

INSPIRE

COMPARATIVE DIAGNOSIS OF SOCIAL ENTREPRENEURSHIP IN EUROPE

**Innovation for Social Entrepreneurship Project
(2021-1-FR01-KA220-VET-000034853)**

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INTRODUCTION

This report has been developed within the frame of the project **"INSPIRE: Innovation for Social Entrepreneurship Project"**, Project number 2021-1-FR01-KA220-VET-000034853, co-financed by the Erasmus+ Programme.

The results of this report are based on a research methodology comprising four pillars.

The first pillar consists of a literature review made by project partners concerning social entrepreneurship (Chapter 1)

The second is a discussion on the result of a survey conducted with young unemployed people who desire to move into the social entrepreneurship field or have made certain progress in this field. Responses of the participants have been evaluated in terms of the skills and characteristics young entrepreneurs should have, and obstacles that young entrepreneurs might face. (Chapter 2)

The third pillar is the focus group meeting conducted with young social entrepreneurs and professors from universities. The guideline for focus group meetings has been designed to identify the specific needs, challenges, and motivations of social entrepreneurs, (Chapter 3)

Finally, the fourth pillar is the analysis of the historical development, legal framework, measurement of social enterprises, and the ecosystem in relation to social entrepreneurship within the partner organizations' countries. (Chapter 4)

CHAPTER 1

Innovation for Social Entrepreneurship: Literature Review

ABSTRACT

Social entrepreneurship is once more prominent for its importance and contribution to social change and influence on public policies. However, being a social entrepreneur requires a set of skills, necessary for the success of the objectives and mission in each project, in a sustainable way. This study aims to present the concept of social entrepreneurship, examples of social entrepreneurs in Europe, what their motivations are and what challenges they face.

INTRODUCTION

In the last few years, interest in social entrepreneurship has increased gradually (Ferreira et al., 2016; Rey-Martí et al., 2015), especially on volunteerism and civic commitment (Gandhi & Raina, 2018). Furthermore, governments have also started supporting social entrepreneurship with the formation of new organizations, “new working models” and supporting new initiatives (Ferreira et al, 2016).

However, the concept of social entrepreneurship is still weakly defined (Mair & Martí, 2006; Alvord, Brown & Letts, 2002). This study aims to contribute to the definition of the concept of social entrepreneurship and to better know who social entrepreneurs are. Also, the present study pretends to contribute to identify needs, difficulties that social entrepreneurs deal.

1 Definition (and evolution) of concept

First, the traditional concept of entrepreneur, is defined like a person “who is self-employed and who starts, organizes, manages, and assumes responsibility for a business, offers a personal challenge that many individuals prefer over being an employee working for someone else” (Segal, Borgia & Schoenfeld, 2014). So, entrepreneurs consider that they have the **knowledge and skills** necessary to carry out the business activities, such as, **self-efficacy, risk tolerance, innovation, and creativity** (Smith, Bell & Watts, 2014).

Berger & Luckmann (1966) introduces the idea of “social construction” into the social sciences. The main idea is that people interacting in a social system will create concepts or mental representations of actions over time, defining reciprocal roles, played by the actors in relation to one another. Posteriorly, Wallace (1999) focuses on the role of social and political cohesion on the community, with a view of economic development with a social purpose.

The term entrepreneurship social is associated with the **innovation with a social goal, identification of opportunities and accepts risks** (Luke & Chu, 2013; Shane, 2003; Thompson, 2002), by creating something new in the market (Certo & Miller, 2008) introducing “heroic actors”, agents of social change and new market opportunities (Nicholls, 2010; Dees, 2001). Carraher, Welsh & Svilokos (2016) define social entrepreneurship as the process that involves the use of resources in an innovative way that causes social change, responding to social needs. Finally, according to Ferreira et al. (2016), in your literature review social, the concept of social entrepreneurship includes four perspectives: **social value, well-being embeddedness, internationalization, and the institutional perspective**.

According to the projects of Babson college, a pioneering school in the teaching of entrepreneurship, three distinctive characteristics are associated with social entrepreneurship projects (Saraiva, 2015)

a) They aim to find targeted opportunities to combat social or environmental problems, specifically contemplating health, education, poverty, hunger, energy, water, global warming, biodiversity, info-inclusion

- b)** The new organization's culture of values places greater emphasis on the needs of different stakeholders, so it is not limited to a mere relationship between supplier and customer
- c)** The way in which performance is characterized and monitored goes far beyond sales, profit or other strictly financial measures, adding to its other indicators, as or more important in this context, such as the number of trees saved or the reduction of poverty levels in the population.

In other words, a traditional entrepreneur focuses on financial gain, with lower levels of social conscience. Social entrepreneur focuses on **social gain, with higher levels of social conscience**, and **"quest for mission associated influence"** (Gandhi & Raina., 2018).

In addition, it is important to distinguish between **social entrepreneurship** and **social enterprises** (Luke & Chu, 2013). According to the European Commission (Borzaga et al., 2020), social enterprises "run commercial activities (entrepreneurial/economic dimension) in order to achieve a social or societal common good (social dimension) and have an organisation or ownership system that reflects their mission (inclusive governance-ownership dimension)". This is consistent with Luke & Chu (2013) and Barraket et al. (2010), which define a social enterprise as an organization that exists for social purposes, with a specific mission, using market-based pressure technique. Furthermore, social enterprises present differences between countries, diverging in terms of national legislation, political strategies, academic level and for social entrepreneurs themselves.

An example of social entrepreneurship is the *Ashoka foundation* (www.ashoka.org), which supports social entrepreneurs through an international network, with more than 2,000 members spread over 60 countries (Saraiva, 2011). Ashoka foundation was founded in 1980, by Bill Drayton, a pioneer social entrepreneur with a long record of founding organizations and public service.

In the European context, another example is the *Young Foundation* (www.youngfoundation.org), based in London, is an integrated platform which supports innovation and social entrepreneurship, with a wide range of initiatives, ranging from research and training activities to concrete support for higher education projects at different stages of maturity (Saraiva, 2015). Young Foundation (YF) was founded by Michael Young (1915 - 2002), in 1954, incubating more than 80 new organisations (e.g., *The Open University*, *The School for Social Entrepreneurs*, *Year Here*, *Social Innovation Exchange*). YF mission is "to create initiatives that involve people from diverse sectors to shape a fairer future" (<https://www.youngfoundation.org/about/history/>).

2 Motivations for Social entrepreneurship

Social entrepreneurship (SE) focuses on **social justice, reducing inequalities, ensuring that all people have a decent quality of life** (Peredo & McLean, 2006). Still, SE aims to provide financially sustainable solutions that helped to achieve this purpose (Luke & Chu, 2013; Peredo & McLean, 2006). Specifically, SE starts from a personal mission, a desire to solve social problems (e.g., distributing free medicine to the sick) (Yunus, 2007) and to restructure a community and a location (Thompson, 2002).

Figure 1: Model of traditional Entrepreneurial motivations and entrepreneurship process (Shane, Locke & Collins, 2003).

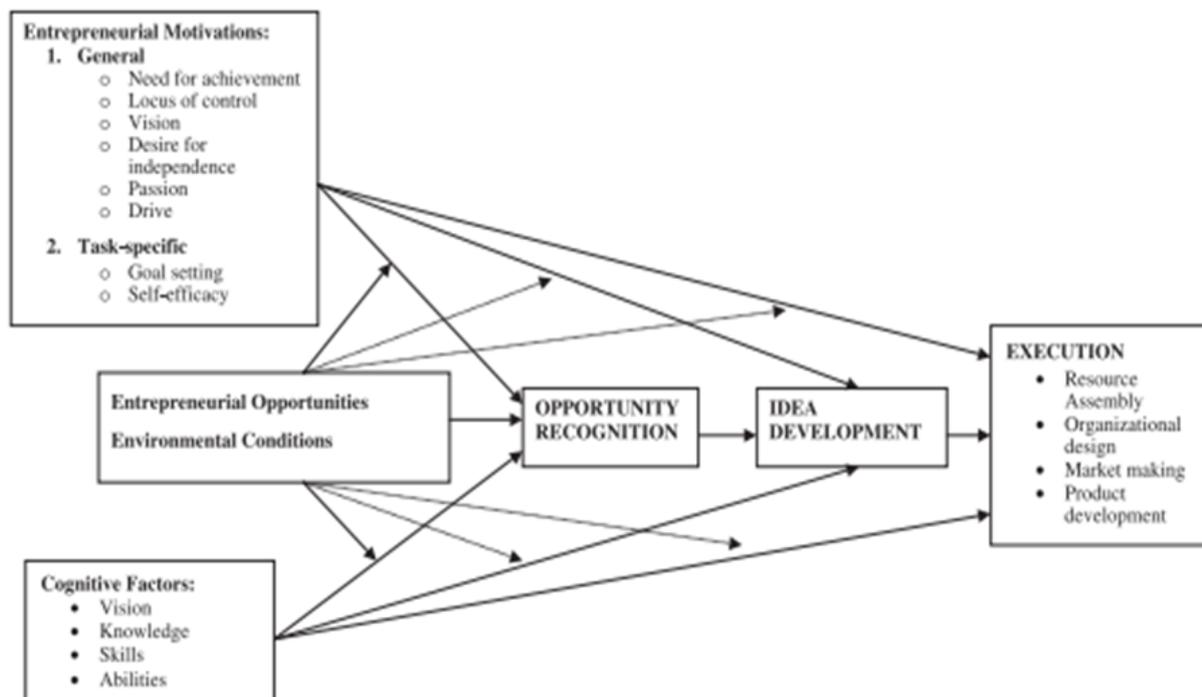


Figure 2: Social Entrepreneurship Motivations (Ghalwash, Tolba, & Ismail, 2017)

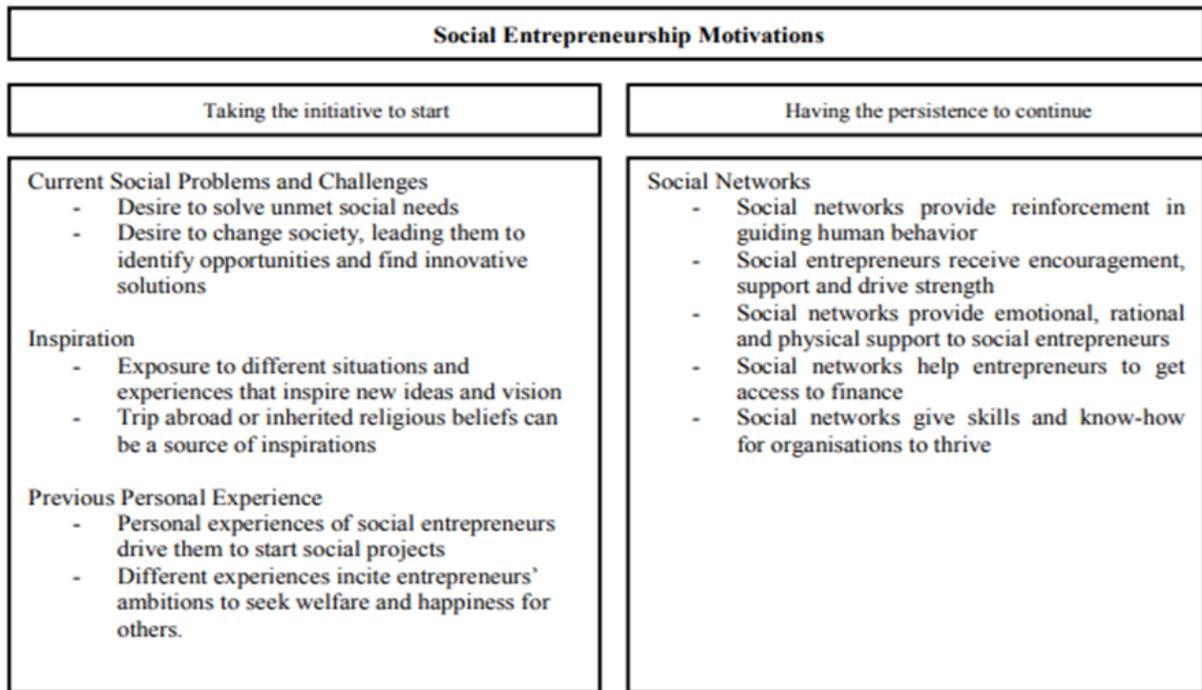
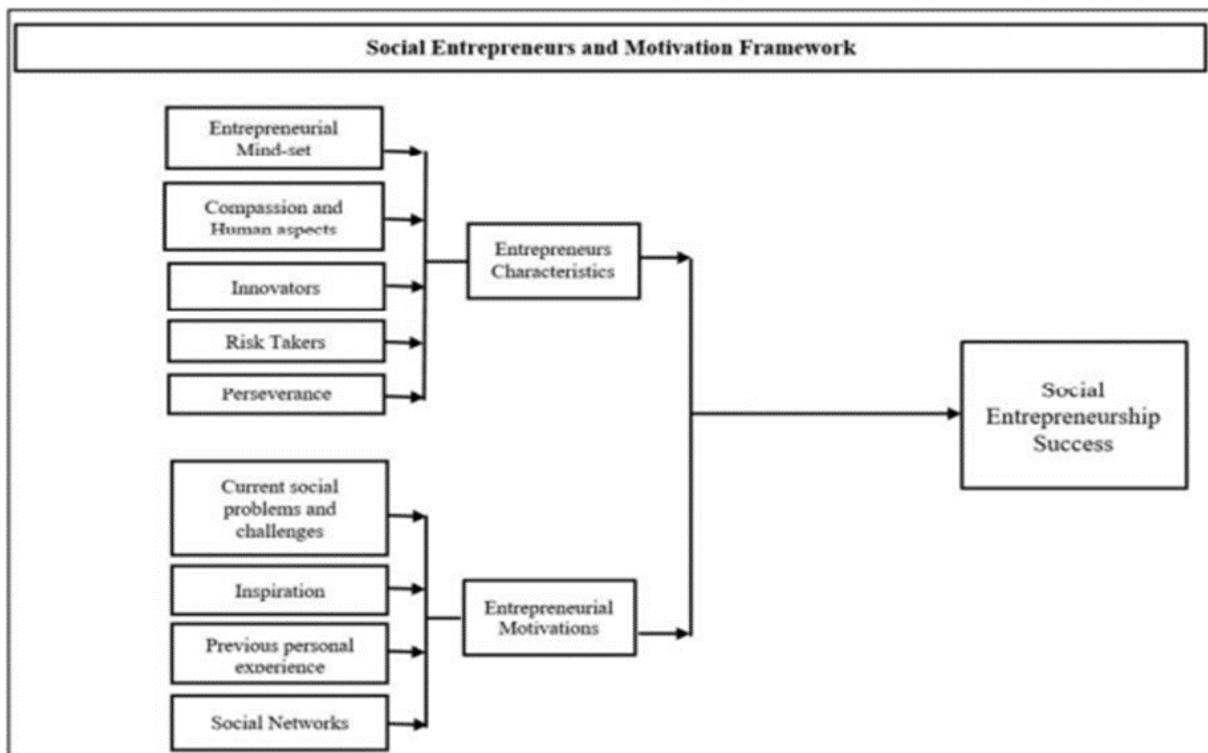


Figure 3: Conceptual Model for Social Entrepreneurs and Their Motivations (Ghalwash, Tolba, & Ismail, 2017)



3 Challenges/Obstacles to SE

Although social entrepreneurship focuses on social and environmental challenges, such as, education, healthcare, vocational training to prison reform, poverty mitigation, and the protection of rainforests, there are concerns about the capacity to manage resources efficiently and confront challenges effectively (Kaufman, 2012). Next, I present a summary of the main difficulties and challenges those social entrepreneurs face, at individually and at a contextual/organizational level.

SUMMARY OF SE CHALLENGES

Personal

- Lack of human resources strategy, needed to: develop relationship with all partners with different logics (Greblikaite et al., 2015); recruit and motivate people (Thompson, 2002); attracting and retaining volunteers with appropriate skills (Greblikaite et al., 2015);
- Maintaining a leadership position while being able to manage multiple stakeholders demands (Greblikaite et al., 2015);
- Being innovative, willing to take high risks (Kraus et al., 2014; Thompson, 2002);
- Absence of perseverance (Ghalwash, Tolba, & Ismail, 2017);
- Lack of leadership qualities (Kraus et al., 2014);
- Lack of a proper business strategy (Greblikaite et al., 2015);
- Lack of commitment to help others (Thompson, 2002);
- Lack of imagination and strategic vision: identifying a needs gap and a related opportunity (Thompson, 2002);
- Entrepreneurial Mindset: Previous work experience, Knowledge, skills, and know-how (Ghalwash, Tolba, & Ismail, 2017).

Contextual/Organizational

- Lack of funding support and access to financial resources (Greblikaite et al., 2015);
- Social entrepreneur project may not be viewed by financial institutions as viable investment (Greblikaite et al., 2015);
- Unfavourable social context to achieve social goals (economics, politics) (Greblikaite et al., 2015);
- Culture effects (stereotypes; resistance to change, tradition);
- Lack of capability to secure the resources that are needed (Thompson, 2002);
- Bureaucracy (Ghalwash, Tolba, & Ismail, 2017);
- Corruption (Ghalwash, Tolba, & Ismail, 2017);
- Absence of government support (Ghalwash, Tolba, & Ismail, 2017).

4 SE and young people

SE are usually founded or staffed by young people. For example, Bill Drayton, one of the most famous social entrepreneurs of the world, founded *Ashoka*, when he was a young student.

Rachel Brathen is also another famous and well succeeded young social entrepreneur. She founded one of the first online yoga platforms, the now-retired *oneOeight.com*, which was the most successful crowd-funded yoga project of all time. Her online channel *oneoeight.tv* offered health, yoga, and meditation services. Rachel Brathen also created “Yoga girls’ scholarship”, at 23 years old, in which all members defend certain values, such as, **inclusivity, community, responsibility**, “to fill in the gaps that exist in our society” (<https://www.yogagirl.com/about/yoga-girl-r-scholarship>).

Also, Nils Reichardt, 18 years old, is a “**teenpreneur**” and junior running competitor from Germany, who co-founded the *Sharezone* app, in 2018, with two of his friends, Jonas Sander and Henry Silderhuis. The platform enables students, teachers, and parents to be in sync with everything that is happening in school quickly. Also, *Sharezone* helps parents to have better communication with teachers, especially during Covid-19.

Timo Timmi, 19 years old, is a “**teenpreneur**” from Estonia. He co-founded *99math* in 2018. *99math* is a combination math games with competitions between friends, encouraging students to get more interested in acquiring new knowledge, and get better at maths. It is a free platform, which can be used by teachers, students, and their parents (<https://99math.com/>)

Another young entrepreneur is Fabiënne Overbeek, 19 years old, from the Netherlands, who founded “*Grow A Wish*”, in 2018, where customers can purchase and send unique greeting cards made of recycled paper, with a surprise inside – recipients can plant the card afterwards and grow a plant. This is a very neat gift to show that you care about someone, in an eco-friendly way. Fabiënne is also ambassador of the “*Young Ladies Business Academy*”, which is an academy that helps woman’s to get better jobs or improve her potential career (<https://www.elskedoets.com/ladybusinessacademy/>).

According to Kaufman (2013), young people have time, idealism, energy, and enthusiasm. Furthermore, young people are future leaders, so they need to get involved by social politics, to be productive changemakers, promoting positive social change in a world with political and economic instability (Kaufman, 2013). However, elder people have wisdom, knowledge, sensitivity and know how, important aspects to be a successful social enterprise (Kaufman, 2013).

CONCLUSION

All over the world, “on both sides of the Atlantic”, the main mission of social entrepreneurship and social enterprises is to benefit the community by creating of “social value”, rather than the distribution of profit (Defourny & Nyssens 2009). In addition, social entrepreneurship not only creates social value, but also creates jobs and capital (Rey-Martí et al., 2015).

So, social entrepreneurs, not only need to dominate technical knowledge, that are necessary to manage resources and people, but also need to identify opportunities, which allow to mitigate social problems, benefiting and empowering society.

CHAPTER 2

Social Entrepreneurship Survey

The survey was conducted in all five countries: Belgium, France, Ireland, Portugal, and Turkey with young unemployed people who want to move into the entrepreneurship /social entrepreneurship field or who have made certain progress in the entrepreneurship/ social entrepreneurship field.

The aim of the survey is to have general information about the young entrepreneurs, their skills, individual characteristics and obstacles in relation to entrepreneurship, and examine the methods to promote entrepreneurial activity. For this aim, 69 young entrepreneurs, 1 person from Ireland, 2 persons from Belgium, 5 persons from France, 28 from Portugal, and 33 persons from Turkey, participated in the survey in total.

In the survey, there are multiple questions in three parts. The first part is the general information part. There are questions that ask participants about the current date, **gender, age, immigrancy background, education level, country residency, work experience, whether the participant is interested in social entrepreneurship, the kind of activity if interested** and whether the participant had any training related to entrepreneurship.

The second part investigates the skills, individual characteristics, and obstacles in relation to entrepreneurship. This part consists of three subparts. In the first subpart, there is a list of entrepreneurial skills such as **marketing skills, communication skills, and financial skills**. Participants are asked to indicate how much they think they have each of them, and how much they think it is necessary to improve those skills.

In the second subpart, there is a list of important individual characteristics for entrepreneurial activity such as **self-confidence, risk-taking propensity, and curiosity**. Participants, again, are asked to indicate how much they think they have each of them, and how much they think it is necessary to improve those individual characteristics.

In the third subpart, possible obstacles that can be faced in entrepreneurial endeavors such as **market barriers, bureaucratic**, and **cultural**. Participants, again, are asked to indicate how much they think they believe to encounter them, and how much they think it is necessary for impeding entrepreneurial activity whether participants think to encounter them or not. Evaluations in these three subparts are rated on a 5-points Likert scale from 1:nothing, 2: not much, 3:nor or little, 4: enough to 5:much.

The third part examines **activities and methods to promote entrepreneurial activity** in two subparts. In the first subpart, a list of methods to promote entrepreneurial activities is presented and participants are requested to indicate how much they think entrepreneurship training has to include each of them. In the second subpart, a list of activities for promoting entrepreneurial activity is served and again participants are asked to signify how much they think entrepreneurship training has to include each of them. Similar to the second part of the survey, the third part is rated on a 5-points Likert scale from 1:nothing, 2: not much, 3:nor or little, 4: enough to 5:much as well.

IRELAND

In the Ireland case, 100% of participants is male, middle-aged, graduated education level, and not interested in social entrepreneurship. He assesses his current knowledge on learning skills as much, while assessing his technical, problem-solving, self-managed planning, self-regulation skills as enough. On the other hand, he evaluates his resource acquisition, access to finance, running pilot business skills and the knowledge of the labor market as nothing degree.

The participant thinks that he needs to improve his knowledge, skills, and experience in 18 of 24 entrepreneurial skills listed. Majority of these 18 skills are the ones that he assessed his current knowledge, skills, and experience as nothing or not much in the previous step. In terms of entrepreneurial characteristics, he evaluates himself as having enough enthusiasm, motivation, energy, hard work, imagination, innovation orientation, creativity, autonomy, personal control, need for achievement, organization and willpower. Additionally, he assesses himself as much responsible, proactive, initiative, perseverant, committed, and curious. In summary, he thinks he has 18 of 31 listed entrepreneurial characteristics as enough or higher level. Similar to the pattern of entrepreneurial skills, he thinks that it is necessary to improve those characteristics which are evaluated in nothing, not much and nor or little categories.

He sees negative social attitudes towards entrepreneurship, inadequate entrepreneurship education, lack of network, lack of knowledge in financial resources, difficulties in transforming ideas into business, lack of management skills, and personal barriers as much of the obstacles that can be faced in entrepreneurship endeavors. Moreover, lack of skills, lack of marketing ideas, and bureaucratic barriers are indicated as enough obstacles by the participant. In total, 10 of 12 obstacles presented evaluated as serious obstacles for entrepreneurship endeavors. In the training part, the participant assesses mentoring, business counselling, incubation/office facilities, networking opportunities, follow-up support, co-operative education, education and training methods as much important.

Furthermore, subsistence allowance, seed capital, self-directed experienced learning, economical/financial facilities methods are evaluated as having enough importance level. Example of success method is evaluated as nor or little between all the methods. It can be understood that the participant gives importance almost all the methods for promotion of entrepreneurial activity. In terms of activities to promote entrepreneurial activity, 9 of them are evaluated as much important, 4 of them are enough, and the only one of them is evaluated as nor or little. The participant finds nearly all kind of activities to promote entrepreneurial activity as important.

Finally, for the evaluation of entrepreneurial skills and characteristics, choice and structuring of the idea for the enterprise, business plan, and pilot project of the entrepreneurial idea stages of the entrepreneurial start-up process a specific training is very important at “much” level. Market and product analysis and achieving sustainability of entrepreneurial idea stages are also important at “enough” level for the participant.

BELGIUM

In the Belgium case, 50% of the participants is female and the other 50% is male. The average of participants' age is 34.5. 100% of all the participants has secondary/high school education level, none of them have immigrant background. All the participants are interested in social entrepreneurship. However, 50% doesn't have an activity in mind while 50% has an artistic social idea. None of them had any kind of training in relation to entrepreneurship. Participants mostly work in the social-cultural sectors.

While all of the participants assess their resource acquisition, networking, learning, creative, critical, and strategic thinking knowledge, skills and experiences as “enough” level, opportunity identification, opportunity creation, access to finance, business planning, running pilot business, business skills, financial skills, development of new products and services skills, self-managed planning skills, self-regulation skills are evaluated as “nor or little” or below level.

In terms of marketing skills, management skills, leadership skills, interpersonal skills, communication skills, and knowledge of the labor market; while 50% of the participants evaluate themselves at “nor or little” level other 50% think they have enough or much knowledge, skills, and experiences.

13 of 23 entrepreneurial skills are evaluated as necessary to improve at the level of nor or little by the 50% of participants, and at the enough level by the 50%. 4 other entrepreneurial skills are evaluated at enough level by half of the participants, and at the much level by other half. 5 skills are assessed as having enough degree necessity to improve by all the participants. In general, participants consider that all the entrepreneurial skills listed are necessary to improve to different degrees.

In terms of entrepreneurial characteristics, all participants consider themselves as having enough perseverance, uncertainty and ambiguity tolerance, imagination, while they think they have nor or little entrepreneurial passion, energy, courage, organization, and willpower characteristics. On the other hand, 100% of participants assess themselves as having positive attitude toward self-employment and curiosity at “much” level. Unfortunately, 50% of participants think they are committed nor or little while the other 50% think they are committed at “nothing” level. Similarly, all the participants evaluate their need for power at “nothing” level.

For the necessity for improvement, enthusiasm, motivation, self-confidence, proactiveness, initiative, perseverance, energy, innovation orientation, need for achievement, risk-taking propensity, leadership ability, organization, and willpower characteristics are evaluated as necessary to improve at enough level or higher by participants. In terms of sense of responsibility, hard work, uncertainty and ambiguity tolerance, curiosity, flexibility, and self-efficacy characteristics participants show opposite behaviors. While 50% evaluate these characteristics as necessary to improve at “nothing” level, the other 50% evaluate them at “much” level.

For possible obstacles, cultural obstacles, difficulties in transforming ideas into business, lack of knowledge in financial sources and how to access them, individual obstacles, and lack of management skills are considered as serious obstacles in relation to entrepreneurship.

In the training part, mentoring, business counseling, incubation, seed capital, follow-up support, self-directed experienced learning, economical/financial facilities, and education methods are evaluated at “enough” level important by half of the participants and at “much” level important by the other half. Moreover, networking opportunities and training methods are assessed as much important by 100% of the participants. Subsistence allowance gets the lowest importance level “nor or little” by all participants among other methods. In terms of activities promoting entrepreneurial activity, just increasing the learner’s readiness to take risks activity gets the lowest importance level “nor or little”. All other activities are seen important as enough or much leveled important by participants.

Finally, for the evaluation of entrepreneurial skills and characteristics, choice and structuring of the idea for the enterprise, market and product analysis, business plan, and achieving sustainability of entrepreneurial idea; stages of the entrepreneurial start-up process a specific training is very important at “much” level rated by 100% of the participants. However, pilot project of the entrepreneurial idea stage is evaluated as nor or little important by 50% of participants and much important as other 50%. Also, participants want to see financial support at any stage of this process. Participants from Belgium consider nearly all the stages of the entrepreneurial start-up process as severely important.

FRANCE

In the France case, 60% of the participants are female, 20% are male and 20% prefer not to say. The average age of them is 34. 40% of the participants have master’s degree, 40% has post-graduate and 20% has doctorate degree. 40% of them are interested in social entrepreneurship. While some of them want to open a social restaurant, some others want to work with immigrants. There are participants who took basic entrepreneurship classes during their masters. Assessment of current knowledge skills and experience of participants varies in a large extent. 40% of the participants find themselves as having enough opportunity identification, opportunity creation, resource acquisition, running pilot business, leadership skills, teamworking skills, collaborative skills, interpersonal skills, communication skills, networking skills, problem-solving skills, and self-regulation skills.

In terms of accessing to finance, 40% think their current knowledge is nothing. Moreover, 40% are not much knowledgeable, skilled, or experienced in terms of opportunity identification, resource acquisition, marketing, management, communication, learning, development of new products and services, self-managed planning.

Opportunity creation, resource acquisition, and access to finance are the skills that are evaluated as necessary to improve at enough level by 33%, and at much level by the other 33% of the participants. In the case of entrepreneurial characteristics, 60% of the participants evaluate themselves as having much enthusiasm, motivation, commitment, personal control, flexibility.

In terms of positive attitude toward self-employment and entrepreneurial passion, majority find themselves as having not much or nor or little attribute rather than enough and much. These characteristics can be developed in the participants. Sense of responsibility, proactiveness, uncertainty and ambiguity tolerance, imagination, personal control, and willpower characteristics are found as necessary to improve by 2/3 of the participants. Entrepreneurial passion, commitment, autonomy, need for achievement, need for independence, and leadership ability is not considered as important to improve by participants since they are evaluated mostly at not much and nor or little levels.

In terms of obstacles, bureaucratic barriers are assessed as much by 60% of the participants. Additionally, difficulties in transforming ideas into business, and lack of knowledge in financial sources and how to access them are founded as enough level barriers by 60% of all participants. On the other hand, participants don't view cultural barriers as serious obstacles since they evaluated them at nothing, not much, nor or little degrees.

In the training part, business counseling, incubation, subsistence allowance, networking opportunities, follow-up support, and example of success methods are evaluated as much important to promote entrepreneurial activity by 40% of the participants.

Moreover, economical/financial facilities and training methods are rated as enough importance level by 60%. Self-directed experienced learning, co-operative education, and education are not seen as important on a large scale because in their evaluation "nor or little" level is dominant. In terms of activities promoting entrepreneurial activity, nearly all the activities are dominated by much or enough important levels. Only workshops, videos, conferences are viewed as not much or nor or little important. It can be understood that almost all the activities that promote entrepreneurial activity are important.

Finally, 40% of participants find evaluation of entrepreneurial skills and characteristics, choice and structuring of the idea for the enterprise, market and product analysis, business plan, pilot project of the entrepreneurial idea, and achieving sustainability of entrepreneurial idea as much important. However, choice and structuring of the idea for the enterprise, pilot project of the entrepreneurial idea, and achieving sustainability of entrepreneurial idea are rated as either not much or nor or little import by the 60% of the participants.

PORTUGAL

In the case of Portugal, 77.8% of the participants are female, and 22.2% are male. The average age of participants is 21.5. 85.7% of the participants have undergraduate degree, 7.1% have secondary education levels and 7.1% have post-graduate education levels. Approximately, 93% of the participants are interested in social entrepreneurship and the majority have volunteer work in their mind. There are participants who had previous training background related to social entrepreneurship. Nearly 83% of the participants have work experience.

Assessment of current knowledge skills and experience of participants varies to a large extent. In terms of the opportunity identification, opportunity creation, resource acquisition, access to finance, business planning, running pilot business, technical skills, business skills, financial skills, marketing skills, problem-solving skills, development of new products and services skills, self-managed planning skills, and knowledge of the labor market, participants mostly evaluate themselves at lower knowledge, skill, and experience levels rather than enough or much.

For the management skills, leadership skills, team working skills, collaborative skills, interpersonal skills, communication skills, networking skills, learning skills, and creative, critical, and strategic thinking skills, most of the participants evaluate themselves as enough or much knowledgeable, skilled, and experienced. On the other hand, all the entrepreneurial skills are seen as important at enough or much degrees to improve.

In terms of entrepreneurial characteristics, 57% of the participants evaluate their entrepreneurial passion, motivation, and resilience at enough level. Similarly, 53% of the participants assess themselves as having enough enthusiasm, energy, flexibility, self-efficacy, leadership ability, and willpower. However, people are not self-confident about uncertainty and ambiguity tolerance characteristics. Positive attitude towards self-employment, self-confidence, initiative, innovation orientation, creativity, propensity to take risks, financial risk tolerance, and leadership ability are viewed as important characteristics to improve.

In the case of obstacles, none of the barriers listed is actually seen as a severe obstacle. Cultural barriers, difficulties in the use of technology, lack of marketing ideas, and lack of management skills are not interpreted as strong barriers. Lack of network, market barriers, lack of knowledge in financial sources and how to access them, bureaucratic barriers, and individual barriers are stronger obstacles relatively.

In the training part, almost all the methods are evaluated as important at enough or much levels to promote entrepreneurial activity by over 80% of the participants. Similarly, challenging the trainee to explore their full potential, challenging the trainee to increase their awareness of their personal strengths and weaknesses, calling upon his/her creativity, regarding mistakes as learning opportunities instead of failure, encouraging critical thinking, practical internship, workshops, videos, and conferences, that is 7 of 14 activities for promoting entrepreneurial activity are regarded as “much” important by over 50% of the participants. Mainly, all the activities are seen as dominantly important.

Finally, all of the other forms of support, evaluation of entrepreneurial skills and characteristics, choice and structuring of the idea for the enterprise, market and product analysis, business plan, and pilot project of the entrepreneurial idea, and achieving sustainability of entrepreneurial idea stages are assessed as enough or much level important by over 80% of the participants. It can be seen that participants understand the importance of training in the promotion of the entrepreneurial activity.

TURKEY

In the case of Turkey, 53.6% of the participants are male, and 46.4% are female. The average of age of participants is approximately 28. 46.2% of the participants have graduate level (master’s degree, doctorate) education, 42.3% have undergraduate degree, 7.7% have apprenticeship level, and 3.8% have secondary/high school level education. 27% of the participants are interested in social entrepreneurship. Participants who are interested in social entrepreneurship wants to work in the fields like yoga and meditation, immigrant people, and education. There are people who took training in relation to entrepreneurship; however, they constitute a very small percentage. Additionally, 21% of the participants have work experience.

In terms of entrepreneurship skills, there is no skill that the participants evaluate themselves as knowledgeable, skilled, and experienced less than “enough” level on average. For all the skills, the majority of participants find themselves “enough”, or “much” level skilled. In terms of improving those skills, all the skills are evaluated as having “enough” or “much” level necessity to improve by 50% of the participants or higher. Development of new products and services skills, management skills, and business skills are three skills that are assessed as necessary to improve at high levels by 90% or more of the participants.

In the case of entrepreneurial characteristics, there is a similar pattern to entrepreneurial skills. Participants' answers express that a great majority of them have a positive attitude towards self-employment, entrepreneurial passion, enthusiasm, motivation, and the rest of the characteristics. However, there are some characteristics that few participants evaluate themselves as having “nothing” or “not much”. The percentage of these participants is lower compared to the percentage in entrepreneurial skills. The majority of participants are self-confident about having entrepreneurial characteristics.

In terms of improving these characteristics, 54% of the participants think that positive attitude towards self-employment and autonomy should be improved at “much” level while 63% think the need for power should be improved at “enough” level. In general, all the entrepreneurial characteristics are evaluated as necessary to improve at high degrees.

For the case of obstacles, 54% of the participants view inadequate entrepreneurship education as an “enough” level obstacle. Additionally, cultural obstacles, lack of skills, market barriers, difficulties in transforming ideas into business, lack of knowledge in financial sources and how to access them, lack of marketing ideas, and bureaucratic barriers are evaluated as strong obstacles (“enough”, “much” level) by 75% and higher of the participants.

In the training part, mentoring is the top method which is assessed as “much” important by 60% of the participants. Similarly, nearly 50% of the participants think seed capital and networking opportunities are important at “enough” level. On the other hand, 33% don't think economic/financial facilities, example of success, and training are that much important for promoting entrepreneurial activity.

For the activities promoting entrepreneurial activity, networking spaces are the activity that is chosen by 90% of the participants as important at higher levels. Finally, choice and structuring of the idea for the enterprise, and achieving sustainability of entrepreneurial idea are nominated as top other forms of support by being evaluated as “much” important around 54% of the participants. All kinds of training methods, activities, and other forms of support is seen as important and useful to promote entrepreneurial activity by the majority of participants in general.

In conclusion, access to finance, running pilot business, and knowledge of the labor market are the main skills that participants from all countries find themselves as inadequate. Similarly, tolerance to uncertainty and ambiguity, risk-taking propensity, and positive attitude toward self-employment are the characteristics that are needed to be improved in general. In terms of obstacles and barriers, difficulties in transforming ideas into business, lack of knowledge in financial sources and how to access them, lack of marketing ideas, and bureaucratic barriers are the most expressed obstacles. There can be additional endeavors to overcome these obstacles. Finally, participants from all countries evaluate all kinds of training methods, activities, and other forms of support strongly important to promote entrepreneurial activity.

Summary of the Survey Result

Criteria	Ireland	Belgium	France	Portugal	Turkey
Gender	100% male	50% female 50% male	60% female 20% male 20% prefer not to say	77.8% female 22.2% male	46.4% female 53.6% male
Average age	46	34.50	34.40	21.50	28
Education level	100% graduate	100% secondary/ high	40% master's 20% doctorate 40% post-graduate	85.7% undergraduate degree 7.1% secondary education 7.1% post-graduate	46.2% graduate 42.3% undergraduate 7.7% apprenticeship 3.8% secondary education
Interest in social entrepreneurship	0%	100%	40%	93%	27%
Entrepreneurial knowledge, skill, experience necessary to improve	Resource acquisition, Access to finance, Running pilot business, Knowledge of the labor market	Opportunity identification, Opportunity creation, Access to finance, Business planning, Running pilot business, Business skills, Financial skills, Development of new products and services skills, Self-managed planning skills, Self-regulation skills	Opportunity creation, Resource acquisition, Access to finance	Opportunity identification, Opportunity creation, Resource acquisition, Access to finance, Business planning, Running pilot business, Technical skills, Business skills, Financial skills, Marketing skills, Problem solving skills, Development of new products and services skills, Self-managed planning skills, Knowledge of the labor market	Development of new products and services skills, Management skills, Business skills
Entrepreneurial characteristics necessary to improve	Positive attitude towards self-employment, Entrepreneurial passion, Uncertainty and ambiguity tolerance, Intuition, Need for independence, Risk-taking propensity, Financial risk tolerance, Courage, Flexibility, Leadership ability, Organization, Willpower	Enthusiasm, Motivation, Self-confidence, Proactiveness, Initiative, Perseverance, Energy, Innovation orientation, Need for achievement, Risk-taking propensity, Leadership ability, Organization, Willpower	Sense of responsibility, Proactiveness, Uncertainty and ambiguity tolerance, Imagination, Personal control, Willpower	Positive attitude towards self-employment, Self-confidence, Initiative, Innovation orientation, Creativity, Propensity to take risks, Financial risk tolerance, Leadership ability	Positive attitude towards self-employment, Autonomy, Need for power
Obstacles	Lack of skills, Lack of marketing ideas, Bureaucratic	Cultural, Difficulties in transforming ideas into business, Lack of knowledge in financial sources and how to access them, Individual, Lack of management skills	Difficulties in transforming ideas into business, Lack of knowledge in financial sources and how to access them	Lack of network, Market barriers, Lack of knowledge in financial sources and how to access them, Bureaucratic, Individual	Difficulties in transforming ideas into business, Lack of knowledge in financial sources and how to access them, Lack of marketing ideas, Bureaucratic

CHAPTER 3

Learning Needs, Challenges, and Motivation: Analysis of Focus Groups with Social Entrepreneurs

The focus group meeting was held on March 25 via a Zoom Meeting. The meeting was held with the participation of young social entrepreneurs and two professors in a total of 9 people from Ireland, Belgium, Portugal, France, and Turkey. Participants and organizations they are affiliated with are represented as follow

- Workplace Innovation Europe Clg (IRE)- Peter Totterdill, Tracy Keogh
- Iscte-Instituto Universitário De Lisboa (PT)- Maria José Sousa, Carla Solé Iglesias
- İnovatif Düşünce Derneği (TR)- Özlem Kızıldağ, Faiz e Yıldız
- Voices Of The World (BE)- Elnaz Shadrass, Giulia Antonini
- Association Culturelle Des Jeunes Turcs De Bar Le Duc (FR)- Seray Ural

Most of the participants are entrepreneurs who are young undergraduate or graduate-level students with high enthusiasm for NGO and volunteer work, and social projects.

The focus group made up of young social entrepreneurs allowed us to understand how to foster cooperative learning environments, making them transformative and inclusive through the adoption of new methodologies to improve and reinforce young entrepreneur's capacity to respond to the challenges that the labor markets are facing during the COVID-19 pandemic or will face in the future.

For the people being interviewed, the motivation of them becoming social entrepreneurs is that they are so sensitive to social problems, and they want to come up with a solution to these problems.

"Throughout my life, I was a volunteer, and when I came somewhere that I know business tools, and I'm really sensitive for social problems, to create solutions and be a part of solutions. Then I know that I know the business and I can create my own business to have meaningful work for me for my career."

-Özlem, Turkish entrepreneur

Motivation

One of the most interesting points about the focus group participants is that almost all the participants have started their lives or careers in a different field rather than social entrepreneurship. However, they realize that what they want to do in life is very different than what they are doing.

"Actually, I tried to continue my conventional career first for three years after my bachelor's degree. And I didn't feel like I was able to make my own decisions. And I was not able to have the impact that I wanted to have. And with this, I decided to change my career and start studying humanitarian action. And then when I found out about this amazing small project that my colleagues had created last year, I decided it was the right place because we are really super motivated. We have so many great ideas. And I think it's, it's an amazing opportunity to be able to put the work in and then see a result of your actions in a much more direct way than."

-Carla, Spanish entrepreneur

Another participant has gone through the same questioning process and reached the realization that the concept of happiness is what she really cares about rather than studying international relations. One day she wakes up and experiences the enlightenment that she wants to **be a part of the solution not part of the problem**. She considers working against injustice as the best way of creating solutions. therefore, she starts her social entrepreneurship career in an NGO that offers help to migrant women.

"I'm not a social entrepreneur, or I love to say I'm not a social intrapreneur yet. But I would love to be someday."

On the other hand, an Irish entrepreneur, who runs a nonprofit organization that produces solutions for remote employment opportunities, states that her reason to engage in social entrepreneurship resulted from frustration rather than motivation.

"It wasn't a motivation. It's a frustration. So it was the frustration that the problem wasn't solved."

She started her social entrepreneurship career since she can't stand that there is a problem and there isn't any attempt to solve the problem.

Challenges

In the meeting some of the challenges and obstacles that social enterprises and social entrepreneurs might face. One of them is **reaching funds**. Tracy, from Ireland, who runs a nonprofit organization expresses that profit-making companies are funded more than nonprofit companies or organizations. There were situations that which her organization is not funded because of the nonprofit structure. Nonprofit organizations might seem like getting multiple funds; however, generally, the amount of the funds is small like 20,000-30,000. The companies running similar businesses area have access to funds worth 80 million, 150 million, and 200 million.

"Companies in our field of study are raising 80 million 150-250 million, and we're still talking about 50,000."

-Tracy, Irish entrepreneur

Similar to Tracy, Carla, from Portugal, study humanitarian action and states that the biggest challenge they are facing is funding. They have difficulties in funding their projects. **As a young NGO, the most important barrier in front of them is not having an approved project previously as proof of experience**. Since they are not overcoming this obstacle, they decide to change strategy and to apply only the projects where they have partners which already have some approved projects. Therefore, getting approval for funds can be easier.

On the other hand, Seray, from France, runs a company that produces environmentally friendly products with a positive impact. She expresses that there is the possibility for startups to get funded by the government by non-diluted funds of 30,000 euros. It is a really good opportunity to begin with this money because without having a big investment it is really hard to manufacture the product. After starting manufacturing, it is easier to find investors. Therefore, Seray and her company follow this trend. They have an optimistic perspective about the funding situation. They are in an incubator called Station F. In this place, they have also an R&D lab.

Özlem, from Turkey, who works in a social enterprise in Germany states that for a social entrepreneur who does not have much experience, financial issues are really difficult. Investors want to see **the budget** and **the social impact**. They want to know what they are paying for. Therefore, Özlem went to Germany to learn about raising funds and creating other ways to change her strategy. In the Turkish ecosystem, these are not very common. **Turkey is not familiar with social entrepreneurship**. Entrepreneurs need to explain themselves to investors, people, and even the law. This is a strong obstacle for social enterprises and social entrepreneurs in Turkey.

Additionally, being a woman entrepreneur statistically have more difficulties and problems Tracy states. It is more difficult to get funding for women. On the other hand, Elnaz, from Belgium, thinks that it is dependent on where you reach out for funding.

"if it's a regional governmental funding, for example, I remember a young lady once and another NGO that I was collaborating with said, if we want to do something that has any impact whatsoever about gender issues, political issues, whatever, they will not find us. But if we want to do something with the bakery, they'll fund us."

Agreeing with Tracy, she expresses that after one attempt, two attempts, and so many attempts she noticed that there is a pattern for women entrepreneurs

In the meeting, possible challenges and obstacles for social enterprises and entrepreneurs are discussed. Financing and funding seem to be the biggest obstacle that NGOs and nonprofit organizations face. Also, the ecosystem where social enterprise develops matters. It is important to have an atmosphere where the concepts of social enterprise and entrepreneurship are understood. Only then, other obstacles can be overcome. Additionally, gender continues to be a significant factor in running a social enterprise. Women are having more difficulties at each stage of an enterprise, especially in finding funds, compared to men entrepreneurs.

KEYWORDS: *funding, NGO, social entrepreneurship, social value, women entrepreneur, being part of the solution, motivation, inequality, migrant, nonprofit, social entrepreneur, gender discrimination, experience, project.*

CHAPTER 4

History, Legal Framework, Measurement, Ecosystem and Future Trends: Country Analysis of Social Entrepreneurship

The fields of activity of social enterprises include sheltered employment and social workshops, provision of social services and healthcare, social assistance and care services of general interest, education, particularly from pre-school to secondary education. A strong focus on welfare exists, but social enterprises also work on local and community development and newer fields of activity, such as environment protection and promotion, resources use, and fair trade. Target groups include unemployed people, NEET, persons with disability, children and young people, elderly, victims of domestic violence, former convicts, youth at risk, people in poverty and social exclusion, families, communities and territories.

1 Contextualization

In this section, we will discuss some of the relevant definitions to understand the role of social entrepreneurship in Portugal, such as social economy and social enterprises.

To begin with, it is important to distinguish between **social entrepreneurship** and **social enterprises**. According to the European Commission (2020), social enterprises "run commercial activities (entrepreneurial/economic dimension) in order to achieve a social or societal common good (social dimension) and have an organisation or ownership system that reflects their mission (inclusive governance-ownership dimension)". Furthermore, in practice, there are differences between countries, namely in terms of national legislation, political strategies, academic level and for social entrepreneurs themselves.

According to the Social Business Initiative, a program launched by European Commission in 2011, social enterprises cover the following types of businesses: Those for whom 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 whose profits are mainly reinvested to achieve this social objective; Those where the method of organisation or the ownership system reflects the enterprise's mission, using democratic or participatory principles or focusing on social justice.

Despite their diversity, social enterprises mainly operate in the following 4 fields:

- **Work integration** - training and integration of people with disabilities and unemployed people;
- **Personal social services** - health, well-being and medical care, professional training, education, health services, childcare services, services for elderly people, or aid for disadvantaged people;
- **Local development of disadvantaged areas** - social enterprises in remote rural areas, neighbourhood development/rehabilitation schemes in urban areas, development aid and development cooperation with third countries;
- **Other** - including recycling, environmental protection, sports, arts, culture or historical preservation, science, research and innovation, consumer protection and amateur sports.

The term social entrepreneurship is associated with innovation with a social goal. Carraher & Welsh (2015) define social entrepreneurship as the process that involves the use of resources in an innovative way that causes social change, responding to social needs. The concept of social entrepreneurship includes four perspectives: social value, well-being embeddedness, internationalization, and the institutional perspective (Ferreira et al., 2016).

2 Country Analysis

PORTUGAL

In Portugal, the social economy is enshrined in the Constitution. Constitutional norms guarantee the coexistence, on the same level, of three sectors that structure the Portuguese economy: Public Economy; Private Economy; Cooperative, and Social Economy, which basically corresponds to what is now known as the social economy.

In more detail, social economy specifically comprises:

- The means of production owned and managed by cooperatives, in compliance with cooperative principles, without prejudice to the specificities established by law for cooperatives with public participation, justified by their special nature;
- Community means of production, owned and managed by local communities;
- The means of production subject to collective exploitation by workers;
- The means of production owned and managed by non-profit companies whose main objective is social solidarity, namely entities of a mutual nature

The creation of the Lei de Bases para a Economia Social (LBES), in 2013, also contributes for the institutional and legal recognition of this sector. This general law presents the social economy as the space formed by a set of economic and social activities freely carried out by different entities. In short: the social economy encompasses a wide range of economy. The concept of social enterprise assumes the meaning of a commercial enterprise with social aims or a mix of social economy organizations and commercial enterprises (Sílvia Ferreira, 2019).

Legal Framework

There is no single legal form for social enterprises in Portugal. However, the LBES refers that they usually assume one of the following;

- Cooperatives
- Mutual Associations
- Holy Houses of Mercy
- Foundations
- Associations with altruistic goals
- Entities covered by the community and self-managed subsectors
- IPSSs (Private Institutions of Social Security)

Measuring social enterprises

In 2016, Social Economy Gross Value Added (GVA) accounted for 3.0% of total GVA, increasing 14.6% when compared to 2013. This growth was higher than the one observed in the Portuguese economy (8.3%) in the same period. Social Economy accounted for 5.3% of total compensation of employees and employment and 6.1% of employees of the economy. Compared to 2013, the compensation of employees and employment in the Social Economy increased, respectively, by 8.8% and 8.5%, being more dynamic than the total economy (7.3% and 5.8%, respectively).

There were registered 71,885 social entities, which represents an increase of 17,3% when compared to 2013. By groups of Social Economy entities, Associations with altruistic goals were more relevant in terms of number of entities (92.9%), GVA (60.1%), compensation of employees (61.9%) and employees (64.6%).

Figure 4: Main indicators by groups of entities (2016)

Social Economy groups	Kind of activity units		Gross Value Added (GVA)	Compensation of employees	GVA / FTE	Average compensation of employees
	No	FTE				
Cooperatives	2,343	24,402	604,241	572,240	24.8	23.5
Mutual Associations	97	4,842	387,971	212,094	80.1	43.8
Holy Houses of Mercy	387	39,445	596,630	555,267	15.1	14.1
Foundations	619	14,113	332,321	304,296	23.5	21.6
Associations with Altruistic Goals	1,678	305	1,174	3,795	3.9	12.4
Community and Self Management Subsectors	66,761	151,779	2,896,871	2,673,894	19.1	17.6
Social Economy	71,885	234,886	4,819,210	4,321,587	20.5	18.4
National economy	-	3,839,523	162,226,133	81,854,147	42.3	21.3
Social Economy/ National economy	-	6.1%	3.0%	5.3%	48.6%	86.3%

Ecosystem

Some of the key actors in the social enterprise system, including government, partnership, and sectorial bodies, infrastructure organizations, training and research institutions and initiatives, incubators, networks and platforms, and intermediaries are presented below.

Governmental Institutions

- Ministry of Solidarity, Employment and Social Security
- Ministry of Economy
- Secretaria de Estado de Segurança Social
- Secretaria de Estado do Emprego
- IAPMEI- Instituto de Apoio às Pequenas e Médias Empresas e à Inovação

Partnership and social and civic dialogue bodies

- PAES
- SEA- Agencia de Empreendedores Sociais
- Social Lab- Fundação EDP
- Coopjovem (by CASES)

Incubators

- CASES
- CNES
- Conselho Económico e Social
- Comissão Permanente do Setor Social e Solidário

Future Trends

In the measures presented, it is possible to identify an increase in concern regarding social causes and the importance of the social economy. However, some specialists refer that the opening of these companies to private funds can have negative impacts, as they can replicate their orientation for profit, which can represent a deviation from the main goals and purposes of the social economy.

The lack of legal definition is the main restraint for the development of social economy and, consequently, social entrepreneurship. Despite of the presence of the term in the EU structural and investment funds frameworks— namely Portugal 2020—and in the public procurement framework, it is still necessary to work on a clear legal framework and definition for social enterprises.

FRANCE

Historical Development

The term of social enterprise in France is not widely used although France has been a pioneer in the development of the social economy concept. The history of the social and solidarity economy (SSE) in France dates back to the time of the Ancien Regime and the Middle Ages when the network of charity and educational organizations was founded by the Catholic church and monastic orders. Craft organizations developed with other fraternal organizations that signed the beginning of mutual social protection. However, during the 1789 French Revolution period, this development was severely interrupted by the prohibition of intermediary bodies.

In the first half of the 19th century, a massive part of the wage-earning population was proletarianized by the growth of industrial capitalism so that first working-class rebellions started. The state had to be obligated to tolerate and then recognize these movements. Mutual aid societies and workers' unions were born as secret at first, but they became open later after the removal of the offense of alliance-making. The first collective efforts for the procurement of essential needs were consumer cooperatives. They undertook the responsibility of answering basic products like food and clothing since the means of subsistence were inadequate

The solidarity economy concept has been widely since towards the end of 1960s. Today, the two terms "social economy" and "solidarity economy" are commonly attributed to social economy. They form the term "social and solidarity economy" (SSE).

Since the early 2000s, the concept of social economy has evolved considerably. Mostly influenced by the Anglo-Saxon and in particular by the American concept of social entrepreneurship that makes strong emphasis over the idea of leadership, social enterprise gets motivated today in France (Defourny and Nyssens, 2011).

Legal Framework

The Framework Law on Social and Solidarity Economy adopted in 2014 is the main and more recent legal evolution in France. The legal framework related to the SSE is rather complex and diversified. They can be classified as follows:

- Associations
- Cooperatives
 - Collective interest cooperative (*société coopérative d'intérêt collectif – SCIC*)
 - Cooperatives of activity and employment (*coopératives d'activité et d'emploi CAE*)
 - Person's cooperatives
- Mutuels
- Foundations

Measuring Social Enterprises

According to 2015 data, the number of associations with minimum one employee and having more than 25% of market resources is 83,000 which includes 2,610 WISEs that have an associative form. In the cooperatives case, SCICs, CAEs, persons' cooperatives and WISEs with a SCOP form are investigated. Data of two different years are used in this context. According to 2017 data, there are 50 WISEs with a SCOP legal form in France. On the other hand, there were 500 SCICs, around 100 CAEs, and 2000 persons' cooperatives in 2015. Additionally, 65,000 paid workers work in cooperatives in total. The number of enterprises in the form of mutuels is measured as 8,000 with 121,249 paid workers based on 2015 data. In the case of foundations, there are 1,600 enterprises with 83,000 paid workers again based on 2015 data.

Figure 5: Estimated number of social enterprises in France

Legal type	Reference year	Number of enterprises	Number of paid workers (Full time equivalent)
Associations with minimum one employee and >25% market resources (including WISEs with an associative form)	2015	83,000 (including approximately 2,610 WISEs that have an associative form)	NA
Cooperatives (SCIC, CAE, persons cooperatives and WISEs with a SCOP form)	2017 for WISEs 2015 for other types	500 SCICs 50 WISEs with a SCOP legal form Around 100 CAEs Around 2,000 persons cooperatives	65,000 (with 54,000 S for SCIC et SCOP)
Mutuels	2015	8,000	121,249
Operating foundations	2015	1,600	83,000
Commercial enterprises of social utility within the SSE (ESUS)	2017	193	NA
WISEs with a commercial form	2017	1,200 (approximately)	NA
TOTAL	-	96,603	1,731,400

Ecosystem

Since the social and solidarity economy in France is a well-established and sophisticated concept, the ecosystem surrounding and influencing it is composed of various actors. Some of these key actors are represented below.

Governmental Institutions

- Ministère de la Transition écologique et solidaire
- Dispositif local d'accompagnement (DLA) created by the State (DGEFP- training) and the Caisse des Dépôts
- DGCS (social cohesion)
- CGET (territories)

Organizations promoting, certifying and awarding social business labels

DIRECCTE releases the ESUS accreditation
 CRESS realises, updates and publishes the list of social economy enterprises as defined by Article 1 of the 2014 Law

Institutions, civil society initiatives, think tanks or other social enterprises

- Labo de l'économie sociale et solidaire (ESS)
- AVISE
- Fonda
- Mouvement Associatif
- Réseau des territoires pour l'économie solidaire (RTES)

Future Trends

Although public schemes and support programs are in favor of SSE, there are important regional and territorial disparities between the development, implementation, or access to public support schemes at the local level. It is crucial to provide ensure equal access to support schemes to all eligible organizations by learning lessons from the good practices from selected regions. In addition, a vast majority of the social enterprises in France is small scaled and not growth oriented even if they need to grow.

Therefore, building appropriate scaling strategies while protecting their social mission is another future challenge. In conclusion, social and solidarity economy in France can be improved by ensuring equal access to public schemes and support programs to all eligible organizations and developing strong scaling strategies.

BELGIUM

Historical Development

The associative tradition is the first historical tradition that has influenced the activities and conceptualizations of social entrepreneurship. Historically, the Belgian associative sector has been quite dynamic, and it has evolved into a fundamental pillar of Belgian society.

The associative form was formally recognized in the early twentieth century, after being sparked by the acknowledgment of the freedom of association in the nineteenth century. The civil code controls the associative form (in Dutch, vereniging zonder winstoogmerk – VZW; in French, association sans but lucratif – ASBL), noting that it is a private collection of persons that does not seek political gain for its members.

In 2019, this law was significantly changed. ¹ The law of corporations currently includes the law of associations. These Associations, like firms, can develop economic activities of an industrial or commercial type as their principal activity, contrary to what was previously allowed.

Legal Framework

In Belgium, there are no distinct legal forms for social enterprises. The legal status of a "social purpose business" was established in 1995. Any commercial enterprise (cooperative or investor-owned company) pursuing a social purpose rather than "the enrichment of [its] members" and following a set of pre-defined standards might earn this status. However, the legal designation of "social purpose company" is not generally employed. There is currently no national policy document that supports the growth of social enterprise. The duty for "social economy" was totally moved from the federal state to the regions earlier this year as part of the execution of the sixth State reform.

There are, however, boundary cases of organizations and fields close to the public sector, such as associative hospitals and schools, whose practices are heavily monitored by the state. Nonetheless, even when these associations-based schools and hospitals are excluded, the non-profit sector remains significant. Aside from education, health (hospitals and other institutions), personal services, culture, and sports are other prominent areas of activity for associations.

Even with governmental support, it has become more common among associations to become more entrepreneurial.

Public support strategies targeting social enterprises

There are numerous public support schemes in Belgium for the growth of the social economy and social enterprises. The details below detail the numerous federal and regional government programs that assist social entrepreneurs. The following services are provided through umbrella organizations that help the integration of a social entrepreneur into the market.

- 1) Pre-start up guidance
- 2) Awareness raising (awards)
- 3) Social Entrepreneurship Education (e.g. school for social entrepreneurs)
- 4) Business support (e.g. business planning, management skills, marketing etc.)
- 5) Dedicated financial instruments
- 6) Physical infrastructure (e.g. shared working space)
- 7) Collaborations and access to markets
- 8) Networking, knowledge sharing, mutual learning initiatives

Ecosystem

In Belgium's social entrepreneurship sector, public authorities play an important role. Although a few federal competencies exist, the majority of social enterprise-related duties are handled by regional governments. The federal government, states, and regions/communities signed agreements in 2000 and 2005 to ensure that public policies were consistent: the first was based on the social economy, and the second on the "plural economy," which included social enterprise and corporate social responsibility.

Another form of government assistance available to social companies is public procurement. A government judgment from 2014 defines the various systems and ways via which this can be accomplished in practice. Specific types of social enterprises have created networks and federations to increase their support and recognition, provide services, and stimulate mutual interaction.

The education of social entrepreneurship is promoted in Belgium. Courses and activities in higher education schools that organize professional bachelor's programs, primarily in social work, help to promote social enterprise.

A non-exhaustive list of structures providing training under different formats includes Sociale InnovatieFabriek, Oksigen Lab, Escala, SAW-B, Unipso, Agès, Ashoka, etc. Additionally, the concept of innovative social entrepreneurship is also taught in schools.

Several support initiatives existing in the region of Flanders:

- The Subsidy Agency for Work and Social Economy (VSAWSE)
- Trividend (Vlaams Participatiefonds voor de Sociale Economie)
- The Social Investment Fund (Sociaal Investeringsfonds SIFO)

Several different support initiatives that is offered in the region Wallonia and Brussels:

- SOWECSOM (Société Wallonne d'Economie Sociale Marchand)
- BRUSOC (Brussels Capital Region)
- The Social Economy Prize is organized in conjunction with CERA
- Credal

IRELAND

Social entrepreneurship has followed a slow but steady growth trajectory in Ireland during the current century. Although starting from a low base its role has increasingly been recognized in Irish Government enterprise policies including the Action Plan for Jobs (2012), and the Programme for Government 2011-16, plus various policy studies by Forfás (the former national policy advisory board for enterprise, trade, science, technology, and innovation) and others. More recently, the Government published the National Social Enterprise Policy for Ireland 2019-2022 (Department of Rural and Community Development, 2019), launching a portfolio of new policy and funding measures.

However, Ireland has a much longer tradition of non-governmental intervention in social and environmental issues, led for example by secular charities, religious organizations, and community groups. Some organizations see social enterprises as part of a seamless continuum of not-for-profit organizations; others (for example Caffrey, 2020) perceive a degree of confusion in popular perceptions and call for a distinctive vocabulary, arguing that the trading modus operandi of social enterprises distinguishes them from the rest of the not-for-profit sector.

Social Enterprises in Ireland are generally characterized in the following terms (Caffrey, 2020; Forfás, 2013):

- Created to achieve social, societal, or environmental impacts rather than maximizing profit for owners or shareholders.
- Trade through the provision of goods and/or services, reinvesting surpluses into achieving their social objectives.
- Independent from the government.
- Governed in a fully accountable and transparent manner.

Legal Framework

There is no definition of social enterprise in Irish company law. Many Irish social enterprises are Companies Limited by Guarantee, in which the Directors hold minimal share value (typically €1) and are prohibited from sharing dividends.

Some worker and consumer co-operatives, which do not distribute profits to shareholders and are established to achieve a clear social impact, can also be characterized as social enterprises. Though relatively few in number, co-operatives have a distinct legal form under the Industrial and Provident Societies Act of 1893, which lays down specific principles based on democratic control by members. ‘Members’ are defined as employees in the case of worker co-operatives, and membership is open to all service users in the case of consumer co-ops.

In the wider not-for-profit sector, registered Charities have a separate legal form that protects them from corporation taxes but generally limits their ability to trade commercially. Some charities have chosen to spin-out social enterprises in order to develop trading activity, setting up Companies Limited by Shares or Companies Limited by Guarantee, and retaining the shares.

Measuring Social Enterprises

The diversity of the sector makes it challenging to understand the true size and scope of social enterprises. Previous studies (CPA, 2018; Benefacts Analysis, 2019) suggest that there are approximately 29,300 organizations in the entire not-for-profit sector in Ireland, contributing €13.8bn in economic activity and accounting for at least 25,000 jobs. However, there are no reliable means of disaggregating specific data on social enterprises from the not-for-profit sector as a whole. A census planned for mid-2022 is intended to provide more robust data on the sector.

Public Policy

Ireland has a well-established framework for enterprise creation and support, including Local Authority economic development programs, Local Enterprise Offices (LEOs), and Local Development Companies. At the national level, Enterprise Ireland provides a range of additional services, especially for high-growth potential start-ups.

Building on previous steps toward a more comprehensive policy framework, the National Social Enterprise Policy for Ireland 2019-2022 represents an important threshold in Government support for social entrepreneurship, albeit whose full implementation remains incomplete. The policy recognizes that social enterprises are distinct from the wider not-for-profit sector in that they share many similarities with for-profit trading enterprises, and identifies the need to raise awareness of their specific nature and purpose. At the same time, the policy acknowledges that business support targeted at social enterprises falls short of that available to mainstream companies.

Ecosystem

The sector's growth has been matched by increased 'organizational density' within the social enterprise support framework. Most of the organizations were created in the last twenty years and several of them in the last seven. This has helped to create a rich and diverse eco-system within which social entrepreneurship sits, building on the longer-established state structures for enterprise support.

However, it is likely that this newly enriched ecosystem is in a transitional state. Passion for social entrepreneurship is abundant, but coordination and collaboration between the different agencies still appear embryonic. Most are achieving remarkable outcomes but admit to doing so with very limited resources. The (equally embryonic) Government policy framework has yet to address both the challenges of cohesion and capacity building within the eco-system. Nonetheless, although criticized for its relative ineffectiveness in some quarters, the active engagement of the state with social entrepreneurship is widely welcomed by stakeholders, and can only be a positive sign for the future.

TURKEY

Historical Development

Turkey's history of foundations dates back to the Ottoman era. From the 14th century to the 20th century, there were foundations that provide services in the fields of religion, education, health, urbanization, public development, and military services (Ertem, 2011). These foundations were established, and they operated by following the Islamic law principles mostly.

On the other hand, there was a cooperative tradition in Anatolia roots back to the 12th century emerged along with Ahi Unions. These unions consist of artisans and follow the Ahi philosophy which was a combination of Islamic values and pre-Islamic traditions. In case of providing aid to members in difficulty, funds were collected from members and so that the operations of unions were financed.

Therefore, it can be easily seen that creating social benefit and social value through personal contribution and cooperation is not a new concept for Turkey although the word social enterprise entered the literature in the 21st century. Today, social enterprises create social benefit and value by providing services and offering solutions to societal problems as cooperatives and Ahi Unions did in the past. The concept of social enterprise has spread and was encouraged in Turkey during the 21st century because of the increasing number of centers and award programs developed by universities, municipalities, foundations, and associations.

Legal Framework

Social enterprises in Turkey utilize pre-existing legal forms since there isn't a tailor-made legal form for Turkish social enterprises. They are categorized as follows:

- Cooperatives
- Foundations
 - Mazbut Foundations
 - Mülhak Foundations
 - Community Foundations
 - Trade Foundations
 - New Foundations
- Associations
- Companies

Measuring Social Enterprises

According to 2016 data, there are 53,259 cooperatives with around 7.5 million partners in Turkey (Ministry of Customs and Trade 2017). However, cooperatives that are in compliance with the EU definition are the ones under the category of women’s cooperatives. There are 114 women’s cooperatives in Turkey and 61 of them operate under the Simurg Women’s Cooperatives Union which considered as social enterprise

In the foundations case, community foundations have five commercial enterprises in operation, and new foundations have operating 1,425 commercial enterprises. These commercial enterprises qualify as social enterprises since they fulfill the required criteria of EU definition.

In the side of associations, there are 113,732 associations in Turkey and 384 of them are categorized as in the status of public benefit associations. These 384 public benefit associations own and operate 285 commercial enterprises, which can be considered as social enterprise by meeting the EU criteria, in total.

Figure 6: Estimated number of social enterprises in Turkey

Typology	Estimated number
Women’s cooperatives (members of the Simurg Women’s Cooperative Union)	61
Education cooperatives	Estimation not possible
Commercial enterprises owned and operated by community foundations	5
Commercial enterprises owned and operated by new foundations	1,425
Commercial enterprises owned and operated by public benefit associations	285
Companies	Estimation not possible

Ecosystem

There is a positive perception of the concept of social enterprise in Turkey. University research centers and civil society organizations contribute the enhancement of the social enterprise ecosystem by publishing studies, reports, and policy papers: organizing conferences, and cooperating with private and public institutions. Some of them can be listed as:

- Turkey Social Entrepreneurship Network
- Istasyon TEDU (TED University Center for Social Innovation)
- Koç University Social Impact Forum (KUSIF)
- Female Social Entrepreneur of the Year Award (initiated by KAGIDER, Women Entrepreneurs Association of Turkey in cooperation with Garanti Bank and Ekonomist)
- TUBITAK (The Scientific and Technological Research Council of Turkey) Social Entrepreneurship Award

Future Trends

Regarding lack of expectation of stakeholders to the enactment of a comprehensive and exclusive legal definition for social enterprise legal form causes ambiguity concerning the incorporation, operation, and sustainability of social enterprises to remain valid. However, the initiation of social cooperatives can provide a promising first step towards that objective. Different from traditional models newly established social enterprises use technology more often as a key factor which facilitates the diffusion for their models. Similarly, young people tend to be more engaged in the idea of social enterprise. However, they generally found their enterprises in the form of companies because of their familiarity with the existing entrepreneurial ecosystem. Therefore, to cultivate and develop these new ideas into growing social enterprises, key resources must be activated including finance, knowledge, ability, and experience.

CHAPTER 5

Discussion of the Findings

In the last years, the social entrepreneurship concept has drawn attention. Governments, companies, and universities started to support the social entrepreneurship atmosphere by establishing new organizations and encouraging new initiatives. Although the concept of social entrepreneurship isn't precisely defined, the ultimate goal of social entrepreneurship and social enterprises is to benefit society by creating social value rather than profit-making. Additionally, social entrepreneurship creates job and capital opportunities besides the creation of social value. Therefore, social entrepreneurs can be defined as means of managing resources and people and identifying opportunities to enhance society.

In the survey conducted to determine is to have general information about the young entrepreneurs, their knowledge, skills, experience, individual characteristics, and obstacles related to entrepreneurship, and examine the methods to promote entrepreneurial activity, it is identified that majority of the participants are unknowledgeable, unskilled, and inexperienced in terms of access to finance, running pilot business, and knowledge of the labor market. Moreover, most of the participants don't have some key characteristics which an entrepreneur should have such as tolerating uncertainty and ambiguity, propensity to take risks, and positive attitude towards self-employment. Therefore, young entrepreneurs should be trained to gain these characteristics. Addressing the main obstacles in front of the entrepreneurs is crucial for the success of social entrepreneurship and social enterprises. Obstacles which entrepreneurs face frequently can be counted as difficulties in transforming ideas into business, lack of knowledge in financial sources and how to access them, lack of marketing ideas, and bureaucratic barriers. Overcoming these obstacles can create a great impact on the success of social entrepreneurship and social enterprises.

The result of the survey implies that all types of training methods, activities, and other support measures are considered as important by participants to promote entrepreneurial activity. Appointment of required training can improve the knowledge, skill, and experience level of entrepreneurs, bring key characteristics of an entrepreneur to them, and break down the obstacles in front of success. In the focus group meeting, some of the obstacles faced by social enterprises and social entrepreneurs are discussed.

Mainly, financing and funding, ecosystem, and gender differences are found as the biggest obstacles. Reluctant investors, shortage of government support, and low amounts of funds affect NGOs, and nonprofit organizations negatively, and threaten the management of social enterprise projects. Moreover, the ecosystem in which social enterprises arise, evolve and develop is important for social enterprises and entrepreneurs to be successful and create social value. Therefore, it is crucial to have an atmosphere in which social entrepreneurship and social enterprises are understood, supported, and encouraged. Finally, gender differences constitute problems in different stages of a social enterprise. For example, women entrepreneurs have more difficulties in reaching out for funds compared to men entrepreneurs.

To conclude, for social entrepreneurs and social enterprises to be successful and create social value there are required skills, characteristics, knowledge, and obstacles such as funding, ecosystem, gender differences to overcome. Assignment of adequate and appropriate training methods and activities can provide the accomplishment of creating social value mission by bringing required qualifications to entrepreneurs.

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