
**FORGING PATHWAYS TOWARDS SOCIAL AND ENVIRONMENTAL
TRANSITION:
SOCIAL ENTREPRENEURSHIP EDUCATION IN EUROPE AND CROATIA**

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INTRODUCTION

- **Social entrepreneurship stays a contested concept** (Teasdale, et al., 2021) but it growing phenomenon worldwide (Defourny et al., 2018)
- Growing recognition of social enterprises across Europe (European Commission, 2021),
- **Social entrepreneurship education (SEE)** is recognized as one of the key ingredients for developing the sector (European Commission, 2020.; European Commission 2021) but the **scope and characteristics of education for SE is still an under-researched field**
- **Goal of the paper:** to analyse and give initial insights into varieties and development of social entrepreneurship education in Europe and Croatia
- **Methods:** desk research: analysis of 27 European SE mapping reports
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SOCIAL ENTREPRENEURSHIP EDUCATION DEVELOPMENT

- **Social enterprises demand a unique set of skills** to maintain an economically viable business while upholding a social mission (OECD, 2022.b).
- SEE - specific form of education: task to **reconcile the entrepreneurship and social aspects of social enterprises work and provide skills and knowledge** to be a factor in the future promotion and future sustainability of the social **enterprises**.
- **Entrepreneurship education has rapidly gained prominence** in last decades (Thomsen et al., 2019).
- The **inclusion of social entrepreneurship in formal education was initiated several decades ago** but only recently begun to spread among most EU Member States (Bokun, 2021.; European Commission, 2020)

DEVELOPMENT AND IMPORTANCE OF SOCIAL ENTREPRENEURSHIP EDUCATION - STATE OF THE ART

- **Social entrepreneurship education has been developing slowly.** -until the 90s, there was an opinion that people could not be taught how to become a social entrepreneur.
- **In the mid-1990s, Gregory Dees, was the first at Harvard University** who introduced the subject of Social Entrepreneurship
- Since then there has been an **explosion of courses in social entrepreneurship** (Brock and Steiner, 2009)
- Concept of social entrepreneurship **began to be introduced into the educational and scientific systems of various European universities.**

DEVELOPMENT AND IMPORTANCE OF SOCIAL ENTREPRENEURSHIP EDUCATION- STATE OF THE ART

- SEE is studied in varieties of geographical contexts related to **program goals and curricular content** (Mirabella and Young, 2012).
- **Ndou (2021)**, analyzed ten European social entrepreneurship courses and programs: SEE patterns regarding learning goals, entrepreneurship content, learning approach and stakeholder's engagement.
- However, **social entrepreneurship is still marginally represented in education**
- Due to its complexity and insufficient research, it **often appears only as a sporadic subject taught as part of other related subjects** such as: business economics, management, entrepreneurship and similar social subjects (Brock and Steiner, 2009.; Vidović, 2012).

ANALYSIS OF SOCIAL ENTREPRENEURSHIP EDUCATION: LEVELS, PROGRAMS, TRENDS

<i>Level of education</i>	<i>Country</i>
<i>University programs/higher education only</i>	<i>Austria, Bulgaria, Cyprus, Czech Republic, Finland, France, Greece, Croatia, Ireland, Italy, Latvia, Hungary, Malta, Germany, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Great Britain</i>
<i>From high school to higher education</i>	<i>Belgium, Estonia, Lithuania</i>
<i>From primary school to higher education</i>	<i>Denmark</i>
<i>From preschool to higher education</i>	<i>Netherlands</i>
<i>In the report of the European Commission on social enterprises and their ecosystem for each country individually - the aspect of education for social entrepreneurship is not mentioned. The summary report lists a number of universities and other institutions that provide education for social enterprises for Albania and Turkey, while for North Macedonia it is stated that there are no plans and programs in higher education./ *non-EU countries participating in the EaSI program</i>	<i>Albania*, Montenegro*, Iceland*, Luxembourg, Norway*, North Macedonia*, Serbia*, Turkey*</i>

ANALYSIS OF SOCIAL ENTREPRENEURSHIP EDUCATION: LEVELS, PROGRAMS, TRENDS

- In the EU curricula on social entrepreneurship and related fields now exist in **mostly high-level educational institutions** (Borzaga et al., 2020.; Bokun, 2022)- 22 countries have SE at university programs/higher education only. 3 countries have SE from high school level to higher education level
- **SEE found on different levels:** regular undergraduate subjects to graduate and postgraduate levels.
- **Some good examples of online universities** with dedicated social entrepreneurship curricula are: The Open University in the United Kingdom and UNED in Spain
- **Arrival of social entrepreneurship programs in primary and secondary schools** in countries such as Belgium, Germany, Spain, and the United Kingdom (Borzaga et al., 2021.; Bokun, 2022).

ANALYSIS OF SOCIAL ENTREPRENEURSHIP EDUCATION: LEVELS, PROGRAMS, TRENDS

- Providers of social entrepreneurship education and training also exist **outside formal educational institutions** (Borzaga et al., 2021)
- Most education and training programs for social enterprises - delivered on an **irregular and unsystematized basis**
- Within various (mainly EU of national/local CSO's) projects, training and skills development initiatives also exist, but they are mostly scattered, disjointed and usually do not result in permanent or systematic educational programs (Šporar et al., 2018; Rakar & Kolarič, 2019)

SOCIAL ENTREPRENEURSHIP EDUCATION – CROATIA

- In Croatia –the **expansion of entrepreneurship education** took place in higher education (Miljković Krečar 2010.; Toplek, 2019)
- **Social entrepreneurship young field in development** (Vidović and Baturina, 2021)
- **Formal education** on social entrepreneurship relies on few university courses (Vidović, 2019)
- Some analyses (Toplek, 2019), note that **faculties are increasingly recognizing the importance of social entrepreneurship** and the benefits of introducing such subjects into teaching content.
- **Other forms of education** are developed within the third sector- mostly short courses and training (Baturina and Babić, 2021)
- **Strategy for development of social entrepreneurship** - had measures orientated to advancing education on social entrepreneurship did not achieve major advancements in the field (WYG, 2021)

DISCUSSION- SE EDUCATION DEVELOPMENTS

- **SEE is recognized as one of the key ingredients for developing the sector** (European Commission, 2020) and social entrepreneurs need a specific set of skills (OECD, 2022.b) and sensitivity to their context.
- Many university programs aimed to meet the needs in SE **rely on the foundations and teaching strategies of general or traditional entrepreneurship** (García-González, and Ramírez-Montoya, 2021).
- Alourhzal and Hattabou (2021) findings that show that **SEE programs contain different content and teaching methods**, while there is a **lack of uniformity on "what" and "how" taught social entrepreneurship**.
- Faculties have done a good job of **utilizing powerful pedagogical methods like service learning** (Brock and Steiner, 2009).
- Other forms of **SEE (non-formal) are developed in the third sector** and are more numerous than in formal education. But they are also less systemized and structured (Bokun, 2022), and quite diverse.

CONCLUSION

- In most EU countries, **SEE exists in the HEI/ Other forms of SEE (non-formal)** are developed in the third sector.- but less systemized and structured
- **SEE in path dependable** and often follow the level of recognition and development of social entrepreneurship in each of specific European countries (European commission, 2020).
 - SEE and young people. SEE can: a) transmit knowledge and foster skills development to start SE b) influence young people socialization- change of values towards new forms of social and solidarity economy
 - **Engagement of young people in (social) entrepreneurship** increases their life chances and means of livelihood while increasing employment, security and stability, purpose
- **Education leads to sustainable changes in society**, SEE could foster new ways of entrepreneurship and new ways of solidarity and sustainable development (European commission, 2023)
- **Future of SE education?** -Advocacy and support mechanisms(OECD, 2022; European Commission, 2021)
- **Paper limitation:** little data on SEE in Europe, especially on the type and content - areas of future research

THANK YOU FOR THE ATTENTION

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