



“BSR youth social entrepreneurship development BYSED”

Research on educational needs in the social entrepreneurship in youth sector in the Baltic Sea Region

EU Strategy for the Baltic Sea Region Policy Area Education – Education, research and employability

Study based on the situation in: Denmark, Estonia, Latvia, Lithuania and Poland

Seed money project partnership:

1. Baltic Institute for Regional and European Concern BISER (PL) – Lead Partner
2. Social Innovation Centre (LV)
3. Social Entrepreneurs in Denmark (DK)
4. Estonian Social Enterprise Network (EE)
5. Public Institution "Sveikatingumo idėjos" (LT)
6. The Welfare Department of the Riga City Council (LV)
7. Gdańsk City Council (PL)

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1. Introduction

Youth unemployment is an urgent issue in the EU and the Baltic Sea region. This initiative intends to increase the number of high school pupils and students (youth of age 15-25) engaged in social entrepreneurial practices during their studies. It supports the development of regional/local policies supporting social entrepreneurship activities for youth to help combating youth unemployment in the Baltic Sea region. The project focuses on the development of methodology for creation of cross- border youth – oriented social enterprises and strengthening skills of youth workers involved in social entrepreneurship.

Social entrepreneurship develops dynamically in many countries as an alternative way of solving social problems. It has also been a subject of interest in most Baltic Sea Region (BSR) countries but for a relatively short time. In Poland and the Baltic States, it was first addressed only in the 1990s, whereas in western BSR countries, the notion had already been widely known from late 70's of the 20th century. Social entrepreneurship concept is narrower than the concept of social economy and is variously interpreted and defined in different disciplines. M. Yunus defines social entrepreneurship as an initiative of social consequences, taken by an entrepreneur with a social vision, where the initiative may be both non-economic, associated with charity or business oriented, for personal profit or without such an option [1].

In the EU's documents, the term 'social enterprise' is used to cover the following types of business [2]:

- those for which the social or societal objective of the common good is the reason for the commercial activity, often in the form of a high-level of social innovation,
- those where profits are mainly reinvested with a view to achieving this social objective,
- those where the method of organization or ownership system reflects their mission, using democratic or participatory principles or focusing on social justice.

EUROPE 2020 strategy states that growth has to be delivered through strong emphasis on job creation and poverty reduction, and social entrepreneurship may serve as a tool of work mobilization, especially for people threatened with social exclusion. Concepts of social economy prove to be more effective than other approaches in the realities of the global economy crisis. Social entrepreneurship is exactly a new method to be used to overcome the existing challenges, as the main aim of social entrepreneurship is to bring positive impact on society through different innovative approaches in employment, poverty reduction, a better access to education, social security, medical assistance and the protection of environment [ibid]. Social entrepreneurs drive social innovation and transformation in various fields including education, health, environment and enterprise development. The latest estimates of European Commission say that today in the EU, 6.5% of the working age population are employed through social economy [3].

Recently, attention is given to social business legislation development and implementation in all BSR countries presented in the report but almost no emphasis is put on the practical methods,

support and promotion within youth sector. Youth employability and entrepreneurship is one of the key priorities in the European Union (EU) in 2014-2020, but it is as well one of the key challenges as youth unemployment rate in Latvia reached 18.2%, in Estonia 14,4, in Lithuania 18,5% and in Poland 24% (Eurostat 2014, European Commission, 2014). ENTREPRENEURSHIP 2020 ACTION PLAN states that there is a need to exploit entrepreneurship potential. One of the possibilities to decrease unemployment and make Baltic Sea region countries more competitive is to develop proper support mechanisms for youth entrepreneurship, especially social entrepreneurship.

Since there are different definitions and different legal forms of social enterprises implemented on the national level in all researched countries, it is difficult to measure and compare the social entrepreneurship in the whole Baltic Sea Region. Nonetheless, one of the aims of the Interreg BSR 2014-2020 Seed Money Facility “Baltic Sea Region youth social entrepreneurship development BYSED” project was to present the state-of-the-art in our part of the BSR region to serve as a starting point for future youth social entrepreneurship developments in each BSR state, as well as in the region. This report could also serve as a basis for future cross-border and international projects under the European Union Strategy for the Baltic Sea Region (EUSBSR) Priority Area Education, as it gives basic information about the SE developments in each research country and offers a variety of good practices and transferable good examples scenarios. All the project partners contributed to this report. In some cases the content is longer than in others, as the amount of information about the youth social entrepreneurship in each country is different and the amount of information available also differs.

BYSED project consortium plans to continue working on a practical level, as we see this as a necessity within youth sector, helping young people through youth centres and NGO's develop social business ideas, promote them and find alternative funding mechanisms to ensure the sustainable development of these ideas.

About the Partners:

Baltic Institute for Regional and European Concern BISER, Poland

Baltic Institute for Regional and European Concern BISER (Bałtycki Instytut Spraw Europejskich i Regionalnych) was established in 2001 as an organization clustering the representatives of science, public sector and business parties willing to co-operate in the field of European integration, sustainable development and strengthening cooperation links within the Baltic Sea Region. BISER works in close cooperation at the local level with the University of Gdańsk, Gdansk University of Technology and Ateneum Higher School, representatives of local authorities and the NGO sector focused on the development of the local community.

The BISER team members (ca. 20 people) present vast and relevant academic records and project experience that will be used during the implementation of the project. Since 2016, BISER

has acted as a Baltic Sea NGO Network Polish Focal Point. In 2016, it was a co-organizer of the BS NGO Network Forum for 150 NGO representatives from the whole Baltic region.

As far as science and research fields are concerned, the Association is particularly focused on cognitive and implementation analyses related to the Polish practice approach. In the field of advocacy and implementation, the Association offers expertise, analysis and review services; it additionally prepares and conducts projects covering the objectives of the Association, particularly: social economy and social entrepreneurship, sustainable development, EU macroregional strategy and regional policy, Baltic Sea Region cooperation and others. BISER prepares and carries out informative and training bids, especially in the field of social economy and social entrepreneurship aimed at youth.

Motivation:

Despite growing interest in social entrepreneurship in the NGO sector in Poland, we still observe poor engagement of the youth in entrepreneurial activities aimed at social change rather than profit. One of the reasons is the lack of proper entrepreneurial education in primary and secondary schools, especially as they are missing in the official curriculum. Even though in 2013, Poland adopted a new national strategic and policy document entitled Lifelong Learning Perspective that explicitly includes entrepreneurship education and skills, so far it only works in some schools (in bigger cities) and rarely mentions social entrepreneurship. We wish to cooperate with school teachers and youth and engage them in various “learning-by-doing” types of actions that could help to shape their entrepreneurial mindset. We also wish to introduce social entrepreneurship to the youth, so that they consider it an interesting alternative to traditional business activities.

Social Innovation Centre, Latvia

Social Innovation Centre (SIC) was established in 2010. Its legislative form is non-governmental organisation. There are five volunteers - professionals co-operating to facilitate positive social change at the national and international level. SIC is dedicated to solve social challenges, raise social innovation knowledge and social welfare in Latvia as well as facilitate and promote the best practices, knowledge and gained experience at the international level. There are 3 main areas SIC concentrates on: 1) promotion of social entrepreneurship; 2) different solutions to overcome youth unemployment; 3) society challenges (e.g. people with special needs). SIC provides non-formal learning about social innovation, social entrepreneurship, political processes, and policy formation for disadvantaged society groups, integration and increase of society participation in social and political processes. The main goal is to promote the idea and movement of social innovation and entrepreneurship as a strategic tool for sustainable development.

Since 2010, SIC has brought social innovation lectures, social entrepreneurship and social change events to local authorities and youth, given lectures and dynamic training at more than

20 different events for the government workers, young people, scientists, representatives of creative industries, business start-ups, entrepreneurs, school teachers, students and other interested parties (in total, nearly more than 2000 people) who want to identify their internal resources of creativity for social growth and positive change.

In 2013, within Norden project, SIC organized a visit of social entrepreneurs from Norway and Sweden and made trainings for potential start-ups, as well as educated municipalities about support for social entrepreneurship (SE). During the project, more than 200 youth representatives were educated, and informative materials about the first steps in SE were created in Latvian and Lithuanian.

Currently (2014-2016), SIC coordinates Erasmus+ project “Social entrepreneurship development in the Baltic Sea Region” under adult education strand. There are several educational materials created under this project and Open Education Platform. It is important to transfer knowledge gained also to youth sector. The main aim of the project is to create stable support network for social enterprises in the Baltic Sea Region.

Beside that, SIC is a member of a Parliamentary group dedicated to developing social entrepreneurship law in Latvia.

Motivation: since SIC is very active in the promotion of social entrepreneurship in Latvia, we noticed that often the youth is interested in the concept but lacks necessary information and support. Hence, we want to provide more support for social entrepreneurs, or, in other words – for future entrepreneurs.

Social Entrepreneurs in Denmark, Denmark

Social Entrepreneurs in Denmark (SED) was founded in 2010 and has been functioning as a national network organisation for social entrepreneurs and social enterprises in Denmark since 2012. SED is a volunteer organization in which around 12 volunteers put in 2.500 volunteer, unpaid hours a year to run the organisation. SED has currently 120 members. Several of the SED members of the Board and Working Board have gained a Master’s Degree in Social Entrepreneurship from Roskilde University, and many gained practical experience and have teaching skills related to social entrepreneurship. SED has been a judge and a jury-member in different national and local youth competitions concerning social entrepreneurship. SED has written more than 1600 smaller and larger texts on the issue within the *field of social entrepreneurship* for the newsletter, webpage etc. (<http://www.xn--sociale-entreprenrer-cc.dk/tidligere-nyheder.html>.)

Furthermore, SED has international experience with EU projects: From 2014 to 2016 SED participated in the project “The Social Entrepreneurship Development in the Baltic Sea Region” implemented under the Erasmus+ programme, with aims such as study, educational materials, guidelines and a platform to foster social entrepreneurship in the Baltic Sea Region.

The activities of SED fall into 4 main areas:

- Collect knowledge, news and good examples on social entrepreneurship, social enterprises, social innovation, impact investing and volunteering and spread this through probably the largest monthly Newsletter in the field in Denmark, through website, through social media and through personal presentations. SED is one of the organizations with the largest general knowledge about the field of social entrepreneurship.
- Organize smaller and larger events (for social entrepreneurs and other people interested in the field), among which are conferences, seminars, workshops, network meetings and study trips. SED has conducted more than 60 smaller and larger events within the last 4 years.
- Giving free 1-1 counselling and support sessions for Social StartUps and conducting thematic meetings with professionals on fundraising, legal framework, communication, business development for social entrepreneurs.
- Building partner network - in Denmark: authorities, NGO's, educational institutions and social enterprises; and internationally, through participating in international projects such as ERASMUS+. SED is also invited to various kinds of regional and national boards and committees.

Motivation for cooperation: In SED's work to support social entrepreneurs, we meet many young people who want to make a difference and start a social enterprise. This is a clear tendency. At the same time, we see that the general business support system does not offer them all the support needed to succeed. There are reasonably good offers in terms of education within social entrepreneurship in Denmark – but still coordination at the practical level could be developed in terms of making sure that good ideas are supported to survive and prosper in the long term. We hope to be able to develop this in an upcoming international project.

Estonian Social Enterprise Network, Estonia

Our aim: to increase the number, organisational capacity and societal impact of social enterprises.

We act as a:

- advocacy organisation: advocating for an environment where social enterprises can maximize their potential in creating societal value (e.g. holistic and interrelated support measures);
- developer and spokesperson of the field: developing, piloting and running development programs, supporting educational activities and research, participating in international cooperation, informing general public about social entrepreneurship.

Legally, we are a non-profit association that has currently 48 of the top Estonian social enterprises as our members. Social purpose forms the heart of our definition of social enterprise,

other important aspects include having a sustainable business model, public disclosure of impact analysis information, and - so far - the requirement to reinvest surpluses.

Our advocacy outcomes consist of e.g. the inclusion of social enterprise development in two national development plans as well as in the current government's coalition agreement. In 2015, we were chosen as a long-term strategic partner for the government while remaining wholly a politically independent non-governmental organisation.

Our programs for social enterprise development have concentrated on increasing sales and improving scope, quality and impact of their activities, using a variety of methods like design thinking and action learning. In summer 2016, we were piloting a standardised web solution for Estonian public purpose organisations (including social enterprises) for inserting, analysing and communicating their societal impact.

Our main activities related to youth social entrepreneurship have been:

- Partnering in the international program “Know Your Impact” (to support societal impact management by young social enterprise leaders);
- Initiating the national program “Changemakers’ Academy” (to develop the skills of high-school youth while linking them with local social enterprises);
- Providing consultancy, lecturers and student co-supervisors (e.g. for two Master’s Theses that were defended in 2016) for Estonian universities;
- Providing consultancy and trainings for non-formal youth programs (e.g. for the members of Estonian National Youth Council).

In 2017 we will develop (in a participatory manner) a concept of youth social entrepreneurship in Estonia in order to integrate the topic into the existing framework of formal and non-formal education. We will do it together with the public body Estonian Youth Work Centre, with financial and content help from the Estonian Ministry of Education and Research.

Also, we are consulting two strategically important developments in the field of higher education:

- Tallinn University has decided to develop an international Master’s program of social entrepreneurship. If the process is successful, the program will be opened in autumn 2018 or at the latest in 2019.
- University of Tartu Pärnu College is currently renewing their degree programs. One of its applied higher education programs “Social Work and Rehabilitation Administration” will include a new core subject “Social entrepreneurship and innovation”. We will be consulting its objective, learning outcomes and evaluation criteria.

Motivation: youth social entrepreneurship development is important for us for a variety of reasons. On the one hand, supporting it helps us to increase the number of social enterprises in the long term. On the other hand, even if young people benefiting from social entrepreneurship

education choose not to become social entrepreneurs, their first-hand knowledge and experience will mean more aware consumers and citizens.

Public Institution “Sveikatingumo idejos”, Lithuania

Public institution “Sveikatingumo idejos” is the biggest non-governmental organisation in the region of Marijampole which operates in educational, cultural, social and sport development fields, pays special attention to social youth issues, maintains dialogue with governmental and business enterprises. It has implemented more than 100 international and national projects (Erasmus+, USA embassy, European Union structural, national and local funds, Norway grants), has experience in gathering local community, youth and educators, developing new competences through informal activities, volunteering (more than 20 volunteers annually), organizing conferences, debates and forums, workshops and lectures, publishing them and gathering citizens of different age and social status to discuss themes in common such as politics, self-awareness, active citizenship, art and culture impact on people and democracy as well.

Motivation: The organization seeks to develop new competences of society through creative, active and entrepreneurial informal activities, contribute to fostering civic and democratic traditions, and educate conscious younger generation which can focus on developing social entrepreneurship initiatives.

The Welfare Department of the Riga City Council, Latvia

Riga City council is developing support system for youth employability and employment, striving to link different fragmented and scarce related services into a comprehensive and sustainable system. Close collaboration between different departments of the RCC (Education, Culture and Sports Department, Welfare Department, City Development Department) has resulted in several joint ongoing projects in the field of youth social entrepreneurship, and RCC is seeking new partners at the international level to develop sustainable support system for youth employment.

Gdańsk City Council, Poland

Gdansk is a widely recognised city in the Baltic Sea Region - within Gdansk-Gdynia-Sopot Metropolitan Area it is an important centre of the economic, scientific and cultural life, and a frequent tourist destination. Gdansk is also the capital of the Pomeranian Voivodship and vital institutions of the central and local governments have their seats in the city e.g. the Regional Administration Office, Marshal Office of the Pomeranian Region, Court of Appeal, or High Administrative Court. Gdansk is associated with 'Solidarity' – trade unions that initiated the struggle for freedom.

Gdansk population has reached 462 249 in 2015 (461 489 in 2014), with the density of 1 765 people per 1 m². 16,4% (75 649) are persons at pre-working age (74 542 in 2014). The

unemployment rate fell from 6,5% to 4,0% between 2013-2015 (Pomeranian Voivodship respectively 13,2% and 8,9%). Consequently, a decreasing tendency is observed in the number of registered unemployed persons at the age of 18-24 – December 2015 – 630 persons, among whom 197 without employment for more than 6 months.

Gdansk is divided into 34 administrative divisions. Local municipality runs junior high schools and secondary schools attended by pupils who are 13-19 years old. The issue of entrepreneurship is vital in Gdansk. There are pioneering programs and additional opportunities introduced in the schooling system.

There are important actors: incubators, Science and Technology Park, Gdansk Foundation, Municipal Welfare Centre, social innovation accelerator, Gdansk Entrepreneurship Foundation, Municipal Employment Agency, representatives of business and start up sector etc. taking action in the field. Furthermore, the Social Economy Support Unit, basic institution for the promotion of social entrepreneurship, is also active among young people.

Motivation to participate in the project lies in the open attitude to introduce and implement new solutions in youth social entrepreneurship field on the basis of current innovative ones.

II. Methodology of the research

Object and issues of research (prepared by: Social Innovation Centre, Latvia)

The “**BSR youth social entrepreneurship development BYSED S76**” project team undertook to provide an overview of the relevant and up-to-date situation in the field of social entrepreneurship practises in the youth sector in the Baltic Sea Region countries.

The aim of the research is to provide a state-of-the-play analysis to produce a knowledge base guiding the further work on how to direct and organise a main project to achieve the best results.

The research will concentrate on the following sub-objectives:

Objective 1: *map the complementary projects in the Baltic Sea Region (and other EU financed projects of relevance to benefit from their experiences in the BYSED project) - corresponds to Activity 1 of WP1.*

Objective 2: *describe the best cases for supporting social entrepreneurship in the youth sector at municipal, national, private level - corresponds to Activity 3 of WP1.*

Objective 3: *collect the opinions of stakeholders about educational needs in the social entrepreneurship in the youth sector (meetings).*

Objective 4: *get an overall review, analyse and summarise legislative support (if any) of social entrepreneurship in the youth sector - corresponds to Activity 3 of WP1.*

Objective 5: *get an overall review, analysis and summary of educational support of social entrepreneurship in the youth sector, including the mapping of stakeholders and cooperation with them - corresponds to Activity 1 and 3 of WP1.*

Methods and techniques of the research

The research is based on **three** main research methods and the use of secondary and primary data. Secondary data have been used in a **content analysis** to analyse country-specific situations and different global trends and practices, while **focus group interviews** with potential stakeholders will be included as part of the research to gather the opinions of stakeholders as primary data. **Case studies** will be used to analyse the best cases of support mechanisms.

Content analysis. The content analysis was based on the available national and local documents, legislations, reports concerning the condition of youth policy and support towards conventional and social entrepreneurship in particular countries of interest. Content analysis is a commonly used qualitative research method that can be effectively employed to analyse a body of text. Through content analysis, elements of a body of text are assessed empirically to establish and document specific aspects of their characteristics and the relations among them. Elements of content analysis can include words, idioms, sentences, paragraphs, articles, or entire papers and reports. Based on a specific sequence of steps, content analysis allows the researcher to meaningfully interpret the content presented to make inferences about the patterns of the content within specific elements of a given text. The gained results were then filtered according to the relevance of the given title or abstract and whether or not the subjects of articles found in the search were related to the nature of the study.

The role of content analysis is to identify projects related to youth social entrepreneurship, support mechanisms and provide an overview of the legislative situation.

Focus group. Focus groups provide insights into how people think and provide a deeper understanding of the phenomena being studied. While being a valuable research tool, surveys generally ask closed-ended questions that may limit the feedback that can be gained from a respondent. Focus groups can be integrated into an overall study design or can occur individually when a specific topic is being explored. In the case of a project, focus groups are integrated into the study.

Focus groups will be formed by the potential stakeholders (university and secondary school teachers, public authorities, NGO's representatives, students/youth, business representatives, representatives of pan-Baltic organizations like UBC, BS NGO Network, Euroregion Baltic and others).

The focus group discussion will concentrate on the following main questions:

- identify the factors hindering the development of social entrepreneurship aimed at youth,
- find out how to stimulate youth towards entrepreneurial activities,
- identify the success stories from the local stakeholders,
- find out about their former, current and planned initiatives aimed at social entrepreneurship.

For each focus group question, a summary of the “themes” that were discussed will be done and prepared in report form to be included in the study.

Case studies. This qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens but rather a variety of lenses, which allows for multiple facets of the phenomenon to be revealed and understood. The case study method embraces the full set of procedures needed to do case study research. These tasks include designing a case study, collecting the study’s data, analysing the data, and presenting and reporting the results. Case study is an ideal methodology when a holistic, in-depth investigation is needed (Feagin, Orum, & Sjoberg, 1991). The main result of the case study is to assure that the topic of interest is well explored.

In terms of the project, case studies will be gathered to analyse the support of social entrepreneurship in youth sector at municipal, national, and private level.

III. Results of research

1. Analysis of the available secondary data and complementary projects in the Baltic Sea Region

DENMARK

Over the last decade, the Danish focus on entrepreneurship and business creation has increased, especially in relation to youth and the school and education sector. The focus rises for a double bound reason, of youth and of society: that is to involve, educate and include youth in society, and secure that the youth participate and contribute to society. Entrepreneurship is a pathway for active learning and stimulation for responsible action of students. Furthermore, it can prevent dropout and tackle unemployment, since graduates may not only create their own job but also create new jobs, which is a common good for society.

The increased focus on entrepreneurship as a popular individual effort partly comes out of the cultural and political change in Denmark: a market logic characterizes the public sphere. Where individuals use to be understood as citizens and part of a welfare society (Velfærdssamfund), a new understanding sees the individual as part of a society where “the competitive state” (Konkurrencestat) calls for welfare production and competition by means of economic growth, as a way to strengthen the country, internally and externally, to international competition. The identity and the value of humans are thus closely connected to the ability to work. A current logic in the Danish culture and politics is that “it must pay to work”, so social welfare thereby becomes less of an alternative, while entrepreneurship – defined as individuals

doing good, producing and creating jobs, and thus value - becomes a more recognized, popular alternative.

Social entrepreneurship and social enterprises have also received political attention the last 10 – 15 years. It is an area of national interest and priority in terms of resources and investment. However, without a clear national strategy behind different initiatives, the work for social entrepreneurship and social enterprises of the state has not proven to be strong nor continuously, in terms of institutional capacity building and cross sector cooperation.

The political priorities have been varied considerably, and can be characterized by a kind of “stop-go”-policy: the work in the area has been shifted between ministries: it started off in the Ministry of Enterprises and Trade (Erhvervsministeriet) and has returned there, except for a minor period under the Social Ministry. The area has also suffered under shifting governments and ministers, and this has influenced the level of knowledge and priority.

Focus has predominately been put to social exclusion and unemployment, and less to other issues and policies regarding societal conditions and challenges – such as urban development housing politics, energy and environmental challenges. Currently, social enterprises and social entrepreneurship are to a large extent perceived as initiatives that can help socially excluded citizens with regard to work and social welfare.

The funding of activities and institutional capacity building has from the very beginning been short-termed, i.e. only within a framework of 4 to 5 years. Consequently, a Center for Social Economy was established and refinanced, and then closed. Later, a Center for Social Enterprises was set up, and did important work for the course but did not receive further funding. The knowledge and knowhow from these institutions disappeared. Currently, a new center initiative is in the pipeline. Here, the idea is to combine focus of the State on Social Enterprises with the initiatives of the private sector on Corporate Social Responsibility, CSR. In this overall perspective of the State, there is still focus on social enterprises, but less of a focus on social entrepreneurship.

At the same time, the municipalities in Denmark have shown more interest in both social entrepreneurship and social enterprises. These areas are perceived as new options to meet and transform current local challenges. As the resources and services of the Welfare State on the national level are being rolled back, the municipalities act locally, looking for new, more efficient and sustainable solutions, involving more people, also by means of volunteer work etc. Although the municipalities are limited by economy and a very detailed legal framework, when it comes to social initiatives, the labor market and other areas, more and more municipalities try out new ground.

Due to this development, the national framework and the institutional capacity and support for social enterprises and social entrepreneurs has not been developed in a continuous way. Fortunately, the development of the education sector has been different: there has been

strong focus which has continuously developed and strengthened the activities, the quality and the general scope of the field. Below, it is elaborated on how this development has taken place.

Entrepreneurship education is becoming mainstream in Denmark – it includes SE

Since the Ministry of Education adopted a strategy for tuition in entrepreneurship in 2010, a lot of new and different initiatives have taken place. These initiatives were focused, well organized and varied in form, themes and target groups. Education activities are covered broadly; from ground school to university, and there are both formal and non-formal forms of primary education. There are now in Denmark a multitude of campaigns, competitions, programs, mentorships, investors and networks. Most of these activities approach entrepreneurship in traditional ways, but more and more societal effort and consciousness are included, so gradually social entrepreneurship is included.

Social entrepreneurship (SE) develops out of many entrepreneur initiatives. SE can be understood as a kind of societal and socially conscious entrepreneurship. But although it is elected and performed as such, it is not necessarily labeled as SE because the concept is still unknown. In general, it is neither recognized in the public nor a part of mainstream entrepreneurial activities. But in spite of this, there is a new, clear and strong call and action for SE. SE can therefore be seen as included and integrated in entrepreneurship initiatives, but also existing on its own behalf. SE initiatives take place by the choice of different actors and youngsters themselves, but also take place and are driven by means of clear values, CSR approaches or the UN develop goal. This tendency also dominates within the educational sector but here more and more key educators and stakeholders begin to call for and use the concept of “Social Entrepreneurship”.

Need for clear understanding of Social Entrepreneurship. A clear, common understanding of SE is needed. It is a definition that can both combine and separate “Social Entrepreneurship” and “Entrepreneurship”. Danish students and the youth in general are often following up quickly as compared to the older adult generation; youngsters are more ready and clear about this development, and do use the SE concept more often, especially when it is integrated into their schooling and education.

More than half of Danish primary schools are covered: According to a new study of the the Danish Foundation for Entrepreneurship (2015), more than half of the Danish ground schools teach their pupils to work creatively, and develop and transform ideas to reality. The tuition in entrepreneurship has covered 54.1 % of the ground schools nationally in the school year 2015/2016, compared to 43.9 the year before. Out of a little more than 1900 schools, 200 new school joined this work, so a total of 1036 ground schools have worked with entrepreneurship. The study covers big differences between schools, locally and regionally, but generally around 16% of the 700 000 ground school children in Denmark have participated in entrepreneurship tuition. There is a difference between a school concentrating on tuition merely on one level of pupils and their classes, and a school using it as a general method in all tuition of the school.

More information is available here:

<http://www.ffe-ye.dk/fonden/nyheder/nyheder/rekordmange-skoler-arbejder-med-innovation-og-entreprenorskab>

SE calls for flexible education that can go across subjects and sectors: Students with interest in entrepreneurship or social entrepreneurship often need to cross barriers. That is to go across institutional educational borders and learn from different fields and actors, both within the field of entrepreneurship studies (business, college, university etc.), and in other kinds of studies (e.g. welfare studies, technology, health etc.). This is necessary as they often work with issues across disciplines, and the silos of public management.

SE studies need to be balanced and practical: Within the field of social entrepreneurship, students aim to be able to combine focus on both social and economic issues, so that they can understand and manage a challenging subject, especially about economy, business models, legal framework etc. They like to learn in practice, that is from social entrepreneurs.

The number of EU projects and projects in the Baltic Sea Region of relevance to the BYSED project, youth and social entrepreneurship, has been limited. Included here are therefore merely these:

- **Social Enterprise 360 (formerly called "Social Enterprise Program")**
The Danish Foundation for Entrepreneurship - Young Enterprise (FFE-YE) runs a program specifically targeted at social entrepreneurs. The Social Enterprise 360 Program is a free competition where students from upper secondary education schools develop and transform social ideas into a real social business. The students have to develop an idea that can create a better world for present and coming generations. The peak of the program is a national finale for the 10 best ideas/teams in May every year. The winning team goes on to the European finale to compete with teams from other European countries. So far, 100 Danish students have participated in the program. Read more about the Foundation for Entrepreneurship in Denmark below, and read about their programs here: <http://www.ffe-ye.dk/programmer/social-enterpriseprogramme>.
- **The SEEING-Project** The seeing project was a two-year project developed in March 2013. The project completed with a conference in Brussels where two years of experience were shared between Denmark, Belgium and England. The SEEING-Project was intended to develop a toolkit on how to practically start a social enterprise in a local area. A social enterprise is in the SEEING-project defined as a company that operated as a normal company, but primarily has a social purpose, either in the products or services the company provides, or by employing the socially disadvantaged. The company reinvests any profits in the company or disseminates them for social purposes. SEEING project toolbox can be used to meet any of the typical challenges encountered in starting up new social enterprises. In this way, there is help available on how to finance the business,

including how to measure the positive social impact of the initiative. The leading partner in Denmark was Kolding municipality. The Social Economy Enterprises for Innovation and Growth (SEEING-Project) is partly financed by the European Union – DG Employment, Social Affairs & Inclusion. A roadmap was developed for Local Business Development Agencies (LBDA) with information that could help them assist social enterprises. The roadmap contained four crucial phases and topics. More information is available at: http://www.seeing-project.eu/images/pdf/Template_Advice_Final.pdf

ESTONIA

Example of an international project

“Social Impact Measurement Tools for Young Social Entrepreneurs” is a two-year long transnational project that is financed by the European Union within the “Erasmus +” Key Action 2: Cooperation for innovation and the exchange of good practices.

The project is implemented by Koç University Social Impact Forum (KUSIF) together with Mikado Sustainable Development Consulting, Estonian Social Enterprise Network (ESEN) and Social Value UK (SVUK).

Project Launch / 5th of November 2015.

Research and Developing Need Analysis Report / August 2015-February 2016:

- A comprehensive need analysis of practices of social entrepreneurs in Turkey and Estonia was prepared based on the study of online communication and workshops with social entrepreneurs and ecosystem developers.
- A study of online communications (websites, Facebook pages etc.) of social enterprises and entrepreneurial civil society organizations was conducted to analyse what and how they publish about their impact for providing the project with quantitative (e.g. how many social enterprises explicitly publish their theory of change) and qualitative (e.g. the best examples of using story-telling) data.
- Young social entrepreneurs were invited for workshops in Turkey and Estonia to share their needs and expectations.
- Expert interviews were conducted to map the situation and needs of stakeholders in the beginning of the project. It was aimed to develop a systematic collection and comparatively review the needs and opinions of social entrepreneurs and eco-system developers related to strategic development of impact analysis capacity building, especially in relation to educating the young generation of change-makers.
- Representatives of Ecosystem Developer and Supporter Institutions convened and a moderated workshop was held to get their insights on the existing situation, existing tools to support young social entrepreneurs and get their input for the development of the

framework. Their input was especially valuable in final editions of the Need Analysis Report.

Social Impact Analysis Framework / January-May 2016

A social impact analysis framework was developed for young social entrepreneurs presenting social impact analysis model for social start-ups.

The framework guide was translated into Turkish and Estonian and will be distributed in digital and paper form to social entrepreneurs, eco-system developers, policy makers, social investors and governmental funding agencies. The framework guide will be revised after the course of the project based on feedback received in international training, coaching and measurement.

Training Tools and Program (Social Impact Analysis Guide) / January-May 2016

The need analysis report and the framework guide was the base for developing the training tools and program for the International Boot Camp for Young Social Entrepreneurs in Turkey.

On the basis of the training content and developed tools Social Impact Analysis Guide was prepared.

International Training: Social Impact Boot Camp for Young Social Entrepreneurs (30 participants from Estonia and Turkey) in Turkey / Summer 2016

The training brought together young social entrepreneurs from Estonia and Turkey. The aim of the training was to raise awareness on social impact measurement among young social entrepreneurs. Training was designed as training course for youth workers as the participants were selected from the network of ecosystem developers and were expected not only to use the information received and skills developed in their own work but also to share it and transmit their knowledge to other young social entrepreneurs.

Coaching for young social entrepreneurs / Fall 2016-Spring 2017

The 7-month coaching period will follow Social Impact Boot Camp for Young Social Entrepreneurs. 10 coaches will work with 30 young social entrepreneurs in Estonia and Turkey on measuring social impact of the social enterprises and developing social impact reports.

Best Practices on Social Impact Analysis Cases for Social Entrepreneurs / Spring 2017

The best cases of social impact measurement developed during coaching period will be selected both in Turkey and Estonia. A publication presenting good practices and examples will be prepared.

Conferences of Social Impact Analysis Framework and Best Practice Cases for social entrepreneurs in TURKEY and ESTONIA / May-June 2017

Conferences of Social Impact Analysis Framework and Best Practice Cases will be organized in Turkey and Estonia in order to share the outputs of the project with ecosystem developers, and to match social investors with social entrepreneurs.

All the materials developed within the project will be shared through Social Impact Analysis Web Portal. The Portal will be the resource center for young social entrepreneurs, stakeholders and all the people interested in social entrepreneurship and social impact measurement.

LATVIA

Project No. 1 “Socifaction”

“Socifaction” is the first in the Baltics social business accelerator oriented towards youth, granted under Erasmus+ Strategic partnership project in youth sector, cooperating Latvian, Lithuanian and Great Britain organisations with aim to solve social and environmental problems. It took place from the end of 2015 till middle of 2016. The main target group was youth (18-29 years) with aim to realize their creative ideas in the field of social entrepreneurship. The program is designed in cycles, where teams and individuals submit their ideas that can solve a social issue and have the potential to become financially sustainable. There have been three cycles of practical training held in Lithuania, while selection process was made in Latvia. Third cycle has more concentration on the youth with disabilities. Around 100 alumni from Latvia and Lithuania have taken part in the project. The trainings followed by the mentoring stage, arranged at local level. The training program of 5 days consisted of following topics: business modelling; visual communications; social media use; start-up principles; prototyping; market testing; attracting investors. The training has been held in English.

More can be found here: <http://socifaction.com/>

Project No.2 “SEED”

The SEED project has been granted by the European Commission, with the support of Erasmus+ Programme. It lasts for two years, from September 1st 2014 until August 31st 2016. The SEED project aims to develop joint measures for promotion of social entrepreneurship education by identifying and promoting best practices of social enterprises in different EU countries:

- developing set of materials that adult educators can use in social entrepreneurship trainings
- providing experience exchange through learning mobilities for potential social business start-ups
- implementing pilot activities in all partner countries with main focus on promoting training of new social entrepreneurs

The main outcomes of the project are:

- Research on current situation of social entrepreneurship in partner countries
- Tool Box with collection of best practices for social entrepreneurship
- Curriculum: Education for Social Entrepreneurship
- Development of Training materials: Entrepreneurial skills development for social entrepreneurs.
- Multi-functional website with on-line learning space for entrepreneurial education of social entrepreneurs

Its aim is to develop joint measures for promotion of social entrepreneurship education. There are partners from Latvia, Belgium, Portugal, Germany and Romania involved in the project. More can be found here: <http://seedproject.eu/>

Project No.3 “Social entrepreneurship development in the Baltic Sea region”

Project has been started in September 2014 under Erasmus+ Strategic Partnership in Adults education strand. Project objectives are following:

- Facilitate SE sector development in Baltic Sea region through proper adults education;
- Educate public bodies, municipalities, NGO’s and other players about relevant tools of SE support at national and regional level;
- Research SE and share research findings, incorporate those in the legislative, education and other support methods and tools;
- Start and promote open educational tool as a network and startup tool to start national and cross border SE activities;
- Create stable SE support organizations network and SE network.

Project outcomes are following:

- 1 study about Regional and national SE situation for further SE support activities in 8 languages “Social enterprise sector snapshot around the Baltic Sea – stakeholders, Education, Impact Analysis”.
- 2 informative/educational material about SE business support created in 8 languages “How to choose proper business model for social enterprise” and “Social impact analysis Handbook”.
- 7 video's available on open education resource (OER) in local languages about social entrepreneurship development; 15 minutes long videos created and distributed over partners web pages and in OER.
- 1 OER created with different SE educational materials, networking function and formed from the 7 organizations in Baltic Sea region; OER is main tool to share created educational materials and other support materials. In the platform social enterprises are invited:
 - to join the network by listing their organizations
 - to add relevant events and following up already listed ones

- to learn more about different support options and collaboration tools for social enterprises
- 1 Guidelines with recommendations SE support delivered for public sector “Recommendation for public administration on municipality level in terms of effective tools stimulating development of social economy startups”.

Seven SE support organisations across the Baltic Sea has been taking part in the project from Latvia, Lithuania, Estonia, Sweden, Finland, Poland, Denmark.

More can be found here: <http://www.socialenterprisebsr.net/>

POLAND

The number of EU projects and projects in the Baltic Sea Region of relevance to the BYSED project, youth and social entrepreneurship, has been limited. Included here are therefore merely these:

- **Erasmus+** project “Social Keys for Social Entrepreneurship” (2014-2016) where a Polish organization, Caritas, is one of the partners (other partners are: Hellenic Management Association – Greece, Scuola Nazionale Servizi Foundation – Italy, DIESIS COOP – Belgium and Umbria Region – Italy). The aim of the project is the development of common competence standards in 4 different European countries (utilizing the competences/skills/knowledge approach established by the EQF – European Qualification Framework), in the sector of Social Entrepreneurship. The outcomes of the project are: a Memorandum of Understanding (ECVET), coherent common VET curricula and courses (to be supported through transnational learning activities, open educational resources and virtual laboratories/workplaces adapted to labor market needs, for the qualifications in the social economy sector). The Main Intellectual Outputs were: a REPORT on preparatory research about professional fields related to social entrepreneurship, an ACTION PLAN for the ECVET process to be activated in the professional fields related to social entrepreneurship, a Design of the new European Professional Qualifications in Social Entrepreneurship sector and a Memorandum of Understanding on ECVET for the new European Common Professional Qualifications in Social Entrepreneurship sector. Caritas Archidiecezji Gdańskiej representatives participated in BYSED public consultations organized by BISER within the Seed Money project.

Local initiatives aiming at youth entrepreneurship in general with high potential to be developed into youth social entrepreneurship educational initiatives:

- **SUPER Szkolimy Uczniów Przedsiębiorczych Empatycznych Rozsądnych** “We Train Students who are Entrepreneurial, Empathetic, Reasonable” Project (Regional Operational Programme for the Pomeranian Voivodship for the years 2014-2020, co-financed by the European Social Fund); project value: PLN 23,864,484.83.
- **“We develop competencies and we program the future”** Partner Project (Regional

Operational Programme for the Pomeranian Voivodship for the years 2014-2020, co-financed by the European Social Fund); project value: PLN 21.948.680,11.

Teaching oriented on the pro-entrepreneurial competence development GAM LAB – entrepreneurship lessons in junior high schools and secondary schools based on modern methods and tools. Teacher education in stimulating and developing entrepreneurship and creativity of pupils. The aim of the project is to develop the pro-entrepreneurial competence of students, such as openness, willingness to take the initiative, challenges and risks, creativity. This is accomplished through the use of gamification, as a method that engages and stimulates to work systematically.

In the concept, the participants feel caught up in the game and plan their actions strategically, take risks or secure the accumulated resources (points) with the use of tokens or badges. The implementation of activities in the framework of the gamification lessons of entrepreneurship is supported by an Internet platform that holds all the exercises, and through which pupils can perform additional tasks, track their progress and gained badges. Each cycle ends with an interschool finale, in which the best projects are awarded. Apart from the above, there will be: meetings for networking and exchange of good practices and youth meetings with entrepreneurs. In the years 2016 – 2018, the project will cover about 600 new students and 180 teachers.

– **Youth accelerator program** is an innovative project developing entrepreneurial attitudes of young people aged 15-19 years, preparing the youth to establish a start-up, run their own business in the future and acquire the skills valued in the labour market.

The main objective of the project is to develop entrepreneurial attitudes and skills among young people in Gdansk through practice and simulation of the operation of a start-up company, and to cause integration of young people with the local business communities who will support the youth throughout the period of acceleration. The project thus offers unique knowledge and experience. Another expected result is the reduction of the risk of failure in the early stages of a business idea. There will be 2 cycles of youth acceleration for 20 pupils each. Every cycle will end with a fair at which young people will present their fruit of labour, and investors or companies will be able to buy them. They may also decide to transform an idea into a genuine business. Another aspect resulting from the project is to test an innovative cooperation model line: business-youth, in which prepared and trained young people help companies and start-ups, thereby reducing the cost of developing a new idea, reducing the risk of no success, engaging resources in the company's uncertain ideas. In this model, we have to deal with the "win win" situation – the youth acquires knowledge, competence and skills. The company may, but is not required to purchase a developed project or decide to invest in an idea.

– **Creative pedagogy**

The My Generation at Work Urbact II project deals with the imbalance between the employees needed by employers and the school leavers. Through this project, stimulated by international exchanges, a strong action with teachers grew, 600 of whom are at present regularly working on how to improve the way children learn.

Transformations in the contemporary world, in culture and in the labour market force the school to adapt to new conditions. Increasingly, teachers express their helplessness in dealing with students who seem to be "difficult", hyperactive and uncooperative. Students, in turn, argue that school is boring and far from real life. Employers criticize anachronistic, ossified system based on passive entity, teaching no creativity or "soft skills". This is confirmed by the results of external examinations. Students lack the skills of independent thinking and creative problem solving. The project "creative pedagogy" responds to the criticism of modern school. It is based on the idea of self-improvement and self-education of teachers who should contribute to the transformation of schools and respond to the challenges of the modern world.

Teachers should have a place for an exchange of experiences, a discussion forum and constant access to professional workshops and trainings at the highest level. In Gdansk schools, we create a network of support around the leaders - experienced teachers who are open to change, who are charismatic and creative.

They meet to share their thoughts, ideas and experiences, to try in practice innovative methods of working with students, explore new unconventional tools, develop their methodological skills.

The teachers are the most important actors in the support groups. We choose them from among the teachers working in schools in Gdansk. These are the educators who do not give up easily. They are creative, constantly evolving, learning. They do not complain about the system and superiors. They apply two principles in practice: 1) do what you can, and 2) remember that the student is the most important player in the process of teaching and education. Teachers committed to their pupils are able to see each student's talent and to motivate the work of even the most stubborn individual.

– **Ośrodek Wsparcia Ekonomii Społecznej Dobra Robota (OWES)**

The "Good Work" Social Economy Support Centre operates in the area of socially responsible development of social entrepreneurship. This area combines many features and objectives among which there are: respect for the man, combat against social exclusion, but also the development of civil society through initiatives and building entities with an entrepreneurial origin, from which the profits are allocated for social purposes. This area will definitely gain through the funding in the new EU perspective.

As part of the promotion of social economy, OWES undertake various activities, including the activities of educational nature. They offer for schools to participate in a pilot educational

program for one of the classes. The class will have the opportunity to learn about the basics of social economy, but also work with modern methods of building business concepts.

– **Starter Incubator**

Starter conduct the entrepreneurship lessons. The aim of the project is to develop pro-entrepreneurial competences of students, such as openness, willingness to take the initiative, challenges and risks, creativity. We want to achieve this through the use of gamification, as a very engaging and stimulating method to work systematically.

The project was developed in response to numerous signals about the need for a change in entrepreneurial education in schools for a more effective system, enabling to develop skills and attitudes, giving more satisfaction and understanding of the subject. There is a conviction that remembering the facts about entrepreneurship not only develops the memory but it also often favours the conformist attitude, while the subject is to be focused on the development of the real pro-entrepreneurial competence. Consequently, lessons based on the method of gamification were introduced.

Annual series of classes are divided into several thematic areas. The starting point for the implementation of the curriculum are exercises done in class and at home. Most of the faculty exercises is voluntary – pupils decide whether they want to take additional challenges and how often they will do it, sometimes they have the freedom to choose the form of homework. For the tasks, students receive points, which at the end of each thematic area are calculated for assessment.

The project is implemented by the Gdansk Business Starter Incubator with the support of the City of Gdansk.

– **"In Business"** is a project aimed at schools in Gdansk. Innovative educational meetings with business representatives are organised in the Gdansk Business Incubator STARTER. This is an opportunity for pupils to meet local entrepreneurs. The aim of the project is the development of entrepreneurial, pro-active attitudes and behaviours, encouraging young people to make better decisions in planning their further educational path and career. Students are invited to attend meetings taking place in 4 thematic cycles: Starting a business at hand, let's promote!, New industries and occupations, I can! You too!

– **Solidarity Economy** was an educational project in the field of social economy. It included a series of training courses, workshops and practical activities. The main objective was teaching, the promotion and dissemination of ideas and mechanisms of social entrepreneurship. The project was aimed at the members of non-governmental organizations and individuals working with children / youth and high school students from the Pomeranian Voivodship.

The project was divided into stages in which two training programs were conducted: training of trainers for the members of non-governmental organizations and people working with children / youth and an educational program for primary schools. Solidarity Economy took place from August 2014 until August 2015. Interesting educational materials were prepared: Participants' Guide and Teachers' Guide.

– **Gdansk Youth Fund**

The main aim of the Gdansk Youth Fund is to enable young people to implement their ideas for initiatives within local communities. There lies an assumption that young people not only recognize the problems of their local community and peers, but also have valuable ideas on how to solve them. The "Morena" Association encourages young people to implement their ideas, wants to enable them to develop their passions and interests and acquire a number of social and individual competences. On the other hand, the association is keen on building young youth's sense of responsibility for their community.

Generally 4-person groups can apply. A group can consist of students from junior high school / high school or young people working in / with the NGO. The amount of the grant is always 500 PLN (around 120 EUR).

– **Clipster** is a startup campus. Clipster is a unique, nation-wide place where people working on their idea will get not only the support of tutors, but also a roof over their heads. The dedicated space, located in the centre of Gdansk Wrzeszcz, includes 16 micro-apartments and a co-working zone, which will allow communities for joint creative work and meetings with tutors. As part of a three-month pre-acceleration phase, each project will receive support of one of the experts that will take care of and share experience with emerging business ideas. Depending on the pace of development, the residence may take three, six or nine months.

2. Legislative support of social entrepreneurship in youth sector including youth policy

DENMARK

Legal framework covering social entrepreneurship in Denmark

Overall, there is neither a specific legal framework nor support to social entrepreneurship, targeting youth in Denmark. However, youth is included in the target group with the legal framework for social enterprises and entrepreneurship. In ground school, pupils have to be introduced to entrepreneurship, not necessarily social entrepreneurship though. A legal framework has been set up to support social enterprises. This work started, as the Danish

Government set aside DKK 25 million (about EUR 3.3 million) in the Finance Bill for 2013, for an effort to strengthen social enterprises.

In March 2013, an interim Committee on Social Enterprises was established to look at barriers and possibilities for social enterprises and to give recommendations to the Danish Government on how more and stronger social enterprises could be created in Denmark. In September 2013, the committee handed over its final recommendation report to the Danish Government, which among other included a proposal for a legal framework for social enterprises.

Registration scheme for social enterprises

In June 2014, the Danish Parliament passed the "Act on Registered Social Enterprises". (Lov nr. 711 – 26.06.2014 <https://www.retsinformation.dk/forms/r0710.aspx?id=163865>) The act allows interested enterprises to receive an official seal of approval as a "registered social enterprise" from the Danish authorities. The act is the first of its kind in the European Union. The purpose of the registration scheme is to make it easier for customers, investors and others to find social enterprises. In addition, the scheme paves the way for monitoring the development of social enterprises in Denmark and targeting specific legislation at registered enterprises.

Since January 2015, enterprises have been able to register as a social enterprise at The Central Business Register (CVR) that contains primary data on all businesses in Denmark. (www.virk.dk). The Danish Business Authority is to manage the registrations. Enterprises apply and if the Danish Business Authority approves the application, the enterprise can rightfully use the term "Registered Social Enterprise" 4 weeks after the approval. As of October 2016, 152 enterprises have registered as a social enterprise in the scheme. In order to register, an enterprise must meet five criteria applying to social enterprises.

- Social purpose - the enterprise must have a primary purpose that is beneficial to society with a social, cultural, employment-related, health-related or environmental aim.
- Significant commercial activity - The enterprise must sell either goods or services. This activity must constitute a significant element of the revenue generated by the enterprise.
- Independence of public authorities - The public authorities must not have any significant influence on the management or operation of the enterprise.
- Inclusive and responsible governance - The enterprise must involve employees, customers, partners and stakeholders. In addition, the company must be managed responsibly in accordance with the social objectives.
- Social management of profits - The enterprise must spend its profits on social objectives or reinvest the funds. However, a limited share of profits may be distributed as dividends to investors or owners. Profits should be reinvested in the enterprise, invested in other registered social enterprises, donated to charitable organizations or distributed as dividends to owners and investors to a limited extent.

Rimelighedskravet. (A specific rule in the Danish employment legislation) Relating to the legal/regulatory framework, some social enterprises, particularly WISEs, have experienced barriers due to the restrictions that are placed in relation to employment regulations. This applies to the employment regulations in relation to active labor market activities (§48 and §62 lov om enaktivbeskæftigelsesindsats), which are too restrictive and act as a constraint on growth. The specific rules about how many individuals that an enterprise can employ on special conditions (“Rimelighedskravet”) is particularly a barrier in this regard. Due to this rule an organization can only employ one individual with a wage subsidy for every five individuals with an ordinary employment contract (although organizations with 50 employees or more are only allowed to take on one individual on a wage subsidy). For social enterprises, this means that they have to say no to many disadvantaged people, people to whom they could actually offer a meaningful occupation. From April 2015 till the end of 2018 it is possible to make exemptions from “Rimelighedskravet” in relation to social enterprises and individuals on early retirement. The intention of the present Government is that the exemption period should be used to find a more permanent solution and regulation of the employment legislation by the end of 2018, as “Rimelighedskravet” has been a potential large barrier, preventing social enterprises from employing more disadvantaged people. As there are several different agendas involved in the issue, the problem must be resolved jointly between trade unions, employers’ associations and politicians.

Public tendering

As part of implementing the EU legislation, a new law for Public Tendering (including public procurement) was rushed through the Danish Parliament October 1th 2015. Regarding social enterprises, the law has made it possible to make special reserved contracts that will give the public authorities the possibility to limit participants in the tendering to a special group of organizations. The condition is that the organization only offers services within the area in question, and that the organization reinvests profits in its social purpose and that it is based on cooperated ownership, or active involvement of staff, users or stakeholders. The conditions are all similar to the criteria for a registered social enterprise. Furthermore, the new law makes it possible to split large contracts into more and smaller contracts, which makes it easier for social enterprises to participate in future public tendering. Still, it remains to be seen if this will make it easier for social enterprises to obtain public contracts. The initiative has pushed the process a bit forward in terms of helping municipalities to see and recognize the value of social enterprises, and thereby support the development of social enterprises.

Public funding

A few public funding schemes have been available with regard to social enterprises over the last couple of years, but all of them have been temporary, and have only been offered one time.

Until now, it has not been a political priority to set aside funds for a long-term funding scheme for social enterprises. Nevertheless, as of October 2016, a new public funding scheme for social enterprise activities have been launched: 670.000 € can be applied for in two tracks:

- a) To form strategic business partnerships between traditional enterprises and social enterprises.
- b) Business development in social enterprises.

Social enterprises and other stakeholders can apply from the scheme for activities in 2017. More on the scheme: <https://erhvervsstyrelsen.dk/tilskudspulje-til-socialoekonomiske-virksomheder>

ESTONIA

Legally binding definitions

In Estonia, there is no legal standard structure for social enterprises. All existing definitions are non-formal or have a very limited legal scope (e.g. membership criteria for an association, or rules for a specific funding mechanism).

There are state-level documents that do mention social enterprise as a concept (e.g. the National Development Plan for Civil Society 2015 – 2020 by Ministry of the Interior, Well-Being Development Plan by the Ministry of Social Affairs 2016-2023, the decision of Government's Office to establish Task Force on public sector and social innovation 2016-2017). Yet, these documents provide either no definition at all or do offer definitions that leave important aspects of the concept undefined (e.g. the meaning and scope of "societal purpose").

The most commonly referenced example of defining social enterprise is related to the membership criteria of the Estonian Social Enterprise Network (ESEN). The organization uses an inclusive and flexible interpretation of the concept. This is primarily defined by the need to have a clear societal purpose. The other important aspect is having a financially sustainable business model (i.e. financial model based on sales income).

The membership applications are evaluated case-by-case, allowing for a variety of equally acceptable alternatives for how members' societal purpose can be "clearly defined" and business model "sustainably developed". The network also requires social enterprises to reinvest their surpluses and disclose their impact analysis information.

In practice, there can still be much confusion related to the definitions, especially between "social enterprise," and socially responsible company and/or civil society organization that generates sales income.

Another source of confusion related to defining social enterprise revolves around the question of valid and valued social purposes. Typical examples are organizations that earn sales income as arts & culture citizen initiatives, or private schools. An example: ESEN accepts community-based private schools that clearly diversify available approaches and methods (e.g.

Waldorf schools) as well as engage in advocacy in the field of education for the overall public good.

The case of “social entrepreneur”

In Estonia, the term “social entrepreneur” is not commonly used as a separate term apart from the meaning “the founder / leader / CEO of a social enterprise.” The term was first introduced when David Bornstein’s book “How to Change the World” was translated in 2005. The Good Deed Foundation, which is the first venture philanthropy organization in the Baltics, published the book. The foundation circulated the term “social entrepreneur” widely in 2005-2007 (e.g. by organizing social entrepreneurship competitions) since its core mission was to “support social entrepreneurs.” Ashoka has never been operated in Estonia and Good Deed remained the only organization to actively promote the concept for a couple of years.

However, the term did not take root. Stakeholders began to perceive it conceptually as hazy and thus unsuitable for the practical purpose of supporting change-makers in society. Additionally, some civil society stakeholders viewed it as unnecessarily elitist as it was non-inclusive of grass-root social enterprises (e.g. financially sustainable local providers of non-innovative yet essential services for the disadvantaged).

By 2009, a clear distinction had emerged between:

- “social enterprise” (without including the suggestion of creating systemic change);
- “high-impact non-profit” (including the notion of creating systemic change in a financially sustainable manner, while not necessarily generating any sales income).

The Good Deed Foundation concentrated on supporting high-impact non-profits. Its portfolio continued to consist of, apart from other (potentially) high-impact initiatives, some innovative, ambitious and scalable social enterprises. In 2012, the Estonian Social Enterprise was established to unite and support any social purpose organizations with a sustainable business model based on selling goods and/or services.

Recently, the aspects not covered by the terms “social enterprise” and “high-impact non-profit” have been expressed by the concept “social innovator” referring to civil society stakeholders. It has the advantage of including the aspect of systems changes, while avoiding previous confusion related to “entrepreneur – entrepreneurship – enterprise.”

Legislative situation

There is no special legal structure for social enterprises in Estonia. Registering as a “non-profit” is a default option for social purpose initiatives there. More specifically, most of them are registered as so-called civil society organizations: either non-profit associations (governed by its members) or foundations (governed by a board). There are also a few limited liability companies identifying themselves as social enterprises.

The majority of social enterprises have chosen to be non-profit associations. However, the number of members in such associations is usually small. The members are usually the same persons who are simultaneously active in the organization as members of the management board and project managers.

A solution used by some social entrepreneurs has been combining two organizations (e.g. a non-profit association and a limited liability company) to form one social enterprise. The motivation is to achieve more favourable taxation conditions and take advantage of both business and civil society development grants.

In 2016-2020, the Estonian Ministry of Justice will codify commercial and non-profit legislation. Social entrepreneurship has been included as one of the key topics and ESEN is a full member of a supervisory commission appointed by the Ministry. The process will likely result in a legal solution that will satisfy most social entrepreneurship-related stakeholders in Estonia.

Overview of Estonian youth policy

Youth work

According to the Estonian definition, youth work is such a creation of conditions for promoting the diverse development of young people which enables them to be active outside their families, formal education acquired within the adult education system, and work on the basis of their free will.

Organisation of youth work

Local authorities (council, rural municipality or city government, and institutions and partners administered by them) are responsible for planning the obligations of youth work and the extent of activities and funds arising therefrom.

The organisation of youth work of local authorities is regulated under the Youth Work Act and Local Government Organisation Act. The organisation model based on local authorities also follows an important starting point of carrying out youth work: that youth work must be as close to youth as possible and take fully into account the principle of autonomy of local authorities applicable to the administrative organisation of the state.

Local authorities and the state are partners within the context of the organisation of youth work in Estonia. The state creates a legal and strategic framework and supports local authorities in terms of priority areas and provision of services. The activities of local authorities are directed and supported through state support programmes. The aim is to enhance the availability of youth work and guarantee services of better quality in institutions associated with youth.

At different levels, a common practice of delegating the tasks of practical implementation of youth work to NGOs is used. At the national level, the development of youth affairs is supported by several umbrella organisations, societies uniting different professions and

organisations of youth work, youth associations and foundations. Hobby schools, work brigades, camps, youth centres as well as youth associations managed by the non-profit and private sectors render their services at the level of local government.

The Cultural Affairs Committee processes the topics of youth affairs as a leading committee in the Riigikogu (the Parliament). Youth affairs is the responsibility of the Ministry of Education and Research that plans youth policy, organises youth work and manages the work of the Estonian Youth Work Centre

Youth work structures

A youth centre is a youth work agency whose activities are organised by local authorities or non-profit associations. A youth centre has the widest range of services of youth work and is the primary youth work provider. Youth centres may exist in various forms, but most of them are characterised by applying the open youth work method. According to a survey conducted in 2011, the estimated number of youth who participated in the activities of youth centres once a week and more was over 77,000. 237 youth centres operated in Estonia in 2013.

A hobby school is an educational establishment operating in the area of youth work that creates an opportunity for the acquisition of hobby education and for the diverse development of the personality, including cultivation of one's own language and culture, in different areas of hobby education. The uniform requirements for hobby education have been prescribed in the Hobby Schools Act and Standard for Hobby Education. These regulations are applicable to all the hobby schools, irrespective of their legal status. Estonia had 527 hobby schools in 2012 and a total of 69,740 young people studied in these schools in school year 2012/2013.

A youth association is a non-profit association at least two-thirds of the members of which are young people and the objective of which is the organisation and provision of youth work. Approximately 11% of youth take part in youth associations. In 2013 state annual grants were allocated to 14 national youth associations, incl. the Estonian National Youth Council (ENL), Estonian School Student Councils Union (ESCU) and Federation of Estonian Student Unions (EÜL).

A youth work brigade is a work education project supporting the competitiveness of youth that connects the possibilities of working and youth work. The objective of the work brigade is to increase the competitiveness of youth through the development of work-related skills and knowledge of youth. 48 organisers of work brigades received a support in 2012. The total number of young people participating in the activities of work brigades was 4,760.

Permanent youth camps and youth project camps are camps offering recreational and developing holidays of more or less than 60 days, respectively. The duration of one camp period is at least six twenty-four hour periods. Camps are organised by hobby schools, youth centres, youth organisations, etc. 24 permanent youth camps and 63 youth project camps with 28,801 young participants operated in Estonia in 2012.

A youth work association is a non-profit association, a union of non-profit associations or a foundation the objective of which is the integration of youth workers, youth work agencies or other providers and organisers of youth work, and representation of their interests. For instance, such associations include Association of Estonian Youth Workers, Estonian Union of Heads of Extracurricular Activities, Association of Estonian Open Youth Centres, Estonian Music Schools Union, Art Schools Representative Board and Estonian Hobby Schools Union.

The aim of the youth councils is to enable youth to participate in the decision-making process and protect their interests in spheres that concern them. A participation council usually does not have a legal status and the membership of such council has been elected or delegated amongst young people. 81 regional and local youth councils operated in Estonia in 2013. School student councils of different levels of education also act in Estonia as important forms of youth participation.

Regional guidance centre is an institution that gathers, processes and spreads youth information and regionally coordinates information, counselling and youth studies according to the principles of youth work. The aim of mediating youth information is to create conditions for improvement of availability of information pertaining to youth, contribute thereby to the increase in informed choices of youth and support the participation of young people as members of society. Estonia had 25 guidance centres in 2013.

School youth work is youth work provided in primary, secondary and vocational schools. School youth work supports the achievement of goals set out in the school curriculum, is based on extracurricular activities and is organised by the school youth worker, school student council or hobby group leaders.

Formal education

In Estonia, at the national level, several Ministries and the Estonian Chamber of Commerce have adopted a policy document on the promotion of entrepreneurship education titled "I am an entrepreneur". Entrepreneurship education is recognised as a cross-curricular objective at all levels of schooling.

Entrepreneurial competences are among the essential competences that ought to be acquired at all school levels. In secondary education, it is a part of the compulsory subject "Civic studies" and the optional subject "Economics and business studies". There are methodological materials (guidelines) available for schools and teachers to implement entrepreneurship education throughout the country. Support available to schools and teachers is diverse. Examples include the Enterprise in Schools, an initiative aimed at changing the curriculum and embedding entrepreneurship as an integral part of the teaching.

LATVIA

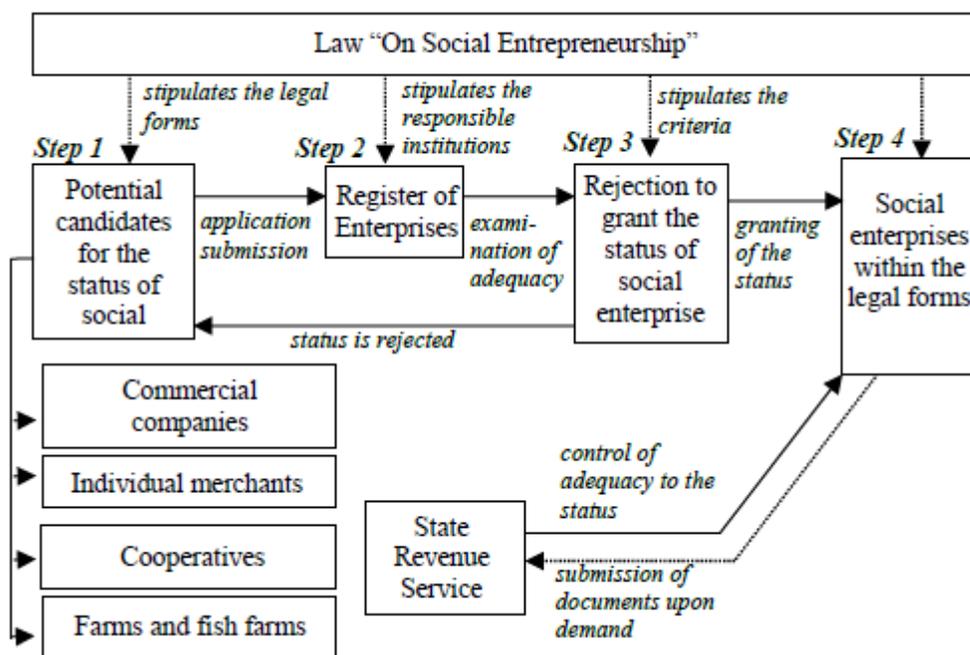
The official work on legal framework for social enterprises in Latvia was initiated in March, 2013. That year the Ministry of Welfare formed a specifically-dedicated working group to deal with the further development of social entrepreneurship in Latvia and the drafting work of a concept and a pilot project was started. The path towards the legal definition of a “social entrepreneurship” started within the document created by the Ministry of Welfare called the Concept: “The introduction of social entrepreneurship opportunities in Latvia” (to be referred to from now on as the “Concept”). It was submitted to the governmental State Secretary meeting in February, 2014 and further on the process of the governmental review was finalised only in October, 2014. The Ministry of Welfare will launch a pilot project of support activities starting from 1st of January 2016 up to 31st of December 2018.

Afterwards, based on the results of the pilot testing and in collaboration with related ministries, the ministry will prepare and submit a draft law on social entrepreneurship framework. For social enterprises it will be a long journey to getting a legal framework in place, but at the same time a positive aspect is the piloting process which will allow to assess in practice different support mechanisms for potential social enterprises. Taking into account the fact that there are no official statistics about social enterprises in Latvia, possibly that piloting process will be able to serve the majority of potential social enterprises, hence finally providing some financial, information and knowledge support.

The registration procedure for social enterprises will be developed in parallel with the piloting process, testing specifically dedicated social enterprises register. The lack of legislation dedicated to social enterprises was also mentioned by the survey respondents as the biggest obstacle in terms of sector development and found by experts during the focus interview as the most critical points, but at the same time, one of the most discussed in Latvia.

Currently self-claimed social enterprises operate under the legal form of non-governmental/not-for-profit and limited liability company. These legal forms are not very favourable, but at the moment they are the most reasonable for economic activity implementation of social enterprises in Latvia. None of the existing legal forms can serve the needs of social entrepreneurship but as there is no other choice, some forms have to be adopted. Social enterprises who have chosen the legal form of limited liability companies currently have to work on the same terms as “classical for profit” enterprises and pay the same taxes. Social enterprises acting as not-for-profit organizations cannot develop active entrepreneurship due to this constraint of legal form. The not-for-profit organisations are allowed to have economic activity only as supplementary to the main purposes that the organisation is established for.

Dobele L. (2014) in her PhD thesis proposed a functional scheme for social entrepreneurship. She indicates that there are several sub-categories of potential candidates who might apply for the status of social entrepreneur. See image 1.



Proposal of functional scheme of social entrepreneurship in Latvia.

That registration procedure will possibly be tested in the proposed or a different format during the piloting process, starting from 2017.

At the current stage (spring 2017), the Parliamentary group meets on a weekly basis to discuss the draft of a Law on social entrepreneurship. The draft version is available for comments since spring 2016. There are no exact prognoses as to when the law can be accepted; however, it is announced that the first piloting of the system and the distribution of grants will take place till the end of 2016.

The largest barrier in Latvia (in 2016) regarding the development of social enterprises is the lack of legal framework, and hence also support mechanisms, from the government. There has even been an attempt from SE stakeholders to make the legislation path faster (in October 2014, several social entrepreneurs composed a letter to the Prime Minister with a plea to reconsider the taken decision), the process of legislation has not been changed though. The original path stayed the same - piloted support actions as testing mechanism for supports starting from 2016 and later on, the development of proper legislation between 2018-2019.

Since there is no legislation dedicated for social entrepreneurship, there is also no specific sub-section for the support of youth social enterprises. The only form of support of youth entrepreneurship are the so called "training companies" which are operated under the Junior Achievement program.

Youth policy in Latvia

According to the “Youth Law”, adopted by the Parliament of the Republic of Latvia and put into force on 1 January, 2009, the main objective of youth policy in Latvia is to improve the life quality of young people – persons from 13 to 25 years of age – by promoting their initiatives, participation in decision-making and social life, as well as by supporting youth work and providing children with an easier transition to the adult status. Latvian youth policy development is framed by seven youth policy principles that can be clustered into three main dimensions¹:

- **The vertical dimension** (a) of political youth citizenship contributes to democratic power sharing, facilitating constructive youth involvement in decision-making and the definition of society. Youth participation and information, as well as the consideration of youth interests, are relevant to this dimension, along which youth policy (in a narrow sense) usually formulates its core agenda;
- **The horizontal dimension** (b) of socio-economic youth citizenship promotes equality among young people living in different circumstances. Youth welfare, inclusion and non-discrimination are among the key principles characterising this dimension, where the success of youth policy depends principally on co-operation with associated specialised policies;
- **The reflexive dimension** (c) of youth policy development emphasises its sensitivity to changes in youth preferences, as well as in international best practice.

Youth policy principles are the following²:

1. **Partnership principle** – to enhance active participation of young people in the processes of the society.
2. **Information availability principle** – to promote the provision of young people with information according to their needs and interests, especially the information that is necessary for active participation in all the processes of society.
3. **Equal opportunities principle** – to provide all the young people, without any discrimination, with the potential to take part in all the processes of society and to be equal members of society.
4. **Observance of youth interests principle** – to take into account the interests, rights, needs and possibilities of young people, while solving youth-related issues.
5. **Favourable social and economic premises principle** – to enhance developing such social and economic conditions that provide all young people with an opportunity to be accepted and integrated members of Latvian society.

¹ Country sheet on Youth policy in Latvia, 2013 http://pip-eu.coe.int/documents/1017981/1668141/Country_sheet_Latvia_2013.pdf/f88bc01c-a6ad-458a-a19d-64eedd5aa0c1

² Youth Law of Latvia, came into force on January 1, 2009

6. **Mobility and international co-operation availability principle** – to provide opportunities for youth mobility, allowing young people to learn new skills and knowledge outside their place of abode and to promote the implementation of recommendations from other countries and the exchange and adoption of good practice into Latvian youth policy.
7. **Youth integration facilitation principle** – to facilitate youth integration into society, including the integration of minority groups, and to ensure multi-cultural dialogue at all stages of youth policy planning and implementation.

According to statistics (Central Statistical Bureau, 2015), in 2015 there were 277,000 young people in Latvia, aged 13-25. The gender split was the following - 49% female, 51% - male. In total, youth made up 14% of the total population of Latvia. The number of youth in Latvia is decreasing every year by 5-6%.³ In 2015, the Youth Policy Guidelines 2015-2020 were adopted. There are 5 main fields of actions approved⁴:

1. Education and Training.
2. Social inclusion.
3. Participation.
4. Employment and Business.
5. Health and Welfare.

On the local level, the main actors in youth policy are the municipalities and the institutions subjected to them, as well as the institutions subjected to line ministries and their local structural units. One of local government's functions is planning and implementing youth work, by taking into consideration the basic principles of youth policy and the documentation for the planning of state youth policy development. According to the Youth Law, local governments plan local work with the youth, creating the documentation of local government youth policy (for example, youth work strategy) – local youth also participating in the elaboration of such documents, proposing their ideas to the local government youth policy's vision, priorities or tasks that will directly affect youth daily life and their activities in the local government in the long term. Each local government creates its own institutional system for youth work, by appointing the responsible institution or responsible employees for implementing youth work. A local government is authorized to recruit a specialist on youth affairs, establish a youth center, Advisory Committee on Youth Affairs or Youth Council.

In order to promote the implementation of youth work in municipalities according to the long term national planning documents, the general criteria to assess the youth work in

³ Data of Central Statistical Bureau www.csb.gov.lv, November, 2015

⁴ The National Youth Policy Paper 2015-2020

http://www.izm.gov.lv/images/sabiedriska_lidzdaliba/aktualitates/IZMPamn2015-2020_26022015.pdf

municipalities were developed. 105 general criteria have been grouped into 10 thematic sections that can be used to assess the current situation in the youth work. Municipalities are responsible to develop the policy planning documents in the youth field determined by the amendments of the Youth Law initiated by the Ministry of Education and Science. Municipal youth affairs specialists work with young people and youth initiative groups and with youth organizations in different directions: engaging leisure time, voluntary work, non-formal education, ensuring of youth participation in the local municipal administration.

Main areas of responsibility of municipal youth affairs specialists:

- to solve youth-related issues by cooperating with youth organizations and youth initiative groups;
- to promote the cooperation of the municipal agencies on youth issues;
- to organize informative and educational activities in a certain administrative territory by involving municipality workers, youth organizations, youth initiative groups and the youth;
- to consult young people about non-formal education and voluntary work;
- to coordinate the involvement of the youth into social life activities of a certain administrative territory and to provide methodological assistance to other municipality workers on youth issues;
- to come up with suggestions to the Ministry of Education and Science on improving the state youth policy, as well as to the municipalities in coordinating and implementing youth policy;
- to take part in developing, implementing and coordinating regional and national projects and programs on youth work;
- to promote the work of children and youth camps;
- to coordinate international cooperation in youth policy.

Youth center is a place where friendly, open and supporting environment for young people with different interests and life experience is available. The objective of the center is to create a possibility for the youth to gather together, to plan a good usage of their time, to receive information in compliance with their needs and interests, to give support to drafting and implementing projects. Youth center cooperates with different persons, who are involved in youth policy implementation process (different institutions of municipalities, youth organizations, as well as with state administrative institutions). In total there are 97 youth centers in Latvia, 13 of them in Riga city.

Main assignments of Youth centers are:

- to provide youth with possibilities of spending free time usefully;

- to promote the development of young people knowledge and skills outside of formal and hobby education, by implementing different non-formal education programs, projects and actions;
- to create favorable conditions for the development of young people’s intellectuality and creativity;
- to promote youth participation in youth organizations, youth initiative groups and voluntary work;
- to provide young people with access to their interests and demands appropriate information;
- to promote the inclusion of young people from social risk groups among peers in youth center activities;
- to promote intercultural dialogue in the youth target group;
- to manage youth individual or group consultations about actual themes for young people;
- to promote young people participation in local, regional, national and international youth activities, projects and programs etc.

LITHUANIA

The Ministry of Economy of the Republic of Lithuania on December 23rd, 2015 introduced a work plan for fostering social entrepreneurship in Lithuania in 2015-2017. This work plan includes the concept of how Lithuanian authorities recognise social entrepreneurship. The latest version of this concept (August 29th, 2016) includes the definition of social enterprise.

- “Law on Approval of 2015 - 2017 Work Plan on Fostering Social Enterprise”. Ministry of Economy of the Republic of Lithuania. 2015 December 23.

https://ukmin.lrv.lt/uploads/ukmin/documents/files/Verslo%20aplinka/socialinis_verslas/SV_S_2015-2017_veiksmu_plano.pdf

Social enterprise is directed to people who are separated from various public fields, are more sensitive to social and economic challenges and risks, have less resources to tackle them successfully (e.g. disabled, lonely mothers or fathers, before pension age and pension age old people, people without any qualification, unemployed, not-studying, and not in a training course, young people, minorities, refugees, people who have faced coercion and etc.).

From this definition we can say that the Ministry of Economy expects social enterprise to work similarly as social business does (social business is fully directed to people with fewer opportunities and special needs). However, in recommendations, there is a long list of fields where social enterprises are expected to operate.

Social enterprise is directed to the public and its activities have to have bigger positive impact on the environment, as compared with traditional businesses, and benefits can be visible on these fields:

- the reduction of effects of main industry branches (e.g. transport, heavy industry, energetics, agriculture, housing, tourism and etc.);
- more effective use of natural resources and waste management;
- the reduction of global warming and its consequences;
- the protection of biological diversity, animal care;
- the protection of landscape;
- the preservation of Lithuanian cultural originality;
- the promotion of public creativity;
- the prevention of diseases and addictions;
- health and social tourism;
- human rights and protection and guarantee of equal opportunities;
- fostering the activities of local communities;
- civic participation, public education and education about national defence systems;
- support for social business and non-governmental organisations;
- the reduction of social isolation and promotion of integration to labour market.

As we can see, officials do not state young people as a target group which could develop social enterprises and foster youth social entrepreneurship in Lithuania. However, the main requirement for social enterprise is to have income from the market (more than 50 percent from economic activities) and more than 50 percent of profit has to be reinvested to implement the social aim of the social enterprise.

- “The Detalisation of Criteria of Social Enterprise”. Ministry of Economy of the Republic of Lithuania. 2016 August 29.
[https://ukmin.lrv.lt/uploads/ukmin/documents/files/SVV/Soc %20v %20konceptijos%20pakaitimas%202016-08-29.pdf](https://ukmin.lrv.lt/uploads/ukmin/documents/files/SVV/Soc_%20v_%20konceptijos%20pakaitimas%202016-08-29.pdf)

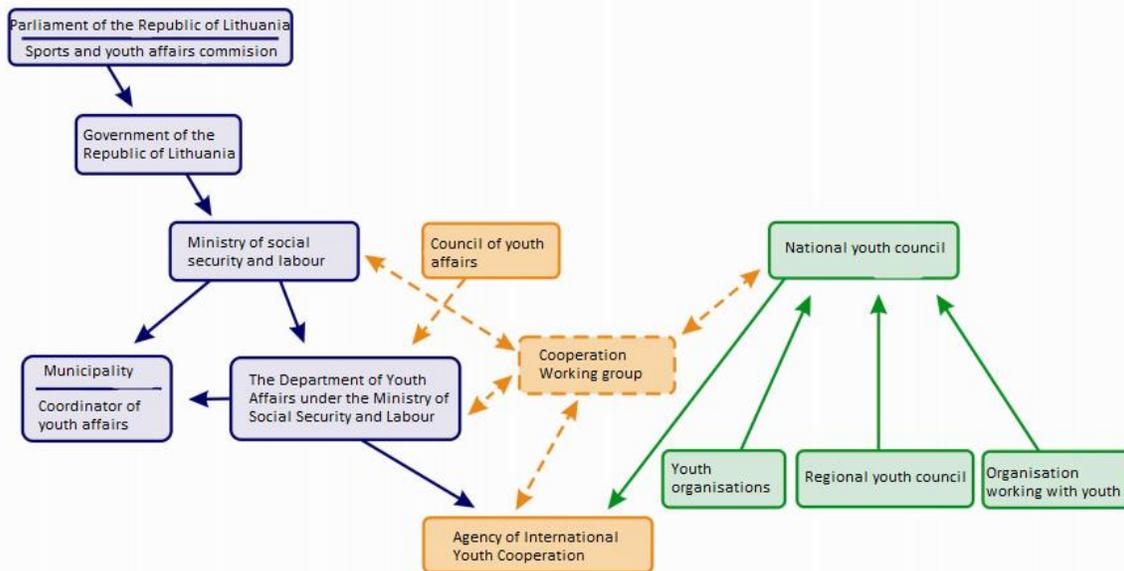
Besides, on the official website of the Ministry of Economy of the Republic of Lithuania, it is said that the Lithuanian generally do not fully trust the private sector, that is why social enterprise is not that much developed as it is in Western European countries. We do not have good practice examples of social enterprises and we lack incentives and financial support, as well as trainings for fostering social enterprises in Lithuania and developing key competences of entrepreneurs. That is why, only few organisations develop the concept of social enterprise in their activities.

- “Social Enterprise”. Official website of Ministry of Economy of the Republic of Lithuania. <https://ukmin.lrv.lt/lt/veiklos-sritys/verslo-aplinka/smulkiojo-ir-vidutinio-verslo-politika/socialinis-verslas>

In the concept of social enterprise by the Ministry of Economy of the Republic of Lithuania, there is a review of the current situation in Lithuania. There are some points that could be pointed out in this report:

- In the law of social companies only the model of social business is established, when social companies receive a social status by employing people from target groups (fewer opportunities and special needs). These companies receive state support. In this way, other models of social enterprise are not recognised and not developed, and the state supports only one of all the possible models of social enterprises.
 - In the law of social companies, the definition of social enterprise does not match the European Commission criteria of social enterprise. Lithuanian social business are still focused on maximising their profit for owners.
 - It is stated that the potentials of non-governmental organisations (NGOs) are not fully used. In 2014, there were around 15 000 NGOs whose average annual budget was EUR 869-1448. Only few of NGOs work to develop their economic potential. The Ministry of Economy agrees that it is important to foster the sale of goods and services of NGOs by applying business models to social aims. They also promote the partnerships of NGOs and businesses for public benefits.
 - There is a huge lack of public discussions on social enterprise and innovative questions, there are no trainings for raising one’s qualifications for entrepreneurs. It important to mention that there are no (or are just a small part of study module) studies about social enterprise and how to develop it (in higher education institutions: colleges or universities).
- “Law on Approval of the Concept of Social Enterprise”. Ministry of Economy of the Republic of Lithuania. 2015 April 3. <https://www.e-tar.lt/portal/lt/legalAct/353c1200d9fd11e4bddbf1b55e924c57>

In accordance with Article 4 of the Law on Youth Policy Framework of the Republic of Lithuania (Official Gazette, 2003, No. 119-5406; 2005, No. 144-5238), *Youth policy* shall mean a purposeful activity intended to resolve youth problems and to seek to create favorable conditions for the formation of a young person and his integration into public life, as well as an activity, which has the purpose of achieving understanding and tolerance of society and individual groups thereof towards young people.



Legal Advisory Framework:

COUNCIL OF YOUTH AFFAIRS - a publicly acting institution whose members are from the Lithuanian Governing institutions and Youth NGOs.

In 2016, the Lithuanian Youth Council gave recommendations for Government about Youth Entrepreneurship situation in Lithuania. They say that:

- There should be created a work plan for Youth social entrepreneurship for 2017-2022, which would analyse the current situation of youth social entrepreneurship in Lithuania, give offers of its promotion and when the structural funding from the European Union is over, continue to foster it.
 - To foster Lithuanian municipalities to organise youth social entrepreneurship competitions and have separate financial support programmes for it. Besides, municipalities should focus on giving priority to youth organisations and those who work with young people, and try to develop the concept of youth social entrepreneurship.
 - By looking at good examples of other countries in the European Union (e.g. the United Kingdom), to create tax, financial and juridical advantages for those social enterprises which are being developed by young people. This could be an attractive solution for young people to be motivated to establish new enterprises and create work-places.
- "About Youth Entrepreneurship Situation in Lithuania". Council of Youth Affairs. 2016 February 11.
<http://www.jrd.lt/uploads/jrt%20protokolai/2016%2002%2011%20JRT%20Pos%C4%97d%C5%BEio%20protokolas.pdf>

Youth NGO Framework:

The Lithuanian Council of Youth Organisations (aka Lithuanian Youth Council) is an NGO that combines around 70 youth organisations from all over Lithuania.

At the end of year 2016 in Lithuania there were general elections when people had to elect new members of the national parliament. The Lithuanian Youth Council has prepared a resolution for the new government about Youth social entrepreneurship. These recommendations say that according to OECD, in 2014, only 4.9 percent of young people tend to create work-places. This is an alarming fact, especially when the demographics show that the Lithuanian society is ageing and will have greater impact and bigger load for government social system.

In general, the Lithuanian Youth Council supports and agrees with the recommendations of Council of Youth Affairs.

- 'Youth and Social Entrepreneurship' at the "Suggestions for the Programme of Future 17th Government of the Republic of Lithuania". Council of Lithuanian Youth Organisations. 2016 April 24.

<http://lijot.lt/lt/dokumentai/pozicijos-ir-rezoliucijos/rezoliucijos/finish/18-rezoliucijos/1089-siulymai-busimosios-xvii-osios-lietuvos-respublikos-vyriausybes-programai>

POLAND

Inconsistency of legal regulations of youth work

The Polish legislation regulates the youth work in a number of laws, which are characterized by far-reaching inconsistency, and even dysfunctionality.

According to art. 65 paragraph. 3 of the Constitution, the continuing employment of children under 16 is prohibited. However, art. 3045 of the Polish Labour Code provides for several exceptions. Before the age of 16, a young person can only work in favor of an entity that operates in the cultural, artistic, sporting or advertising industry. It is necessary that a parent or guardian of the child gives permission for this type of work-activities, it must be also authorized by the competent labor inspector.

Under the Labor Code, you can hire a young person (15-18) on the following conditions: 1) he or she completed 15 years of age; 2) finished primary school, 3) the work does not threaten his or her health and is aimed at the professional preparation.

Slightly different employment opportunities for young people are formulated in Act on Employment Promotion and Labor Market Institutions which prohibits the employment of persons under the age of 15 years. The same act allows employment, in art. 191, of these young people (15-18 years) who: 1) have completed at least high school; 2) present a medical certificate stating that work of a given type does not endanger their health.

In addition, an adolescent who does not have professional qualifications may be hired only for vocational training. This provision largely limits the actual employment of young people. In the Labour Code, there are very meticulously listed restrictions that protect the young worker, such as: a) a list of works forbidden to the juvenile; b) initial medical examinations which the juvenile is subject to before employment in order to determine whether the work will not have a detrimental effect on their health; c) periodic and medical examinations involving young people who remain longer in employment; d) prohibition on the employment of minors in overtime; e) prohibition of employment of young people at night: e) short-time work - children up to the age of 16 work time not exceeding 6 hours a day, and over 16 years of age - no more than 8 hours.

The dysfunctionality of the legal regulation of youth work can be assessed in two dimensions. The first one is that it is not functionally harmonized with the cultural model of education for entrepreneurship in school and family. The second one concerns the restriction of earning sanitary rules and the duty of the educational nature - which limits the activation of young people toward entrepreneurship.

Institutional forms of youth work

In addition to the above mentioned job opportunities on the open market, young people can take up employment in four institutionalized forms.

1) Association. Bases its activities on the work of its members; also, to conduct its business, an association may employ workers. An association may conduct economic activity on general principles, but the income from this activity must be spent on statutory objectives.

2) Foundation. Established for the implementation of objectives socially or economically useful and in line with the basic interests of the Republic of Poland. A foundation may perform economic activity for the purpose of income for the implementation of statutory objectives.

3) Cooperative. A voluntary association of an unlimited number of people conducting a common business activity in the interest of its members. A cooperative can lead social activities, educational or cultural activities for its members and their environment. A special form - operating under the rules of co-operatives - is a students' cooperative.

4) Voluntary Work Corps (Ochotniczy Hufiec Pracy – OHP). A state budgetary unit. OHP's perform the tasks of the state in terms of employment and counteracting marginalization and social exclusion of young people, as well as tasks related to the education and upbringing.

In addition to institutionalized forms of youth work, there is the opportunity to work within the framework of the youth mini-companies as part of educational programs schools.

Youth social entrepreneurship in the social economy

The definition adopted in Poland - based on the European Research Network (EMES) definition – states that a social enterprise is an entity established for social purposes whose

profits are assumed to be reinvested in these objectives or in the community. The key thing that differentiates social enterprises from traditional business oriented enterprises is that their social mission is as core to their success as any potential profit. The Polish legislator has not decided, however, to define the concept of social economy and social enterprise in any law until now (2016).

In terms of entrepreneurial activities towards youth promotion of entrepreneurship of young people is assured by certain instruments of the labour market, such as granting for unemployed person who is planning to open her or his own business, to establish or to join the social cooperative. Polish Agency for Enterprise Development (running under Ministry of Economy) support entrepreneurship through implementation of actions aimed at using innovative solutions by entrepreneurs, development of human resources, expansion on international markets, regional development. PARP is actively participating in creation and effective implementation of the state policy regarding entrepreneurship, innovativeness and human resources adaptation, with the purpose of transforming into a key institution responsible for creating the environment supportive of entrepreneurs.

The state policy towards youth social entrepreneurship is stated in two important documents.

Social Capital Development Strategy - The Strategy presents educational activities on social entrepreneurship in the education of children and youth through practical education to prepare them for adult entrepreneurial activities. Details of these educational activities have been formulated in the education law as "shaping students' entrepreneurial attitudes conducive to their active participation in economic life", already losing the concept of social entrepreneurship per se. In the core curriculum of entrepreneurship education in Poland, economics and entrepreneurship (vaguely understood) education is extremely limited, pushing practical education for elective courses solely. Teaching social economy in Poland is by far the bottom-up process initiated by the teachers themselves. Mostly the decision of the school or the teacher depends on whether the subject: "social entrepreneurship" will be integrated into the teaching programme. Unfortunately, the level of teachers knowledge in this sphere is very uneven – some have more skills and knowledge but some operate on obsolete books and materials. Teachers rarely decide to take up on additional training or post-graduate studies on social economy because they are not obliged to do so.

The Polish school programme for entrepreneurship education:

1. does not take a pro-social attitudes and voluntary sector;
2. does not indicate the benefits of the actions in the area of social economy;
3. does not promote extra-curricular activities and initiatives (i.e. competitions under the auspices of the Ministry of Education and Ministry of Family, Labour and Social Policy with

the knowledge of the social economy related to the functioning of students' cooperatives, which activities are not obligatory for the students).

National Programme for the Development of Social Economy (2014).

The main objective of the Programme is: In 2020, social economy is an important factor in employment growth, cohesion, social development and social capital. One of the indicators is the number of established and running social enterprises. The operational objective "Increasing competence in the field of social economy in society" is to be pursued through the development of competences both in formal (at all levels of education) and non-formal education. One of the forms of learning social management will be a students' cooperative. It is assumed that by the year 2020, students' cooperatives or other forms of cooperative activities will work in 10% of primary and secondary schools.

The Programme has already formulated concrete demands as: 1) to restore and develop the idea of student cooperatives in schools, through methodological support, development and dissemination programs for teachers in the field of economy and social entrepreneurship; 2) to support the organization of voluntary practices and professional internships in companies operating in the area of social economy; 3) to ensure cooperation in vocational education sector of social economy by serving a mandatory apprenticeship in social enterprises; 4) at universities, to accept "the mission" as a form for social activity and the forum for promotion of social entrepreneurship within the academic career centers and business incubators.

A very important concept in the program is action V.4. "Model of non-formal education of children and youth". It proposes to introduce a system of small grants in the form of Regional Youth Funds with the reduction of formalities to the minimum. It is essential to include local governments to partially co-fund the local edition of the Regional Youth Funds on all levels. These records are however only a theory with little chance to become an actual law in Poland.

Other legal acts in the field:

- Act on Social Economy "Cooperative Law"(16th September, as amended)

It refers to a students' cooperative once in article 259 paragraph 2 point 5 that says that the tasks of the National Council of Cooperative are organizing scientific and research, training and information activities, promoting cultural and educational activities of its members, undertaking initiatives related to the development of the cooperative movement in the Republic of Poland, including the development of students' cooperatives, and forming favourable conditions for the development of the cooperative movement.

- The Act of on Social Cooperatives (27thApril 2006, as amended).

According to the law, the objective of the social cooperative is to carry out a social cooperative based on the personal work of members.

The social cooperative is working to ensure:

- the social reintegration of its members, which should be understood as efforts to rebuild and maintain the skills to participate in community life and social roles in the workplace, residence or domicile,
- the professional reintegration of its members which should be understood as measures aimed at restoring and maintaining the ability to independently perform work on the labour market and these activities are not performed in the course of a social cooperative business.

There is no law on youth activities within social entrepreneurship.

In July, 2015 the Subcommittee established to consider the extraordinary parliamentary draft law on social enterprise and support for social economy entities began their work. During the work, the Subcommittee together with the Office of the Legislative developed amendments to the print for the sake of the social economy sector. On 7 September 2015, the Subcommittee suspended work on the bill.

The local policy on youth social entrepreneurship

Gdansk 2030 Plus Development Strategy specifies the basic priorities and fundamentals of development, going beyond 2030. The Strategy will be implemented by mutually complementary Operational Programmes covering the objectives to be achieved and the expected results. It is also correlated with the city's budget and covered issues such as education, culture, health, social integration, innovativeness and entrepreneurship, as well as transport and public space. There is the operational programme "Entrepreneurship and Innovation", which is dedicated to entrepreneurship and innovation.

Operational objective: V.1. Building a favourable environment for strengthening entrepreneurial and creative attitudes.

V.1.1. Education within key competences among children and adolescents.

V. 1. 1. 1. Using innovative educational methods in developing entrepreneurial competences of children and adolescents, including: gamification of school activities.

V. 1. 1. 2. Implementation of activities that create youth leaders, conducted by local and foreign entrepreneurs.

V. 1. 1. 3. Implementation of projects for children and youth by the Business Environment Institutions and other educational institutions, aimed at developing pro-attitudes, soft skills, technology and teamwork.

V. 1. 1. 4. Enriching the system for teachers, building the education ecosystem in cooperation with business and educational groups.

Operational objective: V.2. Effective and comprehensive support for Gdansk companies and organizations.

V.2.3. Development of the social economy sector.

V. 2. 3. 1. Intensification of the support of social economy, including animation and support of economization of the NGO sector.

V. 2. 3. 2. Providing resources and tools for the development of social economy.

Characteristics of youth labor market

Youth policy in Poland is recorded in the State Strategy for Youth in the years 2003-2012. The strategy was aspirational in nature, without serious instrumentation purposes. Document in relation to the youth work and youth entrepreneurship mentioned only internships financed from the state budget. Since 2012, the government has not formulated a new strategic document.

The Polish labor market is heavily influenced by the problems of combating unemployment, which is a consequence of a profound transformation of the system of the country. Therefore, in the state policy, less attention was paid to the structural and cultural sources of youth entrepreneurship. This short horizon for work culture and market shaping led to three phenomena:

- Deep segmentation - crystallization of the ancillary jobs for young people,
- Low rate of labor force participation and high unemployment among young people,
- Mismatch of education at all levels to dynamic changes in demand in the labor market.

In addition, the emigration of around 2 million, mainly young people, caused a loss of dynamic young people. The specificity of the Polish is the highest in the EU percentage of employees: approx. 60% (including people aged 15-24 years) employed under civil law contracts, fixed-term contracts called junk-contracts. This causes permanent insecurity and even fear and uncertainty in the consciousness of young people, which can be characterized by the phenomenon of precarity – being considered as socially inferior people. An important task of social policy is to recognize opportunities to prevent permanent precarity.

3. Educational support of social entrepreneurship in youth sector, including the mapping of stakeholders and cooperation with them.

DENMARK

Within the education sector, it is recognized that there is a need for a new kind of curriculum with an entrepreneurial approach and the inclusion of practice across disciplines and

sectors. There is also a need to integrate entrepreneurial ideas and participatory learning experiences from early on, in order to support and stimulate children and youngsters to understand problems, be involved, and create solutions, opportunities and thereby make change - for themselves and for others. Stakeholders and educators underline that such learning and working experience should be introduced as early as possible, i.e. also in ground school.

Listing the actors of Social Entrepreneurship Education in Denmark

Education related to social entrepreneurship and social enterprises is generally getting more attention in Denmark and various educational programs are available, both at the level of university, university college (for professions such as social workers, nurses, and teachers at primary and secondary school level) and primary and secondary school. In general, there are many possibilities of having an education in social entrepreneurship and social enterprises in Denmark, but still there is a need for a longer practical education. Below are two schemes, covering formal education and non-formal education in social entrepreneurship.

Formal education

Name: "Centre for Social Entrepreneurship" (CSE) at Roskilde University (RUC), (<http://www.ruc.dk/forskning/forskningscentre/cse>)

Master's programme in Social Entrepreneurship (<http://www.ruc.dk/uddannelse/efterogvidereuddannelser/masteruddannelse/mse/om-mse/>)

CSE offers a two-year Master's program in Social Entrepreneurship (60 ECTS) since 2008. To date, about 160 people have graduated from this program.

Body type: Public institution, formal education

Target group: The course is open to a broad spectrum of stakeholder organizations and individuals within the 3. Sector engaged in voluntary social work, social efforts, work with social innovation or social entrepreneurship; public municipal sector, university colleges, social housing projects and people in private businesses working with CSR

Openness: The course is open to all who speak Danish

Strength and weakness: Strengths: The education is very community-oriented and provides a strong theoretical background for working with social entrepreneurship. It provides network to actors in the fields of social entrepreneurship and social enterprises. Weaknesses: The education is basically theoretical and although cases and best practice examples are part of the education, very few practical skills to be able to work as social entrepreneur are acquired. The business side of social entrepreneurship is absent from the program.

Name: "Center for Social Entrepreneurship" (CSE) at Roskilde University (RUC),
Social Entrepreneurship and Management (SEM), (<http://www.ruc.dk/en/education/subjects-at-roskilde-university/socialentrepreneurship-and-management>)

International candidate degree in social entrepreneurship and management (120 ECTS). The program was launched at Roskilde University in September 2013, and is designed as an in-depth education for students who want to specialize in studies of the social dimension of entrepreneurship and management.

Body type: Public institution, formal education

Target group: Danish and foreign students interested in Social Entrepreneurship.

Openness: all teaching and the program is in English so it is open to both Danish and International students.

Strength and weakness: Strengths: The Master's program focuses on both theory as well as practice of social entrepreneurship and will provide students with a good basis to both lead and start social enterprises.

Name: Centre for Corporate Social Responsibility, Copenhagen Business School (CSR), <http://www.cbs.dk/en/research/departments-and-centres/departments-and-centres/department-of-intercultural-communication-and-management/centre-corporate-social-responsibility>

Until 2015, CBS ran a **Minor in Social Entrepreneurship** intended to equip students with the instruments needed to develop earned-income strategies for charities and to launch social enterprises. The minor contained classes providing the theories and tools required to start, finance, and grow charities and non-governmental organisations (NGOs). The course is currently not available but more courses might be launched in the future.

Body type: Public institution, formal education

Target group: CBS students

Openness: the course was open to CBS students at graduate level, teaching and curricula are in English

Strengths and weakness: Strengths: The course targets people who would not normally become social entrepreneurs but try to interest students from majors on CBS, e.g. finance and economics, who at the end of their studies could be interested in this field. The course has a strong focus on the business side of social entrepreneurship. Weaknesses: The course does not focus much on how social entrepreneurship can be used to better understand and analyse challenges and difficulties in society and in the Welfare system.

Name: Centre for Corporate Social Responsibility, Copenhagen Business School (CSR), **Online open course MOOC on Social Entrepreneurship**, <https://www.coursera.org/course/social-entrepreneur> (public institution, formal education, free online course in English)

Massive Online Open Course (MOOC) – Social Entrepreneurship is a 12-week online course where students learn how to create societal impact through social entrepreneurship. The course was launched on 3rd September 2014 and more than 22,000 people signed up, not only from Denmark but also from all over the world. Students are introduced to examples of social entrepreneurship and are guided through the process of identifying opportunities to address social problems as well as outlining their ideas in a business plan. The course is currently not

available but more courses might be launched in the future.

Body type: Public institution, formal education

Target group: Danish and international students

Openness: the program was free

Strengths and weakness: Strengths: The online and free program has the capacity to reach a large group of interested people all over the world and has already proved to. Weaknesses: In spite of a lot of participants, the number of tangible business plans for social enterprises was relatively small.

Name: Centre for Corporate Social Responsibility, Copenhagen Business School (CSR),

Starting up your own social venture, <http://kursuskatalog.cbs.dk/2014-2015/KAN-EB.aspx>

The course was launched in January 2014 and has been run 2 times with 55 participants. The course aimed at equipping students with analytical and planning tools necessary to launch a high-impact social enterprise, and provide them with the opportunity to apply the tools, develop their own social entrepreneurial initiative and to help them to better assess their own potential and interest in becoming a social entrepreneur. The course is currently not available but more courses might be launched in the future.

Body type: Public institution, formal education

Target group: This course appeals to students with a strong desire for social entrepreneurship.

Openness: Was open to CBS students

Strengths and weakness: These are somewhat similar to those of the other CBS educations.

Name: VIA University College, <http://www.viauc.com/Pages/via-university-college.aspx>
(public institution, formal education)

VIA University College has been offering modules in social entrepreneurship, social economy and social innovation within different Bachelor programs.

Body type: Public institution, formal education

Target group: Students on the following Bachelor Programs: Bachelor in Public Administration, Bachelor in Social Education and Bachelor of Social Work

Openness:

Strengths and weaknesses:

Strengths: All of VIA's courses have a strong foundation in practice. And if the development of a Bachelor course in social entrepreneurship were to be implemented, it would fill a gap between the academic programs within the field and the very practical development schemes (The Social Growth Program, etc.) that exists in the field in Denmark today. VIA has access to 18,000 students and the mere fact that modules in social entrepreneurship, social economy and social innovation are offered raises the awareness of the fields.

Weaknesses: VIA's research in the field tends to meet barriers due to the fact that there are still many prejudices within traditional education towards the concept of social enterprise and social entrepreneurship. On the one hand, the programs within VIS's human science

department are not used to dealing with the business side of the social effort and in that way are prejudiced towards the social enterprise idea. On the other hand, courses within the business-minded spheres of VIA have prejudices towards the social enterprise idea, because “the social” might be too emphasized compared to the business side.

Name: VIA University College

Design for Change

Students at The Design for Change education should become qualified to:

- Develop and implement business models based on social innovation, social design or social entrepreneurship
- Formulate feasible business plans based on People, Planet, Profit, sustainability and the circular economy
- Apply the Design for Social Innovation method to innovation processes
- Understand and make use of the legal and business aspects characteristic of socio-economic businesses
- Navigate in the welfare society and in the challenges involved in collaborating with the civil society, the market, NGOs and the public
- Apply digital platforms to create and distribute sustainable products and services (sharing economies/crowdsourcing, etc.)
- Apply Design Thinking to a socio-economic context with focus on interdisciplinarity.

Body type: public institution, formal education

Target group: Students at B.A level, as the course is part of the Entrepreneurship program at VIA Design, Entrepreneurship.

Openness: Mandatory to all who start studying at Entrepreneurship, VIA Design

Strength and weakness: Strength: They cover many different educations and reach out for many students. Several of the teachers are aware of the value of social entrepreneurship and work to stimulate it. Weakness: It is merely a short course.

Name: The Danish Foundation for Entrepreneurship - Young Enterprise (FFE-YE), www.ffe-ye.dk Social Enterprise 360 (<http://www.ffe-ye.dk/programmer/social-enterpriseprogramme>) FFE-YE also runs a program specifically targeted at social entrepreneurs. The Social Enterprise 360 Program is a free competition where students from upper secondary educations develop and transform social ideas into a real social business. The students have to develop an idea that can create a better world for present and coming generations. The peak of the program is a national finale for the 10 best ideas/teams in May every year. The winning team goes on to the European final to compete with teams from other European countries. So far, 130 Danish students have participated in the program.

Name: The Danish Foundation for Entrepreneurship - Young Enterprise (FFE-YE), www.ffe-ye.dk (public organization, offer formal education and inspiration to educators, teachers and students, covering from primary school to university level)

"Danish Entrepreneurship Awards" <http://en.award2016.dk/>, a competition that is part of Global Entrepreneurship Week, where the entrepreneurial youth of Denmark compete with each other when it comes to ideas and creative solutions. The preparation for the competition takes place in the students' own primary school. Social entrepreneurs have always been able to participate under the category of Society & Globalization, but for the first time in November 2014, the Awards included a category specifically related to Social Entrepreneurship. 6,000 students attended the Danish Entrepreneurship Awards in 2014.

Body type: public institution, formal education

Target group: Students in primary school

Openness: Open to all students interested in entrepreneurship

Strengths and weaknesses:

Strengths: Strong stable organisation that is funded both by Government and private sponsors. There is a very broad focus on entrepreneurship and the participants are able to gather knowledge and develop education in entrepreneurship / social entrepreneurship from primary school to university level. The fact that FFE-YE's can also support entrepreneurs financially makes the effort even stronger. FFE-YE reach out to a large number of young people from primary school to university level.

Weaknesses: Social entrepreneurship and social enterprise is still a small part of FFE-YE's activities, and it is difficult to say how many social entrepreneurs come out of FFE-YE's efforts. Also the entrepreneurs are more or less left to themselves once they are out of the educational system, and are without a network and support initiatives to follow up on FFE-YE's efforts.

Name: **Diakonissestiftelsen**, www.diakonissestiftelsen.dk **3K uddannelsen** (3C stands for Education in Christianity, Culture and Communication) <http://3k.diakonissen.dk>
3C - Education is a 4-year professional Bachelor programme in Christianity, Culture and Communication that has been offered by the Christian organisation Diakonissestiftelsen in cooperation with VIA University College (see above). The course has offered a 2-month module in Social Entrepreneurship since 2013.

Body type: Public institution, formal education

Target group: Students at 3K uddannelsen

Openness: Only open to students at "3K uddannelsen"

Strengths and weaknesses:

Strengths: The module in social entrepreneurship gives the participants who will work in the 3. sector a new tool to organize their activities and organisations in a more innovative and businesslike manner, which could strengthen their social efforts and make their organisations more financially sustainable. **Weaknesses:** Instead of a temporary module, a permanent module would be better.

Name: **University College Lillebælt (UCL)**, <http://international.ucl.dk/about-us/about-university-college-lillebaelt>

Social Entrepreneurship and Innovation for Children and Youth with Social Needs

<https://international.ucl.dk/study-programmes/social-education/social-education-odense/international-semester-autumn/>

UCL offers an international semester, four-month-long course in English, where social entrepreneurship is introduced as a new international perspective on pedagogical approaches and methods for working with children and youth with social needs.

Students are introduced to a range of practical tools to plan and carry out indoor and outdoor activities suitable to their target group and its developing needs.

Body type: Public institution, formal education

Target group: students from all of UCL's 9 professional bachelor educations can apply to the scheme

Openness: For students outside the EU the total tuition and fees for the course is approximately EUR 3,570.

Strengths and weaknesses:

Strengths: After the course, they will be ready to observe and analyze the needs of their target group and design specific activities based on their practical and theoretical knowledge of how to facilitate positive development for children and youth with social needs.

Non-formal education

Name: Jyderup Højskole www.jyderuphøjskole.dk

Jyderup Højskole offered in January 2015 a course in project management and social entrepreneurship. It was a 12-week course, where students could develop solutions to a social challenge which they choose themselves in cooperation with the virtual platform tagdel.dk (A platform that involves people in solving different social problems.) The course has not been offered since

Body type: private institution

Target group: All interested in social entrepreneurship

Openness: The course had a few scholarship possibilities for exceptional students; for example, for students coming from new members of EU, making the total expense only 480 DKK a week.

Strengths and weaknesses:

Strengths: A practically-focused course and training with support available all the time, and the possibility of sharing experiences and developing one's project with peers. The partnership with a larger organisation (tagdel.dk) opens up a larger network for students, continuing after the course has ended. **Weaknesses:** Not so many people might be able to reserve 3 full months of their life away from home to join a course.

Name: Dansk Folkeoplysnings Samråd, <http://www.dfs.dk/> 1 day course "Sådan starter du en socialøkonomisk virksomhed" (How to start a social enterprise), <http://www.dfs.dk/medlemstilbud/dfs-laering/moeder-og-kurser/2015/saadan-starter-du-en->

socialoekonomisk-virksomhed/

Centre for voluntary social work together with Danish Council for Adult Education offered a 1-day course "How to start a social enterprise". It was offered 2 times in September 2014 and March 2015. The course was for voluntary social organizations to find out if the social enterprise model can be used in their context as a way to work and generate income in a new way.

Body type: Private institution, non-formal education

Target group: The course was for voluntary social organizations

Openness: Mainly for member organisations of Danish Council for Adult Education – but was also open for other interested. Price 200 €

Strengths and weaknesses:

Strengths: It is held by a strong organization with access to a large network of possible participants and so there is a huge potential of starting social enterprises within the voluntary sector. Courses like this might help voluntary social organizations to include social business into their efforts, which might strengthen the effort and make it more financially sustainable. In general this would help both voluntary social organizations and the growth of the social enterprise sector.

Weaknesses: There is a limit to how much one can learn in one day. There is no follow-up and network possibilities after the course.

Name: Foreningen for Social Innovation, <http://www.ffsi.dk/> and Cultura21, <http://cultura21.dk/>, Social U http://cultura21.dk/wp-content/themes/organic_block/images//Social-U-Innovation-kursusbeskrivelse-+-plan-hold-7-2014.pdf Social U is a 6-week course that has been run from 2012-2014 by "Foreningen for Social Innovation" (Association for Social Innovation) and the organisation "Cultura21" for the unemployed and others.

The focus of the course was on innovative entrepreneurship with a social and sustainable purpose. During the course, Theory U was used for developing a social idea to a genuine social business.

Body type: Association, non-formal education

Target group: Unemployed people and others interested in social entrepreneurship

Openness: Open to all interested

Strengths and weaknesses:

Strengths: The course included creative innovation, fieldwork, action learning, and exercises both individually and in groups. By the end of the course, participants had a business plan that could be used as a stepping stone in starting a career in the field of social entrepreneurship.

Weaknesses: The 6-week course was a part of Danish employment legislation and employment policy that would allow the unemployed to choose 6 weeks of education or training paid by the State. The law on employment has been changed from 2015, and as this possibility no longer

exists, the course will have to find a new form and framework to continue.

Name: Social+ (<https://socialeopfindelser.dk>)

Since 2012, support for social inventions and innovation, including for social enterprises, has been provided through Social+, a national platform for social innovation. In particular, Social+ aims to:

- 1) Collect and produce knowledge about social inventions and social innovation;
- 2) Bring innovative people together across sectors;
- 3) Encourage dialogue between decision makers, investors and media;
- 4) Stimulate the social innovation debate; and
- 5) Advice and co-create with social inventors.

Body type: Private, independent part of the non-profit organization Social Development Centre (SUS).

Target group: All interested in developing social innovation ideas

Openness: Open to all

Strengths and weaknesses: Weakness: Not many are aware of the possibility to get help from Social+, so the number of social entrepreneurs supported is small.

Besides the above mentioned, within higher education, student organizations like **FOSIA** and **DANSIC** could be mentioned. Both organizations run a yearly competition for social innovations that solve societal problems. Furthermore, organizations like **CPH (Copenhagen Project House)** offer affordable office spaces and also training for social entrepreneurs and social enterprises, sometimes in cooperation with the Municipality of Copenhagen.

Informal support and training for social enterprises and social entrepreneurs is also available from Danish organizations like **Social Entrepreneurs in Denmark, Kooperationen** (the cooperative movement in Denmark) – and from international organizations like **Reach for Change**, who has a Danish office, while the big organization **Ashoka** has an office in Scandinavia. Furthermore, **municipalities** do offer specific support for social entrepreneurs; people who want to start a social enterprise. This takes place either as a part of their traditional business support or by employing expert consultants to carry out the task. There is also a **growing number of individual actors** providing support and non-traditional education for social entrepreneurs and social enterprises.

ESTONIA

In Estonia, support for infrastructure of social enterprises exists but is fragmented. All stakeholders agree that the current conditions do not enable growth and qualitative development of the sector.

The single most important financial supporter has been the National Foundation of Civil Society. Its support has reached the social enterprise sector in two ways:

- special calls for developing social entrepreneurship and public services (business plan development and its implementation, always in separate calls).
- social enterprises that are registered as non-profits are also eligible for all the other capacity-building grants (topics vary from strengthening volunteer management to piloting networks for cross-sector citizen initiatives). Recently, developing impact analysis has been encouraged by the Foundation as one of the topics to choose when applying for grants.

The Ministry of Social Affairs has supported a yearlong accelerator twice (in 2015 and 2016) for start-up social enterprises (also as new branches in existing civil society organizations) and designing new public services (also in existing social enterprises).

Traditional business support mechanisms exclude legal structures of civil society organizations. Estonia has a vibrant and well-developed start-up scene, but social innovation is not a systematic part of it. However, the main business idea competition in Estonia has rewarded social enterprises in a separate category over the years.

While public service development is a priority for the public sector, social enterprises are seen only as one segment of service providers (among other for-profit and “non-profit” types of organizations). Only some stakeholders perceive social enterprises as service providers who are (potentially) more client-oriented than an average “for-profit” and financially more sustainable than an average “non-profit.”

Social enterprises experience the same challenges as other civil society organizations as the Estonian public sector market has some systematic flaws. These include:

- many public tenders are based on service descriptions that focus on outputs and have not been compiled with involvement of beneficiaries;
- insufficient resources for service provision that lead to low quality or forced voluntary work, which usually results in burn-out;
- no resources for service development.

As the public sector does not prioritize outcomes and impact, the public sector market is formed in a manner that also ignores service providers (including social enterprises) to focus on those aspects.

Educational support of social entrepreneurship in youth sector

Rather active, from time to time innovative, but irregular and of uneven quality – that’s the best description of the provision of social entrepreneurship training and education in Estonia. The training sessions for practitioners provided by various social enterprise ecosystem influencers have been available for would-be social entrepreneurs for a decade now, while

Estonia still lacks the program (or at least a program) that would offer regular and high-quality training sessions by an experienced team.

Concerning formal education, the universities are catching up, but the curriculum development and course provision is up to the enthusiasm of a few lecturers and are usually financed by project based initiatives (with one exception in University of Tartu, see below). While usually interactive enough, the project-based one-time courses usually lack both academic rigour as well as aspects that would challenge the students more entrepreneurially. However, a more strategic approach from the Ministry of Education and Science to social enterprise education would definitely bring about a quick progress, as the work of the past decade has created a pool of some high-quality trainers/lecturers and study materials.

Over the years, most of the training and mentoring courses have been available for would-be social entrepreneurs, leaders of successful non-profits aiming at establishing social enterprise branch and/or the initiators (mostly young people) of completely new ideas. Ideally, such programmes have combined both financial and non-financial support.

For example, the Good Deed Foundation organised two social enterprise idea contests (in 2005/06 and 2006/07) that combined training and mentoring with prize money for finalists. One of the winners of the first contest (Healthy Estonia Foundation) became one of the most successful social enterprises of the next years (business-to-business employee health advancement programmes on complex topics, such as HIV/AIDS prevention, sexual development in early childhood for parents, and responsible alcohol consumption).

Also, there have been years when the main Estonian business idea contest Ajujaht (that is mainly but not exclusively oriented to university students) has a special prize for the best social enterprise idea. The finalists also receive top-level non-financial support over the period of 3-5 months. In 2009-10, such development process with additional help from the Good Deed Foundation led to establishment of the NGO Helping Hand, one of the success stories of Estonian work integration social enterprises that has been strong both in attracting business-to-business clients as well as public services using the pay-for-success scheme.

In both cases mentioned above, the strength of Good Deed Foundation's training and mentoring support lied in pro bono involvement of experienced private sector professionals. While their involvement was not a guarantee for success, at least their demanding approach enabled many of the more feeble initiatives to fail fast enough.

Concerning the programs specifically aimed at youth, there are four examples:

- In 2007-2010, youth social entrepreneurship program called SINA. Good Deed Foundation discontinued the program after its founder left the organisation as well as because of lack of funding sources.
- In 2010-2015, Estonian public energy company Eesti Energia financed a program that was methodologically very similar to SINA. Its mission was to promote youth entrepreneurship

in general while social entrepreneurship was one of its thematic branches. Eesti Energia closed the program after changing corporate social responsibility priorities of the company.

- Social entrepreneurship incubator pilot SEIKU 2013-2014 that is described in-depth in a case study.
- Estonian biggest business idea development competition Ajujaht (Brain Hunt) has had a special prize for social entrepreneurship in three seasons 2009/10 - 2012/13, and after a two-year break, again in 2015/16, and 2016/17.
- It is clear that the main weakness of the field is lack of long-term stable programs as much resources are wasted on developing ambitious initiatives that are short-lived.

University of Tartu

Related to social entrepreneurship, there has been only one academic course offered by a university on a regular basis.

It is “Developing Social Enterprise” by the University of Tartu (Faculty of Economics and Business Administration). It has been taking place for three years (with one gap in 2013/14), in the spring semesters of 2011/12, 2012/13, 2014/15, and 2016/17. The course is in English and includes e-learning.

Its aim: [that] “Students are able to understand basic knowledge, principles and implementation possibilities of social entrepreneurship”. The course is structured around three elements that are interwoven throughout:

1. The field of social entrepreneurship.
2. The players and business structures used by social entrepreneurs.
3. The mechanics, tensions, and realities of starting and/or managing a social enterprise.

After passing the course the student should:

- Have gained an understanding of the field of social entrepreneurship and understood many of the opportunities, challenges and issues faced by social entrepreneurs.
- Be competent to choose between different types of enterprises and business models, have a long-term goal of sustainable social enterprise and be able to evaluate its impact for the society.
- Be able to analyse and design entrepreneurial process, its prerequisites and components.
- Be able to implement innovative processes for his/her projects of study field, including the development of a product and/ or service.
- Be able to find, create, analyse and communicate a business or/and project idea
- Be able to compose a business concept for a social enterprise.

From September 2017, University of Tartu Viljandi Culture Academy will also offer a subject of social entrepreneurship. That shows a growing trend: more and more universities and colleges are initiating social entrepreneurship as a part of their regular curriculum.

Tallinn University

In 2016, Tallinn University started the development of a Master's program in social entrepreneurship. If the development process is successful, the program will start in 2018 or at the latest in 2019.

The Social Entrepreneurship MA program is a progressive educational initiative of Tallinn University with the aim to promote entrepreneurship and the innovation of social service sector.

Innovations in the social service system can only be obtained by the mercy of vision, leadership and good management. This Master program aims to help professionals build the capacity needed for the development and implementation of innovative ideas that combine business solutions with social impacts. The university therefore includes in the curriculum knowledge about social innovation and development, modern social work methods, innovative service design, business development, marketing, communication and management. The university also offers modules about ethics and rights, since these provide an indispensable basis for service provision.

Tallinn University's social entrepreneurship program pays a special attention to ICT supported e-services, digital technology, governance and business solutions relying on the innovative context of Estonia and bringing this creative atmosphere closer to welfare programmes.

ICT supported solutions not only create an innovative technological atmosphere but the social impact of e-governance and business solutions leads to more open and accessible societies empowering ordinary people, giving opportunities for disadvantaged groups.

The educational methods will be also innovative. In the program, the university will work mostly with project and problem based learning methods where students are working in small, multidisciplinary groups creating their own projects mastering theories and knowledge while doing development work. An explicit aim is to turn the program to be a creative hub, where students not only participate in an academic program but also Tallinn University serves as a pre-incubator of new, creative initiatives that might be realized with the help of Estonian e-residency and very supportive e-government system.

Redesigning the social service system, bringing innovative solutions combined with business and ICT solutions can be considered as social innovation. This innovation does not concern the services only, but also society.

Social Entrepreneurship MA program is in line with Tallinn University's strategic plan of promoting smart societies, solving problems with well educated, empowered citizens.

The following table includes only those institutions and initiatives that are:

- currently ongoing (i.e. it does not include discontinued nor planned programs);
- explicitly developing youth social entrepreneurship as its main objective or as one of its sub-objectives.

Stakeholders in the ecosystem of supporting social entrepreneurship education: name	Public / private body?	Formal and / or non-formal education?	Specific target groups	How open for participants from other countries?	Description of educational support	Strengths and weaknesses of its educational support
Changemakers' Academy	Implemented by private non-profit Estonian Social Enterprise Network; financed by public body British Council.	Non-formal	High-school youth (Grades 10-12) (Tallinn and Harju County)	No	Estonian and Russian speaking youth are brought together with social enterprises in their communities to form multilingual teams and produce marketing materials for the enterprises. The program is accompanied by trainings, mentoring and prizes for the best teams.	The pilot takes place in 2016-17. The conclusions can only be made by summer 2017.
Social entrepreneurship special prize at business ideas competition "Ajujaht" (in English: Brain Hunt)	The competition is financed by public body Enterprise Estonia, and outsourced to implementing private bodies as a public tender. The special prize is directly financed by public body National Foundation of Civil Society and private firm SEB Pank.	Non-formal	The competition was initially targeted explicitly at youth. Some years ago, age limit was removed. However, nearly 100% of the applicants are youth.	It is possible to apply in Estonian, Russian and English. It is meant as a national competition but there are no definite restrictions to international participants (other than the fact that many parts of the process	Trainings, coaching, feedback from jury at different stages of the competition, monetary prizes to winners.	The training program does not include social entrepreneurship as a separate focus. However, relevant participants can receive social entrepreneurship related coaching from the partners of the competition (Good Deed Foundation, Estonian Social Enterprise Network).

				require physical presence of at least one team members).		
Harju County entrepreneurship awareness program	Harju County Entrepreneurship and Development Consultancy (public body)	Non-formal	Grades 9-12 (Harju county except for Tallinn)	No	The youth form teams around an entrepreneurial idea and try to implement it with a help of mentoring. Social entrepreneurship is among thematic focuses of the program.	The pilot takes place in 2016-17. The conclusions can only be made by summer 2017.
Regular course "Developing Social Enterprise" in English	University of Tartu (public body)	Formal	Students of University of Tartu	Yes (if a student at University of Tartu)	Theory and practice-oriented tasks.	The program has not been evaluated.

LATVIA

Public support mechanisms and other types of social entrepreneurship support

As stated in the report („A map of social enterprises and their eco-systems in Europe – Country report Latvia 2014) there are currently no specifically designed public financial support mechanisms for social enterprises. However, based on the legal form of self-claimed social enterprise, the following financial support schemes are available:

- (1) EU grants programs;
- (2) Loan programs;
- (3) Infrastructure and other support programs (incubation, start-up support).

If organisation has selected a form of not-for profit, mainly financial support is limited to the EU grant or other philanthropic organisation grants. The competition on such grants normally is high due to high number of not-for profit organisations, mainly relying on the incomes from the grants as one of the forms for existing.

One of the **main support mechanisms** currently available in Latvia for social enterprises is informative and networking support. As stated in the report, the main organisations providing informative and networking services are concentrated in the Riga region. These are: (1) Centre for Public Policy PROVIDUS, Social Innovation Centre (SIC); Social Entrepreneurship Development Foundation. However, DOTS as well has to be mentioned as one of the main informative supporters due to established tradition since year 2009 to organise Social Entrepreneurship forum

and maintain social entrepreneurship a topicality in Latvia. At the same time, according to the report, one of the gap areas mentioned is lack of a network of social enterprises. During Social Entrepreneurship Forum 2014, SIC representative recognised that networking and sharing of ideas/connections within social enterprise area does not function effectively. One of the needs identified during the Social Entrepreneurship Forum 2014 and also recommendation by SIC is to promote more active networking mechanisms. The DOTS has come with an idea to launch the Facebook page for quick updates as well as keeping the idea about the necessity of establishment of an association of social enterprises.

The informative support is not limited to the few organisations in Latvia. For instance the Business Development Fund implemented in 2013-2014 a project called “The Game of Creating a Social Enterprise for Youth”. The idea of the project was to stimulate educational game of creating social enterprises and exchange of experiences for socially responsible enterprises.

The mentor Club of the Stockholm School of Economics (SSE Riga) in Riga also plays an important role in different mentoring activities of social businesses. For instance, in summer 2012 by support of the Soros Foundation – Latvia, the Club announced the competition “Sākums” (“Beginning”) giving access to funding and support of experienced entrepreneurs to new social entrepreneurship projects.

As a summary it has to be admitted that information about the situation of social enterprises and entrepreneurship is very limited due to lack of a proper legislative or regulatory base. Some support mechanisms are established in the area of mentoring, informative support, but these are often of fragmented nature and project based. Lack of specific, targeted financial and legislative support might be identified as a main barrier for the development of social economy in Latvia. However, a positive aspect is the recent (autumn, 2014) movement towards piloting of financial support programs for social enterprises as of 2016.

As noted also over the Social Entrepreneurship Forum 2014, the community of social enterprises in Latvia is relatively small, but it lacks proper internal communication, even not mentioning external, regional or pan-European communication. There is a clear need to establish a support network at the national level. As a second or parallel stage, there is a need to consider much stronger cooperation with European or regional social entrepreneurship networks/support mechanisms to enhance knowledge pool of local stakeholders in terms of proper social economy development.

Pupils learning company

Pupils learning company (PLC) is a student created and managed training company whose activity has an educational character, globally coordinated by Junior Achievement. PLC educational purposes are to fulfil real company functions and running in a real environment, where pupils produce and sell goods or services. PLC has no legal status - they are represented by Junior Achievement Latvia and specific schools where the program is executed. PLC is advised and supported by PLC consultants / business consultants.

PLC as a teaching method is an interactive teaching method, which focuses on deliberate, targeted involved interaction and participation. PLC teaching method affects the learning content development, which opens up great opportunities for improvisation for the teacher and pupils. The Latvian Ministry of Education and Science has recognized this teaching method and recommends it in the educational institutions as an entrepreneurial evolutionary and developing teaching method.

PLC program aims to educate a new generation of entrepreneurs and industry experts; the learning consists of linking theoretical knowledge with practice.

PLC status - PLC has no legal status, registration and tracking happens only within Junior Achievement Latvia. Daily activities are supervised by a teacher in an educational institution. With regard to the tax laws in the case of PLC, Junior Achievement Latvia takes the responsibility.

If PLC is not registered in a common PLC register within Junior Achievement Latvia and there is no cooperation agreement, Junior Achievement Latvia does not accept responsibility for pupils' learning activities of the company. In this case, the responsibilities for tax law enforcement and other transactions are assumed within the educational institution.

There have been 814 PLC's registered in Latvia in 2014/2015 learning year. That is the closest form of support, since PLC allows also social entrepreneurship development. There is a specific group of competition during PLC competitions and similar events, where social initiatives are evaluated separately (separate group) during the competition process.

Formal education:

Name: The Latvian Christian Academy, a higher education institution in Latvia, is the only institution that runs an accredited Masters programme on social business administration - **study programme "Social Business Administration"**, <http://en.kra.lv/studies/master-level-studies/> (private institution, formal education, the course is open to students with Bachelor degree in economics or social work. Studies are available in English, Russian and Latvian. The Erasmus schemes are applicable for studies).

Body type: private.

Study programme accredited on the 3rd of July, 2013 with study direction „Social Welfare”. Degree awarded: professional master in social entrepreneurship management. The length of studies varies from 1,5 – 2,5 years, depending on previous experience.

The educational program is new, meaning that it has to get some reputation. The fee is 1450 EUR per year and it is competitive. The minus could be that Academy is very much religion related. The program also includes social work, meaning that the program might be more concentrated only on vulnerable groups.

Target group: students interested in the social entrepreneurship; social work.

Openness: available in Latvian only.

The programme “links principles and methods of social work and social entrepreneurship in an interdisciplinary package”. The course curriculum, inter alia, covers the organization and running

of a social business and also deals with the social needs of socially marginalized people. The program is very new, accreditation was finalised in 2013 and at the moment 5 students are enrolled.

Strength and weakness: Strength – the only master program available in Latvia, concentrated on the social entrepreneurship topic. Weakness – not yet well known in Latvia; no financial support available e.g. specific grants, loans etc.

Name: Latvia University of Agriculture offers „Social entrepreneurship“ as part of master degree program „Business administration“. The course started in February, 2012 and in total it contains 16 hours of lessons. In total, 3 courses result in 3 ECTS points. The course summary states that the aim of the course is to learn the nature of social entrepreneurship, guiding principles, criteria for identification, awareness of the role that social enterprises play in the solutions of socio-economic problems. Learners will acquire practical skills of establishing and running social enterprises according to their purpose and Latvian legislation.

Body type: public.

Target group: any individual interested in the social entrepreneurship basics.

Openness: available in Latvian only.

After completing the course, students are expected to have:

- Knowledge - about the nature of social entrepreneurship and its operating principles. Deep and broad understanding of the role of social business and the impact of the microcredit movement, reduction of poverty and other socio-economic problems of Latvia and in the world.
- Skills - to set up social enterprises in accordance with the laws and regulations of Latvia and respecting the basic principles of a social enterprise.
- Competence – to identify the nature of business and social functions and to understand the role of socio-economic problems and sustainable economic development.

Strength and weakness: Strength – delivered by the lecturer with PhD in economy in the specific topic.

Name: University of Latvia offers a course called „Social economy“ and it is awarded 4.5 ECTS points after successful completion. Number of lessons – 32 hours. **Course summary:** the course aims to introduce students to the subject of social economy and social policy development principle and its role in ensuring the welfare of the population. It highlights the problem of social issues at microeconomic and macroeconomic level. Theoretical ideas are linked with the social realities of both Latvian and other countries contexts. Active discussions and seminars devoted to justify the best alternatives within different social issues. Based on the independent work of students, comparison of the Latvian social problems and other countries is part of learning process.

Body type: public.

Target group: any individual interested in the social economy.

Openness: available in Latvian only.

Strength and weakness: Strength – gives an overall overview of social economy. Weakness - not

specifically concentrated on social entrepreneurship.

Name: BA School of Business and Finance

Since 2012, senior students of the BA School are offered an elective course of "Social Entrepreneurship". This is one of the directions of the BA School to position themselves towards other business education approaches in Latvian business education.

Body type: private.

Target group: students of the specific school, gaining education in business management.

Openness: available in Latvian only.

Strength and weakness: Strength – gives theoretical and practical insights.

Stockholm school of economics offers an elective course in social entrepreneurship and for several years has been one of the supporters and organisers of the Social Entrepreneurship Forum. The School is well known for creative and intensive approach towards practical learning. As one of examples, there has to be mentioned the pilot project for a holistic workshop approach in the field of social business in form of the Connected Village workshop to one hands-on learning experience organised in 2014 with the Grameen Creative Lab team.

SSE Riga offers electives section "C" courses about Social Entrepreneurship (3 ECTS credits) within bachelor's degree program "Economics and business". The course is led by Fionn Dobbin. The course is also available for interested parties. The total price is EUR 300.

Body type: private.

Target group: any interested in the social entrepreneurship concept.

Openness: available in Latvian and English; Fee – EUR 300.

Strength and weakness: Strength – gives theoretical and practical insights; Weakness – high costs.

Non-formal education

Non-formal education is a term covering various structured learning situations. The most active organisations in Latvia in the field of non-formal education related to the social entrepreneurship are few.

Name: The Latvian Christian Academy offers different courses, for instance, „The concept of social economy and global networks“. The course can be learned over the evenings. The course takes 4 evenings and costs EUR 64. At the beginning of 2015, the Academy offered 2 courses related to social entrepreneurship and most probably will continue being an active stakeholder within the education sector of formal and non-formal education related to social entrepreneurship.

- „**Entrepreneurship Funds: social enterprise section**“. The course was run over 4 evenings during January, 2015. The course presented funds available for social entrepreneurship, targeting social projects, stimulating the establishment of social enterprises.
- „**Capital and investments of social entrepreneurship**“. The course runs 4 evenings during January, 2015. The course introduces students to the social capital as an economic category management issues, the company's type of resource efficiency. An analysis of the

social capital of the business and the impact of investment assets of the company management, as well as the competitiveness and sustainable development objectives.

- In the previous years, the Academy was a partner in three Lifelong Learning ERASMUS Intensive Programmes (IP) in social entrepreneurship – in 2012, "Social entrepreneurship and the dynamics of the development of democracy in Europe"; in 2010, "Social economy main directions: problems and solutions", with the involvement of students and teachers from the Tartu University, Vilnius Pedagogical University (now - Vilnius educational Sciences University), Babes-Bolyai University in Romania (Cluj-Napoca (Cluj-Napoca)) as well as from Denmark and Hungary.

According to information from a representative of the Academy, continued education courses on social entrepreneurship are planned to be launched this year in March / April. At the moment, they are available as part of the study program. More information (in Latvian) - <http://kra.lv/klausitaju-kursi/>).

Name: Social innovation centre via project based initiatives develops educational and video materials in the national language to provide with easy and free access to social entrepreneurship materials. Also, the organisation keeps an online Library, where links to free online possibilities to be educated in social entrepreneurship are collected in one place. During 2013, the organisation within the project „Social innovation – way of living“ organised 5 training seminars for different target groups in Latvia, as well as run 2 educational lectures within video conference format for the local municipalities. The organisation serves an important role in the promotion of free education within the social entrepreneurship sector, but the weak side of it is a fragmented nature of the activities due to a projects-based approach.

Body type: private.

Target group: anyone interested in the social entrepreneurship concept.

Openness: different materials available in Latvian and English.

Strength and weakness: Strength – gives theoretical and practical insights; Weakness – dependent on EU funding projects.

Name: Business development foundation in 2014 organised and executed the project „Game for the establishment of a social enterprise for youth“. Training topics addressed social exclusion issues. The training was organized for 40 youth representatives. Young people had the opportunity to apply for the project and get selected. The training was free of charge.

Body type: private.

Target group: youth interested in the social entrepreneurship concept.

Openness: Available through the project for selected youth participants.

Strength and weakness: Strength – gives theoretical and practical insights; Weakness – dependent on EU funding projects and limited only to the specific group of youth.

Name: Society of Children Social and Financial education. This nongovernmental organisation develops <http://www.aflatoun.org> activities in Latvia and social entrepreneurship is one of the core elements of the program. First trainings for trainers were done in 2013, since then more than

100 teachers have been trained in the program in Latvia. Program targets youth from 9 to 18 years old.

Body type: private.

Target group: children.

Openness: Available through the schools interested in the Aflatoun program.

Strength and weakness: Strength – as an international organisation it has very well developed theoretical and practical materials; Weakness – dependent on the willingness of schools to implement a non-formal program in school.

Name: New Do(o)r Riga. New Do(o)r Riga is an international platform of social innovations with the centre of activity in Riga initiated by the organization Jewish Agency for Israel which works in Latvia with the support of the cultural and educational society Migrash, bank Rietumu and the Embassy of Israel in Latvia. The platform is also supported by a number of public and commercial organizations in Latvia, Israel, Ukraine and other countries. The professional partner of our platform New Do(o)r Riga is the group PresenTense and the initiative Hamama. The training programme for the development of social business initiatives of NewDo(o)r is based on the short programme of a social business school.

The training programme consists of 4 three-day international seminars (from Friday morning till Sunday evening) which are conducted in Riga. The dates of seminars will be specified in advance. All seminars contain mandatory sessions, i.e. general sessions for all participants and additional classes to choose from several topics. The mandatory sessions include such topics as vision and the formation of an idea, market analysis – partners and competitors, business modelling, planning and project management, the creation of a prototype and adjustment, budgeting and working with budgets, project presentation, networking, fund raising, PR, marketing, etc.

Body type: private.

Target group: anyone, including youth, interested in starting social entrepreneurship.

Openness: Available in Latvian, Russian and English.

Strength and weakness: Strength – it has very well developed theoretical and practical materials. Weakness: To sum up, training and education has just a few examples where hopefully Social Entrepreneurship pilot project from 2016 to 2018 (with support of EU funding) will provide trainings, courses and tutorials, as promised within the official documentation by the Ministry of Welfare. Due to lack of proper educational support, also regional cooperation within educational support has to be characterised as weak. One of the main recommendations for educational and policy institutions in Latvia is to strengthen short and long term cooperation, project based approaches and constant development of new educational modules, dedicated to social entrepreneurship education.

POLAND

Public support mechanisms and other types of social entrepreneurship support

The support mechanism for youth social entrepreneurship in Poland is implemented in two basic forms:

1. Funds for specific projects based on national and EU funds.

Supporting specific projects on social entrepreneurship/social economy and undertaking different kinds of volunteering is highly supported by the operational programs, primarily the Human Capital and Regional Operational Programme (PO KL) (2007-2013) and in the current term 2014-20 in the OP Knowledge-Education-Development (PO WER). Many projects related to the social economy in general are also founded by the Civic Initiatives Fund supported by the Ministry of Family, Labor and Social Policy. An important role in the area of supporting youth entrepreneurship are EU-funded projects like: Erasmus+ or "Europe for Citizens" and "Youth in Action" programme (2007-2013). The programme called "Citizens for Democracy", financed from the funds of the EEA, also played an important role. In Poland, e.g. Stefan Batory Foundation plays an important role, as its aim is to build an open civil society, or the Polish-American Freedom Foundation, which helped a lot the Civil Society Development Foundation that implements training, guidance for NGOs.

2. Practice of entrepreneurship within the cooperative movement and management of students' cooperatives and mini-companies, which have a clear educational dimension.

Promotion of social entrepreneurship among young people is carried out by the revival of students' cooperatives. An institution that brings together the knowledge and promotion of the students' cooperatives in Poland is Foundation for the Development of Students' Cooperatives. The Foundation is supported by the cooperative movement, and in particular by the "National Auditing Union of Workers Cooperatives" and the "Agency for the Cooperatives Development and Promotion".

Students' cooperatives and mini-enterprises creation by young people is a growing trend in Poland nowadays. Youth mini-enterprise is an innovative educational program in which students start a small enterprise at school and run it like a viable company. This model of promoting entrepreneurship is supported by the Junior Achievement Foundation, who is also very active in Poland.

Barriers for the support of youth social entrepreneurship in Poland

1. Legal. The Polish legislation, in spite of triple attempts in the Parliament, have failed to introduce appropriate legislation for the youth social entrepreneurship. The solutions contained in the Labor Code Act strictly regulate the work-related activities of young people, but they do not mention the social dimension of youth work. There are no favorable provisions for the operation of students' cooperatives and mini-enterprises

2. Institutional. The Government has no institutions aimed at stimulating youth entrepreneurship. These functions are scattered, and the weakest are placed in the structures of the Ministry of National Education. There is high dispersion and lack of cooperation of the NGO sector and business on the issue of youth social entrepreneurship.
3. Educational. Polish entrepreneurship education is dominated by theoretical knowledge with very little or no focus on practical skills. The Polish educational system lacks initiative from the founding bodies and school principals, but it is also very indecisive when dealing with teachers' or students' initiatives in this field.
4. Societal. In the Polish educational system, we still observe a specific type of thinking, where bottom-up initiatives are not always awarded and there's a low level of responsibility and a low level of voluntary service to the community. This is characteristic for the post-transition countries and it is important to engage students and teachers in different forms of entrepreneurial activities in order to overcome this stereotype and foster an entrepreneurial mindset among young people. It is also important to underline the role of parents in the process, as they should encourage and support youth towards their entrepreneurial activities.

Stakeholder mapping of the social entrepreneurship educational sector

Stakeholders in the ecosystem of supporting social entrepreneurship education: name	Public / private body?	Formal and / or non-formal education?	Specific target groups (e.g. high school pupils; students of economics faculty; CEO-s of social enterprises)	How open for participants from other countries? (language, other barriers)	Description of educational support: longer description of target groups, objectives, activities, methods (incl. learning tools), how is financed, output indicators, if available	Strengths and weaknesses of its educational support
Primary schools	public	non-formal	pupils at the age of 11-12 years	barriers: age, language	pupils' cooperative plays a vital role in educating children, teaching them consequence, planning, cooperation; first loan from "parents' council"; positive outputs: "soft skills", influence of decision	Everyday experience makes children more mature; a weakness is the need to engage at least one person from school
Teachers of elements of entrepreneurship at junior high schools	public	formal	teachers	some are very open to learn from others;	they participate in groups of active teachers, crucial	exchange makes teachers more engaged

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				barriers: language	exchange ideas, implement new solutions at their own school	
Teachers of entrepreneurship at secondary schools	public	formal	teachers	some are very open to learn from others; barriers: language	they participate in groups of active teachers, crucial exchange ideas, implement new solutions at their own school	the subject already in the school plan; exchange makes teachers more engaged; more chance to engage more teachers into active way of teaching entrepreneurship
Students of junior high schools and secondary schools	public	formal	students at the age of 13-19 years	barriers: not perfectly fluent at speaking	some taking part in lessons with elements of practical knowledge through e.g. gamification, school enterprise, entrepreneurship fair	experience makes students more aware of the market; the obstacle is the need to use active methods by the teachers
OWES	public	formal and non-formal	unemployed or inactive on the market; the ones who want to start their own enterprise	open to experience of others; barriers: language	broker of the information and trainings; arousing interest in social entrepreneurship	nowadays the break in financing
City of Gdansk	public	formal and non-formal	schools, social welfare, citizens, impact on strategies	open to experience of others	broker of the information and trainings; arousing interest in social entrepreneurship	leading role of the City
Citizens and their local communities	public	non-formal	citizens of different age	barriers: not accustomed, language	facilitating the contact with a wide range of available	not very popular

Stakeholders in the ecosystem of supporting social entrepreneurship education: name	Public / private body?	Formal and / or non-formal education?	Specific target groups (e.g. high school pupils; students of economics faculty; CEO-s of social enterprises)	How open for participants from other countries? (language, other barriers)	Description of educational support: longer description of target groups, objectives, activities, methods (incl. learning tools), how is financed, output indicators, if available	Strengths and weaknesses of its educational support
					support and institutions	
Non-profit organisations	public	formal and non-formal	CEO-s and others at NGO	open to experience of others	information on the social entrepreneurship	not enough time
Business	private	non-formal	CEO-s and other workers	open to experience of others	information on the social entrepreneurship	not enough interest

4. Case studies - describing the best cases for supporting social entrepreneurship in youth sector at the municipal, national, private level.

DENMARK

Intro In order to cover the multi-faceted Danish field of Social Entrepreneurship, different kinds of cases are chosen, illustrating the following: A. A big national actor that strongly supports and strengthens the development of entrepreneurship in the education system. B. A minor local entrepreneur initiative that has successfully used entrepreneurship as an alternative method to target youth in vulnerable neighborhood's, and thereby has made social and societal change. C. An initiative across sectors: A start-up-campus creating network and interaction between education and the local community and municipality. D. A ground school initiative using fundraising and social activism to learn about entrepreneurship.

CASE A: The Danish Foundation for Entrepreneurship - Young Enterprise (FFE-YE), www.ffe-ye.dk This is a state-initiated organization, developing the formal entrepreneurship education. FFE-YE has become a very important driver for entrepreneurship in the Danish education sector. It is the national center of knowledge and development of entrepreneurship in education at all levels. FFE-YE was established in 2009 as a non-profit organization in a partnership between 4 ministries to carry out the Government strategy for education in entrepreneurship. It

is funded by public funds and private sponsorships. The objective of teaching children and youth entrepreneurship is that they leave education with skills and competencies to innovate, see opportunities and transform ideas into value. FFE-YE covers entrepreneurship from primary school to university. They also support education of teachers and innovative teaching projects and materials within teaching of entrepreneurship. They target entrepreneurship broadly, including not only social, but cultural, economic and environmental dimensions. For details, see the list above.

CASE B: “Mind your own business” is a micro business development program for boys who are between 13 and 17 years old, living in vulnerable neighborhoods. Mind Your Own Business focuses specifically on these young boys that are predominantly male ethnic minorities. Many of them did not care about ground school or had difficulties in school. Some of them were in danger of being included into gangs, and ‘going for criminal career’. The boys are encouraged to take responsible action and do good for themselves and for society, by starting up their own business. This has also proven to strengthen their motivation and results in school.

By means of entrepreneurship, the program collects the social potential of two sectors - private companies and civil society - in a joint venture to strengthen the boys’ professional skills, social relations and relation to education system and the labor market. The boys are offered influence and responsibility over a 8-month process where they establish their own company, produce their own goods, which they sell and market. Since their business talent is tested, they are challenged to take action in order to reach defined goals, and prove their capability.

The initiatives are developed and supported in several ways, also by local enterprises and volunteers, that are close to practice. Since 2010, there have been held 28 micro enterprises’ processes in vulnerable neighborhoods. The experience and evaluation of the projects show very positive results: The boys improve their skills in several ways; in both social and professional competences; broadened vocabulary, stronger self-confidence leads to more motivation and participation in school. They learn to cooperate, listen and respect other people’s arguments and opinions.

The initiatives often also include strong counter stories about the entrepreneurs: Who they are and what they can do. Mind Your Own Business has received strong public attention and prizes. The experienced youngsters work as role models and peer-mentors for the new youngsters. Local actors, entrepreneurs, social workers and networkers helped the initiative to continue and continuously receive attention. Big national funds heard about it, and showed interest. As a result, with a large donation, the minor project has been established as a bigger project, now with ambitions of working nationally. Read more: <https://www.facebook.com/MYOB.dk/> and www.myob.dk/

CASE C: “Via Studievæksthuse” – Via Student Incubator Houses. These are local start up houses connected to education and the local community. VIA University College, that offers

tuition in social entrepreneurship, has in cooperation with several municipalities established start-up-developing houses, as part of their campus. It has been established in order to support the students in developing their ideas, work with business plans, and start up minor companies, connected to the local neighborhood. Local volunteers, mentors and local business representatives support the work. Via Student Incubator Houses are now established in several cities: Aarhus, Horsens, Viborg, Randers, Holstebro, Silkeborg, Skive and Nr. Nisum. The students, wishing to test their good ideas, apply for a house seat, and receive free feedback, counselling and support. This initiative has created new entrepreneurs, also with a social focus. Some of the initiatives are locally oriented, but have potential to be spread out more broadly. The initiative is highly valuable by connecting new entrepreneurs to each other and to their local community across sectors. Furthermore, it is an important step towards a more practice-oriented approach within formal education, which gives efficiently meaningful action and experience to the students. Below are two examples of projects from the Start Up Houses (Studentervæksthuse)

- In the municipality of Horsens, the initiative “**Project 1 Million**” aims to collect and recycle **1,000,000** cans and bottles, and use the resulting funds to support various local causes. They create value for the local community through raising awareness of recycling. Their website is in English: <http://www.project1million.dk/>
- In the municipality of Aarhus, an initiative “**Lost Childhood**” was taken to target those who want to know more about the subject of sexual violence against children and adolescents. On the website, there is knowledge and help to investigate whether one has been sexually assaulted. The goal is to help people who have suffered sexual abuse in their childhood or youth. The method is videos. See more here: www.tabtbarndom.dk

Case D: Ungdomsværn, Youth Guidance: A project developed by an old and well established national organization, Børnehjælpsdagen. In more than 100 years, it has worked for vulnerable kids and kids living away from their families in foster care and residential care. Børnehjælpsdagen runs, for the fourth year in a row, “Youth Guidance”. It is a national school course across classes for youngsters in the age between 13 and 17. It is carried out as part of the general school teaching.

Each participating class should within two weeks make a charitable collection campaign, supporting foster children and vulnerable young people in Denmark. When the pupils organize and market their campaign from A to Z, it gives them practical experience in both entrepreneurship, fundraising, project management and PR. The work focuses on the conditions and needs of the target group, and the value of “care taking for each other” and “doing good for others”.

The project was developed to create awareness and supporting action amongst kids and youngsters, while at the same time learning to help professionally by planning and completing a campaign, and thereby raise resource for the course. The school classes compete nationally, and

can win a price, and furthermore be celebrated with video-regards of the Education Minister and the Social Minister. Read more here: www.ungdomsvaern.dk, <https://www.bhd.dk/>
<https://bhd.dk/nyheder/797-ungdomsvaern-2015-sejren-gar-til-silkeborg>

The Astee Model - A tool for assesment of entrepreneurial student skills

The Astee Model is a tool used for student self-assessment by educators at all levels. Since this may be of interest to others outside of Denmark, working with youth and entrepreneurship education, it will be introduced here in brief terms: The ASTEE tool measures entrepreneurial skills, mind-set and knowledge, as well as students' connectedness to their education and future career. Teachers can use the tool to assess the entrepreneurial competences and learning progress of pupils and students, and evaluate different teaching methods.

The tools are therefore also of relevance on a higher educational level; for institutional leaders and educational planners in designing, planning and documenting their educational practice. At a national and European level, policy makers can use the tool and the generated knowledge as a basis for implementation of new strategies in education. (FFE-YE Report 2015)
<http://www.ffe-ye.dk/videncenter/entreprenoerskabs-undervisning/progressionsmodellen>

ESTONIA

Case study #1 (of non-formal social entrepreneurship education for young people aimed at developing their own initiatives)

The experience of social enterprise incubator pilot SEIKU

Age group: 18+ (mainly young people in their twenties)

SEIKU was initiated by a social enterprise called Domus Dorpatensis (DD) in Estonian second-biggest town Tartu. 30% of Tartu population are students, as the town has two large universities and several smaller higher education institutions.

DD has a unique social enterprise model in the Estonian context. The organisation earns its sales income by renting out guest apartments and seminar rooms while offering systemically developed programs for youth leadership development for university students.

The final goal of DD – like in many other organisations with similar mission – is to develop change agents who would have positive impact on society no matter what roles they will take in their lives and careers later on. However, DD differs from many other youth leadership developers with its more ambitious and strategically profound approach.

The leaders of DD are well aware that even 2-3 years of active leadership development might not be a sufficient base for becoming an impactful change agent after graduating the university and starting a paid career. Thus DD has been actively looking for opportunities to create specific pathways that the alumni of their primary programmes would be able to choose. Quite

naturally, becoming a social entrepreneur was identified by DD in 2012 as one of the main pathways for those having exceptional potential and motivation to become change agents. At that time, there was a lack of support opportunities for social enterprise start-ups.

The most developed social entrepreneurship specific assistance in addition to ad-hoc one-time-only project based non-financial support activities was either:

- irregular, in the form of civil society project financing and without substantial non-financial support (as provided by grant application rounds by National Foundation of Civil Society); or
- available only for a small number of initiatives (1-3 per year) with a well-defined concept (both in terms of theory of change and potential business model) and exceptionally capable leader (support portfolio of Good Deed Foundation; finalists group of business competition Ajujaht).

The financing of DD's pilot incubator called SEIKU was combined from different grants, primarily National Foundation for Civil Society (state funding), Open Estonia Foundation (EEA grants) and Enterprise Estonia (EU funded youth entrepreneurship program SPIRIT). The project manager and business advisor of the incubator had paid positions (full time and part time respectively), while the team was formed in the basis of most experienced student volunteers from DD's other programs. Some of the main trainers were paid, while tens of business specialists and mentors were recruited as volunteers.

The pilot year of SEIKU consisted of pre-incubation (3 months) and incubation (7 months). The main elements of pre-incubation were the training programme, business advisory, compiling the business plan and defending it. The incubation was built on three blocks: bi-monthly weekend sessions (trainings and meetings with mentors), weekly reviews of progress related to objectives and business advisory.

The whole process started with a communication and training event titled Social Startup Weekend that managed to involve ca. 70 participants. Nine social enterprise concepts were presented at the end of the event. Two of them became later also the incubants.

Pre-incubation statistics (October–December 2013):

- 23 applications from teams consisting of 40 persons in total;
- Accepted 15 applications from teams consisting of 25 persons in total;
- The most popular topics included education, youth employment and youth work.

Incubation statistics (February – August 2014):

- 16 applicants;
- 8 accepted;

- 1 dropped out.

Out of the original 8 applications, 3 were successful (created at least one new job), 2 relatively successful (no new sales income based jobs yet but they carry on their activities; one of them established a grant-based job), 3 failed (the idea didn't work, the team broke up and/or the team members had underestimated the effort of becoming entrepreneurs and reconsidered their career objectives).

The main lessons learned were the following:

- Every start-up should have a well-developed business plan prior to entering the incubation. Otherwise the participants end up being in very different development stages, which makes it hard to manage as a single programme (especially during the interactive parts of the training). Also, it allows for the unnecessary risk that some of the participants discover only in incubator that their idea does not even work “on paper” (e.g. after detailed market study or financial analysis while compiling the business plan while in the incubator).
- It is very difficult to build an incubator where only the manager is paid and everybody else is volunteering (and relatively inexperienced).
- The period of nine months was too short to really start an enterprise as most of the participants were not dedicating even 50% of their time (because of having a day job or being at home with kids).
- The variety of societal objectives and business models was too wide among the participants (from supporting rural development to IT solutions). Unfortunately, it didn't create any synergy. Instead, it led to a relatively unfocused training programme, as all of those diverse needs were waiting to be satisfied.
- If more resources would have been planned for the communication, SEIKU would have had much more potential to raise awareness about its incubants, their ideas and progress.

The main successes of the model were the following:

- The format of having weekend sessions for the incubants worked very well. One of the lessons of pre-incubation showed that the sessions on working day evenings had been too short to create any team spirit between all the participants from different initiatives. Also, people had had a tough time concentrating fully after their day job. The change of format resulted in greater efficiency as well as an emergence of a sense of community between the participants that lasted the whole period.
- The pool of mentors and trainers (specialists and practitioners related to various aspects of social as well as “conventional” entrepreneurship) that was accessible for the participants over the year during the weekend sessions. Altogether, tens of highly qualified and successful individuals were happy to volunteer their time and energy to help the incubants.

- The balance of structure and flexibility plus the approach of individual attention supported well the progress of the participants. They had to provide weekly progress reviews while receiving one-to-one entrepreneurship mentoring and trainings tailored according to their changing needs.

In conclusion, the advice for other similar incubators:

- Every participant should have a complete, well developed (and ideally preliminarily tested) business plan prior to entering the incubator.
- Each incubation period should have a specific focus in relation to the target group (e.g. children) or business model of the social enterprise concepts (e.g. IT-solutions).
- The program that aims at really starting the enterprises and creating at least one new job should be longer than nine months (i.e. at least a year).
- The leader of each incubant's team must be able and willing to dedicate at least half of their time each week to business development.

Based on the results and learnings, DD decided to discontinue SEIKU as a part of their program in autumn 2014. Instead, DD has focused on supporting the development of their alumni by other means (e.g. by linking them up with social purpose initiatives and organisations organising by so-called strategy internships). Nevertheless, SEIKU stands as one of the primary reference points to any new Estonian organisation aiming at developing a social entrepreneurship incubator for the youth in their twenties.

Case study # 2 (of non-formal social entrepreneurship education for young people aimed at linking them with existing social enterprises)

The concept of a new programme called Changemakers' Academy

Age group: ca. 16-18 years old (mainly high school while strongly motivated candidates a few years younger and older are also accepted)

The case provides an outline of a new program implemented by the Estonian Social Enterprise Network and financed by the British Council. It was piloted in November 2016 – March 2017.

The pilot was highly successful. There were altogether 124 candidates (80 Estonian and 44 Russian speaking) while 48 most motivated persons were selected as participants (30 Estonian and 18 Russian speaking). The youth were mixed into teams of four that created and partly implemented marketing solutions for local social enterprise with the help of mentors. The main role of the mentors was to enable smooth team work and overcome cultural conflicts.

The successes of the teams included increasing awareness of social enterprises' products and services by creating and disseminating highly visible videos (e.g. featuring the President of Estonia as well as a very popular band), and systemically improving online marketing channels of

social enterprises. The two winning teams received the ticket to a study trip to the United Kingdom.

In following text, the aims and methodology of the program is described in more detail.

The approach of the program is unique (at least in Estonia) as all the previous initiatives have been about supporting young people developing their *own* new projects. While such initiatives are also essential, Estonian Social Enterprise Network (ESEN) felt that there was a lack of opportunities:

- of bringing young people together in a fun and at the same time strictly goal-oriented manner with those social enterprises already creating change in their communities;
- for those young people who don't have their own social enterprise ideas.

The main aim of the pilot project Changemakers' Academy is establishing a learning-by-doing program for multilingual (Russian-Estonian) teams of high-school youth, providing them a stimulating environment for:

- getting to know societal issues and social enterprises that provide solutions in Estonian communities;
- practicing teamwork while fulfilling creative tasks (related to creating marketing materials for social enterprises);
- gaining new skills and more proactive attitudes;
- reflecting on the experience both in terms of multicultural team-work as well as on the role of social entrepreneurship.

The project has four main stakeholder groups that are directly addressed by project activities.

1. Russian and Estonian speaking students in Tallinn and Harjumaa (grades 10-12) as direct participants of the program.
2. Russian and Estonian speaking students all around Estonia (ca 15-20 years old) as the audience of communication outputs of the project, especially of those prepared by their peers.
3. Social enterprise leaders and teams in and outside of Tallinn.
4. Stakeholders of development of youth entrepreneurship and civic education in Estonia.

Main current constraints addressed by the program are the following.

- Russian youth lack direct experience with positive role models in Estonian society and meaningfully designed opportunities to practice team work with their Estonian-speaking peers.

- Both Russian and Estonian youth lack opportunities to learn about social entrepreneurship and practice their creativity related to entrepreneurship without first having to establish their student firm. They also lack inspiring materials produced by their peers.
- Most social enterprise leaders lack resources to engage with the next generation as current evangelists of their solutions and soon-to-be employees as well as clients.

The essence of the program to change current situation for the better is the following.

- Russian and Estonian youth have field visits to social enterprises in and outside of Tallinn. In groups of four, their objective is to create a promotion material for the enterprises that could be disseminated on-line (e.g. photo compilations, posters, video clips).
- The groups are mixed (ideally two Russians, two Estonians). Before and after the experience, they receive guidance and mentoring related to cross-cultural team work.
- Each of the groups has the possibility to visit two social enterprises (one in and one outside Tallinn), resulting in a wider perspective as well as more time for team work and skills development.

Outcome	How will the outcome be achieved?
Russian youth have been engaged into thinking about and creating solutions for the Estonian society	<ul style="list-style-type: none"> • Ca. a half of the participants will be of Russian-speaking origin • Those participants will concentrate on creating marketing solutions for social enterprises, having to fully understand their role and contribution to Estonian society
Estonian and Russian youth have been experienced and reflected upon cross-cultural teamwork while striving for a common objective.	<ul style="list-style-type: none"> • The teams that create marketing solutions for social enterprises are formed by mixing Estonian and Russian speakers: to achieve results, they need to work together • The teams will be equipped with sufficient team work skills and regular possibilities for reflection (e.g. by each social enterprise action visit)
The most dedicated participants have had the opportunity to further boost their personal development by learning directly from the UK study trip.	<ul style="list-style-type: none"> • The winners will be invited to a study trip to the UK
The concept of social enterprises and their role in Estonian communities has been introduced to Estonian and Russian youth, including the use of communication outputs prepared by the youth themselves	<ul style="list-style-type: none"> • The idea as well as marketing materials prepared by the participants will be widely disseminated in communication channels used by the youth in Estonian and Russian language
Adult leaders and team members of Estonian social enterprises have taught and learned from the members of the next generation.	<ul style="list-style-type: none"> • The leaders and teams hosting social enterprise action visits will fully engage with the students (preparation, supervising, giving ideas and feedback)

LATVIA

Case 1 Reach for Change initiative “The entrepreneur of good will”

In the autumn of 2014, “Reach for change” made a call for the competition of ideas to support different ideas on how to improve the lives of children in Latvia and they still continue activities in 2015 and in 2016. The competition was specifically children-related. In total almost 100 ideas were submitted and 7 of the best interviews were presented for public voting. The goal specified in the public communication states necessity to find, support and inspire the Latvian social entrepreneurs who work in the area of improvement of children lives. A social entrepreneur is a person who has identified problems in society and offers innovative solutions. The winner received financial support (EUR 15,000) and support from the media and consultancy for a period of 3 years. The positive aspect of the competition was the impressive media campaign on TV, the internet and other sources, indirectly promoting social entrepreneurship as a positive feature. The created image of the campaign was positive and motivating. In Latvia, the initiative was the first of its kind in terms of financial support, openly declaring the need for social entrepreneurs. A gap of the competition might be the lack of and support of educational programmes for the participants, to motivate those to search for solutions and finance, even not being winners. The initiative is a good role model for other philanthropic organisations to support social entrepreneurship as a sustainable economic activity .

Case 2 - “YES”

Riga Youth Centre "Kaņieris" has made a call for social entrepreneurship training program YES! in 2014. The program invited non-governmental organisations and youth groups to participate.

YES! Program for young people offered three months free training cycle, which includes starting a business survival kit - teamwork, creativity, innovation, social entrepreneurship basics, marketing, sales, ethics, business plan development and main aspects of legislation. The program ended up with an event called - "Prototyping night."

The program focused on young people's organizations and groups that are already working in the public interest.

Training sessions also provided visits to business incubators and social business practitioners businesses. During the program, the participants aimed to develop and improve their products to the stage where it meets the requirements of the market. The final phase, teams were joined with mentors for support to the developed prototypes.

"Social entrepreneurship as a training direction was chosen because this is one of the ways that non-governmental organizations can make use of business principles to address the challenges in the long term. Such NGOs can raise the capacity of the public and provide greater support at the same time. ", informed Janis Vitols, the leader of “Kanieris”.

Riga Youth Centre "Kaņieris" is the space in Riga for young people and their organizations to gain knowledge, skills and to develop mutual cooperation. Youth center task is to create and

maintain a daily basis inclusive, friendly and open environment for cooperation. "Kaņieris" engages Riga youth organizations, their needs and the challenges of development.

Case 3 - "OPEN MIND"

OPEN MIND is a project contest for Latvian students. It has been hosted since 2012. The aim of this competition is to promote youth initiatives in social environment improvement field and by that to facilitate positive attitude of Latvian people to social responsibility.

Every higher education student or student group of 2-4 members (bachelor, master or doctor studies) can present a social project idea, get its evaluation, support of the public and as a result get a financial award for the project implementation. The winner is chosen by both the public and the jury.

Total funding in 2015 was EUR 9000, and one idea could get maximum EUR 3000. The contest is supported and organized by Swedbank and Riga Technical University Development Fund.

"Thanks to the OPEN MIND contest we see how successful Latvian students are in combining theoretical knowledge with innovative and creative ideas to improve both their and their fellow people's social environment. Their ability to see the need and their energy to help the most disadvantaged part of society is evidence of civil society maturity and national long-term development. And only working together we can achieve many good aims, so I invite students to be brave, persistent and apply for OPEN MIND 2015", said Ieva Langenfelde, head of youth segment in Swedbank.

Through three years, there have been 244 students from 26 Latvian universities with 137 ideas.

Case 4 - Youth employment fostering concept "Youth at Work" - Local Action Plan for the City of Riga

As the concept aims at setting up a support system for youth employability and employment, it strives to link different fragmented and scarce related services into a comprehensive and sustainable system. Therefore the Local Action Plan (LAP) was developed in close cooperation between three municipal departments in charge of youth policy, employment and well-being, as well as support to entrepreneurship (Education, Culture and Sports Department; Welfare Department and City Development Department) with active involvement of stakeholders – representatives of business community, officials from the Ministry of Education and Science and its sub-structures, teachers, social workers and, of course, young people.

The LAP includes the necessary actions (ones that are being implemented already and new ones) that were identified within discussions and consultations organized under the framework of URBACT II "My Generation at Work" project. The political vote for the concept document was scheduled in the end of February 2015 (prior to the closing conference of the project), but was postponed.

Scope of the LAP

In spring 2013, the city of Riga started working towards updating the Riga City Development Strategy 2030. As a tool for its implementation, Riga Development Program 2014 – 2018 was designed. The latter has a strong focus on improving the competitiveness of the city’s inhabitants (also the young). Two of its objectives (“High quality and modern education” and “Support to youth self-initiative and leisure”) have a direct link with the policy areas addressed in the project. What is more, a municipal Youth policy program 2014 – 2018, which is based on the second objective of the city development program, was approved in April 2014. Even though there’s a consistent set of planning documents in the areas of youth work and non-formal education opportunities for the young, there hasn’t been any planning document on career guidance issues and youth employment in the city yet. Therefore, the LAP will cover this gap and address other issues that are crucial for ensuring the competitiveness of the young.

The activities defined in the LAP address the following areas:

- career guidance and support within formal education system;
- career guidance and support outside of education system;
- non-formal education opportunities for career development support;
- fostering young people’s enterprising skills;
- promoting young people’s involvement in entrepreneurship (and, in particular, into social entrepreneurship);
- improving businesses’ availability to young people.

Partners of the LAP

Two industry departments of the City Council will be mainly in charge of the implementation of the LAP: Education, Culture and Sports Department (responsible for general secondary education and youth issues) and Welfare Departments (responsible for social inclusion, employment).

The other partners included:

- municipal primary and secondary schools (with regard to the implementation of career guidance and support activities);
- vocational schools and higher education institutions (with regard to informing the young about education and employment opportunities);
- municipal institutions and companies (with regard to internships for the young and first job / summer job program);
- young entrepreneurs (with regard to social entrepreneurship program, as role models and mentors);
- Confederation of the Employers of Latvia (as a link with industry associations and businesses, with regard to the participation of companies in the “Career Week” and equivalent events);

- State Employment Agency (with regard to the exchange of information on different opportunities (incl. vacancies) for the young);
- State Education Development Agency (with regard to the development of career guidance system in Riga in line with national guidelines and policy);
- youth and student organizations (directly and through the reshaped Advisory Council of Youth NGOs).

All the above mentioned actors have been previously implementing some activities related to youth employability and career guidance. However, they were rather fragmented and often overlapping. Therefore, involvement into a joint larger structure will provide them with an opportunity to improve performance, prevent duplicating and increase access to resources.

Youth organizations will have several functions within the LAP. Firstly, they definitely will be the link between the young people and the municipality – to inform them about available opportunities and to get feedback from the young regarding the services offered. Secondly, youth organizations will be involved in the implementation of non-formal education programs that aim at the improvement of young people’s competitiveness. Thirdly, representatives of youth organizations are a separate target group themselves in what regards social entrepreneurship program.

Focus and key content of the LAP

The focus of the LAP is to improve young people’s employability by providing them a continuous support along their development path – to ensure guidance in school, so that they can identify their strengths and to empower them to think about future career; to create environment for gaining entrepreneurial skills, so that they can take the responsibility for their future career; to provide learning opportunities, so that can acquire a set of skills and attitudes that will ensure their competitiveness in the job market or in business.

The LAP includes the following activities in the above mentioned 6 areas:

1. Career guidance and support within formal education system:
 - ensuring career counsellor in each of 117 schools in Riga (with a task to counsel students (starting from grade 1), parents and teachers);
 - strengthening current 4 school-based career centers and setting up 4 more (the centers would serve not only the schools they are located in, but also the surrounding area).

One of the main political decisions while approving the LAP will be connected particularly with choosing between these two options. The choice will be dependent on the amount of funding that the municipality is ready to spend on this purpose and on whether or not there will be ESF funding available for this purpose. To support the network of career counsellors, there will be special measures to ensure internal information exchange, as well as training for teachers involved in the coordination of career support activities in the school.

2. Career guidance and support outside of education system:
 - continuing organizing (on a regular basis) of “Career Week” and other public events that provide young people with an opportunity to explore different professions and work environments;
 - coordination (in terms of fixing calendars and exchange of information) of career-related events organized by other stakeholders.
3. Non-formal education opportunities for career development support:
 - ensuring career guidance services within the network of youth centers;
 - incorporating peer education methods into career guidance (also involving young entrepreneurs);
 - working with youth groups on developing entrepreneurial skills within the network of youth centers;
 - fostering youth volunteering that aims at the improvement of young people’s skills (including the recognition of the acquired skills).
4. Fostering young people’s enterprising skills through the school system:
 - teachers’ training on the incorporation of the development of enterprising skills into different subjects;
 - the development of guidelines for organizing a “project week” on entrepreneurial topics;
 - the development of cooperation with “Junior Achievement Latvia” in order to increase the number of schools involved in their business education programs.
5. Promoting young people’s involvement in entrepreneurship:
 - ensuring mentors’ support for young people with business ideas in early development state;
 - setting up a support and cooperation network for young entrepreneurs;
 - training for youth organizations on social entrepreneurship;
 - providing support to the authors of social entrepreneurship ideas in acquiring funding.
6. Improving businesses’ availability to young people:
 - subsidizing municipal companies for setting up summer jobs for young people;
 - training businesses on issues related to employing young people.

Resources of the LAP

As the LAP largely focuses on implementing new actions and increasing the scope of existing ones, many of the components of the LAP can be fully implemented only if additional funding is ensured. Still, in case of a restricted budget, there can be a situation where separate sections of it are implemented, whereas some others are put at hold. That is why the format of the document is “the concept” and different possible scopes are offered for the decision makers.

LAP activities	Within available funding	Additional funding	
		Municipal funding	EU and national funds
Ensuring career counsellors in all schools			X (specifically, within ESF)
Setting up and managing career centers in schools	X	X	
Training for teachers involved in career support activities and career counsellors	X	X	X (specifically, within ESF – provisionally funds)
Organizing public events related to career guidance	X	X	
Ensuring career guidance within youth centers		X	
Incorporating peer education into career guidance		X	
Fostering youth volunteering	X		X (specifically, within Erasmus+ Youth Chapter)
Teachers' training on development of enterprising skills	X		
Development of cooperation with "Junior Achievement Latvia"	X	X	
Support for young entrepreneurs and development of business ideas			X
Training for youth organizations on social entrepreneurship and promotion of the idea of social entrepreneurship	X	X	X (presumably, within ESF)
Subsidizing municipal companies for setting up summer jobs for young people	X	X	X (specifically, within a state program managed by State Employment Agency)

Forms of existence and target audiences of the LAP

Currently, the LAP exists as a policy planning document. Its main target audiences are the decision makers and the civil servants in charge of youth policy and employment. After the approval of the LAP by the politicians, there will be a simplified version derived from it for the needs of teachers (with a specific focus on career guidance aspects and with practical examples of opportunities to get involved in the implementation of the LAP). Parallel to that, there will be a version for young people with a focus on opportunities for them (in the form of infographics). Social media will be used largely to communicate with them.

Case 5. Project “KNOW and DO!”

The project is being carried out within European Union’s fund 2014-2020 operational programs’ “Growth and Employment” specific objective (SO) 8.3.3. “To increase not registered in SEA NEET youth’s skills and promote their involvement into education, measures implemented by SEA within the framework of Youth Guarantee, and NGOs or youth centers”. The project “KNOW and DO!” is being implemented within the Youth Guarantee initiative aimed at young people aged 15-29 who are not in education, employment or training (NEET) and are not registered in the State Employment Agency (SEA) as unemployed.

The aim of the project “KNOW and DO!” is to develop the skills of the target group of young people and to facilitate their involvement in education, including vocational learning to master craftsmanship, Youth Guarantee activities implemented by the SEA or the State Education Development Agency, active employment or preventative unemployment reduction measures provided by the SEA as well as in non-governmental organizations or youth center activities.

The Agency for International Programs for Youth is the beneficiary of funding and the project is being implemented in collaboration with all the 119 Latvia’s local municipalities.

Local municipalities create strategic partnerships, for example, with national and local institutions, NGOs, youth centers, social partners, PES and other institutions that are engaged in the youth work with the goal to reach the target group, motivate and activate them in the project.

The implementation of the project “KNOW and DO!” was started by the Agency for International Programs for Youth (AIPY) in September 2014 with a financial support of the European Social Fund and State funding and will last till the end of 2018. The legal framework of the given project is set in the specific objective 8.3.3. “To increase not registered in SEA NEET youth’s skills and promote their involvement into education, measures implemented by SEA within the framework of Youth Guarantee, and NGOs or youth centers” of the operational program “Growth and Employment” of the European Union funding instruments for 2014-2020.

The target group includes the most disadvantaged young people such as youngsters with disabilities and others who possess a common feature of being inactive and unmotivated. The provisional number of young people who are going to receive the support during the project

amounts to 5262. To achieve the set goal, the project is being implemented in close collaboration with local municipalities and their strategic partners, such as national and local governmental and non-governmental institutions, youth centers and other institutions that are engaged in youth work. A network of a wide spectrum of service providers will be created, thus facilitating a close cross-sectoral collaboration and ensuring the best possible outcome in terms of outreach of disengaged youth, their re-motivation and eventually bringing them back to active social and economic life. In addition in order to ensure a quality of services provided to young people which is of utmost importance to achieve the expected project results, the AIPY will provide a methodological support to municipalities by organizing trainings to the project implementation staff, evaluation meetings to exchange experiences and good practices as well as supervisory visits.

The project foresees several phases of youth engagement. During the first phase, young people of the target group are being identified and outreached to inform them about the opportunities provided by the project. This is being done by municipalities in close collaboration with their strategic partners ensuring that all the representatives of the target group including the most disadvantaged ones are being addressed and engaged.

During the second phase, young people are being profiled by experienced / trained specialists to identify which skills and competences the particular young person shall develop, i.e. personal, social, labor and/or others in order to successfully return to social and economic life. Based on the profiling results, an individual support program of measures is being elaborated, which at a later stage of its implementation can be improved according to the young person's needs in terms of measures and program duration. Those young people who during profiling have expressed readiness to actively participate in the process of job search or further education are directed to join Youth Guarantee activities implemented by the State Education Development Agency or State Employment Agency. The profiling process as such is based on an individual approach and support provided by qualified specialists including consultation about possible vocational opportunities.

As already mentioned, the individual support program of measures is elaborated to fit the particular young person's needs, therefore it encompasses individual and group support activities such as consultations, formal and informal learning activities, volunteer and social work, leisure time activities and others. It is essential to mention that the implementation of individual support program is very significant, therefore the mentor's involvement in the implementation of individual support program is obligatory.

Output indicator – 5262 NEET youth not registered in SEA who have participated in ESF supported measures. Riga municipality has obliged itself to involve 200 youngsters into the project but the number may be increased or decreased due to the specificities of the partnership

agreement between the Welfare department of Riga city council and the Agency for International Programs for Youth.

The overall budget of the project "KNOW and DO!" is MEUR 9, of which MEUR 7,65 is the funding provided by the European Social fund and MEUR 1,35 is the State provided funding. It is planned that MEUR 8,1 will be allocated to local municipalities to ensure direct support to the target group of young people. The amount of funds that each municipality is going to receive is calculated according to the quota principle.

Evaluation of the implementation process will be insured in accordance with the EU Structural funds' project implementation procedure. The evaluation of the policy electivity will be monitored inter alia by measuring NEET indicator.

Student employment during the summer holidays

With the improvement of socio-economic conditions in Riga after a five year break, the Riga regional branch of the State Employment Agency (the Branch) in 2014 resumed the student summer employment measures (hereinafter - Measure), which during the crisis from 2009 to 2013 were not organized. From 2014, the Branch again provided funding for the measures in Riga City so that young people get first work experience, acquire practical skills, boost their motivation to learn and make targeted career choices. During the summer of 2014, 703 students were involved, while in the summer of 2015, 533 students. In 2016, the Measure involved 66 employers who created 1,167 jobs for young people aged between 15 and 20 years who are enrolled in special general and vocational education institutions.

The Measure was open to every young person for two months, receiving monthly remuneration national minimum wage of 370 euros. SEA employer's grant provided funding for the pupil's salary amounting to 50% of the minimum wage and the minimum wage for labor leaders for 10 students of management. Most jobs (123) were created by the chain store "Maxima Latvia Ltd."; Riga Municipality created 120 cleaning staff masters jobs; Riga City Council Property Department - 105 project assistants and archivists jobs; food supply and restaurant chain "LIDO" 87 jobs; Riga "International Airport" 81 jobs; "Riga dairy combine" 81 jobs. In total during the student summer work, applications for 57 different professions were received, including all the above-mentioned professions as well as seller assistants, waiters, project assistants, sales assistants, specialists, wrappers, nursery school teacher assistants, airport aviation security officers etc. Riga's Municipality managed "Riga National Zoo" created agricultural and artificial structures handyman jobs, Riga Social Service agency created customer service specialist and a social worker assistant jobs. Students are satisfied with the Measure and want to work with certain employers also the next year in the summer, while others even continue to work. Several employers have expressed gratitude for the Measure, such as the Riga Social care center "Gailezers", which set up assistant (leisure time organizers) jobs and are very satisfied with the work of students and next year want to participate in the Measure; State Ltd.

"Children's Clinical University Hospital" granted students a certificate of appreciation for the good work. Also "Riga miller" expressed their gratitude for the Measure, and part of the children work at this enterprise for the second year in a row.

Riga City Council Property Department stresses that such an option gives the student the opportunity to assess their capabilities and plans for future work and allows for the selection of appropriate education, experience in this type of work raising a teenage sense of responsibility, helps to establish contacts and to develop communication.

LITHUANIA

Good examples of social enterprises in Lithuania

Youth initiatives:

'Padirbtuvės' – it is an open space for craft workshops, communications, experience sharing and developing creativity. This is a place where you can do everything what you do not dare to do at home because you are afraid to soil the carpet or daub the kitchen.

However, this is not only the place. This is a team of same-minded people who are not afraid to soil their hands in order to create something. This is a place where you can share your ideas or borrow your friends' one if you fancy it. Together this community creates better conditions for each of their members and understands that in this place, they are responsible for themselves and can decide what and how they can improve.

Business case: people voluntarily come and use the existing place, tools and equipment to learn various crafts. Some production effects are agreed to be sold and all the money that they collect is used to keep the place and to develop this youth social enterprise.

More information - <http://padirbtuves.lt/>

'Trys seserys' – it is a social enterprise initiative which aims to attract women's attention to themselves. They foster social area for women where there are: a space for seminars, a library and a charity store, which helps to sustain this project because all the money that is collected is used to develop activities for women not only in the capital city of Vilnius.

During the first year of this project, more than 25 free seminars were organised for women in order to motivate them, help them psychologically and support many other various ways.

More information - <http://www.trysseserys.lt/>

'Lech Lecha' – it is a social enterprise which aims to create unique handmade necklaces and other accessories. Their slogan is "Go towards yourself, this is a fashion with an approach". Everything what they create is made of second-hand and used clothes. 'Lech Lecha' is created for women who want to differ from the crowd of people and clothes.

More information - <https://www.facebook.com/lechlechadesign/>

Community initiative:

'Utrių kalnas' - it is a skiing track project, initiated and developed by the Lapiai village Community center. In 2013, a modern ski lift was constructed in a 3,7 ha area which is used for public needs. In one hour, around 700 people can be lifted to the hill from which they can ski down.

Business case: there is a fee for using the ski lift and renting skiing equipment. All the money that is collected is used to support the ski lift and what is left goes to support the activities of Lapiai Community.

More information - <http://www.utriukalns.lt/index.php>

POLAND

Creative pedagogy is a forum of exchanging ideas, “infecting” others with innovation and building up new energy into teaching. What is more, it offers access to professional workshops and trainings at the highest level, which helps to keep up to the best standards. In Gdansk, it is an example of a bottom-up created network of support. Starting with leaders – experienced teachers who are open to change, charismatic and creative, and who can make the idea more reliable.

In the course of time, there will be room for sharing thoughts, ideas and experiences by teachers, trying in practice innovative methods of working with students, exploring new unconventional tools, developing their methodical skills that give positive results in the Gdansk schooling system.

A practical attitude towards teaching about entrepreneurship – the best example is the **students' cooperative in the primary school in Gdansk** that was established because of a strong will of one of the parents that saw the need deriving from the present situation. There was a problem of a changing law that banned junk food from schools' bars which were run usually by external operators. The answer was found and in the cooperation with one of the teachers, a students' cooperative was established. The school does not achieve high results but the engagement of a teacher and a parent makes pupils also engaged. The experience is wide as the children see the impact of their work on their surroundings – donating money for investments at school. The cooperative is the first one in Gdansk, so it will be crucial to spread practical information around schools during meetings in smaller groups, which underline the positive immeasurable results.

5. Analysis of focus groups transcripts - collecting the opinions of stakeholders about educational needs in the social entrepreneurship in youth sector.

DENMARK

In the following, the inputs from seminar debates and interviews with key actors in the Danish field of entrepreneurship and social entrepreneurship are presented; that is educators, counsellors and social entrepreneurs etc. The presented outcome is a sum up of a manifold response, which contained many elements and nuances. Here are presented merely the main lines of thought and argument, but also a few of the ideas that came up along the reflections and discussions.

Change and Culture of Society affect the Youth

- The Danish society and culture both support and challenge youth in handling their life and education. Since Denmark has developed age specific welfare institutions – such as daycare, school and education and a variety of social and cultural associations and initiatives - kids and youngsters are brought up in institutions which offer access and participation. They have a value and are expected to have a say. To a high extent they can have confidence in being included and listened to. But youth are also expected to join in and take a share. The former more open, supported and legitimate acceptance of fun, joy and exploration of youth has been limited. The welfare institutions lack resources and the service is under pressure, so kids and youngsters are left on their own.
- Lack of time to reflect and sense – “new conditions’ of the new welfare citizens? The many offers and possibilities for the youth, the haste of change, new needs and barriers, create a pressure with a different demand - for instance graduation, successful work etc. The youth lack time, space and calmness for reflection: time to wonder what is at stake and what is important in their lives and in society. The youth are aware that they need to make choices, work hard and be focused, to succeed with education, career, family etc. They are part of a very controlled process, with a limited space to do differently. The diffuse public, that they are part of, with a quick media flow etc., does not appeal to reflection and depth. Due to limited resources and labor in school and institutions, and a focus on results in the system, the young people have to handle more challenges themselves. There is less space and support to explore and learn by mistakes. This affects to which extent and how entrepreneurship and social entrepreneurship seem relevant and appealing to young people. Generally, the Danish youth do want to be involved.
- Youth has confidence and an entrepreneurial spirit for action: In Denmark often there is a “we-can-do-it” thinking of the youth; they go ahead, full of confidence about the help and options of society. They know how to cooperate and organize. Besides the confidence

to institutions, they themselves are confident and creative, so the entrepreneurial approach is often more a matter of finding the right way or form, than a question if the work is meaningful or not.

Needs and interest of the Youth in Denmark

- Youth focus on common concerns, locally and globally: A rising concern for “our common community”, locally and globally, is illustrated by the fact that the UN development goal often is referred to as a valuable framework for meaningful action. That is both within the general mainstream business sector and within the multifaceted entrepreneurial sector. CSR-work of established enterprises thus seems to drive an important change towards a more ambitious approach for sustainable societal change. It opens the door for social entrepreneurship and supports cooperation, education and an integrated development between the business sector and the education sector.
- Kids and youngsters often have an ambitious community oriented consciousness, concerning societal change: in ground school training and workshops on entrepreneurship around 50 % of the pupils’ ideas have a strong social and societal focus or impact. Hence social entrepreneurship as a value and idea seems to be highly integrated and natural to the young Danes, but it seems that it is often somewhat unconscious. It could be due to their upbringing in a welfare society, where they expect social services and welfare, but experience that these services and values are “under pressure”. This creates a call for action, and thus the Danish Youth becomes aware and wishes to make a change. The students have understood there is a need for sustainability and social engagement in the future of entrepreneurship.
- Barriers for the youth to act entrepreneurially. When the youth start education, there are various hinders for them to do something outside of school. If they want to make a club, for instance, they are told they are allowed to be there but not to put anything on the walls, and they have to be out before evening. There need to be less rules, and more stimulation and support for the natural need to create. It should be thought into the education systems, systematically.
- Young people interested in social entrepreneurship should have easier access to each other. If youngsters show interest in entrepreneurship, it is important that next steps can be taken, and they are connected to others; that is other young people like themselves, experienced mentors, or entrepreneurs etc. This is a need independent of who they are, what they study and what their interests concern, i.e. formal or informal education etc. Since there are many kinds of challenges, it is important they are not left alone, but supported in different ways.

Social Entrepreneurship (SE) and Education

- Danish youth is interested in social entrepreneurship: Each year more applicants apply to the educations, including the new internationally oriented educations.
- SE Education needs to be in close relation to practice and in connection with various actors: Students need to learn and train by relating to reality, especially to stimulate to social entrepreneurship. In the education processes, students need to understand and approach challenges, in order to be inspired for both entrepreneurship and social entrepreneurship. They need to be in touch with various scenes, actors, subjects and study fields, including social entrepreneurs and councilors. This will help them in understanding the complex conditions of society, and how to navigate in these conditions.
- Stimulation and knowledge to engagement and entrepreneurial activity: In general, the need for youngsters to involve themselves in minor enterprises and organizations can be stimulated as part of the upbringing and schooling, i.e. also by parents and their work places, as by local private enterprises. It can take place both in formal and unformal education. The professional sector educations (erhvervsskoler) and high schools should be stimulated to broaden up the understanding and value of social entrepreneurship and innovation thinking in terms of how it can create social value.

Social Entrepreneurship - conditions, ideas and tendencies

- The Danish registration of social enterprises works and is meaningful: It is first of all an official approval of their work and value. It should help citizens, customers and public stakeholders, companies and others recognize and support social enterprises and social economic development in general. It is positive.
- Raising attention: Several actors and sources of social investment help develop the field of social entrepreneurs and enterprises. Support and investment comes from various sources; private and public sector as well as civil society and CSR. More actors are targeting the youth and education sector, both in formal and informal ways; mentor and advisory services, competitions, prizes and scholarships, “investment pitching”. An entrepreneurial mindset is also rated and celebrated within the general education sector. Here a stronger focus on elite and talent is put. And there is rising awareness about the lack of approach to socially excluded youth.
- Social entrepreneurs, social enterprises and students need a common platform in Denmark from which they can support and stimulate each other and collectively push change forward, inside the country as well as outside of Denmark.
- Need for legal and economic framework for SE across European countries: For social enterprises, it is important to be established formally correctly, not only in the Danish context but also abroad. Cooperation with partners abroad is central to opening up

contacts and market abroad. In Denmark the SE-registration works as a seal of approval, and it helps considerably. It is relevant for other countries, and could also be a relevant task for the EU to act upon.

- Finance – several sources, strong effect: It is very important that students and new social entrepreneurs receive recognition and support from an early state. Otherwise they may not continue. In Denmark, micro scholarship has made a big difference for the receivers. The Danish Foundation for Entrepreneurship offers grants on 2027 Euro and counseling, which is very valuable.
- Structural barriers across sectors: It would favor the entrepreneurs and social entrepreneurs if the different structural barriers across sectors of the system could be more open towards entrepreneurial activities, that is the sectors of education, of unemployment and of social welfare. If entrepreneurship was not only allowed as a natural option, but maybe even supported actively, it would be a major help, and for sure have an impact.
- Responsible action, also by the market: Young people approaching social entrepreneurship do have awareness of taking “responsible action for society” (samfundsansvar). They are also aware of global issues, and how similar conditions across countries call for SE action outside of Denmark. They may, however, lack a sense of how enterprises, the private sector and the labor market work, and how it can take their share, in new, creative and integrated forms, supporting social entrepreneurship. Education can help them explore this issue.
- Social Entrepreneurship for all, also excluded groups and minorities, kids and youngsters: There is a new focus on socially or culturally excluded kids and youngsters who do not automatically benefit from schooling in their upbringing. It is important for SE-stakeholders, educators and entrepreneurs that these groups benefit from ‘entrepreneurial learning and practice’, and thus have options opened in order to create their own initiatives and different kinds of success. So more of these groups are targeted specifically. The SE initiatives for and with socially excluded groups are seen as an alternative method or instrument for action, with the important value of empowerment and activism. It also works to raise the level of social consciousness, empathy and solidarity, since by means of practical action, it causes valuable experience.
- SE proves an effective method with various kinds of outcomes and new approaches:
- Both entrepreneurship and social entrepreneurship are used as a method and strategy to complement mainstream social and educational initiatives. It is a strategy that counteracts the welfare society’s general exclusion mechanisms; i.e. in school and education, the labor market and social system etc. This tendency is clear in activities across sectors and actors. It seems that some Youth have a special sense of approaching problems creatively, and combine and cross the lines in terms of sectors, management

etc. For instance, how to use technology to inform, organize and empower socially excluded groups. Or how to use technology to bring forward socially excluded experience and ideas to decision makers. Also, there are less traditional, secure solutions (and jobs for the young), so new ground is sought by the youth. Developing society by approaching problems with new SE solutions can be interpreted as a method of survival, for the individual, the collective and for society.

- The problem is or becomes part of the solution: Furthermore, the SE can as a method bring a new focus into how the excluded social groups, labelled as the problem – this also includes kids and youngsters – can be the ones with the very new and good solutions. As insiders to the actual conditions, they come up with new ideas. Often that is elements of peer-to-peer, knowledge and support from one youngster to another is efficient, and often low cost too.
- SE development and maturation: There seem to be dawning consciousness, focusing on whether SE is *for* the target group or *with* the target group, or maybe even both. This focus also characterizes development projects, and new approaches, labelled, ‘co-creation’, ‘co-production’. Social Entrepreneurship thus part of a broader trend and change in society.

ESTONIA

- **Definition:** for many stakeholders of formal and non-formal education, it is not clear what is meant by youth social entrepreneurship, and how would its development differ from and add value to existing practices of promoting entrepreneurial spirit and civic engagement among young people.
- **Interest and sympathy:** nevertheless, most stakeholders are curious about social entrepreneurship, and are willing to discuss the benefits of its inclusion to their work. Some stakeholders stress that they have already shown their openness and support towards social entrepreneurship, e.g. Junior Achievement Estonia claims that each year they already have some student companies that can be classified as “student social enterprises”.
- **Lack of attractively communicated role models and the need for bolder vision:** the stakeholders are concerned that the image of Estonian social enterprise sector is currently relatively unattractive for youth in comparison with local superior start-up scene. While the great job done by Estonian social entrepreneurs must be respected and can also be promoted more attractively, the youth also need to be shown a vision of what else would be possible if they themselves take initiative (e.g. by bringing together technological solutions and target groups who would benefit from them).
- **Avoiding duplication and using existing resources:** there are many regular activities in Estonia offered by different stakeholders that target both youth entrepreneurship and

civic engagement in settings of both formal and non-formal learning. In many cases, social entrepreneurship would be a valuable addition into those activities without any need to create new programs. The task is to integrate youth social enterprise development in as many relevant programs as possible to cover various age groups and geographical locations while taking into account various accessibility issues.

- **Innovative new solutions:** there are some needs that cannot be met by integrating the topic with existing systems. In those cases, new programs are needed (to be established, tested out and – if successful – expanded). A good example is a program Changers' Academy by Estonian Social Enterprise Network that brings together mixed teams of Estonian and Russian speaking youth to create and implement marketing solutions for local social enterprises. While the pilot of the Academy was highly successful and needs to be expanded, more analysis about additional needs must be conducted in Estonia.

Need for strong international partnerships. In youth social entrepreneurship field, there is much to be benefitted from international cooperation opportunities. However, more national coordination is needed to find and keep strong international consortiums, and avoid partnerships with so-called “project factories” who do not have legitimacy nor capacity to continue the activities in their countries beyond implementing single projects.

LATVIA

Focus group discussion outcomes:

The discussion was opened with the question: "Is there enough understanding about social entrepreneurship in youth sector in Latvia? ". The general assumption from the group is that there is not enough understanding about social entrepreneurship. Question, like: “What is benefit for me?” arise. Not enough understanding of possible business model how to generate income. Lack of information is very obvious, which leads to situation, why there is not enough understanding. Often youth don't want to get into the details, if they are too complicated and that might be the case with social entrepreneurship. Especially, because already regular entrepreneurship has so many bureaucracy it threatens youth. There was also opinion that it is very much dependant on individual person, meaning that if person wants to get knowledge – he /she will get them. Few examples of successful entrepreneurship in Latvia have been mentioned. Specifically stressed was critical situation in country side, where financial issues do not allow to get for instance for the trainings in larger cities or capital, hence missing some training courses, which are provided for free. The lack of support in specific municipalities towards youth, have been identified.

Continuing to more specific issues/problems, the next question was: “ What are the mains obstacles/barriers that hamper the development of social entrepreneurship in the youth sector in Latvian?

Besides already identified lack of support of some municipalities, financial issues of rural areas, very important factor was also overload of the students. Meaning that regular classes at schools/universities takes majority of the time and also normally pupil/student attends outside school activities. All of these makes very tight schedule of the person, meaning not enough time to get into the any other area of interest. Hence, the proposal was that it is important to concentrate on the youth group, which is "Not in school or university already, not in employment market yet". Taking into account that in Latvia there is a still high level of youth unemployment, it is relevant approach. The extra question has been asked to clarify, what could be right time first to think about social entrepreneurship or entrepreneurship in general. The average age proposed was 16-17 years, but to be more efficient, rather after graduation of secondary school. At the same time, some comments were also that if youngster is active enough, social entrepreneurship can be started also since 14-15 years. The barriers could be again legal issues. The legal side, as well as accountancy, registration of company has been identified as strong barriers.

The next question was inspecting the types of support needed for social business sector for young people, especially in the field of education. The main support was mentioned as informative material, specifically as concentrated within one, easily accessible internet site. Also, printed materials are welcome. One of the identified support possibilities was to work with Youth centres, which has a wide coverage in Latvia. Almost each municipality has Youth centre. These youth centre employee would be trained about social entrepreneurship and supplied with informative materials; hence youth would be able to get relevant information and support. The next step would be to have a higher level consultation body, which would give better advices on business development, legal aspects, and financial issues.

Regional conferences/educational events with continuation of mentorship have been mentioned as possible solution. Very important role has been given to the schools, where teachers would need to have at least basic knowledge about social entrepreneurship and be active/enthusiastic about it. Meaning that first teachers has to be trained to get relevant knowledge, further one shared with pupils. Specific stress of Class teachers, which provides class with career guidance.

The concluding question was dedicated to understand what activities has to be done to encourage cooperation between different institutions, sectors, organizations to foster development of social entrepreneurship in the youth sector in Latvia?

The first argument mentioned was that it is very often problem of the media. That media does not find it interesting to present recent trends in global development, including uptake of social entrepreneurship, hence society and a lot of organisations private and public are not aware of the positive aspects of social entrepreneurship. Hence, one of the conclusions is to dedicate

much more work to improve media presence of social entrepreneurship in Latvia. Besides that discussion like current one has been mentioned as a necessary tool, where different stakeholders can meet and discuss social entrepreneurship development in Latvia. Large conferences, but specifically in regions have been encouraged, meaning that different stakeholders can participate. Here again stress is putted that the events have to take part in regions, but not in capital.

LITHUANIA

Based on the discussion and material presented by Raimonda Bogužaitė, Šarūnė Petrošūtė has moderated a workshop during which participants tried to think of the recommendations for the development of youth social entrepreneurship in Lithuania. The fostering of youth social entrepreneurship could be one of the main priorities of Lithuanian governmental institutions and that is why we strongly recommend to implement these actions:

- To create a youth social entrepreneurship development plan for 2017-2022 where the youth entrepreneurship situation will be analysed and appropriate actions will be foreseen to foster youth social entrepreneurship. To think of the priorities for youth and youth-focused organizations which are willing to create and implement youth social entrepreneurship programmes.

- On the basis of good experience of various international organizations, like Organisation for Economic Co-operation and Development, to create the index of youth entrepreneurship and its measurement system, and annually check how the situation of youth entrepreneurship is changing in Lithuania.

- To foster the competitions of youth entrepreneurship by creating separate funding programmes for the project directly linked to youth (social) entrepreneurship. To think of the priorities for youth and youth-focused organizations which are willing to create and implement youth social entrepreneurship programmes.

POLAND

The City Council of Gdansk proceeded with email questionnaires among junior high schools and secondary schools on the topic of students' cooperatives. The results were used for the diagnosis of the level of students' involvement in the entrepreneurship.

There were three questions asked:

- Does any students' cooperative exist currently in the school?
- Has ever any students' cooperative existed in the school?
- Has the school appointed a guardian of a students' cooperative? If so, please provide contact details.

The results were not satisfactory:

- Of the 63 educational institutions in lower secondary and upper secondary education, 45 (ie. 71.4%) answered a questionnaire sent by e-mail, 18 institutions passed the information over the telephone.
- In 61 schools, a students' cooperative has not existed and there are none now.
- In one of the schools it was declared that a students' cooperative existed in previous years – about 15 years ago: they ran a school shop. In one secondary school, students run companies within the subject of entrepreneurship.

IV. Conclusions and recommendations

DENMARK

Generally, the field of social entrepreneurship and social enterprises has developed a lot in Denmark. However, in terms of policy and resources at a national level, the state has yet to come up with a strategy. Meanwhile, the civil sector, the municipalities and private corporate sector, especially with CSR-cooperation, are exploring the options, and creating opportunities for change with a socially conscious mindset. That is on the one hand with social enterprises and social entrepreneurs, and on the other hand cooperating in new ways as 'local social intrapreneurs' of their communities. In this way, new ground is made. Due to the strong Danish framework of law, New Public Management policies and rules that cause more and more control from the state system towards individual citizens and municipalities, many barriers exist for the social kind of innovation, entrepreneurs and enterprises. This effects especially the social sector and the labor market. Gradually it is being recognized that these two important sectors, and partly the housing sector as well, cause social marginalization and exclusion and in effect poverty. As described above, the education sector also has its challenges, but here entrepreneurship is in focus, and combined with the need for more participatory learning methods, that include students and prevent drop-outs, it creates a space for social entrepreneurship.

- **Overall, the education sector is in positive development** in terms of integrating and developing a focus on social entrepreneurship and social enterprises: from ground school to high school, higher education and universities educators, local and national stakeholders and others cooperate, and often also relate to local policy, favoring the work. The work of the Foundation for Entrepreneurship in Education has been and still is of great importance to this development. However, there is still a need for further action; more good stories and front drivers to keep the development going.
- **The activities and initiatives within the formal and unformal education sector are varied:** Several new and local forms of project and cooperation with external actors,

associations, NGO's and social businesses create new experiences and opportunities to connect and combine theoretical tuition to work and challenges in practice. Student field work and internships in social enterprises create very useful learning for all. Social housing work and projects are interesting and illustrative for learning practical SE as part of education.

- **The educational orientation towards practice is going well.** It is being strengthened, and it is very important, for the special kind of learning and experience of the multifaced work. It is also of great value to test, try out things and know and learn of failures. The educational system is partly picking up inspirational and reflective, participatory methods to be used across subjects and disciplines. It is also done to include students and prevent drop outs, as well to stimulate learning. Hence, social entrepreneurship as a field of action in education seems to approach various kinds of needs and challenges successfully.
- **Danish municipalities support the opportunities in social entrepreneurship; also education.** Municipalities are little by little changing their focus, and making space and policy to support social entrepreneurs and enterprises in establishing. There is new development with many fold activities and actors that relate and integrate action to other local challenges and development activities. The municipalities change their procurement policy and social service policy, and thereby they stimulate and support a new socially conscious market for social entrepreneurs and enterprises – in contrast to traditionally established companies. More municipalities create space and support start-up-initiatives, especially in relation to the practical education initiatives.
- **Social entrepreneurship is included in the general entrepreneurship tuition:** In the education of ground school teachers, tuition in entrepreneurship is included, but often merely in a traditional, business oriented way. However, additional workshops and activities are held about social entrepreneurship and social innovation. It is also used as a tool for social inclusion, a highly relevant issue in ground school. Gradually, social entrepreneurship is becoming a recognized and well used concept.
- **The State offers no direct Youth Support to Social Entrepreneurship,** that is to focus and initiate activities within or outside the education system. The support is predominantly to be found within the educational system, and by a variety of initiatives; besides funds, it is mainly support of the civil sector's organisations, NGOs, networks.
- **The Education sector is a front driver for entrepreneurship.** Since 2010, there has been developed an interest and focus in entrepreneurship, predominantly due to the Danish Foundation for Entrepreneurship, and their broad and focused approach towards ground school and the education sector. Social entrepreneurship is included. The pupils and students themselves are open to it all, and focus on solutions to social and societal challenges.
- **Systemic change and openness are needed to welcome Social Entrepreneurship**

- In the effort to bring forward SE, there is a strong need to make the school and education system more flexible, so new and young social entrepreneurs, and entrepreneurs too, can maintain their formal status as students, and receive student support, even though they start up a social business. Unemployed youth experience the same kind of problems with a lack of recognition of the social system and labour market. Likewise, newly graduated students, who wish to start up a social business need recognition and support. Instead of applying for a regular professional job, which may be hard to get, they may create their own jobs by means of social entrepreneurship. To inspire and support social entrepreneurs, as well as entrepreneurs, there is a need for systemic change across sectors, and across ministries.

Recommendations

To sum up, a key question is, what can Denmark recommend and offer to the work with Youth and Social Entrepreneurship (SE) in the Baltic Region? The following points are central:

- To develop and strengthen SE, a multi-folded approach is needed with support across sectors. The State is central for supporting this and securing a legal framework and public and institutional capacity. A clear legal framework, financial support and institutional capacity and know how are all the important conditions if new opportunities are to be created and grasped.
- The Education sector can work as an important driver for Social Entrepreneurship. Within education, SE can be understood both as a focus and a kind of work, and as an approach, i.e. a working method, parallel to project work: it can grasp and work with the challenges and opportunities of reality. The participatory and practice-oriented element is highly important. Education can inspire, teach and support youth in going ahead with SE. Formal and non-formal education should be combined. Social Entrepreneurship Education needs to be connected and integrated with society in practice, that is the real challenges, social problems and social activists and social enterprises, SE network etc. It is highly important that it is all connected.
- This calls for a double bound focus, combining work for, with and by the youth themselves, and work to create and stimulate an openness of society, recognizing the need for new SE initiatives and solutions - and that youth can take their fair share of it.
- It would favour Social Entrepreneurs and Youth to be connected on a national scale, and to have access to others abroad, and thus exchange experience and support SE in general.
- Denmark has by tradition a strong civil society and democratic participation, including kids and youngsters, and when SE and SE Education relate to this, and even revitalize the democratic DNA of society by means of new methods, technology etc. SE has a strong potential. With SE work, education and Youth cooperation across countries, it can make an important difference in the Baltic Region.

ESTONIA

- The following presents a summary of activities to move forward both nationally and in international cooperation directly based on current needs analysis and the recommendations collected from the stakeholders.
- National strategy for youth social entrepreneurship development needs to and will be created to achieve four objectives:
- To define and agree with stakeholders in very practical terms what is meant (and what is not meant) by the term “youth social entrepreneurship” and “development of youth social entrepreneurship” (e.g. what would be the set of relevant learning outcomes).
- To define and agree with stakeholders what is the vision for youth social enterprise development in Estonia (e.g. how many and which segments of young people, when and where should be able to participate in which kinds of opportunities).
- To find and agree upon possibilities to diversify existing formal and non-formal education programs with social entrepreneurship topic.
- To identify the gaps and needs of youth social entrepreneurship development that cannot be met by integrating the topic into existing programs, and to negotiate solutions for new programs (objectives, content, implementing body, financing model).
- National strategy will be developed by Estonian Social Enterprise Network in close cooperation with and supported by Estonian Youth Work Centre and Estonian Ministry of Education and Research. The strategy will be built by closely involving stakeholders from both formal and non-formal education sector as well as youth themselves. The strategy document will be completed latest in December 2017.
- Meanwhile in 2017, as no strategy can ever be a finite document, Estonian stakeholders will carry on implementing on-going as well as new strategic activities.
- For example, Estonian Social Enterprise Network aims at continuing and expanding the program Changemakers’ Academy (that has been described elsewhere in this report) as well as establishing direct outreach to schools (simulations of social entrepreneurship as well as interactive study visits to local social enterprises).
- Estonian Youth Work Centre will use service design methods to design and pilot a youth social entrepreneurship program that could be directly implemented by youth workers in existing youth work structures.
- Estonia will also actively look for international cooperation opportunities to be able to offer the youth even more challenging and attractive learning spaces. International cooperation would also help to disseminate Estonian best practice on the field (e.g. the approach and methods of Changemakers’ Academy) as well as learn from others.
- The critical factor is to find national key players from other countries who are already willing and able to offer continuously top quality programs in relation to social

entrepreneurship and / or youth work, and avoid partnerships with organisations who cannot ensure sustainability of their programs beyond single projects.

- The cooperation with regional and international bodies will also be explored as the support of international institutions could much empower the cooperation with other countries.

LITHUANIA

The fostering and development of youth entrepreneurship is a key condition to have a growing, sustainable and inclusive society. On the basis of "Europe 2020" strategy and Lithuanian action plan 2014-2020 for entrepreneurship, effective youth entrepreneurship programmes encourage to create new working places in the market, help us to tackle the economic and social crisis as well as financial exclusion. The survey of OECD (Organisation for Economic Co-operation) in 2014 showed us that only 4,9 percent of Lithuanian youth are tend will create new working places in market. In the near future our governmental social system will have negative impact because of the ageing society and little interest of young people to create new working places. Another undeveloped part of entrepreneurship in Lithuania is linked to a social entrepreneurship which is specially related to youth and youth-related organisations.

In 2015 approved concept of social entrepreneurship is facing the implementation difficulties and is stopping the opportunity for youth and youth-focused organizations to actively get involved in the development of this field. Youth and youth-focused organizations seek to ensure the qualitative inclusion of young people, however, the financial support from various governmental organizations is not equally distributed among all interest parties. Part of this need for financial support could be fulfilled for youth and youth-focused organizations which are willing to start working on raising awareness of youth social entrepreneurship or implementing their own social business idea. The role of social economy is very important in the European Union and Lithuania as well. It creates around 10 percent of Lithuanian GDP (2015, Lithuanian Ministry of Economics).

We believe that fostering of youth social entrepreneurship could be one of the main priorities of Lithuanian governmental institutions and that is why we strongly recommend to implement these actions:

- To create conditions in order to improve the competences if teachers, trainers and other educatory staff of general and vocational schools in youth social entrepreneurship field. To promote the cooperation of young business people and education institutions in order to create projects of mutual benefits.
- On the basis of good examples of other European Union Member States, to create and maintain various taxation, legal and accounting exemptions for small communities, which are set up by young people.

- To ensure the stable growth of a young business in Lithuania, we encourage you to reduce the fiscal and bureaucratic burden of the first year of a youth-lead business and create an inclusive consultation and support system;
- To prepare the necessary legislation and regulation crowdfunding, responding to the need of young people who could use these platforms. To ensure that such platforms could easily emerge and function.
- To encourage different profile business cooperation centers in different municipalities of Lithuania and the use of existing infrastructure in the municipalities for the foundation these centers.

LATVIA

There is no specific legal support for social entrepreneurship support or youth social entrepreneurship support in Latvia. The law is still in process of development with soonest possible acceptance in 2017.

Meanwhile, there have been identified a few support possibilities, some of them directly, but some indirectly related to the support of social entrepreneurship of youth. The majority of initiatives are linked to the different EU grants and projects, however, some international initiatives support social entrepreneurship successfully in Latvia.

The closest support related to social entrepreneurship youth can be mentioned as Junior Achievement Latvia with PLC concept, where social entrepreneurship can be developed and supported. A similar initiative can be also mentioned under Aflatoun Child Social and Financial Education program.

The best ways to promote social entrepreneurship support in Latvia are to network with existing initiatives and offer wider understanding about social entrepreneurship concept, as well as provide workshops for youth leaders and other stakeholders directly involved in the youth work.

Unless the legal status is confirmed, the support from municipalities and national government will stay relatively low. However, during the piloting phase, financial support will be granted for the potential and existing social enterprises. The only barrier or limitation here is that the idea owner will have to be at least 18 years old to submit a social business idea for the grant assessment. The overall assumption is that since legal framework will be in place, the support will be at more developed level, including youth social entrepreneurship.

POLAND

Recommendations

- No legal solutions for students cooperatives makes their establishment more complicated and there is a strong need to regulate student cooperatives in the statutes

of the school. Understanding the need for practical education regarding the work ethics and entrepreneurship is crucial. Only in some schools there is the idea of exceeding the core curriculum in teaching the entrepreneurship in a practical way. Students cooperatives in Pomorskie region practically does not exist, but there are examples of start-up activity work within the social economy through mini-companies (active in some high-schools) that should be presented as good-practice and promoted.

- The inclusion of entrepreneurs. Organizing joint meetings of students and entrepreneurs can be very useful, youth is looking for inspiration and authorities. Every type of mentoring may mobilize young people to think about the economic success and economic activities.
- Weaknesses of entrepreneurial education in modern families. Demographic changes (the dominance of family model 2 + 1) and the ICT revolution caused excessive concern for parents about the academic performance with reduced expectations regarding the development of youth soft skills (social and economic). Moreover, some parents stress that getting the degree or soft competences is not as important, as providing an income. A positive example of the inclusion of parents in the youth business activity of elementary school students is students cooperative "Ladybird" in Elementary School No. 49 in Gdańsk. It proves an extremely important role played by parents who are aware of the need for practical action. Economic initiatives of children and youth like "Ladybird" can be good promotion of good practices and encourage other parents to promote the study of entrepreneurial attitudes in practical ways at school.
- Elements of entrepreneurship education are present in school curriculum, but the most important seems to be the way they are conducted. Lessons of gamification and other innovative educational projects significantly increase the attractiveness of the subject. This could be also used for teaching social entrepreneurship, which is still a rarely known concept in Poland.
- Young people should start to learn very early about social entrepreneurship in their formal education. Nowadays, mostly NGO's are doing this, while communities and school systems don't prioritize these topics.
- Young people should learn how to start projects and how to succeed, but they should also learn about possible failures. Local community should be presented as a resource with inexhaustible possibilities. Also, it is very important to make it bureaucratically easy for young people to start their own projects.
- youth should be listened to more, which is not a case so far. This can be changed through the local youth councils, which should communicate between local youth and the decision-makers, and in the end have their representatives among the decision -makers.

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