

SIATE Research Process

Entrepreneurship education, social inclusion and innovation
targeting disadvantaged groups

University of Education Freiburg

SIATE Conference in Sandefjord, Norway

09.03.2023

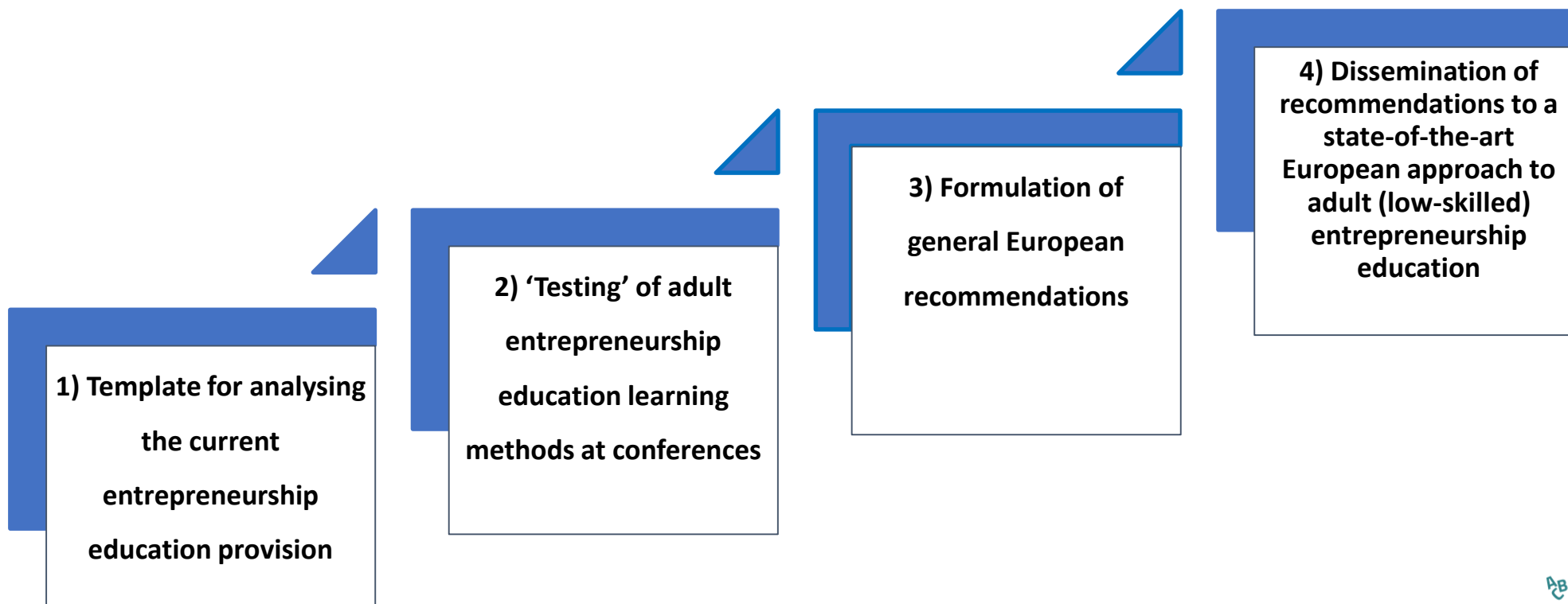
Presenters: Alina Boutiuc-Kaiser and Dr. Bernd Remmele



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Research Framework - Analysis of existing models of entrepreneurship learning provision, identification of success criteria and examples of good practice





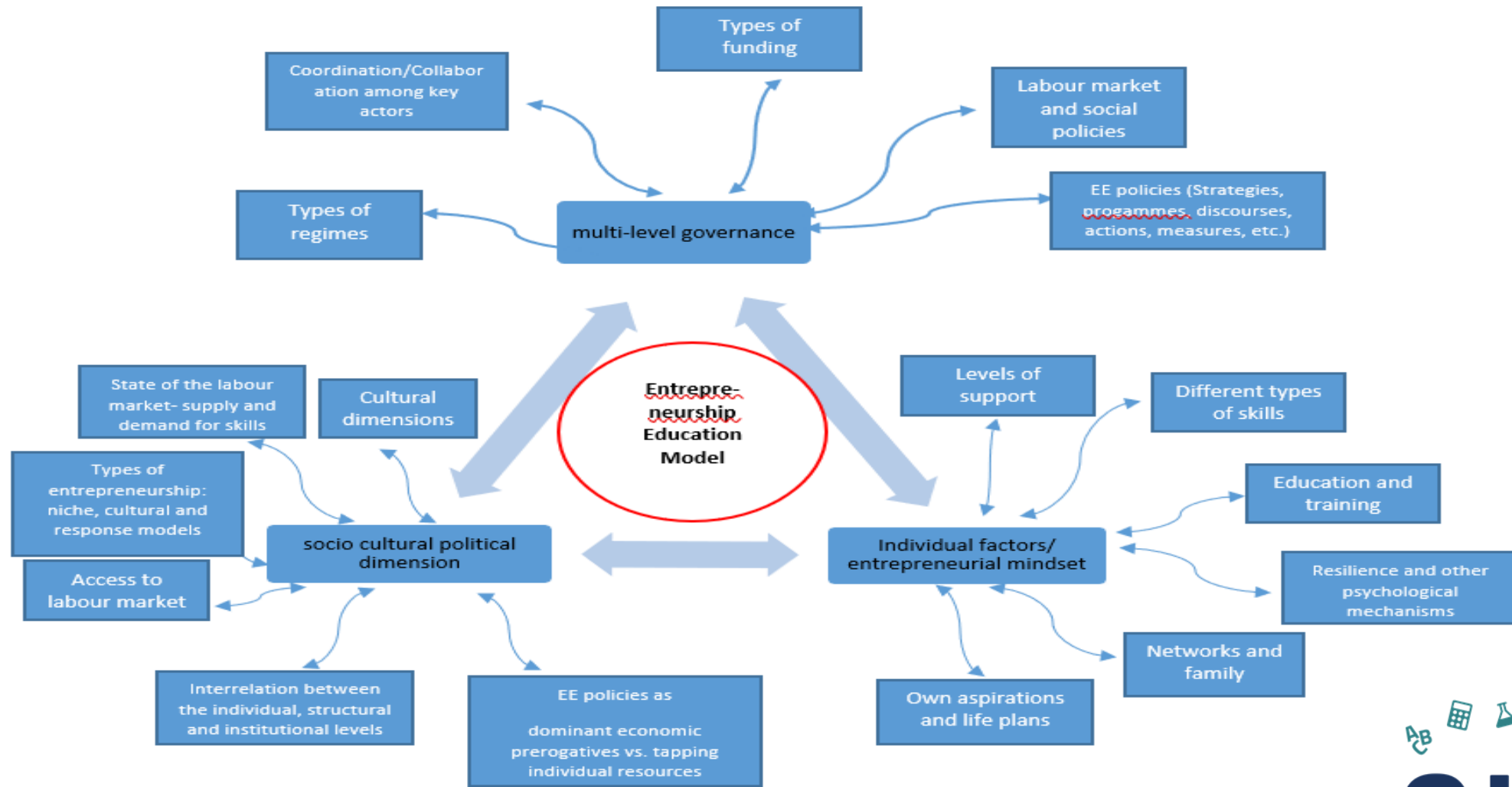
1. Entrepreneurship Education template

SIATE- Template for analysing Entrepreneurship education provision

Name/Title of the 'course'	
Organization/company providing the course	
Potential organizations helping learners after the course to implement their skills Or other dimensions of support (material, social, institutional, etc. support)	
Specific relationship approach (mentoring, counselling, etc.)	
Is the success monitored by any of these organisations organisations? How? – Results? (success criteria)	
Are there recommendations/success factors/crucial ones	
Defined learning objectives of the course	
Specific target groups	
Learning media formats	
Scheduling: over which time (days/weeks/months) how much learning time (synchron synchron, asynchrony, self-regulated ...) is required from the learner	
Which 'type of entrepreneurship' is addressed (certain level of employability, business or self-management skills, specific economic sector)	
Does the course address specific problems/challenges? National or legal specificities specificities	
Potential embeddedness into EE ecosystem – e.g.: - local, regional, national or European policies - different actors/stakeholders	

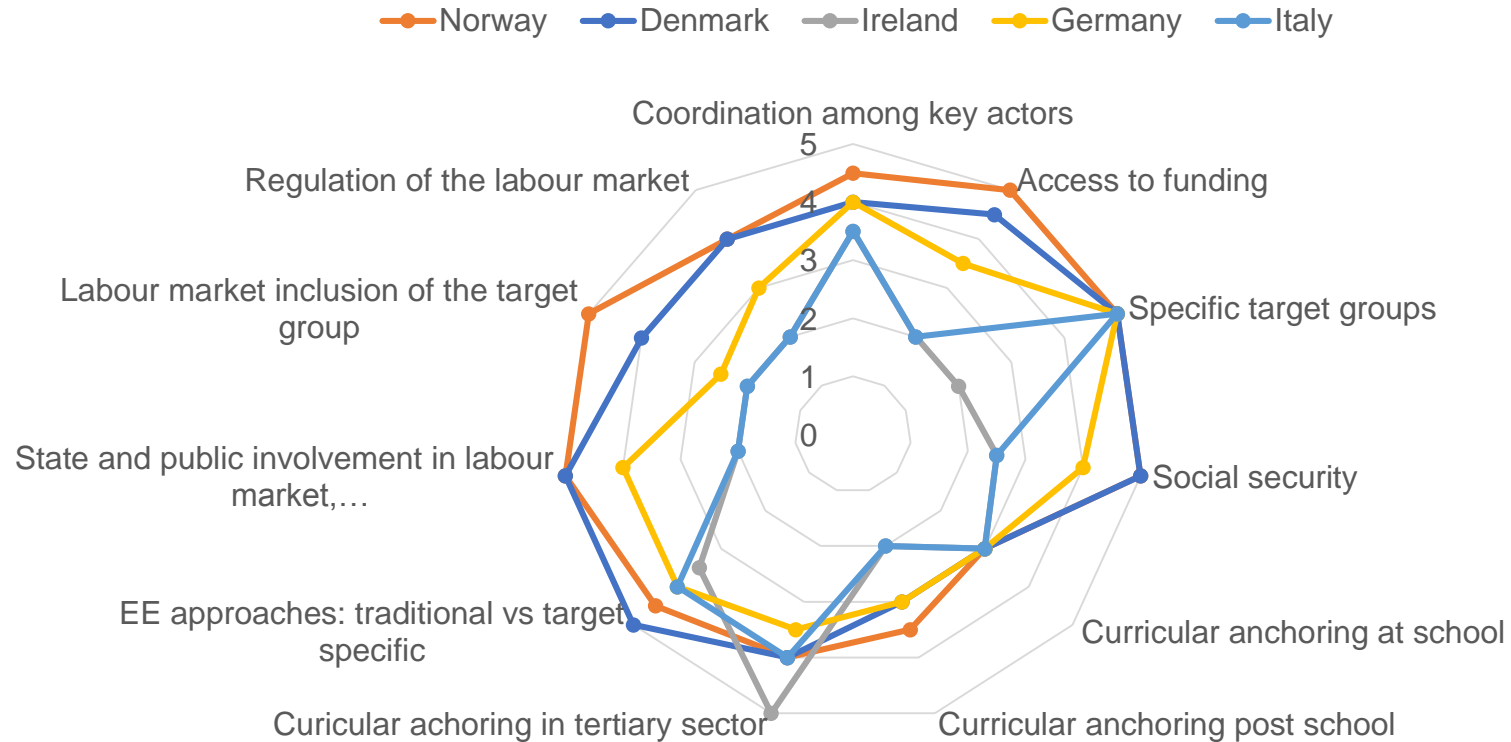


2. An Entrepreneurship Education Model within the historical context



3. A Framework for Entrepreneurship Education according to the Participating Countries

Entrepreneurship Education Framework according to SIATE research data

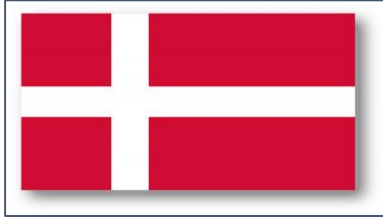


4. Checklist for practitioners and educators working with disadvantaged groups in the field of Entrepreneurship Education

1. Coordination between institutions, EE policies and disadvantaged groups
2. Addressing the target groups/target group orientation
3. Addressing EE and curricular anchoring, educational approaches and professionalisation of the staff

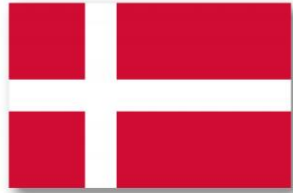
1.	Coordination between institutions, EE policies and vulnerable/disadvantaged groups
State and private involvement in labour market	
How does the state and the private sector address the integration of vulnerable groups into the labour market?	
What EE programmes supported/funded by the state and/or private sector address vulnerable groups directly or include them systematically?	
Coordination among key actors	
How well does the coordination work among key actors in your area and country?	
What steps can you take to make the cooperation between the key actors in EE work?	
Economic support, access to funds and fiscal incentives	
How easy is it to get economic support and access funds (for your target group)?	
What are the biggest challenges in accessing funds?	
Social security and labour market	
How well is the target group socially secured?	
How can you improve the social situation of the target group?	
What impact has the social security on the EE intentions of the vulnerable groups?	

5. Policy Briefs - a three-country comparison: similarities



- Involvement in social entrepreneurship - **highly dependent on the nature of the welfare system/governance regime.**
- **Key actors** in social inclusion are initiatives of **public, private and non-profit actors.** They emerge where there are favourable context or sectoral policies.
- Social entrepreneurship activities **are generally very broad** and mostly involve **utilitarian practices** related to the integration of target groups into the labour market.
- Social inclusion through social entrepreneurship depends greatly on **local capacity for action and mobilization.**
- Support for social inclusion remains **fragmented and lacks a comprehensive and long-term policy framework** (especially in Italy and Ireland).

5. Policy Briefs - a three-country comparison: differences as according to the focus of the conferences



- social integration- a result of **deep involvement of public sector bodies** and motivation of the low skilled and most of immigrants
- Entrepreneurship in youth and adult education as a key **to further motivation** to learn more basic skills
- Entrepreneurship and innovation as **“ice braker”** in **creating a new independent life**

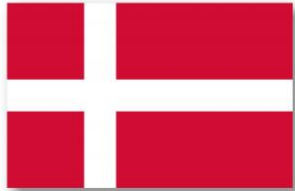


- long tradition of **non-state intervention in community and social life**
- Many social enterprises come from **the community and voluntary sector** and address social challenges
- **Broad activities** of social enterprises in Ireland
- **various forms** of social enterprises, from providing **labour market inclusion services**, to **filling gaps** in goods and services **not provided by the state**



- Social innovation focuses on the **sharing economy, social assistance, social inclusion**
- In general, **non-profit organisations, local public administrations and private foundations** are the **key actors in social innovation**
- Social Innovation consists in policy strategies and tools for supporting **social and economic development**
- SI- **participation, aggregation and social integration**, such as bringing together residents of neighbourhoods according to a **logic of solidarity** or funding urban renewal projects.

5. Policy Briefs - a three-country comparison: recommendations



- Requirement of policy initiatives that support **partnerships** between educational institutions, local authorities and private actors.
- **Promoting pedagogical and didactic practices** based on an entrepreneurial mindset
- **Developing principles for 'entrepreneurship and innovation'** in all avu subjects, Annex 50
- **Establishing a stand-alone course 'entrepreneurship and innovation'** of 45-60 lessons.

- Connecting entrepreneurship education with the **transformation of Irish society** as a valued element
- The **socially progressive model of entrepreneurship** should be a **positive element** in redefining the issues and challenges at hand
- Interconnectedness between **public, private and community models of entrepreneurship**
- **New models should be encouraged to overcome the structural limitations** that still exist in the **post-colonial economy**

- Social Innovation is **fragile**, as such greater **focus on and support for social innovation initiatives and policies**
- **Two conflicting scenarios** that dominate the landscape of social innovation in Italy: a) social innovation as the **expansion of the profitability** and financial sectors of the market; b) social innovation as the **experimentation of inclusion and aggregation strategies**



6. Next step: important issues for later discussions

- The impact and effectiveness of enterprises considered “social” and their evaluation/measurement
- Social entrepreneurship as fragile, fragmented and lacking long- term commitment
- Broad social entrepreneurship activities- lack of a common definition



Thank you for listening

Alina Boutiuc-Kaiser Bernd Remmele

alina.boutiuc@ph-freiburg.de

bernd.remmele@ph-freiburg.de

University of Education Freiburg
Germany



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