LOCALCHANGE.EU

ADVANCING SOCIAL ENTREPRENEURSHIP IN HIGHER EDUCATION

Contents

Welcome

This document summarizes the main findings of the ERASMUS+ Strategic Partnership 'Social Entrepreneurship for Local Change (SELC)'. The SELC project was running from September 2015 to August 2018 as a 5 universities cooperation. It further involved three NGO partners from the Social Entrepreneurship Sector.

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Improving the quality and relevance of higher education is the overall goal of the ERASMUS+ programme. The SELC project contributed to this goal by addressing two horizontal priorities: Promoting entrepreneurship education and social entrepreneurship among young people and supporting the implementation of the 2013 Communication on Opening Up Education. Addressing these two priorities came ideally together in a European, interdisciplinary and cross-sectoral blended learning concept, which is the principal output of this project.

We have divided this report into two parts. This first part is primarily addressed to anyone involved in setting the strategic orientation of higher education institutions. We found it necessary to discuss the relation between the overall goals of the European Union and the reality of the institutional context when it comes to implementing those goals, for example within the framework of a Strategic Partnership. A lot of learning has been enabled by this project and the

primary target groups, staff and students, have certainly benefited. You may study the testimonials embedded in these documents for deeper insights on this. However, there are still gaps between the strategic goals of the European Union, the goals of strategic partnerships and the actual strategic practice of higher education institutions.

In the following we have summarized the main strategic goals of this project, which obstacles we have encountered, which main achievements have been made and how all of this has eventually come down to the institutions and their study programmes. These are important lessons-learnt and should inform university leaders about the main parameters for firmly integrating a blended learning concept taught across institutional boundaries, regardless of the actual subject-specific context being taught. We hope that the idea of opening-up education with all the potentials related it will find its way into the university leadership

Our SELC Consortium

from 09/2015 - 08/2018

Coordinating Institution
HfWU Nürtingen-Geislingen, Germany
Centre for University Didactics

Partner Institutions
Germany
Christian-Albrechts-Universität zu Kiel
Heldenrat e.V. (NGO)

Netherlands
Van Hall Larenstein University of Applied Sciences - VHL

Estonia
Estonian University of Life Sciences - EMU
Estonian Social Entrepreneurship Network - SEV (NGO)

Romania
Bucharest University of Economic Studies - ASE
Odaia Creativa - The Creative Room (NG0)

Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen · Eesti Maaülikool Estonian University of Life Sciences · Sotsiaalsete Ettevõtete Võrgustik · CREATIVA · CAU Christian-Albrechts-Universität zu Kiel · heldenrat Beratung für soziale Bewegungen e.V. · van hall larenstein university of applied sciences

Our Vision

Universities are key actors in education for sustainable development. We wish our graduates to become agents of local change in the light of our global social and environmental challenges. We believe that these challenges can be better understood if different disciplines and cultures come together to share their knowledge and skills. Therefore, we provide every student of our institutions the opportunity to learn about social entrepreneurship in an international and interdisciplinary environment. Students participating in our course will learn how to develop a social business idea that will make our economy fairer, greener and more anchored in our local communities.

In order to trigger transformation, students need to be able to involve a diverse group of people into a joint decision-making process. We therefore ensure their exposure to cultural and disciplinary diversity with our experienced European network that operates across institutional and national boundaries. Our cooperative course is sustainable, flexible and in-clusive because of its online delivery. As it is offered online, our cooperative course encourages participation and exchange of ideas in an integrative, flexible and inclusive way. Our learning resources are open and accessible to everyone who wishes to learn about social entrepreneurship and local change making.

Social Entrepreneurship for Local Change is not only a course addressed to learners but also to a community of motivated educators who wish to empower students to change the way they think and work towards a sustainable future. Our community of teachers strives for high quality teaching characterized by transparency, dialogue, interaction, relevance and self-reflection. We apply continuous quality development in order to achieve these aims. We ensure the relevance of our teaching by practice cooperation with social entrepreneurs and relevant NGOs across Europe. Our teaching culture has positive impact on our institutions because we actively transfer our experience and knowledge.

01

Local stakeholder Kaisa Linno explains the system context of the Lahemaa National Park, Estonia, May 2018

02

International student team presenting the first prototypes of their business ideas in the Lahemaa National Park, Estonia 2018.

Social Entrepreneurship for Local Change is not only a course addressed to learners but also a community of motivated educators who wish to empower students to change the way they think and work towards a sustainable future.

" Students participating in our course will learn how to develop a social business idea that will make our economy fairer, greener and more anchored in our local communities.

Integrating four strategic dimensions

The partnership 'Social Entrepreneurship for Local Change' has been built on the idea of integrating four domains: social entrepreneurship, interdisciplinarity, internationalization and computer-supported learning. All of these bear strategic potential for the future development of higher education institutions in the context of a society characterized by pluralism and globalization.

In the following we will explain in more detail what we understand by each of these four domains and illustrate their specific benefits.

This project builds on the idea that higher education is a complex system. It is vital that the various areas in which universities are operating are mutually reinforcing.

01

1 Social entrepreneurship as a learning opportunity

Social entrepreneurship aims for the exploitation of opportunities for social impact rather than for maximum profit in the traditional sense. Social enterprises attempt to target unfulfilled social needs with (more or less) marked-based approaches, aiming for sustainable solutions (Volkman et al., 2013). Since the 1990's the approach has been gaining increased attention in practice, policy and academia. The global economic crisis in 2008 finally revealed that our society is in need of alternative models. Likewise, there is an increased need for growth models which are 'fairer, greener and anchored in local communities. A model which values social cohesion as a genuine source of collective wealth' (Strasbourg Declaration, 2014).

The establishment of a social enterprise requires a complex set of competences though. Classical entrepreneurial knowledge alone is indispensable but not sufficient. In addition, a broad understanding of socio-economic, cultural, political and environmental factors is required as well as creative use of communication and project management skills.

The Social Entrepreneurship for Local Change consortium has therefore suggested a course framework in which staff and students from different disciplinary backgrounds can team up and address a jointly identified local challenge.

Entrepreneurship is understood as the capability to identify opportunities for positive and long-lasting change. An entrepreneur needs to be able to translate ideas for change into a business model that generates an innovative value proposition. The core competencies of an entrepreneur are not bound to a specific discipline. Instead, anyone can act within his/her own field in an entrepreneurial way with the ultimate aim to achieve sustainable economic growth.

If these business models are designed to generate positive social impact, we talk about social entrepreneurship or a social business.
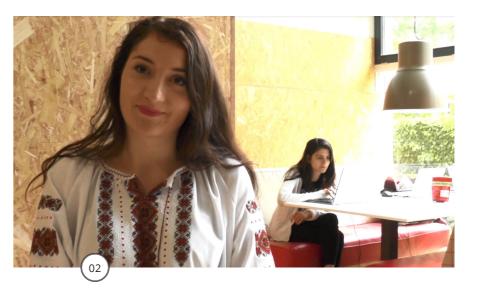
In a nutshell, social entrepreneurship education makes students realize that they themselves can be the makers of tomorrow and become innovative drivers for change. They might not become entrepreneurs themselves but they are aware of the potential of entrepreneurial approaches. Getting in touch with real entrepreneurs during the course and studying their stories encourages students to develop a confidence in founding a business themselves.

01

Jigshaw model of the four integrated dimensions of the SELC project

02

Testimonial from Ana-Maria Mihut, Nürtingen-Geislingen University, during the SELC intensive study programme at VHL in Arnhem, May 2017.

02

" Now I have a better idea of what a social enterprise means...how hard it is to start one. But at the same time how useful it is for the community and how much impact you can create. I am really thinking that in the future I will have my own social enterprise.

2   Bridging the gap by interdisciplinary cooperation

When asked to identify a local challenge the students usually come up with a variety of problems such as rural out migration, youth unemployment, environmental pollution or social isolation. All of these are so-called wicked problems (Rittel,1973), nested in a complex set of factors and drivers. Sectoral approaches to problem-solving are still common practice but not really sufficient when dealing with wicked problems. One discipline alone is hardly able to get the full picture of these complex global challenges that affect our everyday environments.

Truly innovative out-of-the box ideas do not evolve within a community of like-minded people. Therefore, one primary ambition of the SELC programme is to bring students from different disciplines together in diversified teams. They need to join their knowledge, values and skills for finding innovative solutions. This prepares students for real-live situations when they need to bring different expertises, interest groups and stakeholders together. Learners are introduced to valuable tools such as design thinking and business canvas modelling to help them aligning a diverse team to common goals. Since social entrepreneurship business models often rely on new partnerships and collaborations, mastering integrative working methods is an essential competence in this field.

Course participants are constantly encouraged to consider difference and diversity as a potential: Which new perspectives can the others bring to our problems? Which new thinking paths can we explore together? Which fields can be combined for the first time to bring totally new values? What can we learn from the others criticism?

Interdisciplinary courses such as 'Social Entrepreneurship for Local Change' aim to open the students' perspectives on the role of the expert on the one hand and the need for synergy and collaboration on the other. Both are essential for addressing our global challenges in a constructive way. This way, universities can become relevant learning places for sustainable development.

(01)

Testimonial from Andra-Andina Rautoiu and Georgiana Strat during the SELC intensive study programme at ASE in Bucharest, May 2016.

(01)

" It is good that we are so mixed and so different. Because we learn how to speak with other types of people...to make a connection between all the fields and to get something good in the middle by combining every element.

(01)

3   Synergies across national and institutional boundaries

The European Higher Education Area (EHEA) is a continuous and voluntary project of 48 countries towards common quality standards. Its main goal is to increase staff and students' mobility and to facilitate employability. While much has been achieved in this respect since the launching of the Bologna Declaration in 1999, academic mobility and mutual recognition are still facing many obstacles until the present day.

The ERASMUS+ programme therefore supports higher education institutions of the EU member states in minimizing mobility obstacles, fostering curriculum innovation and European cooperation. Strategic Partnerships are one of various instruments for achieving those aims. The Social Entrepreneurship for Local Change course has been developed in that sense and with valuable support of the European Union.

The core idea of this course is to bring a truly European dimension into higher education. Not only the project team has been designing this course from a European perspective, also the learners involved are international and work together in intercultural teams. In this environment learners can develop a deeper knowledge of how their local challenges appear in other regions of Europe. Such first-hand knowledge based on direct contact to students from those regions can directly contribute to the development of a European identity and a sense of mutual responsibility and solidarity among the European Union citizens.

By providing opportunities for inter-cultural learning this course brings the European Higher Education Area to life. Mobility is not only happening between university locations but also virtually for those teams that get together only in an online mode. This gives international exposure also to those staff and students who are not able to participate in travel activities

for personal reasons or because of other restricting factors out of their direct control.

The joint course design, its implementation and evaluation provide excellent opportunities for mutual learning from the various educational cultures involved in this project. The partners meet on eye level and share valuable resources for a common aim.

(01)

Testimonial from professor Monica Dudian, Bucharest University of Economic Studies, during the SELC intensive study programme at VHL in Arnhem, May 2017.

(01)

" We create relationships for the future. Between universities...between university staff.It was an opportunity to meet people and to see how things happen. These relationships are important for the development of our universities.

4 Using the internet for teaching: it is all about connectivity

Synchronous online session implemented with Adobe Connect. This is a tutoring session during which working groups developed financing strategies for their social business idea.

Final online presentation of the business plan. Here the team presents the organisational structure of the social business they have co-created.

Prototyping session during the Intensive Study Programme in the Lahemaa National Park, Estonia, May 2018.

Since the arrival of the internet in the mid 1990's higher education institutions have been busy with translating their analogue organizational structures into the new digital medium.
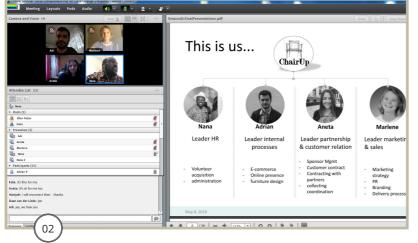
At large, the result has been a digital repetition of the university as a closed group, an intranet. Even if there are of course many practical reasons why this happened it seems that universities are still not taking the actual benefit of the internet seriously: the idea is to connect and not to divide.

In this course the team has tested the idea of using digital learning infrastructures such as virtual classrooms, wikis and learning management systems across institutional boundaries. In doing so, the technical support could be concentrated on one institution while others could focus on other aspects such as evaluation, content production or marketing.

This opens new perspectives of how university cooperation in Europe can operate. Not every institution needs to provide everything as long as our technologies are adaptive and integrative. Collaboration models provide opportunities for joining forces for creating a whole that is much more than the sum of its parts.

Along with that goes the idea of opening up education and the creation of open educational resources

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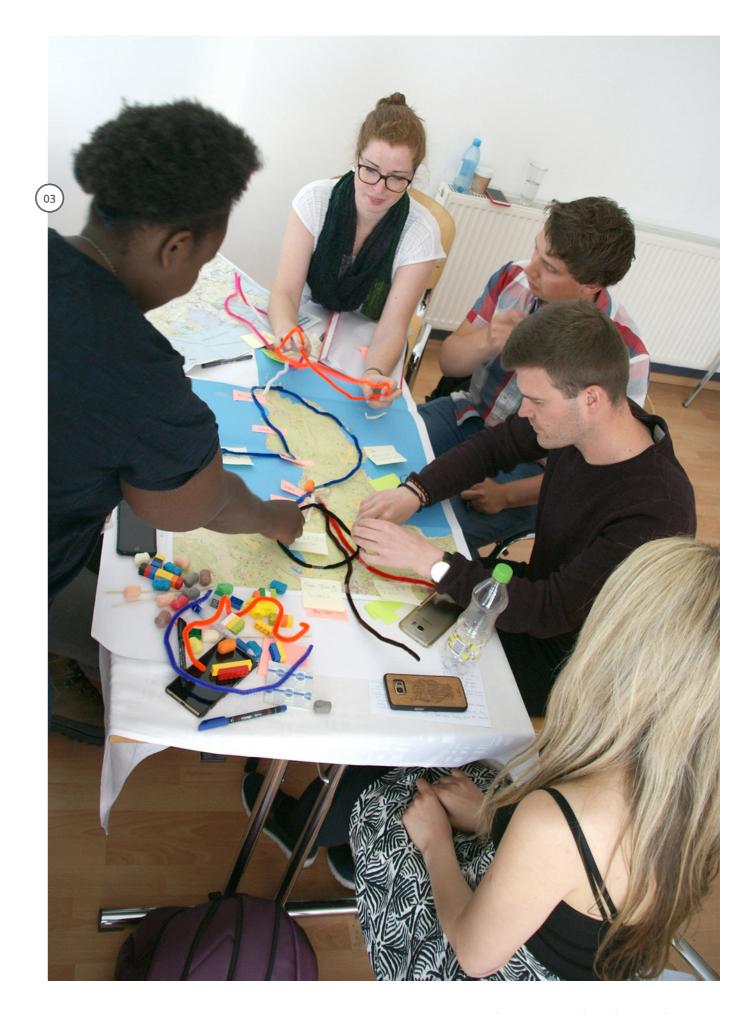
" I didn't know much about social entrepreneurship but now I know it can be related to landscape, getting a business related to that. The design and marketing are part of the activity of a landscape architect so it's amazing have that opportunity..

This seminar helped me to think more about society as well as give me strength to think about starting up my own business.

From idea to implementation

Moving from organisational learning to organisational change requires constant communication of the project activities to various actors inside your institutions.

01

A word cloud summarizing benefits of the SELC Project as mentioned by the university partners.

We have presented the strategic potential of teaching social entrepreneurship across institutional boundaries in the previous section. Based on the experience made in a three-year strategic partnership project it has become obvious that the university partners were also facing various challenges. We positioned these challenges at three levels: curricular integration, capacity building and intercultural learning. Each of these challenges has a strong impact on the question as to whether this course can be sustained by the partnership in its developed format or if it can continue only in a modified way.

02

02

A word cloud summarizing challenges of the SELC project as mentioned by the university partners.

03

Dr Roger Evans with students at the urban safari in Bucharest at the beginning of the first Intensive Study Programme in May 2016.

Looking at the challenges word cloud it become obvious that ensuring the commitment, especially of the students involved, has been perceived by the project partners as a major issue. Student commitment is certainly also a multidimensional aspect. Making sure that learners can receive academic recognition for participating in the SELC programme is of course a major prerequisite. But next to that, there is the difficult topic of mismatching study schedules, competing assignments from other courses and the overall density of study programmes which prevents learners from fully committing themselves to the course. However, despite these many possible obstacles, the majority of the course participants has always managed to successfully complete all seminar assignments.

The world cloud depicting the benefits as identified by the partners shows a quite diverse picture of various aspects. Most of them link back to the four strategic dimensions we have described earlier. Acquiring new teaching methods is certainly the most relevant aspects for the partners and this is a very positive sign. If staff members have successfully adapted new teaching methods they are able to transfer those to different and additional learning contexts and ideally inspire other faculty members who have not been directly involved.

In the following we will focus on the key aspect of curricular integration. Since all universities involved are embedded in different educational systems each of them had to find a specific way of including the social entrepreneurship blended learning course into their activities. These different approaches will be presented and reflected in the form of case studies from each partner

" I think the teachers have also learnt a lot about a complex procedure: starting out with field trips, ideas generation, bringing them together, and how people who have specific disciplines offer that into the process. How to coordinate that. That in itself has been quite a challenging task.

Dr. Roger Evans, EMU Tartu, SELC teaching staff

03

Case Study 1
Bucharest University of Economic Studies

Partners: Monica Dudian, Carmen Păunescu, Simona Goia, Shahrazad Hadad, Carmen Acatrinei

What was your motivation for partici-pating in this project?

ASE wishes to prepare future innovators and to equip students with the skills they need to achieve meaningful change. We want students to learn how social entrepreneurs have developed new solutions to social problems and to see social entrepreneurship as a force for social change. We want to inspire our students to use their skills and knowledge to make social impact.

Which added value did you get from this project?

The interdisciplinary and international cooperation in this partnership has enhanced our understanding of the mechanisms, opportunities and challenges of social entrepreneurship. We learned about practical methodologies such as design thinking. We could also link to and learn from an international network of brilliant academic staff, students, and social innovators across nonprofit, public, and private-sector, national and international boundaries.

The use of an online platform as a new technology designed for enabling modern teaching and interaction among members of international teams was new for us and we developed a completely new skill set. We believe that the new teaching methods and international case studies can be implemented in our home university and that they will enrich our curriculum. The cooperation with landscape and urban planners introduced us to the idea of exploring territories and urban realities as a basis for business development, which is a new and fruitful dimension for our teaching and learning culture.

The project has helped to raise awareness among the students of our university regarding the importance of social entrepreneurship, even for students specializing in financial economics or IT. It also brought in our university new methods of teaching and interaction with students. Our faculty is the first to start the national debate on the official recognition of online learning.

How did you integrate the course into your curricula?

The project had an impact on various faculties and thus reached out to different types of students and teachers. The following courses made use of the new curriculum, its materials and methods:
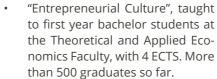
- "Social Entrepreneurship", taught to third year bachelor students, at the Faculty of Business Administration, with 5 ECTS. More than 900 graduates so far.

Institutional Profile
The Bucharest University of Economic Studies (ASE) is a research intensive university with a focus on Economic Sciences, Administrative Sciences, Sociology and Humanities. ASE has 12 faculties with about 22,000 students enrolled in 24 Bachelor programs, 87 Master programs, Doctoral studies in 10 fields and more than 145 post-graduates continuing education programs. Currently, the University has almost 800 faculty members and other 800 administrative staff.

http://www.ase.ro

- "Entrepreneurial Culture", taught to first year bachelor students at the Theoretical and Applied Economics Faculty, with 4 ECTS. More than 500 graduates so far.
- "Entrepreneurship and Sustainable Business Development", taught to first year master students at the Faculty of Business Administration, with 5 ECTS. Several hundred graduates so far.
- "Entrepreneurial Economics", taught to first year master master students at the Theoretical and Applied Economics Faculty, master Programme Business Communication, with 7 ECTS. More than 300 graduates so far.
- "Entrepreneurship and innovation", 8 ECTS, and "Business models", 7 ECTS, taught to first year master students at the Theoretical and Applied Economics Faculty, master Programme Analyses and economic strategies. More than 100 graduates so far.
- "Firm ethics and social entrepreneurship", taught to the second-year master students at the Theoretical and Applied Economics Faculty, master Programme Analyses and economic strategies, with 7 ECTS. More than 100 graduates so far.
- A research stream on Social Entrepreneurship is developing in the Doctoral School for Business Administration.

Which challenges have you been facing with this project?

We found it challenging to make students participate actively in the online SELC programme, since they are exposed to a wide range of opportunities in terms of international challenges, competitions and event. The timing of the Intensive Study Programmes partially interfered with the examination period, which is a typical challenge of international cooperations with multiple partners. It was also difficult to make students fill in the control group survey. We also had to cope with limitations related to the legislative framework with regard to full recognition of online education in Romania.

Which measures have you taken to overcome these challenges?

We have partly adapted the grading system for some subjects to better accommodate the students' needs. We also took intensive action to promote the subject among students. The best way was to give direct presentations during their courses explaining the advantages of enrolling in such an international project. The online course was promoted on the Facebook page of the university, students were also informed by mass-e-mailing and posters were displayed in the faculties.

What would you recommend to other institutions wishing to introduce web-based teaching on social entrepreneurship?

We believe that interdisciplinary cooperation is a must nowadays. International collaboration brings added-value from various perspectives: exposure, visibility, understanding, models, impact. In any case, you should explore if the subject is welcome and if students and staff are interested in it. It is very relevant that a curriculum window is opened for the course to make sure that students can actively engage with the subject. Ideally, you can link to local social entrepreneurs because the interaction with actual practitioners is crucial to the success of the course. Include a staff development component into the process and motivate staff by exposing them to new teaching methods such as design thinking.

01

First Intensive Study Programme at ASE Bucharest in May 2016 in collaboration with Odaia Creative and the NodMakerSpace.

" The cooperation with landscape and urban planners introduced us to the idea of exploring territories and urban realities as a basis for business development, which is a new and fruitful dimension.

01

Case Study 2
Van Hall Larenstein University of Applied Sciences

Partners: Daan van der Linde, Ineke Baan
former partners: Judith Jobse, Jeroen de Vries

What was your motivation for partici-pating in this project?

VHL UAS together with stakeholders learn by doing projects on how to achieve social goals in society through the mix of entrepreneurship and so-cial action. Social entrepreneurship is expanding our knowledge in the realm of business oriented entrepre-neurship to social action, advocacy, NGO's, and lobbying for social equal-ity. Many environmental NGO's and social charities were very much sub-sidy or donor depended in the past and many of these organizations have been or are currently developing new ways to sustain their NGO and achieve their mission using business models. Many of VHL's students apply for jobs within these organizations. Knowledge and experience on how to develop and sustain a non-com-mercial business are very welcome in this respect. VHL is also committed to become the most sustainable UAS in the Netherlands. Students who are trained to work in commercial agri-business environments would at least learn about social business models and not only about for-profit business by adding Social Entrepreneurship to their curriculum.

Which added value did you get from this project?

VHL UAS received new knowledge in the field of social entrepreneurship,

e-learning, and international collabo-rative learning. The two fields of inter-est of the SELC project - environment and social action - are welcome addi-tions to what VHL already offers. The SELC project has provided VHL with new experience in three European countries which can be used by VHL staff in already existing curricula. Staff members were trained to use meth-ods like Design Thinking and they ob-tained experience in designing and offering online courses. The network of VHL staff members has expanded in two of VHL UAS's priority countries, Germany and Romania, and a third country Estonia. This network can be a basis for further activities in these countries. During the second project year VHL has strengthened its ties to the municipality of Arnhem and other local stakeholders by organising an In-tensive Study Programme in the Mal-burgen neighbourhood in Arnhem.

How did you integrate the course into your curricula?

In 2016: Two BSc Agribusiness and business administration students, two BSc Rural Development and Inno-vation students and one BSc Sustain-able value chain management. These five students enrolled for the online course and the intensive program in Bucharest. In 2017: Seven BSc Agri-business & business administration students in Velp initially signed up for the online course only but two of

Institutional Profile
In 2016 Van Hall Larenstein UAS counted 4289 students and 566 staff members in two locations: Leeuwarden and Velp. VHL UAS has three domains: Animals and Busi-ness (4 BSc.,1 Msc. program), Delta Areas & Resources (9 BSc., 1 MSc. and 5 Associate degree programs), Food and Dairy (12 BSc., 1 MSc. and 8 Associate degree programs). Each domain has an Applied Re-search Centre chaired by a leading professor. In 2016 there were 21 associate professors conducting applied research together with lec-tures, students and external part-ners. About 15% of VHL's incoming budget stems from research pro-jects. The applied research centres collaborate with Dutch Centres of Expertise (CoE's) and Living Labs on sustainability subjects as the circu-lar economy, better food and a bet-ter living environment.

https://www.vhluniversity.com

them dropped out after the first week because they were afraid they were not going to learn enough business skills. The five other students gradu-ally dropped out as well. During the second project year, the student par-ticipation on behalf of VHL has not been successful. In 2018: Seven stu-dents signed up for the online and IP course. Three from the BSc Manage-ment of the living environment, two from the BSc Land and water man-agement, one from the BSc Forestry and nature management and one in-ternational student (Uganda) from the Master program Management of De-velopment (Social Inclusion, Gender and Youth track). Except for one they all completed the SELC programme.

Which challenges have you been facing with this project?

The main challenges for VHL UAS were the promotion of the course amongst students and staff and the integration of the course in the cur-riculum and the acceptance of non-curricular activities to be recognized by faculties. VHL claims to be an in-novative UAS, but new activities are not readily accepted as an addition to existing study programs. The suc-cess of implementation of the SELC online course and/or Intensive Study Programmes into existing or new cur-ricula depends heavily on the willing-ness of individual lecturers or course coordinators to make it happen. Time constraints (heavy workload) of the lectures and coordinators might have been the key factor for unsuccessful integration of SELC courses into VHL curricula during the three year SELC project. Another limiting factor was the length of the SELC courses in re-lation to VHL curricula. Five or seven EC's is quite large. Course coordina-tors of 7, 14 or 15 credit courses do not like to trade their fixed program elements for something unknown of that size.

Which measures have you taken to overcome these challenges?

Promotion took place on the basis of personal contacts with other VHL staff members to involve them in the online course in the role of tu-

> " The main challenges for VHL UAS were the promotion of the course amongst students and staff, the inte-gration in the curriculum and the acceptance of non-curricular activities to be recognized by faculties.

tor, assessor or passive observer. The course was promoted on intranet, the website and VHL social media. In 2016 the SELC course was promoted at an entrepreneurial learning event for high schools and higher education in and around Nijmegen and in 2017 a network session was organized to promote the course at other UAS's in Arnhem.

Integration in curricula proved to be the hardest for existing courses. We tried to insert the SELC curriculum as a building block in the new minor Sustainable entrepreneurship. Unfor-tunately, in 2017 the minor did not have any students registered due to a lack of promotion and was therefore cancelled. In the 2018 version of the minor Sustainable entrepreneurship, another path was chosen and curricu-lum integration did not take place.

In 2018 the opportunity arose to adopt the course in the 2nd year program of a new BSc degree in Velp titled Man-agement of the Living Environment (Velp). Students are trained as gener-alists who will be integrating physical, social and economic aspects in the development of cities and rural areas. For these students the SELC course is a good way to learn entrepreneurial and "change making" competences. VHL integrated the online course (5 credits) in a module in year 1 as a first introduction to social entrepreneur-ship. VHL hopes to connect the group of 25 students to social and environ-mental initiatives from one of the Arn-hem's neighbourhoods, Geitenkamp.

What would you recommend to other institutions wishing to introduce web-based teaching on social entrepre-neurship?

It is easiest to integrate a full online course in a new module. Considering the VHL experience in the SELC pro-ject, it is best that an online course falls within one teaching period of the institute(s) involved. Internal dis-semination is key: involve as many staff as you can to get a common understanding of the added value as well as the difficulties of the on-line course at an early stage. Explain the benefits of being involved in web based teaching experiment and dis-seminate good examples and results of the completed courses. Publish your results internally and externally as often as you can. Organize some-how to make the directors/managers of institutes the ambassadors for the web based course to promote further internal implementation.

Case Study 3
Nürtingen-Geislingen University

Partners: Ellen Fetzer, Erskin Blunck, Friedemann Baisch, Felix Toepler,
former partners: Jonathan Tilley, Yasemine Kaiser, Ana-Maria Mihut

What was your motivation for participating in this project?

The motivation for initiating this strategic partnership was to extend our profile to the social dimension in order to fully complete the sustainability triangle. Social entrepreneurship education has become a cross-faculty platform for new forms of synergy and cooperation, combined with an international dimension. At large, our teaching focusses on subject-specific training, i.e. landscape designers, economists and agronomists study among themselves. This means that we do not take advantage of interdisciplinary cross-fertilization and miss a chance for developing important competences. This issue concerns not only the students but also the staff members. Within an established university system it is very difficult to change these structures. Therefore, the strategic partnership was supposed to be an attractive trigger for stimulating inter-faculty cooperation. The 'triggers' are the international aspect and the digital dimension, both being innovative external driving forces that help people to think and act 'out of the box'. Furthermore, the online course should promote 'internationalization at home' by virtual mobility and thus support NGU's internationalization strategy.

Which added value did you get from this project?

The expected inter-faculty cooperation has happened as planned: the strategic partnership managed to link the School for Landscape Architecture, Environmental and Urban design to the School for Agronomy, Economy and Management. The integration of the Business School is currently on the way. This is very much in line with the university's overall mission to link economy and the environment by innovative approaches. However, we also see that the cooperation with the international partners and their students brings another dimension of additional values. The partners bring in methodical expertise (such as design thinking), practical experience (for example in rural development) and lots of different cases from across Europe and from very different fields of entrepreneurship (from ecotourism to IT-services). We also managed to involve our own students now actively in virtual team work, which is a key competence for future professionals. It would not be possible to implement such authentic types of digital learning with our own students only as they would not be confronted with the necessity to get together in a virtual team.

Institutional Profile

The German university name Hochschule für Wirtschaft und Umwelt (University for Economy and Environment) bears the main institutional mission: to enhance constructive relations of economy and environment for sustainable development. The university offers 27 full-time degree programs (14 bachelor and 13 master degree programs) and 6 part-time degree programs to 5.000 students by 125 senior professors and 400 lecturers. Fields of studies on both graduate and postgraduate level are: Business Studies, International Finance, Applied Economics, Agriculture, Landscape Architecture, Urban Planning, Automotive Business, Real Estate, Business Law, Health and Tourism Management, Energy and Resource Management, Sustainable Product Management, as well as Art and Theatre Therapy.

http://www.hfwu.de

How did you integrate the course into your curricula?

For the moment, the SELC module is offered as an elective in two study programmes by two faculties: International Management and the International Master of Landscape Architecture. This way, our participants can receive full academic recognition (5-7 ECTS) for the course activities. 20-30 students from each programme have attended the courses so far and we observe rising interest as participants report about their experience to their fellow students. During the first two years the vast majority of our participants has come from these master programmes and many of them are international students. We are currently trying to involve more advanced bachelor students in order to increase the aspect of 'internationalization at home'. This has been successful in the last year of the project when we involved students from 6 different bachelor and master programmes.

Which challenges have you been facing with this project?

The main challenges for VHL UAS were the promotion of the course amongst students and staff and the integration of the course in the curriculum and the acceptance of non-curricular activities to be recognized by faculties. VHL claims to be an innovative UAS, but new activities are not readily accepted as an addition to existing study programs. The success of implementation of the SELC online course and/or Intensive Study Programmes into existing or new curricula depends heavily on the willingness of individual lecturers or course coordinators to make it happen. Time constraints (heavy workload) of the lectures and coordinators might have been the key factor for unsuccessful integration of SELC courses into VHL curricula during the three year SELC project. Another limiting factor was the length of the SELC courses in relation to VHL curricula. Five or seven EC's is quite large. Course coordinators of 7, 14 or 15 credit courses do not like to trade their fixed program elements for something unknown of that size.

> " The strategic partnership managed to link the School for Landscape Architecture, Environmental and Urban design to the School for Agronomy, Economy and Management. And the integration of the Business School is currently on the way.

Which measures have you taken to overcome these challenges?

In our role as project coordinator we encouraged our partners to advance curricular integration as best as possible. This problem could not be fully solved within the lifetime of the project but we achieved substantial improvements in providing space and time for the students. Next to that, we improved the training and preparation of the tutors so that they could give good guidance of the virtual teams all through the process. Tutors also need to be sensitive to the identity of the respective teams: some teams need less guidance and should be granted this freedom while others need much more support and advice in order to become active. During the second project year we documented a social entrepreneurship from Bavaria as a video resource in order to increase the number of German examples in the course materials

What would you recommend to other institutions wishing to introduce web-based teaching on social entrepreneurship?

It is important to provide a significant curriculum window for transversal topics like sustainability and entrepreneurship. Students are confronted with a complex set of tasks in this international, interdisciplinary and virtual environment which requires commitment and reliability. But often these windows do not exist or are not easy to establish. In such cases internal communication about the benefits and potentials of a social entrepreneurship programme are very important. Potential faculty collaborators should be involved from the beginning, constantly informed about the experience and ideally involved in the virtual and campus-based activities

01

Co-design of the SELC course during the first consortium meeting in Nürtingen in October 2015.

01

Case Study 4
Christian-Albrechts-Universität zu Kiel

Partners: Petra Dickel, Frauke Godat, Jana Nau, Katharina Knapp
former partner: Susanne Köhler

What was your motivation for participating in this project?

The integration of the online social entrepreneurship course into the curriculum offers students the possibility to learn about the specific challenges of social entrepreneurs. Attending the course enables students to develop an understanding how to approach social challenges with entrepreneurial means. The combination of a research- and application-based approach fosters students' problem-based thinking and their ability to identify, evaluate and exploit social entrepreneurial opportunities.

Which added value did you get from this project?

The course enables students to learn about the challenges in different regions and cultures. Working in international teams fosters students' intercultural skills both in terms of communication and understanding of the different cultural requirements and conditions. Furthermore, students and student tutors gain collaboration competencies in virtual teamwork.

How did you integrate the course into your curricula?

The online course has been offered as elective seminar (5 ECTS) for the degree programmes M.Sc. Business Administration and M.Sc. Sustainability, Society and the Environment (SSE). For some students this is an introduction to a new emerging academic field in business management. For others, this course is a valuable opportunity to deepen the knowledge gained in social entrepreneurship courses already offered at our university. Around 30 students have attended the courses so far

Which challenges have you been facing with this project?

The communication within the intercultural and interdisciplinary teams was perceived as a challenge for some teams, as the students from the partner universities did not know each other before and had to use online communication tools (e.g. Skype, Facebook etc.) to discuss and solve potential misunderstandings which is more demanding than local face-to-face communication.

Christian-Albrechts-Universität zu Kiel

Institutional Profile
Kiel University is Germany's northernmost State University and the scientific centre of Schleswig-Holstein. At our institutes, more than 26,000 students learn their trade, about 2,000 scientists teach and do research in one of our eight faculties. They educate students in 185 degree programs and approximately 80 different areas ranging from Agricultural Science to Zoology. Kiel University sees itself as a modern State University of interconnecting academic cultures..

https://www.entrepreneurship.uni-kiel.de

Which measures have you taken to overcome these challenges?

Teams were supported by the student tutors in developing a communication approach among the intercultural team members, and by giving advice regarding the allocation of roles within the team and the agreement of online team meetings.

What would you recommend to other institutions wishing to introduce web-based teaching on social entrepreneurship?

The form of integration depends on the institution's characteristics, e.g. in terms of size, structure, resources, etc. On a more general level, we recommend the following steps:

- Set-up a joint virtual classroom (e.g. using Adobe Connect) at one of your partner universities and communicate the course offer to students
- Use the social entrepreneurship videos and learning resources which are published in the Wiki of this project (localchange.eu)
- Invite social entrepreneurs into the virtual classroom during the lecture or seminar

> " Working in international teams fosters students' intercultural skills both in terms of communication and understanding of the different cultural requirements and conditions. .

(01) Former course participants from CAU Kiel present their social business idea at the 6th Consortium meeting (www.umtueten.de)

Case Study 5
Estonian University of Life Sciences

Partners: **Ellen Fetzer, Erskin Blunck, Friedemann Baisch, Felix Toepler,**
former partners: **Jonathan Tilley, Yasemine Kaiser, Ana-Maria Mihut**

What was your motivation for participating in this project?

Social Enterprise is a growing form of doing business. SE companies are frequently established to addresses issues of profound importance to the rural economy, yet most SEs are to be found in urban communities. Rural areas are faced with a steady decline and accelerated aging of their population, exacerbated by withdrawal of both private and public services. It is within this scenario that including social enterprise into the university curriculum can grow the understanding of how the SE approach to business can help rural communities reduce their decline, save local services from closer and potentially, through diversifying the enterprise base, boost their economy.

Which added value did you get from this project?

A key benefit to the university was the opportunity to raise awareness of social enterprise with staff, students and local communities. In response to the heightened awareness of SE resulting from the SELC project, the university arranged and hosted with partners, an international symposium on Social and Rural Entrepreneurship for both bachelors and masters students, staff and external participants with researchers and doctoral students presenting the most up to date findings on the penetration of social enterprise into Scandinavian and Baltic rural communities. The symposium stimulated much discussion and debate regarding the place of SE in the rural economy and how it could be incorporated into the university curricula.

How did you integrate the course into your curricula?

There were 4 students from EMU who have been participating in SELC online course and IP. Two of them studied nature tourism in master level, one student studied rural economics and one student was PhD student in the Institute of Economics and Social Sciences.

Our university institute is currently developing three new flexible studies modules which are being designed to accredit the studies/work students undertake in external case studies, projects and investigations, during placements and other non-standard situations. It is expected that these modules would have ECTS values of 1, 5 and 7-10. It is anticipated that our SELC curricula (both OP and IP) would fit within the remit of the second and third of these modules and thus enable our students following the SELC

Eesti Maaülikool
Estonian University of Life Sciences
www.emu.ee

courses to be accredited with ECTS points. Further discussion with the module leader will be required to ensure a match between the EMÜ module descriptors and the final agreed SELC course structure and partnership, course delivery methods / student access arrangements and the SELC assessment procedures (in particular the methods for assessment and minimum qualification level for SELC assessors).

Which challenges have you been facing with this project?

There are several challenges related to the inclusion of social enterprise into the university curricula. Not least of these is the wide diversity of courses involved with the project and the very varied background experience of students enrolled on these courses. Ensuring the relevance of course content, aims and objectives to students from these different courses remains a challenge.

A second challenge has been overcoming the scepticism of both staff and students regarding the benefits of this form of business and especially those who view enterprise unfavourably. Feedback from some suggests that SE is seen as too close to some forms of business undertaken in the earlier Soviet economic model.

Which measures have you taken to overcome these challenges?

In October 2017, we had a very successful symposium on rural social enterprise for students, staff and external stakeholders of the university and during the evaluation session following this we agreed that we would wish to continue the SE symposium and further develop the connections with the topic in the context of Scandinavia and Baltic economic and social conditions.

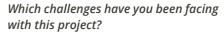> "...including social enterprise into the university curriculum can grow the understanding of how the SE approach to business can help rural communities reduce their decline, save local services from closer and potentially, through diversifying the enterprise base, boost their economy

01
Exploring rural local challenges during the Intensive Study Programme organised by EMU in May 2018.

02
Final presentation at the end of the intensive study programme: poster session with local stakeholders

Three challenges

The three challenges of teaching across institutional boundaries:
organisation, capacity and learning cultures

"

It needs to be mentioned that teaching across institutional boundaries does not mean saving resources.

Challenge 1: Integration

The case studies presented on the previous pages show that some partners were struggling with curricular integration of the SELC programme. Social Entrepreneurship came in as a transversal theme fuelled by transdisciplinary objectives. Recognizing the value of the subject was not an issue of debate. But seriously opening up curricula for this new learning mode within the relatively short lifetime of the project had different levels of success at each institution. However, curricular windows have been established as the project moved on and attempts are going on to make it even better and more convenient for the students. These examples show clearly that even if institutions formulate strategic goals such as internationalisation, entrepreneurial education and interdisciplinary cooperation the practical implementation of these goals always needs to happen at the level of the study programme. Since various stakeholders are involved in the design and implementation of these programmes it is very relevant local project responsibles implement a consistent strategy of communication and participation from the very beginning.

It is not enough to design the course - a step that already takes considerable resources. The development process needs to be accompanied by ongoing talks, active involvement and constant information of the study pro-

grammes' stakeholder environment. Also the students are relevant actors in this process. Their user experience needs to be discussed and disseminated. Looking back at the learnings from this three-year project we recommend that university boards support more proactively the long-term integration and validation of innovation supported by ERASMUS+ Strategic Partnerships.

The academic environment is characterised by individual freedom to design one's research and teaching approach. This is certainly a great democratic achievement and value. Therefore, collective visioning and goal setting by all relevant actors of the individual institution is at least as important as the team-building process of the international ERASMUS consortium members. We recommend participants of ERASMUS+ Strategic Partnership take their role in the local dissemination and participation process very seriously.

Challenge 2: Capacity Building

Staff members participating in this project came in with a very diverse set of competences. Some were already experienced in social entrepreneurship education but not in conducting an online seminar. Other were competent in the latter but without substantial knowledge about the topic. And there were also people who were just subject-specific academics with neither an entrepreneurial nor an elearning emphasis.

The challenge for the team was to find the right role for everyone in order to create synergies and a consistent joint course delivery. For this having a central seminar coordination was crucial so that everyone could focus well on his/her specific tasks, practice and learn from the experience. The action research cycle of this project which sought for very fast development and trial, evaluation, redevelopment allowed for repeating the learning activities three times within the lifetime of the project. It was interesting to see that the staff training happened primarily in practice by implementing the learning events. Many staff mem-

bers who had not been in touch with virtual seminar rooms before developed into competent online moderators by practicing a lot with the virtual student teams. Academics who had never thought about recording their lectures started to implement screen recordings in order to gather more time for engaging with the students. Experts with a specific knowledge for example of marketing tools, business planning or finance modelling expanded their understanding with the social entrepreneurship framework and started to transfer their topics to relevant SE themes such as local challenges, innovative partnerships and social impact indicators.

All of this started with a co-designing process during which the team agreed on common learning goals and designed an education pathway for training those competences. The core value of the ERASMUS+ Strategic Partnership was to provide room for this co-designing process, its testing and redevelopment. The experience and social capital that has been built up by this process within the partnership is a unique outcome of this project.

Nevertheless, it needs to be mentioned that teaching across institutional boundaries does not mean saving resources. There was of course a synergistic effect when partners shared responsibility for certain topics and divided the tutoring and evaluation tasks among each other. But as a whole the course did and still does include a lot of student engagement since the focus on competence development has been taken very seriously. This naturally binds resources for giving feedback, consultation, guidance and also conflict resolution support. Therefore, we cannot say that we saved resources with this partnership. But the whole is more than the sum of its parts. What we achieved is a unique constellation of people, experiences and interests which has proven to be transformative for everyone involved.

Challenge 3: Learning Cultures

Agreeing on what should be covered by the course was only one of many aspects the consortium had to discuss especially at the beginning of the project. But at least as important as the content was the question of how this should be taught and how we see the role of the students. Luckily, everyone was convinced that a student-centred approach would be very relevant, however, only a few were able to envision how this could work out in a virtual environment.

All assignments followed a constructivist paradigm, i.e. they were built on what a learner would identify as being relevant in their environment. The participants started with a social or environmentall challenge identified in their environment from which first ideas were to be derived. This was followed by exploring existing social entrepreneurship cases. And finally they developed a business model and a business plan in an international and intercultural team.
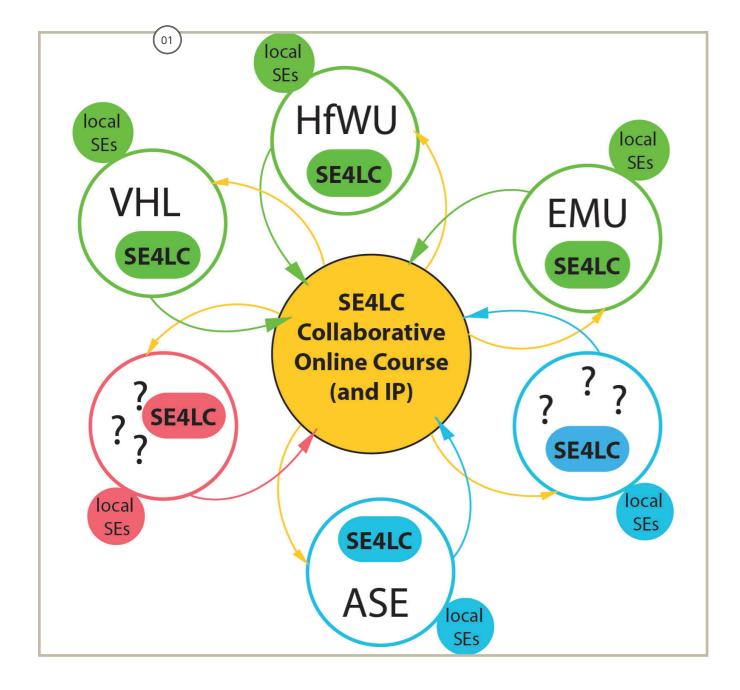
The process is demanding and requires an advanced degree of key personal skills such as time management, communication and team work. We realised that the students were not equally skilled in this respect which sometimes also coincided with non continuous commitment to the online course, mostly due to competing study tasks. All of this led to various challenging situations in particular for the virtual teams. Conflicts of this kind were much less observed during the intensive study programme where face-to-face collaboration happened.
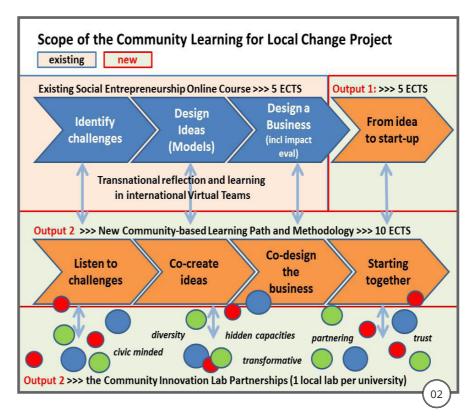
This problem links back to the challenges related to adequate curriculum integration, but still, this is not the only issue. The consortium has also learned that virtual tutoring needs to be done as best as possible and started introducing more and more tutoring sessions as well as team building exercises.

Our strategy for continuation

The SELC partnership is committed to continuing the international and interdisciplinary course model. Continuity will support the necessary organisational learning. A new community dimension will link the course even better to the local challenges.

Scope of the Community Learning for Local Change Project

The identity of the SELC programme is collaborative and international. Four universities will continue and the model is open for additional partners.

From September 2018 onwards the consortium will develop so-called 'Community Innovation Labs' and embed the existing SELC methods and resources into this new form of transformative learning.

Our reflections regarding the continuation of the SELC programme beyond the project lifetime started already at the beginning of the second year. We considered three alternative models. First, to stop the collaborative offer of the course and each institution would continue individually based on the resources and methods we have developed together. Second, trying to set-up an own NGO or social business that would offer the course for us as a service in its collaborative and international format. Or, third, just to continue the collaborative structure as it is, based on an integration of the course into the study programmes at all institutions.

After all, the third option became the one we selected. Of course, model one, the transfer of resources and practices within the institutions is also happening. But as the project has moved on the university partner realized more and more that the collaborative delivery, the international and interdisciplinary context have created an own identity of the SELC programme. Four out of five university partners were committed to continue the course from September 2018 onwards.

In parallel, the consortium reflected on how to further develop the course. There is a need for digging deeper into the local challenges, to better understand their system context, ideally with more active and continuous involvement of the local community. This eventually led to the submission of a new ERASMUS+ project proposal titled 'Community Learning for Local Change'. The project got approved in July 2018 and will run from September 2018 to August 2021. As illustrated in the graphical overview, the new project will build on existing elements of the SELC online course and its methodology. The new elements are: (1) the establishment of so-called 'Community Innovation Labs' at each partner university and (2) the development of an additional course unit for supporting the start-up phase of a social business. The new project will also be documented under the same domain: localchange.eu

"

There is a need for digging deeper into the local challenges, to better understand their system context, ideally with more active and continuous involvement of the local community.

Resources, references authors and contacts

Disclaimer

Our resources

Learning events of the Social Entrepreneurship for Local Change consortium are always accessible via the following domain: **http://www.localchange.eu**

This link goes to our seminar wiki. The 'literature and resources' link leads you to the most recent recordings and seminar materials. Everything is open access. The wiki also documents past online seminars and intensive study programmes.

Our follow-up project 'Community Learning for Local Change' will be documented under that same link.

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Publication place and date

Nürtingen, Germany
August 2018

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How you can use this report

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The Social Entrepreneurship for Local Change Project has been (partially) funded by the ERASMUS+ grant program of the European Union under grant no.2015-1-DE01-KA203-002161 Neither the European Commission nor the project's national funding agency are responsible for the content or liable for any losses or damage resulting of the use of these resources.