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THE EDUCATIONAL ECOSYSTEM OF SUSTAINABILITY AND GROWTH OF SOCIAL ENTERPRISES: INSIGHTS FROM EUROPE

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ABSTRACT

Social Enterprise (SE) has been an established field of research and training for more than two decades in EU, (EC 2020) and curricula on social enterprise today exist in the high-level educational system (HE) and Vocational Education and Training (VET), both in countries where the social enterprise is widespread and in countries where it is a new trend (Borzaga 2020). This paper reviews the provision of education and training for SE, at HE and VET level, in Italy, Greece, Ireland and Slovenia, with the aim to deepen on what themes are addressed under the topics of sustainability and growth, as well as how social impact is combined with sustainability and growth. Moreover, a focus is given to the training approaches and techniques most utilized by lecturers. The research

shows that the provision of education and training in SE varies greatly. The findings identify a range of teaching contents used to address the same topic, specifically for the two issues analyzed (sustainability and growth). At the same time the awareness of the key challenges that characterized SE education programs is broadly shared.

Keywords: Social Enterprise, Sustainability, Growth, Training, Education

JEL Classification: A2, B55, L31

Introduction

Many definitions of social enterprise (SE) exist globally, and a wide variety of organisational forms are adopted by social enterprises around the world. The definition also varies depending on geographical region and cultural backgrounds (DRCDC 2019).

The European Commission (2011) defines a Social Enterprise (SE) as “the operator in the social economy whose main objective is to have a social impact rather than make a profit for its owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities.”

A SE is a private legal entity, independent from the government, which carries out production activities, regardless of the legal form adopted. Moreover, SEs must pursue an explicitly social aim and engage in activities that generate direct benefits for the community (Borzaga et al. 2017). SEs, as hybrid organizations, should remain sustainable in order to continue to achieve their social impact. There are several factors (Borzaga and Defourny 2001; Doherty et al. 2014; Hynes 2009; Jenner 2016) that are important to the sustainability of SEs such as resourcing, networking, organizational capabilities development, legitimacy, commercial orientation. In business literature sustainability is directly linked to strategic orientation towards growth (Hansen and Hamilton 2011). The same is for SEs; they must follow business growth to facilitate their sustainability (Hynes 2009).

During the COVID-19 pandemic SEs played a crucial role in answering social problems arising from the lockdowns and restrictions. Indeed, SE has been identified as one of the main players for the recovery, economic growth and

sustainable development of the next few decades (OECD 2020). This is due to the lack of public funds and the constant emergence of new needs due to the profound demographic, social and economic transformations that affect the entire European Union and moreover as a reaction to neo-liberal principles and ideologies. Therefore, the education system has a role to increase the understanding and awareness of SE with the aim of stimulating a new level of attention regarding the theme of growth and sustainability, to relaunch the role of SE as the main player for the recovery, economic growth and sustainable development of the next few decades.

The aim of this paper is to review the provision of education and training for SEs in Italy, Greece, Ireland and Slovenia (SocialB Countries), with the aim to deepen on what themes are addressed under the topics of sustainability and growth, as well as how social impact is combined with sustainability and growth. Moreover, a focus is given to the training approaches and techniques most utilized by lecturers when teaching sustainability and growth.

The remainder of the paper is as follows. The next section (2) presents the theoretical background of the study on education and training in the fields of SEs. Section 3 focuses on the research methods and section 4 presents the findings. Section 5 consists of conclusive considerations, limitations, practical implications and ideas for the future research agenda.

Theoretical Background: Education and training in the fields of social enterprises

The offer of education and training in the field of social enterprises has grown significantly in the EU in the past few decades, at formal as well as beyond formal education (EC 2020; Borzaga et.al. 2019). At tertiary level, new curricula have been initiated by Higher Education Institutes (HEIs) ranging from courses and modules to full programmes, available via online learning or through distance and blended learning, and from bachelor to master level (EC 2020). Many of these courses and programmes focus on managing social entrepreneurship rather than on social enterprises, their development or sustainability. Other courses, usually offered by business schools, follow more practical approaches to attract people interested in gaining very specific skills and competences (EC 2020). At non-formal education level, VET providers, HEIs, lifelong learning organizations, support organizations, networks, and international organizations offer numerous training initiatives to address emerging needs among potential and existing social entrepreneurs (EC 2020).

The following table offers a focus on the 4 member countries of the research (Italy, Slovenia, Greece and Ireland), regarding the development of the training offer in the field of social enterprise.

Table 1 offers a more data on the 4 member countries of the research (Italy, Slovenia, Greece and Ireland), regarding the development of the training offer in the field of social enterprise. The provision of education and training in social enterprises, and particularly in issues related to sustainability and growth varies among EU countries (SocialB 2020a). In some of them there are specific and promising offers at graduate, postgraduate and lifelong learning levels and are more numerous in some countries (Belgium, France, United Kingdom, Spain, Italy, Ireland) compared to others (Greece, Slovenia, Malta etc.) (EC 2020; SocialB 2020b).

Further literature reviews provide more insight about the shortages, trends and challenges in education and training in the field of social entrepreneurship that should be addressed. For instance Tracey and Philips (2007) underpin the skills that social entrepreneurs should develop, clustrizing them into three categories: (1) the ability to connect key stakeholders and provide legitimacy; (2) the financial and managerial skills to build a sustainable business; and (3) the ability of balancing between stakeholders consultation and decision making timing. They indentify as the main challenge for SE education the balancing between the economic skills and the fulfillment of the social objectives, underling how it is difficult to support SE in finding and maintaining their identity.

Table 1: Education and training offers in SE

Country	Educational and training offers in SE
Italy (Borzaga 2020)	In Italy, education and training on social enterprise are developed at different levels and with various durations. The same representative organizations and social cooperative consortia have been delivering training activities since the 1980s. Several universities now offer courses and programmes on social enterprise and related topics.

Slovenia (Rakar, and Kolaric 2019)	Social entrepreneurship is analyzed as a trend that changes the character of the Non-Profit Organizations. Special attention is given to the critical analysis of the development and role of social entrepreneurship in European societies.
Greece (Varvarousis and Tsitsirigkos 2019)	Education, training, in the field of SE in Greece has a very limited provision at tertiary level, VET and informal lifelong learning contexts
Ireland (Government of Ireland 2019)	There are several notable developments in Irish education and training system. The inclusion of social enterprise and related topics within the curricula at both 2nd ¹ and 3rd level ² in Ireland has proven helpful in raising awareness of the work of social enterprises. Social enterprise and related topics of active citizenship, socially responsible businesses and sustainability are included as part of Second Level curricula both in traditional subjects of Business and new subjects such as Politics and Society, and Civic, Social and Political Education.

The issue of the complex balance of identity and therefore the diverse skills required to manage a social enterprise are at the centre of many authors' reflections. Indeed, managing social and commercial goals can lead to confused identity, mission drift and sometimes might contribute to failure. The complexities and uncertainties of social entrepreneurs' worlds often require them to juggle social and business aims (Howorth et al. 2012). According to Worsham (2012) students should be trained to balance the analytic approach of action-oriented problem solving with listening, empathy and humility. They should also be equipped with effective social change strategies and with the kind of emotional intelligence that they need in order to be effective. Cross disciplinary

¹ Second-level education consists of a 3-year junior cycle followed by a 2-year or 3-year senior cycle depending on whether an optional Transition Year is taken following the Junior Certificate or Junior Cycle (JCPA) examination.

² Includes all education after second-level, encompassing higher education in universities and colleges and further education on Post Leaving Certificate

teaching (idea generation, business skills, public policy, anthropology, political science etc.) is considered necessary.

Kickul et al. (2012) underpin that there are largely unaddressed issues in most western business schools such as: social impact assessment and measurement; long term profitability strategies and proper knowledge to manage and allocate resources; financial culture that might enable access to impact investing.

Overall the lack of managerial and financial skills and education that address them for SE is stressed also by other authors like Zietsma and Tuck (2012) and Pache and Chowdhury (2012).

To summarize, most literature agrees that the education programs should address and support the SE in managing accountability, managing the double bottom line and managing identity (Tracey and Philips 2007). Therefore, to see if theory and practice are going hand in hand, this research aims to investigate as in training courses, the theme of growth and sustainability are addressed under the topics, as well as how social impact is combined with sustainability and growth.

Research Methodology

For the purposes of the current study, a two-phase research was conducted. The first phase focused, through a desktop research, on the description of the training programmes and courses and their components, at HEI and VET level related to the field of SEs sustainability and growth, across the EU with a focus on the four SocialB partner countries (Italy, Greece, Ireland and Slovenia). In the second phase, survey research identified more insights about the education and training provision on SE issues, giving emphasis on how sustainability and growth issues of SEs are taught in SocialB partner countries.

The research was conducted following two rounds of data collection and strategies:

- 1) Secondary research (desk research) on courses and their components across the EU and the four SocialB countries, using a specific online form.
- 2) Semi-structured interviews, for more systematic recording and analysis related to the contents and training methods, addressing HEI and VETs providers, using a specific questionnaire. On the basis of the analysis of the results of the first phase a group of training courses was chosen for in-depth analysis through semi-structured interviews (online calls).

The secondary research aimed to record all course provision in the EU, (it was open for 3 months) following standardized procedures. A standardized protocol was designed to facilitate the collection of descriptive information regarding the courses in a relatively short time. For the development of the protocol a series of rules were followed that aimed to safeguard its standardization, comprehensibility and above all adherence to the objects of the research (Ghauri et al. 2020). The main content of the protocol contained questions seeking to identify the main information of the programs/courses such as: title, place, type of training, courses, teaching methods used, main pillars of the contents, target group and learning outcomes attached to each program/course.

The semi-structured interviews were conducted, to obtain more insights about education and training providers. For this purpose, 12 open questions were designed to survey more specifically the objectives and outcomes of the courses/training related to sustainability and growth.

The interview schedule followed a series of key themes and issues related to:

- Participants' experience in addressing issues related to sustainability, associated content and learning objectives;
- Participants' experience in addressing issues related to growth, associated content, and learning objectives;
- Participants' experience on how the training content addressed the combination of the achievement of both social impact, sustainability and growth;
- Participants' experience about the difficulties learners face;
- Participants' experience of training approaches and techniques utilised and their effectiveness;
- Participants' input about the evaluation of the impact of the courses on behalf of their learners;
- Participants' input about missing courses.
-

All data collection took place via on-line, or phone interviews and interviewers kept notes that were later entered in an on-line form. Interview data was analyzed in stages. Firstly, transcripts per question were read in full in order for an overview of the data to be gained and then to carry out a content analysis using NVIVO software.

All the organizations recorded during the first phase were contacted, contact details of all possible participants were obtained via personal networks and an effort was made to reach all possible respondents working in these environments. Due to the limited number of programs and courses at HEI and VET level in the

four partner countries, 15 interviews were conducted in Italy, 15 in Greece, 15 in Ireland and 11 in Slovenia. The interviewees were purposely selected to ensure that they had practical experience in managing programs or teaching in courses related to social enterprises

Results

Results from the first phase

A total number of 98 training courses/programs were surveyed in the first phase of the desk research (Graph 1). The majority were from Italy, Slovenia, Greece and Ireland (the partner countries).

As shown in Table 2 the types of training and courses are follow: 25 lifelong learning programs, 17 Master programs, 18 Master courses, 7 Bachelor programs, VET training (5 programs, 1 course), and 7 other program courses

Graph1: Geographical distribution of training courses/programs



Source: SocialB Report O2.2, 2020

Table 2: Types of training programs/courses³

Types of training/courses	Numbers
Program Courses	7
Master Programs	17
Master Courses	18
Bachelor Programs	7
Bachelor Courses	18
Lifelong learning programs	25
VET Programs	5
VET Courses	1

Source: SocialB Report O2.2, 2020.

The main course contents in these training courses (Table 3) are sustainability and growth, social business modeling, project management, social impact assessment, social impact finance, communication and marketing, governance of SEs, and fundraising.

Table 3: Main course/program contents

Course Contents	Frequencies
Social Impact Assessment	52
Social Impact Finance	40
Soft Skills	38
Fundraising	28
Addressing Social challenges	53
International Framework for SDGs	11
Data mining and visualization	3
Governance of SE	27

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Sustainability and growth	60
Communication and marketing for SE	36
Project Management	49
Social Business modeling	47
Reshaping business value chain	9
ICT	7
Service or product design for SE	19
Participatory process Management	12

Source: SocialB Report O2.2, 2020.

The vast majority of the surveyed courses /programmes practice one or two types of training, with face-to-face training being the most popular, followed by blended learning, distance learning and work-based learning. Blended learning is usually a combination of face-to-face training with other types of training such as work based learning and online learning in different forms (Moodle e-classroom, video lectures, e-materials, etc). Work based learning usually has the form of continuous workshops, internships, project work with real social enterprises, case studies, mentoring, semester working in community and voluntary organizations, and community service on real projects. Several learning approaches are also employed such as working in groups, (project) coaching or project development, on-site visits, more discussions and action learning, and visiting events. A variety of teaching methods and techniques are also applied; most frequently training providers use traditional lectures, class discussions, group work, case studies, project work, which are followed by other methods/techniques such as inviting guests, business plans development, etc.

Results from the second phase

During the second phase of the research a total number of 56 participants were interviewed from HEIs, VET and lifelong learning providers including HEI-lecturers (39.29%), HEI-Professors (3.57%), HEI-Associate Professors (8.93%), HEI-Program managers (1.79%), HEI- Senior lecturers (3.57%), HEI-laboratory teaching staff (1.79%), HEI- Vice- dean of research (1.79%), Lifelong learning program managers (26.79%), VET and lifelong learning organizations presidents/directors (5.36%), lifelong learning training experts and trainers (3.57%) (Table 4). 15 interviewees were from Italy, 15 from Greece, 15 from Ireland and 11 from Slovenia. All participants outlined that they have been actively involved in programmes/courses related to social enterprise and the majority (93%) addressed issues related to sustainability and growth of social

enterprises. The following paragraphs illustrate the interviews' findings under relevant theme categories.

Table 4: Roles of the respondents

Role of Respondents	Percentages
HEI – Associate Professors	8,93%
HEI - Lecturers	39,29%
HEI - Professors	3,57%
HEI – Program Managers	1,79%
HEI – Senior Lecturers	3,57%
HEI – Laboratory Teaching Staff	1,79%
HEI- Vice- dean of research	1,79%
LL – Program Managers	26,79%
VET/LLO – Presidents & Directors	5,36%
LL -Training Experts & Trainers	3,57%
n/a	3,55%

Source: SocialB Report O2.2, 2020.

Teaching Sustainability

The majority of interviewees (93%) reported to address issues related to sustainability in their programmes/courses. Also, they commented on the importance of social enterprises' sustainability for the attainment and maximization of the social impact. As a professor and a manager in a master program in Economics Management and Social innovation from Italy noted:

“The theme of sustainability of social enterprises is addressed during all master courses. We deal with the issue of sustainability because in our opinion the social enterprise is the enterprise that manages to maximize its social impact over time only under a constraint of economic sustainability. If the social enterprise fails to survive, the social impacts they generate disappear” (Professor, Italy).

“Certainly, the theme of the sustainability of social enterprises is at the centre of the master during the whole academic year. In our master, teaching students the principles of economic and environmental sustainability of social enterprises is fundamental, as only sustainable companies can maximize the social impact over time” (Program Manager, Italy).

Furthermore, for a few respondents, sustainability is viewed as a multi-dimensional concept involving a variety of dimensions. The following quotations underline the social, economic and environmental aspects of sustainability among the others by some of the respondents.

“Reflects a three-bottom line of the concept: “Economic, social, and environmental sustainability” (A HEI- Lecturer and a Lifelong Learning Training Expert, Slovenia)

“Sustainability is analyzed in its multifaceted dimensions, internal and external: social, cultural, financial, relational” (A Lifelong learning Program Manager from Italy)

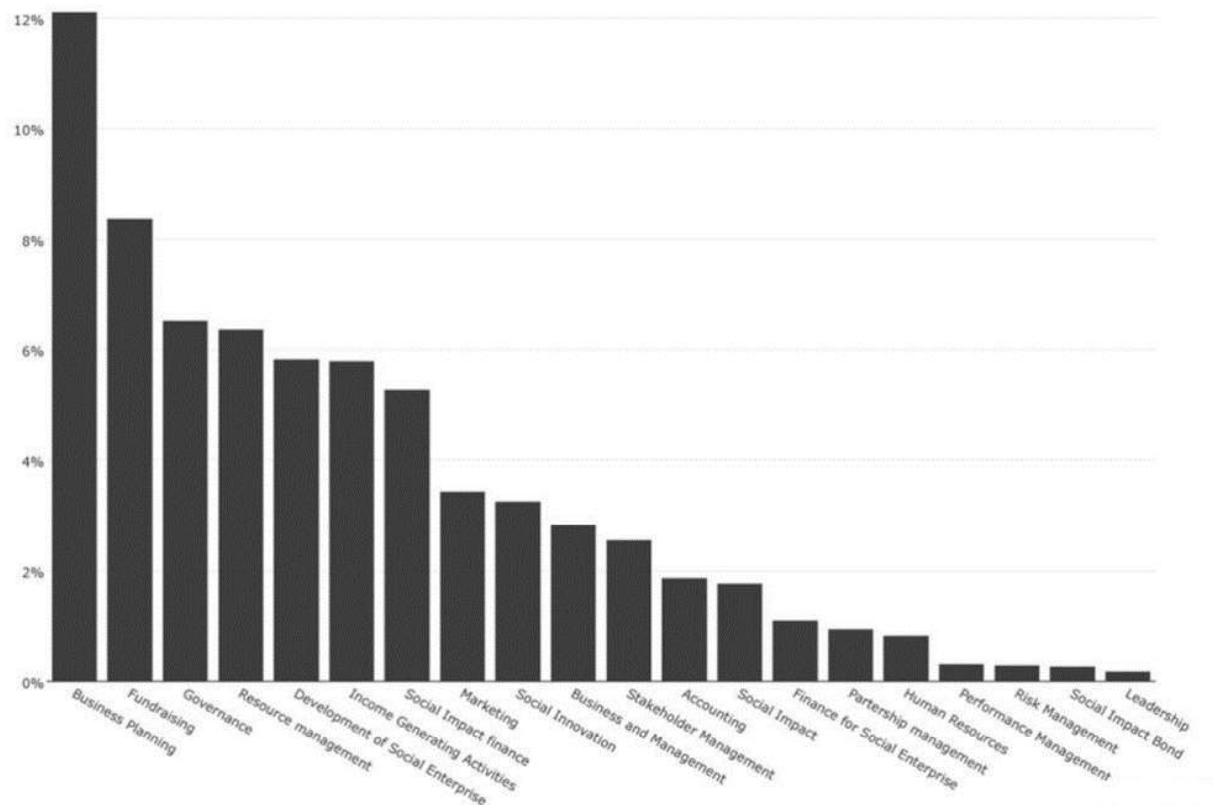
However, a few respondents tended to narrow down the conceptual space of sustainability and focus mainly on its economic dimension.

“Sustainability is addressed from economic, accounting, legal point of view and market orientation” (Lifelong Learning Program Manager, Greece).

An interesting finding is that 46% of courses are specifically on sustainability. However, (43%) do not include sustainability in the title but contain content related to sustainability.

The key themes that are usually addressed by the respondents under the topic of sustainability, listed in order of appearance in Graph 2, are: business planning, fundraising, governance, resources management, income generating activities, social impact finance, marketing, social innovation, business and management, accounting, social impact, finance of social enterprises, partnership management, human resources, performance manager, risk management, social impact bond, leadership.

Graph 2: Key themes related to sustainability



Source: SocialB Report O2.2, 2020.

The most used theme to address the issue of sustainability, as shown in the graph, is the theme of “Business Planning”. Through this topic, “*students have the opportunity to search and select an idea and develop a business plan, trying to turn the idea into business in a way that they can get money from the market. Themes such as idea, opportunities, social problem, context, place, funding, production, promotion in lower prices are discussed. Through real paradigms and presentations from social entrepreneurs the students learn how they can make a profitable social enterprise*” (HEI Lecturer from Greece).

Also “income generating activities for the sustainability of Social Enterprises; Fundraising and crowdfunding; Social impact finance tools” are commonly used to address the issue of sustainability.

Teaching Growth

The majority of the interviewed participants (73,21%) reported that they address issues related to growth in their courses, while only 8,93% reported to capture growth issues, but in relatively limited depth. Five of the interviewees address issues related to growth together with themes of sustainability. Two Lifelong Learning (LL) -Program managers from Greece pointed out that since the training targets are newcomers or under established social enterprises, growth issues are not yet addressed, but the foundations are built. While a LL-Program manager shared that the way that growth issues are addressed depend upon the strategic vision of the social enterprise.

“Growth has different dimensions: turn over, number of workers or volunteers, degree of "penetration" in a territory, reputation amongst the communities, to be recognized as representative of specific needs etc.” (Lifelong Learning Program Manager, Italy)

The key themes that are usually addressed by the respondents under the topic of growth, listed in order of appearance in Graph 3, are: fundraising, marketing, scaling up, development of social enterprise, process management, business modelling, social innovation design, challenges of social enterprises, finance, skills development, social impact, human resources management, governance, business operation.

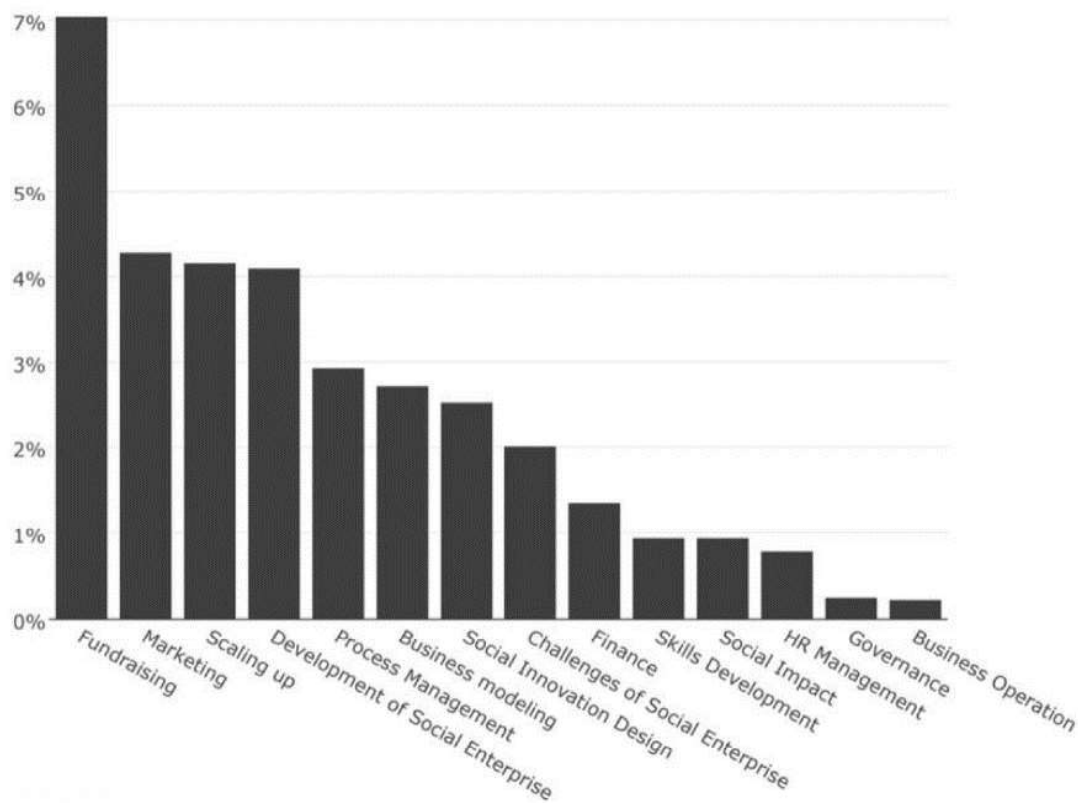
Achieving social impact through sustainability and growth

Most of the participants commented that the achievement of both social goals and sustainability are two parallel paths. The social enterprise naturally must combine together the social aim and the produced social value, and all this depends on its ability to remain sustainable. This reality was best summarized by a HEI- lecturer:

“It is made clear to the students that the basic goal is the achievement of social value, the implementation of the social and economic objective are two parallel paths. Paradigms of social cooperatives for social inclusion are presented and discussion is made about how they help the integration into the labour market of people with less opportunities. Social cooperatives for productive purposes are also presented and emphasis is given on how the local society can benefit from them. It is made clear that economic success is a prerequisite for the accomplishment of the social impact of these social cooperatives. We always begin from the implementation of the social objective, making clear the direct

and indirect benefits i.e new jobs, competitive prices, the accomplishment of business success, and we end to the conclusion that the benefits return to the society.”

Graph 3: Key theme related to growth



Source: SocialB Report O2.2, 2020.

Similar observations were raised by a Manager of a Lifelong Learning Program from Greece, who articulated that the same approach goes throughout the whole course duration, and participants are made aware of the long-term achievement of this dual goal.

“The discussion about the achievement of both social goals and sustainability goes through the whole courses. In the sustainability plan emphasis is given not only on how sustainability will be achieved during the funding period but how the initiative can be sustainable after funding, serving its social goal”.

Going further, a HEI-Lecturer, reflected the importance of existing knowledge related to traditional entrepreneurship on supporting the implementation of the social goal.

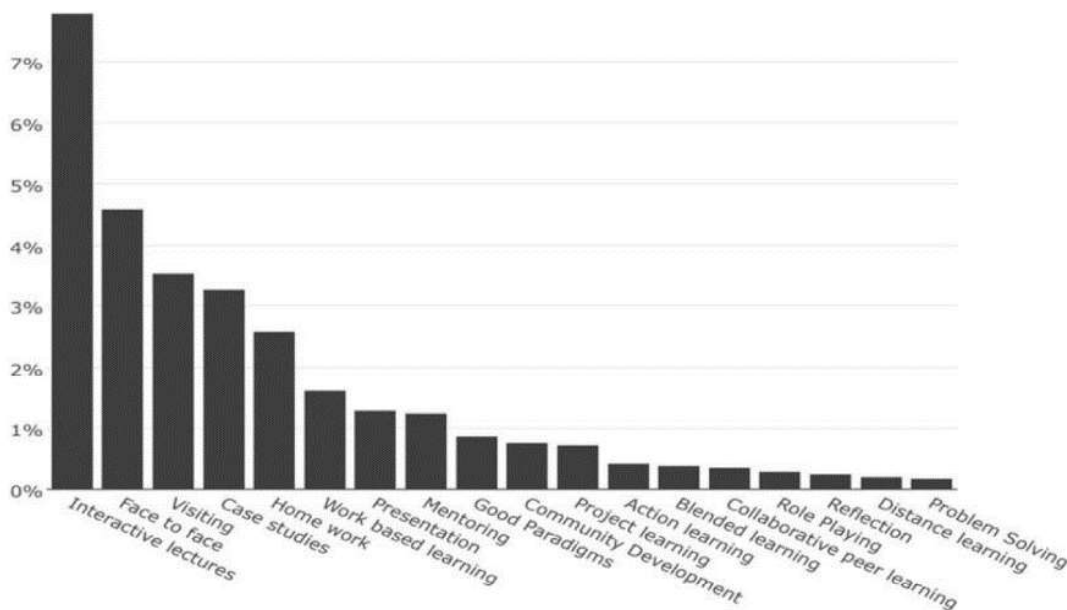
“The content helps the students to understand the contribution to the society setting social goals and how they can use their knowledge coming from the traditional entrepreneurship to support the implementation of the social goals.”
(Professor from Greece)

Moreover, it emerged that for many university and professional training courses, the issue of social impact is closely linked to the issue of sustainability and growth, as a social enterprise must fulfill the sustainability constraint to maximize its social impact over time economically.

Training approaches and techniques

The most frequently used training approaches by the respondents are shown in graph 4.

Graph 4: Used Training approaches

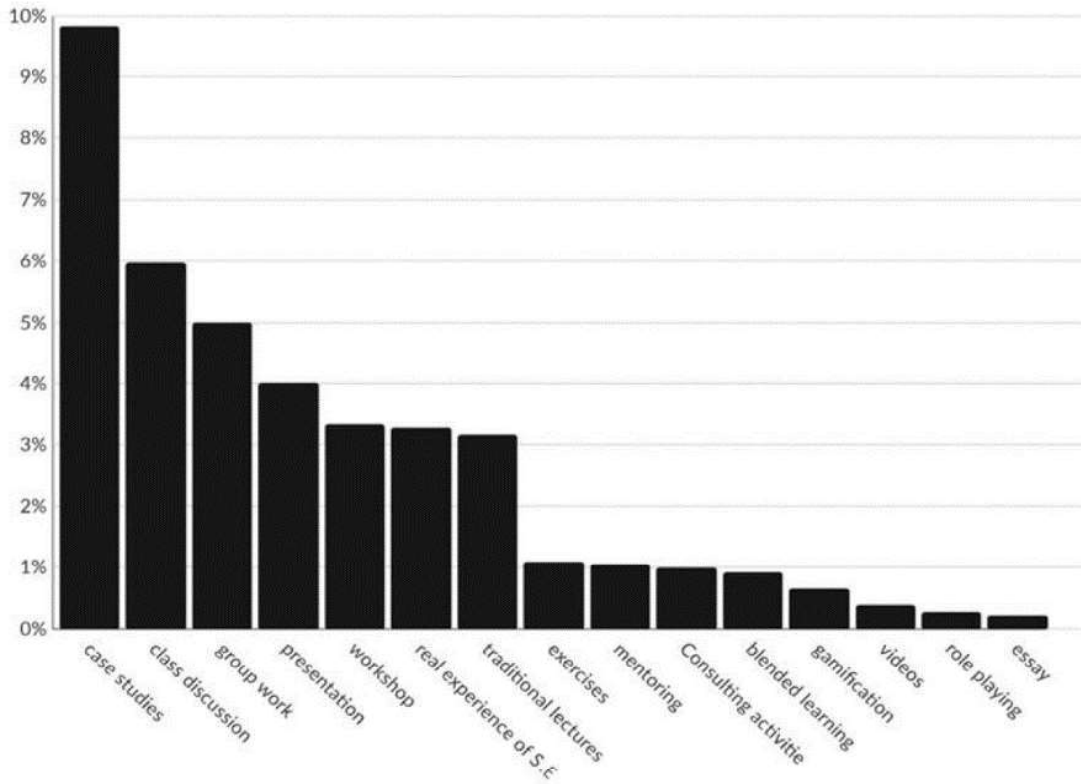


Source: SocialB Report O2.2, 2020.

Interactive lectures are supported by video materials of SEs examples, international comparisons, extensive students’ work, reports, discussions, in-class applications of theories, and case studies. A HEI – Lecturer from Italy also shared that *“Learners were required to interact with each other to put into practice what had been priorly explained”*. Study visits usually take the form of visiting social enterprises where discussions are held about sustainability issues

and problems faced or take the form of visits from other lecturers in the class. The training techniques mostly used by the respondents are presented in graph 5.

Graph 5: Used Training Techniques



Source: SocialB Report O2.2, 2020.

Their application, as explained by the respondents, is summarized in the table (5) below.

Table 5: Technique and application of training techniques

Technique	Application
Case studies	<p>Live case study presentations: guest speakers from SE organizations</p> <p>Case studies of real social enterprises, how they were created, what is their purpose, product or services offered, social value, social impact and effectiveness</p> <p>Short introduction of a topic and work on practical cases</p>
Class discussion	<p>Interactive group-based discussion</p> <p>Discussion on good paradigms</p> <p>Discussion and reflection</p> <p>Stimulate discussions through questions, with round table, so all can speak</p> <p>Facilitated discussions on selected topics supported by digital media and case-studies</p>
Group Work	<p>Division of learners into small groups to facilitate exchanges and to obtain a multicultural approach</p> <p>Group work (of 5-10 students). Each group creates a small “virtual” social cooperative following the steps provided by the public registry, develops the constitution of the social cooperative and its business plan</p>
Presentation	<p>Presentation of good practices</p> <p>Students’ presentations</p> <p>Presentations from invited social entrepreneurs</p> <p>PPT presentations</p> <p>Students find a social entrepreneur and present him/her in class</p>
Workshops	<p>Workshops that allow the combination of theory and practice, application of the acquired knowledge to real cases and the development of professional skills on concrete management tools</p>
Real experience of Social Entrepreneurs	<p>Guest speakers from SE organizations</p> <p>Bring experience into classroom inviting guests from organizations that have social challenges and generate discussion about possible solutions</p>
Exercises	<p>Interactive exercises</p> <p>Weekly exercises</p>
Mentoring	<p>Mentoring provided by invited social entrepreneurs</p>
Consulting activities	<p>Individual and group consulting</p> <p>Consulting to existing social enterprises from the learners</p>
Gamification	<p>Critical games-based learning</p> <p>Games promoting interaction</p>

Source: SocialB Report O2.2, 2020.

Discussion and conclusion

The results show clearly that the current provision of education and training in the field of SEs sustainability and growth is characterized by a great extent of diversity in terms of training offers, content, provider's types and experience. Both SEs' sustainability and growth are addressed as multidimensional concepts. Sustainability is addressed as internal or external, social, economic, environmental, cultural, from a legal point of view and market orientation. Growth is also addressed as a concept with a lot of different dimensions. However, some of the key themes that are usually addressed under both concepts have common grounds. The achievement of sustainability and growth goes in parallel with the achievement of social impact; therefore, in SEs courses learners are sensitized on the long term achievement of this dual goal. Training and education for existing or future social entrepreneurs is critical for their capacity building on how they can harmonize the business knowledge and social impact in the context of social economy. They should learn how to build long term profitability (Kickul et al. 2012) based on competitive products and services (Tracey and Philips 2007), allocation of scarce resources and developing growth strategies (Kickul et al. 2012). They also need empowerment so as to manage accountability (Tracey and Philips 2007; Zietma and Tuck 2012), and face the challenges imposed by impact measurement needs and risk of mission drift (Al Taji and Bengo 2019). This should include tailored training enriched with the appropriate methods and techniques that helps them accept competing demands and recognize the value of both economic and social mission (Al Taji and Bengo 2019), improve business potential and scale up their impact, as well as demonstrate strong leadership and governance skills (Government of Ireland 2019).

One of the limitations of this paper certainly lies in the numbers of courses mapped and in the numbers of interviews carried out. Indeed, in an attempt to provide a systematic overview of the qualities of the current education and training in the field of SEs' sustainability and growth, in the frame of SocialB project, only 98 training programmes and courses provided at HEI and lifelong learning level were surveyed from 24 EU countries (SocialB 2020b) and the 56 lecturers interviewed were only those from the project member countries (Italy, Greece, Ireland and Slovenia).

The present research has several practical implications. The main social business implication is that by exploring the current provision of training in the field of social enterprises and particularly in sustainability and growth, it is of vital importance for identifying the shortages and developing more related training and supportive policies and strategies for social enterprises. In order to enhance the survival and growth of social enterprises the supportive ecosystem must invest more in the continuous training and development of social entrepreneurs in relative issues. A more thorough understanding of the current training provision can provide useful input to training providers so as to design and provide better training offers to present and future social entrepreneurs.

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