

# DESIRE

Digital Education for Social Innovation Reframed Entrepreneurship

AN ERASMUS+ INITIATIVE

## DESIRE: Policy recommendations report

Integrating social entrepreneurship in the educational curricula EU wide:

- What are the barriers to teaching social entrepreneurship as a subject in school?
- How can educators teach social entrepreneurship effectively?
- How do we build the next generation of successful social entrepreneurs?
- What's the role of the relevant stakeholders?



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All the reports for this study, including all project related educational materials are freely available on the DESIRE project website at: <http://desireproject.eu/results/>.

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# About the DESIRE project

Digital Education for Social Innovation Reframed Entrepreneurship - DESIRE, is an action for the development of digital social entrepreneurship (SE) training, aiming to equip students and teachers with adequate social entrepreneurship competencies and knowledge. In addition the DESIRE training program aims to provide meaningful entrepreneurship learning experience, to help boost pupils' personal development and growth as responsible, sensible and conscious citizens, sensitive to the issues faced by the society the live in.

DESIRE is a two year Erasmus+ project bringing together 8 organizations from 6 countries, with different expertise and capacity in development and validation of training materials, digital training content, 1 social innovation platform, 2 business support organization, 3 training centres and 2 schools to share and develop innovative learning methodology and materials together:

- Ruse Chamber of Commerce and Industry, Bulgaria (Coordinator)
- First Private School Leonardo da Vinci Ltd, Bulgaria
- Eurocrea Merchant SRL, Italy
- A & A Emphasys Interactive Solutions Ltd, Cyprus
- Babele Create Together SRL, Romania
- IDEC S.A., Greece
- Associacio Programes Educatius Open Europe, Spain
- Institut Gabriel Ferrater i Soler, Spain

The project started in late 2019 and was successfully completed in May 2022. We invite you to learn more about the DESIRE initiative on the official website of the project at [www.desireproject.eu](http://www.desireproject.eu), where you will also be able to access all project results completely free of charge.

# Context

Building resilient societies is among the goals of EU as sustainable development has been for long at the heart of the European project. The EU is committed to development that meets the needs of the present without compromising the ability of future generations. Hence, a sense of initiative and entrepreneurship is an essential transversal skill identified by the EU both to create jobs and enable the resilience of societies. All of these ideas are well incorporated in the very meaning of social entrepreneurship and in moving towards these goals, we need to increase the relevance and attainment levels of the younger generation in studying entrepreneurship with focus on providing solutions for pressing societal challenges and aiming at greater social impact.

## Goals

Among others, the DESIRE initiative aims to achieve the following general goals:

01

Provide a meaningful training in the field of social entrepreneurship.

02

Support teachers in teaching social entrepreneurship to students.

03

To enhance the competencies of teachers and students in the area of social entrepreneurship.

04

Support relevant stakeholders in integrating social entrepreneurship as a regular subject in educational curricula.



# Problems



Here are some of the main issues which inspired the DESIRE project.

There are some 2.8 million social economy enterprises, representing 10% of all businesses in the EU or almost 13.6 million people with up to 160 million people in Europe being members of social economy enterprises. If social entrepreneurship indeed is this big, then why isn't being taught in schools? Here's what we've discovered:

## The schools

Teaching entrepreneurship as a subject, requires additional pedagogical preparation and acquiring unorthodox learning approaches. Teachers lack the necessary support to integrate entrepreneurship into their subject area, which has become a barrier to increasing the relevance of entrepreneurship education in general.

## The subject

The topic of social entrepreneurship has been considered an alien field for children and youth in general. Youngsters are deemed "limited" in terms of the actual work they can perform due to their age and also because they are considered as "inactive" in society because they are still dependent on others i.e. their parents.

## The policymaking

Social entrepreneurship policies are generally focused on regulating the legislative norms and market rules on national basis and not that much on collaboration between the key stakeholders, in order to provide meaningful entrepreneurial education for the future generations, including its integration in schools.



# Solutions



## Specific goals of the DESIRE project

During its lifetime, the project produced various resources and tools, notably a social entrepreneurship training methodology and a training course, together with an e-training platform, which was tested in actual school environments. Here are some more details:



### Training course

We've developed an innovative modular training course for children 12-15 years, on the topic of socially entrepreneurship, built on real world use cases, needs and examples.



### E-training platform

A dedicated online environment to host the training course has also been developed and tested, integrating comprehensive training on the topic social entrepreneurship.



### Policy recommendations

An official list of current issues, cases and solutions to serve for faster entry of the social entrepreneurship as a stand-alone discipline in education.

# Policy recommendations

Lessons learned via the DESIRE project.

The following report aims to provide effective insights for schools, national and supranational institutions and policymakers in the field of education, regarding the integration of social entrepreneurship education into their curricula and meet national entrepreneurship education strategies where they exist. The report has been created based on various project activities performed under the DESIRE project (but not limited to), including:

- Research on the application of social entrepreneurship in school systems across the participating partner countries (Bulgaria, Greece, Cyprus, Italy, Romania and Spain);
- Surveys targeting teachers and trainers, exploring the key factors and barriers to successful knowledge transference as well as analysis of the main skill shortages in regards to the uptake of ICT in traditional teaching methods and training;
- Surveys targeting real world social entrepreneurs, exploring the skills and competences needed in order to teach social entrepreneurship;
- Data gathered via surveys from the actual implementation of the DESIRE pilot training course on social entrepreneurship;
- Feedback from relevant stakeholders collected during a series of project promotional events across the partnering countries;

The DESIRE Policy recommendations are structured in two main parts:

- Section 1: provides a concised summary of the above mentioned data.
- Section 2: showcases the actual policy recommendations and measures to be considered by the three main public actors i.e. The educational systems, The national authorities, and the EU bodies.

# Section 1. Research Summary: the DESIRE use case of teaching SE in school education

Social entrepreneurship allows people to create and implement effective, innovative and sustainable solutions to battle social, economic, and environmental challenges while fostering inclusive growth, shared prosperity, and social inclusion. Furthermore, social entrepreneurship boosts job creation, especially at local level, as well as improvement of welfare services delivery. Entrepreneurship education is according to many, a key to provide the 4 key competences of our century: critical thinking, communication, collaboration, and creativity. They can help young people become socially conscious, deal with change, and preserve their mental balance in unfamiliar situations. Hence, the objective of our research was to find out the following: *If social entrepreneurship can indeed have such an impact on societies, why isn't being taught in school?*

## Research phase

In order to find the answer, as part of the foreseen research activities within the project, we launched two international surveys (December 2019 to April 2020).

The first one, targeted entrepreneurs and their organizations aiming to find out what is the general understanding of the term social entrepreneurship, why it is important for the modern societies and what is a social entrepreneur made up of, in terms of knowledge and competences. The survey reached a total of 72 participants from 19 countries and 6 continents, providing a more robust overview on the surveyed issues. A very powerful insight received from this survey, has to do with the general objective of the DESIRE initiative, where 71 of the respondents said that teaching entrepreneurship is essential to the younger generation and therefore it is important for the collective future of their society. What we've additionally learned is that Social entrepreneurship is more strongly expressed in one of the countries surveyed e.g. Italy, where according to the respondents social entrepreneurship have been *"the most important column of Italian economy"* and crucial to obtain a more inclusive approach in government policies respectfully of integration and social assistance.

Another valuable feedback has to do with how entrepreneurs evaluate their work

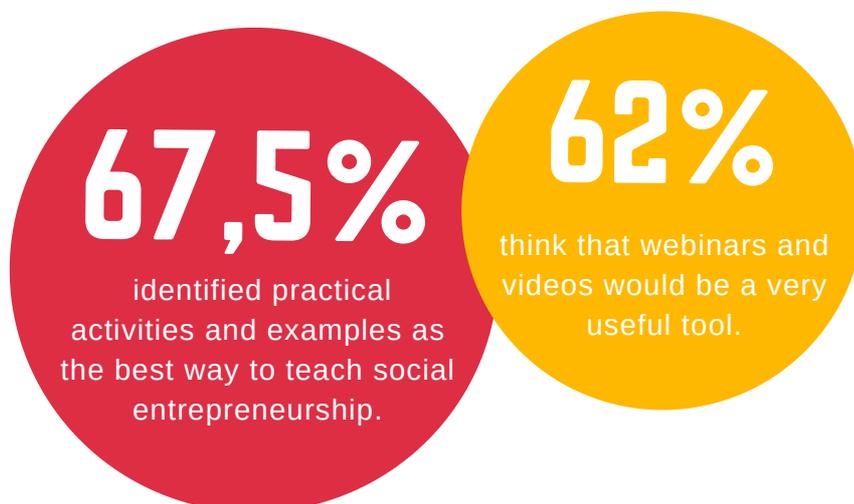
and how do they perceive success. The answers showed that most entrepreneurs take into account the collective impact of their enterprise as a success measuring tool and that the three of the most important competences any future social entrepreneur has to develop are *"Inspiring change through participation"*, *"Taking initiative"* and *"Taking direct action"*.

The second survey launched as part of the DESIRE research phase, aimed to find out what are the best methodology approaches and the necessary setting in order to successfully teach social entrepreneurship to pupils age 12 -15. In addition the survey aimed to identify what needs to be included in the training materials in order to make the knowledge transfer successful e.g. type of interaction, tools, guidelines etc. The survey targeted specifically teachers and educators and reached a total 74 representatives.

Almost all (73/74) of the surveyed teachers agreed that indeed teaching social entrepreneurship is important and that it will *"help children develop crucial skills and competences"*, which will help them *"further on in life"*. Furthermore, they also said that competences acquired during such training course, will help children acquire an entrepreneurial spirit and attitudes such as responsibility, initiative, persistence which may increase their employability. Another opinion stated that if this training is done in teams, it will also improve children's communication and team work skills.

Our group of teachers were also asked to give feedback on what they think are the most important digital skills that students should develop, based on a list of digital skills referenced in the DigComp - The European Digital Competence Framework. The results showed that, the most highly rated as important digital skills are linked with creativity, problem solving and learning how to use digital technology.

Our group of teachers were also asked to give their comment on what are the best tools and approaches to implement during a training course on social entrepreneurship with young students. Here's what they said:



An important feedback was that teachers are also concerned about their students' safety online i.e. students need to know more about personal data safety and be aware of the potential treats online, including how to protect their personal data, health and well-being. Related feedback raised an important concern about students needing to know how to collect and critically select data online, to check their sources and be aware of fake news, as the internet nowadays is the main source of information. Other important insights helped clarify the length of one such training in social entrepreneurship, where the preferred duration was 30 hours of blended (face-to-face and online) interaction.

The combined results of both surveys helped the DESIRE partnership build a comprehensive training course with proper teaching methodology and rich content. The detailed report from the research phase, including a more thorough description of our findings, has been put together in a separate strategic document called the "*DESIRE Social Entrepreneurship Competence Guide*" freely available on the official project website at <https://www.desireproject.eu/results>.

### **Pilot testing**

Based on the results from the initial research phase, including an additional desk research exploring the development of social entrepreneurship on a national basis, the partnership ran a pilot testing to try the training course, its contents and methodology in real environment.

The DESIRE training course was split into 8 modules, aiming to transfer more than 65 skills and competences related to social entrepreneurship derived from key EU frameworks such as EntreComp and DigComp and also as identified during the initial research phase of the project:

1. Introduction to Social entrepreneurship
2. DESIRE Idea Lab
3. Customer development
4. Value proposition
5. The Social business model
6. Marketing
7. Human resources & Networking
8. Fundraising & Financing

Based on the above-mentioned research, the training course was then designed to be 40 hours in total duration, following the next structure:

- Pre-assessment session: introduction to the course [~ 1 hour];
- 3 Modules combining face-to-face and online activities [4 hours per module];

- 1 session devoted to revising the business plan/project idea [~ 1 hour];
- 3 Modules combining face-to-face and online activities [4 hours per module];
- 1 session devoted to revising the business plan/project idea [~ 1 hour];
- 2 Modules combining face-to-face and online activities [4 hours per module];
- 1 session devoted to revising the business plan/project idea [~ 1 hour];
- Final evaluation + optional presentation of the projects [~ 1 hour];

The pilot testing was performed by 4 of the DESIRE partners: First Private School Leonardo da Vinci (Bulgaria), A & A Emphasys Interactive Solutions (Cyprus), IDEC S.A. (Greece) and Institut Gabriel Ferrater i Soler (Spain). The piloting phase of the project was spread through an entire school semester, starting the beginning of September 2021 and finalized in February 2022.

The pilot testing actions were quite favored by the fact that the training course was also aided by a dedicated e-training platform. This is especially valid in the midst of the global COVID-19 pandemic, which complicated not only the actual implementation process, but created a number of obstacles for school education in general. However, the partnership facilitated the pilot testing actions successfully, by moving 100% of the actual training content to the e-training platform and allowing additional interaction options, which are in many ways natural for the today's students e.g. create posts in their working group, like, share, comment each other's work etc. In addition to that, the training platform gave the option to submit "homework" and perform additional learning tasks all while online, which boosted the application of the overall training activities.

A total of 89 students (ages 12-15) and 15 teachers from 5 schools, were involved in the DESIRE piloting actions. The feedback from both teachers and students proved that such training and learning activities are not only needed, but they are well received by the students themselves, which were eager for the out-of-the-ordinary knowledge and experiences delivered via the DESIRE training course.

The training course encourages the students to work and develop their own social entrepreneurship projects either individually or in groups with their peers. Besides raising students' and teachers' awareness on various social entrepreneurship topics, the course is also designed to address local needs, by encouraging students to put their minds into solving locally/nationally important social issues. For example in Greece, where the piloting was performed on in a school located in an island, students exploited the training course objectives to address the problem of pollution of the sea and immigrant waves, giving practical ideas through their business plan projects, on how to solve it through Social Entrepreneurship. Other examples include students from Spain, who worked on an idea of making a phone case from seaweed to reduce water and plastic pollution. Students from Bulgaria and Cyprus, worked on their own projects on aiding elderly people and stray animals respectively, by creating handmade products to support their cause.

The training contents were evaluated as "*rich*" and "*abundant*" by both the teachers and their students. In addition:

- Positive feedback also underlined the fact that the e-training platform made accessing the training contents easy and allowed an excellent opportunity for a continued sustainability, since students may continue working on their projects in their own time and manner.
- Negative feedback, was mostly expressed in relation to setbacks caused by the pandemic e.g. difficulty to combine regular educational processes with extracurricular activities such as the DESIRE pilot program, and adapting the foreseen duration to the school's agenda in particular. Additional concerns were raised by teachers about difficulties with explaining particular topics and terms suggested in the training course. They were additionally addressed via a the dedicated "*Teacher's guide*" (one for each training module) developed to aid teachers in planning and implementing the foreseen activities.

While theoretical knowledge is necessary for students to obtain, the best way to retain their interest in the subject to help them build valuable experiences. That can be achieved by making contact with active social issues e.g. visiting sites of environmental concern, such as littered beaches, to bring awareness to the dangers of pollution and waste in natural environments or a visit to a retirement home could help sensitize the students to issues faced by seniors via a direct dialogue.

In conclusion, taking to account the overall excellent satisfaction rate, the DESIRE training piloting course, was completed successfully, proving the point that such education is indeed possible and can be easily adopted.

### **DESIRE Multiplier events**

The final piece of feedback was obtained during a series of dissemination events organized within the partnering countries to showcase the achievements and results of the project, while also asking for additional feedback on how to make social entrepreneurship education possible in school systems. The campaign attracted more than 280 people of various stakeholder groups like representatives of school education (teachers, educators, students), local and national policymakers, training centers and entrepreneurs active in many fields of the economy.

After evaluating their collective feedback, we can reconfirm that the DESIRE training course on Social Entrepreneurship and any other similar initiative in the future in that matter, is perhaps more relevant than ever in all of the partners' countries and without a doubt - of European relevance.

# Section 2: Policy Recommendations for the integration of social entrepreneurship into the European school education agenda

As reaffirmed via the findings presented in this report, social entrepreneurship can be highly beneficial for the society and the educational wellbeing of future generation of students in particular. Thus, building educational programmes which provide young people with the opportunity to innovate, explore and create their own businesses is of high priority for a great deal of stakeholders. Therefore, the DESIRE Training Programme will help unlock the potential of young people by providing the right environment for them to contribute and exploit current economic opportunities and trends.

The DESIRE training course aims at developing the competencies of schools and teachers to provide meaningful entrepreneurship learning for the social economy as well as pupils' personal development and growth as responsible, sensible and conscious citizens, sensitive to the issues society is facing. By focusing on the skills and competencies for the social economy, we invite schools, teachers and pupils to think more creatively and innovatively about how they can address societal issues around them by developing entrepreneurial ideas into actions. However, though the training has proved its usefulness and has already been adopted by a number of schools, we realize that in order to achieve the above goals, there is a need of a collaboration on a larger level.

We, the partnership behind the DESIRE project, utterly believe that teaching social entrepreneurship as a regular subject in the European school education curricula would be of great benefit to both students and the EU society altogether. We are also convinced that in order for this to happen, education in social entrepreneurship requires a somewhat degree of institutionalization and that each of the identified actors has a role to play:



**The Role of  
Education**



**The Role of  
National Authorities**



**The Role of  
EU Institutions**

# The Role of Education



## 01 Make SE a regular subject in schools.

While different aspects of social entrepreneurship are being taught as individual subjects in schools e.g. Environmental education, Social impact, Civil society etc. social entrepreneurship is not yet integrated into most of the educational systems in European countries as a standalone subject. Educational systems need to recognize the added value of bringing new approaches in teaching and informing the future generation of students.

# 98.6%

or 144 of 146 of the teachers and entrepreneurs we surveyed, agreed that is important to have social entrepreneurship be taught at a high school stage (and even earlier) and that students should be engaged in doing various social projects as part of their educational routine.

The most effective way to permanently introduce social entrepreneurship in schools appears to be through the implementation of a relevant course in the curriculum. As was made evident from the DESIRE piloting actions, the students were eager to develop and share ideas on the topic, which greatly piqued their interest. An indicative duration of such a course, based on the already existing training, would be 40 hours, which can easily be spread throughout a single or two school semesters. The complete DESIRE training curriculum i.e. the training course, the methodology and the e-training platform are freely available for any educational body, which would like to start teaching social entrepreneurship, and therefor can be used as an implementation template in a very easy to replicate manner, while free of charge.

## 02 Engage students from younger ages.

As presented in this report, entrepreneurship in general has been considered an alien field for children and young people, and that is partially why it has been postponed until latter high-school stage or university level education. Making a proper link between the age of students and the educational subject to be taught is indeed an important characteristic of the learning process. However, based on the DESIRE project experience, we can assume that adapted training resources such as the DESIRE training course on social entrepreneurship are easily assimilated by students even at a younger age (12 to 15 years old in particular). The benefits of such education should not be "saved" for older students or grades, but on the contrary - the younger they start the better, as confirmed by the DESIRE pilot actions as well as the real world entrepreneurs we've studied.

To further engage students and spark their interest in proactive learning subjects such as social entrepreneurship, educational authorities can:

- Embed project-based learning into daily educational routines;
- Facilitate socializing and group learning to enable networking between student;
- Provide cross-education in the form of events, contest, extracurricular activities, involving other subjects relevant to teaching social entrepreneurship (e.g. economics, arts, humanities);
- Provide opportunities for cross-cultural exchange and interaction with abundant real world examples and study cases;

## 03 Provide support for teachers.

In order to successfully teach social entrepreneurship, educational systems have to make use of their most valuable asset i.e. the teachers. Part of the students' positive feedback received from the DESIRE pilot training, to our somewhat surprise, had to do with their respective teachers: when asked "*What was you favorite part of the training course*" a significant number of students simply replied with "*the teacher*".

As teachers are indeed part of the whole experience of teaching social entrepreneurship, support for their role can be provided by:

- Providing opportunities for exchange (e.g. Erasmus+ KA1) and training (e.g. the DESIRE training curriculum or other training materials relevant to teaching and experiencing entrepreneurship);
- Offer options for upskilling and reskilling where applicable for teachers who wish to change their main field of expertise;
- Allowing extra use of “free zone” educational hours e.g. (museum visits, drug abuse, sexual education) to also raise attention on social entrepreneurship matters and relevant topics;

#### **04 Collaborate with Social entrepreneurs.**

The DESIRE training course engaged real world entrepreneurs both in its research phase and in the piloting phase, and that proved to be one of the most valuable experiences for both students and teachers involved. Entrepreneurship is ladder of learning best learned from hands-on experience. Therefore, by collaborating with actual social entrepreneurs, efforts in education can make possible [1] a higher rate of engagement by students and [2] raise awareness on social matters from a local importance.

Collaboration with social entrepreneurs can also be facilitated by:

- Provide opportunities for visits to social entrepreneurship businesses and sights for students to meet with real life social entrepreneurs;
- Involve social entrepreneurs in teaching social entrepreneurship (e.g. in the form of coaching);
- Facilitate incubation for developing social entrepreneurship ideas and facilitate peer-to-peer learning as part of the educational process;

# The Role of National Authorities



## 05 Institutionalizing the subject of social entrepreneurship

If social entrepreneurship is to become part of the educational framework of schools, national authorities in charge of education in general (e.g. Ministries of Education) and regional departments of such (e.g. District Inspectorates of Education) will play a key role in the process. We've identified the following way in which national authorities can help make the above happen:

- Launch public inquiry and initiate collaboration by the inclusion of key roles for the necessary change educational legislation i.e. actual teachers, trainers, social entrepreneurs, school representatives;
- Facilitate the pool of expertise: collaborate with local social entrepreneurs, to provide practical knowledge and experience for students;
- Begin pilot activities with voluntary educational organizations and further explore the possibilities of collaboration with key stakeholders;

## 06 Initiate state-funded incentives

National authorities can make efforts towards raising awareness on social entrepreneurship innovation, social aspects of national importance and educational opportunities for social entrepreneurship in general. That can be achieved by:

- Incorporate social entrepreneurship aspects in national development priorities and funding schemes (e.g. Vision on economic development, Regional development strategies, Action plans etc.);
- Provide additional financial support for schools and teachers who wish to engage in social entrepreneurship education via extracurricular activities;
- Develop national social entrepreneurship incentives (e.g. Competition for Young social entrepreneurs), opportunities for supervised exchange and shadow learning with social enterprises (e.g. Manager for a day);
- Provide funding opportunities for projects allowing collaborations between various types of partners. These partnerships enable the sharing of expertise, resources and responsibilities and can provide young people with de facto opportunities real participation in their local communities. Doing so may also provide the necessary spark to bring about social innovation.

## 07 Facilitate the modernization of educational processes

Though technology makes its way into school education more and more, there are still basic tech equipment needs in some cases which are not yet covered. Such was the case we experienced during the piloting of the DESIRE training course, where one of the schools was not able to ensure access to digital equipment for the respective groups of students (e.g. laptop or tablets) in order for them to experience the DESIRE e-training platform properly. Instead, the group had access to a single laptop which limited the activities that could be performed during class hours.

Therefore, national authorities can support the teaching processes by dedicating funding to provide modern technical equipment for schools in need of such, and thus impact the quality of provided education in general.

# The Role of EU Institutions



## 08 A general framework for incorporating SE in schools EU wide

The EU authorities may very well be the initiators of an EU wide dialog, and begin working on a general framework to serve as a basis for the integration of social entrepreneurship in school education EU wide. While the same is true for national authorities, an EU wide directive or communication may accelerate the process and raise more awareness in the theme of social entrepreneurship, social innovation and social causes.

## 09 Awareness raising database

Regarding raising awareness, there arises a need for a system to identify and gather such social needs on a local and national level. This could for instance be a platform where members of the local society could submit issues they have identified and believe need attention. This way, a reliable database will be established that could be used not only by schools, but other social infrastructures as well in order to overall benefit local communities. Such a platform will potentially facilitate cross sectoral synergies, collaboration opportunities and exchange of best practices.

## 10 Continued strategic funding opportunities

EU funding is a significant source of opportunity for development in various areas, including education. That can be achieved by:

- Provide micro grants – create a EU portal where schools teaching social entrepreneurship, can have their students apply for micro grants to work on their idea;
- Boost Erasmus+ KA1 for students and their teachers engaged in social entrepreneurship, to get hands-on experience with actual representatives of social enterprises of their interest;
- Incorporate and prioritize the subject of social entrepreneurship within the general EU agenda and funding schemes such as Erasmus+, Horizon and Interreg.

## 11 More initiatives aiming to popularize social entrepreneurship

Taking into account the DESIRE partnership's collective experience in EU project management and especially Erasmus+, we've established a need which can be applied to any aspect of literally any EU funded project. It is the question of sustainability and exploitation of project results, which can often be crippled by the non-profitability consideration found as part of most EU funding program rules, leading a great deal of EU funded projects to "die" after their funding stops. In order to prevent this from happening and boost initiatives in any key development areas as identified by the EU agenda, and in our case social entrepreneurship and innovation initiatives, we recommend the following actions:

- Provide a common social entrepreneurship idea development path, with up-to-date EU wide resources, access to financing, capacity building for to-be entrepreneurs, events, innovation hubs, training opportunities;
- Create an EU wide accelerator map for social entrepreneurship businesses in early stages of development;
- Set a funding priority for the preservation of already created projects and initiatives, based on final evaluation results i.e. a sound continuation study case proving the effective exploitation of all project results and addressing connected needs identified during the lifetime of the project.

# Additional relevant studies

## Other reports from this study

DESIRE Project Consortium. (2021). **Methodology For Training in Social Entrepreneurship**. Ruse, Bulgaria: Ruse Chamber of Commerce and Industry.

DESIRE Project Consortium. (2020). **32 Social Entrepreneurship Case Studies To Inspire Your Path To Success**. Ruse, Bulgaria: Ruse Chamber of Commerce and Industry.

DESIRE Project Consortium. (2020). **Social Entrepreneurship Competence Guide**. Ruse, Bulgaria: Ruse Chamber of Commerce and Industry.

## Other relevant studies

European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Haarich, S., Holstein, F., Spule, S. (2021). **Impact of the European Commission's Social Business Initiative (SBI) and its follow-up actions : final report**, Publications Office.

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# DESIRE

Digital Education for Social Innovation Reframed Entrepreneurship

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