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Introducing Social Entrepreneurship in Indonesian Higher Education

WP 1 Exploration & Knowledge Transfer:

Best Practice Catalogue EU

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1 Spain

1.1 University of Alicante (BP1)

Best Practice		
Triathlon of Social Entrepreneurship and Social Innovation UA		
University	Country	Target Groups
University of Alicante	Spain	Students
Objectives		
<p>The principal objective is to foster social innovation and entrepreneurship interest among the students at the University of Alicante.</p> <p>The University of Alicante created in 2014 an institutional program to organize and concentrate every entrepreneurial and non-academic innovation activity into a single platform with high impact among the community of the University of Alicante.</p> <p>In this manner, all graduates, students, academics and administrative staff, on the one hand, can be aware all the entrepreneurship and innovation activities carried out in the campus and, on the other, of the worth of entrepreneurship, including social entrepreneurship, for the University of Alicante.</p> <p>Other specific objectives are:</p> <ul style="list-style-type: none"> As the institutional platform ua:emprende also includes a Social Entrepreneurship and Social Innovation Activities, the Triathlon of Social Entrepreneurship and Social Innovation is aimed to: <ul style="list-style-type: none"> PHASE I - PREPARATION: Train students: Two workshops where theoretical concepts and best practices will be carried out to provide the participants with the necessary knowledge about both issues. This phase is considered necessary to focus the first ideas on both possible definitions: social entrepreneurship or social innovation. PHASE II - DEVELOPMENT: Tutor the projects: A tutor is designed to provide the students with the necessary support while developing the project definition. 		

- **PHASE III - COMPETITION: Reward the best projects:** consisting in two rewards of 1000 € that will be devoted to fun the costs of participating in an international event on social entrepreneurship and social innovation.

Details

Fast facts

The Spanish economy crisis that started in 2007 has affected to the deep social and industry structure.

Despite of the fact that the Spanish macroeconomic indicators are currently, (2018), showing that the productive activity has been recovered, there is a wide research evidence proving that the negative effects of the crisis in people live conditions are still happening, and they will in the future.

Apart of the higher unemployment rates, the most serious and negative effects of the crises were reported on homeless (eviction for mortgage defaults), food scarcity in some social classes and the increasing inequality and symptoms of extreme poverty.

A recent study carried out in the City of Valencia, where the AROPE (At-Risk-Of Poverty and Exclusion) indicator has been used, concluded that 25% of people is in risk of poverty at this Spanish city. AROPE distinguish several tested procedures to classify poverty into different ranges according the que extent and scarcity of basic goods.

As a result of this panorama, and within the first two years since the crises started, Spanish young people started responding to this new labour market of unemployment rates reaching 28%, for population in general, (for young people it reached 65%), exploring entrepreneurial possibilities as an alternative for migration.

In this context, universities were required to provide training and to improve the channels for knowledge transfer in order to strengthen students and graduates in facing new social and economic challenges.

After 11 years of crisis, where Spanish HEI were committed to train their students and provide new services according to the changes and challenges in the context, a set of programs and practices of entrepreneurship focused on social issues were carried out and today consolidated.

One of this is the Triathlon of Social Innovation and Social Entrepreneurship.

Focus

The University of Alicante is committed with both social entrepreneurship and social innovation.

Proof of this commitment is the design of two masters where Social Entrepreneurship and Social Innovation are core issues of the program contents':

- Master in Social Innovation and Dynamics of Change: Provide training to graduates interested in working on social challenges and changes where multidisciplinary solutions are required.
- Master in Technics for Local Development and Processes of Social and Territorial Innovation: Provide training to graduates interested in working or researching on issues related to endogenous development, the rational management of the territory and the consolidation and diversification of the economic and productive activities in rural, industrial, commercial and tourist areas.

Besides, and following the same logical framework for other training programs, the HEI complete the offer of training with other non-academic activities, contributing in this way to make possible a real transfer of values, knowledge and research results to the social and economic context. This is the aim of the entrepreneurship program *ua:emprende*, in general, and the Triathlon of Social Innovation and Entrepreneurship in particular.

Results

The PHASE III – COMPETITION is programmed to be carry out the 16th of April of 2018, so results are no available yet. However, 14 projects for social entrepreneurship and 18 for social innovation has been registered by the end of March.

Learning challenges for BP beneficiaries

- A better understanding of concepts regarding social entrepreneurship and social innovation.

- Developing the ability to distinguish the entrepreneurial process from the innovator and vice versa.
- Learning by creating their own outputs, since students must develop their own entrepreneurial and innovative social project.

Challenges for the University

- Strengthen the institutional programs aimed to provide support for students and graduates in the field of social entrepreneurship and social innovation.
- Developing cooperation among internal stakeholders to establish a solid support to students and graduates who demonstrate interest in being entrepreneurs or in applying innovative solutions to social challenges, changes or problems.

Particular relevance for Students

- Opportunity to develop professional framework as entrepreneurs in the field of Social Innovation
- Opportunity to introduce entrepreneurial and innovation skills in the professional and academic work.
- Develop professional, personal and labour values meeting social needs in the HEI context.

Quote *please include a quote from staff or students about the best practice*

Photograph



1.2 University of Alicante (BP2)

Best Practice		
TEACHING FOR SOCIAL INNOVATION IN THE SOCIAL WORK DEGREE AT THE UNIVERSITY OF ALICANTE. AN ACADEMIC EXPERIENCE OF SOCIAL INNOVATION PROJECTS WITH "JURY".		
University	Country	Target Groups
University of Alicante	Spain	Students
Objectives		
<ol style="list-style-type: none"> 1. To encourage social innovation on students as a searching exercise to provide new solutions to social problems. 2. To give answers through pedagogical experiences to the problems of cohesion, governance, security, urban development, etc., encouraging collaborative and participative networking in small academic groups. 3. Presentation of social intervention projects to enrich the professional practice of students, with an interdisciplinary approach to social problems. 		
Details		
Fast facts		
<p>There is a wide variety of definitions about what social innovation is; for ease of reference only. Now, precisely because it is a "trending" concept, it can become trivialised by being used as a resource for everything like it is an antidote that can be used in any situation. (Gurrutxaga, 2013).</p> <p>If we generalize the knowledge of social innovation to improvement actions taken to respond to the problems and social needs by the key social actors involved in them, it seems clear the importance that from social work (and therefore in the academic training of the Discipline) should be given to innovation while among its professional competences are, among others, the following:</p> <ul style="list-style-type: none"> • Research and study of social needs. • Creation of new ideas. • Analysis and approach to social needs. • Creation and implementation of social intervention projects. 		

- Development of planned actions and techniques at the community level.
- Intervention in social development in a individual, familiar and/or communitarian way.
- Introduction of changes from personal potentialities.
- Evaluation of results.
- Networking.

Social innovation seeks the collaboration of several participant actors: public administrations, companies, the third sector and civil society. It is a new area of creation, development or dissemination of new social practices, seeking a positive sum of actors for the most prosperous economic and social development with criteria of sustainability in the global context but also in the local one. It is for all these reasons that in the processes of social innovation it is necessary the performance of Social Work within a new role of social entrepreneurs. The question is whether we are really prepared and trained for this, as well as if we are willing to play this role.

The new emerging problems derived from the processes of generalised crisis should demand new forms of intervention from Social Work professionals. Now, if we start from a certain reality contrasted with what is really found in the environment of the initiatives framed in social innovation, the truth is that these are, mostly, happening out of Social Work since its effective participation is very residual. Therefore, a clear strategy to be developed in the Discipline is to place oneself in the discourse of social innovation, having as a challenge a greater presence in the different actions classified as such, within, of course, a multidisciplinary framework.

After all these guarantees related to the profession it seems not to be in question that all this would go through a strengthening of the methodological research of social intervention related to social innovation. As well as a greater presence in the Degree in Social Work Syllabus of contents, formative and pedagogical strategies that insert at its source the criteria that are used in the development of creativity and social innovation.

Focus

It is intended that the students with whom I share my teaching can discover the answers expected by the people they will meet to work with in their professional future. It is, therefore, necessary that they receive training aimed at coping with complex and stressful situations that require difficult decision making that will be presented in their professional work. If you believe in that premise, it is necessary to teach and incorporate the maximum of professional skills, which are possible to acquire from knowledge, but also by pre-professional practice.

In order to learn these competency skills, it cannot be achieved only from a strictly theoretical pedagogical methodology, there are also vital aspects that must equally be assimilated, such as creativity, communication, interaction, empathy and aid relationship of people.

To try to achieve a certain harmony in the achievement of this pedagogical objective, it is necessary a teaching approach in which the design of the actions and learning activities incorporates a teaching and learning methodology by which the students perceive that the constructive debate is encouraged, that it can be used in a professional future, that it disrupts their conflicts or personal fears. For this, all that derives from carrying out this pedagogical vision can/must be debated from a joint construction of knowledge and experience, favouring opportunities for a participatory learning.

The competency skills that derive from the course descriptions, in general, refer to internal skills, abilities, mastery, practice ... to be achieved by the student, so that the necessary teaching is focused precisely on that actor. In addition, it marks the stream towards an evaluation that does not take into account only the knowledge related to "wisdom" but also of "know-how". Given this, teachers must channel and facilitate the different subjects we teach with new materials and innovative formulas, by which we help them to establish new conceptual connections and offer them opportunities to apply and assess new knowledge, in different contexts and throughout their subsequent professional practice, even so that they can be useful for when they have students in future internships.

Therefore, the teacher should make the most of the student's participation in class, their cooperation, reasoning and interaction, creativity, critical and reflective capacity, and the ability to see their differences as an enriching and helpful element to our formative task.

Results

In the Degree in Social Work Syllabus at the University of Alicante there is a Compulsory Subject, taught in the last Course, called "Professional Skills III". This subject includes 2 large blocks of content, one of which is the one that summarises the development and evaluation of the professional intervention process, with the evaluation of microsocial intervention projects and the professional intervention process.

To this end, following the teaching-learning methodology of cooperative/collaborative work and networking, students develop in groups the design and evaluation of a social intervention project that is based on a realistic social problem or objective, although it will not be implemented. They are told that, along with criteria of methodological rigour in their approach, it will be especially important that they have a cross-cutting approach, methodology, activities, dissemination and/or evaluation in accordance with the criteria of innovation and social creativity, in such a way that in their close professional future an Institution/Entity could "buy" it.

As an incentive in the approach and results when doing it in group, and also as another indicator of academic evaluation of the work done, the last week of teaching of the Subject, all the working groups expose their projects in a maximum of 8 minutes per group, but not focusing on the strictly methodological or technical aspects, but rather on those aspects that they consider to transmit or make more visible and better the problems on which they have focused their social interventions, always based on criteria of innovation, creativity and/or raising funds for possible financing.

Likewise, it is anticipated that there will be a very heterogeneous "Jury" in their professional profiles and that they will make comments, contributions, queries, suggestions, and evaluations about what it has been stated, including assessing the 5 projects that by consensus seemed best transmitted or with better goals to achieve

the objectives that are proposed. So far, it has been organised 4 Editions, collected and broadcasted by streaming on the Audiovisual Portal of the University of Alicante - Vértice of the Computer Service of the University of Alicante.

Learning challenges for BP beneficiaries

- The students interpret the knowledge transferred by their teachers, as well as the contributions made by their classmates in group work, to finally be able to represent it in their pitch.
- Meaningful learning is achieved through practice where the student participates in a responsible manner in the learning process.
- To emphasise the student's independence, creativity, and self-confidence.

Challenges for the University

- To make a transition of competency skills that derive from the course descriptions that refer to internal skills, abilities, proficiency, practice ... to be achieved by the student, so that the necessary teaching is focused precisely on that actor.
- To give relevance to an evaluation that does not consider only the knowledge related to "wisdom" but also of "know-how".
- To promote and provide teachers with incentives to channel and facilitate the different subjects we teach with new materials and with innovative academic and pedagogical formulas.
- An increase in the quality of teaching that will require compulsory pedagogical training for anyone who wants to teach at the University.

Particular relevance for Students

- An opportunity to develop a professional framework with improvement actions undertaken to respond to problems and needs seeking the collaboration of key social actors in the field of Social Innovation.
- An opportunity to introduce entrepreneurial and innovative skills in professional and academic work where students perceive that skills which encourage subsequent professional social innovation are being worked: research and study of social needs, creation of ideas, creativity in projects, introduction of changes, evaluation of results and networking, among others.
- To develop professional, personal, and work values that meet social needs together with Social Work as a process to help developing the potential of people to improve their relationship with the environment that surrounds them.

Quote *please include a quote from staff or students about the best practice*

Photograph

1.3 University of Malaga

Best Practice		
Vice-Rector for Social Innovation and Entrepreneurship		
University	Country	Target Groups
University of Málaga	Spain	Students and Research Groups
Objectives		
<ol style="list-style-type: none"> 1. The main objective is to design a University oriented to an entrepreneurial society, characterized by being a critical actor of the entrepreneurial ecosystem, committed to innovation and capable of generating entrepreneurial capital. 2. Further objectives: <ul style="list-style-type: none"> • To facilitate the creation of university-based companies that start from research groups and student initiatives. Collaboration with the rest of the entrepreneurial ecosystem actors will be stimulate in order to create solutions that suits each of the entrepreneurial project's phase. • To motivate the entrepreneurial spirit and promote training for entrepreneurship. Actions are aimed at students, research groups and spin off launched by the University. • To offer solutions to entrepreneurs in all the critical processes related to university-based companies development. From the ideas generation to the business projects development, facilitating connectivity and visibility. • To promote a context that allows co-creating value with companies and social agents, participating in open innovation systems that involve learning experiences related to the generation of new business and social solutions. • To create new ambiances in the University that facilitate interaction with other environment agents in order to promote business and social innovation processes able to lead participants to new solutions and learning experiences. 		

Fast facts

The entrepreneurial society refers to a new reality in which entrepreneurial capital is added to material capital and knowledge to explain the keys to the competitiveness of economies. Entrepreneurial capital includes a wide range of aspects such as the social acceptance of entrepreneurial behavior as well as the availability of individuals willing to manage the risk linked to the creation of new companies, as well as the availability of financial resources available for entrepreneurial initiatives.

This society and economies progress explains the evolution of the concept of entrepreneurial university.

Currently the entrepreneurial university evolution is indeed its adaptation to the entrepreneurial society context. Universities must participate in a relevant way in innovation ecosystems conditioning the existing entrepreneurial capital endowment. The updated definition of an entrepreneurial university is a natural incubator that, adopting a coordinated strategy between the functions of teaching, research and entrepreneurship, tries to provide a favorable environment for the university community to explore, evaluate and exploit ideas that can be transformed into enterprising initiatives of social and economic nature.

Focus

The University of Malaga has designed the Link by UMA-Atech project to configure the most appropriate model of entrepreneurial university, taking into account its conditions and those of the environment, aspiring to a singular proposal based on open innovation.

The management model chosen to execute the project is based on involving actors that add value to the mission of achieving favorable attitudes to innovation and entrepreneurship. The term "linker" is used to identify any entity or person that facilitates the mission of the project. It includes students, student associations, professors, spin off, entrepreneurs and communities of entrepreneurs, companies, public entities supporting entrepreneurship, incubation centers and accelerators of the city, and other universities. In a differentiated way, the main facilitating partner of the

project is the PTA itself, which adds the capacity to attract companies with innovative potential.

Results

The execution of the Link By UMA-Atech project generated an agenda of events related to creativity, innovation and entrepreneurship that has included more than three hundred activities. The activity held is proposed in a percentage close to 95% by actors external to the UMA. These activities are defined by very different formats and are participated by very diverse publics.

Link By UMA-Atech has achieved multidisciplinary in the training activities for entrepreneurship. The project has brought together students from different areas of knowledge and has encouraged the work that adds different knowledge and skills.

New proposals have been consolidated during the two years of activity. It has facilitated the improvement of entrepreneurial programs that already existed and that attend to the different phases of the business creation process:

- Generation of ideas: Creative Lab, Ideas Factory, Social Change Makers, Entrepreneurial Brains Made on campus or Rethinking
- Training and Acceleration of projects: Yuzz, Malaga or Startup School.
- Incubation: High Performance Course in Leadership for university entrepreneurs and Polaris mentoring program.

The designed incubation system is remarkable. The projects selected to occupy the ten available incubation spaces can use them for one year. At the end of that period there is a relay of these projects for other new initiatives. It is the period of time considered sufficient for the validation of the main hypotheses that sustain the models and adapt the model based on the first experimentation. The projects have access to an ad-hoc training program and the Polaris by UMA-Atech mentoring program.

Entrepreneurs have the advice of a mentor, a professional in the field of business creation and consolidation, who will guide them throughout the duration of the program, and with follow-up by mentors specializing in specific areas of support essential to their business. This support allows them to define, profile and validate their business model, as well as to establish and strengthen their correct functioning as companies in the market.

Relevance of the results

The design of an entrepreneurial university must evolve from an organization that designs activities for entrepreneurship to a University that offers a favorable environment for the university community to explore, evaluate and exploit ideas that can be transformed into entrepreneurial initiatives.

The collaborative nature of value creation must be taken into account for the design of new strategies to achieve the university's expanded objectives in terms of innovation and entrepreneurship. The design of a collaborative nature model for the creation of new proposals and services to the university community requires adopting an entrepreneurial attitude from the university itself, and proactive in the search for new relationships of collaboration and maintenance of an attractive value proposition for new project partners.

The development of an entrepreneurial university strategy includes several key activities. First, the identification of actors and their respective value propositions for the university community, the creation of a favorable context for participation and exchange among all of them and the management of collaborative relationships and the addition of new partners. Communication is a critical activity to reach all profiles considered with an attractive value proposition and that generates interest in participating.

Finally, innovation at the institutional level requires reconfiguring the norms and values of the University towards a concept of open and collaborative organization.

Photograph



2 Austria

2.1 FHJ

Best Practice		
Social Entrepreneurship Center Vienna University of Economics and Business		
University	Country	Target Groups
Vienna University of Business and Economics	Austria	Students of the university, participants in the initiatives supported
Objectives		
<ul style="list-style-type: none"> Being a focal point for activities in the field of Social Entrepreneurship at the Vienna University of Economics and Business Promoting social entrepreneurship by supporting various initiatives in the field of social entrepreneurship 		
Details		
<p>Fast facts:</p> <ul style="list-style-type: none"> Founded in 2014 Offers various services in the areas Learning Design, consulting, research and knowledge transfer 9 employees The Social Entrepreneurship Center is a member of the EUCLID Social Enterprise Network which incorporates 19 European policy makers and capacity building institutions in the field of Social Entrepreneurship. <p>Focus:</p> <ul style="list-style-type: none"> Contributing substantial efforts to the recent development of the importance of social entrepreneurship and on supporting the actors of this newly-developed ecosystem as an academic partner. Teaching and capacity building Conducting studies in the field of social entrepreneurship 		

- Supporting various initiatives in the field of social entrepreneurship, as, for instance the Social Impact Award, the Siemens Academy of Life which is a program dedicated to further education and capacity building for internal and external executives and the Social City Wien which is an initiative focusing on social innovations.

Results:

- Over 10 completed projects and studies
- 8 lectures and project works for students in the next semester
- Membership in 8 organisations and 2 scientific foundations

Learning challenges for BP beneficiaries:

- Lectures and projects in the field of social entrepreneurship
- Capacity-building programmes at the Siemens Academy of Life where success strategies of successful managers are discussed

Challenges for the University

As the social entrepreneurship center also is organizing lectures regarding social entrepreneurship, the responsible people have to make sure that those lectures are not only of high quality, but also are a valuable addition to the students' resumes. In addition, since the social entrepreneurship center is a member of various organizations, keeping up the ties with those organizations and supporting the various initiatives needs time and resources to do so which have to be made available.

Particular relevance for Students with Disabilities

Students with disabilities are also able to attend the lectures organized by the center

Quote *please include a quote from staff or students about the best practice*

Photograph



Photo of Vienna University of Business and Economics

Source: <https://www.wu.ac.at/npocompetence/events/>

2.2 Danube University Krems

Best Practice		
Seminar "Social Innovation: From the idea to realization"		
University	Country	Target Groups
Danube University Krems	Austria	Social entrepreneurs, project managers, innovation consultants, students
Objectives		
<ul style="list-style-type: none"> Strengthening knowledge in the field of social entrepreneurship Fostering ideas in the field of social entrepreneurship from the planning phase to the execution 		
Details		
<p>Fast facts:</p> <ul style="list-style-type: none"> Part of Master's program social innovation and accessible for other people Two presence blocks consisting of two days and one day Online workshops and assignments between presence blocks Seminar fee: 495€ Languages of instruction: German and English <p>Focus:</p> <ul style="list-style-type: none"> Good practical insight into the topic is provided by keynote speakers coming from companies operating in the field or from research institutes and by practical examples to further illustrate concepts of realizing ideas. Methods and tools for an efficient implementation of certain measures are presented There is the possibility for the participants to include their own projects, allowing them to make further use of the practical orientation. <p>Results:</p>		

<ul style="list-style-type: none"> Strengthened education in the field of social entrepreneurship
Learning challenges for BP beneficiaries:
<ul style="list-style-type: none"> Individuals are presented with topics regarding social innovation and they have to do assignments about them. Participants can also bring own ideas and develop them further, with is a special challenge since it is a real personal example, but also an opportunity to further develop an idea with the support of the trainers of the seminars
Challenges for the University
<p>Since the seminar is a compulsory part for the master's program in Social innovation, the university has to think about how to cater the needs regarding time, knowledge input and support of students, as well as external persons, who might have a totally background in expertise and knowledge.</p> <p>In addition, since the participants can bring in their own ideas, the trainers have to have a big amount of expertise in the field, since it will not suffice to study the prepared example, but they should also offer support to people whose idea might be something very new and innovative.</p>
Particular relevance for Students with Disabilities
<p>The master's program, as well as the seminar itself are open to students and externals with disabilities.</p>
Quote <i>please include a quote from staff or students about the best practice</i>
Photograph



Photograph of part of the campus of Danube University Krems

Source: <https://www.donau-uni.ac.at/de/universitaet/campus/index.php>

2.3 University of Natural Resources and Life Sciences Vienna (BP1)

Best Practice		
Students' Innovation Centre (SIC)		
University	Country	Target Groups
University of Natural Resources and Life Sciences Vienna	Austria	Activities for students and staff of Viennese HEIs, regarding events other people (practicians etc.) should be reached as well
Objectives		
<ul style="list-style-type: none"> Providing assistance in nurturing the realization of ideas in social and ecological fields. Assisting students in discovering talents, finding a future-oriented way of doing business and teaching them the importance of sustainability 		
Details		
<p>Fast facts:</p> <ul style="list-style-type: none"> SIC is a breeding ground for ideas in the field of social and ecological activities SIC consists of 17 members and 7 supporters (as of October 2017) SIC's activities are centered at the University of Natural Resources of Vienna. However, in order to foster a fruitful exchange between theory and practical approaches, alumni, entrepreneurs and professionals should be addressed by the SIC's initiatives. <p>Focus:</p> <ul style="list-style-type: none"> Giving assistance to students in the areas of developing and realizing ideas, as well as input in sustainability Consulting activities from students for students Organization of various events, such as panel discussions, teambuilding events, competitions and incubation programs, etc. Offering spaces providing necessary facilities for project teams 		

- Connecting people throughout Austrian HEIs

Results:

- SIC organized more than 34 events with more than 2,100 visitors.
- SIC has supported 36 projects within the project consulting activities and the Climate Launchpad, the biggest competition worldwide for sustainable business ideas.
- SIC won the Social Impact Award of 2016

Learning challenges for BP beneficiaries:

- Implementing and practically apply the assistances of SIC with regards to consulting activities, input in sustainability, etc.

Challenges for the University

- Supporting the SIC requires work done by the university, as to foster collaborations.
- In addition, as the respective university is carrying out other initiatives regarding social activities which are linked to the SIC, this effort can be added.

Particular relevance for Students with Disabilities

The SIC in general and their whole bandwidth of services is accessible for people with disabilities.

Quote *please include a quote from staff or students about the best practice*

Photograph



Event meeting at the SIC

Source: <http://www.sic-vienna.at/angebot/individuelle-beratung/>

2.4 University of Natural Resources and Life Sciences Vienna (BP2)

Best Practice		
BOKU Activities for Sustainable Entrepreneurship Center (BASE)		
University	Country	Target Groups
University of Natural Resources and Life Sciences Vienna	Austria	Students and social and ecological entrepreneurs
Objectives		
<ul style="list-style-type: none"> Developing practice-oriented and relevant teachings in the areas sustainability and environmental management Improving services regarding providing workspaces, infrastructure and content issues for the promotion of students' initiatives regarding sustainability and environmental management 		
Details		
<p>Fast facts:</p> <ul style="list-style-type: none"> BASE was founded in 2011 for the establishment of a business incubator Provides various activities regarding the promotion of sustainable entrepreneurship and providing assistance for students with regards to their ideas <p>Focus:</p> <ul style="list-style-type: none"> Focus on achieving the above-mentioned goals Networking opportunities and exchange with other "ecological and social entrepreneurs" Introducing sustainable entrepreneurship to students 		

Results:

- Establishment of a vivid center for starting business with capacities for fostering an array of ideas and measurements regarding sustainability originating from students

Learning challenges for BP beneficiaries:

- Implementing and practically apply the input with regards to sustainability
- Effectively using networking opportunities to expand the social network

Challenges for the University

The measures conducted by BASE, including the promotion of lectures and speeches regarding the topic sustainable entrepreneurship, as well as increasing the offers regarding infrastructural and contentual services require time and resources to be used for a successful implementation, which have to be provided by the university.

Particular relevance for Students with Disabilities

The services provided by the BASE center are open for students with disabilities

Quote *please include a quote from staff or students about the best practice*

Photograph



Room at the BASE Center

Source: <https://www.boku.ac.at/wissenschaftliche-initiativen/zentrum-fuer-globalen-wandel-nachhaltigkeit/sustainable-entrepreneurship-studentische-initiativen/base-gruendungszentrum/>

3 Poland

3.1 Cracow University of Economics (BP1)

Best Practice		
Undergraduate course in Social Entrepreneurship		
University	Country	Target Groups
Cracow University of Economics	Poland	Students from the Faculty of Economics and International Relations
Objectives		
<p>The course aims to:</p> <ol style="list-style-type: none"> 1. Expose students to the field of social entrepreneurship and its role in the global economy and fundamental research findings. 2. Raise students' awareness of global and local challenges that social entrepreneurs can address. 3. Introduce students to economically sustainable practices in the field of social entrepreneurship. 4. Provide framework for evaluating entrepreneurial opportunities in the social sector and know-how of establishing a social enterprise. 5. Raise environmental and social responsibility. 6. Enhance students' communication and teamwork skills. 		
Details		
<p>Fast facts</p> <ul style="list-style-type: none"> • Five editions of the course • Feedback gathered from 152 students suggests that students value most the practical aspects of the course • Course consists of three large modules: social problems, entrepreneurial opportunities and social value creation • Students work in teams of five to develop their own social venture plan 		

- At the end of the course students pitch their ideas to social entrepreneurs and experts in the field

Focus

This is a hands-on course which raises students' awareness of local and global challenges that social entrepreneurs can and do address, introduces students to state of the art research, as well as implementations of SE models around the world.

The focus of the course is to awaken the sleeping entrepreneur, to activate their thought, speech and behaviour in the area of social entrepreneurship and ultimately consider becoming a social entrepreneur. That's why the program consists of three pillars:

1. Inspiration - why each unit of the course starts with a story about a social entrepreneur, real-life examples of amazing people and successful organizations. Students can read about them, then visit their websites and find interviews with these inspiring individuals. Meetings local social entrepreneurs further reinforce students' inspiration in learning.
2. Flipped classroom approach to teaching - All units start with an opening story about a social enterprise, followed by questions to be discussed by students in groups. After students determine what they need to find out to answer the provided questions, they can turn to tapping into existing knowledge resources. Finally, students are asked to put their curiosity, knowledge, creativity and skills to work; in teams, they gradually develop a social venture plan. Theory is acquired through developed curiosity in a flipped classroom teaching design and is somewhat instrumental; applied to solve a practical problem or challenge.
3. Social constructivism as teaching paradigm – it emphasizes the role of the learner as the constructor of his knowledge with the teacher providing numerous and varied building blocks. Students learn best through active engagement in problems, analysis, planning and self-reflection. The adjective "social" implies that this process is more fruitful when it takes place within a group or team and when students can share their thoughts as they work together.

Results

The major results of the course is a showcase of students' social venture plans in the form of presentations and posters.

Anonymous feedback surveys indicate that students' knowledge about social enterprises grew dramatically after taking this course. Moreover they declare that the course has expanded their horizons and career options, developed their problem-solving skills and raised awareness about social problems.

Learning challenges for BP beneficiaries

It is challenging to get students involved into researching social problems, they do not associate this topic as interesting. So students' biggest challenge is to overcome their presumptions and allow themselves to explore the topics covered by the course. Gradually, as they dive deeper in, they become to realize that social entrepreneurs are really exciting and creative people.

Challenges for the University

Teaching and learning for social entrepreneurship is a complex educational challenge which we have just started to master. There is much work ahead, which includes:

- changing the assessment methodologies to increase real-life challenges,
- integrating different teaching and learning modes,
- building long-lasting relationships with local community partners and organizations,
- introducing ways of monitoring the positive impact of students' work within these organizations,
- harmonizing the needs of educational institutions with the need of community partners.

Particular relevance for Students with Disabilities

The course is available for disabled students. There were no technical or organizational problems.

Quote please include a quote from staff or students about the best practice

Anna: I had no idea social enterprises can be this creative in what they do and so up to date with business practice. I think it's a good place to get work experience.

Hiro: This course inspired me to look for volunteering opportunities at social enterprises back in my home country.

Klaus: I really enjoyed working on a real project. The educational platform we designed is something that developing countries could really benefit from. I know now that social enterprises are the real change makers in the world.

Photograph





3.2 Cracow University of Economics (BP2)

Best Practice		
SSR – Students' Social Responsibility project		
University	Country	Target Groups
Cracow University of Economics	Poland	Students + children from The Friends of Children Association
Objectives		
<p>Polish students are mainly focused on their future career and business activities, being unable to see the society that surrounds them. In the struggle for knowledge, good degrees, apprenticeships and foreign students' exchanges they tend to forget who they really are and what were the circumstances that created their character. The idea of SSR is creating a bridge between students, focused on their career and future in business, and socially responsible companies. Through educating socially responsible students, the originators want to prove that it is possible to be an active, well-educated student of a prestigious University with bright future in business, being at the same time sensitive to other people needs. Social responsibility is the next level of their career path, enriching their character, broadening their horizons and experience through helping the ones in need.</p> <p>At the same time, the program also has another beneficiary – children. We cooperate with Friends of Children Society, an organization being active for 100 years in the field of helping poor and pathological families in raising their children. It was an obvious choice to make children the target of our project, because they are the future of the society and if taught well, they will become students one day. It is a very important issue to make equal chances for children from different social circles, different wealth level and the ones from pathological families. The main goal was to create a program which would involve physical activities (necessary for children this age and with this background), as well as educational activities.</p>		
Details		

Fast facts

Since 2007 The Department of International Management of Cracow University of Economics cooperates with the Friends' of Children Society. Continuously students visit day-rooms for children between 7 and 14 years old from poor and difficult families and help them with homework, conduct various workshops (saving money, travel, languages, marketing, self-evolvement etc.). Students also organize study trips and fun trips for children, they search out sponsors for swimming pool entrances, cinema vouchers, theatre tickets and so on. Every year for Children's Day they prepare an Event at the University Campus – all day long workshops (such as dance classes, fashion design, art, origami, music and karaoke), sport contests and treasure hunting game on the whole campus. Children can win many prizes and go back home with a bag full of presents.

Focus

The main focus for students is to teach them being sensitive to their social environment, teach them engagement in local communities, as well as gaining project management skills (student organize everything and are responsible for the outcome), time management, team work and gain teaching skills. Students don't have any financing from the University nor the Society, so they also need to find sponsors, create budgets and plan expenses.

The main focus for children is to show them how education and having different passions and interests is extremely important for their development. It is also very important for us that we could help children believe they can make their future better than they expect it to be and make their dreams come true.

Results

- Students, when feeling fully responsible for the project, engage themselves strongly and are willing to invest a lot of time in group work, brain-storming and organizational activities.
- Students learn project management - taking care of paper work and permissions, fund raising, organizing workshops, meals, necessary equipment,

gifts for children (games, books, teddy bears, sweets, writing materials), as well as team work and teaching skills.

- Students learn cooperation with companies – they search out companies willing to sponsor the event and manage contacts with them.
- Students learn marketing – including www creation, posters, „whispering marketing“, communication with media.
- Students become sensitive to other people needs through social engagement. Most of them work in the project even after they finished their studies – which proves that a strong bond is created between them and the University. All of them continue to engage in social work od CSR activities when they start their business career, which (as proven by our research) is very important for their employers.
- Creating this sense of being a family. Students, children and university coordinators.
- We cooperate with 10 common rooms, which are visited by the students and their guests. These workshops concentrate on broadening children’s horizons, convincing them to study hard and to find time for their passions, as well as workshops on family budget, saving money, travelling, learning languages, re-thinking what TV says etc. Students also organize study trips and fun trips for children, they search out sponsors for swimming pool entrances, cinema vouchers, theatre tickets and so on.
- Children are more willing to spend their free time on studying or participating in workshops, rather than at home watching TV or playing a computer.

Learning challenges for BP beneficiaries

Learning challenges mainly concern students. Their main learning challenge is opening their minds and putting themselves in a situation of a child from a difficult family. This kind of empathy helps them better understand children’s needs and is a motivator to participate in the program. Not only do they learn this empathy and sensitivity, but they also learn soft and hard management skills: leading a team, teamwork, time

management, organizing events, teaching skills. Both students and children go through a whole process of learning through fun.

Challenges for the University

The beginnings were difficult because of the unwillingness of students to do something that will not be, in their consideration, a strong point in their CVs and will not give them any benefits. A challenge of the project was also creating a process which will be durable, but also flexible enough to adjust to changing participants, sponsors and organizers.

Particular relevance for Students with Disabilities

Students with disabilities are welcome in the project. They can manage the projects or prepare and conduct workshops on the same basis as their friends without disabilities. Disabilities do not affect their work in any way.

Quote *please include a quote from staff or students about the best practice*

"Social responsibility is an expression of personal needs for students because it is the best way to develop their personalities in all possible dimensions."

Photograph



3.3 Cracow University of Economics (BP3)

Best Practice		
A business project from the perspective of entrepreneurs		
University	Country	Target Groups
Cracow University of Economics	Poland	Students from the Faculty of Economics and International Relations
Objectives		
<p>The aim of the project was to increase students' awareness and skills in using knowledge to solve practical issues related to entrepreneurship. The project requested to combine theory with business practice in the educational process.</p> <p>On the one hand, the project consisted of presenting by entrepreneurs (company owners, managers) a methodical tools used to manage a given functional area of the company (strategic management, human capital management, production, logistics, marketing, finance) as well as showing practical problem solved by using specific tools.</p> <p>On the second hand, the workshops were conducted, where students could use the presented tool to improve their own business idea. The solutions were evaluated by experts (entrepreneurs) who indicated suggestions to improve student's solutions.</p> <ul style="list-style-type: none"> • 		
Details		
<p>Fast facts</p> <p>As part of the project, three workshops took place:</p> <ul style="list-style-type: none"> • „Business development in the region exemplified by the Airport Kraków" (expert: Dr. Jan Pamuła, long-term Chairman of the Board of John Paul II International Airport Krakow-Balice), 20.04.2017 		

- „Strategic management in the face of changes in the company's environment" (expert: Konrad Hernik, long-term Chairman of the Board of the Armatura Krakow Group), 12.05.2017
- „Marketing of innovative products and services for institutional clients" (expert: Dr. Leszek Ruchwa, Managing Director of the Diversity Company), 08.06.2017

Focus

The project was focused on developing students' cognitive attitudes, which allows them to acquire the skills to integrate theoretical research models with practical limitations of the organizations.

Results

As part of the project, three workshops for students were conducted by Polish managers with international skills and experiences. Around 140 students attended each lecture and workshop. Depending on the specificity of the workshop, students were divided into groups. Participation in the project has contributed to raising the students' skills in the area of knowledge, skills and social competences.

Learning challenges for BP beneficiaries

Introducing students to practical business issues (with its limitations, but also possibilities) during studies contributes to reducing the gap between theoretical tools and their practical use in the professional activity. In addition, such workshops enable students to check their own solutions for real issues by being assessed by experienced managers.

Challenges for the University

The problem frequently raised by employers, graduates and students is to adapt study programs to the current needs of the labour market.

At the same time, the academic nature of economic universities requires graduates to be prepared to solve the most widely-understood and current socio-economic problems, including the network of external conditions.

In connection with the current challenges of the labour market, students should be able to put into practice the tools they have learned to solve business issues.

Particular relevance for Students with Disabilities

The workshops were also available for disabled students. There were no technical or organizational problems.

Quote *please include a quote from staff or students about the best practice*

Robert: *Thanks to these workshops I acquired knowledge from experienced managers of large companies. This allowed me to check my current theoretical knowledge in the context of real business challenges.*

Anna: *I especially appreciate the possibility of discussing ideas with business experts.*

Klaudia: *Despite such a large number of students, the workshops also allowed to improve teamwork in smaller groups and to develop one common solution, which was a competitive solution in relation to the solutions of other project groups. This required us to be able to convince business experts to the originality of our own solution.*

Photograph



