Pathfinder project proposal and is designed to cover 4 key aspects of conducting a literature review:

1. State of the art State of the art in community-led enterprise development

In this section KTU provides definitions based on a review of the academic literature on community-led enterprises and their main characteristics.

2. Conceptualization and key characteristics of community-led enterprises at National level

In this section each partner provides a definition of community-led enterprises at national level as well as the typologies found in each country for such enterprises. For this purpose, the tables provided in the Structure section of the Report are completed with governmental and legal information.

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

In this section, each partner adds the legal forms in which community-led enterprises can be set up in their country.

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

Here, each partner indicates the main sectors of activity in which community-led enterprises are found at national level. The information provided is supported by reports, national surveys and other sources.



PART 2. COMPETENCIES REQUIRED TO DEVELOP COMMUNITY LED ENTERPRISES

In this part the aim is to highlight the competences needed to implement community-led enterprise and to relate them to the EntreComp and DigComp competence framework.

Community-led enterprise main entrepreneurial and digital skills and competencies

Therefore, in this section each partner provides the competences needed for community-led enterprise development identified at national level and relate them to those of the EntreComp and DigComp framework.

If there are documents available at national level, listing the competences needed per field of study, the table provided should be filled in. If no such data is available, competences related to community-led enterprises can be added here following the analysis of good practices in part 4 of this document, either from the analysis of training programmes or from interviews with programme coordinators.

PART 3. NATIONAL BEST PRACTICES AND EXAMPLES IN HIGHER EDUCATION INSTITUTIONS FOR COMMUNITY LED ENTERPRISES

This part of the report identifies good practices and innovative models (2.1.3 & 2.1.4 - case studies) in higher education and is related to task 2.2.1 of the proposal. For this purpose, each partner analyses study plans or programmes related to community-led enterprises that are being carried out in their universities or in nearby universities. Therefore, a regional analysis is made. However, it is important that the partners add some good practice at the national level.

For this purpose, a table has been provided where the general aspects of the course or training programme, both at the Bachelor and Master level, should be added. In addition, an evaluation of each programme in terms of impact on the community and the institution (2.1.2 & 2.2.3) are carried out through informal interviews with the coordinator/director of the programme or course, according to the following indications:

- Results: in terms of the number of students completing the course, identified strengths and weaknesses of the training plan, and attractiveness of the programme.
- Entrepreneurship aspects related to community-led enterprises: number of students who have created community-led enterprises and examples, students' commitment to the development of community-led enterprises, analysis of the stages of development of the entrepreneurial project.
- Competences needed to implement community-led enterprises: Identify competencies and relate them to the EntreComp and DigComp framework.



OBJECTIVES OF THE REPORT

The objectives cover and explain the key aspects:

- State of the art in community-led enterprise development
- Conceptualization and key characteristics of community-led enterprises at National level
- Legal forms of Community-led enterprise at National Level
- Main sector of activity of community led enterprises at National Level
- Community-led enterprise main entrepreneurial and digital skills and competencies
- Good practices and innovative models (case studies) in higher education



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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 [29]	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 [31]	A community that corporately acts as both an entrepreneur and an enterprise in pursuit of the common good.
Nyssens [73]	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 [32]	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 [30]	An organization that has a social purpose in relation to a specific population or sub-group living in a spatially defined area.



Sakolnakorn & Naipinit [74]	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. [75]	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. [76]	A type of co-production that focuses on voluntary involvement for co-innovation to deliver public services and respond to social needs.
Bailey, Kleinhans & Lindbergh [28]	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 [77]	An organization that tackles rural challenges to provide sustainable economic development. The organization aims to promote community cohesion.
Olmedo, van Twuijver, & O'Shaughnessy [78]	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.



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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).

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2. Conceptualization and key characteristics of community-led enterprises at National level

2.1 Spain

On your country level (legal documents) how community-led or community-owned enterprises are defined and what are types of them?

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 Commission 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.*

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.

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
<p>1) They are private, meaning that the public sector does not control them and they are not a part of it.</p> <p>2) Formally structured, meaning they typically possess independent legal personality.</p> <p>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.</p> <p>4) They have the freedom of adhesion, meaning they are not required members.</p> <p>5) The final allocation of any gains or surpluses among the participants.</p> <p>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.</p> <p>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.</p> <p>8) In Spain, the legal forms are cooperatives and labour enterprises, but there are other forms.</p>	<p>1) Social Enterprises are businesses that function as market players, offering the public goods and services in an enterprising manner.</p> <p>2) Three fundamental components define them.</p> <p>A. Social considerations take primacy over mere economic benefit. Profits are returned to society or the community.</p> <p>The common interest's social purpose serves as the driving force behind commercial activity, which frequently converts into a high degree of social innovation.</p> <p>B. The majority of profits are reinvested in achieving this social goal.</p> <p>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.</p> <p>3) The legal forms also includes associations, foundations, federations and other NGO's</p>

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)



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A Map of Social Enterprise and their Ecosystem in Europe (30/10/2014)

References: 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.infocultura.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.infocultura.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 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	https://www.boe.es/boe/dias/2015/09/10/pdfs/BOE-A-2015-9735.pdf



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		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.	
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, 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

On your country level (legal documents) how community-led or community-owned enterprises are defined and what are types of them?

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 the 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:



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- 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.

A 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/TAD/820ade70da4011e48533ed4be8ca86a2/asr

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. 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 (VšĮ), because it is the only non-profit organization that can carry out economic and commercial activities. VšĮ is a public legal	https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.29579?jfwid=2lxb8qd4g



		entity that does not seek benefits for itself and cannot distribute the profit to the founders, members, shareholders.	
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 your country level (legal documents) how community-led or community-owned enterprises are defined and what are types of them?

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



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	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/Bl obServlet?docId=21741&lan gId=en
	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/Bl obServlet?docId=21741&lan gId=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/Bl obServlet?docId=21741&lan gId=en
KOΙΣΠΕ	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/Bl obServlet?docId=21741&lan gId=en
KOΙΣΠΕ	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 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,	https://ec.europa.eu/social/Bl obServlet?docId=21741&lan gId=en



		cooperation, and solidarity among members.	
	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.europa.eu/social/Bl obServlet?docId=21741&lan gId=en

2.4 Belgium

On your country level (legal documents) how community-led or community-owned enterprises are defined and what are types of them?

There is no Dutch translation of 'Community-led enterprise' in Belgium. The concept as is, does not exist 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 Belgium¹. 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	file:///C:/Users/u0134999/Downloads/Social%20enterprises%20and%20their%20ecosystems%20in%20Europe.%20Updated%20country%20report%20Belgium.pdf

¹ Nyssens, Marthe, and Benjamin Huybrechts. "Social Enterprises and Their Ecosystems in Europe: Country Report - Belgium." Luxembourg: Publications Office of the European Union, 2020. Manuscript completed in February 2020. 1st edition. European Union Programme for Employment and Social Innovation "EaSI" (2014-2020). <http://ec.europa.eu/social/easi>. Catalogue number KE-02-20-039-EN-N. ISBN 978-92-76-10213-7. DOI 10.2767/663183.



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		Employment and Social Innovation "EaSI" (2014-2020).	
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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.
sociale onderneming	Social entrepreneurship		
Europese coöperatieve vennootschap (sce)	European cooperative company (sce)	<p>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.</p> <p>Similar to the European Company (SE), the SCE is not tied to an EU member state. 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.</p>	https://ondernemersplein.kvk.nl/europese-cooperatieve-vennootschap-sce/



		The capital of the SCE consists of the shares of the members. Together, the members contribute at least €30,000.	
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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



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	
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

Please add in this part the legal forms in which community led enterprises can be set up in your country.



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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.



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It is specially interesting for Social Economy projects the structure of the “**entrepreneur cooperative**”. An entrepreneur cooperative² 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.

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.

² <https://fecoma.coop/blog/creacion-cooperativa-de-emprendedores/>

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.

[1] <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52009IE1454>

[2] <https://www.boe.es/buscar/act.php?id=BOE-A-2000-16034#:~:text=Las%20mutualidades%20de%20previsi%C3%B3n%20social%20son%20entidades%20aseguradoras%20que%20ejercen,de%20otras%20entidades%20o%20personas>

[3] https://www.infoculture.info/4_fundaciones_y_asociaciones/

3.2 Lithuania

Please add in this part the legal forms in which community led enterprises can be set up in your country.

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 (VšĮ), because it is the only non-profit organization that can carry out economic and commercial activities. VšĮ 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.bgrq.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



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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 Labor 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 labor centers. Federations are associations of two or more trade unions with the same or related industries or professions. Labor centers 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 labor centers 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:



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<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:

Αν 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



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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

Please add in this part the legal forms in which community led enterprises can be set up in your country.

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

Please add in this part the legal forms in which community led enterprises can be set up in your country.

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, Co-funded by the European Union. Views and opinions expressed are, however those of the author(s) only and do not necessarily reflect those of the European Union (EU) or the European Education and Culture Executive Agency (EACEA). Neither the EU nor EACEA can be held responsible for them.



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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

Please provide the main sectors of activity in which the community led enterprises are located. The information provided should be supported by reports, national surveys and other sources.

The European Social Enterprise Monitor³ (2022) shows that the main sector of activities in Spain are as follows:

³ <https://euclidnetwork.eu/portfolio-posts/european-social-enterprise-monitor-esem/>



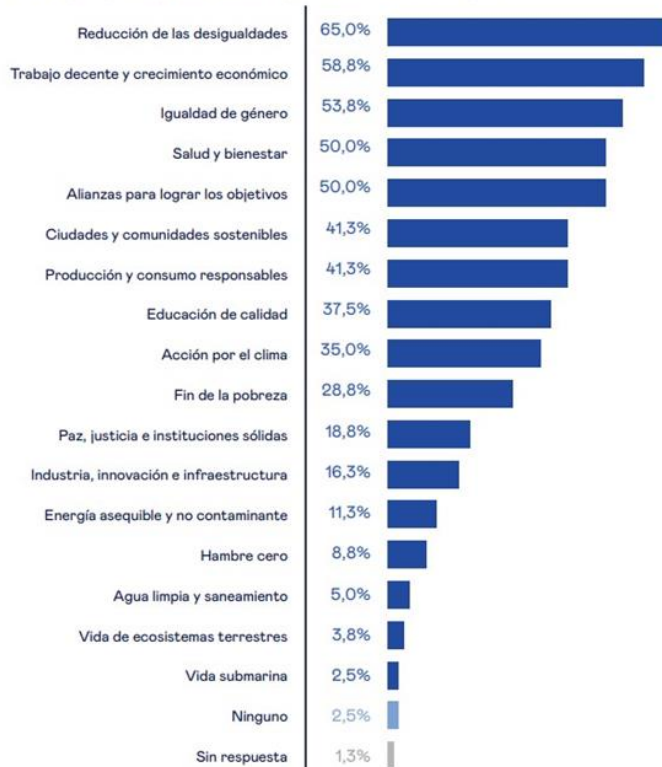
32.5%	Human health and social work activities
18.8%	Education
16.3%	Professional, scientific, and technical activities
13.8%	Information and communication activities
10.0%	Administrative and support service activities
7.5%	Other service activities
6.3%	Arts, entertainment, and recreation

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



Translation into English:

Sustainable Development Goal	%
Reducing inequalities	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, Labor Societies, Mutuels, Integration Companies, Special Employment Centers, 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

Please provide the main sectors of activity in which the community led enterprises are located. The information provided should be supported by reports, national surveys and other sources.

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 publication 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 sector⁴.

4.3 Greece

Please provide the main sectors of activity in which the community led enterprises are located. The information provided should be supported by reports, national surveys and other sources.

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

Please provide the main sectors of activity in which the community led enterprises are located. The information provided should be supported by reports, national surveys and other sources.

⁴ 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>



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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 countries⁵.

Table 14. Distribution of Industry present, Belgium

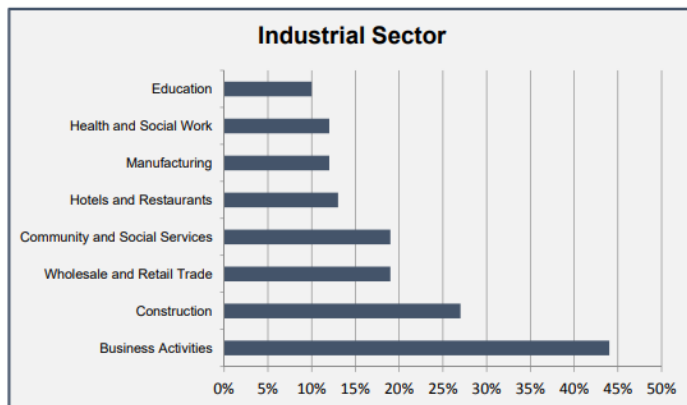


Figure 1: Distribution of industry presence (N=78)

4.5 Austria

Please provide the main sectors of activity in which the community led enterprises are located. The information provided should be supported by reports, national surveys and other sources.

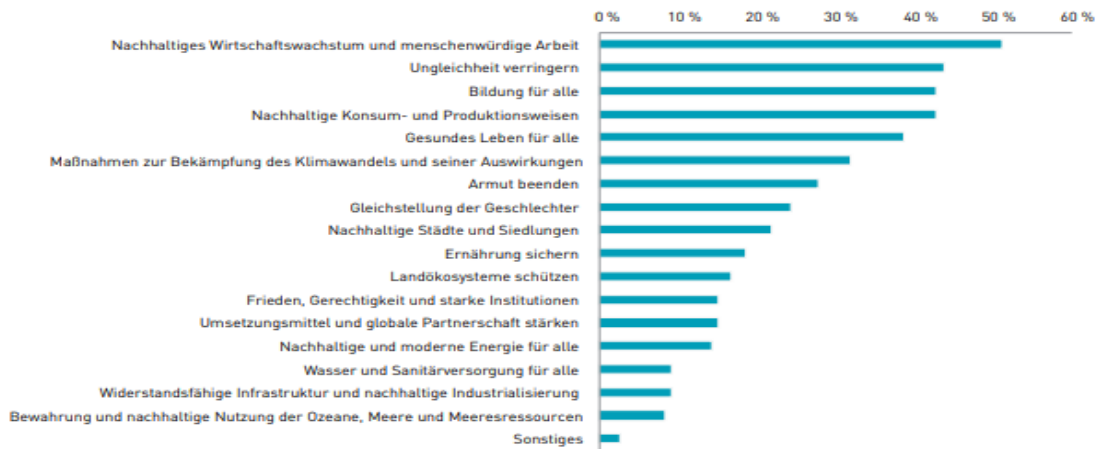
Following the goal orientation structure for social enterprises in Austria presented by WKO, shows a close entanglement with Agenda 30 and the SDGs. Therefore the sector in which social enterprises are thriving the most are linked to the first four SDGs. Furthermore the dominating industrial sectors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

5

https://www.mvovlaanderen.be/sites/default/files/media/SEFOR%C3%8FS%20Country%20Report_0.pdf



Gesellschaftliche Zielsetzungen Sustainable Development Goals



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

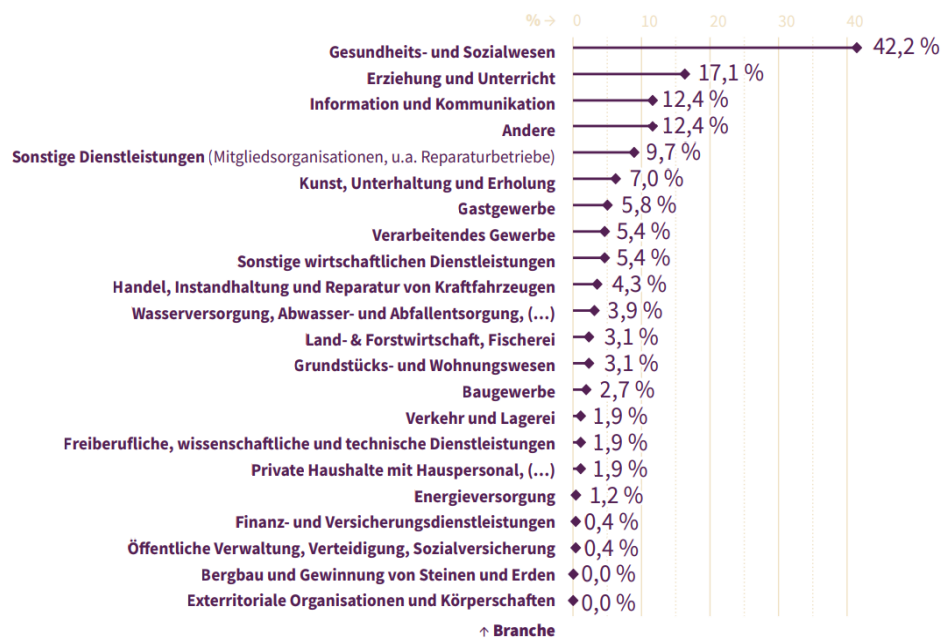
Table 15. SDGs and economy, Austria

Source: [lf-social-entrepreneurs.pdf \(wko.at\)](https://www.wko.at/lf-social-entrepreneurs.pdf)

Table 16. Economy sectors, Austria

Abb. 5. Tätigkeitsfelder nach UN ISIC

In welcher Branche ist Ihre Organisation hauptsächlich tätig?



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Source: Table 14. Distribution of Industry present, Belgium https://research.wu.ac.at/ws/portalfiles/portal/31332598/WU_Studienbericht_Austria_n_Social_Enterprise_Monitor2021_2022.pdf

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/>



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PART 2. COMPETENCIES REQUIRED TO DEVELOP COMMUNITY LED ENTERPRISES

1. Competence Framework: EntreComp & DigComp

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.

The European Digital Competence Framework (DigComp) defines five key areas of digital competence: information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving. Together, these competences cover essential abilities such as finding and managing reliable information, working with others through digital tools, creating and sharing content responsibly, ensuring security and data protection, and using technologies creatively to address needs.

In the context of community-led projects, these competences become enablers of participation, innovation, and sustainability: DigComp empowers citizens to be employable as well as to co-create and lead projects that generate social value and reinforce local resilience.

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 digital & entrepreneurial skills and competencies

2.1 Spain

This section should provide the competences necessary for the development of community led enterprises identified at national level and relate them to those of the EntreComp framework.

Table 17. Competencies in Spain

Document	Competencies	References
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(1) Social Entrepreneurship Competences, COEMS: Overview Through University Educational Programs in Latin America and Spain	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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



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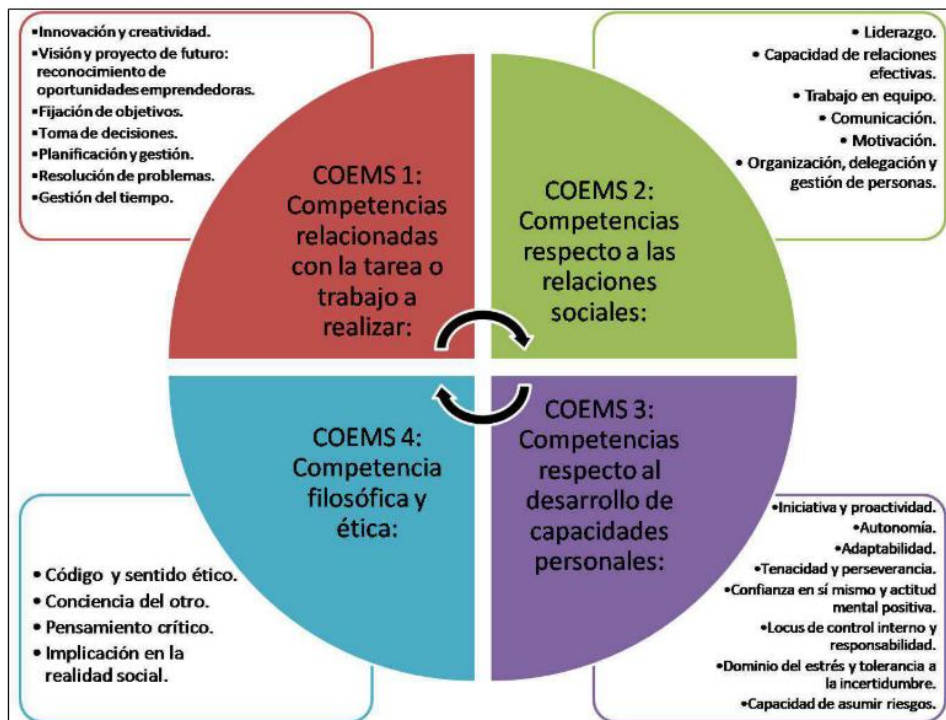
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assertively, being tolerant, patient, receptive, showing interest, not disqualifying; interpreting emotions; and providing appropriate feedback to each person.

- 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



Source: Social Entrepreneurship Competences, COEMS (2015) ⁶

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.

⁶ - www.ucm.es/info/revesco

- 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.

(2) A training model for developing social entrepreneurship⁷ (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:

⁷ https://ddd.uab.cat/pub/educar/educar_a2021v57n1/educar_a2021v57n1p97.pdf



(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.

2.2 Lithuania

This section should provide the competences necessary for the development of community led enterprises identified at national level and relate them to those of the EntreComp framework.

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
- Extrovertedness
- 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/3798e0ce0fbd4584b48f25dee44593c8da3.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

Additionally, skill set for each level of education is detailed in the description (www.skvc.lt/uploads/lawacts/docs/379_8e0ce0fbd4584b48f25dee44593c8da3.pdf), i.e.:

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;



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- 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.

2.3 Greece

This section should provide the competences necessary for the development of community led enterprises identified at national level and relate them to those of the EntreComp framework.

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

This section should provide the competences necessary for the development of community led enterprises identified at national level and relate them to those of the EntreComp framework.

Table 20. Competencies in Belgium

Document	Competencies	References
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	Collaborating interdisciplinary and communicating professionally with colleagues and external stakeholders.	https://onderwijsaanbod.limburg.ucll.be/syllabi/n/QE1424N.htm#activetab=doelstellingen_idp2365888
	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: <ul style="list-style-type: none"> • 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.leuven.ucll.be/syllabi/n/MBM92XN.htm#activetab=doelstellingen_idp2387520
	Entrepreneurial Mindset: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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
	Ethical Reflection: <ul style="list-style-type: none"> • EntreComp’s “Ethical and sustainable thinking” corresponds to this competency. It focuses on ethical, deontological, and socially responsible behavior, reflecting on one’s actions and those of others. 	https://onderwijsaanbod.leuven.ucll.be/syllabi/n/MBM92XN.htm#activetab=doelstellingen_idp2387520
From here to below are the more General competencies listed		
	Effective Teamwork: <ul style="list-style-type: none"> • 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/MBM92XN.htm#activetab=doelstellingen_idp2387520



	<p>Ethical Principles:</p> <ul style="list-style-type: none"> • 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/MBM92XN.htm#activetab=doelstellingen_idp2387520
	<p>Global Citizenship:</p> <ul style="list-style-type: none"> • While not directly mapped to EntreComp, this competency emphasizes understanding sustainability principles (SDGs) and diversity management. 	https://onderwijsaanbod.leuven.ucll.be/syllabi/n/MBM92XN.htm#activetab=doelstellingen_idp2387520
	<p>Project Management:</p> <ul style="list-style-type: none"> • 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/MBM92XN.htm#activetab=doelstellingen_idp2387520
<p>From here listed below are the profession-linked competencies</p>		
	<p>Marketing Management:</p> <ul style="list-style-type: none"> • EntreComp’s “Opportunity recognition and vision” and “Creativity and innovation” apply here. Analyzing 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

This section should provide the competences necessary for the development of community led enterprises identified at a national level and relate them to those of the EntreComp framework.

There are no exclusive Skills or competencies named on a national level, but we conducted a list of competencies, that were confirmed by the focusgroup, 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



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practical experience (trial and error mindset)
creativity, problem solving mindset, networking and forming partnerships
basic legal knowledge (legal forms, business administration etc.)



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PART 3. NATIONAL BEST PRACTICES AND INNOVATIVE MODELS IN HIGHER EDUCATION INSTITUTIONS FOR COMMUNITY LED ENTERPRISES

This section provides examples of national best practices and innovative models in higher education institutions for community led enterprises.

1. Spain

In this section, practices carried out by nearby universities, at the regional level, for both undergraduate and postgraduate programmes, should be reported. Also, add an interesting practice at the national level. For this purpose, the table with the general contents of the course should be filled in and the training programme should be evaluated. This evaluation will be carried out by means of informal interviews with the coordinator/director of the course, programme or subject following the guidelines indicated for carrying out this interview.

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



<p>General competences of the course</p>	<p>CE12 : Design, implement and evaluate social intervention projects.</p> <p>CE25 : Contribute towards the promotion of best practices in Social Work by participating in the development and analysis of the policies implemented.</p> <p>CE3 : Evaluate possible needs and options to guide an intervention strategy.</p> <p>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.</p>
<p>Entrepreneurship & Digital - related competences</p>	<p>Valuing ideas: judging what value is in social, cultural and economic terms.</p> <p>Planning and management</p>
<p>General contents of the course</p>	<p>CG1 : Capacity to work together with individuals, families, groups, organisations and communities to evaluate their needs and circumstances.</p> <p>CG2 : Analyse problem situations, plan, develop, execute, review and evaluate the practice of Social Work with individuals, families, groups, organisations, communities and other professionals.</p> <p>CG6 : Demonstrate professional competence when carrying out Social Work.</p> <p>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.</p>
<p>Entrepreneurship & Digital Contents-related</p>	<p>No specific contents.</p>



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

<u>Results - Indicators</u>	<u>2021/2022</u>	<u>2022/2023</u>
UAS01-Degree of satisfaction with the studies (Students)	6.8	6.7
UAT01-Number of students	135	135
UAT12-Failure rate	5%	6%
	<u>Strengths</u>	<u>Weaknesses</u>
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



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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	<ul style="list-style-type: none"> - 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.
Entrepreneurship & Digital -related competences	<ul style="list-style-type: none"> - 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 dynamisation. - 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	<p>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 has 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 working 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</p>



	<p>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.</p> <p>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.</p>
Entrepreneurship & Digital Contents-related	No specific 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 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 are 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

<u>Results - Indicators</u>	<u>2021/2022</u>	<u>2022/2023</u>
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
	<u>Strengths</u>	<u>Weaknesses</u>
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>4: Possess the learning skills that will enable them to continue studying in a largely self-directed or autonomous manner.</p> <p>5: To analyse the problems of cooperation from a global perspective.</p> <p>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.</p>



	<p>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.</p> <p>8: Recognise the interrelationships between local and global actors.</p> <p>9: Be able to insert oneself into international cooperation strategies and successfully implement actions consistent with a model of sustainable human development.</p> <p>10: Know the international economic environment in order to identify viable development actions in world markets.</p> <p>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.</p> <p>12: To link the methods of the logical framework with the general concepts of planning.</p> <p>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.</p> <p>14: To be able to plan and carry out research work in all its phases.</p> <p>15: To develop teamwork skills.</p>
<p>Entrepreneurship & Digital-related competences</p>	<p>Vision: visualising future scenarios to help guide effort and action</p> <p>Valuing ideas: judging what value is in social, cultural and economic terms.</p> <p>Ethical and sustainable thinking: assessing the consequences and impact of ideas, opportunities, and actions.</p> <p>Self-awareness & self-efficacy: identifying and assessing the individual and group strengths and weaknesses.</p> <p>Mobilising others: inspiring and enthusing relevant stakeholders.</p> <p>Planning and management</p> <p>Working with others, teaming up, collaborating and networking.</p>



<p>General contents of the course</p>	<p>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:</p> <p>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.</p> <p>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.</p> <p>To critically examine in depth the operational strategies on the quality and effectiveness of the concept of development cooperation.</p> <p>To develop skills for the design, planning, management and evaluation of development interventions at the level of policies, plans, programmes and projects.</p>
<p>Entrepreneurship & Digital Contents-related</p>	<p>SOCIAL NETWORKS AND ENTREPRENEURIAL INITIATIVES</p> <p>CO-DEVELOPMENT PROJECTS AND WORK PLACEMENTS</p> <p>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.</p> <p>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.</p>



Methodology	<ul style="list-style-type: none"> - 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	<p>Practical cases and workshops.</p> <p>Seminars</p>
Evaluation	<p>Report (60%)</p> <p>Exam (30%)</p> <p>Class work (10%)</p>



Participant profile	<p>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.</p> <p>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.</p> <p>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.</p> <p>Public officials directly or indirectly linked to development cooperation, members of NGOs and various associations, volunteers, etc.</p> <p>Admission criteria - Scoring system:</p> <p>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.</p> <p>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.</p> <p>Experience: depending on the experience mentioned in the curriculum, related to solidarity and/or social field. Score between 0 and 10.</p> <p>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.</p>
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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)	9,25	9,1
	Strengths	Weaknesses



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High degree of satisfaction	•	
Wide diversity scope: economic, social, political....	•	
Entrepreneurship is an optional subject		•
Weak competences development in creating ideas and opportunities		•
Entrepreneurial & Digital competencies	•	•

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

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.



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	<p>CE8: Capacity to explain and transmit knowledge and actions concerning territorial development in an ordered, simple and clear manner, appropriate to the context.</p> <p>CE9: Capacity to make strategic planning, spatial planning and/or service and activity location proposals from the point of view of sustainable local development.</p> <p>CE10: Capacity to turn an empirical problem related to local development and territorial innovation into a subject of research.</p>
<p>Entrepreneurship & Digital-related competences</p>	<p>Vision: visualising future scenarios to help guide effort and action</p> <p>Valuing ideas: judging what value is in social, cultural and economic terms.</p> <p>Ethical and sustainable thinking: assessing the consequences and impact of ideas, opportunities, and actions.</p> <p>Mobilising resources: gather and manage a wide range of resources.</p> <p>Mobilising others: inspiring and enthusing relevant stakeholders.</p> <p>Planning and management</p> <p>Working with others, teaming up, collaborating and networking.</p>
<p>General contents of the course</p>	<p>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.</p> <p>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.).</p> <p>To conduct an analysis of local development processes, which are increasingly related to global economic, social, cultural and educational phenomena.</p> <p>The dissemination of the European Employment and Spatial Management Strategy and teaching how it can be applied locally.</p> <p>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.</p>



	To introduce students to local development and land use innovation research, from either a sector-specific or an integrated perspective.
Entrepreneurship & Digital Contents-related	No specific
Methodology	<p>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.</p> <p>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, 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".</p>
Activities	<p>Workshops</p> <p>Seminars</p> <p>Trips</p> <p>Fact-findings field trips</p> <p>Congress</p>



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 & Digital competencies	•	•

Source: <https://utc.ua.es/es/programas-calidad/audit/letras/indicadores-de-calidad-de-la-facultad-de-filosofia-y-letras.html#generalesmaster>

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



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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	<p>SC1: Use the conceptual principles of social innovation in specific professional situations.</p> <p>SC2: Apply innovative solutions to emerging social or environmental problems.</p> <p>SC3: Knowing the historical evolution and critically evaluating the concept of social innovation.</p> <p>SC4: Knowing the sociological bases and the different methodological approaches to the concept of creativity and innovation.</p> <p>SC5: To understand the economic dimension of social trust and its relationship with the dynamics of change.</p> <p>SC6: To implement social innovation projects that lead to collaborative and sustainable economic practices.</p> <p>SC7: Resolve conflicts between actors in the development of innovation processes.</p> <p>SC8: Plan innovative and strategic actions based on the analysis of the economic and technological environment.</p> <p>SC9: Knowing the legal framework in which the development of social innovation takes place for its adequate planning and execution.</p> <p>SC10: Knowing the phases of a social innovation process.</p> <p>SC11: Apply social innovation techniques in public administration, business and the third sector.</p> <p>SC12: Adapt proposals for innovative programs and products to the real needs of each context and user group.</p> <p>SC13: Evaluate and efficiently use current sources of data on innovation to understand the social context and existing opportunities.</p> <p>SC14: Knowing the tools for design, analysis and strategic planning of innovation, for the application of those that are more complete in each case.</p>



	<p>SC15: Design transdisciplinary work teams in social innovation projects in the different stages of the process.</p> <p>SC16: Identify partners to add capacities and take advantage of synergies in social innovation projects.</p> <p>SC17: Knowing the sources of financing that allow converting innovative ideas and drivers of social change into viable projects.</p> <p>SC18: Construct quantitative and qualitative indicators for the evaluation, including participatory evaluation, of social innovation projects in the public and private sectors.</p> <p>SC19: Define and describe organizational strategies for social innovation based on the "human centered approach".</p> <p>SC20: Include prospective techniques in the design of social innovation projects to identify dynamics of social change.</p>
<p>Entrepreneurship & Digital-related competences</p>	<p>Spotting opportunities: Identify and seize opportunities, needs and challenges to create value by exploring the social, cultural and economic landscape.</p> <p>Creativity: Explore and experiment with innovative approaches.</p> <p>Vision: visualising future scenarios to help guide effort and action</p> <p>Valuing ideas: judging what value is in social, cultural and economic terms.</p> <p>Ethical and sustainable thinking: assessing the consequences and impact of ideas, opportunities, and actions.</p> <p>Mobilising resources: gather and manage a wide range of resources.</p> <p>Mobilising others: inspiring and enthusing relevant stakeholders.</p> <p>Planning and management</p> <p>Taking the initiative: act and work independently to achieve goals, stick to intentions and carry out planned tasks</p> <p>Working with others, teaming up, collaborating and networking.</p>
<p>General contents of the course</p>	<p>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.</p>



Entrepreneurship & Digital Contents-related	No specific
Methodology	<p>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, 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.</p> <p>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.</p>
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



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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& Digital 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	Máster 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/TPGDetail&p2=3-4s)
General competences of the course	<p>SC1: To understand the functioning of the entities and companies that make up the Social Economy.</p> <p>SC2: To be familiar with the legal peculiarities (commercial and labour) of Social Economy companies and entities.</p> <p>SC3: To be familiar with the accounting and fiscal peculiarities of Social Economy companies and organisations.</p> <p>SC4: To know how to apply the process of Strategic Management in Social Economy companies and organisations.</p> <p>SC5: Knowing and knowing how to apply marketing strategies applied to Social Economy companies and organisations.</p>



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	<p>SC6: Knowing and knowing how to apply Human Resources strategies applied to Social Economy companies and organisations.</p> <p>SC7: Knowing and knowing how to apply financial strategies applied to Social Economy companies and organisations.</p> <p>SC8: Knowing how to analyse public policies related to Social Economy companies and entities.</p> <p>SC9: Knowing how to manage and evaluate projects for socio-occupational insertion and for companies and organisations from the Social Economy.</p> <p>SC10: Understand the scope of action of the Social Economy from different points of view and perspectives: legal, social, economic and business, fundamentally.</p> <p>SC11: To understand the role that information and communication technologies play in the operation of Social Economy companies.</p> <p>SC12: Understanding the functioning of the business networks that develop between Social Economy companies.</p> <p>SC13: Understanding the process of social innovation and its role in the functioning of Social Economy companies.</p> <p>SC14: Understanding the sectoral reality of cooperatives and worker-owned companies: their functioning and weight within the Social Economy.</p> <p>SC15: Understanding the sectoral reality of non-profit organisations (associations and foundations): their functioning and weight within the Social Economy.</p> <p>SC16: Understanding the functioning and usefulness of insertion companies and social action and social services entities.</p> <p>SC17: Understanding the functioning of credit cooperatives and agricultural cooperatives and the relationship between them.</p> <p>SC18: Analysing the situation of development cooperation organisations from the Social Economy and their role in international development cooperation.</p> <p>SC19: Understanding the functioning of consumer cooperatives and other types of cooperatives such as professional services cooperatives, housing cooperatives, etc.</p> <p>SC20: Understanding the functioning of worker cooperatives (cooperatives and worker-owned companies) and mutual societies.</p>
<p>Entrepreneurship & Digital-related competences</p>	<p>Not specified</p>
<p>General contents of the course</p>	<p>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.</p>
<p>Entrepreneurship & Digital Contents-related</p>	<p>Not specified</p>



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

<u>Results - Indicators</u>	<u>2021/2022</u>	<u>2022/2023</u>
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
	<u>Strengths</u>	<u>Weaknesses</u>
Wide diversity scope: economic, social, political....	•	
Team work	•	
Entrepreneurial perspective	•	
Lack of Entrepreneurship subject		•
Entrepreneurial & Digital competencies	•	

Programme or course evaluation.

In this section, the training programme should be evaluated through an informal interview with the coordinator of the programme/course, identifying the following topics:

- *Results: in terms of the number of students completing the course, identified strengths and weaknesses of the training plan, and attractiveness of the programme.*



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- *Entrepreneurship aspects related to community-led enterprises: number of students who have created community-led enterprises and examples, students' commitment to the development of community-led enterprises, analysis of the stages of development of the entrepreneurial project.*
- *Competences needed to implement community-led enterprises: Identify competencies and relate them to the EntreComp framework.*

2. Lithuania

In this section, practices carried out by nearby universities, at the regional level, for both undergraduate and postgraduate programmes, should be reported. Also, add an interesting practice at the national level. For this purpose, the table with the general contents of the course should be filled in and the training programme should be evaluated. This evaluation will be carried out by means of informal interviews with the coordinator/director of the course, programme or subject following the guidelines indicated for carrying out this interview.

Best practices identified in bachelor's degree programmes

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



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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	<p>Is able to define the essence, forms, manifestation and purpose of entrepreneurship as a creative, innovative and proactive business process in the modern economy.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Entrepreneurship & Digital-related competences	<p>Is able to define the essence, forms, manifestation and purpose of entrepreneurship as a creative, innovative and proactive business process in the modern economy.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
General contents of the course	<p>Entrepreneurship: definition, forms and process</p> <p>Entrepreneurship: macro approach (role in the economics and society)</p> <p>Entrepreneurial organization: characteristics and performance</p> <p>Entrepreneur: entrepreneurial thinking, attitudes and behaviour</p> <p>Social entrepreneurship</p>



	<p>Opportunity-centered entrepreneurship: exploring and assessing opportunities Creating business design and plan Business funding sources</p>
Entrepreneurship & Digital Contents-related	<p>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-centered entrepreneurship: exploring and assessing opportunities Creating business design and plan Business funding sources</p>
Methodology	<p>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).</p>
Activities	<p>Discussion, Lecture, Case analysis (case study), Tutorials, Problem-based learning, Team project</p>
Evaluation	<p>Peer assessment:</p> <ul style="list-style-type: none"> • Generation of the ideas, proactivity in team work • Active involvement in the preparation of the group project • Quality and completeness of the tasks performed • Ability to plan the time <p>Problem-solving task:</p> <ul style="list-style-type: none"> • 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. <p>Oral presentation:</p> <ul style="list-style-type: none"> • 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 <p>Written examination:</p> <ul style="list-style-type: none"> • Completeness and argumentation of the answers, presentation of practical examples that complement the answer.
Participant profile	<p>Prerequisites for studies: Introduction to Business</p>

Source: www.ktu.edu

Course evaluation.

The course is evaluated through an informal interview with the coordinator of the training programme identifying the following topics:

- *Results:*
 - a) *the number of students completing the course - 25 students each year*



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- b) *strengths of the course - teamwork; interdisciplinary teams; students use different methods, such as pitch and others; guest lectures;*
- c) *weaknesses of the course - the students are first-year students, and for them, it is difficult to work in interdisciplinary teams; they struggle with role perception;*
- *Competences needed to implement community-led enterprises: Working with others; Creativity; Motivation and perseverance.*

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	<p>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.</p> <p>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.</p> <p>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.</p> <p>Is able to adapt innovation management models in different sectors of activity and creatively model innovation management solutions in practice.</p> <p>Is able to coordinate separate phases of innovation management and creatively perform innovation commercialization decisions under the conditions of globalization.</p> <p>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.</p>
Entrepreneurship & Digital-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	<p>Innovation typology and basic Innovation Management models</p> <p>Innovation activities in the company, Innovation waves and Industrial R(e)volutions</p> <p>Innovation management types, models (Stage Gate) and its critique</p> <p>Theoretical background for Innovation Management</p> <p>Open innovations, social innovation and its management</p> <p>Innovation management process (1): selection of ideas, creativity and concept development</p> <p>Innovation management process (2): concept testing, prototypes and commercialisation to the market</p>



	Customer role and involvement in Innovation Management process
Entrepreneurship & Digital 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	<p>Peer assessment:</p> <ul style="list-style-type: none"> • Generation of the ideas, proactivity in team work • Active involvement in the preparation of the group project • Quality and completeness of the tasks performed • Ability to plan the time <p>Problem-solving task:</p> <ul style="list-style-type: none"> • 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. <p>Oral presentation:</p> <ul style="list-style-type: none"> • 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 <p>Written examination:</p> <ul style="list-style-type: none"> • Completeness and argumentation of the answers, presentation of practical examples that complement the answer.
Participant profile	Prerequisites for studies: English, B2, C1 level or equivalent

Source: www.ktu.edu

Course evaluation.

The course is evaluated through an informal interview with the coordinator of the training programme identifying the following topics:

- *Results:*
 - d) the number of students completing the course - approx. 50 students each year*
 - e) strengths of the course - teamwork; guest lectures from Kaunas Tech-Park; Cutting-edge knowledge on product development; Cutting-edge knowledge on innovation management.*
 - f) weaknesses of the course - sometimes not enough time was allocated for explaining the theory; students lose interest in working on the same project for 16 weeks.*



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- g) *Competences needed to implement community-led enterprises: Vision; Working with others; Creativity; Motivation and perseverance, Mobilizing resources, Financial and economic literacy*

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	<p>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 up. He (she) is knows the techniques of technological business opportunity search and evaluation, including market validation techniques, as well as business communication methods.</p> <p>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.</p> <p>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).</p>
Entrepreneurship & Digital-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	<p>Technology venture inception</p> <p>Technology venturing: grunding theories</p> <p>Technology venturing opportunity search and technology foresight: STEAM approach</p> <p>Technology Venturing in High Growth High Technology Intensity markets (HGIE)</p> <p>Technology venture in action</p> <p>Industrial and technology venturing strategy</p> <p>Business model design for technology venturing and complex solutions</p> <p>Technology Venturing in Global Networks of Innovators</p> <p>Circularity driven Technology Venturing peculiarities</p>

	Digitization driven technology venturing Ecosystem for high growth technology venturing: navigating the high way
Entrepreneurship & Digital 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

Course evaluation.

The course is evaluated through an informal interview with the coordinator of the training programme identifying the following topics:

- *Results:*
 - a) *the number of students completing the course - approx. 30 students each year*
 - b) *strengths of the course - teamwork; simulations; guest lectures from companies; Guest lectures from experts in different fields, such as Lego innovation; Cutting-edge knowledge on on innovation management; Students visit CERN; tips and tricks from experts.*
 - c) *Challenges of the course - Some of the students lack basic knowledge as they come from different backgrounds.*
 - d) *Competences needed to implement community-led enterprises: Spotting opportunities; Vision; Working with others; Creativity; Motivation and perseverance, Mobilizing resources, Financial and economic literacy; Learning through experience; Coping with uncer-tainty, ambi-guity and risk.*

3. Greece

In this section, practices carried out by nearby universities, at the regional level, for both undergraduate and postgraduate programmes, are reported.

Best practices identified in bachelor's degree programmes

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



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Title of the training programme	Computer Science
Title of the Course / Subject	Social Entrepreneurship
University	University of Crete
General competences of the course	<p>After the successful completion of the course, the students:</p> <ul style="list-style-type: none"> - 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, social and environmental movements in shaping the objectives and outcomes of social entrepreneurship.
Entrepreneurship & Digital-related competences	
General contents of the course	<p>The main thematic axes within the course are:</p> <ul style="list-style-type: none"> - Social economy and entrepreneurship: Basic concepts and the Greek and international experience.



	<ul style="list-style-type: none"> - 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 & Digital 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.
Activities	
Evaluation	<ul style="list-style-type: none"> - Assignment (project) and presentation: bonus up to +2 points. - Development questions - written exam at the end of the semester (100%). <p>Assessment criteria will be precisely specified and accessible on the course page</p>
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
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Title of the Course / Subject	Social Entrepreneurship
University	Athens University of Economics and Business
General competences of the course	<p>Upon completion of the course students will:</p> <p>understand basic concepts of social entrepreneurship</p> <p>have knowledge and skills for the creation and management of social enterprises</p> <p>be able to critically evaluate practices adopted by social enterprises in the Greek and international environment</p> <p>can use models, techniques and tools in practice</p>
Entrepreneurship & Digital-related competences	
General contents of the course	<p>The course familiarizes trainees with a number of social business concepts, such as:</p> <p>Social economy - social entrepreneurship</p> <p>Social entrepreneurship - social versus conventional entrepreneurship</p> <p>Social enterprise vs. social entrepreneurship</p> <p>Social leadership</p> <p>Challenges and trends in social business</p> <p>Business models of social enterprises in the Greek and international environment</p>
Entrepreneurship & Digital Contents-related	
Methodology	Theoretical / practical lectures and student presentations
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	<p>The aim of the course is:</p> <p>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.</p> <p>familiarising students with the contribution of social entrepreneurship to sustainable development</p>



Entrepreneurship & Digital-related competences	<ul style="list-style-type: none"> - Searching, analysing and synthesising data and information, with the use of all 2 necessary technologies - Adapting to new situations - Decision-making - Working autonomously - Teamwork - Promotion of free, creative and deductive thinking - Respect for Diversity and Multiculturalism - Demonstrate social, professional and ethical responsibility and gender sensitivity
General contents of the course	
Entrepreneurship & Digital Contents-related	
Methodology	<p>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 audiovisual 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, audiovisual material of lectures, web addresses, useful information, case studies and exercises for students' practice are posted electronically in the eclass.</p>
Activities	<p>Theoretical / practical lectures and student presentations</p>



Evaluation	<p>The evaluation procedure shall be carried out in the language the course is offered (Greek or English) and consists of:</p> <p>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.</p> <p>Assessment criteria: correctness, completeness, clarity</p> <p>ii) Compulsory written mid-term examination or written assignment (weighting 30%)</p> <p>Evaluation criteria: correctness, completeness, clarity</p>
Participant profile	Bachelor student of the Department of Agricultural Business Management & Supply Systems, Agricultural University of Athens.

Programme or course evaluation. No information available.

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	<p>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.</p> <p>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.</p>



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Entrepreneurship & Digital-related competences	<p>The MSc aims at the postgraduate specialization of scientists of various disciplines 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) 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.</p>
General contents of the course	<p>Social Innovation</p> <p>Economics of Development</p> <p>Governance and Participatory Policies</p> <p>Social Economy</p> <p>Research Methodology</p> <p>Digital Technology and Innovation</p> <p>Regional Development and Holistic Strategic Plans</p> <p>Social Impact Analysis</p> <p>Economy of Culture</p> <p>Labour Market and Development</p>
Entrepreneurship & Digital Contents-related	
Methodology	<p>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.</p>
Activities	<p>Courses, seminars, laboratory exercises, lecture courses, study visits</p>
Evaluation	<p>The assessment of students' performance in each course is done through examinations that may be written, oral, laboratory, compulsory/optional, oral, laboratory, compulsory/optional assignments, multiple-choice questions or a combination of these.</p>



Participant profile	Bachelor's degree Proficiency in English language
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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	<p>After completing the Master's Program in Social and Solidarity Economy (hereafter SSE), graduates will be able to:</p> <ul style="list-style-type: none"> ● 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, labor 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. ● 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 centered 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.
- 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.



	<ul style="list-style-type: none"> ● 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 & Digital-related competences	Same with the general competencies.
General contents of the course	<p>Concepts and theories of the Social and Solidarity Economy</p> <p>Organizational forms and types of the Social and Solidarity Economy</p> <p>The commons: an alternative paradigm</p> <p>Territorial Development, Social Innovation and Social and Solidarity Economy</p> <p>Public policies and institutional framework for the Social and Solidarity Economy</p> <p>Social movements, the State and the Social and Solidarity Economy)</p> <p>Social and Solidarity Economy Business Planning</p> <p>Governance of social enterprises</p> <p>Financial Management and Financing of Social and Solidarity Economy Enterprises</p>
Entrepreneurship & Digital Contents-related	



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.

Programme or course evaluation. No information available.

4. Belgium

In this section, practices carried out by nearby universities, at the regional level, for both undergraduate and postgraduate programmes, should be reported. Also, add an interesting practice at the national level. For this purpose, the table with the general contents of the course should be filled in and the training programme should be evaluated. This evaluation will be carried out by means of informal interviews with the coordinator/director of the course, programme or subject following the guidelines indicated for carrying out this interview.

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)
General competences of the course	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 behaviors) and what skills are needed to bring change. Students can bring change to single systems.



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	<p>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.</p> <p>Students have basic understanding of frameworks that support change processes (agile, storyweaver, framework cynefin, impact, new forms of economy and new social business models).</p> <p>Intended competencies.</p> <p>OLR5 - The PBa connects to the capabilities and limitations of individuals, groups and communities, taking into account the contexts in which they find themselves.</p> <p>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.</p> <p>OLR 10 - The PBa social work (re)connects individuals, groups and communities with society and vice versa.</p> <p>OLR 14 - The PBa social work continuously skills and reflects on his work.</p>
<p>Entrepreneurship & Digital-related competences</p>	<p>Understanding Contexts and Communities Designing and Guiding Entrepreneurial Processes Connecting Individuals, Groups, and Communities with Society Continuous Skills Development and Reflection</p> <p>These content areas align with the competencies outlined and can help students develop the necessary skills and knowledge to engage effectively in entrepreneurial endeavors within social work contexts.</p>
<p>General contents of the course</p>	<p>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.</p> <p>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.</p> <p>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).</p> <p>Complex issues require a different approach than the conventional. 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.</p>



	<p>Design thinking is all about developing deep empathy for the 'user', the human being, and developing solutions that fulfill their needs.</p> <p>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.</p> <p>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)</p>
<p>Entrepreneurship & DigitalContents-related</p>	<p>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:</p> <p>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 catalyze impactful change both within and outside organizations.</p> <p>Mindset Shift and Empowerment: The course emphasizes a mindset centered 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.</p> <p>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.</p> <p>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.</p> <p>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 analyzing organizational and individual dynamics, enabling students to assess their impact as change-makers.</p> <p>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.</p>
<p>Methodology</p>	<p>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</p>



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

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:
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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	<p><i>An interactive and learner-centered 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, 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.</i></p> <p>Upon completion of this course, students will</p> <ul style="list-style-type: none"> • 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 & Digital-related competences	<p>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.</p>



<p>General contents of the course</p>	<p>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).</p> <p>After that, the learning outcomes of this course will be achieved by integrating the 17 SDG's into the following critical themes:</p> <ol style="list-style-type: none"> 1. climate change 2. disaster risk reduction 3. biodiversity 4. respect for diversity and tolerance 5. sustainable consumption / transformative economy 6. poverty eradication / inequality reduction
<p>Entrepreneurship & Digital Contents-related</p>	<p>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.</p>
<p>Methodology</p>	<p>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.</p> <ul style="list-style-type: none"> o Theoretical lessons: enhancing knowledge and creating interactive discussions. Based on the reading materials. o Basic research (group and individual work): gathering and analyzing data to value scientific research as an educational tool to get people involved in sustainable development. o Workshops: (group work) elaborating theory and promoting skills, values and attitudes after each theoretical lesson. o Student presentations (group and individual work): students present the results of the group workshops and the individual final assignment to classmates.
<p>Activities</p>	<p>see above</p>
<p>Evaluation</p>	<p>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.</p> <p>Students will be graded according to the quality of the process and according to the</p>



	<p>quality of the products and presentation of their work. Features of the evaluation and determination of the final grade:</p> <p>Assignments on the themes – 30% (individual&group grade) Minor assignments to prepare or process the thematic sessions</p> <p>Written test* – 30% (individual grade) Individual theory test on the content of the theoretical lessons</p> <p>Final presentation/recorded video message* – 30% (group grade) Group presentation of the students' proposal for active contribution to sustainable development</p> <p>Self and peer evaluation – 10% (individual grade) Evaluation of the product and group presentations and of the group process</p> <p>*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.</p> <p>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.</p>
Participant profile	<p>Proficiency in English as a learning medium.</p> <p>Digital skills (Internet, Word, Excel, PowerPoint).</p> <p>Respect for differences and diversity.</p>

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	<p>General:</p> <p>You actively contribute to the vision development, policy and management of organizations.</p> <p>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.</p> <p>Specifically:</p>



	<p>You know the concepts of social entrepreneurship & social innovation and related lines of force and principles.</p> <p>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.</p> <p>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.</p> <p>You have insight into the operation of different techniques around brainstorming and creativity and you come up with a creative care idea in group.</p> <p>You turn your care idea into a concrete action plan through BMC and value propositions.</p> <p>You gain insight into how to present an idea in a clear and straightforward way and how to convince the necessary stakeholders.</p> <p>You independently develop a creative and innovative care idea, based on your talents and the needs of the clients/systems/team.</p>
<p>Entrepreneurship & Digital-related competences</p>	<p>Strategic vision and management contribution</p> <p>Adaptation and critical reflection</p> <p>Knowledge of social entrepreneurship and innovation</p> <p>Identification and analysis of social enterprise models</p> <p>Quality-oriented thinking and action</p> <p>Brainstorming and creativity techniques</p> <p>Development of action plans</p> <p>Effective communication and persuasion</p> <p>Independent innovation</p>
<p>General contents of the course</p>	<ol style="list-style-type: none"> 1. A society is constantly changing. What do you have to do as an SCW worker? 2. Mission-driven work: the difference between innovating and socially innovating. Concepts of entrepreneurship and pioneering. 3. Social innovation: frameworks, good practices and levers to achieve innovation. 4. Social cultural entrepreneurship: competencies and tools 5. Financing models and organizational forms. 6. Networking 7. Decision models 8. Media <p>Content may be methodological, theoretical scientific or practice-oriented.</p>



<p>Entrepreneurship & Digital Contents-related</p>	<ol style="list-style-type: none"> 1. A society is constantly changing. What do you have to do as an SCW worker? 2. Mission-driven work: the difference between innovating and socially innovating. Concepts of entrepreneurship and pioneering. 3. Social innovation: frameworks, good practices and levers to achieve innovation. 4. Social cultural entrepreneurship: competencies and tools 5. Financing models and organizational forms. 6. Networking 7. Decision models 8. Media <p>Content may be methodological, theoretical scientific or practice-oriented.</p>
<p>Methodology</p>	<p>This is a training component that alternates knowledge around frameworks and practices with exercises and assignments.</p> <p>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.</p> <p>- There will be sporadic field visits. Transportation expenses to and from these visits are borne by the students.</p> <p>- Costs for speakers will be charged to the student. The total amount for this bill will not exceed 25 euros.</p>
<p>Activities</p>	
<p>Evaluation</p>	<p>Type : Examination outside the normal examination period Evaluation Form : Oral, Written Question Forms : Open-ended questions Learning materials : None</p> <p>TOTAL 1-20/20 point scale</p> <p>Students prepare a paper which they submit at the start of the exam period.</p>
<p>Participant profile</p>	<p>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</p>



	<p>units from the program in which a number of competencies were acquired that must be applicable in this course unit. 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.</p> <p>Working on human rights</p> <p>Students can work out, adjust and evaluate a complex assignment in a team in a planned and result-oriented way.</p> <p>Students can gather and actively process relevant information (methodical, scientific, policy):</p> <p>Students can develop, express and defend their own opinions.</p> <p>Methods of Social Work.</p> <p>Students can use various thinking and action frameworks as a function of developing social work practice (e.g. models, interventions, design circle).</p> <p>Organizing, Entrepreneurship and Innovation.</p> <p>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.</p> <p>Social Movement Work</p> <p>Students have been introduced to the importance of social innovation.</p> <p>Group Dynamics 1</p> <p>Students have been trained in working in and with a group.</p>
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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	<p>General Competencies (AC):</p> <p>AC 4 You work effectively as part of a team.</p> <p>Objectives:</p> <p>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.</p>



	<p>You can deal constructively and of your own accord with conflicts within a team.</p> <p>AC 6 You act from ethical and deontological principles.</p> <p>You reflect ethically on your personal actions within an organisation or company and the social context.</p> <p>You analyse social and business situations on the basis of ethical theories and concepts and test personal values and norms against these.</p> <p>AC 7 You act as a global citizen.</p> <p>You are familiar with the SDG framework and realize that sustainability principles and corporate responsibility should be applied in an organization.</p> <p>You deal appropriately with diversity (within an organization) and develop global citizenship.</p> <p>AC 10 You work on a project basis.</p> <p>You independently prepare a project plan for a (complex) assignment, adjust it based on new data and evaluate it.</p> <p>You can combine and prioritize different parallel tasks.</p> <p>You communicate and report on project results.</p> <p>Profession Specific Competencies (BC):</p> <p>BC5 The PBA develops and implements an adequate marketing policy for the SME: analyzes the market, draws up a marketing communication plan, implements a sales policy, and organizes the supply chain.</p> <p>Objectives:</p> <p>To gain insight into the marketing policies of commissioning organizations.</p> <p>To formulate and communicate suggestions for improvement to the client.</p> <p>Elaborate some concrete marketing ideas.</p>
<p>Entrepreneurship & Digital-related competences</p>	<p>Effective teamwork</p> <p>Ethical and deontological Action</p> <p>Global Citizenship</p> <p>Project management skills</p>
<p>General contents of the course</p>	<p>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 startups 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. 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</p>



	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 & Digital Contents-related	<ul style="list-style-type: none"> 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
Methodology	
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 startups 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. 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	<p>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</p> <p>TOTAL 1-20/20 point scale</p> <p>Part 1: point scale</p> <p>100% Permanent evaluation Part 2: remarks</p> <p>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.</p>
Participant profile	<ul style="list-style-type: none"> Have an interest in social and circular entrepreneurship Have an entrepreneurial spirit Be able to function in a team

Programme or course evaluation. No information available,

5. Austria

In this section, practices carried out by nearby universities, at the regional level, for both undergraduate and postgraduate programmes, are reported. Also, add an interesting practice at the national level. For this purpose, the table with the general contents of the course should be filled in and the training programme should be evaluated. This evaluation will be carried out by means of informal interviews with the coordinator/director of the course, programme or subject following the guidelines indicated for carrying out this interview.

WKO Stmk defined three university programs by the University of Graz and the FH Joanneum 1 BA, 1 MA and a Master Module (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	<p>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</p> <p>Rene Wenzel rene.wenzel@fh-joanneum.at</p>
University	FH Joanneum
General competences of the course	<ul style="list-style-type: none"> ● Management ● Financing ● Business Administration ● Law ● Culture and languages ● Strategic Planning
Entrepreneurship & Digital-related competences	<p>Entrepreneurial and Cross Cultural Competences Entrepreneurship International Business Modelling and Community Work</p> <ul style="list-style-type: none"> - Practical Projects - Team work



	- Developing own strategies and business ideas with a community impact
General contents of the course	same as above
Entrepreneurship & Digital Contents-related	same as above
Methodology	—
Activities	- Semester abroad - Student project work: Designing an own business - Career Development and Assessment training
Evaluation	BA Thesis, Presentation, papers and essays

Programme or course evaluation. No information available

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.at
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. 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 & Digital-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.



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	<p>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.</p> <p>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.</p> <p>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”.</p>
Entrepreneurship & Digital 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



General competences of the course	<p>Business Management Skills Accounting and Controlling Project-Management Marketing Finance Basics of founding an enterprise</p> <p>Personal Competences and Methods Time and stress management Networking The art of argumentation Skills for entrepreneurship Prototyping Developing a business idea etc.</p>
Entrepreneurship & Digital-related competences	<p>same as above: It's a course that especially teaches entrepreneurship- related competences</p>
General contents of the course	<p>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.</p> <p>Upon completion of the Interdisciplinary Master's Module in Entrepreneurship and Intrapreneurship, students will be able to:</p> <ul style="list-style-type: none"> • Act independently, taking personal responsibility to act in a problem-solving and sustainable manner in the economy and society; • 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	<p>Presentations Student Project and group work Case Studies</p>
Evaluation	<p>2 Semesters / 24 ECTS Attendance Presentations Examens</p>



	Case Studies and project presentations
Participants Profile	Only available as an additional masters module for students of the university of Graz A general process of application

Programme or course evaluation. No information available.



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Conclusions

1. 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).

2. *The study programmes in different countries and universities cover competencies needed for the development of a community-led enterprise.*



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