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Social Entrepreneurship 4 Arts

PR1 - Protocol for the acquisition of skills and competences
on entrepreneurship

Unified Mixed Research Report

ITALCAM



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1. Introduction

The main project objective of SE4A (Social Entrepreneurship for Arts) is to boost young artists' skills to establish creative social enterprises to enable them with competencies to develop their ideas in a competitive market, introducing as an alternative option social entrepreneurship in the area of art and culture. The project aims to achieve this through the development of a (targeted) tailor-made training course. The target group is composed of young artists (18-35) and senior students of secondary and tertiary education in creative majors such as arts and humanities.

This Synthesis Report is the final outcome of Project Result 1, the "Protocol for the acquisition of skills and competences on entrepreneurship" and gives an overview about the situation in the different countries and about the needs and obstacles for young artists. Because of this extensive insight, it builds the basis for the content of all the following project results.

The primary aim of this Project Result was to collect evidence-based practices and consequently develop the social entrepreneurship training course content. The research carried out foresaw the following main steps:

1. Analyses of each **national context of social and economic exclusion of young artists**, reflecting on how the social, political, economic and cultural environment challenges the start-ups of social enterprises run by young artists
2. National desk research about **current delivery approaches and methods** of social entrepreneurship training
3. Collection of at least **3 good practices** per partner of successful social entrepreneurship trainings/programs
4. Implementation of **focus groups** (national field research) with 10 young professional artists/senior students in each partner country to enrich the data and complement the desk research, regarding obstacles & needs of young artists (in starting a social enterprise)
5. The **training requirements of mentors** in social entrepreneurship education will be studied and mapped, offering a comparative needs assessment of the learning needs of the prospective trainees. This needs assessment will also be used for the design of the project Mentorship program

Each partner wrote a national report based on the unified mixed research Reporting Template and prepared the good practices based on a unified template. These national reports are summarised in this synthesis report. For more detailed information on a specific country, these national reports should be consulted.

A short theoretical framework about creative social entrepreneurship training gives an overview about the main challenges, tackled by the project. It is followed by the outputs of the desk research done by each country, including also the PESULT analysis, describing the situation of social entrepreneurship for young artists in each country, and an overview about the existing training methods in this field. The outcomes of the field research give a helpful insight into the obstacles and needs of young artists and furthermore into their expectations towards potential mentors.



2. Theoretical Framework

The practice of social entrepreneurship shifts the classical business paradigm by setting the goal of generating a measurable social value, with due regard to financial bottom-line. Social business is intended to meet the community needs and address the issues that the public sector is not capable of, and the private sector is not interested in addressing. Working in any sphere – from producing goods to providing services – social entrepreneurs contribute to reducing unemployment, improving social security, protecting the natural environment, promoting human rights, developing culture and education, supporting municipal improvement initiatives, etc.¹

In general, artists tend to put their creative vision above the elaboration on how this vision can be implemented on the market. Especially in times of economic crisis, where demand from paying arts consumers/audiences is low, this tendency can lead to precarious working conditions for artists.²

A social entrepreneurship perspective for artists focuses on the creative inspiration and the social goal artists hope to achieve with their artistic outputs rather than on profits like in the investment model system. Therefore, it might be appealing for artists to orient themselves towards the production conditions, intentions, and structures of social entrepreneurship to promote their artistic products in a (financially) sustainable way.³

Social entrepreneurship is about innovation, non-standard approaches, responsibility for the community and its members. Yet for an individual to be ready to shoulder this responsibility and become an agent of societal change, the necessary conditions and spaces should be created. Experts seem to concur that the social entrepreneurship development can be accelerated, with the following factors in place: proper education and skills, accommodating legal framework, stimulating policies and measures to create a welcoming environment for creation and growth of social enterprises.⁴

Social business has a special methodology and characteristics, but it does not have one specific legal form. Although there is already a lot of relevant literature, readily available in Europe, there is a specific need to provide adequate and up to date training modalities for young artists that can help potential social entrepreneurs to understand basics of this business and develop the necessary skills, such as profit generation, income multiplication, effective HR management, sales channels development, proactive client search, building of brand awareness and brand confidence. European artists are in ever growing need to learn and apply entrepreneurial and innovation skills that can trigger social change in European societies. Young artists are in need to acquire robust training programs and toolkits to transform their raw ideas into high-impact social ventures. They need to develop their skills to come to grips with how to manage global crises as they understand the theory of change and impact metrics to create and measure social impact. European young artists need to expand their communication and leadership skills in order to attract capital, team members, and partnerships.

The project aims to train young artists as well as young graduates in arts and humanities with the necessary social entrepreneurial skills and competences in a targeted way to enable them to develop their ideas in a competitive market and to contribute to social change in European societies.

¹ "The rise of the social enterprise" Deloitte, 2018.

² <https://www.kultur-kreativ-wirtschaft.de/KUK/Redaktion/DE/Top-Themen/2019-09-11-topthema-social-entrepreneurship.html>

³ <https://www.mandelbaum.at/docs/lang-leseprobe.pdf>

⁴ OSCE's "Practical Analysis of Social Entrepreneurship Development", 2015 - <https://www.osce.org/files/f/documents/2/1/426377.pdf>



3. Desk Research

Researchers from each partner organisation conducted a review of relevant literature and resources in their countries, guided by the concepts, questions, and indicators outlined in the methodology.

The findings of this research, in combination with the findings of the field research, built the basis for the other project results.

The first part of the analysis looks at the political, economic, social, cultural, legal and technological situation in the field of social entrepreneurship for arts in each country.

Furthermore, existing and currently used delivery approaches, methods, and training topics in this area are presented to understand what is working well and on what the project can build.

Finally, a collection of good practices of different training approaches in social entrepreneurship in arts was created to be also shared with the stakeholders through the website of the project in a further step.

3.1 Analyses of each national context of social and economic exclusion of young artists

PEST Analysis (Political, Economic, Social and Technological) was first introduced under the name ETPS by Harvard professor Francis J. Aguilar in the 1967 publication "Scanning the Business Environment". A popular variation on the PEST Analysis format, especially in the U.K. and Ireland, is the PESTLE strategic planning approach, which includes the additional aspects of Legal and Environmental.

For the purpose of this project, the partnership introduces a new acronym: **PESCULT** context analysis of the business context of social entrepreneurship for arts, standing for: **P**olitical, **E**conomic, **S**ocial, **C**ultural, **L**egal, **T**echnological.

PESCULT Aspects	Results
Political	<p>Political climate for social enterprise development.</p> <ul style="list-style-type: none"> - Local/regional/national public bodies that support young artists & social entrepreneurship e.g. public bodies that provide training for artists/young people that want to be involved into social entrepreneurship - Local/regional/national policies, promoting social entrepreneurship training and education that are applied in your country - If there are not any clear strategies, try to identify meaningful gaps <hr/> <p>In general support to the sector in Bulgaria is weak and stakeholders note that social enterprises would benefit from more government funding, targeted assistance through dedicated financial instruments, as well as support from the municipalities, the media and the sector itself.</p> <p>The policy framework for social enterprises is set out in the National Social Economy Concept. This is accompanied by the Action Plan for the Social Economy 2014-2015 which supports the implementation of the National Social Economy Concept and sets out a series of priority actions aimed at facilitating the development of social economy (including social enterprises) in Bulgaria.</p>



	<p>There is a lack of clear orientation where and what measures need to be implemented, with what intensity of support cultural and creative industries should be used, what are the specifics of work, etc.</p> <p>Unlike all member states of the European Union and the member states of the Council of Europe, Bulgaria, unfortunately, remains the only country without working out alternative sources of funding.</p> <p>Programmes and measures at municipal level aimed at culture and cultural and creative industries have been implemented only in the capital, Sofia: The Solidarity in Culture program was introduced as the first anti-crisis measure in Bulgaria. Sofia Municipality has made culture, cultural and creative industries a priority in its activities. In this direction the consistent cultural policy is carried out e.g. through the strategy “Sofia – creative capital” 2013-2023 (the first strategy for culture adopted in the Republic of Bulgaria).</p> <p>Currently Cyprus does not have any public support schemes that directly assist social enterprises. However, ERDF (European Regional Development Fund) / ESF (European Social Funds) funds have been used to a limited extent allowing for the promotion of social enterprises or to support their start-ups. During the 2014-2020 programming period, ESF has planned to allocate for the promotion and development of the social enterprise ecosystem. Even though there are no public support schemes, there are various public Organisations that offer grants or provide support opportunities that can be accessed by social enterprises either in their capacity as enterprises or as non-governmental Organisations.</p> <ul style="list-style-type: none"> ○ The Social Welfare Services⁵: are part of the Ministry of Labour, Welfare and Social Insurance (MLWS). This service is the administrator of a subsidy scheme that delivers services that includes social care, needs of children, needs of older people, people with disabilities and advantaged and vulnerable people in general. Most often the types of Organisations that receive these subsidiaries are not-for-profit or local authorities. This scheme therefore provides support to a wide range of activities in Cyprus which could be considered within the social economy. ○ The Industrial Development Service⁶: is part of the Ministry of Energy, Commerce, Industry and Tourism and has many schemes that are co-funded by the (European Regional Development Fund) ERDF and are accelerating economic growth; this is also done through the enhancement and development of small and medium sized enterprises. ○ The Department of Labour: which is also part of the Ministry of the Labour, Welfare and Social Insurance (MLWS) has granted employers grants from the state to subsidise the employment of unemployed people, there have been social enterprises that have reported participating in such schemes. ○ The Cyprus Productivity Centre (KEPA): offers grants to businesses for example to enable work-based training and to promote flexible forms of employment. Its aim is to assist both private and public Organisations to be able to utilise both their human and capital resources as productively as possible. Additionally, KEPA also operated the Mediterranean Institute of Management to upskill managers. Some of these programs are co-financed by European Structural Funds. ○ The Human Resources Development Authority (HRDA/ANAD): is tasked with training and developing the workforce of Cyprus, including training programmes for specific sectors or specific target groups. Many of these are co-financed by structural funds. ○ Other grant providers, which may benefit social enterprises depending on their field of operation, include the Ministry of Health and the Ministry of Education.
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⁵ http://www.mlsi.gov.cy/mlsi/sws/sws.nsf/dmlcommunity_gr/dmlcommunity_gr?OpenDocument

⁶ http://www.mcit.gov.cy/mcit/mcit.nsf/dmlidservice_en/dmlidservice_en?OpenDocument



The following support measures were suggested to strengthen the new ecosystem of the **National Action Plan** for the development of Social Enterprises ecosystem in 2019:

○ **Funding:**

Grant to Social Enterprises (new and existed). The grant will reach an amount up to 25,000 EUR and if disabled people or people from vulnerable population groups will be granted additional funding (disabled - 4,000 EUR per person up to 12,000 EUR / Individuals from vulnerable groups - 3,000 EUR per person up to 12,000 EUR).

The suggested initiative aimed at involving about 80 businesses into the funding. The Ministry of Labour, Welfare and Social Insurance/Department of Labour may also subsidise the employment of unemployed people for a specific period.

○ **Incubating Support:**

Two (2) social enterprise incubators were planned to be created (starting from 2019). The incubators were designed to support the start-up of social enterprises for a period up to three (3) years. Following that period, the enterprises need to be shifted to their own working space, as new entities will replace the empty space.

The incubators will provide the following services to the new social enterprises:

- Provision of space - offices and workshops at low rent cost.
- Information about social entrepreneurship.
- Financial mentoring and assistance.
- Secure Funding Sources.
- Business development services.
- Consulting services and know-how.
- Networking.
- Collaboration with universities.

Additional measures:

Furthermore, additional support may include (subject to final decisions):

- a) Label and Certification system, which will help the social enterprises to distinguish themselves from the rest of enterprises.
- b) Electronic Portal to inform the public and potential investors as well as new entrepreneurs about social enterprises, the steps of creating a new social enterprise, available funding sources and training opportunities.
- c) Initial and advanced vocational and educational training for young and experienced social entrepreneurs to be initiated to the idea of developing new ideas and social enterprise
- d) Mentoring schemes

In **Germany**, according to the 2021 DSEM (German Social Entrepreneurship Monitor)⁷ report of SEND (Social Entrepreneurship Network Germany)⁸, almost 80 % of the social enterprises feel that they have received little or no support from policymakers.⁹ The DSEM social enterprises would like to see politicians reduce bureaucracy in public funding programs, improve access to funding opportunities and update the non-profit law.

As of 2022, in recent years, both the federal government and many state governments have initiated activities to improve support for social enterprises. For instance, there exists a platform dedicated to support social start-ups: [Existenzgründerportal des BMWK](#). The new federal government's plan to establish a national support structure for enterprises with a public benefit and social innovations is an important commitment to social enterprises in

⁷ (DSEM) Deutscher Social Entrepreneurship Monitor 2021/22: https://www.send-ev.de/wp-content/uploads/2022/04/4_DSEM_web.pdf

⁸ <https://www.send-ev.de/>

⁹ It should be noted that the DSEM is not a representative survey of all German social enterprises and that the results can therefore only refer to the survey participants.



Germany. As an important signal to increase the acceptance of social innovations and to create networking, the BMBF (federal ministry for education and research) has appointed a Social Innovation Officer.¹⁰

In the area of arts and culture, important support initiatives from the federal and state governments have also been implemented. For instance, the “Neustart Kultur” program (2020-present) of the Federal Commissioner for Culture initiated more than 70 program lines with a budget of two billion euros.

Greek entrepreneurship suffered from the financial crisis, but there are some other factors for its low dynamic. For example, the structural weaknesses of the country because of bureaucracy and the non-availability of promotion and support of entrepreneurship mechanisms have a great impact on Greek entrepreneurship.

Government policy on social enterprises has a relatively short history in **Ireland** and only very limited policies and financial support are dedicated to the development of social enterprises (unlike mainstream enterprises). The majority of the contemporary policy discourse in Ireland calls for the development of an entrepreneurial mindset and skills which are required in a knowledge intensive economy and the increased pace of globalisation. Despite recent progress, Ireland still lacks an enabling policy framework for encouraging the creation, development and sustainability of social enterprises. Across the country, the lack of a high-level strategy encompassing specialist support measures was seen as the most significant obstacle to the development of social enterprise. Current programme provision on social entrepreneurship in Ireland highlights a number of trends. There is a significant degree of overlap between the entrepreneurial and managerial domains. There is an increased emphasis on corporate entrepreneurship and the role of internal corporate venturing. The role of social enterprises is, however, becoming increasingly acknowledged in national policy. Here are some related action plans and policies that illustrate the governmental efforts to adder social entrepreneurship:

- The Government’s Action Plan for Jobs 2012 gave a commitment to commission a report on the potential of social enterprise to create jobs.
- In June 2018, the British-Irish Council, established as part of the Good Friday Agreement, decided on “social enterprise” as the new theme for its Social Inclusion work sector.
- Strategy to Support Community and Voluntary Sector in Ireland 2019-2024
- National Volunteering Strategy (2021 – 2025).
- National Social Enterprise Policy for Ireland 2019 -2022, introduced as a policy for a new era, which is complemented by Sustainable, Inclusive and Empowered Communities: it seeks to create an enabling environment for social enterprise to grow, both in terms of scale and impact. Given the emphasis underway at an EU level in relation to social enterprise and the wider social economy, it is an opportunity for social enterprises to benefit from Ireland engaging more closely with EU policy developments at Governmental level.

Social enterprise stakeholders in Ireland point out the importance of adequately addressing the lack of awareness and joined-up thinking within Government about the needs of the ‘sector’ contributed to deficiencies in the ‘sector’ and developing a strategy that would survive Government change.

Cultural policies for young people in **Italy** are not defined through a specific strategy but are integrated into national and regional regulations. Regarding the Social sector, in Italy exists a specific law which tries to regulate the entire social sector system.

¹⁰ Zarah Bruhn, as of 1 April 2022



	<p>The legislative objectives of the current reform are:</p> <ol style="list-style-type: none"> 1. To encourage and guarantee the widest possible exercise of the right of association, recognising its value in becoming an instrument of personal promotion and democratic participation, solidarity, subsidiarity and pluralism, pursuant to Articles 2, 3, 18 and 118 of the Constitution. 2. To recognise and favour private economic initiative in order to increase and improve the levels of protection of civil and social rights. 3. Favouring and promoting the autonomy of entities, enabling them to achieve their aims, in order to protect the subjects involved. 4. To increase the legal consistency and transparency of associations. <p>At the political level, therefore, there is a willingness on the part of the government to promote the establishment of no social enterprises. However, young people are afraid, given the uncertain times, to start their own social enterprise</p>
<p>Economic</p>	<p>Business infrastructure, entrepreneurial climate, social enterprise start-up rate, governmental and non-governmental funds, intergovernmental funds and economic support programs.</p> <hr/> <p>Social enterprises operate right across society and the economy, addressing social, economic and environmental challenges. Many social enterprises interact with a wide range of government funding schemes and programmes, in areas such as labour market policy, rural and community development, childcare, health, social inclusion and environmental policy. The first two years of the Covid-19 pandemic were economically hard for most of the companies, but especially social enterprises and the cultural and creative industries were hit hard.</p> <p>Social enterprises, like conventional start-ups, need capital for substantial investments to achieve their social impact. For this, they often use hybrid and heterogeneous financing options.</p> <p>Generally, there is not a big investment market for social enterprises in the 6 countries. In some of them this structure is totally missing. Many companies there are heavily reliant on donations. In others the situation is somewhat better but generally support programs are all relatively new.</p> <p>In Bulgaria there is a lack of funding mechanisms at state and municipal level. There are different funding models for state and municipal cultural organisations, and during a state of emergency or force majeure the budget and funding model can be changed so as to ensure the remuneration of labour in cultural institutions. Unfortunately, this option did not work properly during the COVID-19 crisis which led to the extinction of a number of creative and cultural social enterprises in the country.</p> <p>With the decentralisation of social services currently taking place in Bulgaria, the delivery of services is gradually being contracted out to local social enterprises and NGOs, who struggle to get paid for their services. The recipients of the social services are not accustomed to paying for these, because for many years the provision of social services was basically the State’s responsibility. In some cases, people who deliver social services as a part of social enterprises’ business activity are still hesitant to request fees for these services, because this contradicts their belief that they should help socially marginalised people voluntarily.</p> <p>The key challenge is to get the Bulgarian social enterprises to “think” and “behave” like a business, not a charity. Social entrepreneurs lack the economic competencies to run a business and need training and mentoring in order to develop adequate understanding and obtain necessary skills.</p>



	<p>Cypriot organisations initiate or participate in several European projects (Erasmus, Interreg, and others) which aim to exchange knowledge, develop capacity building, and enhance the sustainability of social enterprises. Such examples include:</p> <p>Innoventer: Run in Cyprus by the CCCI (Cyprus Chamber of Industry and Commerce), the project INNOVENTER (Innovative Vocational Social Entrepreneurial Training) seeks to establish vocationally oriented social entrepreneurship training for SMEs so that they innovate themselves, while at the same time engaging disadvantaged people as employees.¹¹</p> <p>The MYNNOVA Project: The project offers young social innovators and entrepreneurs a flexible and freely accessible opportunity for quality mentoring support. This is provided by specially trained youth workers, other entrepreneurs, and experienced professionals, happy to share their time and knowledge. The platform also gives access to information, such as information on the state of the art for social entrepreneurship in all partner countries to the project (Bulgaria, Cyprus, Germany, Romania, and Slovenia), as well as inspirational practices of social entrepreneurship, which are already at work.¹²</p> <p>Social Entrepreneurship Support Europe: The project's main objectives are the improvement of the entrepreneurial competences of human resources of social enterprises; the increasing of knowledge and skills in establishing and managing the social entrepreneurship entities; and the delivery of tools for entrepreneurial competences development.¹³ Considering the increased unemployment rate among youth on the island, social entrepreneurship could have great potential in providing a valid alternative to work, while supporting economic growth and benefiting society.</p> <p>WomenPRO: The project's general objective is to enhance and promote social entrepreneurship spirit among young women living in rural and remote areas, by raising awareness and providing them with an integral training course, tailored to their specific needs.</p> <p>In Germany, according to the 2021 DSEM (German Social Entrepreneurship Monitor) report of SEND (Social Entrepreneurship Network Germany), more than half of the social entrepreneurs use their own savings to make investments in the business and more than one fifth use the support of family and friends. This may also be due to the fact that social start-ups have considerable difficulties in financing their enterprise via venture capital. Their expected returns are often lower than those of conventional start-ups and/or their profit distribution is capped in some cases, making them unattractive to traditional investors. Furthermore, when applying for public funding, only 32 % of the DSEM social enterprises that chose this form of financing were fully successful. However, 47.7 % of DSEM social enterprises obtained at least partial funding. The second most successful funding source for social enterprises turns out to be the novel funding form of crowdfunding. 45.5 % of DSEM social enterprises received the planned financing amount in full.¹⁴</p> <p>A social investment market is non-existent in Greece. There are no specialist financial intermediaries or instruments that cater to the specific needs of social enterprises. Greek social businesses suffer a dramatic lack of committed capital, which is also widespread in the Greek SME sector. Capitalization of many social enterprises is in most cases virtual or evidently inadequate, usually there is a ceiling of a few hundred euro of committed capital. Their business orientation is necessity-driven, in many cases resembling charitable, non-</p>
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¹¹ <https://innoventer.eu/>

¹² <https://euromentor.eu/>

¹³ www.ses-project.eu

¹⁴ Kultur im Kampf gegen Corona, Aktuelle Analysen 90, Hanns-Seidl-Stiftung (2021)



profit-making associations having no solid mid-term entrepreneurial vision or action plan and directly targeting grants in a very short-sighted manner. Overall, the social business sector in Greece produces an annual turnover of some hundred thousand euro.

In **Italy** the situation is as follows: According to the latest Social Impact Outlook report released by Tiresia – the research centre of Politecnico di Milano – impact investing in Italy is currently characterised by a strong and curious asymmetry: more capital than demand. Against an impact capital of 210.5 million euros – which could rise to 400 in three years – there should be only 627 social businesses ready to receive investments. These include social cooperatives, statutory social enterprises, social start-ups and benefit companies.

In such a context, as far as the category of companies and start-ups with a social vocation is concerned, a fundamental role to support the demand in emerging and being connected to capital could be played by business incubators dealing with social impact.

Representatives from the social investment sector in **Ireland** reported that demand side constraints were the primary issue facing the market. The current range of financial products does not “fit” the social enterprise market. Assessment systems, techniques and criteria used are geared to conventional personal or business loans and are not appropriate for the different objectives and characteristics of social enterprises. This is unlikely to be a deliberate policy by the mainstream providers, but rather reflects the lack of understanding of the unique characteristics of social enterprises.¹⁵

By analysing disaggregated data on the types of income generated by social enterprises, the 2021 Clann Credo study was able to estimate the extent to which organisations were reliant on traded income. It was found that almost two thirds of all ‘social enterprises’ (and community businesses) in Ireland did not generate any income from traded activities. The remaining social enterprises together had a total traded income of EUR 243.5 million. This suggests that grants constitute a vital element of overall income for social enterprises in Ireland. Of the one third of social enterprises that did generate income from traded activities, on average just 17 % of income came from this source, indicating that grants remain a very important source of income even amongst those social enterprises that do operate on a more commercial basis.

Dedicated support structures for social enterprises are limited in Ireland but include:

- The Social Economy Unit, which was established by Partas in 1997 and supports new social enterprises in Tallaght, South Dublin County.
- SEDCo (Social Enterprises Development Company) which provides incubation, start-up advice and support for new social enterprises, on a one project per annum basis.
- University College Cork (UCC) which provides advice and support to start-up co-ops, as well as running courses (including Masters’ courses) in social entrepreneurship.

There are also some but unfortunately - limited funding sources available to social enterprises. These include:

- The Social Finance Foundation distribute via five approved social lending organisations (EUR 97 million);
- Bank finance through Triodos Bank serving Ireland from the UK (approximately EUR 50 million was committed); and
- Funding for social entrepreneurs through the Arthur Guinness Fund disbursed by a competitive dialogue through Social Entrepreneurs Ireland (EUR 650,000).

¹⁵ Brennan



	<p>Across Ireland throughout this pandemic, social enterprises have made an important contribution in areas such as mental health, social inclusion and the circular economy. Thus, support programmes were also implemented:</p> <ul style="list-style-type: none"> • In July 2021 the Irish Government introduced the COVID-19 Social Enterprise Regeneration Programme. • Programme to support Social Enterprises in their recovery from COVID-19 investing €945,000 • An estimated 550 Social Enterprises across every region to benefit o Delivery of programme to support the objectives under ‘Our Rural Future’
<p>Social</p>	<p>Social capital, social partnerships and networks. Local/regional/national support points, e.g. civic society organisations that support/create opportunities for young artists.</p> <hr/> <p>In a worrisome report from 2019 The Friedrich Ebert Foundation in Bulgaria points out that socialisation of Bulgarian youth in social values and traditions has been relatively successful, while at the same time there has only been an extremely limited realisation of potential for social initiative.</p> <p>There are no networks of social enterprises in Bulgaria at present but there are few examples of NGOs who developed platforms for cooperation:</p> <ul style="list-style-type: none"> • The Pia Mater Foundation, one of the main social enterprises in the capital Sofia, has set up an online portal called Institute for Social Entrepreneurship which provides information on social entrepreneurship and good practice examples from across the country. • The Bulgarian Charities Aid Foundation (BCAF) has launched an information platform Social enterprises in Bulgaria: When the Business has a Social Mission which provides up-to-date information on contests, funding opportunities and other resources for social enterprises. The platform represents both start-up and existing social enterprises, connects them in a network, and supports the development of their capacity and their growth. • Other information platforms for social enterprises in Bulgaria have been established within the framework of projects funded by OP Human Resources Development, for example the regional platform Social Economy established to support social enterprises in Northern Bulgaria and the Virtual Resource Centre for the Social Economy maintained by the Millennium Foundation. <p>A small number of Cypriot associations and foundations have recently developed economic activities to generate income that support their sustainability. Although they cannot define themselves as social enterprises, these entities often focus on providing services for the wellbeing of vulnerable groups and/or socially excluded groups and generate a significant portion of their income by engaging in economic activities, including recycling, the production of organic products and operating second-hand shops.¹⁶</p> <p>Activities and projects related to the social and work inclusion of vulnerable or marginalised groups are also performed by associations and foundations; although these activities do not qualify as social enterprises, they do have the potential to be institutionalised and become social enterprises at a later stage.¹⁷</p>

¹⁶ Isaias, Social enterprises and their ecosystems in Europe-Updated country report: Cyprus, 2019

¹⁷ Isaias, Update of the Mapping of Social Enterprises and their Ecosystems in Europe Cyprus Country Report, 2019



In **Germany**, there exist a number of Social Impact Labs, Impact Hubs as well as the *Social Entrepreneurship Academy* and the *Impact Factory*: Social start-ups can participate in programs and benefit from various training, networking and support projects.¹⁸ As for the arts and cultural sector, there also exist supporting networks and new initiatives. For instance, in 2021, the Bavarian Ministry of the Arts launched a new online event series that supports the players in the independent arts scene in networking even more strongly, both nationally and across disciplines. In order to better address the concerns and needs of the players, a round table exchange has been taking place, to which the Ministry of the Arts invites the representatives of relevant associations on a topic-related basis. An essential cornerstone for successful social entrepreneurship ecosystems is also formed by networks for the exchange of information among social entrepreneurs and organisations that offer specific services for the empowerment of social entrepreneurs. These include Ashoka as a global network and training program for social entrepreneurs, incubator and accelerator programs, and the Social Entrepreneurship Network Germany as an association of German social entrepreneurs.

In **Greece** the EKKE's Social Economy Observatory was set up in 2012 and aims to become a repository of research, documentation and support for social entrepreneurship but is still in its early stages. There is hardly any empirical research on social enterprises, little cooperation between researchers in this field, and no systemic and continuous monitoring or evaluation of public actions in this field.

Social Entrepreneurship is a rapidly growing area in **Ireland** and internationally, as businesses can no longer operate in isolation from social, environmental and political challenges. Whilst the origins of public support to the social enterprise sector lie in two successive schemes that targeted the social economy more broadly, public support to social enterprises has become more explicit in recent years. For example, in 2019, the Irish government published the results of a year-long review of social enterprises, identifying a set of recommendations to support the growth and development of social enterprises.

In Ireland there are no national business surveys that include questions about social enterprises, meaning that the available evidence generally originates from research studies carried by academics, sector stakeholders, etc. It is needed to identify any gaps which may exist in business supports available to social enterprises and work to address those gaps. There is a lack of business and investment skills as a key reason for the rejection of loan applications. Accessing sufficient finance is clearly a problem for social enterprises, whether this is external finance (e.g. grants and loans) or income earned through sales.

Many social enterprises face problems with internal capacity, particularly their ability to recruit skilled staff.

In **Italy** the challenge for youth-led companies in general, operating in an era of turbulence, is considerable. Ten major crises followed one another in less than a quarter of a century. From the great crisis born of finance and spread to the real economy (2008-2009), to the sovereign debt crisis (2011-2013), followed by the first phase of the Russian-Ukrainian crisis (2014), the global pandemic (2020), the bottlenecks along global supply chains and the escalation of commodity prices (2020-2021), the outbreak of the energy crisis (2021) to the invasion of Ukraine (2022), events transversed by a progressive climate crisis and a return of demographic winter. We have moved from the 'short century' to the 'century of uncertainty'.

¹⁸ <https://social-startups.de/social-entrepreneurship/>



	<p>In the last 14 years (2008-2021) there have been 6 years of recession, while in the previous 47 years (1961-2007) only 2 were characterised by a fall in real GDP.</p> <p>These events led to great instability. For decades, young artists and creative people have experienced periods of instability, both political and economic, which severely affect the country's social stability. Nevertheless, Italy is the country of art and culture, and contemporary scholars believe that the role culture can play in addressing contemporary and future challenges in our society is crucial.</p>
<p>Cultural</p>	<p>Presence of entrepreneurial culture, cultural attitudes to social enterprises/NGOs, human rights culture, culture of charity; cultural values of creativity and innovation.</p> <hr/> <p>In Bulgaria, due to the lack of tradition and culture in developing the third sector during the communist era, social enterprises still are not well-understood and often are misperceived by society at-large.</p> <p>Most cultural and creative social enterprises are managed by persons who often don't have any business background. Furthermore, the staff of social service NGOs and enterprises are mostly composed of artists, creatives, social workers and philanthropists, and the science of making money is completely foreign to them.</p> <p>Unlike at the beginning of the post-communist transition (1990s), when "business" too often meant "trickery", in modern-day European Bulgaria, willingness to take the economic initiative is related to a greater sense of responsibility and accompanied by a desire to test one's strength.</p> <p>Currently, there is not any formally established network for social entrepreneurship in Cyprus to coordinate any efforts for the development of the sector. Although an effort to set up a (informal) Cyprus Network of Social Entrepreneurs was initiated in 2010, not any practical and/or systematic activity has been observed. The National Action Plan has included a provision to support the formation of such a network within the period 2018-2020.</p> <p>Social entrepreneurs create social innovations and test their impact model to solve social and environmental challenges. In Germany, almost 90 % of DSEM enterprises rated their social enterprise as innovative in at least one area. A large proportion (64.9 %) reported offering product or service innovations (for existing social challenges). 37.9 % of DSEM social enterprises have found an innovative business model as a new way to generate value for their customers and ensure the financial sustainability of their organisation. In 42.6 % of DSEM social enterprises, impact is achieved in an innovative way (innovative impact model), including 9.8 % of cases through a novel supply chain design.</p> <p>Unconventional work practices are also employed by 39 % of DSEM social enterprises. Social enterprises are organised in a participatory or democratic manner and are characterised by an integrative management culture. Almost one in five companies (22.3 %) is organised in innovative process structures and 16.7 % state that they use innovative leadership methods. In view of a lack of credible institutionalised learning and exchange platforms for social enterprises, social enterprises in Greece use conferences and linkages with well-established social enterprises to get access to expertise and experience.</p> <p>In Ireland, as a consequence of the major emigration that took place to the USA, America began to have a major influence and this was never more so than from the time that Ireland reopened its economy to foreign direct investment in the early 1960s. American cultural attitudes to entrepreneurship impacted Irish culture.</p>



	<p>The strong reliance on agriculture in the 1930s and 1940s explains why entrepreneurship was identifiable, at a fundamental level, with rural areas and farming family members who from an early age worked alongside their parents. They experienced at first hand the ups and downs of business. Many of the entrepreneurs to emerge in the later part of the twentieth century in Ireland were from rural areas.</p> <p>A serious cultural impact on social entrepreneurship in Ireland had religious institutions. Catholic convent women had a major role in establishing social enterprises such as schools, hospitals for the elderly, industrial schools and orphanages.</p> <p>Naomi Birdthistle points out that the so-called ‘economic miracle’ which became known as the ‘Celtic Tiger’ had a long gestation period. In many ways, she says, it came about as a result of a conflux of many elements, including social and political events, the influence of rural entrepreneurship and religious institutions, fortitude, nationalism and luck. “The status of the entrepreneur in Irish society is therefore not a miracle but the result of a young independent nation finding its feet after centuries of political control.”</p> <p>A positive cultural trend now in Ireland is that local stakeholders increasingly value an association with a socially minded company, and the social enterprise is gaining in popularity as an employer of choice among the Millennium generation.</p> <p>Art and creative sector workers in Italy are suffering more than other categories from the emergency situation, so much so that a reform of the sector is increasingly urgent. This happens mainly because at the cultural level, the work of artists and creative people is not given its due importance, since little recognition is given to the impact they can have on the welfare of communities.</p>
<p>Legal</p>	<p>Legal Framework</p> <ul style="list-style-type: none"> - summary of the research in Q3.2 + administrative support opportunities. When applicable, mention legislation that limits the work of the NGOs and charities. - What legal forms are there in the country that are suitable for social entrepreneurship? <hr/> <p>The selection of a legal form is often a difficult task for social entrepreneurs. The fulfilment of the "double bottom line", i.e. the generation of social added value while at the same time ensuring financial sustainability and stability, represents a major challenge in the choice of legal form. With their social enterprise, social entrepreneurs want to solve a social challenge in an entrepreneurial way and/or anchor strong corporate values around social and ecological sustainability also by means of a legal form.</p> <p>Many social entrepreneurs are particularly concerned with the question of whether non-profit status makes sense in their case and how it can be implemented in comparison to traditional start-ups.</p> <p>Bulgarian legislation does not provide a legal definition of social enterprise, nor are there any rules that regulate their status, form and activities. A Bulgarian legal act where the term “social enterprise” is used still does not exist. Consequently, social enterprises adopt a variety of legal forms; the three most common ones being non-profit legal entities (NPLEs) such as associations and foundations; cooperatives, and specialised enterprises for people with disabilities.</p> <p>In Bulgaria, a number of social-service NGOs were created in the last 10 to 15 years. Under the Law on Non-profit Legal Entities, these NGOs were granted the right to perform related business activities that generate financial support for the achievement of their missions.</p>



	<p>There are no marks, labelling schemes or certification systems for social enterprises in Bulgaria. However, the development of rules for the introduction and application of a kitemark (“social enterprise product”) is included as one of the actions under Priority 1 of the Action Plan for the Social Economy 2014-2015.</p> <p>The National Social Economy Concept represents the Government’s framework for the development of the social economy in Bulgaria.</p> <p>The Action Plan for the Social Economy 2014-2015 which supports the implementation of the National Social Economy Concept lays out a series of priority actions aimed at facilitating the development of social economy (including social enterprises) in Bulgaria:</p> <ul style="list-style-type: none"> ● Priority 1: Raising awareness among stakeholders about the nature and functioning of the social economy; ● Priority 2: Establishment of support structures for the social economy and social enterprises; ● Priority 3: Information about the social economy; ● Priority 4: Creation of favourable conditions for education, training and research in support of the social economy, and ● Priority 5: Creation of a favourable environment that encourages the development of the social economy. <p>Until very recently, there was no clear definition of the term ‘Social Enterprise’ in either Company Law or other legislative instruments in Cyprus. In addition to that, there have been no specific legislative instruments which govern the establishment, incorporation, constitution, synthesis and operations of social enterprises.¹⁹ A corporate body up until now, having or combining as part of its mission or operations, elements of a social nature, would normally take the form of a company either limited by guarantee (Incorporated under the Companies Law, Cap.113), or of an Association and Foundations and other Ancillary Matters Law of 2017 (Law 104(I)/2017), or, of a cooperative society under the Cooperative Societies Law of 1985 (Law 22/1985).</p> <p>Following the approval by the Council of Ministers of the draft law ‘on the development and maintenance of a registry of social enterprises, and its submission to the committee of the House of Representatives under the name ‘The Social Enterprises Law of 2020’ the long and outstanding proposal of the bill has passed into the much-awaited law and formally published on the official governmental paper of the Republic of Cyprus on 23.12.2020 as ‘The Social Enterprises Law’.²⁰</p> <p>The eventual incorporation of the Social Enterprises Law in the legislative arsenal of Cyprus in the following years, following drafting and discussions by social partners, will most definitely serve to further develop and promote Social Entrepreneurship in Cyprus and has arrived at a very crucial junction, where social sensitivity and care for vulnerable groups as well as the environment are more necessary than ever before.</p> <p>Many social entrepreneurs are looking for a legal construct that combines both non-profit and commercial status. In contrast to other countries, German legislation does not (yet) offer an ideal solution to this conflict. Accordingly, most social entrepreneurs have to decide for or against a non-profit status. In some cases, social enterprises solve this problem with hybrid structures. That is, they combine several legal forms in order to do justice to all interest groups in their enterprise. This results in a heterogeneity of legal forms in the social entrepreneurship sector.</p>
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¹⁹ Karitzis A., 2021, Cyprus: Social Enterprises : <https://www.mondaq.com/cyprus/contracts-and-commercial-law/1048810/social-enterprises>

²⁰ https://www.karitzis.com/en/news/social-enterprises/ppp-101/163/?utm_source=Mondaq&utm_medium=syndication&utm_campaign=LinkedIn-integration



Overview of typical legal forms for social enterprises in Germany:

	Sozial motivierte Organisationen				Kommerzielle Organisationen	
	Reine Wohltätigkeitsorganisation	Wohltätigkeitsorganisation mit Erwerbselementen	Gemeinnützig verfasstes Sozialunternehmen	Gewerblich verfasstes Sozialunternehmen	Sozial verantwortliches Unternehmen	Rein kommerzielles Unternehmen
Primärer Geschäftszweck	Soziale Mission	Soziale Mission	Soziale Mission mit Gewinn als Nebenprodukt	Soziale Mission in Übereinstimmung mit Gewinnerwirtschaftung	Sozial verantwortliche Gewinnmaximierung	Gewinnmaximierung
Typische Rechtsform	e.V., gUG, gGmbH, gAG	e.V., gUG, gGmbH, gAG	eG, gUG, gGmbH, gAG, (teilweise hybride Strukturen)	eG, UG, GmbH, AG	UG, GmbH, AG	UG, GmbH, AG
Finanzielle Nachhaltigkeit	Begrenzt kommerzielle Umsätze, größtenteils abhängig von Spenden und Zuschüssen	50-75% Kostendeckung durch kommerzielle Umsätze, z.T. abhängig von Spenden und Zuschüssen	Kostendeckend, (potenziell) wirtschaftlich tragfähig	(Potenziell) wirtschaftlich tragfähig	(Potenziell) wirtschaftlich tragfähig	(Potenziell) wirtschaftlich tragfähig
Gewinn-ausschüttung	Nein	Nein	Typischerweise nein (Ausnahmen möglich)	Typischerweise ja (in begrenztem Rahmen)	Ja	Ja
Satzungsgemäße Mission	Ja	Ja	Ja	Typischerweise nein (Ausnahmen möglich)	Nein	Nein

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An overview of common legal forms artists and creatives choose to start their artistic and creative enterprises can be found here: [Existenzgründerportal Kunst und Medien](#)

In **Greece**, Law 3852/2010, article 100 allows for entities such as social enterprises to take part in public service contracting.

Law 4019/2011, article 12 specifically allows social enterprises to take part in state or regional contracting.

There are no institutionalised forms of social enterprise in **Ireland**. Whilst the development of a nationally recognised definition of social enterprises is a recent and ongoing process in Ireland, there are existing ‘labels’ that can be used to describe the types of organisations that could be considered social enterprises.

This includes:

- Company Limited by Guarantee, which is the most common legal form within Ireland, and which can be used by social enterprises
- Community-based organisations grant funded (e.g., through government schemes to provide temporary employment and job training;
- Charities and voluntary organisations delivering public services on a grant or contract basis;
- Friendly societies; which include organisations that provide financial welfare to specific groups (e.g., the Irish Grocers Benevolent Fund)
- Socially-entrepreneurial individuals launching socially motivated businesses;
- Entrepreneurial sports, cultural and community organisations such as the Gaelic Athletic Association (GAA);
- Credit Unions; which may provide finance to social enterprises and which on some counts may themselves be considered social enterprises
- Industrial and Provident Societies, the most usual legal form of cooperatives.

In Ireland, share companies and non-profit companies (limited by guarantee) which have a “charitable purpose” as their main object and do not distribute profits can apply to the tax authority for particular tax exemptions.

The role of social enterprises is becoming increasingly acknowledged in national policy. Following the publication of the Forfás’ report in July 2013, a cross-departmental ‘minister for social enterprise’ has been appointed by the Taoiseach (Irish prime minister) to drive forward the social enterprise agenda. This means that for the first time there is ministerial-level leadership to promote and support the interests of social enterprises. Just like in the

²¹ BMWI (Unterberg, Richter et al.) „Herausforderungen bei der Gründung und Skalierung von Sozialunternehmen. Welche Rahmenbedingungen benötigen Social Entrepreneurs?“, 2015



	<p>UK, inclusive governance is not necessarily seen as a core characteristic of social enterprises in Ireland.</p> <p>The Covid context, especially after the first lockdown, when the Italian government set up forms of support for certain professional categories, made the question re-emerge in all its complexity: how does the professional figure of the artist fit into the Italian legal system?</p>
<p>Technological</p>	<p>Infrastructure, Knowledge, Skills, Social/cultural attitudes</p> <hr/> <p>Examining the best practices of Bulgarian social entrepreneurs who successfully use information and communications technology (ICT) to create social impact, we could see that they have moved beyond digital literacy, managed to incorporate deep stakeholder involvement and successfully communicate their results to the community via social media and other digital channels. In addition, the COVID-19 pandemic has accelerated digital transformation and highlighted the opportunities and challenges of delivering services online.</p> <p>However, there is still a need to develop digital strategies for social enterprises as a key to scaling innovative social enterprises towards sustainable development and empowering social entrepreneurs to drive social inclusion.</p> <p>The state and local authorities still lack policies and programs to equip social enterprises with digital tools and strategic planning on digital transformation, so they can transform their operations, empower their clients and take the impact of the social economy to new heights.</p> <p>The use of new technologies and innovative programs in Cyprus: We Hug²² is a new platform which aims to introduce the concept of crowdfunding to Cyprus and to enable financing of “anyone with a cause”. Specifically, the platform aims to “support individuals with innovative ideas, start-ups, artists, entrepreneurs, organisations, bi-communal projects and people who have a cause in life to help others or Charities and NGOs that want to fund their cause”.</p> <p>Research Institutions and Observatories: In recent years several research institutions, which are mostly affiliated to universities, design and implement several research initiatives on the wider area of entrepreneurship, where they also attempt to incorporate specific topics, such as social entrepreneurship, innovation and entrepreneurship, public policies, etc. However, a significant lack of data on social enterprises and the field of social entrepreneurship has not yet been in their focus.</p> <p>Centre for Entrepreneurship (C4E): Research and training centre at the University of Cyprus. It provides training and education aiming at developing a culture of entrepreneurship within the academic community, students, young researchers, academics, administrative staff and graduates. To this end, C4E promotes educational activities at the undergraduate and graduate level and interdepartmental audiences through courses and empirical exercise workshops with interdepartmental student teams on relevant topics to start-ups, entrepreneurship, social entrepreneurship, and business entrepreneurship (intrapreneurship).</p> <p>The European University Cyprus Performance Enterprise Accelerator and Knowledge Innovation Centre (EUC-PEAK): is a research centre affiliated to the European University of Cyprus. It aims to research, support, and accelerate efforts of entrepreneurship, business innovation and knowledge transfer in Cyprus and the near region. Further, the EUC-PEAK</p>

²² www.wehug.org



Innovation Centre seeks to be both a facilitator of change as well as a partner in efforts for knowledge to be transferred back and forth the academic community and the local and regional businesses, while it envisions becoming a hub for research, applications and education for the Cypriot start-up companies, SMEs, industrial and manufacturing community, social entrepreneurship and green entrepreneurship, stakeholders, and public authorities.

Incubators / Coworking Spaces:

Hub Nicosia is a coworking and educational Centre. Its vision is to eventually become an incubator of social enterprises and the focal point of social entrepreneurship on the island. It currently offers coworking facilities to social enterprises, NGOs and freelancers.

IDEA Innovation Centre was founded in 2015 by the Bank of Cyprus and other prestigious partners, as an incubator-accelerator for start-ups as well as an entrepreneurship hub. The IDEA is currently the largest non-profit comprehensive innovation centre in Cyprus, forming a cluster of private and public partnerships which support start-ups and innovative SMEs.

Future Worlds Centre (FWC): is an innovative non-profit organisation of social entrepreneurs, aspiring to harness the power of emerging technologies and the science of structured democratic dialogue to accelerate positive social change. As the FWC mission indicates, 'FWC is an incubator of social entrepreneurs designing humane and sustainable futures.

The Centre for Entrepreneurial Development, Alliance and Research (CEDAR): an initiative led by University of Central Lancashire in Cyprus (UCLan) Cyprus, is the first interdisciplinary and pioneering non-for-profit Centre for Entrepreneurship in Cyprus. Its mission is to act as a catalyst for entrepreneurial development by building synergies between different areas of expertise in education, training, research, outreach, and policy. It builds bridges of cooperation with the entrepreneurial economy of Cyprus and beyond. Among CEDAR's entrepreneurship initiatives are "Panorama of social enterprise" and "Ideodromio". The first aims to showcase programmes and schemes in operation in Cyprus and Europe geared to support social entrepreneurship and its impact in modern societies, while the latter aims to embed the entrepreneurial spirit to young aspiring students (for more details, see below).

The **Interdisciplinary Centre for Law, Alternative and Innovative Methods (ICLAIM):** is an interdisciplinary not-for-profit Centre, which closely works with UCLan Cyprus for, inter alia, responsible research, innovation, and enterprise in the aforementioned fields through educational training, vocational training, engagement with the legal profession, the industry and the public, and social entrepreneurship and service to the community.

The **Center for the Advancement of Research & Development in Educational Technology (CARDET)** is an independent, non-profit, non-governmental, research and development organisation. Besides a training and education centre, CARDET contributes to the development of numerous innovative ideas and start-ups, while one of its main objectives is to inspire innovation, entrepreneurship, leadership, and social change. CARDET has also implemented numerous European projects in the field of social entrepreneurship over the last years.

Prizes and awards:

Since 2013, Digital Championship is awarded in Cyprus. The competition is co-organized by the Digital Champion Cyprus (Stelios Himonas), the Ministry of Education and Culture, the RPF, the Ministry of Energy, Commerce, Industry and Tourism, and the Representation of the European Commission in Cyprus. A special award goes to the best "Social Entrepreneurship" proposal.

Ideodromio: The Cyprus Pedagogical Institute in cooperation with Departments of Secondary General and Secondary Technical and Vocational Education and CEDAR Entrepreneurship Center UCLan carried out the "Ideodromio" Competition in 2017-2018. The "Ideodromio" Competition aimed to promote creative and innovative thinking and the



development of skills related to student entrepreneurship to pupils of Secondary Education (High Schools, Lyceums and Technical Schools) in Cyprus. Within the framework of the Program, actions such as training sessions, a two-day workshop and Ideodromio's Concept Creativity, Innovation and Ideas Competition took place. There were two prizes given for the best business ideas, Innovative Business Idea Award and Prize for social and green entrepreneurship.

Business Idea Competition: In 2016-2017, the Centre for Entrepreneurial Development – Alliance – Research (CEDAR), in cooperation with UCLan Cyprus launched the Business Idea Competition, in which the Social Enterprising Award was included.

Enhancing the Integration of Digital Technology in Business Activities:

The integration of digital technology in business activities is identified as a challenge for Cyprus, as the island has a mixed performance indicator in this sector. Even though a significant percentage of SMEs have a basic level of digital and technological presence, which is above EU average, and Cyprus is doing well on Cloud Based services, the main challenge remains with companies that do not take full advantage of the use of state-of-the-art technologies. Therefore, Cyprus, through its National Reform Program 2022, is focusing on the introduction of digital technologies in business activities and acknowledging future benefits, such as increasing the efficiency of systems, products, and services 12.

National Scheme for the Digital Upgrade of Enterprises:

The Scheme's main objective is to enhance the integration of digital technology in SMEs that are already established or to be established in areas controlled by the Republic of Cyprus. By the second quarter Q2 of 2026, it is forecasted that at least 290 SMEs will be supported following the submission of payment applications and administrative services as well as on the spot verifications performed by the responsible Scheme Management Team. The Scheme has been examined by the Technical Committee for the RRP (Cyprus Recovery and Resilience Plan) and suggestions provided are under the assessment of the Ministry of Energy, Commerce, and Industry. This scheme was also included in the Operational Program 2014-2020 "**Competitiveness & Sustainable Development**" co-funded by ERDF (European Regional Development Fund) and national funds, aiming to enhance the integration of digital technology in SMEs that are established or to be established in areas controlled by the Republic of Cyprus.

By the end of 2021, 371 enterprises have been approved, while 358 enterprises signed the Public Financing Agreement. The Scheme will be extended and financed under ESIF (European Structural and Investment Fund) for 2021-2027.

In **Germany**, 52.4 % of the DSEM social enterprises use technology in their services. The most popular (35.9 %) are platform technologies for implementing the business and/or impact model. This also underscores the vision of many social entrepreneurs to make their social innovation accessible to the broadest possible user group. Examples of such socially innovative platforms are the crowdfunding platform "startnext" or the matching platform for communal living "bring-together". In addition, classic mobile apps are also a frequently used application.

Technologies that play an important role in the conventional start-up scene, such as the use of artificial intelligence, the Internet of Things (IoT) or blockchain technology, are used comparatively little by DSEM social enterprises.

The results show that technology is a way for many DSEM social entrepreneurs to implement their social innovation. However, technology does not necessarily have to be part of a social innovation. Social innovations are aimed at creating new forms of social interaction, for which analogue encounters can also play an important role.



	<p>There is a need for more use of modern technologies as well as new marketing strategies in Greece.</p> <p>Equipping individuals with entrepreneurial capacities and capabilities, promoting technological change and innovation and creating favourable environments for entrepreneurship at all levels has been widely recognized in Ireland as essential to support effective entrepreneurial behaviour.</p> <p>The COVID-19 pandemic was about accelerating enterprises` digital transformation. This accelerating pace of change poses both opportunities and challenges for local social enterprises. Organisations that went into the pandemic with access to the appropriate technology have thrived – for example, some online education groups – while others reliant on face-to-face interactions scrambled to adapt.</p> <p>The use of social media, particularly Twitter and Facebook, has opened up new opportunities for social enterprises and advocacy groups to engage with supporters of their cause and provide funding. This “always on, always connected” mentality has made the global village smaller and closer and has helped to create a new generation of technology-savvy social entrepreneurs who recognize that social media allows them to simultaneously reach local, national and international audiences for collaboration and financial support.</p> <p>The use of new technologies to support creativity and innovation was promoted in Italy at the national level in 2015 with the National Digital School Plan. In this context, digital is valorised, identified as an enabling and driving tool for change. The idea behind the plan's interventions is that every digitalisation effort should be channelled within an idea of innovation.</p> <p>However, there is still little funding in the digital field, and some regions of the country, in particular, still have great difficulties with modernisation, especially in the field of public administration. This backwardness in the technological and digital field is an obstacle for young people.</p>
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3.2 Current delivery approaches, methods, and training topics of social entrepreneurship training

3.2.1 Learning Approaches for Social Entrepreneurship Training

Different existing learning approaches that are currently used in social entrepreneurship training can give insights into the topic. These may be formal educational approaches in formal learning settings (e.g. study courses), non-formal educational approaches that are provided in non-formal learning settings (e.g. NGO-based free training) or examples of vocational training, provided by companies or municipal training centres.

Bulgaria

There are both formal and non-formal education programs in social entrepreneurship in Bulgaria. The formal education provides studies in social entrepreneurship only at the higher level of education.

Bachelor Programs

There is only one Bachelor program on Entrepreneurship in the Social Sphere in the Country – in the Faculty of Economics of the St. Cyril and Methodius University of Veliko Tarnovo.

- Name of Educational program: Entrepreneurship in the Social Sphere



Co-funded by
the European Union



- Educational and qualification degree: Bachelor
- Professional qualification: Social worker, entrepreneur in social work
- Study period: 8 semesters (4 years)
- ECTS Credits: 240
- Form of study: Regular, full time.

Masters Programs

There is only one MA program on Social Entrepreneurship in the Country – in the Sociology Department of the New Bulgarian University in Sofia. The Master's Program in Social Entrepreneurship responds to pressing and significant problems of modern Bulgarian society and the globalising world in general. It is aligned with the trend of increasing complexity of the social world and for this very reason it is multidimensional in a disciplinary sense.

- Educational and qualification degree: Masters
- The program lasts for 3 semesters. (18 months)
- Form of study: Regular, full time.
- ECTS Credits: 105
- The training covers lecture courses on new forms of solidarity, civil society, non-governmental organisations, social problems, social economy, social capital, status and functions of social entrepreneurship, social innovation, etc.
- The palette of classroom courses also includes social entrepreneurship, social exclusion and poverty, culture of entrepreneurship, sociology of prostitution and drug addiction, social realization of the Bulgarian Roma, public policies and evaluative studies, etc.
- Extracurricular learning forms relevant to the thematic area of social entrepreneurship are foreseen: internships, practices, projects and seminars

There are many non-formal educational programs in social entrepreneurship, usually delivered as short-term courses, lasting between a week and few months and organised by NGOs and associations. Most of them are active in the youth sector and realise their training with the support of the European Commission and the European Youth Foundation at the Council of Europe. They are run with non-formal educational methodology and provide a Certificate of Participation, Youth Pass or EuroPass but those learning achievements are not receiving any ECTS credits.

Cyprus

Tertiary education as well as EU Co-Funded Programs CSO's and NGO's have been activated in promoting social entrepreneurship either as an independently discussed area, or as a part of a wider entrepreneurship zone. Several universities and higher education institutions have included courses on social entrepreneurship, particularly as part of their Business Administration study programs. However, it should be noted that these programs are oriented to the general field of social entrepreneurship, and not specifically to social enterprises.

- **Cyprus University of Technology (TEPAK):** A course with the title 'Introduction to Social Design, Innovation and Entrepreneurship' has been incorporated within the Bachelor Programme in Management. The overall aim is to communicate to the students the basic theoretical and practical aspects of social design, innovation and entrepreneurship through a learning framework of interdisciplinary and cooperative learning. The course pinpoints areas such as social design, innovation and entrepreneurship, and incorporates the relevant basic methodologies and practices that support its further development.



- **Frederick University:** An elective course on social entrepreneurship is included in the curriculum of bachelor's in social work. The overall aim is to familiarise students with techniques and social intervention strategies on creating social enterprises at the local, national, and European level.
- **University of Nicosia (UNIC):** a course on Social Entrepreneurship has been incorporated within the Bachelor Program for Business Administration for 4th year students. Emphasis was given on analysing the theories and tools of social innovation, the social entrepreneur spirit, and characteristics, and developing social enterprises. In 2018, in collaboration with Synthesis Centre, it developed a specialised training program for social enterprises which applies the EMES / European Commission definition of social enterprises, the forthcoming legislation, and the action program. The module is part of the Innoventer Training Programme developed by the Cyprus Chamber of Commerce and Industry and other European partners was launched at the end of 2018.
- **Cyprus International Institute of Management (CIIM):** is in the business of creating sustainable value for society. In its bachelor's in business administration a selective module on Social Entrepreneurship is included.
- **SYNTHESIS Centre for Research and Education Ltd** is perhaps the leading institution in the field of social entrepreneurship and social innovation in Cyprus. It was the first organisation in the country that has worked to promote the field of social entrepreneurship, organising European conferences and training events since 2010. In 2015, it established 'Hub Nicosia' with the vision of becoming the home of social innovation and an incubator of social enterprises.
- **IDEA Innovation Centre**²³ hosts start-up companies, offering high quality training and services, to turn innovative into viable businesses with a global outlook. It provides an entire spectrum of business support, from idea-stage to implementation, sales, investment, and business expansion. The IDEA Centre helps in the creation of new SMEs annually as well as new job opportunities. It implements a cooperation between the Public and Private Sectors and promotes Cyprus' presence abroad, strengthening the European Innovation bond elevating the country higher on the international innovation map. It also creates an investment stream for young entrepreneurs through an internal investor network.

Germany

In Germany exists a large number of formal and non-formal programs about entrepreneurship that include modules about social entrepreneurship and social innovations. Also, there are many training opportunities specifically focused on social entrepreneurship. Higher education institutions offer study programs (e.g. Bachelor of Arts) in this field and there exist institutions that offer a variety of learning approaches (e.g. One-year training with certificate, two-day workshop, Summer schools). Also, free extensive open online courses are a more flexible offer that is available for people to extend their knowledge and skills. Moreover, several Erasmus+ projects with the aim to enhance social entrepreneurship skills have been implemented in Germany.

The following provides a selection of social entrepreneurship study and training opportunities in Germany.

- **Alanus Hochschule - Philosophy, Arts and Social Entrepreneurship** (Bachelor of Arts)²⁴
 - It is an interdisciplinary degree programme with a strong relation to practice. Philosophical and aesthetic training provides innovative access to social and economic

²³ <https://ideacy.net/our-story/>

²⁴ <https://www.alanus.edu/en/studies/degree-programmes/detail/philosophy-arts-and-social-entrepreneurship-bachelor-of-arts-1>



spheres of action. A thorough grounding in the tradition of liberal arts with strong relevance to the present sharpens awareness for the practical realities of life and work.

- **Social Entrepreneurship Akademie²⁵**
 - SEA:certificate: One year part-time program about social entrepreneurship, with certificate
 - SEA:workshop: Two-day workshop
 - SEA:gess: Global Entrepreneurship Summer School (with international and interdisciplinary students)
 - SEA:mooc: Free extensive Open Online Courses
- **Coursera²⁶ & udemy²⁷**
 - A wide selection of international online courses about social entrepreneurship (in English)

Past Erasmus+ projects about Social Entrepreneurship training in Germany:

- **RISE²⁸** (ended 2019)
 - Social Entrepreneurship Training in vocational education in Germany, Spain and Slovenia (Learning, Training Material, Innovation Hubs).
- **Creative Lab²⁹** (2016)
 - The Creative Lab training course brought together 28 young and experienced creative entrepreneurs from 9 European countries from the cultural and creative industries. Among other things, the course aimed to help participants develop a range of social and practical entrepreneurial skills that will help them seize and profit from opportunities.

Greece

On a monthly basis, incubator organisations offer specific training programs on social entrepreneurship.

Additionally, four Greek initiatives organised by some widely known educational organisations are:

- E-learning Program in Social Economy, Social Entrepreneurship and Microcredit at the National and Kapodistrian University of Athens
- E-learning Program in Social Innovation at University of Piraeus
- International Diploma in Social Economy and Entrepreneurship at FREE Studies
- Training Program in Social Entrepreneurship at Athens University of Economics and Business

Ireland

Business educators and policy makers in Ireland have evolved beyond the myth that entrepreneurs are born not made. Given that Ireland's major growth is partially explained by the creation of new ventures, the question of whether it is possible for each entrepreneurship has become redundant. The more pertinent question focuses on what should be taught and how entrepreneurship programmes should be structured and delivered to ensure a sufficient supply of entrepreneurs and the development of entrepreneurial thinking.

Entrepreneurship education in Ireland reflects a unique cultural, social, political and institutional history. It has emerged from a multi-layered and complex context and includes: political and cultural

²⁵ <https://seakademie.org/angebot/>

²⁶ <https://de.coursera.org/courses?query=social%20entrepreneurship>

²⁷ <https://www.udemy.com/topic/social-entrepreneurship/>

²⁸ <https://erasmus-plus.ec.europa.eu/projects/search/details/2017-1-DE02-KA202-004173>

²⁹ https://www.jkpev.de/de/portfolio_page/creative-lab-2016-de/



characteristics, enterprise culture, economic history, national enterprise and entrepreneurship policy and the nature and structure of primary, secondary and higher education institutions (HEIs)

In Ireland, entrepreneurship education has become a key development priority for coping with uncertainty and for addressing various social, economic, and technological concerns related to health, living conditions, education systems, employment, and economic growth. In recent times we have witnessed a proliferation of social entrepreneurship education courses and programs, but they have been mainly a priority for management and business students, only seen in the recent decade to be emerging as a relevant competence to be created at all levels of education and for different disciplines.

The situation at primary and secondary education levels is significantly less robust. There is a lack of a coherent approach at these levels to the development of entrepreneurship capability. However, very few significant developments have taken place at the primary and secondary education levels to teach entrepreneurship in a coherent and comprehensive way.

The aim of social entrepreneurship education in Ireland is to promote the creation of new skills, competencies, and capabilities to deal with a wide range of social issues and for creating a new society.

In addition, the COVID-19 pandemic situation has introduced radical challenges to the society and has impacted significantly, especially the process of entrepreneurial competencies, skills and attitudes development.

Ireland's National Skills Strategy 2025 was published by the Department of Education and Skills in January 2016. It includes a commitment to develop an Entrepreneurship Education Policy Statement which will inform the development of entrepreneurship guidelines for schools.

The Department of Education and Skills already supports enterprise in schools through the development of a basic understanding of scientific principles and methods and of business. It also encourages active and collaborative learning, the development of ICT skills in the revised primary curriculum and good arts education, all of which foster creativity, innovation, risk-taking and other key elements in entrepreneurial thinking and action.

Skills underpinning social entrepreneurship are also central to the new Framework for Junior Cycle and there are many examples of good work being undertaken in many schools at transition year in mini-company formation and other projects designed to foster social entrepreneurship. All of the above skills, allied with the attainment of competence for lifelong learning and for creating a culture of enterprise. Educators are free to complement the above with specific entrepreneurship education resources.

Italy

The teaching approach is that of active education, which builds learning by alternating direct experience, reflexivity and face-to-face teaching, i.e. an approach

1. interactive (active role of students)
2. in the field (learning by doing)
3. immersive (co-construction of knowledge):
 - To understand the complexity of the economic and social context and to operate within it by combining business effectiveness and efficiency with collective well-being, and economic sustainability with social integration
 - Explore innovative policies and practices for promoting social innovation through the Social and Solidarity Economy



- Become acquainted with a multitude of social and solidarity experiences, strategies and tools to better face the future challenges and take advantage of the opportunities of a dynamic world of work
- Case studies

3.2.2 Methods and Techniques/Training Tools

There exists a vast number of different approaches, methods and techniques that are used for training in the different countries in the field of social entrepreneurship. They are also interdisciplinary. Although in each country there might be a different focus, they can all be applied universally. This chapter gives an overview about the creative and well-suited methods and techniques/training tools that are used in (social entrepreneurship) training in each partner country that can be applied to the target group. These may include formal education training tools as study boogs, monographs, student manuals etc. or non-formal training tools and techniques as training toolboxes, manuals, specific guidelines for trainees and trainers or digital platforms.

Bulgaria

The methods and techniques/training tools used in social entrepreneurship training are the following:

- **Formal education methods:** lectures, tutoring, individual and group consultancy, usually delivered as a long-term program, starting from a few months to 5 years.
 - Advantages: Benefiting from a high expertise and established teaching technique. ECTS credits. Applicable both as face-to-face and online training modes.
 - Disadvantages: Not very learner oriented. The program is pre-designed and is not very flexible to the specific needs of the learners.
- **Non-formal education methods:** based on learning by doing, interactive, participatory learning, usually short-term programs from one to few weeks; sometimes they could last a couple of months.
 - Advantages: Benefiting from an open, accessible, interactive and learner-centred training approach that is permanently adopting to the ever-changing needs of the learners. Applicable both as face-to-face and online training modes.
 - Disadvantages: Lack of public recognition. Although there are certificates of participation and European documents such as Euro Pass and Youth Pass, usually there are no ECTS credits received.
- **Mentorship Programs.** Usually delivered in non-formal learning settings by NGOs and foundations. The mentor is responsible to give advice and guide them to acquire the required skills.
 - Advantages: It provides the learner with instant feedback that brings a sense of accomplishment. In most cases it is applicable both as face-to-face and online training modes.
 - Disadvantages: There could be a generation gap that hampers the process on one hand and on the other- mentoring is subjective based on the mentor's mentality.
- **Work-based learning:** both BA and MA programs in Bulgaria offer work-based learning in social entrepreneurship. It encompasses a diversity of formal, non formal and informal arrangements including apprenticeships, job shadowing, work placements, study trips and informal learning on the job.
 - Advantages: Application of classroom learning in real-world setting; Establishment of connection between learning and practice; Expansion of curriculum and learning facilities.



- Disadvantages: Needs careful consideration and planning when introducing WBL strategies within the existing curriculum. Certain WBL programs may not be in sync with the formal education timelines and patterns. Not yet applicable for online training mode. Maybe it could be adjusted in the future.

Cyprus

Essential classes, tools and techniques are used as well as workshops and assessment tools are introduced to engage the entrepreneurs in their start-up process, and this is to familiarise themselves with subjects related to entrepreneurship and innovation. Overview of techniques for creative ideation and design of software applications, products, and services, such as Design Thinking, Innovators' Compass, and Sprint are also used for certain processes.

Young Entrepreneurs are also given the opportunity to interact with various people with experience in the innovation and entrepreneurial ecosystem. This will help them acquire practical knowledge, understanding, and skills related to entrepreneurship and innovation by developing an entrepreneurial idea and completing a business plan with the right guidelines and techniques.

Guidance and mentoring is also provided in some cases such as groups of mentors, external collaborators, and other personnel from the relevant institutes which provide services.

Germany

- **Interactive presentations**

Advantages: suitable for engaging online learning

- **Workshops**

Advantages: participants might be more driven to complete a project, have a sense of unity, cooperation, and partnership

- **Simulation games**

Advantages: immersive, fun learning experiences

- **Assessment and reflection & discussion meetings**

Advantages: great to interact with others

Greece

The methods and techniques/training tools used in social entrepreneurship training are the following.

- **Direct teaching-learning methods**

Inviting guest entrepreneurs – Mentoring - Official speech-seminars – Video watching and recording - Training in extracurricular activities -Training in specialised lessons - small businesses mentoring –Entrepreneurship tutoring

- **Interactive teaching-learning methods**

Process-oriented learning - Learning from mistakes - Interviewing entrepreneurs - Bilateral learning - Group discussion - Networking – Discussion - Problem-oriented learning - Active learning

- **Practical-operational teaching-learning methods**

Role-playing - Training workshops - Site visiting - Class practice -Research projects – Internship - Business planning - Starting business - Investment projects - Practical experience-
Disadvantage: Online implementation is not always very effective.



Ireland

The Irish system of entrepreneurship can be described as a cooperative system in which the state plays an important role in both shaping enterprise and entrepreneurship policy and in influencing the design and delivery of entrepreneurship education programmes.

Social entrepreneurship education in Ireland takes many forms including academic programmes, entrepreneurship training and individual or peer coaching. It seeks to provide learners with the attitudes, knowledge, skills, and motivation to demonstrate entrepreneurial success in a variety of settings, centred around the aim to build skills to solve social problems and develop competencies that focus on giving social impact on society.

In social entrepreneurship training in Ireland there is a wide range of programs and tools that could be used as good practices for the Se4Arts project target groups.

Irish Initiatives for Schools

The Local Enterprise Office runs Student Entrepreneurship Initiatives at all three levels: Primary, Secondary, Tertiary.

- **Initiatives at Primary Level**
 - Junior Entrepreneur Programme
 - Junior Achievement Ireland
 - BizWorld Ireland

Challenges/disadvantages

- Limited focus in celebrating each child's entire range of talents and aspirations.
- Greater need to nurture creativity and active learning based on children's natural curiosity.

- **Initiatives at Secondary level**

The Student Entrepreneurship Programme - Each year over 22,000 secondary level students all over Ireland get to find out what it's like to run their own business by taking part in the Local Enterprise Offices Student Enterprise Programme.

- Foróige Network for teaching entrepreneurship
- The Student Entrepreneurship Programme
- Transition Year students Get up and Go mini company project
- BT Young Scientist & Technology Exhibition (Primary schools can also participate in showcasing Science, Technology, Engineering and Mathematics projects for evaluation).
- BT Young Scientist Business Bootcamp (In association with Nova UCD).

Challenges/disadvantages

- Limited focus on emphasising the joy of business, serving others, empathy and fundamentals of social entrepreneurship.
- Teachers do not always understand the challenges of social entrepreneurship and how best to develop entrepreneurial thinking and behaviour.
- Not enough emphasis on entrepreneurial teachers and professors in the Irish system.
- Fragmented approach to social entrepreneurship and enterprise programmes.
- Topics on social enterprise are included mostly in business studies courses.



Higher Education Courses

Entrepreneurship education programmes are currently provided by the majority of HEIs in Ireland. These take the form of structured academic programmes and entrepreneurship located within business and technical programmes. The typical trajectory of development has been the inclusion of entrepreneurship as an add-on to business education – first as an elective, then as an undergraduate programme offering and, finally, as specialist postgraduate entrepreneurship offering. At tertiary level, the number of specialist degrees and postgraduate programmes in entrepreneurship and enterprise have grown in the past ten years.

However, there are not so many programs, focusing on social entrepreneurship.

The current supply of social entrepreneurship education programmes differs both in terms of emphasis and pedagogy. Currently there are 18 postgraduate programmes, teaching courses or entire programs on social entrepreneurship in Ireland. There are a number of programmes at Masters' level. There are 16 Centres for Entrepreneurship/Innovation located primarily in higher education institutions.

Challenges/disadvantages

- Provision is predominantly located in universities and institutes of technology
- Provision currently driven by initiatives by individual HEIs rather than integration at national level.
- Low level of research and publications amongst social entrepreneurship academics.
- Very few academics who have been entrepreneurs and few entrepreneurs who are interested in teaching.
- Large number of programmes and modules but highly fragmented and lacking purpose and direction.
- A combination of specialist entrepreneurship programmes combined with modules on enterprise and entrepreneurship incorporated into generalist programmes
- Very little interdisciplinary or multidisciplinary approaches to teaching entrepreneurship.
- Very little evidence of alignment of third- level entrepreneurship and enterprise programmes with initiatives at secondary level.
- Limited evidence of outreach and social entrepreneurship programme provision.

Free Online Entrepreneurship Education Resources

- The Student Enterprise Programme provides teacher resources to support the 22,000 Plus secondary school students taking part in the Programme. The resources include a teachers' manual, student workbook, sample student business reports and videos including helpful tips from successful entrepreneurs. Free teacher resource packs are available from Local Enterprise Offices and through the www.studententerprise.ie website.
- The Entrepreneurial Schools Virtual Guide to Entrepreneurial Learning is one of the largest entrepreneurship education initiatives in Europe, co-funded by the European Commission through the Competitiveness and Innovation Programme (CIP). It aims at supporting teachers' professional development in applying entrepreneurial learning in several subjects and learning environments (primary, secondary, upper secondary and vocational schools). The Virtual Guide is a practical and useful tool for teachers in primary, secondary and vocational schools that want to mainstream entrepreneurial education in teaching methods and learning processes they set up in the classroom every day. The guide contains more than 100 tools and methods to support entrepreneurial teaching and learning, good practices and framework documents from 85



different schools in 10 countries. It also includes self-assessment and review tools for teachers and schools who want to assess how entrepreneurial their learning processes are and to review their progress on a regular basis.

Other Initiatives

Entrepreneurship360 is a collaborative initiative of the European Commission and the Organisation for Economic Co-operation and Development (OECD). It aims to nurture entrepreneurship as a key competence in schools and technical and vocational institutions. It also gives the opportunity to individuals and schools and VET providers to learn from each other's practices and share their own.

The more innovative programmes on social entrepreneurship in Ireland include a blend of approaches such as simulations and games, interactive teamwork – action learning projects, field trips, student-run businesses and business plans and other competitions.

General challenges

Some systematic reviews of entrepreneurship education in Ireland reported that the pedagogies being used are under-described, while terms are lacking clear conceptualization and definition and evidence-based teaching requires that educators are intentional and focused.

There are ongoing discussions about how and what to teach, ensuring that the learning process would be grounded in the best available evidence to ensure quality educational outcomes.

In spite of the ongoing research and state and civil society efforts, to date, in cultural and arts-based social entrepreneurship education in Ireland, there is a range of important pedagogical questions that still remain unanswered.

Illustrative examples of such questions include:

- What do we know about the learners' needs for cultural and creative social entrepreneurship training content at all educational levels – primary, secondary, tertiary and higher?
- How can we bridge formal and non-formal education and training in art-based and cultural social entrepreneurship?
- What are the social entrepreneurship curriculum concepts that need to be introduced to arts-, culture- and creative learners at the different stages of their training?
- What do we know about the appropriateness and the effectiveness of the present training strategies in cultural and arts-based social entrepreneurship education?
- What specific methods and creative social entrepreneurship training tools would be most appropriate for the different groups of beneficiaries in the field?

Italy

1. Human-centred design, is a design approach that puts the users first, resulting in useful and usable products and services. Advantage: take into consideration the final user and the community. the tools used within these methods are:
 - Affinity mapping
 - Card sorting
 - Co-design
 - Contextual inquiry
 - Desktop research



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2. Stakeholder Engagement Tool:
 - Using participative methods in its creation process
 - Through interviews
 - Surveys
 - Group discussion
 - Shared story time, and research, to create its content
3. Digital Tools

Digital tools are the main instruments used by every enterprise and or organizations, since the start of the digital transition, and even more so since the transition to distanced working.

3.2.3 Training Topics

Within the existing training programs that were listed in the previous chapter different training topics emerged. Below is a list of the training content that is done and required within these programs in the individual project partner countries.

Bulgaria

In Bulgaria the formal and non-formal training program's topics in social entrepreneurship generally would include the following groups of topics:

- Definition of social enterprise; key features, local legislation and format.
- The social enterprise as part of the social economy, history of emergence, benefits of the social economy.
- Overview of European and international practices.
- Formulation of a business idea for the social enterprise; generating and evaluating business ideas.
- Legal and organisational form for the social enterprise.
- Choosing a business model and setting financial goals.
- Business plan of a social enterprise - business planning, structure and content of the business plan.
- Sources of financing of the social enterprise; equity and debt capital.
- Monitoring, risk assessment and evaluation.

Cyprus

Innovation and Entrepreneurship:

- Critical Thinking
- Marketing
- Legal Advisory
- Business Development
- Operational Models
- Start-Up Success Stories
- Supply Chain Management
- Intellectual Property Rights

Entrepreneurship in the age of Technology:

- 24 steps of MIT's Disciplined Entrepreneurship Methodology
- Lean product methodology (Creating a Minimum Viable Products and Rapid Customer Feedback)
- Business Model Canvas Methodologies



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- Team Formation Management
- Collaboration, ideation and rapid Prototyping tools
- Basic Accounting
- Computerised Accounting
- Financial Management
- Business Ethics
- Cyber Security
- ICT Developers
- EU Grants for SMEs
- Fundraising Opportunities
- Business / Revenue Model

Germany

Social Entrepreneurship

- Social Innovation: Understanding society, social change, and social innovation
- Introduction to Social Entrepreneurship: What does Social Entrepreneurship mean, and which companies already operate in this field?
- Methods and instruments: How do business models for social enterprises work and what are the financing options?
- Impact and scaling: Understanding the meaning of social impact and how to scale a social business idea
- Idea generation: How to develop a social start-up idea

General Business skills

- Pitching
- Competency Mapping
- Identity Analysis
- Legal structures and registering one's business (legal, accounting & tax)
- Market research
- SWOT analysis
- Business Plan Canvas
- Sources of finance for one's business
- Mind mapping
- Back casting
- Stakeholder Mapping
- Strategy Cubes
- Networking
- Crisis Management
- Technology Roadmap

Greece

Training program's topics mainly include

- approaches, analysis and discussions of the creation and management of social impact initiatives.
- business approaches and skills that make it easier for people to maximise the social impact of their actions.



- roles and strategies for ambitious entrepreneurs, public and private sector executives who want to support the creation of social business and sustainable development.
- the complex dynamics of social entrepreneurship as a global phenomenon.
- recognizing and critical evaluation of alternative ways of developing business while creating social value.
- necessary skills for financing and sustainable development of the social enterprise.

Ireland

Training program's topics in social entrepreneurship covered in Ireland:

1. Theory on social entrepreneur types, defined by the Irish legal system.
2. Skills for identifying the distinctive characteristics and attributes of social enterprise and social entrepreneurship.
3. Social venture financing and start-up issues Identifying risks of the social entrepreneurial career.
4. Critically evaluating relevant theory associated with social enterprises and social entrepreneurs in an Irish and international context.
5. Evaluating initiatives to create social impact and bring about social change;
6. Identifying issues within and preparing responses to the integrative and dynamic nature of the social entrepreneur's operations.
7. Relatively few programmes focus on the ethical dimensions of social entrepreneurship.
8. Consistent themes across all programmes, are issues that relate to:
 - the characteristics that define the social entrepreneurial personality;
 - the challenges associated with the early stage of venture development;
 - ambiguity tolerance;
 - idea protection;
 - multiplicity of skills, including negotiation, leadership, new product development,
 - creative thinking and technological innovation.

Italy

- 1. Definition of social economy:**
 - Role and potential of social enterprise
 - Legal Foundations of Social Enterprise
 - Economic foundations of social enterprise
 - Social enterprise and welfare challenges
 - Third sector and sustainable development objectives
 - Social enterprise from theory to practice
- 2. Strategy, sustainability and impact:**
 - Organisation, strategy and management
 - Budgeting and social reporting tools Management control for social enterprise
 - Funding sources for social enterprise
- 3. Planning and development:**
 - Design elements for social enterprise
 - Business plan and social enterprise development
 - Mobilising the community
 - Incubation and acceleration of business projects



4. Innovations between state, market and community

- Social enterprise and integrated welfare systems
- Markets and communities
- New territorial partnership tools
- Network contracts and alliances of purpose
- EU regulations and social enterprise

3.3 Good Practices of social entrepreneurship training programs

Each partner collected at least 3 good practices of existing social entrepreneurship programs/trainings from different European countries. With the help of a template, they analysed which learning approaches were applied, the methods, techniques and tools that were used or what the most relevant topics were. They furthermore explained why the approach or method is a good example and why it is relevant for the project.

The partners identified 23 good practices from 21 different countries assigned to them in the table below.

Country	Name of Good Practice	Type of Good Practice	Partner
Austria	TheVentury	Driven Innovation Approach	ITALCAM
Belgium	Master in Management of Social Enterprises - HEC-UIg	Master's course	ITALCAM
Denmark	Social Entrepreneurship Specialisation Program	online course	ITALCAM
Germany	Sustainable Entrepreneurship & Social Innovation	Master of Arts	ITALCAM
Poland	BeChangeMaker	Online training programme	ITALCAM
Italy	Social impact economy & management	Master's course	Materahub
Portugal	ACADEMY ON SOCIAL AND SOLIDARITY ECONOMY	Course (also online)	Materahub
Spain	Experto en Gestión y Promoción de Empresas de Economía Social y Solidaria	University course	Materahub
France	L'économie sociale et solidaire	Online course	Materahub
Cyprus	CENTRE FOR ENTREPRENEURSHIP (C4E)	Centre that provides different courses, workshops, seminars and competitions and support	CODECA
Sweden	Stockholm School of Entrepreneurship (SSES)	Free courses, platform, network	CODECA
Norway	Social Entrepreneurship – NHH Norwegian School of Economics	Course	CODECA
Slovenia	STUDENT ENTREPRENEURSHIP & INTERNSHIP (SEI) PROGRAM 2022	Programm with knowledge and interactive courses, internships and network building,	CODECA



Bulgaria	Creative Entrepreneurship Hub at the European Youth Network for Creativity and Innovation	Free open program with training courses, network	EYNCRIN
Serbia	Female Artpreneurs in Digital Age	Driven Innovation Approach	EYNCRIN
Croatia	Creative Arts Strategic Endorsement Training Course	Interactive youth training course	EYNCRIN
Romania	Cultural Entrepreneurship Training For Youth Workers	Training course of the RO House of Education and Innovation	EYNCRIN
Serbia	National Platform "Serbia Creates"	International promotion and export in the fields of creative industries, innovation and knowledge-based economy.	EYNCRIN
Ireland	"Business to Arts" National Program, Ireland	The Programme covers a broad spectrum of activity: community engagement, staff engagement and work-place creative and training activities by the host companies and artists	ICTIDCenter
Netherlands	Arts, Policy and Cultural Entrepreneurship	MA Program - 2 years	ICTIDCenter
The UK	MA ENTREPRENEURSHIP FOR CREATIVE PRACTICE	MA Program - 2 years	ICTIDCenter
Greece	Onassis Air	Onassis AiR program and the resources will hopefully create a community	AKEP
Greece	SNFC fellowship programme	SNF Artist Fellowship award is designed to provide financial support and offer opportunities for career development.	AKEP
Finland	Finnish Comedy Theatre Ltd	Theatre	AKEP
Czech Republic	Prague Heart of Nations	Traditional international folk art festival	AKEP

The good practices can be accessed through the following link: <https://se4arts.eu/project-results/>



4. Field Research: Focus Groups

The aim of the focus groups was to enrich the data and complement the desk research of the project SE4A by capturing experiences, thoughts, recommendations, beliefs, and ideas about: Obstacles & needs of young artists interested in promoting their artistic works through a social entrepreneurship model. The insights will be addressed through the training curriculum and the set-up of an effective mentoring system.

Focus groups with different numbers of participants were held in Italy, Bulgaria, Cyprus, Ireland and Greece. In Germany, although some artists showed their interest in the project, the focus group couldn't take place because there were not enough responses for participation of the dates, announced. Therefore, ITALCAM decided to hold interviews and deliver questionnaires in order to gather relevant information for a comparable analysis between Germany and the other project partner countries.

The focus groups participants and those taking part in the interviews were young artists, professional and nonprofessional creatives, covering the project's target group. With some small exceptions, participants were between 18 and 35. The more experienced artists were able to give insights into the situation and what helped them or what they lacked while starting their business.

4.1. Obstacles

The participants were asked several questions about the obstacles and difficulties that they have and see in the area of social entrepreneurship for arts. The main obstacles were:

- Insufficient (public) funding
- Little access to funding (□ in all countries one of the biggest obstacles)
- Lack of understanding from the banks etc.
- Lack of fiscal incentives for social enterprises (in some countries)
- Lack of sources of income,
- Low availability to pay (an adequate amount) for arts,
- Low revenue for social enterprises (they often spend their savings or family's savings for non-profit)
- Lack of time because of the need to do one or more other jobs to generate income for living, many do arts next to their main job because they cannot live from their art
- Hard to achieve business growth and sustain a social enterprise (often no possibility to hire qualified staff, max. just on project basis)
- Lack of business support for social enterprises and arts
- Lack of a specific strategy and a long-term focus
- Difficulties to understand entrepreneurship and finance; lack of entrepreneurial mindset (e.g. development of a social sustainable business plan)
- Lack of certain hard skills and concrete knowledge (some more, some less): branding, marketing, data management, digital skills
- Lack of primary and secondary education in entrepreneurship (no/not enough skills transmitted during school period)
- Lack of flexible or appealing education/training in the field of social entrepreneurship
- Wrong focus in universities
- Negative public attitudes to art-based and cultural enterprises, social stigmata
- Lack of awareness about the social importance of social enterprises
- Gender divergence



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- Difficulty to avoid social washing
- Low number of volunteer advisers, mentors and coaches
- Lack of platform to connect with artists or to promote art
- Lack of networks
- Lack of knowledge of the local scene and market

4.2. Needs

The needs of the artists were identified by different questions and were divided into three categories: Needs for cultural adjustments, needs for social adjustments and needs in capacity-building, including education and training.

Needs for cultural adjustments

- Local support from the municipalities and local communities in order to raise public awareness, educate communities and build a positive and welcoming public opinion towards cultural social enterprises and their positive impact on the social and economic development of the communities
- Understanding in the communities that social enterprise is about 'local heroes' who are grounded in the community, provide goods and services to local people.
- Promote social enterprises as economically beneficial to the communities as they are run by people from the local community and employ local people this way supporting the local economy
- More gender mainstreaming in the field of female entrepreneurship → empowering women

Needs of social and economic adjustment

- Social awareness and social reflection to realise the value of social benefits and willingness to dedicate themselves to this accumulation
- Trust and credibility on the part of politics above all
- Better access to public procurement - include social considerations in public procurement processes and encourage collaboration with commercial enterprises.
- Institutional support, help in finding and managing tenders or funds
- Governmental policies and programs that regulate the support to art-based and cultural enterprises
- Adequate legislative financial measures - ensure that tax and benefit system does not create disincentives, promote cooperative model in certain sectors
- State and European long-term financing schemes in order to be able to secure competent staff to run the enterprise.
- Access to funding and finance: expand remit of credit unions; develop new finance options (impact investment, venture philanthropy, social impact bonds); make better use of EU funds
- Funding as an initial capital to start the social enterprise (start-up funds)
- Medium-term equity and investment resources
- Economic sustainability
- Ensure investment readiness
- Support for fundraising
- Develop leaders and harness wider community support – build management capacity in social enterprises through existing work placement programmes.
- Constant support, regarding both technical and economic aspects
- Networking opportunities and good examples, connections



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- Participation in local, national and international networks of cultural social entrepreneurs, where they can share ideas, exchange practical experiences, learn from failures and success, meet and compare other colleagues and learn from them
- Psychological support

Needs in capacity-building, including education and training

In order to address the gaps in capacity building, some focus group participants pointed out the need to provide improved access to advice and supports to assist social enterprises and social entrepreneurs - including through standard services such as local enterprise office services where appropriate – in order to develop the capacity of artists and cultural entrepreneurs to develop their business proposals.

- Knowledge and skills in the legislation, financial literacy and competencies in being a leader in a social venture that will also act as a business.
- Entrepreneurial skills
- Training for skills in business assessment
- Knowledge how to access funding
- Tailored training for social enterprises in areas such as ability to manage risk, mentoring, leadership, governance, capacity building, financial planning and digital innovation to help them to improve their business potential as well as leadership and governance skills.
- Entrepreneurship education that is 'fit-for-purpose' today; an entrepreneurship education for all learners that will not only provide theoretical knowledge but ensure that the learners would develop an entrepreneurial mindset, through developing entrepreneurial skills, behaviours and attitudes and equipping them with the key competencies to enable them to enjoy an entrepreneurial /intrapreneurial career or engage in new venture creation
- Inclusion of topics of social enterprise in academic business and management courses
- Innovativeness: do develop new concepts aiming to respond to these challenges
- Risk tolerance and creativeness to invent ways of risk mitigation
- Self-control to be able to see negative situations as opportunities rather than as threats
- understanding what a business is, what a social enterprise is, what the benefits are
- Training (also for tools) to promote the art
- Information on the various business supports available to social enterprises, along with details of the providers of those supports
- Wide knowledge of the needs of the territory, direct human contact with the community
- More student-centred teaching and learning
- More open and free training courses and programs that are accessible at different levels (beginners and more advanced), so the young social entrepreneurs could keep learning and updating their knowledge and skills, also becoming more innovative
- Training that employs innovative, experiential learning methodologies
- Not so much formal, but more non-formal courses that are flexible and short-term so they can attend and get very targeted information. Most of the young artists have very limited time to dedicate to extensive studies, so they prefer to be straight to the point.
- Distance-learning opportunities
- Integrate social enterprises in existing work placement programmes
- Study visits and job shadowing to other successful social enterprises in Europe
- Mentorship - crash tests of their ideas and discuss
- Suitable business advice and mentoring models at local level
- Support with counselling and mentorship of developing their skills as social entrepreneurs.



There is not so much need for the general theory that the universities introduce, but rather a need for **practical tips and advice** that they can learn in a **shorter time**. Some participants expressed their concern about being unable to comprehend well scientific materials, especially when it comes to finances, marketing and IT.

Finally, it is important to create and integrate more educational programs that offer expertise and knowledge specific for application in social enterprise operations and the establishment of the same. Particularly for young artists who usually cannot afford to pay for expensive higher education programs or are unable to take full time educational courses.

4.3. Training Tools

During the focus groups, the participants were also asked about their experience with different training tools, what they would recommend, what is missing and what they would expect. Furthermore, they also discussed the delivery and different methods. The following lists the outcomes of the discussions and shows different training tools and methods on national and European level:

Among some examples of training opportunities about (social) entrepreneurship for artists already available to the participants, they mentioned:

- the Nesta's programs on entrepreneurial training for young entrepreneurs who will receive impact-oriented funding
- some training managed delivered through regional and municipal funds linked to the development of the local theatre
- university masters, which promote culturally based social entrepreneurship, although they are expensive and not everyone can access them
- tutorials etc. from YouTube (all types of different topics & skills)
- DOMESTIKA: Paid online courses (often high discounts) for soft and hard skills (Arts and techniques but also marketing and business etc.)
- Cyprus Human Resources Development Authority (HRDA): providing monetary assistance for training and/or courses to (young) unemployed people in Cyprus who meet certain criteria.
- the Hubout programme: an entrepreneurship training, with the Io Compound project with motivating and interesting external trainers (Italy)

Based on the participants' responses, some creative training tools are:

- Good practices and practical opportunities to learn about, exchange and share the expertise of competent people who can be a guide and stimulus for a young potential entrepreneur
- Laboratories
- Workshops
- Business plans
- Digital Meetings
- Apps
- Erasmus exchange programme

Among the most helpful/fun/creative training approaches and methods, the participants mentioned:

- group learning and project work - the possibility of working together effectively
- share and exchange opinions with others
- group games, blended learning, group storytelling
- transgenerational participatory learning



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- learning outdoors, gaming and artistic residencies
- RPGs
- Peer 2 peer and learning by doing
- Creative training methods such as role plays, simulations and other interactive exercises
- Simple practical tips, designed in a visual and easy to learn manner - cards, short videos, lists of tips
- Interactive teamwork with brainstorming and idea exchange
- Action learning projects
- Field trips
- Blended learning
- Work-based learning
- International exchanges and internships
- Student- run businesses and business plans and other competitions
- Some usage of digital tools such as digital games, simulations, animations, film
- Extensive use of experienced entrepreneurs to evaluate business plans, provide critique and understand competition
- Dragon's Den type events where plans are presented to a panel of business, people using pitch sessions to raise funds from investors
- E-learning with case studies and audio-visual presentations
- Specific examples which highlight reasons for success and failure in the learning process
- Good practices of successful cultural social enterprises from across Europe
- Short-term non-formal and interactive training, because this way they would be able to easier accommodate time for it
- Non-academic and simple to learn materials that involve more practical tips, suitable for their social entrepreneurial activities, because they are concerned that they don't have the educational background to comprehend heavy scientific language and teaching on finances, marketing and IT.
- Easy to understand theoretical materials. "Not too long and not too scientific." (KISS rule) Because of the above-mentioned reasons.
- Creative, innovative, and playful would be very much appreciated. Young artists prefer youth friendly methods that are interactive and involve them actively, because they feel that this way the learning process would be more effective to them.
- Study visits, exchanges and job shadowing to other successful social enterprises in Europe.
- Distance learning opportunities because it saves time and allows flexibility.
- Go beyond basic digital literacy. "We don't need more computers and tablets. We need how to make the best out of them." Social interaction with clients and other stakeholders via computers and internet.
- Learn about innovative IT tools useful to creative social entrepreneurs, such as mobile applications and other software or social media platforms, because they are used to them and feel competent and motivated to handle them as tools.

One key remark was about the "learning by doing" process as young people need concrete knowledge, experience and exchange with their peers to see how things are done. It was stressed out that young people need a tutor to move from the theoretical to the practical dimension.

In addition to the above, the contributors were also enthusiastic about the possibility of an Erasmus Exchange program. They stated that it would be a wonderful opportunity to be able to learn the intricacies of their art by experiencing life in a different country from the perspective of another artist. Many of the



artists felt that this would be an amazing way to learn from others who have found the balance between their art and running their social enterprise.

The members of the target group also stated that a space that fosters conversation between artists would be an ideal teaching space. Many participants stated that they would prefer it if there were spaces that would allow an artist to showcase their skills and to discuss with other artists about their experiences, knowledge, and any feedback regarding their own social enterprise.

As a general conclusion, some of the participants pointed out that it is crucial to avoid occasional courses/training that can be counterproductive, especially if they only focus on theory, whilst young people and students do need to “learn HOW things are done! Don't be afraid to reveal the secrets!”

4.4. Potential Mentors

The participants of the focus groups were asked what they expect from potential mentors, so they could act as a helpful support in establishing and running a creative social enterprise

Below are some examples of the answers regarding the mentors' background, skills and the mentoring process in general:

Based on the participants' responses on the expected characteristics and skills, they think that a good mentor should:

- have transdisciplinary and transversal skills
- have experience, creativity, leadership, transversality, critical and creative thinking
- be competent, reliable, credible and empathetic
- be young, enterprising, dynamic, intelligent, charismatic
- be innovative, revolutionary and strategic
- be “a positive and mentally open leader “
- be interested in art & acknowledge the effort & time put into its creation
- have knowledge in how to run a business and how to acquire various hard skills
- be good at promoting and bespoken
- have advanced technical knowledge,
- have advanced knowledge of the relevant markets
- have rather relevant soft and hard skills and the flexibility to adapt to different areas

When the participants were asked what they would like their mentors' support to look/be like, they replied as follows:

- Develop and nurture the relationship by sharing experiences
- Share useful contacts and support with networking
- introduction to networks,
- Give administrative and financial support without taking advantage of them (big concern)
- Share skills and support in the development of soft and hard skills
- Help with bureaucracy, critical approach with work and training, support with hard and soft skills development, implementation of a workflow that takes into account personal characteristics
- Help learners to have an innovative vision
- Offer psychosocial support
- Share tools and workflows especially processes
- Introduce ideas that allow the entrepreneur to arrive at a conclusion
- Understand their ideas and demonstrate the value of staying focused



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- Advise on the choices to be made
- Be supportive and have a very influential role: A supportive mentor relationship can be quite rewarding for the young entrepreneur in Arts and build great value for their business.
- “As much as possible and as fast as possible”

The target audience of the focus group said that they expect from their potential the following outcomes:

- mentors could offer them the right advice
- mentoring would help them develop a positive relationship with the staff and clients of their social enterprise
- mentoring would allow them to contribute to the success of their social enterprise
- mentoring would help them to enhance skills they needed to perform their job as a creative social entrepreneur
- mentoring would positively influence their desire to keep expanding their social enterprise
- mentors would be able to connect you to similar enterprises and introduce you to networks of social entrepreneurs

Mentors are no teachers but rather give guidance and can be asked for advice. It seems that many of the participants expect quite a lot from a potential mentor. Obviously, it should be kept in mind that what a mentor could offer depends on their role and background and different mentors can offer different support. It is not possible – expertise and time wise – that one mentor fills all the mentioned expectations. Thus, at the beginning of a new mentor-mentee relationship, expectations should always be discussed.



5. Conclusion

Although the project is dealing with European countries with quite different realities in terms of social entrepreneurship in the arts sector, the issues that are important to each partner country remain the same, but at different levels.

Overall, it has to be highlighted that the situation for young artists that want to establish themselves in the field of social entrepreneurship is quite difficult. Moreover, the Covid-19 pandemic made the situation even worse for artists in all of the project countries, because the cultural sector highly depends on people getting physically together.

The governments of some of the countries in our research (e.g. Ireland, Germany) already put in motion programmes to support the sector to get back on their feet again. Others, like e.g. Bulgaria or Cyprus never had much understanding and appreciation for social enterprises. The societies are not very supportive of it, and therefore official aid is difficult to get, although e.g. in Bulgaria they are starting to realise the importance of the cultural and artistic sector, especially in the capital Sofia.

In addition, the legal situation is rather different in the countries for social entrepreneurs. Nevertheless, what they all have in common is that there exist legal forms just for-profit companies or NGOs that are non-profit. This shows that there is a strong need to have a legal form that combines these two types, being consciously beneficial for society and at the same time being able to generate profit.

The focus groups highlighted the obstacles young artists face and what they would need to overcome them. A big lack of knowledge in the area of finance surfaced that comes together with the lack of funding opportunities for young artists who want to establish themselves with a social entrepreneurship. This means that most of them cannot live from their art, being often forced to pursue another job to gain their living.

Many participants of the focus groups furthermore say that they would like to enhance their digital skills, meaning not basic digital skills (being in part digital natives, most of them take that as given) but advanced skills, such as digital marketing, data management or doing their business planning and finances with the help of digital tools.

In addition it would be helpful if society put a more in depth understanding of the social and economic impact of creative social enterprises and the worth artists contribute to it.

In ways of delivering the content of the course, the participants talked about a variety of approaches. Many would like short and interesting lessons that they could do also online in between. Others would like to do small group lessons because this could be more motivating and help to get to know further young artists that are in a similar situation.

The idea of a mentorship program was received with a lot of enthusiasm because a lot of the young artists have the impression to be left alone with their needs. This kind of support would be much appreciated. It would also help them with building a network, something nearly all participants of the focus groups identified as very important, while building a business. It also emerged that expectations of these eventual mentors are relatively high.

The findings of this research are valuable and will be taken into account during the development of the different units of the course for Social Entrepreneurship 4 Arts, covering the needs of the young artists that emerged and giving insight into their expectations.