

Social Innovation and Entrepreneurship in Higher Education Institutions: *Students4Change*

Coordinators:

Tecnológico de Monterrey

Gabriela Palavicini Corona, Ivón Cepeda Mayorga



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Title Students4Change:
Social Innovation and Entrepreneurship in Higher Education Institutions:
Students4Change
Project Students4Change
Project code Erasmus+
Key action 2 574133-EPP-1-2016-1-MX-EPPKA2-CBHE-J

Editors | Partners

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Graphic Design: Hola Publishing Internacional Design and Gabriela Palavicini

Translation: Diego Cepeda

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ISBN: 978-1-61244-793-3

Printed in México



Published by Hola Publishing Internacional
Emerson 148, #602
Polanco, Ciudad de México, México 11560
México: 55-5250-8519
www.holapublishing.com
contactomexico@halopublishing.com

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Introduction: Students4Change

Students4Change is a project co-funded by the European Union and the European Commission under the **Erasmus+ Programme for Capacity Building in the Field of Higher Education**. This project has 15 partner universities, 10 Latin American and five European, and a Non-Governmental Organization - ASHOKA, engaging at an international level. This three-year consortium takes place between October 2016 and October 2019. Therefore, the scope of the project presents two particular characteristics: *first*, is an intercontinental collaboration between Latin American and European universities; *second*, is the first Erasmus+ project coordinated by a non-European country. Coordination of the project is carried out by Instituto Tecnológico y de Estudios Superiores de Monterrey (México).

The primary objective of this project is to develop a pedagogical method to aid in disseminating and developing competences for feasible and desirable social innovation and social entrepreneurship in Latin American universities, teaching and training university students with the necessary skills and knowledge to be active agents facing social problems in their contextual region.

Among the specific objectives of the project are:

1. To implement educational models that promote the development of entrepreneurship and social innovation competences in undergraduate students;
2. To offer training strategies for teachers of the participating universities, providing them with teaching methodologies that enable the development of entrepreneurial and social innovation competences in students;
3. To design work tools which provide a better understanding of the needs of the communities and that improve a joint and sustainable solution to the identified problems;
4. To devise monitoring and evaluating models for developing social entrepreneurship competences in the academic curricula.
5. To design and implement political and institutional processes directed to the academic and administrative promotion of social entrepreneurship and innovation in the participating universities;
6. To strengthen social incubators in those universities where they are present, increasing their relationship with curricular programs related to entrepreneurship and social innovation, as well as with the students;
7. To build partnerships between Latin American and European universities seeking to promote strategies which improve social innovation and entrepreneurship.

In this sense, this publication is the result of the first year of work within the Students4Change project and encompasses the reflection on what within the project is considered social entrepreneurship and social innovation and its relevance in the search to solve the problems faced by different communities of the Latin American region. This text allows us to visualise the difficulties confronted by those initiatives which seek different or novel ways of solving social problems. Likewise, the role of universities in promoting a culture of social entrepreneurship and innovation is analysed from a collection of cases contributed by the participating universities. It highlights the need and importance of fostering a culture of entrepreneurship which goes beyond generating lucrative benefits for a sector of the population, and that, on the contrary, makes both students and professors and diverse actors of the society recognise themselves as emblematic actors and agents of change in the implementation of social initiatives.

Project Consortium

European Universities

Germany

Technische Universität Dortmund technische universität dortmund

Portugal

Universidade de Aveiro

France

Université Grenoble Alpes

Spain

Universidad del País Vasco/Euskal Herriko Unibertsitatea

Universitat Politècnica de València, INGENIO

Latin American Universities

Brazil

Pontifícia Universidade Católica do Rio de Janeiro

Pontifícia Universidade Católica do Rio Grande do Sul

Chile

Pontifícia Universidad Católica de Valparaíso

Universidad de Talca

Colombia

Universidad de Caldas

Corporación Universitaria Minuto de Dios (UNIMINUTO)

Mexico

Universidad de Colima

Tecnológico de Monterrey

Costa Rica

Universidad de Costa Rica

Instituto Tecnológico de Costa Rica

Non-Governmental Organization

Ashoka, Chile

Chapter 1

SOCIAL INNOVATION AND ENTREPRENEURSHIP: CURRENT SITUATION

Universidade de Aveiro, Universidad del País Vasco, Ashoka

1. OPPORTUNITIES IN SOCIAL INNOVATION AND ENTREPRENEURSHIP: CONCEPT DEFINITION

In recent years, we have witnessed the growth of social innovation initiatives as a viable approach to address many challenges of contemporary societies across the social, cultural, economic and environmental domains. Social innovation sets up to develop alternative, and sustainable, solutions to social issues using organisational models that rely on strong civic engagement and participation across private and public sectors. As such, social innovation holds a strong potential for transforming societies and has attracted a growing interest from researchers, practitioners and policymakers around the world.

A fundamental domain of concern is the need for developing adequate models and methodologies for the training of individuals in social innovation and entrepreneurship. Social innovation can build on a diversity of activities in the nonprofit, social entrepreneurship, social economy services sectors, and in private sector's social responsibility practices, and is calling for specific competences to enable their promoters to set up sustainable models that guarantee the continuous engagement of communities. To this end, this chapter sets up to explore the needs and opportunities for the development of academic curricula for social innovation and social entrepreneurship in the scope of Students4Change project.

The work builds on the collection of data about the state of the art of education and training for social innovation and social entrepreneurship across a sample of ten universities in Latin America in the context of the European project Students4Change, and a discussion of such evidence towards an analogous set of data from a sample of five European universities. This work aims to explore priorities to integrate social innovation in curricula and learning environments at universities in Latin America, improving the quality and relevance of its academic programs about the skills that ought to be developed by students to solve the social problems affecting their region.

The Project for Developing Competences for Entrepreneurship and Social Innovation of the Students4Change project is in concordance with the Tuning-Europe and Latin America Project, published by Nestor H. Bravo Salinas.¹ One of the necessary antecedents for its analysis is the document contains the Reports of the Meetings done by the Tuning-Europe Latin America Project from 2005 to 2007. The project was developed in Sorbonne, Bologna, Prague, and Berlin formalising an integrated higher education area in Europe. It is worth mentioning that one of the objectives was to establish mechanisms to standardise higher education systems to promote competitiveness, without undermining diversity considered as an aspect of cultural value, so the challenge was to encourage the development of competences while keeping the contents of the programs of each institution.

Bravo Salinas mentions that one of the fundamental reasons for the creation of the Tuning project was the need to implement the process that arises from the Bologna Declaration of 1999, using the experiences accumulated in the ERASMUS and SOCRATES programs since 1987. The project is oriented towards the development of generic and specific competences for each thematic area, but with the direct impact on academic recognition, ensuring quality control, with the benefit of the compatibility of study programs in Europe. In other words, Tuning addresses the issues mentioned in the Prague Communiqué of June 2001.² The results of the project should have an impact on the majority of European institutions and programs of higher education in general, and on the structures and educational programs in particular.

¹ Nestor H. Bravo Salinas, "Competencias Proyecto Tuning-Europa y America Latina," Accessed: 15/3/2018, http://www.cca.org.mx/profesores/cursos/hmfbcp_ut/pdfs/m1/competencias_proyectotuning.pdf.

² European Ministers, "Towards the European Higher Education Area", European Journal of Social Work 4, n° 3 (2001): 320–23. doi:10.1080/714889991.

The name Tuning for the project was chosen to communicate the idea that the universities are not looking for the harmonisation of their programs or any other kind of unified, normative or definitive European curriculum. The idea is to find points of agreement, convergence, and mutual understanding. The protection of the rich diversity of European education has been fundamental in the Tuning Program, which does not seek to restrict the independence of academics or specialists. In summary, Tuning does not try to limit, but searches for common reference points.

This research offers a first building block to that end, as it undertakes an overview and an analysis of the existing offer and needs as expressed by university representatives. A standard definition about social innovation and entrepreneurship is figured out based on the universities contribution and understanding of the concepts, highlighting the mission of Higher Education Institutions (HEI) as an active actor in many social issues. Overall, the results suggest that many HEIs have already drafted education answers to this end, using specific activities and training, but there is a generalised feeling about the need of formalising a program designed specially to promote social innovation and to qualify the universities for that endeavour.

This State of the Art consists of a summary and diagnosis of the relevant entrepreneurship programs in each of the partner universities and their respective countries. It includes teaching strategies, methods, needs, areas of opportunity of the learning process, the most successful learning experiences and the outcomes gathered from a survey applied in all participant universities.

1.1. Social Innovation: Building the academic field

As a new way of solving social problems, social innovation and social entrepreneurship have become a regular topic for all sorts of organisations. Governments around the world have been creating social innovation policies to support the development of the field at different levels. Also, the private sector has been using the term as part of its corporate social responsibility, and not-for-profits have been seen as a crucial source of social innovation.³ In recent years, we have witnessed the emergence —both in Europe and Latin America— of the concepts of social innovation and social entrepreneurship. The social problems that we face as societies have made social innovation a new perspective from which to approach them. These social challenges can no longer be addressed from a single area; their complexity demand a transversal, cooperative approach, directed to social value or welfare and enabling new interactions.

Moreover, social innovation and social entrepreneurship have become a "must" in academic environments. Not only business schools, but also most recently a variety of disciplines have engaged with the term and methodology to approach social change.⁴ However, social innovation cannot be yet understood as an academic field; a lack of definition in the area has been leading to non-curricular consensus and a poorly developed research environment.

With this, it is necessary to develop a common language around innovation and social entrepreneurship as it is considered a critical initial condition to frame the work and development of the Students4Change project results. For this reason, within the framework of this project, an approach has been made to these concepts through the analysis of the existing reference literature in the international field, as well as through the identification of the definitions that each university and organisation belonging to the

³ H. K. Anheier, "The Nonprofits of 2025", Stanford Social Innovation Review 11, n° 2 (2013): 18–19

⁴ Roseanne Mirabella and Angela Eikenberry, "The Missing 'Social' in Social Enterprise Education in the United States", Journal of Public Affairs Education 23, n° 2 (2017): 729–48.

Students4Change consortium adopts about these two concepts. The particular objective of this project requires both: the theoretical and practical perspective, for the most significant contributions to the study and understanding of social innovation and social entrepreneurship.

For this reason, the focus of this section is threefold. On the one hand, we will approach the concepts of social innovation and social entrepreneurship, first showing the difficulties that currently exist to agree on a definition, which in turn implies a concise review through the commonly accepted definitions of both terms. Subsequently, this section will be completed with information on the processes that constitute both the life cycle of social innovations and social ventures to seek to define the interrelationships between both, to clarify the understanding of both. Likewise, the relevance that an educational approach based on competences contributes to the promotion and development of a culture of entrepreneurship and social innovation will be resumed. Finally, in second degree, the importance of the participation of the “community” in the development of projects and initiatives of innovation and social entrepreneurship will be identified. Also, strategies tending to facilitate that participation will be noted.

To build a field involves creating a reliable and organised network of people, projects, expertise, research and other areas around an issue. A developed field operates more efficiently, understanding what works and producing better outcomes. Social innovation is not yet an expanded field but is clearly in a developmental stage. Even though there is an increasing interest and more people and communities are engaging with its purpose, it lacks a common understanding and incentives that enable the field to become one, mainly when we refer to it as research or as an academic discipline.⁵

Building a field around social innovation would bring attention and legitimacy to the issue, it would increase the exchange of theory and practice —reducing inefficiencies— and would develop incentives for collaboration, especially around a common curricular development.⁶

Therefore, this document is elaborated over the thesis previously determined, referring briefly to the importance of building a field, the lack of a definition, the lack of a curricular consensus and the problems in research. In the end, it is possible to find a proposal for study, which aims to better understand the obstacles that are preventing the development in this field, and presents specific recommendations for the scholars involved in social innovation and social entrepreneurship broadly.

1.2. Lack of a common definition

Many have been the attempts to define social innovation, but a conceptual agreement is far from being achieved. In an analysis of the research in the social innovation field between 1966 and 2014, Carmen Păunescu concluded there is no consensus on the content and use of the term ‘social innovation’.⁷

On the one hand, social innovation and social entrepreneurship are used continually without distinction, and the connection between both has not been fully disclosed.⁸ The lack of shared knowledge has drawn a conceptual confusion of how these two terms relate.⁹ On the other hand, there is no consensus

⁵ Paul Light, *The Search for Social Entrepreneurship* (Washington DC: Brookings Institution Press, 2008).

⁶ SIG, “SIG - Social Innovation Generation de l’Innovation Sociale”, <http://www.sigeneration.ca/field-building>

⁷ Carmen Păunescu, “Current Trends in Social Innovation Research: Social Capital, Corporate Social Responsibility, Impact Measurement”, *Management and Marketing* 9, n°2 (2014): 103–16.

⁸ Asceline Groot and Ben Dankbaar, “Does Social Innovation Require Social Entrepreneurship?”, *Technology Innovation Management Review* 4, n° 12 (2014): 17–26.

⁹ Jorge Cunha, Paul Benneworth and Pedro Oliveira, “Social Entrepreneurship and Social Innovation: A Conceptual Distinction”, in *Handbook of Research on Global Competitive Advantage through Innovation and Entrepreneurship* (2015), 616–39. doi:10.4018/978-1-4666-8348-8.

on the distinction between ‘social’ innovation and ‘normal’ innovation.¹⁰ Some have argued that there are profound differences between both, others, that it is not necessary fruitful to make any distinction.

Moreover, HEIs use other terms to refer to the same practices. There are others added to social innovation and social entrepreneurship, such as learning service, social justice, change-making. A lot of times the terms overlap, referring indistinctly to them.¹¹ A common understanding is that social innovation should begin with a common definition, from academic research about it, from the economic perspective,¹² through the traditional definition of innovation¹³ and arriving at a more detailed debate as well as the development of methodologies towards social innovation.¹⁴ Having a basic description would facilitate a more active practice; it would attract and inspire new social innovators, direct resources more effectively, facilitate efficient training and enable useful academic research.¹⁵

1.3. Lack of curricular consensus

Without a common understanding of what social innovation is and what it is not, the content for teaching about it differs among institutions and, thus, the result is confusing.¹⁶ There is no consensus on which elements are essential and should be taught, or what are the abilities needed to form ‘social innovators.’ Moreover, there are some that argue that the teaching of entrepreneurship is negatively correlated to the development of new ventures, and this could be extrapolated to social entrepreneurship and innovation.¹⁷ One of the most critical disagreements regarding the curriculum is whether social innovation and social entrepreneurship should be taught or not.

More and more schools different in nature and from diverse geographic locations are adopting social innovation as an approach to respond to students’ demands. Business schools have taken a view relating more to management and performance, while public affairs schools have focused their approach in organisational structure, behaviour, policy, and management.¹⁸ This one and many other schools have included social innovation in their curriculum through different methods, even though no curricular consensus is seen in the area. Moreover, most of the discussion is around teaching social entrepreneurship rather than social innovation, while most programs declare teaching both.

¹⁰ Groot y Dankbaar, “Does Social Innovation Require Social Entrepreneurship?”.

¹¹ Asceline Groot and Ben Dankbaar, “Does Social Innovation Require Social Entrepreneurship?”, *Technology Innovation Management Review* 4, n° 12 (2014): 17–26.

¹² Jacques Defourny and Marthe Nyssens, “Social Enterprise in Europe: Recent Trends and Developments”, *Social Enterprise Journal* 4, n°3 (2008): 202–28. doi:10.1108/17508610810922703

¹³ Joseph Schumpeter, “Entrepreneurship as Innovation”, *Entrepreneurship: The Social Science View* (2000), 51–75. <http://ssrn.com/abstract=1512266>

¹⁴ Păunescu, “Current Trends in Social Innovation Research: Social Capital, Corporate Social Responsibility, Impact Measurement”; Tara Anderson, Andrew Curtis and Claudia Wittig, *Definition and Theory in Social Innovation* (2014). doi:10.2796/13155.; Julie Caulier-grice, Geoff Mulgan, Sebastián Gatica, Waldo Soto, Diego Vela, Carmen Păunescu, Martin Fougère, et al, “And Grow Social Innovation the Open Book of Social Innovation” *Young* 30, n° 8 (2014). doi:10.1371/journal.pcbi.003016

¹⁵ Anderson, Curtis and Wittig, *Definition and Theory in Social Innovation*.

¹⁶ Ibid.

¹⁷ Alexander Zorychta, “Aspiring Entrepreneurs Should Not Major in Entrepreneurship”, in *The Great Debates in Entrepreneurship* (Advances in the Study of Entrepreneurship, Innovation & Economic Growth, edited by Donald F. Kuratko and Sherry Hoskinson (Emerald Publishing Limited, 2017), 61–72. doi:10.1108/S1048-47362017000027008.

¹⁸ Kimberly Willey and Frances Berry, “Teaching Social Entrepreneurship in Public Affairs Programs: A Review of Social Entrepreneurship Courses in the Top 30 U.S. Public Administration and Affairs Programs”, *Journal of Public Affairs Education* 21, n°3 (2015): 381–400.

1.4. Research

Regarding research, some argue that the field has progressed in the understanding of social innovation with more research networks developing knowledge through empirical and theoretical approaches.¹⁹ Others found that although the amount of research has increased significantly throughout the last years, there is still no consensus on the direction research should follow.²⁰

In general terms, research in social innovation finds some significant obstacles. On one side, though their numbers are increasing, few recognised journals publish related articles, and there is not many quantitative data that can be used to develop research. On the other hand, there is a critical constraint within HEIs: As the field is not yet established, research on social innovation and social entrepreneurship does not seem as crucial to the Universities as other areas. The incentives for developing research about them are, though, very low. Contrary to what happens in the curricular consensus, when researching, the scholars have devoted their attention to social innovation rather than social entrepreneurship.²¹ This inconsistency between teaching and researching can be seen as another essential flaw in the field.

In this way, the concepts of social entrepreneurship and social innovation are approached from different perspectives or traditions, whether economic, social, cultural or administrative, making understanding of such concepts confusing and complicated. This publication does not intend to make an exhaustive review of general theories around these concepts. Instead, the aim is to show the most outstanding or recognised contributions in the academic field and the framework of prestigious institutions around these two terms.

At the Students4Change project, we consider that social innovation and social entrepreneurship are two very similar concepts, given that both pursue the same objective: The welfare of society; but also have different characteristics, so they should not be considered as synonyms and must be recognised to address their specificities adequately.

1.5. A brief introduction to the concept of Social Innovation

Before offering the different definitions of social innovation that can be found in the literature, it is essential to highlight the following characteristics of the concept:

- The concept of social innovation has not remained static; it has evolved over the years. Many authors have used the notion of innovation without referring to it appropriately (Benjamin Franklin, Emile Durkheim, among others). It is difficult to identify who used the term *social innovation* first.²² For example, in the sixties and seventies, social innovation referred to “collective activities” and social transformations. For his part, in the eighties, Peter Drucker used the term to refer to the need for adaptation and synergies between people within the management of the organisation and mentions the “challenge of society to overcome the

¹⁹ Dmitri Domanski and Christoph Kaletka (eds), Exploring the Research Landscape of Social Innovation. A Deliverable of the Project Social Innovation Community (SIC) (Dortmund: Sozialforschungsstelle, 2017).

²⁰ Păunescu, “Current Trends in Social Innovation Research: Social Capital, Corporate Social Responsibility, Impact Measurement”.

²¹ Ibid.

²² Frank Moulaert et al. (eds.), The International Handbook on Social Innovation - Collective Action, Social Learning and Transdisciplinary Research (Cheltenham, UK; Northampton, Massachusetts, USA: Edward Elgar, 2013).

difficulty for handle big bureaucracies in business and governments.”²³ Currently, we find the term linked to the search for solutions to address social problems such as exclusion, lack of well-being or tending to promote human and sustainable development.

- The concept of social innovation is polysemic; it is made up of a multiplicity of visions and ways of approaching it. As mentioned in the previous point, the approaches to the concept come from the different academic disciplines and fields of study or practice. Social innovation is an essential concept for business administration studies, studies on the management of organisations, economics, sociology, urbanism, political science and public administration, the field of research of creativity, the psychology of community, design, and so forth.
- The concept of social innovation is transdisciplinary. Javier Echeverría (UPV / EHU) thinks the idea of social innovation goes beyond the field of social sciences and permeates other disciplines. “It is a **transdisciplinary** concept that poses the challenge of investigating the phenomenon from different perspectives, especially regarding its ethical connotations.”²⁴
- The concept of social innovation that we observe from these perspectives mainly approaches the term from three directions: Satisfying needs, reconfiguring social relations and empowering political mobilisation.

Social innovation is defined both from academia and from practice, which facilitates the approach to the concept from different perspectives that have led to the lack of a consensus around a standard definition of the term.

Numerous public and private organisations also offer social innovation definitions focused on the meaning of the term “social,” either from the different levels or scales (incremental, institutional, disruptive), or from holistic, reductionist, normative or descriptive definitions, among others. As mentioned above, given that the objective of this publication is to contribute to the theoretical debate on this concept briefly, our approach will be made from the understanding that each theorist develops from the “social” term of social innovation, since we consider that it is the most appropriate approach to meet the goals we pursue with the project. Among the definitions offered we will highlight the following:

- Gillwald approaches social innovation through his understanding of the social term as social impact.²⁵ For this author, social innovation means “**social achievements that, compared with the already established solutions, provide far-reaching improved solutions** that are spread by their novelty rather than by their consequences”.²⁶ Gillwald in his definition emphasises the novelty of the solution rather than the “good” or “bad” character of social innovation itself. In its definition, it also suggests that social innovation has more to do with action and dissemination than with ideas.
- The Social Innovation Forum of the LEED Center of the OECD²⁷ defines the concept while differentiating it from economic innovation. For this organisation, Social Innovation can concern

²³ Ibidem.

²⁴ Ander Gurrutxaga and Javier Echeverría Ezponda, La Luz de la Luciérnaga. Diálogos de Innovación Social (Madrid: Plaza y Valdes Editores, 2012).

²⁵ Katrin Gillwald, “Konzepte Sozialer Innovation” (2000), <http://stages-online.info/pdfs/soziale-innovationen.pdf>.

²⁶ Stefan Neumeier, “Why Do Social Innovations in Rural Development Matter and Should They Be Considered More Seriously in Rural Development Research? - Proposal for a Stronger Focus on Social Innovations in Rural Development Research.” *Sociologia Ruralis* 52, n°1 (2012): 48–69. doi:10.1111/j.1467-9523.2011.00553.x

²⁷ Created in 2000 as part of OECD’s Social Economics Development Program (LEED Program). The definition of social innovation was taken from their site: <http://www.oecd.org/fr/cfe/leed/forum-social-innovations.htm>

conceptual, process, and product changes; organisational changes, financing changes, and may seek new relationships with interest groups and territories. Social Innovation “seeks new answers to social problems by:

- o Identifying and offering new services which improve people’s and communities’ quality of living.
- o Identifying and implementing new labour market integration processes, new skills, new jobs and new forms of participation, as diverse elements that contribute to improving the position of individuals in the workforce.”
- Mulgan and other authors define social innovations as “innovative activities and services motivated by the objective of satisfying social needs that are predominantly developed and disseminated through organisations whose main purpose is social.”²⁸
- The Center for Social Innovation at Stanford University defines social innovation as “a novel solution to a social problem that is more effective, efficient, sustainable than existing solutions and for which the value created is generated mainly for society as a whole and not as private individuals.”²⁹ In this definition, the authors focus on the concept of social innovation in the ideas and solutions that create social value, as well as in the processes through which they are generated regardless of their origin.
- The Bureau of European Policy Advisers (BEPA) defines social innovation as “innovations that are social in their ends and their means. Specifically, new ideas (products, services, and models) that simultaneously satisfy social needs (more effectively than the alternatives) and create new relationships or social collaborations. In other words, they are innovations that are not only good for society but also improve the capacity of society to act.”³⁰
- Another critical approach to the concept is the one advocated by **Joseph Hochgerner**,³¹ director of the Zentrum für Soziale Innovation (ZSI) in Vienna. This scholar emphasises the need to distinguish between innovations with social impact and social innovations. To do this, it establishes that social innovations are those whose objectives and goals are social, although their results are not necessarily so. From the ZSI we offer the following definition: “social innovations are new concepts and measures to solve social problems that are accepted and used by affected social groups.”
- Moolaert and other authors offer a comprehensive definition of the concept. In his publication *The International Handbook of Social Innovation*, we find the following description of social innovation. The role of social innovation is “to find acceptable progressive solutions for a whole range of problems of exclusion, deprivation, alienation, lack of well-being, and also for those actions that contribute positively to human progress and meaningful development. SI (social

²⁸ Geoff Mulgan, Simon Tucker, Rushanara Ali and Ben Sanders, *Social Innovation: Why It Is, Why It Matters and How It Can Be Accelerated*. The Young Foundation (London: Basingstoke Press, 2007).

²⁹ James A. Phillips, Kriss Deiglmeier and Dale T. Miller, “Rediscovering Social Innovation”. *Stanford Social Innovation Review* Fall (2008): 34–43. Retrieved from: https://ssir.org/articles/entry/rediscovering_social_innovation

³⁰ Agnès Hubert, *Empowering People, Driving Change. Social Innovation in the European Union*. BEPA - Bureau of European Policy Advisers (European Commission) (Luxembourg: European Communities, 2011). doi:10.2796/13155.

³¹ Hochgerner, J. (2011) ‘The Analysis of Social Innovations as Social Practice. Originally published in German: “Die analyse sozialer innovationen als gesellschaftliche praxis”. In Zentrum für Soziale Innovation (ed.), *Pendeln zwischen wissenschaft und praxis*, pp. 173–189. Retrieved from: <https://www.zsi.at/attach/The%20Analysis%20of%20Social%20Innovations%20as%20Social%20Practice.pdf>

innovation) means encouraging inclusion and welfare through the improvement of social relations, and empowerment processes [...] Socially innovative change means the improvement of social relations: Micro and macro. It also means a focus on the different skills through which actors and collective groups play their part in society. Social innovation is a matter of process innovation, that is, **changes in the dynamics of social relations, including power relations**, as social innovation has a lot to do with social inclusion, it is about counteracting or overcoming the conservative forces that wish to strengthen or pre-select situations of social exclusion. **Therefore, social innovation refers explicitly to an ethical position of social justice.”**

The European Commission for whom social innovation can be defined as “the development and implementation of new ideas (products, services, models, etc.) to meet a social need (more effectively than existing solutions), create new social relationships and offer better results;” social innovation represents a key element to achieve social cohesion, competitiveness and sustainability of societies.³²

This commitment of the European Union for the development of social innovation has materialised in the promotion and financing of numerous projects to strengthen the subject and to further research and its practice in this field. In this context, we are in this region with the definitions adopted in the framework of various European projects, among which in this document we highlight: TEPSIE, SIMPACT,³³ Transit and SI-Drive.³⁴ Next, we will present the different definitions of Social Innovation offered by these European projects:

- In the **TEPSIE** project, social innovation is understood as “new approaches to address social needs. They are social in their means and their ends. To engage and mobilise beneficiaries and help transform social relationships by improving beneficiaries’ access to power and resources.”
- For the European project **SIMPACT**, social innovation refers to “new combinations of ideas and different forms of collaboration that transcend established institutional contexts with the effect of empowering and involving vulnerable groups in both the process of social innovation and your results.”
- Social innovation for the European project **TRANSIT** represents “innovations that are social in their means and ends and include new social practices, new ideas, models, rules, relationships, services and/or products. Social innovations take place at the micro scale. The transformation of society is a process of fundamental change at the level of societies and is the result of change at the macro, meso and micro level.”
- For its part, the European project **SI-Drive** considers that social innovation is “a new combination of social practices in certain areas of action or social contexts elicited by a set of actors or constellations of actors that aim to give the best response possible or meet social needs and problems based on existing practices.” Following this definition, social innovation is social as long as the market or the third sector transmit it, is accepted and disseminated socially, as well as institutionalised as a social practice or routine.

³² European Commission *Guía de la Innovación Social*, 2013, p. 4. Retrieved from: https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjh_sbsr_vZAhVEI6wKHUqhDLQFggrM AA&url=http%3A%2F%2Fmovil.asturias.es%2FAsturias%2Fdescargas%2FPDF_TEMAS%2FAsuntos%2520Sociales%2Fguia_innovacion_social.pdf&usg=AOvVaw2ob7QDu4DSew96QY6DpJ5y

³³ SIMPACT, *Boosting the Impact of Social Innovation in Europe through Economic Underpinnings*. Funded by the 7th Framework Program with the goal of advancing understanding about the economic dimensions of social innovation.

³⁴ Social Innovation-Driving Force of Social Change. European project funded by the 7th Framework Program. It researches theory concepts, empirical research areas and visible tendencies in the field of social innovation in the European context.

In Latin America, we find CEPAL's definition of innovation: "New ways of doing tasks, new tasks, new forms of administration or management with a ratio of cost-efficiency better than traditional models. These new forms have the potential to be replicated in both, the country where it originates, and in those of the region that have proven to be economically and politically sustainable and that look to improve the living and social conditions of the population."

1.6. A brief introduction to the concept of Social Entrepreneurship

Social entrepreneurship has recently aroused great interest within the academic and practical fields. As with the concept of social innovation, social entrepreneurship also generates great controversy among academic authors due to its multidimensional and complex nature. The idea of social entrepreneurship must be approached from its relationship with the concept of entrepreneurship and the concept of social innovation.

- About the first approach, some authors such as Chell argue that there are no notable differences between commercial entrepreneurship and social entrepreneurship, claiming that all companies generate two types of values, economic value, and social value. For this author, "any entrepreneurial process entails social behaviour and economic behaviour, which in turn allows the generation of social value and economic value"³⁵ while for Mair and Marti social entrepreneurship is "a process of value creation through new combinations of resources."³⁶

Other authors see great differences between both concepts, either for their purposes, either because of how they work or because of how they measure their performance.³⁷ They defend, for example, that social entrepreneurship differs from commercial entrepreneurship mainly in the objective pursued. The commercial enterprise has as an objective generating private benefit while the social enterprise has as main objective the creation of social value. Thus, for some authors, this new type of social entrepreneurship is "the creation of social value from activities that may occur inside or outside of lucrative or non-profit organisations, private or public."³⁸

About the second approach, as we have already mentioned, there is significant confusion between both concepts, mainly because of the similarity regarding the objective pursued by both. There is enormous interest within the academic community in clarifying both concepts since the lack of specific definitions can lead to problems in the future. Mainly, we find authors that differentiate both thoughts taking into account:³⁹

- *The field of action.* In literature, we see the debate between those who think that social innovation is responsible for solving the problems of society in general while social entrepreneurship solves the problems of society, but from the business perspective.

³⁵ Elizabeth Chell, "Social Enterprise and Entrepreneurship: Towards a Convergent Theory of the Entrepreneurial Process", *International Small Business Journal* 25, n°1 (2007): 5–26. doi:10.1177/0266242607071779.

³⁶ Johanna Mair and Ignasi Martí, "Social Entrepreneurship Research: A Source of Explanation, Prediction, and Delight", *Journal of World Business* 41, n°1 (2006): 36–44. doi:10.1016/j.jwb.2005.09.002

³⁷ Daniel Alonso Martínez, Nuria Gonzalez Álvarez and Mariano Nieto, "Emprendimiento Social vs Innovación Social", *Cuadernos Aragoneses de Economía* 24, n° 1–2 (2015): 119–40.

³⁸ James Austin, Howard Stevenson, and Jane Wei-Skillern, "Social and Commercial Entrepreneurship: Same, Different, or Both?", *Entrepreneurship Theory and Practice* 30, n°1 (2006): 1–22. doi:10.1111/j.1540-6520.2006.00107.x

³⁹ We can find this classification in Martínez, Alvarez and Nieto, "Emprendimiento social vs Innovación social".

- *The type of impact they generate in society.* Some authors argue that social innovation produces a more significant effect than social entrepreneurship while being more durable.
- *The perception of Social innovation as a tool for social entrepreneurship.* For some authors such as Peredo and McLean (2006), social entrepreneurship can be understood as a conglomeration of several sub-concepts among which social innovation is one.
- *Social entrepreneurship is linked to the people* while social innovation is related to the organisation and its changes.
- *Social innovation is developed in both: commercial companies and social enterprises.*
- *There are differences in the way of generating value.* The authors identify similarity in the goal of creating value. However, they establish a difference in the way to achieve it. Social Entrepreneurship obtains social value through the company or business, while Social Innovation obtains it through economic, legal or cultural changes (Westley and Clohesy, 2010).
- *Social innovation is not always necessary for social entrepreneurship*, although it is necessary to achieve a more significant impact on society. Similarly, social entrepreneurship is not required for social innovation either.
- *Differences in the process, although not in the results.*
- *Social innovation arises from the intersection between three levels* (Society, organisations, and institutions or public entities) while social entrepreneurship arises from two (Society and organisations).
- *Social innovation pursues both market and non-market objectives*, while social entrepreneurship is only market-based. The TEPsIE project (2014) defines that social innovation is much broader than social entrepreneurship since it can be understood within that.

2. AN APPROACH TO THE NOTIONS OF SOCIAL INNOVATION AND ENTREPRENEURSHIP

Within the first year of work on the project *Students4Change*, there was research carried out about social innovation and social entrepreneurship among universities and member organisations of the consortium on the notions and conceptualisation relevant to their organisations.

This section is the result of an analysis of the definitions received, where the common elements offered by the organisations and institutions were identified to conclude in a standard definition agreed for the present project.

2.1. Social Innovation in the scope of *Students4Change*

The various definitions offered by the partners showed some common elements. The elements identified in the social innovation definitions also aligned with the framing of social innovation found in prevalent research and institutional documents relevant in the field.

It was possible to identify three main (common) defining elements of Social Innovation:

- "The idea of social innovation as a new solution specifically developed to address a social need or challenge;"
- "The distinguishing characteristic of ample and diversified participation of social actors in the processes of social innovation;"
- "The association of social innovation with social change and impact."

Table 1. Common elements in Social Innovation definitions - some evidence

Common elements/axis in partners definitions	Quotes from partners' definitions
Newness & Social Need	<ul style="list-style-type: none"> - "New or renewed ideas which search for solutions [...] to solve social problems." - "The introduction of a new product or process which satisfies a social need." - "The search for innovating solutions to society's complex problems and challenges."
Participative/Collaborative Initiatives	<ul style="list-style-type: none"> - "Social innovation is a model which allows establishing new relationships between society and institutions to create shared public value." - "Social innovation has a local market characteristic. Social innovations are always integrated into a social level." - "Social innovation consists of elaborating new answers [...] mobilising participation and cooperation in those involved, the users among them."
Social Change & Impact	<ul style="list-style-type: none"> - "Social problem resolution impacting on the economic and social development of communities." - "The aggregate value is first directed to society, not just to the individual." - "The reach of social innovation is transformed systemically. It constitutes [...] a break from what already exists."

2.2. Social Entrepreneurship in the scope of *Students4Change*

The definitions for Social Entrepreneurship offered by the partners of the project revealed an apparent association of the ideas of Social Innovation, notably in what concerns the goals, the objectives, the purposes of ventures/organisations/enterprises created under such label. The partners acknowledged the association of Social Entrepreneurship with objectives of social good, as illustrated in the quotes offered below:

"Business ideas [...] whose objective is to promote actions in benefit of society."

"Create value for society through products, services and new organisations who make a change or a positive impact in the community they are inserted in."

"Social entrepreneurship, unlike other types of entrepreneurship, has the aim of making an impact in the context, instead of recognition or profit."

A second outstanding element in most of the definitions offered for Social Entrepreneurship is the importance of resource mobilisation and sustainability in the effectiveness of such an entrepreneurial approach. Social entrepreneurs are approached as resource mobilizers and are capable of generating organisational models that are superior in their ability to identify relevant resources and in their ability to manage them sustainably.

Overall, the understanding of Social Entrepreneurship in the context of *Students4Change* can be summarised into:

"A Purposeful Entrepreneurship, that is, aiming at social good; an organisation model based on Sustainable Resource Management."

2.3. A Common language in social innovation and entrepreneurship: *Students4Change*

As it has been observed in previous definitions, different aspects of social innovation are emphasised, leading to a lack of consensus to find a standard meaning. The review of both terms, both in literature and from the descriptions offered by the consortium member organisations, is crucial since it allows to identify how social innovation and social entrepreneurship are multidimensional concepts that are not specific to any sector or field of research knowledge. Social innovation initiatives can occur in several areas, and in most cases, these initiatives involve more than one industry or field.

From the literature understanding of the term "social," social innovation highlights its relation to "values," "benefit for society," "fulfilment of needs," "social impact," and its relationship with social change, its multiple agent nature, among others. Social innovation and social entrepreneurship are concepts that are closely related, but it is important to distinguish them in order for them to achieve their correct reach.

From the *Students4Change* project, we will adopt the following definitions of Social Innovation and Social Entrepreneurship:

‘Social Innovation’

It is a new solution developed to meet social needs with the objective of generating social impact or system change in which they are inserted. Social innovations are the result of a broad, diverse and participatory process.

Hereafter, we present an analysis of the different components that make up the definition of social innovation that we have selected for this project. To perform this analysis, we will divide the selected description in three parts:

a) **A new solution developed to meet social needs.** In this part of the definition, we find three essential elements:

- **New.** The project or initiative is novel for the context in which it is developed; it does not have to be entirely new, but it must be innovative for those who are implementing it, which implies that it is also socially desirable.
- **Developed solution.** In its broad sense: new products or services, new practices, new processes, new rules and regulations, or new organisational forms. Table 2 shows a series of examples of each of these types of social innovation that we can find.
- **Social need.** Social innovations are created with the intention of addressing a social need positively or beneficially.⁴⁰ Social innovations can also play a role in the articulation or configuration of social needs; they can help legitimise new and emerging social needs or those that have been poorly recognised so far

b) **It aims to generate social impact or a change in the system in which it is inserted.** In this second part of the definition, the following stand out as core ideas:

- **Generate social impact.** Which contributes to positive and sustainable changes for the benefit of society.
- **System Change.** The standard scope of the change includes everything from innovations or improvements at the micro levels of organisations and communities —that is, from solid solutions to needs/problems—, to the public and private institutions and organisations at the meso or sub-national levels, inside and outside the market scope. Achieving systemic change requires high doses of social capital operating at different levels (commercial, technological, political, and cultural), and the proposals must be disruptive and catalytic (Christensen et al., 2006)

c) **Successful social innovations are the result of a broad and diverse participatory process.** In this last part of the definition, two central ideas stand out:

- **Existent social innovations.** It introduces the sense that they are social innovations with aims and means. Also, that they are innovations that have materialised in practice, going beyond theory.
- **The result of a broad and diverse participatory process.** Stakeholders are involved or engaged in the development of social innovation or its governance, in a co-creation process.

⁴⁰ In spite of its good intentions, social innovation occasionally can have negative consequences for specific groups.

Direct participation or through intermediaries of the beneficiaries in the process of identifying problems and designing solutions. The approach is “bottom to top” rather than “top to bottom.”

Type of Social Innovation	Description	Example
New Products or Services	New projects to face social needs	Zero emissions houses Apps for carpooling
New Practices	New services that require new professional roles or relationships	Solving disputes between citizens and the State in Deutschland. Changes in the country's officials which respond to social needs
New Processes	Co-production of new services	Participative budgeting
New Norms and Regulations	The creation of new laws or new forms of ownership	Customised budgets (for example, in Denmark older people can define how to use the budget).
New forms of organisation	Hybrid forms such as social companies	Belu Water, a small British company, sells bottled water and donates their revenue to WaterAid.

Source: *Doing Social Innovation: A Guide for Practitioners, TEPsIE Project, 2015.*

About the concept of Social Entrepreneurship, the *Students4Change* project proposes the following definition:

‘Social Entrepreneurship’

It is the process of developing mechanisms to create models of sustainable organisations, capable of mobilising and integrating resources, in order to deliver products or services that generate social value.

In general, the understanding of Social Entrepreneurship in the context of *Students4Change* can be summarised in:

- An enterprise with a social purpose.
- An organisation that pursues a sustainable model of resource management.
- It generates products or services of social value, parting from its proximity to the concept of social impact.

2.4. The processes of Social Entrepreneurship and Social Innovation and their connection

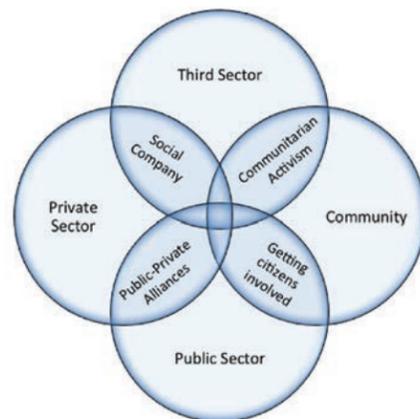
Considering the definitions presented in the previous section, we identified the following processes for the development of projects or initiatives of social innovation or social entrepreneurship.

The term “social innovation” encompasses such a broad and diverse set of organisations and activities that it is difficult to highlight a single “process” of social innovation; instead, social innovations are designed, developed and expanded in innumerable ways. Also, the process of social innovation will vary greatly

depending on whether the innovation in question is produced primarily by a non-profit organisation, a business or the state.

Social innovations are not specific to a particular type of organisation or correspond to a determined sector; they can be developed by any agent, whether public, private, third sector or the community itself. Figure 1 is presenting the relationship between the four actors:

Figure 1. Relationship between actors



Source: TEPSIE Project, 2013.

Partially because of this diversity and variation, there has been little systematic analysis of how innovations in the social field are designed, disseminated and supported.

Social innovations are usually developed through processes. They start with ideas which can be developed and started as prototypes. If these prototypes work out, they will become everyday practices and will manage to be sustainable. At this time, these innovations may be disseminated and adopted in other contexts. Finally, these social innovations can attain a more transformative character and involve different actors to achieve a systemic field.

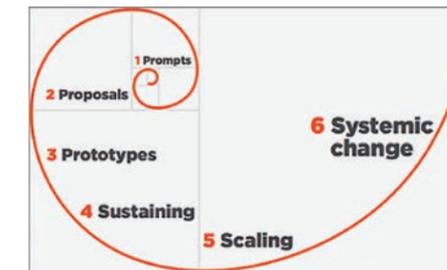
If we take as reference the publication *The Open Book of Social Innovation*⁴¹ we can say that social innovation has six stages or processes, as presented in figure 2. These processes are:

1. **Diagnosis:** Highlights the need for social innovation. Identification of the problems and their hidden factors. A proper diagnosis is half the solution.
2. **Proposals:** here ideas are generated using design methods and creativity.
3. **Prototyping:** ideas are put into practice and then evaluated
4. **Sustaining:** refers to the moment in which the idea becomes a daily practice. Identify the sources of resources (not only financial) to give continuity to the pilot experiences. In this phase, support is sought to provide sustainability to the experience (creation of companies, projects, laboratories, among others).
5. **Scaling or Transfer:** Growth and dissemination of social innovations. Design of dissemination strategies, expansion of experience and replication in other areas and contexts. This means facilitating innovation by imitation.

⁴¹ Robin Murray, Julie Caulier-Grice and Geoff Mulgan, *The Open Book of Social Innovation* (Londres: NESTA and The Young Foundation, 2010).

6. **Systemic change:** Involves the redesign and introduction of complete systems and will generally involve all sectors over time. Innovation is articulated with different strategies: Technological, legislative, organisational, social movements, professional networks, organisational networks, etc. It offers the basis to support other innovations.

Figure 2. Social Innovation Process



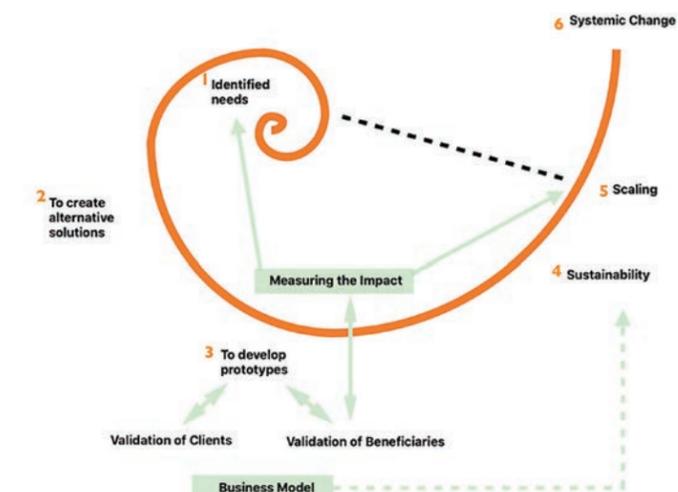
Source: *The Process of Social Innovation* (Murray et al., 2010, p.11).

The first three stages correspond to the process of experimentation and invention, when the idea must be tested put in practice and evaluated to prove its usefulness. Once it is economically sustainable (either by subsidies, grants, donations or by generating business through the sale of its products or services) these innovations can be scaled.

The processes in both social innovation and social entrepreneurship overlap and can be carried out in a different order. Often, implementation, action, and practice lead to new ideas, which in turn lead to further improvements and innovations. Moreover, there are cycles of feedback between each stage, which **makes the process iterative** rather than linear. Although we present below the six stages or processes of innovation or social entrepreneurship, these do not necessarily need to pass through the six stages; nor do they necessarily have to end in the creation of a company. It can generate an intra-enterprise or a social movement. **However, to be defined as social innovation, initiative or project it must reach the fourth stage: sustainability.** It must be socially, culturally and economically sustainable.

In some cases, social innovations remain small in scale and locally based, instead of attempting growth and scaling up; and very few social innovations affect or reach the stage where they prompt systemic change. Figure 3 represents the processes of social innovation and, more importantly, social entrepreneurship.

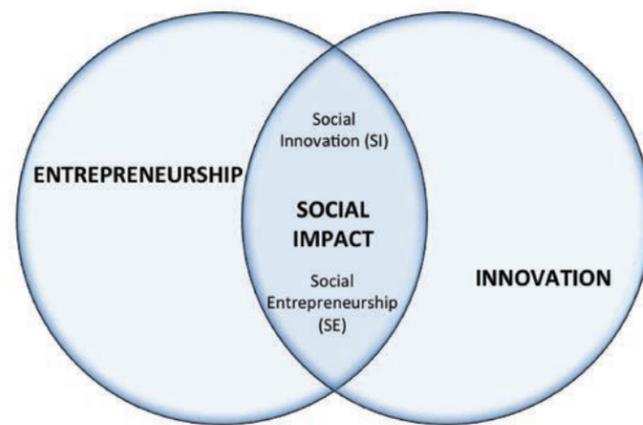
Figure 3. Social Innovation and Social Entrepreneurship processes



In the academic field, there has always been a great controversy around these two concepts and their relationship. Although it is not the object of this project or this publication to go into depth in this debate, it is important to identify the position about this question within the project and the resulting definitions that have been offered on social innovation and social entrepreneurship.

Firstly, it should be noted that the boundaries between both concepts are very unclear, which allow for numerous interpretations in this regard. For many authors, although the primary objective of both social innovation and social entrepreneurship is to obtain value or social benefit, these two concepts differ in that the latter is market-oriented while the former is not. Therefore, there is often an implicit or explicit argument that social innovation is different because it points to change at a broader system level. It can transcend sectors, levels of analysis and methods to achieve its ends, resulting in a more general concept than the one of social entrepreneurship, as it is reflected in figure 4 below.

Figure 4. The relation between social innovation and social entrepreneurship



In summary:

- Social innovation and social entrepreneurship are not synonymous concepts. Social innovation is broader than social entrepreneurship. The first one is inserted in the latter.
- The processes of social innovation and social entrepreneurship are not linear, planned or easy to manage.
- Social entrepreneurship can act as a vehicle for social innovation.
- The projects and initiatives of social innovation and social entrepreneurship have in common the goal of creating social value.
- Innovation and entrepreneurship can associate to pursue social change and impact.

2.5. Innovation and social entrepreneurship from the competences approach

Before going further into how to develop a culture of social innovation and entrepreneurship through an education based on promoting competences, it is necessary to briefly analyse what the competences' perspective, scope and implications for the educative sector are. The term "competences" refers to the body of knowledge, skills, professional attitudes and technical expertise that are applied and mastered

in a specific context.⁴² In this sense, a professional competence is "the set of knowledge and skills which allow the exercise of professional activity, according to the demands of production and employment."⁴³

Professional competences define the successful exercise of the skills that allow the performance of a profession, according to the levels required in employment. "It is more than the technical knowledge that refers to knowledge and know-how."⁴⁴ The concept of competence encompasses not only the skills needed in the exercise of a professional activity, but also a set of behaviors like the abilities of analysis, decision-making, transmission of information, etc. —considered necessary for the full performance of the profession— that can be acquired through modular training or other types of practice.

In all the conceptual approaches, competency refers to the use of the attributes and qualities that a person needs to develop a productive activity, perform a task or a profession in a social context. This effort looks to satisfy the needs of the people, of the professionals, of the companies, of the organisations or institutions; in short, the needs of the society that uses the goods or services for a sustainable, equitable and fair development. In the seventies, in the United States and Canada, there were two trends about the term competence as a process developed through education: the "Competency-Based Teacher Education" and the "Minimum Competency Testing", which subsequently transformed into "Competency-Based Education."⁴⁵

In Canada, competence is already defined as "a set of socio-affective behaviours (cognitive and psycho-sensory-motor skills) that allow one to conveniently exercise a role, a function, an occupation, an activity or a task. In this definition, behaviour means know-how. Conveniently, it refers to the criteria to enter the labour market."⁴⁶

In 1986 in the United Kingdom, the term competence for National Professional Qualifications was coined, which was established as a concept applicable to education in the European Union.⁴⁷ It is worth mentioning that in France the term was adopted to reconcile desired results between educational institutions and industry, in order to promote economic development.

In Europe, there emerged the "Processes of Cardiff, Cologne and Luxembourg" with detailed strategies on employment, policies and guidelines to be observed and followed. This process is described in specific documents such as the *Copenhagen Declaration*, from the 30th of November of 2002. This document recalls the following terms: "Over the years, cooperation at European level in education and training (skills), becomes a decisive aspect for the creation of the future European society [...] where the strategies for lifelong learning and mobility skills are essential for the promotion of employability that promotes active citizenship and social integration, in addition to personal development. This gives rise to the objectives of the Lisbon European Council."⁴⁸

⁴² OIT/Cinterfor, La nueva Recomendación 195 de OIT. Desarrollo de los recursos humanos: educación, formación y aprendizaje permanente (2006), Retrieved from: <https://www.oitcinterfor.org/node/6189>

⁴³ Esperanza Roquero and Sonia Hernando, "La conformación del Sistema Nacional de Cualificaciones", Cuadernos de Relaciones Laborales 22, n° 1 (2004).

⁴⁴ Instituto Nacional del Empleo, Metodología para la ordenación de la formación profesional ocupacional (Madrid: Subdirección general de gestión de formación ocupacional, 1995).

⁴⁵ Douglas Boules, "Competency-Based. Teacher Education?", *The Houston Story* (1973).

⁴⁶ Isel Valle León, Curso Competencias Laborales: una alternativa de desarrollo organizacional, <http://www.mailxmail.com/curso/empresa/competenciaslaborales/> (Accessed: 15/03/2018)

⁴⁷ Antonio Argüelles (comp.), *Competencia laboral y educación basada en competencias* (México: CONALEP, 1996).

⁴⁸ European Council, Preparación del paso a una economía competitiva, dinámica y basada en el conocimiento. Una sociedad de la información para todos, March 23rd-24th 2002. <http://www.europarl.europa.eu/summits>

Regarding a definition of the concept of competence, multiple authors address the issue. For example, Kobinger states that the Competence “is a set of socio-affective behaviours and cognitive, psychological, sensorial and motor skills that allow to properly carry out a role, a function, an activity or a task.”⁴⁹

According to Ibarra, Competence is the “productive capacity of an individual that is defined and measured regarding performance in a work context. For example, the competence to work as a team, or learn to generate knowledge, or for the development of skills and attitudes necessary to perform different functions creatively, competitively and with quality within the production process, integrating knowledge, learning to do and learning to be.”⁵⁰ On other part, the Competence for Agudelo “is the integral capacity that a person has to perform effectively in specific work situations.”⁵¹

Likewise, Le Boterf defines the Competence as “construction based on a combination of resources, knowledge, know-how, qualities or aptitudes, and environmental resources (relationships, documents, information and other aspects) that are mobilised to achieve performance.”⁵²

Bunk defines a practical approach of competences. He cites that the competence “is what provides us with the knowledge, skills and attitudes necessary to practice a profession, the competence gives the subject the ability to solve professional problems autonomously and with flexibility, and acknowledges that this person is qualified to collaborate in their professional environment and actions for the organisation of work.”⁵³

For UNESCO competence “is the educational strategy based on the identification, demonstration and learning of knowledge, skills, attitudes and behaviour required to play a specific role, or to exercise a profession or to carry out a certain career.” Competence is also defined as “the set of skills and knowledge mobilised in action, adapted to the demands of a work situation.”⁵⁴

In this sense, the term competence covers the knowledge, professional skills and technical expertise that are applied and mastered in a specific context.⁵⁵ Some authors who contribute ideas for an educational system coincide in that “competences include knowledge, understanding and skills that the student is expected to master, understand and demonstrate after completing a short or long learning process.”⁵⁶ Competence in its general concept is the ability of a person to perform a task efficiently; it is intrinsic and manifests through the behaviour of people. This behaviour is observed when an assignment is completed; the difference between traditional training and competency training lies in the desire to accentuate the ability of an individual to do more than demonstrate their knowledge.

Competence in its Pedagogical sense, is a training process that is oriented to the achievement of personal advancement to obtain integral personal development, that is, it is appreciated in a method where the didactic supports are privileged to increase and potentiate human qualities such as sensitivity, autonomy in decision-making, intelligence, solidarity, and cooperation.

⁴⁹ L. Kobinger, “De la evaluación de actitudes a la evaluación de competencias”, Serie de investigación y evaluación educativas, núm. 8 (1998).

⁵⁰ Agustín Ibarra Almada, Formación de los Recursos Humanos y Competencia Laboral, May-August, 2000, https://www.oitcinterfor.org/sites/default/files/file_articulo/ibarra1.pdf (Accessed: 15/03/2018).

⁵¹ Santiago Agudelo, Alianzas entre formación y competencias. (Montevideo: Cinterfor/OIT, 2003).

⁵² Guy Le Boterf, La ingeniería de las competencias (Barcelona: Gestión, 2001).

⁵³ Gerhard Bunk, “La transmisión de las competencias en la formación y perfeccionamiento profesionales de la RFA”, Revista europea de formación profesional, no. 1 (1994), 8-14.

⁵⁴ UNESCO, Glosario de términos de tecnología educativa (2005)

⁵⁵ Valle León, Curso Competencias Laborales: una alternativa de desarrollo organizacional.

⁵⁶ Documento de trabajo Proyecto Tuning (Brasil: UNIDEUSTO, 2005).

Competence, as the didactical element, is directed to design the “hows” of teaching. This perspective contemplates the objectives, contents, methods, means and evaluation to develop the cognitive and socio-affective aspects of the students. Then, facilitators must have a mastery of the pedagogical issues of teaching; using the appropriate teaching strategies that allow the student to visualise and personally apply the relevant learning strategy to develop cognitively and effectively through their professional learning process.

Thus, when we talk about competences, we refer to the combination of knowledge, skills, and behaviours that can be used and implemented directly in a professional context. Competence articulates, synergises, composes, doses or constantly ponders these diverse resources and is the result of their integration. Further, in the next chapter, we will delve into the main types of competences, according to what is to be promoted. For now, it is enough to mention that the process of social innovation mainly develops methodological and organizational or technical (project management, planning, and decision-making); communicative and social competences (communication, teamwork, and self-motivation); competences of entrepreneurial or functional capacity (entrepreneurial spirit, creativity, leadership). On the other hand, competences can be developed better from the Constructivist perspective, where the person constructs and organises his/her cognitive structure when interacting with him/herself, and with the environment through a learning process. In accordance to Coll, it “makes a difference between what the student is capable of learning alone and what he or she is capable of learning with the help of other people by expanding their area of development.” Therefore, it is necessary to plan the teaching and learning process through a relevant curriculum. Groter and Perkins suggest that the curriculum should include fundamental cognitive processes in order to support students who lack them.

FUNCTIONAL COMPETENCES

Project Management

- To design jobs with the structure of a project, short-term oriented, with guidelines (planning without execution).
- To plan projects in collaboration with others who are in a situation with little structure, to prevent occurrences and risks (Planning with execution).
- To plan and execute projects in contexts with little structure, exercising leadership on the project.

Planning

- To organise everyday individual tasks, resources and times, methodically, according to possibilities and priorities.
- To participate and integrate into the organized development of a workgroup, to preview the tasks, times and resources to obtain the desired results.
- To plan with methodology and certainty the development of a complex project.

Decision making

- To apply systematic methods to make personal decisions coherently, with certainty and confidence.
- To collaborate with others in making quality group decisions.
- To collaborate with others in making quality group decisions in stressful situations; problem-solving.
- To identify and analyse a problem to generate alternative solutions applying the learned methodology.
- To use experience and judgment to analyse what causes a problem and to come up with a more efficient and effective solution.
- To propose and come up with solutions as a team to problems in different fields, with a global vision.

BEHAVIOURAL COMPETENCES

Communication

- To express own ideas in a structured and understandable manner, participating relevantly and timely in idea exchanges, as well as in more formal and structured scenarios.

- *To speak in group meetings with ease; to transmit conviction and confidence, and to adapt the speech to the required formal demands.*
- *To persuade and get the support of audiences with ease, adapting message and means to the characteristics of the situation and the audience.*

Teamwork

- *To actively participate and collaborate in the team's tasks and promote trust, friendliness, and guidance during group tasks.*
- *To contribute to the consolidation and development of the team, promoting communication, a balanced distribution of tasks, a good work environment, and group cohesion.*
- *To direct work groups making sure of including all members and leading them towards high performance.*

Self-motivation

- *To be aware of personal resources and limitations (individual, environmental, etc.) in order to then take advantage of them for optimal performance in the entrusted tasks.*
- *To develop personal resources to improve in action.*
- *To transmit one's self-motivation to the team through the emotional inspiration of enthusiasm and persistence to the team.*

TECHNICAL COMPETENCES

Entrepreneur spirit

- *To regularly face reality with initiative, weighing risks and opportunities, and assuming the consequences.*
- *To take initiative counting on others, making them a part of the vision of the future and the projects.*
- *To undertake ambitious projects (complex and challenging), that require decision making on social issues.*

Creativity

- *To generate and transmit new ideas to solve issues or to provide innovating alternatives to solutions already in place.*
- *To generate original high-quality ideas which can be enacted formally and to be able to stand by them during known situations or when unknown problems may arise.*
- *To provide highly original, practical, and applicable ideas and solutions, which are flexible and sophisticated, and which affect both the self as well as the processes in which said person is implicated and which has an impact on closely related people and processes.*

Leadership

- *To take the initiative that can be transmitted with conviction and coherence.*
- *To exude confidence and motivate others to action.*
- *To exercise influence in their surroundings with the goal to reach the desired objectives.*

3. THE PARTICIPATION OF INTEREST GROUPS IN THE PROJECTS AND INITIATIVES OF SOCIAL INNOVATION AND ENTREPRENEURSHIP

The participation of stakeholders in innovation initiatives and social entrepreneurship is an essential element to achieve the success of our projects. Both innovation and social entrepreneurship constitute a novel, effective, efficient, sustainable and, in many cases, a fair response to social problems. Both strategies of action create value and their final recipient is in most cases society in general, and not individuals in particular.⁵⁷

Social innovation usually requires adequate levels of social capital, both of cooperation at the micro level, that is, collective action involved in the initiative —a high level of intra-community relations— as well as collaboration among public institutions (with credibility and efficiency) and an articulated and organised citizenship at the macro level.

The social problems we face today cannot be understood, solved or addressed from a one-dimensional perspective, but it is necessary to take into account the public sector, the business sector, non-governmental social organisations and the citizens in general. Consideration and connection with the various interest groups are central for the generation of innovative, successful, efficient, fair and sustainable solutions to the social problems that afflict us. Innovation flourishes where these sectors converge.

3.1. Creating a Dynamic Ecosystem

To scale up a project, an initiative or an activity, a Social Innovation needs a dynamic and diverse ecosystem, composed by relationships between people and organisations of different types. In other words, it requires a good amount of social capital. Innovation should not only be radical in its form, but it must have repercussions on the commercial, cultural, technological and even political aspects in order to achieve a systemic transformation. On the other hand, the process of scaling a Social Innovation requires its assimilation by the critical mass, through clear communication guidelines and a solid presence in social media, as well as the generation of systems of individual and institutional trust.

The communities and beneficiary population can participate from the first stages of problem definition and search for solutions or from slightly more advanced stages —even monitoring them—, but unavoidably during the execution of the project. It is essential that networks, alliances, and association conditions are created with members of the community, with other communities, with civil society organisations, with the private sector, and with other interest groups at the local, regional or national level.

Involving the community in the processes of social innovation is vital for several reasons, some of which are:

- They help us understand social needs.
- Members of the community can themselves be generators of new ideas.
- The participation of citizens introduces divergence in the identification of solutions.

⁵⁷ Ver Phills, Deiglmeier y Miller, "Rediscovering Social Innovation", Stanford Social Innovation Review, 2008.
https://ssir.org/articles/entry/rediscovering_social_innovation

- Given the complexity of the problems we face today, the participation and cooperation of the community in social innovation projects allow us to influence the behavioural change necessary to stand up to the challenges.

In this section, we do not offer an in-depth analysis of the academic literature on the concept presented. For this guide, we will understand that when we speak of “stakeholder commitment” we are referring to the “commitment of the interested parties in an active integration to the development of the initiative or project of innovation or social entrepreneurship.”

When talking about “active integration,” it is important to note that we are considering not only a relationship of dialogue but active participation, collaboration, co-creation and mutual learning.

Involving the different stakeholders in the development of initiatives or projects of innovation or social entrepreneurship is highly favourable for their success and sustainability. In co-creation, stakeholders are “the means and the end of their process of value creation,” which means that products and services are created taking into account what the interested parties value. Therefore, it is more likely that the market or society will accept those products and services.

Generally, we find that processes of social innovation or entrepreneurship and those of “involving stakeholders” are addressed as separate processes. Precisely, the challenge lies in this aspect: finding mechanisms and routines that bring together an active conversation with stakeholders, and different strategies of innovation and social entrepreneurship that allow articulating existing knowledge and knowledge generated by the interaction in the project or initiative.

Figure 5. The relationship between involving the Community and the Social Innovation process



Fuente: Students4Change, 2017

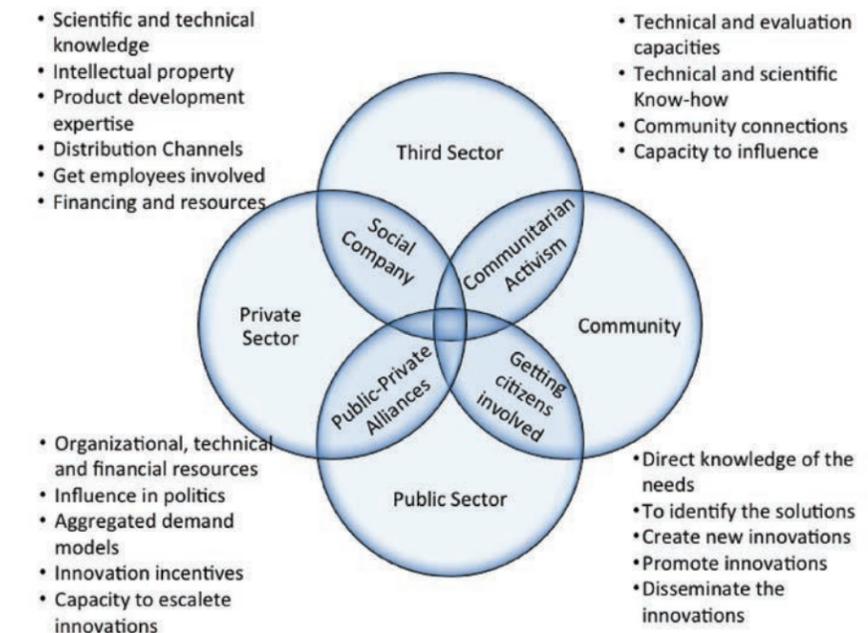
In the process of identifying and defining the commitment of the stakeholders with the project or initiative of social entrepreneurship or innovation, the social innovator or entrepreneur must make strategic decisions related to the co-creation of the idea to be developed. For example, you must define the reasons why you want a co-creation process to take place, which stakeholders should be involved and at what point in the process this approach and participation of the interested parties should take place.

Transforming an idea into a product or service that improves the quality of living is a complex process. It begins with a potential solution for an unresolved problem that takes into account technical feasibility, regulatory and legal environment, economic viability and market sustainability. The final result must be appropriate, available, accessible and affordable for those who need it.

The best (and probably the only) way to do it continuously is to go beyond the current approach of applying a single model to a specific project and, instead, to think about how private and social partners can create flexible relationships. These relationships should be flexible enough to respond to the challenges that come up and that can encompass different projects, as partners discover new ways to apply their resources to achieve shared goals.

This process will require that organisations in the social and private sectors think more about dynamic management models and use the appropriate tools in different phases of the product’s and service’s cycle and respond to different risk profiles. Figure 6 shows the benefits each party can bring to the project or initiative and social innovation.

Figure 6. Resources of each actor about the social innovation project



Source: Students4Change, 2017

In this process of encouraging the participation of interested parties, we can identify a series of advantages linked between the development of successful innovations and the increase of the possibilities of acceptance of the initiative or project of innovation or social entrepreneurship by the market or society, increasing their value. On the other hand, the disadvantages identified are related to the negative consequences of the company’s innovation success.

3.2. Interest Groups and their Processes

Before presenting a definition of “interest group,” it is important to note that there are several theories and not just one about this concept. Within the different theories, we will highlight the definition of

Freeman, for whom “interest group” is “any group or individual that may affect or be affected by the achievement of the objectives of the organisation.”⁵⁸

There is a great variety of interest groups according to the project of social innovation or social entrepreneurship that is in development. Thus, some of those that we can mention may include citizens, companies, different government levels, associations, companies, international organisations, employees, shareholders, suppliers, local communities, among others.

All these groups can be classified and identified into two main groups:

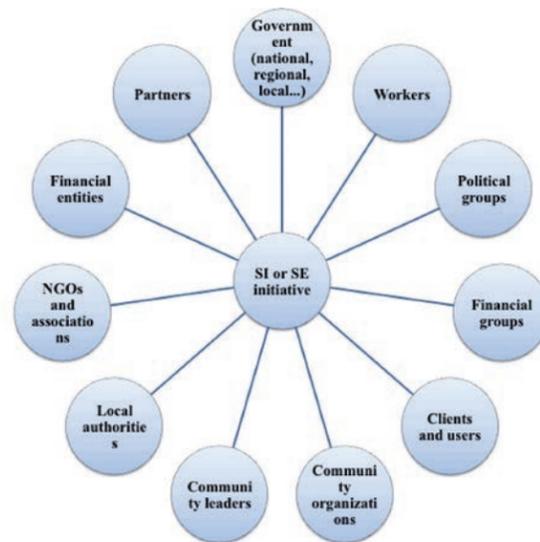
- Primary interest groups
- Secondary interest groups

Beyond this classification, it is crucial to highlight the relevance of the opinion and decision of the innovator and/or social entrepreneur in defining the role played by a particular “interest group” in their project, thus giving a flexible character to the definition of the stakeholder according to the project or initiative in question. This identification can be based on attributes such as:

- Power of the interest group to influence the project of social innovation or entrepreneurship.
- The legitimacy of the relationship between the group of interest and initiative or project of social innovation or entrepreneurship.
- The urgency claimed by the interest group on the initiative or the project of innovation or social entrepreneurship.

It is important to highlight that “not all interested parts have the same characteristics” and that the relationship with stakeholders can change over time and differs between projects and initiatives of innovation and social entrepreneurship. Both social innovators and social entrepreneurs must take a proactive role in developing good relationships with the “interest group/stakeholders” to foster engagement with the development of the initiative or social project.

Figure 7. Some Interest Groups of Social Innovation projects



Fuente: Students4Change, 2017

⁵⁸ R. Edward Freeman, Strategic Management: A Stakeholder Approach (Cambridge: Cambridge University Press, 1984), 46.

3.3. Management Model with Interest Groups

The management of interested parties/stakeholders is an important discipline whenever undertaking a social innovation or entrepreneurship project. It helps ensure that our plans are going to succeed where others fail.

The benefits of using a stakeholder-based approach are the following:

- Defining the interest group in the initial stages of formulating the innovation initiative or social entrepreneurship project will help shaping it. This step not only makes projects more likely to be accepted, but also improves their quality.
- Getting support from interested parties can help us get more resources from different sources; this makes projects more likely to be successful.
- By communicating with the interested parties early and often, one can ensure they fully understand what is being proposed and realise the benefits of the project, which means that they can actively support it when necessary.
- It also allows us to anticipate the reactions that our project can generate in a way that will enable us to design a plan of action to get support from the people.

The management of the “interest group” consists of the identification, analysis and systematic planning of actions to communicate, negotiate and influence the interested parties.

Based on this project, we take five processes as references when we want to involve the community in social innovation projects and initiatives. These processes are:

Figure 8. The process to engage the Community



Source: Students4Change, 2017

Next is a summary description of each of these processes:

- **Identify interested groups.** The first step we must take when committing different stakeholders is to identify those people or organisations that have some relationship with the initiative or project of social innovation or social entrepreneurship that is going to develop or that receive some impact from it. There is no generic list of stakeholders for social innovations or entrepreneurship initiatives. Each initiative must consider, individually and transversally, all the groups of interest that, as previously mentioned, may be affected by the project. Once the interested parties have been identified, it is essential to analyse their characteristics and classify them according to their ability to impact the project or to be impacted by it.
- **Identify needs and expectations.** Once the interested parties have been recognised and classified, it is important to know more about the needs and hopes they have regarding the project or social innovation initiative that will be developed. We need to understand how they may feel and react to our project. It is also important to know which is the best way to involve them in the project and the best way to communicate with them.
- **Generate strategies and activities** to involve different interest groups according to their needs. Plan the actions that will be carried out and evaluate them.
- **Engagement/communication.** Identify communication channels to dialogue with the stakeholders. Do not neglect the relationship and the selection of the main channels and ways to relate to the interest groups.
- **Evaluate the satisfaction of needs.** The evaluation must be a continuous process. To make an adequate follow-up of the activities that are developed and to apply measures in time to avoid risks is vital in order to obtain success in social innovations.

There are tools that facilitate carrying out these processes, as well as the teaching of competences in entrepreneurship and social innovation, the meeting between the participating actors, as well as the transition between knowledge, know-how and being. Students4Change project worked on the selection of a series of tools that support the development of these competences and processes. However, these tools will be included in a second publication of the project once they have been put into practice and evaluated.

Through the initiatives based on social innovation and social entrepreneurship, social enterprises emerge as an innovative aspect in various contexts. In the next section obstacles encountered by the partnered universities partners considering their social, cultural and geographical context will be analysed.

4. OBSTACLES TO START-UP A SOCIAL BUSINESS

At the heart of the social innovation and social entrepreneurship movement in Europe, many initiatives took place, many of them as a response to the pressure of unemployment among the youth.⁵⁹ The social enterprise movement leads to the emergence of diverse initiatives that address social, cultural and environmental challenges.⁶⁰ The last decades have been marked by a significant increase in the number of social enterprises as one of the ways to solve social issues.⁶¹

Figure 9. Obstacles to Start-up social enterprises in Latin America



Source: Students4Change, 2017

Individuals and organisations that propose innovative solutions to social challenges typically promote social entrepreneurship. Usually, this type of entrepreneurs is highly motivated towards addressing community problems and lead the identification of several possible answers.⁶² Simultaneously, social entrepreneurs accept risks and actively seek the necessary resources and partners to start-up their projects.⁶³

Social innovation in Latin America is creating approaches to face and minimise social problems within modern economic development, taking into consideration the fewer incentives addressed by the government into sustainable welfare and quality of living.⁶⁴ The financial crisis has caused more innovative initiatives to grow up in Latin America; it is particularly important to have the universities to enhance

⁵⁹ European Commission, Social Innovation: A Decade of Changes (2014). doi:10.2796/27492.

⁶⁰ Veronika Bikse, Baiba Rivza e Inga Riemere, "The Social Entrepreneur as a Promoter of Social Advancement", *Procedia - Social and Behavioral Sciences* 185 (2015): 469–78. doi:10.1016/j.sbspro.2015.03.405.

⁶¹ Helena Silva, Hilma Caravau, Marlene Amorim, and Marta Ferreira Dias, "Social Entrepreneur: Does Literature Match Reality?", in *Responsible Entrepreneurship Vision, Development and Ethics: Proceedings of the 9th International Conference for Entrepreneurship, Innovation and Regional Development.*, edited by Alexandra Zbuceha and Dimitrios Nikolaidis (Bucharest, Romania: Comunicare.ro, 2016), 199–209; Bikse, Rivza y Riemere, "Social Entrepreneur: Does Literature Match Reality?".

⁶² Shaker A. Zahra, Eric Gedajlovic, Donald O. Neubaum, and Joel M. Shulman, "A Typology of Social Entrepreneurs: Motives, Search Processes and Ethical Challenges", *Journal of Business Venturing* 24, n° 5 (2009): 519–32.

⁶³ S. Abu-Saifan, "Social Entrepreneurship: Definition and Boundaries", *Technology Innovation Management Review* (February 2012): 22–27.

⁶⁴ Dmitri Domanski, Jurgen Howaldt y Antonius Schroder, "Social Innovation in Latin America", *Journal of Human Development and Capabilities* 18, n° 2 (2017): 307–12. doi:10.1080/19452829.2017.1299698.

and incorporate social entrepreneurship in their curricula. Hence, this process can contribute to fulfilling the gaps between the theoretical and practical absence of this topic in the academic curriculum. The obstacles identified through this research offer such a view, which can give scholars and researchers a brief characterisation of the reality in Latin America and Europe regarding the implementation of social innovation as an opportunity for youth employability.

The role of universities represents a core set of rising innovation⁶⁵ systems in both contexts —Latin America and Europe— not only taking into account their social relevance or academic merits, but also with successful address of solutions to social issues, denouncing the inequality of the welfare state and low quality of living. That is why it is important to carry out further research and studies, which will be developed to clarify the obstacles in the Latin American context. The object of this research will be that of defeating cultural and institutional reluctancies to these kind of innovations.

Figure 10. Obstacles to Start-up a Social Enterprise in the European Context



Source: Students4Change, 2017

Regarding the European context of university teaching and research, the above radar shows us the obstacles for developing social enterprise environment and inviting new social entrepreneurs to start up their creativity and create a solution to social issues. Those obstacles show the lack of interdisciplinary knowledge in academic studies, in transposing barriers and in the enhancement of the student's transversal competences. Because of that, this project can be a contribution to fulfilling this gap in HEIs.

Chapter 2

SOCIAL INNOVATION AND ENTREPRENEURSHIP FROM THE PERSPECTIVE OF THE UNIVERSITIES Technische Universität Dortmund, Tecnológico de Monterrey

⁶⁵ Elvira Uyarra, "Conceptualizing the Regional Roles of Universities, Implications and Contradictions", European Planning Studies 18, n° 8 (2010): 1227–46. doi:10.1080/09654311003791275.

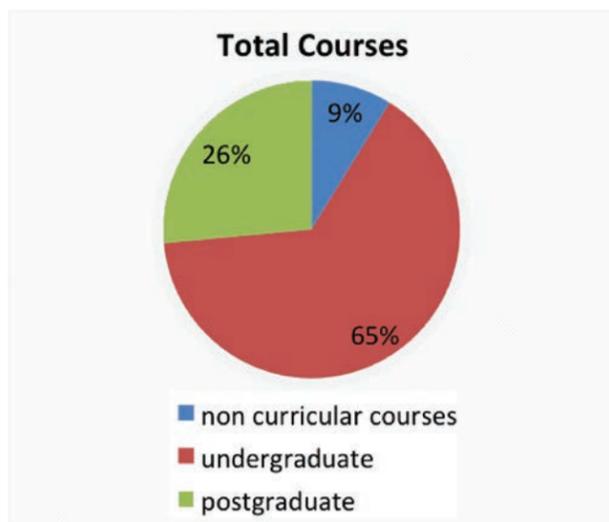
1. SOCIAL INNOVATION AND ENTREPRENEURSHIP IN UNIVERSITY EDUCATION

The objective of the project Students4Change is to contribute to the development of education and training offers of HEIs oriented to qualify social entrepreneurs and innovators to be active players which implement social innovation in their contexts. Universities play an essential role in providing entrepreneurship education at different levels, instances and sectors following international trends into developing strategies aimed at improving the knowledge-based economy⁶⁶ and the qualification and re-training of the labour market.

Academic institutions around the world are making international agreements in order to develop new types of institutional arrangements, addressing broad partnerships with foreign local authorities and governments, which embrace diverse levels of entrepreneurship and social innovation. This section offers a summarised view of the relevance of social innovation and social entrepreneurship among the 15 partner universities in this project, emphasising the educational offers, methodologies, and resources supporting social and entrepreneurship education.

For this purpose, all partner institutions have mapped out a total of 68 offered courses on social innovation and social entrepreneurship, divided into 44 undergraduate disciplines (65%), 18 postgraduate disciplines (26%) and six non-curricular disciplines/courses (9%). Surveying in eight countries —five Latin American and three European— by different stakeholders: rectors, professors, assistant technician and other people involved in these academic programs; present a confluence in contextual interference in both understanding and performing of social and entrepreneurship innovation.

Figure 1. Total percentage of 68 courses reported by partner universities



Source: Students4Change, 2017

This section also aims to present a set of courses involved in the project that are key for framing the scope of the intended data analysis. This is a necessary critical step for achieving consistency in the previously shown key definitions of social innovation and social entrepreneurship across the different national contexts of the project partners. Project partners need to share a working definition of social and entrepreneurial innovation that enables, for example, a coherent selection of which methodologies, didactics, and tools to develop the particular purpose of this project in other tasks and activities.

⁶⁶ OECD, The Knowledge-Based Economy. Ocde/Gd, Vol. 96 (1996). doi:10.2139/ssrn.1369058

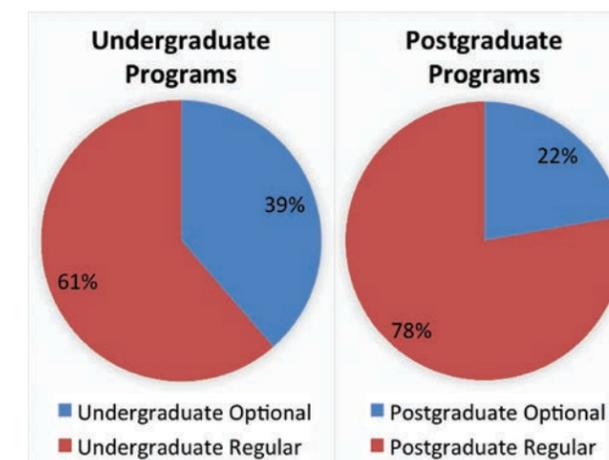
1.1 Predominant social innovation and entrepreneurship courses offered by the partner universities

Entrepreneurship education around the globe is increasingly seen as a vital source of competitiveness and reveals the importance of preparing employability competences in young people.⁶⁷ Youth development and empowerment through education and training are crucial to a sustainable society, fostering its active development in long the term. Several countries face serious challenges to ensure that young people are integrated into the job market.

A preliminary analysis of the general context of academic formation provided by partner universities in Latin America and Europe reveals the existence of those 68 disciplines/courses integrating the curricular programs, which can be diverse and transversal in different faculties. Numerous studies have been conducted to evaluate the effectiveness of university-level entrepreneurship education. Considering that the results have mainly been varied, most of the studies focus on indicators such as “unsuitable design systems, specific pedagogy, institutional support and curricula”.⁶⁸ Although one of the functions of the education system is to prepare students to enter the work force and considering that the number of people in tertiary education continues to increase, “as a result, more individuals are pursuing high levels of education,”⁶⁹ leading to a significant trend in the labour market among the countries.

Among the existing academic offers, (44) undergraduate courses reported, achieving on average 61% (N=27) of regular/compulsory disciplines reaching a significance for this level of education, as well as 39% (N=17) of reported optional subjects. Of the 18 postgraduate studies, 78% (N=14) were reported as regular/compulsory disciplines, while 22% (N=4) are described as optional.

Figure 2. Percentage of disciplines related to social innovation and social entrepreneurship programs (undergraduate and postgraduate) offered by partner universities



Source: Students4Change, 2017

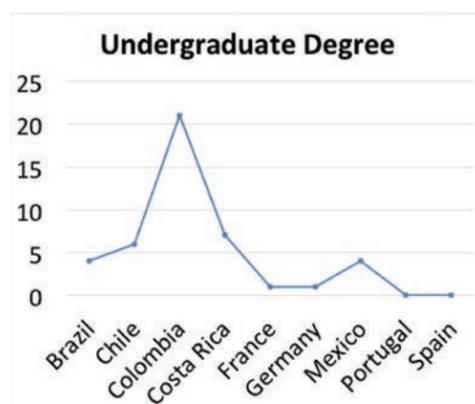
⁶⁷ Ghulam Nabi y Rick Holden, “Graduate Entrepreneurship: Intentions, Education and Training”, Education + Training 50, n° 7 (2008): 545–51. doi:10.1108/00400910810909018.; L. Arnau-Sabates, M. T. Marzo, M. Jariot y J. Sala-Roca, “Learning Basic Employability Competence: A Challenge for the Active Labour Insertion of Adolescents in Residential Care in Their Transition to Adulthood”, European Journal of Social Work 17, n° 2 (2014): 252–65. doi:10.1080/13691457.2013.802227.

⁶⁸ Astri Ghina, Tomar M Simatupang y Aurik Gustomo, “The Relevancy of Graduates’ Competencies to the Effectiveness of Entrepreneurship Education: A Case Study at Sbm Itb – Indonesia”, Journal of Entrepreneurship Education 20, n° 1 (2017): 1–24.

⁶⁹ Education at a Glance 2012: OECD Indicators (OECD Publishing, 2012). doi:10.1787/eag-2012-en

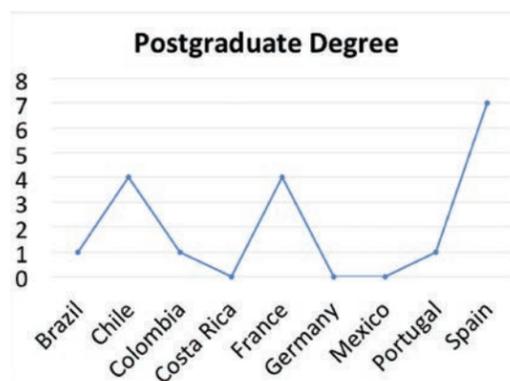
When we look to the topics and scientific areas of courses offered at a postgraduate level, results suggest that there is some homogeneity on the studies that are being provided in the field of social entrepreneurship and social innovation. This can be seen across optative and compulsory disciplines, as there is an emphasis on areas like management, social economy, education and technology. These areas are more expressively promoted at a national level in countries like Chile (4), France (4) and Spain (7). Relative to undergraduate disciplines areas, administration, development of social enterprise and social responsibility were evidenced as crucial in many programs, with particular attention to Latin American countries: Brazil (4), Chile (6), Colombia (21), Costa Rica (7) and Mexico (4). The Colombian universities represent a significant score in this case (47,7%), offering 21 undergraduate disciplines out of a total of 44, reporting entrepreneurship, innovation, design and rural development as being the topics and areas of most focus. Social innovation has become part of public policy in several countries in Latin America, reinforcing the involvement of different actors in social challenges, creating social initiatives.⁷⁰ In Colombia, the Social Innovation Centre was established in 2011, becoming part of the National Agency for Overcoming Extreme Poverty (ANSPE). This government centre is a direct resource to fight poverty and tend to social issues more precisely with collaborative initiatives, which poses a factor of influence in HEIs at the national level.

Figure 3. The undergraduate degree offers reported by countries



Source: Students4Change, 2017

Figure 4. The postgraduate degree offers reported by countries



Source: Students4Change, 2017

⁷⁰ Domanski, Howaldt y Schroder, "Social Innovation in Latin America".

Regarding social innovation and social entrepreneurship, all the respondents agreed that the most effective way for prompting debate and disseminating innovative strategies performed in academia is through Conferences, which greatly enhance further intern and extern collaboration opportunities with peers. Then, another relevant plan of action could also consider "round-tables," "competitions" and "practices" highlighting that they require a diversity of forms of education and formation, which can help to increase the options for students to have a more transversal academic degree.

Figure 5. Social innovation and social entrepreneurship formation resources offered by universities



Source: Students4Change, 2017

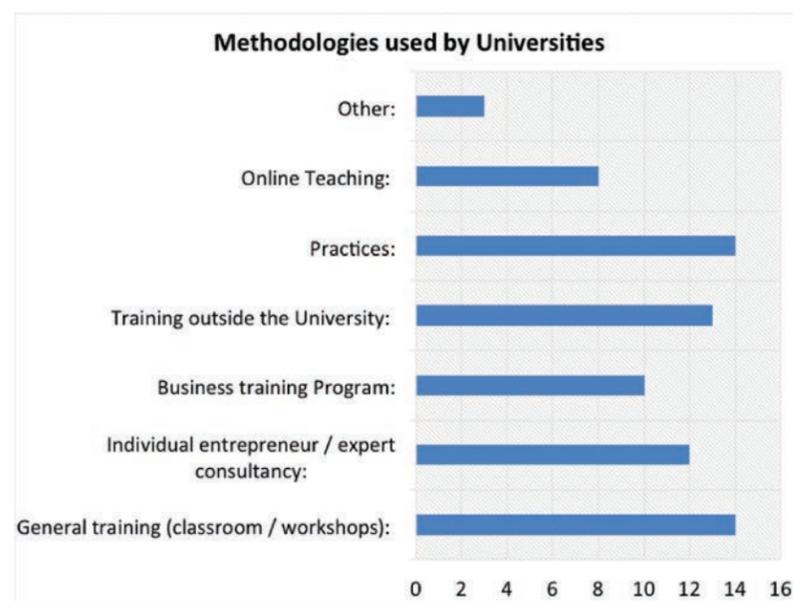
It is clear that emerging patterns of innovation and entrepreneurship education programs mentioned on the answers favor the collaboration, linkage, and professor skills in developing a dynamic and innovative plan of studies. The potential to engage in knowledge-based networks without borders can potentially build linkages between public policies and academic mission. Indeed, the disciplines emerging from the "Survey" move forward from universities theoretical principles to integrating strategies, promoting their active collaboration with society. The focus on *entrepreneurship* as an optional discipline attached to local development, social plan, social responsibility, and innovation creates a synergy with potential benefits resulting from economic growth. Integrated educational policies and scholarships promoting this mutual collaboration locally and internationally, and modelling the university partnership with local government⁷¹ can emerge as an institutional commitment for social innovation exploitation and dissemination.

⁷¹ Manuel Heitor, "How University Global Partnerships May Facilitate a New Era of International Affairs and Foster Political and Economic Relations", *Technological Forecasting and Social Change* 95 (2015): 276–93. doi:10.1016/j.techfore.2015.01.005; Le Minh Ngo y Tu Anh Trinh, "A University-City Complex, a Model for Sustainable Development: A Case Study in Vietnam", *Procedia Engineering* 142 (2016): 92–99. doi:10.1016/j.proeng.2016.02.018; Jean-Paul D. Addie, 2016. "From the Urban University to Universities in Urban Society" *Regional Studies* 0 (2016): 1–11. doi:10.1080/00343404.2016.1224334.

1.2. Social entrepreneurship, education, and training methodologies

When the universities were asked about the most relevant education and training methodologies for teaching social entrepreneurship and social innovation, a preference for specific transversal methodologies stood out as predominant: *General training* and *Practices* (13 times), followed by *Individual entrepreneur/expert consultancy* and *Training outside the university* (12 times).⁷² As shown in figure 8, methodologies have been converging in entrepreneurship education, evidencing the HEIs mission both in training and the practical application of perspectives of diverse cultures towards student preparation for the labour market.

Figure 6. Social entrepreneurship teaching and learning methodologies



Source: Students4Change, 2017

On the other side, online teaching was reported with less frequency as teaching and research educational practice in Social Entrepreneurship courses, being mentioned only by eight universities. A relevant lecture can be found in the results by contextual regions, where universities present a dynamic participation in their social community building bridges with external companies, demonstrating accordance between theory and practice. Overcoming geographical barriers, HEIs are conducting a new paradigm in Social Innovation and Entrepreneurship, giving specialized products and services to central or periferic communities in both urban and rural areas. There are more and more initiatives that bring out the “social” aspect to entrepreneurial and innovative sector, following international standards, notably in the European Union, trying to overcome the lack of resources and technical assistance. Actually, this perception of academic relations towards linking university-industry-government, known as Triple Helix,⁷³ receives much more attention from emerging technical and polytechnical universities that change economic growth, social and cultural landscapes in their home cities. If geographic location of HEIs

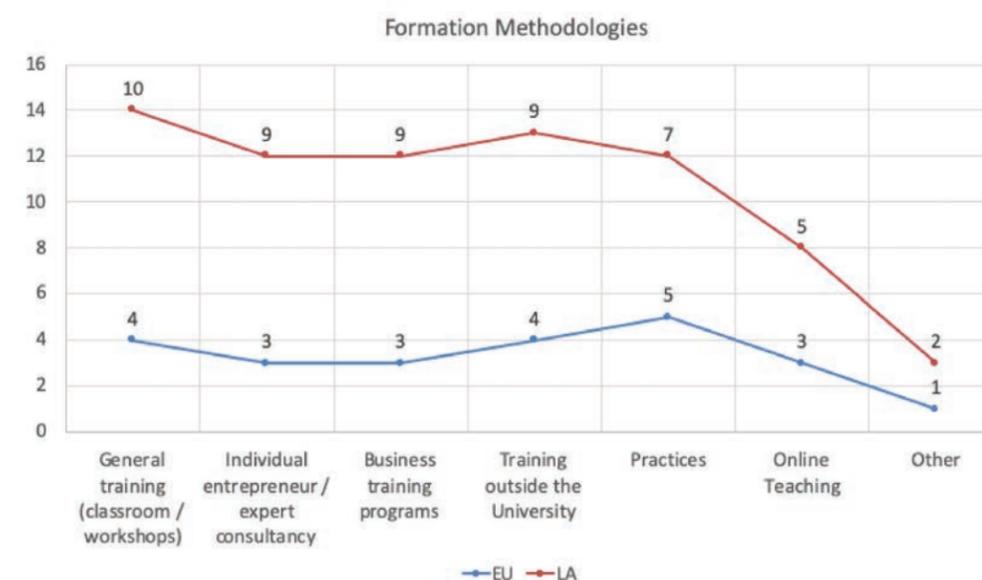
⁷² Jean-Paul D. Addie, 2016. “From the Urban University to Universities in Urban Society” *Regional Studies* 0 (2016):1-11. Doi:10.1080/00343404.2016.1224334.

⁷³ Henry, Etzkowitz, *The Triple Helix: University-Industry-Government Innovation in Action* (New York: Routledge, 2008). <http://ssi.sagepub.com/cgi/doi/10.1177/05390184030423002>. Manuel Heitor; “How Universities Global Partnerships May facilitate a New Era of International Affairs and Foster Political and Economic Relations”, *Technological Forecasting, and Social Change* 95. Elsevier Inc. (2015): 276-93. Doi: 10.1016/j.techfore.2015.01.005.

has an effect on the opportunities and resources to promote social and entrepreneurial innovations, a general representation of the results obtained in both contexts, European and Latin American, show some similarities, as seen in Figure 7.

This region based division makes sense to establish the most critical methodologies reported by partner universities. It should be noted that respondents agree on the teaching methodologies, with not much disparity over each indicator. However, some impressive results were found; the lowest rated method is “business training programs” for both realities. A holistic view demonstrates the implementation process of entrepreneurship education in curricula is happening through these dimensions, which can gradually contribute to a structured learning model in this area.

Figure 7. Sample inquired on the entrepreneurship methodologies by continent (Europe (n=5); Latin America (n=10))



Source: Students4Change, 2017

1.3. The methodological pillars of social innovation at universities: Transition from theory to action

Social entrepreneurship and social innovation are crucial concepts in this project and they reflect the approach adopted by an increasing number of enterprises, incubators and departments in HEIs, finding a way to transition from abstract terms to a concrete process of application in daily life of several institutions.

The study will adopt the social innovation process described through the six stages method identified in *The Open Book of Social Innovation*.⁷⁴ In order to determine the most recommended stages, partner universities were required to answer about the stage in which the institution intervenes through support and infrastructure.

⁷⁴ Murray, Caulier-Grice y Mulgan, *The Open Book of Social Innovation*.

Figure 8. Social entrepreneurship phases of intervention in academic courses



Source: Students4Change, 2017

The universities are supporting the implementation of this method in many areas, assisting in different phases of the process. Progressive accompaniment regards the six stages according to this study (1-inspiration and diagnosis; 2- proposal and ideas; 3- prototyping and piloting concepts of social entrepreneurship; 4- achieving the sustainability of initiatives; 5-scale and disseminate initiatives; 6-systemic change), emphasizing the social compromise future entrepreneurs can take into account the moment they start up a social enterprise.

In total, 14 partners responded about the phases they support. The general steps of the interventions in the entrepreneurship process during the academic formation are, in some respects, tended by all the universities, yet five of them (PUC-Rio, PUCRS, UCaldas, UA, and Uniminuto) present structure and infrastructure to develop, implement and evaluate all of the phases. The second stage (*Proposals and ideas*) was rated as the most critical and indispensable stage for developing the next steps. It combines creativity methods, insights, and experiences to widen the options for social intervention or generation of ideas in social participation. Following the stage that received the lowest score was *systemic changes* (5 times). Generally, there is the same level of concordance between the answers regarding stages four and five. The results point to a new pedagogical design, which should incorporate a wide diversity of strategies, because of the repercussion in the development of social entrepreneurship initiatives in HEIs, which are sensitive to the most effective methods to instruct the students to reach the competences to startup their own project, or enter join the labour market better prepared.

At different moments, the universities present their resources and competences to help the students create collaborative and creative thinking about social issues, incorporating social innovation and social entrepreneurship in the curricula. Each partner university is currently carry on research and practical activities linking academia and society, making it strategically possible to adopt social innovation methods. The third section of next chapter presents cases from the partner HEIs, which showcase the importance of understanding and developing the fundamental concepts of social innovation and social entrepreneurship, as they are a crucial piece of systemic change and action for HEIs in the context in which they are inserted.

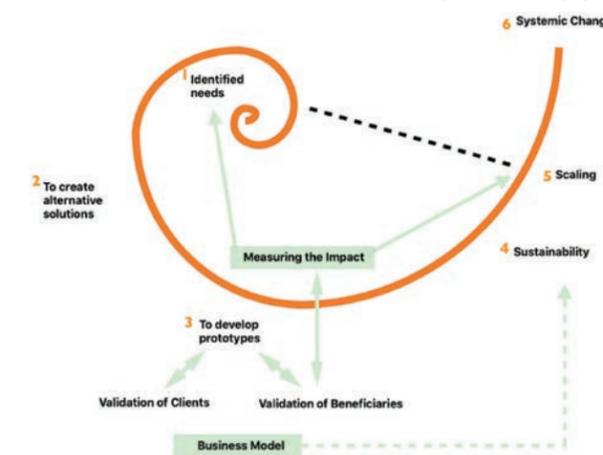
2. DIDACTICS FOR TEACHING SOCIAL AND ENTREPRENEURSHIP COMPETENCES

This section was done as part of work package 2 of the *Students4Change* project: *Pedagogy for teaching social innovation and entrepreneurship*. It is focused on establishing the educational components which would allow its dissemination in the participating universities.

With the objective of defining competences in both areas —social innovation and social entrepreneurship—, we begin by defining both. On social innovation we base the definition on the one presented in this document’s theoretical framework: “a new solution developed to satisfy social needs with the goal of having a social impact or a change in the system they belong. Social innovations are the result of a wide, diverse and participative process.” Even though we are aware that social innovation does not always lead to social change, it does aim to have an impact on the social milieu through specific processes. Its components guide us towards applying technics and knowledge which involve adopting the behaviour of individuals, in such a way that it brings a collective benefit to the community. These behaviours are not appropriated until they are interiorized, and each one behaves according to them daily. In this sense, we prepared the following tables taking into account the competences established in this context, together with those the consortium universities are working on and taking into account the literature and experiences of the Technische Universität Dortmund (TUDO).

Regarding social entrepreneurship, and with the same objective of defining the competences belonging to this sphere, we considered the same document prepared by all the universities involved, with the goal of coming closer to a definition. In this respect, social entrepreneurship has been linked to achieving social well-being; the idea of creating a business directed towards the benefit of society. The impact in the community where the entrepreneurship takes place is paramount. When teaching it, there should be a focus on the importance of the context in which it will be applied; there should be plenty of consideration to the areas of opportunity for development, understanding this as improving the quality of living of the inhabitants. Thus, it is crucial that students learn that business profitability is not the only reason to mobilise and manage resources. In this sense, the definition of social entrepreneurship adopted by the Consortium for the Students4Change project is: “the process of developing a sustainable organisation model, capable of mobilising and integrating resources to generate a product or service which creates social value.” Then, through social innovation and entrepreneurship competences, after identifying the needs, the aim is to generate viable long-term solutions that impact the social context, where issues can be detected and reverted. Following the scheme below:

Figure 9. Social Innovation and Social Entrepreneurship processes



Source: Students4Change, 2017

In the case of the Students4Change Project, the social value will make its impact through teaching competences, which implies the students will be able to distinguish the different issues affecting the context where they live. They will be able to discern between the various options for solving a problem and will have the necessary empathy to take risks and have proposals with real impact.

From this point of view, this document includes the identification of the competences considered necessary in order to develop these abilities in the students of the collaborating universities, as well as the educative planning.

Here, we present some of the guidelines considered relevant for teaching those qualities and characteristics that belong to social innovation and entrepreneurship, based on the competences contributed by the partner universities.

2.1. Guide for establishing social innovation and entrepreneurship competences

Aiming at achieving clarity in the planning of the academic competences, we have worked deductively, beginning with the list provided by the participating universities. Once the aforementioned list was analysed, and once coincidences and repetitions were detected, even within the same university, the number of competences was reduced to avoid duplication.

In a first phase, we integrated a list of 40 competences presented by the participating universities; those which are representative —qualitatively, meaning that have the relevant characteristics of social innovation and entrepreneurship— of the skills we want to develop through study. For this, we merged into one those competences which, with different wording, refer to the same categorical expression.

Table 1. Example of the coincidences about social innovation competences between the Students4Change Project participating universities

UNIVERSITY	COMPETENCES RELATED WITH SOCIAL INNOVATION	DESCRIPTION
Uniminuto	Critical Thinking	Ability to understand a situation, identify its parts and organise them systematically to determine their interrelationships and establish priorities for action. Ability to analyse and evaluate established ideas; question when it is considered necessary and propose alternatives based on experience, research, and reasoning.
	To analyse	Ability to identify inferential relationships proposed in statements, questions, descriptions or other forms of representation of beliefs, judgments, experiences, information or opinions.
	Communicators and Observers	Ability to socialise knowledge and to recognise knowledge in people and value it. When a relationship between different knowledge exists, innovations happen.
	Proactiveness	Ability to show and take responsibility for full control over their active behaviour in active mode, which involves decision making in the development of bold and creative actions to generate innovation.
	Praxeological Pedagogy	It proposes a process that consists of four moments:

	See	<ul style="list-style-type: none"> Exercises the observation to problematize around the object of knowledge. Requires to attract and interpret the practices lived in the light of knowledge, connecting tacit knowledge with scientific knowledge to obtain new conceptions of reality. Consolidates new representations of reality, establishing connections that produce transformations in the ways of being-think concerning the object of knowledge, which leads to generating innovations. Lived experience is ordered, represented, and reflected; innovations take place when people appropriate knowledge and give place to transformations in their territory.
	Judge	
	Act	
	Creative retribution	<ul style="list-style-type: none"> Consolidates new representations of reality, establishing connections that produce transformations in the ways of being-think concerning the object of knowledge, which leads to generating innovations. Lived experience is ordered, represented, and reflected; innovations take place when people appropriate knowledge and give place to transformations in their territory.
	Network generation	
	Curious Minds	Ability to understand that the answers are not only in one person; on the contrary, sometimes come from those we feel less likely to give the best solutions. That is why they have a great ability to get in touch with different people and take value from those differences.
		They move away from their comfort zone and challenge it; they have more questions than answers; they transcend reality, use learning to understand the world, and always question what, why and how?.
UCR	Capacity for innovation	In the social context are new projects that have a social purpose with a variable approach, scale, and orientation depending on the context in which it takes place.
	Shared leadership capabilities	It means sharing responsibilities and giving decision-making power to the rest of the team members. Promotes an environment that responds with agility to the new. It also encourages a higher degree of creativity and rationality.
	Identification of opportunities (Exploration of the environment)	Ability to identify social problems, (1) social entrepreneurship typically emerges to revolutionise the way social needs are satisfied in contexts where markets have been perceived to have failed or where there are significant institutional voids; with little individual social or purchasing power.
	Innovation and creativity (Generation of ideas, product innovation, and value creation)	Social entrepreneurial business models are uniquely identifiable by mission orientation, level of integration between social programs and traditional businesses, and by their intended target markets; social entrepreneurs' work consists in being "engaged in the process of continuous innovation, adaptation, and learning." In SE the entrepreneur's "rents" are conferred upon society, and the implications of one's actions are essential for social reasons as well, not only for the economic reward.
	Social support	In the context of [social entrepreneurship], a high level of self-efficacy allows a person to perceive the creation of a social venture as feasible, which positively affects the formation of the corresponding behavioural intention.
	Tolerance to risk and uncertainty	Ability to resist and accept the randomness of results with known probabilities (risk) or randomness with unknown probabilities (uncertainty).

	Motivation; Social moral obligation, sense of solidarity (moral imperatives/ethics)	(1) Social entrepreneurship typically emerges to revolutionise the way social needs are met in contexts where markets have been perceived to have failed or where there are significant institutional voids. (2) Social entrepreneurs have a strong social fibre, need to possess a high level of moral intelligence and personal moral values.
	Strategic Skills (Procurement and Resource Development; Preparation, Implementation of Strategies)	Social entrepreneurial development strategy differs from a traditional business strategy because social entrepreneurs attempt to integrate commercial and market-based plans, organising with goals that address social issues.
	Management of financial capital	In social entrepreneurship two kinds of value creation are sought, management of financial capital implies the management of the organisation's finances, looking to accomplish its goals, as well as making them financially viable.
	Management skills (Management skills, Planning skills, Business operating skills, Funding skills, Financial and budgetary skills, Marketing skills, Technical skills; Monitoring and control skills, Development of management systems)	The context of marketing and selling the organisation may be different in SE than in traditional business. The focus on long-term social value creation, difficulties in having a beneficiary who may or may not be a customer, limited purchasing power of customers, and dedication to ethics make marketing and selling the organisation an essential topic in SE as well as the capacity of measure the social impact.
	Self-efficacy	In the context of [social entrepreneurship], a high level of self-efficacy allows a person to perceive the creation of a social venture as feasible, which positively affects the formation of similar intentional behaviour.
Tecnológico de Monterrey	Responsive (Adaptive)	(The student) develops cognitive and research skills being able to generate or apply new knowledge-building processes within different known and unknown fields to produce useful insight for projects/challenges.
	Knowledge	
	Foster transitions	(The student) can organise complex sets of qualitative and quantitative data and to classify them according to a new systemic vision offering an alternate version of reality and society.
	Redesign the public sphere/ Reassembling the social	(The student) understands the changing structure of contemporary social systems and acts consciously within them to generate positive and measurable changes/impacts.
	Sensemaking	(The student) generates inclusive new senses and meanings that are the result of the encompassing of a process' insights and actors fulfilling understanding, appropriation and engagement within it, of a community.
	Trojan horses	(The student) can embed in projects and challenges significant elements of social innovation that can grant the reach of social impact within a wide variety of disciplines and contexts.
	Design logic	(The student) manages design as a transversal skill to be applied in design-driven processes focused on the fulfilment of clearly measurable and desired social impacts.

	Manage the dark matter	(The student) can react positively and adequately react to external and internal agents blocking a social innovation process, granting its results according to goals and indicators.
	Emergent leadership	(The student) can lead social innovation processes within different contexts of application (sometimes critical or hostile) even without the authority to do so, becoming a confident driver for social change both into processes and communities.
	Enabling Platforms	(The student) can detect, implement and manage the proper enabling platforms to empower people and communities to reach the expected impacts. SUB: (The student) understands the role of university institutions as enabling platforms playing a pivotal role in social innovation and acts within them as an agent of change using projects, education, knowledge and technology building and transfer.
	Complex Ethics	(The student) understands that social innovation processes imply a constant redefinition of ethical issues that are grounded in contexts and communities and can properly shape, implement, evaluate and iterate them in an ethical and fair way.
UCaldas	Critical reasoning ability	"... ability to identify and criticise adequately, both weak or defective reasoning and those formally incorrect, and also the ability to reasonably formulate different alternatives."
	Ability to apply knowledge in practice	
	Argumentative abilities	
	Ability to explain a problem	"The identification of the explanatory factors of the problem is an essential step to decompose and recompose the manifest and significant aspects in the processes that gave rise to it. Define the problem and delimit it to be able to recognise where it starts, when it occurs, how it occurs and to whom it affects."

Table 2. Example of the coincidences about social entrepreneurship competences between the Students4Change Project participating universities

UNIVERSITY	COMPETENCES RELATED WITH SOCIAL ENTREPRENEURSHIP	DESCRIPTION
Uniminuto	Integrated problem-solving competence	Ability to apply different solutions to complex issues of sustainability and develop viable alternative solutions.
	Collaboration or interpersonal competence	This competence enables us to initiate, facilitate and support different types of cooperation, including teamwork, and engagement with stakeholders in different sustainability efforts.
	Thinking on values or normative competence	This competence allows us to have the ability to specify, compare, apply, reconcile and negotiate values of sustainability, principles, and objectives based on the concepts of justice, responsibility, and different processes.

UPV	Envision opportunities and gather resources	This ability to envision opportunities and capability in garnering resources are what social entrepreneurs have in common with economic entrepreneurs. It implies the ability to acquire and systematise the operating resources needed to start and grow an organisation. It means creating and pursuing opportunities relentlessly without regard to alienable resources currently controlled, and to both creating wealth which might be reinvested in the business to assure its sustainability and social value.
	Organisational skills	General management skills, involving communication capability, use diagnosis ability and decision making. In the context of social enterprises, it gains an additional dimension of developing the ability for building social capital, business, and entrepreneurial capability.
	Creativity: taking multiple inputs to come up with new ideas to solve issues	Thinking out of the box, having creative approaches in addressing problems, being open-minded, receiving data from everywhere to find creative and flexible solutions. Be able to act entrepreneurially to solve the issues and be highly adaptive.
	Dealing with ambiguity: can handle change and uncertainty	Ability to think systematically and analytically in the unknown context, open to change, but focused on problem-solving and outcomes (solution minded). Ready to be bold and engage in a project when there are no clear answers, risk-taking, and learning to struggle against changes.
	Interpersonal savvy: social connectedness, open-minded and adaptable;	Develop social fibre, open mind, and adaptability, networking, collaboration, social connectedness, and engagement. Practices attentive and active listening with patience to hear all sides.
	UCR	Same as ITESM
UGA Grenoble	Being curious	Being alert and question oneself permanently.
	Generating new ideas	Being able to create new multiple and original ideas and make use of associative thinking.
	Being flexible and adaptive	Questioning and taking a new perspective on projects, accepting failures and learning from mistakes.
	Daring	Daring to experiment in new circumstances.
	Being persistent and tenacious	Completing a project, despite difficulties, changes or lack of interest.
	Being tolerant of ambiguity	Following a project without knowing its outcome, keeping going, being active and positive.
	Being empathic	Listening actively and allowing others to express opinions and feelings; showing a respectful attitude and trust.
	Being open-minded	Listening to and accepting others' ideas and opinions, without value judgment.
	Having and expressing personal opinions	Expressing and sharing one's views in a group, without censoring oneself.
	Joining and taking part in the group's work	Nurturing and facilitating co-creation or collaborative work in the group.

	Being able to identify real problems and needs	Being able to translate a request into a real problem and needs or a creative challenge.
	Communicating and convincing	Exposing one's project in a concise, relevant and innovative manner.
	Implementing a creative process and tools	Managing or initiating a brainstorming within a group or implementing other creative tools and techniques.
ITESM	Ability to identify social problems	Social entrepreneurship typically emerges to revolutionise the way social needs are met in contexts where markets have been perceived to have failed or where there are significant institutional voids; with little individual social or purchasing power.
	Identification of opportunities (Exploration of the environment)	Ability to identify social problems, (1) Social entrepreneurship typically emerges to revolutionise the way social needs are met in contexts where markets have been perceived to have failed or where there are significant institutional voids; with little individual social or purchasing power.
	Evaluation of opportunities (Risk assessment; Business vision)	Social entrepreneurial business models are uniquely identifiable by mission orientation, level of integration between social programs and traditional businesses, and by their intended target markets.
	Capability to implement actions, to take advantage of opportunities, and to solve problems.	
	Innovation and creativity (Generation of ideas, product innovation, and value creation)	Social entrepreneurial business models are uniquely identifiable by mission orientation, level of integration between social programs and traditional businesses, and by their intended target markets; Social entrepreneurs' work consists of "engaging in the process of continuous innovation, adaptation, and learning." In SE the entrepreneur's "rents" are conferred upon society, and the implications of one's actions are essential for social reasons as well, not only an economic reward.
	Strategic abilities (Resources acquisition and development; preparation and implementation of strategies)	Social entrepreneurial development strategy differs from the traditional business strategy because social entrepreneurs attempt to integrate commercial, market-based, organising with goals that address social issues
	Management of financial capital	Because two types of value creation are being pursued in social entrepreneurship, the management of financial capital implies the organisation's financial management, pursuing organisational goals and making them viable.
	Management skills (Management skills, Planning skills, Business operating skills, Funding skills, Financial and budgetary skills, Marketing skills, Technical skills; Monitoring and control skills, Development of management systems)	The context of marketing and selling the organisation may be different in SE and in traditional businesses. The focus on long-term social value creation, difficulties in having a beneficiary who may or may not be a customer, limited purchasing power of customers, and dedication to ethics make marketing and selling the organisation an essential topic in SE. Social marketing and cause-related marketing in readings. Abilities for measuring social impact.

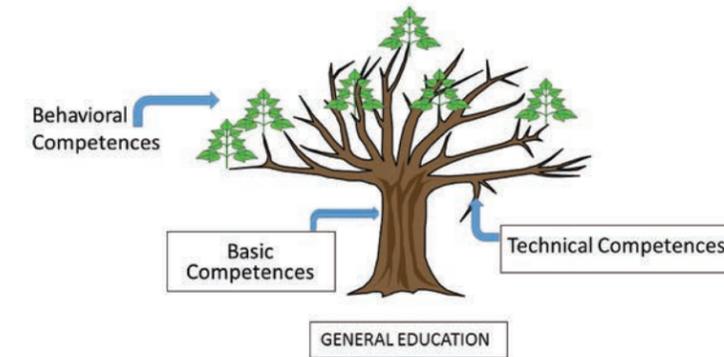
	Self-efficacy	In the context of [social entrepreneurship], a high level of self-efficacy allows a person to perceive the creation of a social venture as feasible, which positively affects the formation of the corresponding behavioural intention.
	Tolerance to risk and uncertainty	
	Learning from Failure	
	Leadership and Motivation (Leadership Skills, Delegation Capacity, and Teamwork)	
	Social Support	In the context of [social entrepreneurship], a high level of self-efficacy allows a person to perceive the creation of a social venture as feasible, which positively affects the formation of the corresponding behavioural intention.
	Interpersonal skills	
	Motivation; social moral obligation, sense of solidarity (moral imperatives/ethics)	(1) Social entrepreneurship typically emerges to revolutionise the way social needs are met in contexts where markets have been perceived to have failed or where there are significant institutional voids. (2) Social entrepreneurs have strong moral fibre, need to possess a high level of moral intelligence and personal moral values.
UCaldas	Ability to solve problems	"... It is necessary to know how to detect the important elements and to find the steps to be taken to solve the problem (whether there is a specific procedure in the discipline or simply applying knowledge and logical capacity)".
	Decision-making capacity	"It is about the capacity to make a selective judgment, for which it is necessary to have sufficient criterion."
	Ability to work in teams	"It is the ability to work in a group and the ability to know how to value the contributions and points of view of others in a common project."
	Commitment to your socio-cultural environment	

Under the same category, those coinciding competences were integrated by colour in tables 1 and 2, to work more precisely and avoid deviating the attention towards a more significant amount that did not contribute any value to the educational planning of the competences in both cases.

Thus, we selected 12 competences to develop with the students in the case of social innovation and 21 for social entrepreneurship. They were established with their respective names and description, detailing the knowledge, abilities, and behaviours that each one entails, and the type of competence it belongs to, if it is primary, behavioural or technic, by the strength the student will develop to solve a specific problem. This last cataloguing —according to the type of competence— obeys to the American model, whose purpose is to identify high performance by focusing on the person and being directed at a managerial level.⁷⁵

⁷⁵ See Mauricio Reyes, "El árbol de competencias se formalizó como herramienta por M. Giget en los años '80, teniendo como pregunta guía ¿cuáles son nuestras competencias nucleares?", in Fundación Chile, Programa de competencias laborales (Chile: 2004). For the strategist toolbox, and specifically, the tree competences see chapter three of Rodeloy Castellanos, Pensamiento, herramientas y acción del estratega, versión electrónica, (Málaga: Universidad de Málaga, 2008).

Since there are different sorts of classifications about the type of competences, this document considers the Tree of Competences, by Mauricio Reyes,⁷⁶ shown next:



In this model the skills are divided —as the figure of the tree shows— in basic competences: those who are directed at “sowing” abilities and knowledge, so in the future the student will develop technical competences, also called functional, and which focus on the “know-how”, defined as “technical knowledge for a specific occupation”.⁷⁷ They transmit the standards and processes, so they allow the students to interiorize the important notions, creators of behaviours, identified as the tree of behavioural competences. These last ones communicate style, culture, values, and strategies. These elements, together, will allow the students to “be ‘ready’ and take de initiative, originate actions and be responsible for the consequences of the decisions”⁷⁸ they make. From this exercise we got the column titled “Type,” which can be seen in the following tables:

Table 3. Defining social innovation competences according to the types of abilities to develop

Competence Name	Competence Description	Type
Theoretical knowledge	Knowledge about social innovation and how to put it in practice.	Technical
Planning social innovation projects	The ability to design a project to configure or to develop social practices.	Technical
Budget planning	The technical and practical ability to manage a funding plan.	Technical
Scientific methodology	The student can name, explain, select and use a method to develop a project.	Technical
Knowledge adaptation	The students develop cognitive and research abilities to be able to create or use new knowledge by transferring the learning process from known to unknown areas.	Basic
Presentation and argumentation	The ability to present the results of the tasks constructively.	Basic

⁷⁶ Psychologist from the Central University of Chile, and facilitator of several courses associated with the management of human resources through competences.

⁷⁷ See Fundación Chile, Programa de competencias laborales, s/p.

⁷⁸ Ibidem.

Collaborative work	The students have a sense of camaraderie amongst members of the project, plan their work as a team and equally share the tasks.	Behavioural
Analysing social problems	The ability to identify and explain the social system and its problems.	Technical
Responsibility	Students develop and extend their principles system in regards to liability.	Behavioural
Critical Thinking	The ability to understand a situation, identify its parts, organise them systemically, analyse and evaluate the established ideas and propose alternatives, based on experience, research, and reasoning.	Technical
Self-efficiency	The students develop trust in their abilities to achieve the target results. Within the context of the social business, self-efficiency allows the students to perceive as viable the creation of a social business.	Behavioural

Table 4. Defining social entrepreneurship competences according to the type of abilities to develop

Competence Name	Competence description	Type
Social analysis	The student is capable of analysing, comparing, applying, reconciling and negotiating the value of sustainability. At the same time, he can identify principles and objectives based on the concepts of justice and responsibility, intending to reduce the social fallbacks considered in the objectives of the business models.	Technical
Teamwork	The students are capable of working in teams and commit to the interested parts nurturing and facilitating co-creative work. They know how to value other's contributions and points of view.	Behavioural
Opportunity and entrepreneurship vision	The students show business vision before the possibility of creating a social business. They are capable of managing, increasing and reinvesting the existing resources, to ensure its sustainability and social value. They manage opportunities which allow them to obtain resources for social entrepreneurship, like the ability to acquire and systematise the necessary operative resources to start an organisation and make it grow.	Funcional
Creativity	The students can think "outside the box," to keep a creative approach to facts and problems, have an open mind and receive information from every part involved to find creative and flexible solutions. Besides, they can act entrepreneurially to solve problems and quickly adapt to changes and new situations.	Behavioural
Proactivity	The students can think systematically and analytically in strange contexts and be open to change with the focus on problem-solving. The ability to be proactive and commit to projects which do not have answers or apparent solutions, plus taking risks and learn from these.	Technical
Commitment	The students can recognise themselves as a part of identifying social problems, and they become involved within the community in the solution. They perceive themselves as agents of change within society.	Behavioural
Critical thinking	The students are continuously questioning to create new ideas through associative thinking, forming their criteria and the ability of generating selective judgment.	Technical

Competence Name	Competence description	Type
Innovation	The students have a business vision; they address the projects from new perspectives, turning them into a creative challenge and approach the social needs in a revolutionary manner. They can revolutionise how social needs are met in contexts where markets have failed, or where there is a tremendous institutional vacuum, with little social power or individual purchasing power.	Technical
Productivity	To complete the project, the students defeat any obstacle keeping a positive, tolerant and proactive attitude, seeking efficacy and efficiency.	Technical
Empathy	The students listen active and respectfully to their classmates, accepting their ideas and opinions, without making value judgments.	Behavioural
Communication	The students freely express themselves in front of the group and present their projects in a concise, relevant and innovative form.	Technical
Entrepreneurship	The students have the ability to analyse and interpret creatively, a real problem as a challenge; they have a vision for the business and manage their projects through new perspectives.	Technical
Broad or open mind (Openness)	The students can manage brainstorming in groups and creatively implement tools and technics to generate ideas.	Technical
Commitment	The students understand the importance of committing to a continuous process of innovation, adaptation, and learning, where social impact is more important than economic profitability.	Technical
Financial management	The students can consider the creation of value in social business without harming the control of its finances.	Technical
Creating social value/ social impact	The students are capable of integrating values into the social business organisations, based on the market, with the aim to tackle social issues.	Technical
Leadership	The students identify the self-efficiency level as a quality of the social business context as the detonating element for its creation, with direct consequences to is behavioural intentions.	Technical
Moral vision/ perspective of social entrepreneurship / Values	The students identify the relevance of values and of the moral intelligence of the social business.	Technical
Identifying the needs and the solution to a problem	The students can apply different scenarios to solve complex sustainability problems. Thus, they develop alternative solutions under pressure.	Technical
Collaborative work	The students possess a respectful attitude toward different ideas, so not to clash against the thoughts and feelings of others, maintaining the respect and the integrity of ideas without prejudice.	Behavioural

Since the learning of competences in the fields of interest requires the analysis of real social problems, we feel that giving a goal to achieve for each skill may make it easier for the students to develop in practice. Thus, by having a clear and measurable objective will help to a better internalisation of the competence.

Taking into account that each competence needs a “how to do,” different methods of approaching each of them was designed to reach the objective in each case, thus establishing options we consider to be paramount for their development, without forgetting the type of the competence.

Also, with all the previous elements, it is relevant to define the actions that are required by each competence, following the objectives that are to be reached. These actions determine how the students will be able of interiorizing the knowledge and the development of the competence, in such a manner that they appropriate the inherent behaviour in the skill. Thus, the “actions” column came to be: The actions through which we seek an impact can be appreciated in the following table:

Table 5. Social innovation competences considering the objectives and actions required to fulfil each competence

Competence Name	General Objectives	Actions
Theoretical knowledge	Learn the theoretical know-how. Use theoretical knowledge in practice. Build a system of theoretical-practice transfer.	Define social innovation. Explain what “social innovation” means. Separate the term from other terms (such as a social business). Collect the best examples of social innovation practice. Identify the relevant actors in the field of social innovation. Learn about social innovation research. Analyse the area of interest (depends on each student’s field of study). Know specific research questions. Look for ways to develop a project to answer these three questions. To implement a project. Develop the ability to put theoretical knowledge into practice. Knowledge is sounder when the theory and the practice are connected.
Planning social innovation projects	Carry out a strategy. To understand the different phases of a social innovation project. Establish the plan to integrate the objectives which confront the detected social need. Create a long-term project with social value.	Establish connections with partners. Identify the needs. Generate ideas. Develop a project. Carry out the project. Evaluate the project. Get the partners involved and consider their points of view from the start. Create a plan with all its phases. Choose the methods. Establish a connection with the project’s field. Create a sustainable project with the capacity of standing for a long time. Develop sustainable collaborations and cooperation. Create value.
Planning a budget	Knowledge about how to manage a budget and how to get funds. Prepare a budget plan. Create a long-term budget plan to get funds for the project.	Learn about the legal requisites for receiving financing. Learn about the types of funding. Collect success examples of financed projects. Write an strategic plan which involves: concerning social problems and needs; creating social value; achieving profits; implementing a strategic plan; contacting financing institutions; writing an application for financial support for the project; socializing contacts; providing an information list; making a list of essential partners for the financing; achieving sustainable economic solutions.

Competence Name	General Objectives	Actions
Scientific work methods	Basic principles of research and knowledge management. Apply the scientific principles to define the challenges and develop research questions. Carry out a project.	Obtain a summary of the scientific principles. Learn the different types of methods (e.g., interviews, surveys.). Become familiar with the process of the research phases. Use the knowledge in a social area. Conceive the idea of a research project or implement a project. Use the knowledge about the principles and methods to find a solution to the research question or the social need. Students must be capable of working with new approaches and techniques.
Adapting Knowledge	Basic principles of knowledge management. Students can solve a new problem finding own solutions. Students are capable of solving a new problem adapting their knowledge to new challenges.	Analyse texts. Learn the basics of research. Learn how to look for information. Analyse a problem autonomously. Update information, adapt the information to new solutions. Students will summarise all the information to find a solution. Develop independence. Students can find a solution to new problems.
Presentation and discussion	Estimate a project’s results and structure it reasonably. Prepare and give a structured presentation. Share knowledge and achieve the ability to present it.	Learn the rules of the discussion: based on fact, respect, valuing everyone, discussing, and feedback. Promote a debate about a specific object. Create a common framework for the discussion. Take notes of the ideas. Summarise. Provide feedback. Develop the ability to do a presentation. Increase knowledge. Motivate everyone to be part of the discussion. Make everyone feel valued.
Collaborative work	By working together with other students, they develop a profound sense of companionship. Students share responsibilities and work together to achieve goals. Students support one another and value everyone’s contribution.	Work together on the same tasks. Know and respect others’ point of view. Achieve a sense of belonging. Face tasks together. Share the duties equally. Develop a sense of responsibility with the group (recognise that they need each other). Be in contact with each other and each other’s life. Learn about different work methods and life situations. The student values everyone’s contribution. The students support one another.
Analyse social problems	Select an area or social community. Direct the research in a community towards their possibilities and their issues. Create a summary of the opportunities and the limits facing the community.	To obtain a summary of society with its different areas and communities. Emphasise the needs and social problems. Select a region or population and explain this choice. Establish contact with the community. Research the living conditions of the people in that community and their problems. Compare the conditions to the expectative they have. Collect all the information. Write a summary of the problem. This summary can be the base of the research and support projects.

Competence Name	General Objectives	Actions
Responsibility	Exchange of thoughts and ideas. Find a standard definition of responsibility. Implement knowledge and responsible practices in life and work.	To research in the literature. To discuss and exchange ideas. Identify situations for which they must be responsible. Compare their ideas of responsibility. Put responsibility in the university's context. Put responsibility in the context of the communities. Relate the responsibility to social matters. Create an own point of view. Collect ideas. Write guidelines about responsibility relative to social problems. Involve partners in the project and communities in a responsible manner. Be aware of the responsibility.
Critical Thinking	Understand and organise situations. Analyse and evaluate established ideas. Propose alternatives for that which is neither necessary nor beneficial.	Identify complex situations or ideas. The contrast between different interests to organise them systematically. Evaluate ideas. Confront positive against negative features. Decide to keep or not the established patterns or their parts. Find alternatives for the harmful or unnecessary elements of the situation. Implement different forms of behaviour.
Self-efficacy	Students are given tasks which they must carry out by themselves. Students have to finish a job as a group with their ideas. Students develop self-efficacy because they see that they can deal with the task.	Work on a new task. Students must select a method by themselves. Develop their way to face a task. Develop their responsibility for the job. Interact with the group. Decide on the work method with the group. Find a solution by themselves and develop on their own and develop self-efficacy as a group. Be motivated to work on new tasks.

Table 6. Social entrepreneurship competences considering the objectives and actions required to fulfil each competence

Competence Name	General Objectives	Actions
Social analysis	Select requisites whose knowledge and command give the students the necessary means to adapt them to everyday life. Establish acting schemes for concrete situations in real life.	The students detect situations of social injustice; generate proposals to solve them which involve business strategies; consider the impact in the community; recognise the needs of the community and their connection to the business activities; look for solutions which guarantee decent/optimal/sustainable living conditions.
Teamwork	Review acting schemes. Guarantee that the students review specific possible actions	The students recognise which are the strengths and weaknesses of the team members. The students listen to the opinion and interests of the team in regards to the objective they wish to attain; they can open spaces for dialogue and participation among all the members of the group. Students enable the generation of ideas and solutions between the different team members; they delegate activities and responsibilities between the various members of the team.

Competence Name	General Objectives	Actions
A vision for opportunities/ entrepreneurship	Global teaching. Establish activities in which the students create acting schemes and apply them.	The students recognise which are the business opportunities and establish an analysis from which they will be able to define the benefits for the community without losing sight of the profitability that will guarantee the permanence of the business; able to generate informs with results.
Creativity	Select requisites whose knowledge and command give the students the necessary means to adapt it to everyday life. Establish acting schemes for concrete situations in real life.	The students create strategies for brainstorming; take time to analyse and think about the problem through different perspectives; show the ability to connect different areas of knowledge to achieve solutions which link different actors/sectors of the community.
Proactivity	Establish activities which allow the students to identify information which will enable them to attack the problem effectively and efficiently.	The students combine their observation, analysis and problem-solving abilities; promote the solution for a problem taking into account the ideas and points of view of the different actors involved; do not conform to the easiest solution, but think and evaluate about other alternative solutions.
Commitment (C) ⁷⁹	Guarantee that they can interpret the situation and understand it with the goal of evaluating the different problem-solving processes in the community.	The students participate in the activities of their community; identify the problems affecting their community and the way to solve them; denounce and propose strategies to respond to the proposed solutions; follow up on these solutions.
Critical thinking	Supervise that students apply the competence correctly; encompass concepts, procedures, and attitudes; Guarantee information systematisation.	The students analyse and evaluate different perspectives relating to the problem; research about different approaches to the problem; apply strategies of analysis and judge ideas; question proposed solutions from their viability, effectiveness, and efficiency.
Innovation	Carry out an analysis of the situations from a perspective which accepts its complexity to identify its fundamental problems in the face of taking action.	The students listen, analyse and evaluate new ideas; take risks; transform the initial proposals through incorporating social variables.
Productivity	Identify obstacles which avoid solving a problem for; in order to confront it and act efficiently and effectively.	The students keep the dialogue open; carry out negotiating and conflict-solving strategies; create open spaces for discussing ideas.

⁷⁹ Remember that the "Commitment" competence is a behavioral type competence, because further along this competence is mentioned but as a technical competence. The difference between both is explained with the letters 'c' or 't' in parenthesis respectively.

Competence Name	General Objectives	Actions
Empathy	Guarantee forms to think about the confronted situation.	The students listen attentively and respectfully to other people's comments; seek to understand the situation from the perspective of others before making a decision; try to understand the context in which the person is making a specific decision or presenting a particular solution to a problem; propose spaces for dialogue and listen to the participants.
Communication	Guarantee the students to pass through experiences allowing them to acquire the competence to develop.	The students use a precise language following the public to whom the message would be addressed; apply support elements that help a better understanding of their message.
Entrepreneurship	Establish problems that can happen in real life with the aim of directing them with flexibility, adapting the action to the specific characteristics of the actual situation.	The students propose different ideas or solutions to solve identified problems; allow for the exchange of ideas and points of view between the various actors involved in the issues detected; promote spaces for dialogue, discussion, and meeting of the different actors involved in developing a solution for the problem detected.
Expanded mind / Open mind (openness)	Guarantee the systematisation of information, as well as its interpretation and understanding.	The students generate brainstorming strategies; it allows the exchange of ideas and points of view between the different actors related with the identified problem; It shows the ability to connect different areas of knowledge to achieve solutions which link the various actors/sectors of the community.
Commitment (T)	Guarantee the students to understand, value and intervene in society critically and responsibly with the goal of being more fair, supportive, and participative.	The student establishes and meets the deadlines to present the different activities developed for the project; inform the rest of the team about any eventuality which might affect the project's timeline; communicate openly and honestly the project's objectives, tasks, and setbacks.
Manage financial resources	The students are capable of prioritising actions, establishing an equilibrium between the needs of the social business and the financial resources it possesses.	The students consider the different actors involved in the problem within the financial situation; distribute activities and resources according to the abilities and knowledge of the involved actors; shows judgment by prioritising the use of the financial resources.
Creation of social value/ Social impact	To ensure that the student understands, assess and intervene in society critically and responsibly, with the goal of being more fair, supportive, and participative.	The students establish constructive relationships between the business and other actors involved in the problem, with the aim of improving the supply and value chains in the operative and administrative activities.

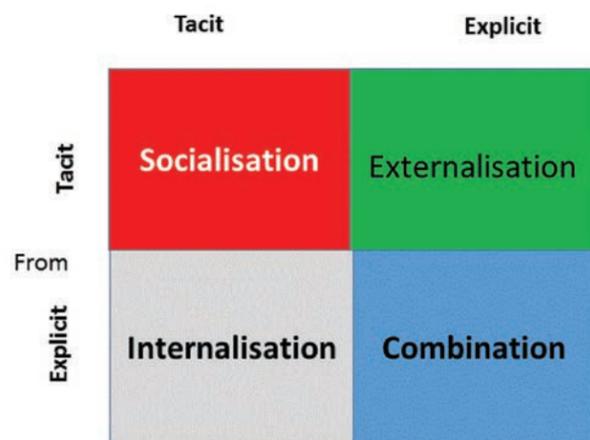
Competence Name	General Objectives	Actions
Leadership	Establish activities accordingly to the objectives of the social business, in such a way that it promotes putting into action procedures, facts and concepts in an interrelated way.	The students communicate effectively the activities that have to be carried out; promote commitment through the example; direct their efforts towards forming collaborative and productive teams to achieve the established goals; promotes self-discipline to generate an adequate environment for innovation and continual improvement.
Perspective / moral vision in social entrepreneurship / Values	Guarantee the learning of concepts from a moral perspective and use them to interpret, understand or expose a phenomenon or situation from a moral perspective of social justice, solidarity and equality, showing the ability to connect these concepts to concrete actions.	The students promote actions which help keep and support morality; focus on guaranteeing truth and kindness without lessening the freedom of others; it is the students' task to care for the environment and respect the coexistence in every aspect of nature.
Identify the needs and solution to the problems	Develop in the student the ability to think and be flexible adjusting to the specific characteristics of a real situation.	The students analyse the variables involved in a determined scenario taking into account the known and unknown facts; involve the variables which imply sustainable development; come up with negotiating and conflict resolution strategies.
Collaborative work	Guarantee that the students are capable of relating, communicating, cooperating and listening to others, with the goal of being empathic, supportive, and tolerant.	The students must practice processes of direct feedback with effective communication which generates productive relationships, with the goal of assimilating new lessons which will provoke a multiplying effect for the benefit of everyone.

2.2. Guidelines for teaching social innovation and entrepreneurship: An example of incorporating the vision of competence in the course "Organizational culture and technological innovation."

The guidelines presented in this section have been conceived from the perspective of any course: its syllabus, the objectives to be covered and even the number of sessions, beginning with the case of Tecnológico de Monterrey, as well as the teaching-learning techniques used by the teacher. Thus, the course presented next has been tailored to teaching social entrepreneurship competences, based on authors like Nonaka and Takeuchi,⁸⁰ directed towards the SECI model of creating and transferring knowledge, which stands for: Socialization, Externalization, Combination, and Internalization. These are the steps of the cycle proposed by the authors in their theory. In this model, used by organisations, the primary challenge is to disseminate and transform into specific elements the intangible part of knowledge, and vice versa. Thus, experiential practices are a detonating factor that allows to comply with the cycle shown next:⁸¹

⁸⁰ See Ikujiro Nonaka and Horotaka Takeuchi, *La organización creadora de conocimiento*, translation by Martín Hernández Kocka (México D.F.: Oxford University Press, 1999).

⁸¹ Source: Ana María Aguilera, "Nonaka y Takeuchi: Un modelo para la gestión del conocimiento". Retrieved from <http://anamariaaguilera.com/nonaka-y-takeuchi/organizacional> (Accessed: 11/11/2017).



Nonaka y Takeuchi, 1995

2.2.1. Instructional guide: General context to design a course from the social innovation and entrepreneurship competences perspective

The curricular design determines the impact of a course's contents in each program designed in educative institutions. With the goal of presenting a structure for the project *Students4Change (S4Ch)*, we consider the following highlights which support the course design for the development of social innovation and entrepreneurship competences, taking into account the minimum information required to accomplish the pedagogical and didactical requirements for this purpose.

We propose that when designing a course with social entrepreneurship competences, two phases in three operative stages should be considered, as well as three dimensions for developing the social innovation and entrepreneurship competences effectively.

The two phases are synchronised to guarantee the learning of the topic and in a parallel manner, the development of the competence. With this, the implicit knowledge becomes tacit and explicit in an educational way, which promotes intrinsic entrepreneurship for social development. The challenge lies in transferring knowledge and developing the competences for social entrepreneurship: knowledge reflected in society as an expression of social innovation.



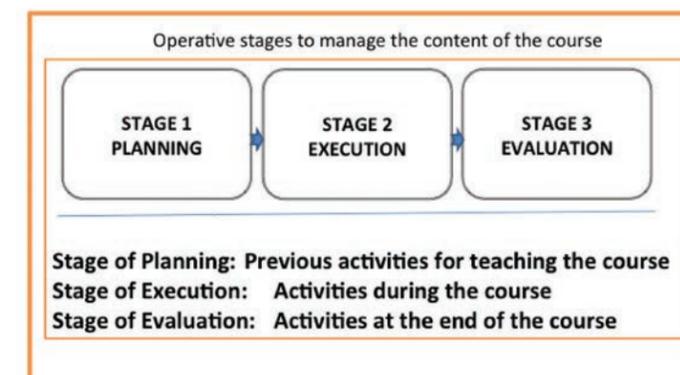
Source: Students4Change.

This image illustrates knowledge transfer following a DNA structure to point out the importance of attitudes and values which give form to the behaviour; these constitute fundamental and inseparable aspects for knowledge to be translated into positive changes in the recipients. They become agents of social change who catalyze a multiplying effect in society, which translates into social innovation. Our aim is the development of social innovation and entrepreneurship competences through the transfer of knowledge, attitudes, and values.

Phase 1: The logical sequence for these phases is:⁸²

1. **Planning:** Define contents, themes, and the logical progression according to the study program and course to teach. We recommend selecting the competences that one wishes to develop and revise the toolbox chosen for that project.
2. **Execution:** Steps or activities organised logically according to the teaching-learning process decided according to the contents of the course.
3. **Evaluation:** The process of comparing the results with the planned objectives in the course. It is worth mentioning that there is an example of the model for the competence outlined to develop. It is not limited to obtaining a grade in the course to meet the administrative paperwork of the academic institution. In this case, and for the project, it is pertinent to use these models which evaluate the social innovation and entrepreneurship competences.

Operative stages of managing the program (course contents)



Stage 1: Planning:

- a) Theme
- b) Specific objectives
- c) Competence description
- d) Tool selection
- e) Evidence
- f) Bibliography
- g) Method

Activities before teaching the course:

- Content planned in the curricular map
- Learning objective and competence's objective
- Choose from the selected competences
- Select the option(s) from the toolbox
- Guarantee that the rubric is correct
- Previously established for the course.
- Check the toolbox

Stage 2: Execution:

Activities during the teaching of the course

⁸² Adapted from Magaly Ruiz, El Proceso Curricular de Competencias (México: Trillas, 2009).

The activities related to didactics are established according to the schedule, duration of each session, theme, students' profile, and teacher's experience. The following steps are suggested:

1. Start of the class:

The teacher has already planned the course where the competences were programmed, as well as the use of one or more tools which appear suggested in the last table of this chapter⁸³ and the methodology relevant to the subject. Next, we present an example of the adaptation of two items from the course "Organizational Culture and Technology Innovation":⁸⁴

Activities

- a. Attendance and greetings
- b. Diagnosis questions related to the subject
- c. Prompt a brainstorming session
- d. Organise informal work teams
- e. Select contributions by team
- f. Request bibliographical support
 - i. Bibliographic resources
 - ii. Internet references
 - iii. Journals, newspapers, essays, articles
 - iv. Others
- g. Use educational material programmed by the teacher and the alternatives proposed in the toolbox or other options (blackboard, presentation, etc.) so each team present their contribution, promoting the participation of the member of the teams.

No.	1	2
SUBJECT	Organisational culture and social entrepreneurship	Organizational culture: a) Definitions, b) Concepts, c) Applications
SPECIFIC OBJECTIVES	Analyse the importance of Entrepreneur Social Responsibility (ESR) and of promoting social entrepreneurship through the objectives in the Business Models	Strategic aspects of the innovative organisation. Key elements of organisational culture directed towards social entrepreneurship and the culture of innovation.
COMPETENCE	The vision of opportunities for social entrepreneurship	Social Analysis

⁸³ As part of the work done in the Students4Change project, a document will be presented which includes a series of methodological tools supporting the teaching of social innovation and entrepreneurship competences.

⁸⁴ The annex includes the adaptation of the entire syllabus of the course Organizations Culture and Technology Innovation to the social innovation and entrepreneurship competences focus.

COMPETENCE DESCRIPTION	The students present a business vision before the possibility of creating a social business. They are capable of managing, increasing and reverting the existing resources, with the aim of securing their sustainability and social value. They generate opportunities that allow them to gain funds for social entrepreneurship; this implies the ability to acquire and systematise the necessary operative resources to begin an organisation and to make it grow.	The students are capable of analysing, comparing, applying, reconciling and negotiating new sustainability values. Likewise, they can identify the principles and objectives based on the concepts of justice and the responsibility to attend to social problems, with the goal of including social fallbacks within the objectives of the business model.
EVIDENCE	Essay, the result of the survey	Model evaluation
ACTIVITIES	Write an essay; reading control, survey in Google Drive, idea exchange through chat or a digital platform (BB).	Turn in and executive presentation of the case, debate dynamics debate in class
BASIC BIBLIOGRAPHY	Palacios Núñez, Guadalupe. <i>Emprendimiento social...</i> ; Abreu, José Luis. <i>La gestión de RSE: enfoque interdisciplinario...</i>	Bell, Cecil, <i>Desarrollo Organizacional...</i> ; Melissa A. Shilli. <i>Dirección estratégica de la innovación tecnológica...</i> ; Chávez Méndez, Paulina. <i>Comportamiento de la cultura organizacional...</i> ; Cepeda, Ivón. <i>La Tolerancia, una virtud necesaria para la convivencia...</i>
PROPOSED METHOD	Case method, reading and debate, brainstorming, collaborative learning.	The case method, learning directed towards problem-solving

2. Class development:

The teacher carries out the planned activities for the course, directed to interiorizing the previously established competences. For example:

Activities:

- a. The teacher is a facilitator and promotes the expression of students' different ways to analyse the topic.
- b. Promote research-action
- c. Organise the topic's analysis through the scientific method (deductive-inductive) using the contributions from individuals and the group.
- d. Promote shared leadership and effective communication.
- e. Incorporate the contributions so a team can make the comparative analysis.
- f. Assign one team the executive writing about the topic, using the information shared by the other groups.

3. End of class:

The teacher verifies that the course contents, matched to the selected competences, are covered and applied by the students throughout the course following its objectives. Likewise, the teacher certifies that there is evidence which confirms the knowledge gained. For example:

Activities:

- a. Ask the students for a list of keywords.
- b. Question if the selected contributions are viable.
- c. Ask if the inputs have an impact on society.
- d. Promote innovation to addresss the analysed issue.
- e. Clarify doubts by the students.
- f. Constructively point out the mistakes made.
- g. Write a summary about form and content of the topic.
- h. Request from the students (individually or in teams):
 - i. An essay.
 - ii. A partial project.
 - iii. An integral project on the topic.
 - iv. Answer a survey on the platform.
- i. Connect it to the next item on the established syllabus.

4. Evaluation:

The teacher will apply in the office the programmed model after the session.

Activities:

- a. Significant deviations.
- b. Corrective measures related to the established objectives.
- c. Individual and group feedback.
- d. Relevant adjustments, if necessary.

The structure of an example of the model is shown next, so it can be used as a guideline to evaluate the competences selected for the course:⁸⁵

⁸⁵ Ignacio Gatica-Lara and Teresa Uribarren-Berrueta, “¿Cómo elaborar una rúbrica?”, Investigación en educación médica, Year 2, n° 5 (2013): 61-65.

25	50	75	100
<u>VERY LOW</u>	<u>LOW</u>	<u>ACCEPTABLE</u>	<u>EXCELLENT</u>
The students cannot identify the principles and objectives based on the concepts of justice and responsibility to tend to social problems.	The students can identify the principles and objectives based on the concepts of justice and responsibility to tend to social problems.	The students can identify the principles and objectives based on the notions of justice and responsibility to manage social issues with the goal of placing the social fallbacks within the purposes of the business model.	The students are capable of analysing, comparing, applying, reconciling and negotiating sustainable values. Also, the students can identify the principles and objectives based on the concepts of justice and responsibility to tend to social problems with the goal of placing the social fallbacks within the purposes of the business model.
The students do not have a business vision when facing the possibility of creating a social business. They are not capable of managing, increasing and reinvesting the existing resources.	The students have a business vision when facing the possibility of creating a social business. They are capable of managing, increasing and reinvesting the existing resources.	The students have a business vision when facing the possibility of creating a social business. They are capable of managing, increasing and reinvesting the existing resources, with the goal of guaranteeing its sustainability and social value.	The students have a business vision when facing the possibility of creating a social business. They are capable of managing, increasing and reinvesting the existing resources, with the goal of guaranteeing its sustainability and social value. They create opportunities which allow them to obtain funds for social entrepreneurship; and show the ability to acquire and systematise the necessary operative resources to start an organisation and make it grow.
The students cannot interpret a real problem creatively nor analyse it as a challenge.	The students can understand a real problem creatively.	The students can understand a real problem creatively and analyse it as a challenge.	The students can understand a real problem creatively and analyse it as a challenge; they possess the business vision and approach the projects from new perspectives.

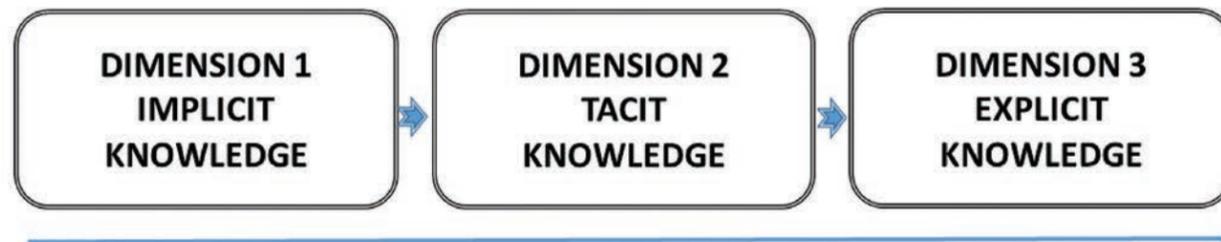
25	50	75	100
<u>VERY LOW</u>	<u>LOW</u>	<u>ACCEPTABLE</u>	<u>EXCELLENT</u>
The students cannot consider the creation of value in the social entrepreneur.	The students can consider the creation of value in the social entrepreneur.	The students identify the relevance of the values and moral intelligence in the business.	The students can consider the creation of value in the social entrepreneur without disregard of financial management.
The students do not understand the importance of commitment to a continuous process of innovation and learning.	The students understand the importance of commitment to a continuous process of innovation.	The students understand the importance of a commitment to a continuous process of innovation, adaptation, and learning.	The students do not understand the importance of a commitment to a continuous process of innovation, adaptation, and learning; in which social impact is more important than economic profitability.
The students do not identify the high level of self-efficacy as a detonating element of its creation as a quality of the social business context.	The students identify level of self-efficacy as a quality of the social business context.	The students identify the high level of self-efficacy as a detonating element of its creation as a quality of the social business context.	The students do not identify the high level of self-efficacy as a detonating element of its creation as a quality of the social business context, with direct consequences in conductual intention.
The students do not have a business vision when facing the possibility of creating a social business. They are not capable of managing, increasing and reinvesting the existing resources with the goal of guaranteeing its sustainability and social value.	The students have a business vision when facing the possibility of creating a social business. They are capable of managing, increasing and reinvesting the existing resources.	The students have a business vision when facing the possibility of creating a social business. They are capable of managing, increasing and reinvesting the existing resources with the goal of guaranteeing its sustainability and social value.	The students have a business vision when facing the possibility of creating a social business. They are capable of managing, increasing and reinvesting the existing resources with the goal of guaranteeing its sustainability and social value.

25	50	75	100
<u>VERY LOW</u>	<u>LOW</u>	<u>ACCEPTABLE</u>	<u>EXCELLENT</u>
The students cannot think systematically and analytically in unknown contexts.	The students can think systematically and analytically in unknown contexts.	The students can think systematically and analytically in unknown contexts, as well as being open to change with a problem-solving attitude.	The students think systematically and analytically in unknown contexts, as well as being open to change with a problem-solving attitude. They can be proactive and commit to projects which do not have answers to clear solutions, besides taking on risks and learning from them.
The students do not have business vision, nor do they tackle projects from a new perspective, turning them into creative challenges and approaching the social needs in a revolutionary manner.	The students have the business vision; they tackle projects from a new perspective, turning them into creative challenges.	The students have the business vision; they tackle projects from a new perspective, turning them into creative challenges and approaching the social needs in a revolutionary manner.	The students have the business vision; they tackle projects from a new perspective, turning them into creative challenges and approaching the social needs in a revolutionary manner. They can revolutionise how social needs are tended to in those contexts where they perceive that markets have failed or where there is a tremendous institutional void, with little social and acquisitive power for the individuals.

Example of the calculations for the grade: Example for ten competences.

25	50	75	100
<u>VERY LOW</u>	<u>LOW</u>	<u>ACCEPTABLE</u>	<u>EXCELLENT</u>
<u>Number of competences evaluated with the scale</u>			
3	3	5	2
3 (25)	3 (50)	3 (75)	2 (100)
=75 +	=150 +	=375 +	=200
TOTAL = 800	MAXIMUM = 1000	800 / 1000 = 80 %	GRADE = 80

Phase 2: This is the phase in which the social innovation and entrepreneurship competences are developed.



Dimension 1: Implicit Knowledge:

It is established that the topic's information is common sense. It is shared with the group and has elements applicable to real life, with the purpose of tending to a problematic situation in order to analyse it and solve the observed restriction. Since it is a habit, it is applied without us noticing it; it is merely executed and put into practice unconsciously.

Dimension 2: Tacit knowledge:

The action alternatives are analysed and/or debated in order to generate group (social) knowledge acceptable for it to be considered as a valid solution for such contexts, in a way that it eliminates the restriction or intervenes in the problem. It remains on an unconscious and intuitive level; it is disjointed; it is implemented and executed mechanically. It is transmitted through observation and imitation (mechanic reaction). It is difficult to extract to apply, but it is invaluable.

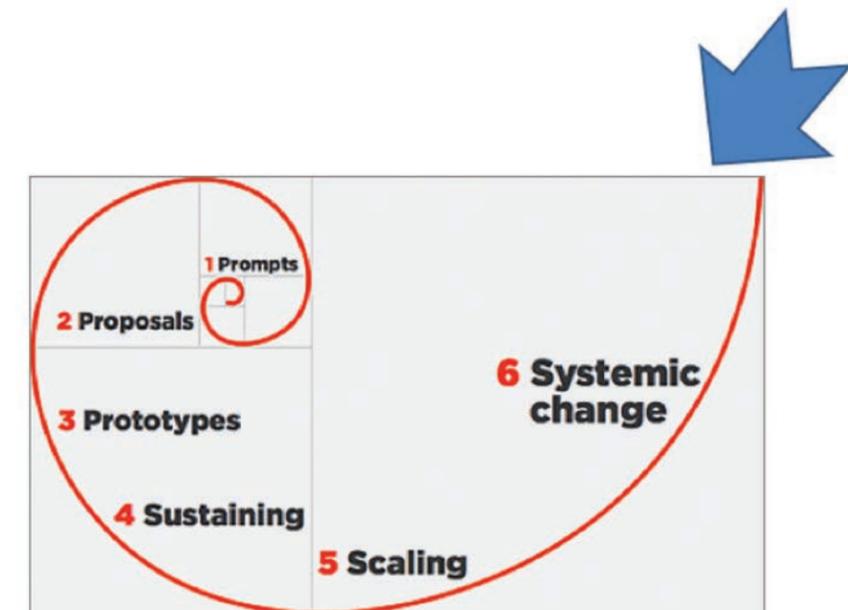
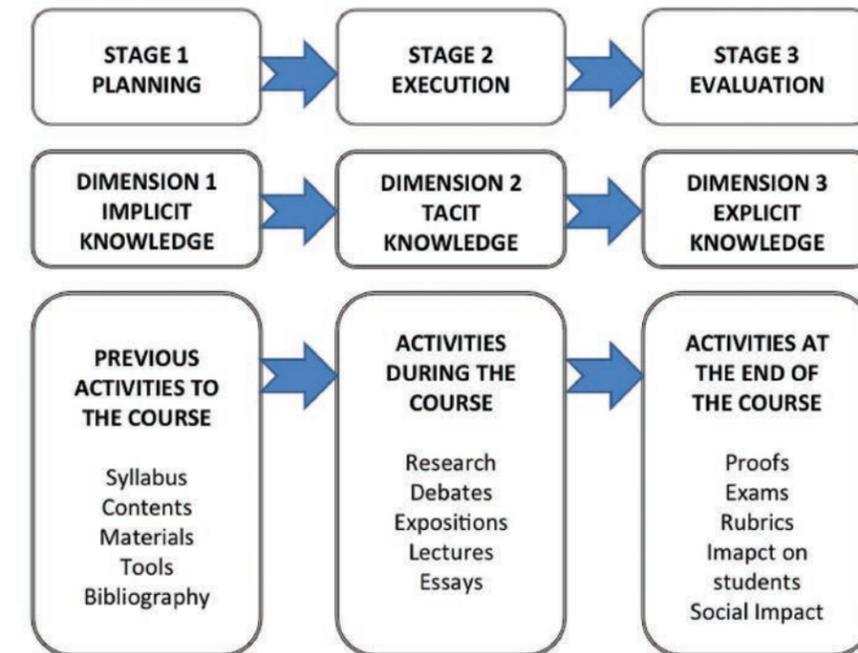
Dimension 3. Explicit knowledge:

It is the observable evidence, it reflects on the topic's objective which can be evaluated naturally through the students' and teachers' behaviour in their activities (cognitive). To sum up: there is a favourable change as a result of the topic analysis and from the knowledge, abilities, and attitudes which favour the multiplying effect of the members of society. It is the knowledge that they already know they have and there is awareness of it when it is executed; it is structured and schematized for formal training. That is to say; its transmission can be planned.

The teaching-learning process is not limited to the information or content instruction by the teacher. Instead, it is a process of knowledge transmission and development of competences for social entrepreneurship which facilitates social innovation.

Each one of the Program topics must establish the proposed structure with the aim that by the end of the course, it can link the result to the impact on society; in such a way that the development of social entrepreneurship competences promotes a multiplying effect in society as an expression of social innovation, which would in turn reflect an improvement in its members' quality of living.

This section illustrates the relationship between the phases and the dimensions, with general indications to organize the instructional guide. It is worth mentioning that in each course you can use what works best according to the content.



Source: Students4Change based on the Figure The Open Book of Social Innovation⁸⁶

By the end of each session, actions will be taken to promote social innovation through the development of competences in the previously mentioned fields, with the aim of fostering sustainable, effective

⁸⁶ See Robin Murray, Julie Caulier Grice and Geoff Mulgan, The Open Book of social Innovation (Nesta/The Young Foundation, 2010), 11.

and positive change in the quality of living of the members of society. In the figure we can see the importance of “meshing” the teachers’ competences with those of the students to create an effect in society, which is seen as social innovation when there are favorable changes in the quality of living of the people through the use of knowledge, abilities, and attitudes developed in each field selected for this project.

It is important that the abilities and attitudes which promote social entrepreneurship competences are put into action during the process of knowledge transmission; with the the goal of making the students agents of change in society, and to have them come up with activities which will contribute to social innovation.

In the illustration, we can see a map of the relationship between the activities and the dimensions which generate the social innovation process under the Instructional Guide, and gives way to the sustainability emerging from the knowledge transference planned in the course’s contents and from the development of social innovation and entrepreneurship competences.

Thus, the competences promoted by the teacher come into play when the abilities and attitudes are put into action, so through example knowledge from the course is transmitted with the abilities and attitudes considered for the Program. The Instructional Guide indicates that the course must be prepared considering the teacher’s profile and the contents he or she will be imparting. It is worth mentioning that flexibility offers the possibility to choose what is used with each topic in the course. To sum up: The teacher’s competences and the perspective are not absolute restrictions, they are qualities which can be combined according to the topic and student profile. What is important is to facilitate the development of social innovation and entrepreneurship competences.⁸⁷

Like this, the selected competences for each topic, the teacher’s competences, the toolbox, the models and the Instructional Guide contribute to guarantee the development of social innovation and entrepreneurship competences.

2.3. Teacher-Facilitator competences

During the process of developing competences, in every conceptual approach, the use of the attributes and the qualities of the person used to perform a productive activity and carry out a task or occupation in a social context oriented to satisfying the needs of the people, organizations or society, is referenced.⁸⁸ Next, we will present some considerations a teacher must have in order to incorporate the competences into the course:

The role of the teacher is to incorporate into his teaching process the attitudes and abilities which promote the intentional, shared and mutual interaction of the individuals (students), applying the knowledge from the programmed topic.

The teacher-facilitator proposes a clear objective, with precise goals and viable, timely and adequate planning.

⁸⁷ See Manuel Medina Elizondo, *Praxis Curricular: Formación basada en competencias* (México: Diana, 2007).

⁸⁸ See Manuel Medina Elizondo, “Ley General de educación y Plan Nacional de Desarrollo 2007-2012”, in *La formación profesional basada en el Desarrollo de las Competencias* (Thesis, UNAM, 2009).

One of the requisites of mediation centers in “going beyond here and now,” so the education received connects with previous and future curricular maps, as well as promoting the linking of knowledge to society.

The development of the social innovation and entrepreneurship competences requires the teacher to create an environment where the students feel “the safeness of being capable,” a process of analysis which makes understanding the process easier before getting into the action, and then the exploration and application of knowledge to real life. When the course contents are related to the development of community work, it is relevant that the research is supported by the scientific method.

The teacher’s teaching approach for each topic must guarantee:

- a) Knowing the methodology in order to facilitate the building of faculties and the development of abilities and attitudes for the achievement of competences in the student.
- b) Developing, creating and facilitating in the student the creation and assimilation of the competences through case solving, simulations, and problems.
- c) Planning projects, developing, achieving profitability from the learning-teaching by the student-teacher-institution.
- d) Cohabiting in the professional field with society and family.
- e) Handling and mastering information technologies in order to use them in problem-solving and managing of the Evaluation Systems based on credits, self-evaluation, performance, and results.
- f) To know and manage the basic content on the topic, as well as other related topics, through an interdisciplinary perspective.
- g) Building environments where reflection, critical thinking and self-criticism are developed.
- h) Collaborative teamwork.
- i) Knowing the mission, vision, social responsibility, sense of belonging to the institution and transmitting it to the student, the organizations, and society.
- j) Develop coordination tasks with teachers responsible for the same group in a horizontal manner, and also with teachers in other grades in a vertical fashion.
- k) Developing the design, implementation and follow up of the formative activities which integrate theory and practice to achieve integral training, based on the context of science, technique, values, and society.
- l) To establish a mechanism for the implementation in society of knowledge gained in the course, and to guarantee social entrepreneurship with viable effects in social innovateion.

It is suggested that the teacher has the following competences beforehand in order to facilitate the inclusion of social innovation and entrepreneurship competence in the teaching model of different courses:

I. Organizes his/her continuous formation through-out his/her professional career

Competence description:

- Reflects and researches about teaching and his/her own knowledge-building processes.
- Incorporates new knowledge and experiences to the ones he/she already has and translates them into teaching and learning strategies.
- Self-evaluates to improve his/her knowledge building and competence acquisition process, and has a favorable disposition to teaching and peer evaluation.
- Learns from the experiences of other teachers, and takes part in the forming and improving his/her academic community.
- He/she keeps updated with the use of information and communication technology.
- He/she updates his/her second-language skills.

II. Masters and structures knowledge to facilitate meaningful learning experiences.

Competence description:

- Discusses the nature, the methods and the logical consistency of the knowledge he/she imparts.
- Explains the relationship between different disciplinary wisdom in his/her teaching practice and the students learning processes.
- Values and explains the connection between knowledge previously acquired by the students, the one developed during the course and that which was not part of the study plan.

III. Plans the teaching and learning processes attending to the competence's perspective and puts them in wide disciplinary, curricular and social contexts.

Competence description:

- Identifies the previous knowledge and the student's training needs and develops strategies to advance parting from them.
- Designs work plans based on discipline and interdisciplinary projects and research directed to the development of competences.
- Designs and uses the proper materials for developing competences within the classroom.
- Contextualizes the contents of a study plan into the students' everyday life and into the social reality of the community they belong to.

IV. Puts into action the teaching and learning processes in an effective, creative and innovative manner about their institutional context.

Competence description:

- Communicates ideas and concepts clearly in the different learning environments and offers examples relevant to the life of the students.
- Applies learning strategies and creative solutions in the face of contingencies, taking into account the characteristics of his/her institutional context, and uses the resources and materials available in an adequate manner.

- Promotes the development of the students through learning in the framework of their aspirations, needs and possibilities as individuals, in relation to their sociocultural circumstances.
- Provides a relevant bibliography and directs the students when they review the research resources.
- Uses information and communication technology with didactic and strategic application in the different learning environments.

V. Evaluates the teaching and learning processes through a formative perspective.

Competence description:

- Establishes the criteria and evaluation methods for the learning based on the competence perspective, and communicates it clearly to the students
- Follows up the learning process and the academic development of the students.
- Communicates his/her observations to the students constructively and consistently and suggests alternatives for their improvement.
- Fosters self-evaluation and co-evaluation between academic peers and between students in order to strengthen the teaching and learning processes.

VI. Builds environments with a formative focus.

Competence description:

- Favors self-knowledge and self-appreciation among the students.
- Favors the desire for learning in the students and provides them with opportunities and tools to advance their knowledge construction processes.
- Promotes critical, reflective and creative thinking parting from the established educative contents, current situations, and the students' interests.
- Motivates the students as individuals and as a group; creates expectations for improvement and development.
- Promotes the interest in reading and for the oral, written and artistic expressions.
- Fosters in the students the use of information and communication technologies to obtain, process and interpret information, as well as for expressing ideas.

VII. Contributes to the creation of an environment which facilitates a healthy and integral development.

Competence description:

- Practices and promotes respect for diversity of beliefs, values, ideas and social practices among his/her colleagues and students.
- Favors dialogue as a personal and interpersonal conflict-resolution mechanism between students and, if the case is, he/she canalizes them so they receive the proper attention.

VIII. Stimulates student participation in defining work and co-existence norms and enforces them.

Competence description:

- Promotes the students' interest and participation in civic, ethical and ecological awareness in their school, community, region, country and world.
- Encourages students to express respectfully their opinions and takes them into consideration.
- Contributes to keeping the schools in good and hygienic conditions.
- Promotes healthy lifestyles and provides human development options, such as sport, art and different complementary activities for the students.
- Helps the students integrate harmonically into the school context and favors the development of a sense of belonging.

IX. Participates in projects which continuously improve the school and support the institutional management.

Competence description:

- Collaborates in building an integral training project for the students in a collegiate manner with other teachers and with the school administrators, as well as with the technic-pedagogic support staff.
- Detects and contributes to solving problems in the school through a team effort with other teachers, administrators and community members.
- Promotes and collaborates in his/her school community with social participation projects.
- Creates and participates in learning communities to improve his/her instructional practice.

X. Promotes the implementation of knowledge, abilities, and attitudes in society.

Competence description:

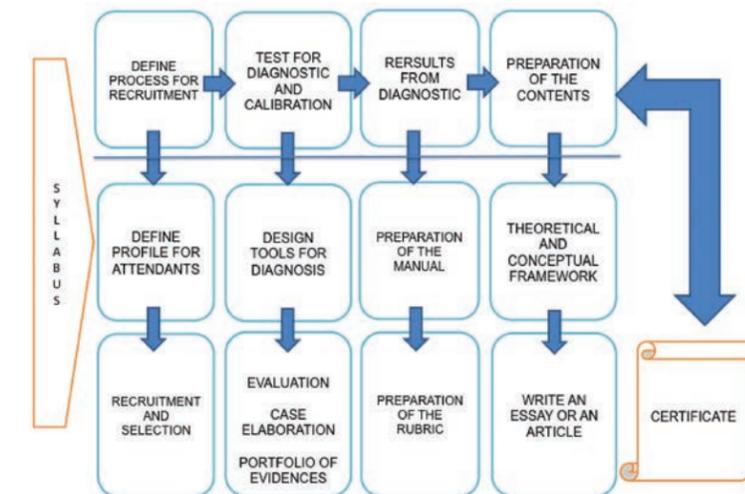
- Participates in social projects to improve the people's quality of living.
- Promotes social organization with the aim to tend and solve the restrictions which inhibit social justice.
- Facilitates learning in the community through technological innovation in social activities.

2.4 Proposal for teacher certification in social innovation and entrepreneurship competences

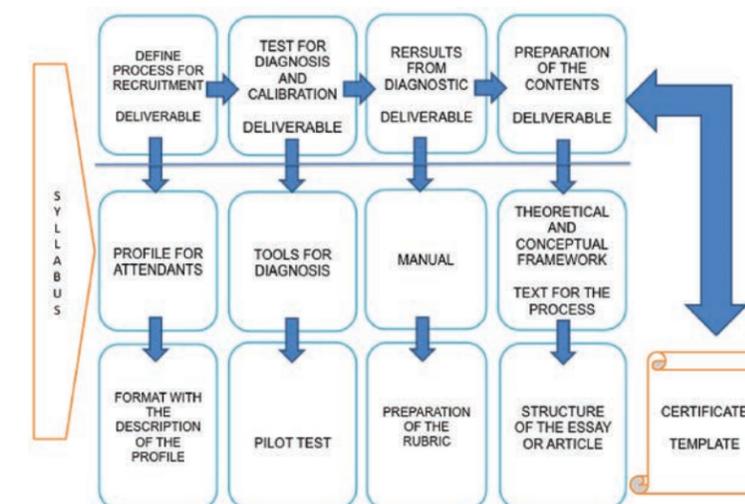
With the goal of making the teaching-learning process represent an aggregate value in the field of the social innovation and entrepreneurship competences, we thought about designing a process through which not only the student benefits.

As has been previously explained, this implies that for the students to achieve the interiorization of knowledge, until it becomes a part of their everyday behavior, the teacher imparting the classes where the social innovation and entrepreneurship model is integrated must also receive training. We propose a model to prepare the teachers as a complementary step to help the instructional guide develop the course in this competences perspective. Such preparation will not translate exclusively in activities randomly inserted in the course; instead, as seen in the example before, the topics will imply consideration and turn the theoretical knowledge into behaviors and attitudes which permeate and impact in the students' decision making in their everyday actions, beyond the classrooms.

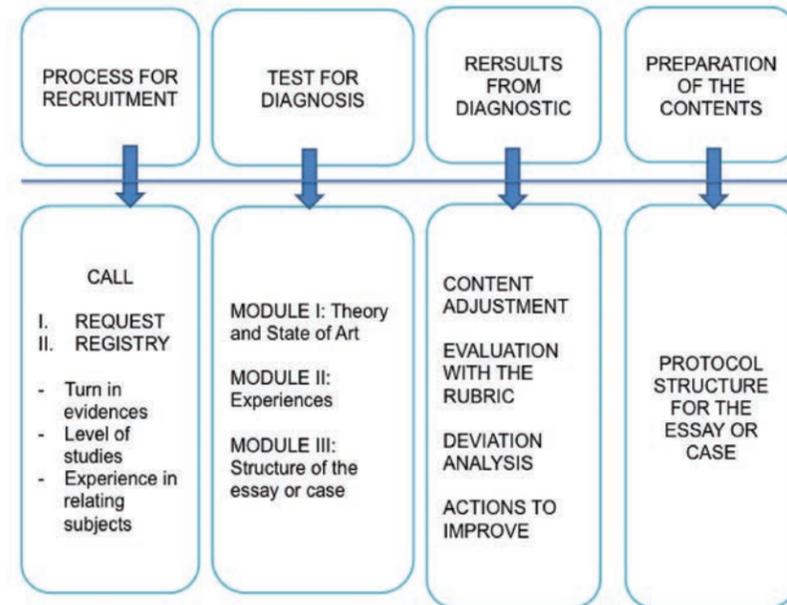
For that, a preliminary analysis of the contents of the different courses is necessary, in order to adapt them so the objectives of each of the selected competences can be covered.



In the next illustration we go back to the same process, but specifying which is the type of deliverables suggested to be presented in each of the processes' steps:



As we can see in the following diagrams, it is recommended that the teacher follows a recruitment and selection process to prepare him/herself for this perspective. The goal is that the teacher shows his/her ability to incorporate those activities and tools that reinforce the social innovation and entrepreneurship competences through the course design and its activities, under the perspective of "learning while doing."



ACTIVITY	WEEKS									
	1	2	3	4	5	6	7	8	9	10
PROCESS FOR RECRUITMENT	█									
TO DEFINE THE PROFILE OF ATTENDANTS		█								
RECRUITMENT AND SELECTION		█	█							
TEST FOR DIAGNOSIS			█	█						
DESIGN OF THE INSTRUMENT FOR DIAGNOSIS			█	█	█					
EVALUATION				█	█	█				
CASE					█	█	█			
PORTFOLIO						█	█	█		
RESULTS FROM DIAGNOSTIC							█	█	█	
PREPARATION OF THE MANUAL								█	█	
PREPARATION OF THE RUBRIC									█	█
PREPARATION OF THE CONTENTS										█
THEORETICAL AND / OR CONCEPTUAL FRAMEWORK										
WRITE THE ESSAY AND/OR ARTICLE										

As an annex to the present document, we include the general tables of social innovation and entrepreneurship, in which there are suggestions of some tools we feel might support the teaching and application of activities and projects through this competence-based model. As part of the Students4Change project, we have selected a set of tools which we considered might accompany the lessons from the social entrepreneurship and innovation perspective. To have access to the digital version of these tools where an explanation and description about how to use them can be found, as well as the competence suggested for each tool, please go to the project's website.⁸⁹ On the other hand, inside the annex section is an example of a course's syllabus which incorporates in its design the competence-based model described here.

3. THE CASES: PRACTICAL FIELD OF INTERVENTION

The first year of development of the Students4Change project presents some crucial aspects, highlighting the importance of the international networks, to have a holistic and comprehensive vision of cultural multiplicity among towns. This multi-culture in the project has led the partner universities to a wide acknowledgement of concepts, diversity of meanings, debate, and convergence about them, making dialogue a significative way for joining strengths and creating the spirit of community within the project. Since culture is a crucial element of the "poetics" which define the identity of a people, recognizing it can only be fruitful if taken in context. Thus, in this section, our goal is to bring down walls, cross frontiers and the borders that separate us geographically and present concrete cases developed by the universities of the nine countries which form this project's "metrics."

By recognizing the cultural diversity and multiplicity as a means to an end, in this community perspective, the walls crumble to the ground, and our eyes open to reality, so we can look further and understand that the other is also my neighbor. The diverse examples presented here in the cases collected in this first year stand out by the novelties, specificities, and characteristics that go beyond their context. In the middle of this, we can see a common transversal thread in all of them. Every case touches directly in its reality with the objective of providing and developing an education which favors improvement in the people's quality of living in each region. With this, we recognize that the features which unite us outnumber those that divide us. Taking social innovation into account as one of the bases of education from the start of the project, its practical applicability has the intention of creating an environment of collaboration, mutual benefits and systemic change in order to answer to social problems, which grants relevance to this consortium.

Next, we present some examples which in practice which have disseminated a new vision of society from the perspective of the universities.

⁸⁹ The Students4Change Toolbox can be found at: <https://www.uestudents4change.org/repositorio> (Accessed: 9/3/2018).

Germany



3.1. Technische Universität Dortmund (TUDO)

Context

The Technische Universität Dortmund (TUDO) is the fourth largest Technical University in Germany. The *Sozialforschungsstelle* (SFS - "Social Research Centre") is one of the central scientific institutes of TUDO. Founded in 1946, SFS is one of the oldest and one of the largest German research institutes in social sciences. Since the mid-1980s, SFS has carried out or participated in more than 100 European projects in cooperation with partners in nearly all countries of the European Union.

More than ten years ago, SFS decided to develop social innovation as its main research topic. This decision was based on a long experience in the field of innovation, especially in the areas of labor and education, as well as the necessity of focusing on innovations which are not technological, but consist of new social practices. Researchers at SFS are strongly convinced that social innovations are at least as important for societal development as technological innovations. At the same time, the importance of social innovations in meeting societal challenges is still often underestimated in both innovative research and policy. Therefore, SFS is pushing forward academic research on social innovation and understands itself as an international player in the field of theory and methodology development. Recent works aim at understanding the international dimension of social innovation and its theoretical concepts, by researching social innovation as new social practices and their imitation processes and understanding the role of social entrepreneurship.

TUDO/SFS has been recently involved in several EU-funded projects on social innovation, among others:

- "SI-DRIVE: Social Innovation – Driving Force of Social Change," a large-scale research project coordinated by SFS that aims to develop a global mapping of social innovations and theorizing the concept of social innovation (FP7);
- "SIC – Social Innovation Community," aims at creating a 'network of networks' of social innovation actors (Horizon 2020);
- "Students4Change – Social Entrepreneurship in Academia," aims at developing a pedagogical method for universities and higher education institutions to teach and train university entrepreneurs to be active players implementing social innovations (Erasmus +).

Further important projects, which demonstrate the variety of topics covered by SFS in the field of social innovation include "I-LINC – Platform for ICT learning and inclusion for youth employability and entrepreneurship," "MAKE-IT: Understanding Collective Awareness Platforms with the Maker Movement," and "COCOP: Coordinating Optimisation of Complex Industrial Processes."

SI-DRIVE

SI-DRIVE Project: Social Innovation – Driving Force of Social Change is coordinated by TUDO/SFS. This large-scale project was one of the biggest social innovation research projects ever. It was aimed at extending knowledge about social innovation (SI) in three major directions:

- Integrating theories and research methodologies to advance understanding of SI leading to a comprehensive new paradigm of innovation.
- Undertaking European and global mapping of SI, thereby addressing different social, economic, cultural, historical and religious contexts in eight major world regions.
- Ensuring relevance for policy-makers and practitioners through in-depth analysis and case studies in seven policy fields, with cross European and world region comparisons, foresight and policy roundtables.

As a global project, SI-DRIVE involved 15 partners from 12 EU Member States and ten from other parts of the world. SI-DRIVE is characterized by a unique systemic approach, which analyzed social innovation against a comprehensive societal background. The project incorporated the predominant cultural and historical contexts as well as the determining governance models. Therefore, the SI-DRIVE approach goes beyond typical concepts, which mainly focus on gathering examples of successful practices, hence aiming at delivering concepts and methods of and for social innovations to be successful.

Moreover, SI-DRIVE overcomes specific and sector-related research approaches (for example, related to the social economy, public sector or social services) by aiming at a comprehensive and systematic analysis, focusing on the main societal challenges reflected by different policy fields and mapping social innovations all over the world. The methodology developed in SI-DRIVE is combining qualitative and quantitative research filling the gaps of each methodology in a complementary and interrelated way. Besides qualitative research (reviewing and reporting social innovation relevant theories and state-of-the-art), SI-DRIVE conducted a quantitative mapping of more than 1,000 social innovation cases all over the world.

Thus, SI-DRIVE mapped cases of social innovation gathered from the whole world reflecting both geographical areas and policy fields. It incorporated the diversity and plurality of concepts and understanding, objectives and actors and their diverse roles within a social innovation process. Through explorative inventory of a growing and varying area, the project reflected the broadness and usability of social innovation, proved the variety of actors and their interactions, and explored the systemic character and concept of social innovation.

Additionally, SI-DRIVE was innovative in its research procedure. It used a cyclical approach in the form of a double iteration loop improving theory, methodology, and policy after two empirical stages. Accordingly, significant parts of establishing an integrated theory of social innovation are delivered through inductive valoration and improvement of empirically obtained data.

Projektstudium

At the same time, it is also worth taking a look at TUDO's activities in the field of social innovation, which are related to teaching. Although there is no special course or program for social innovation or social entrepreneurship at TU Dortmund University, it is contained in several of their courses. For example, the

so-called *Projektstudium* in the Bachelor degree Rehabilitation Pedagogy fulfills many characteristics of a social Innovation course. The concept itself can be seen as social Innovation because it is a new practice in teaching and the students are working on these projects to find innovative solutions for social problems.

In the third year of the Bachelor degree study Rehabilitation Pedagogy program, all students participate in the *Projektstudium*, where they have to carry out a project from planning and executing to the analysis and final presentation of the findings. The students get support from a scientific staff member but they work in groups of approximately ten students, and the main part of the work is their responsibility.⁹⁰

The concept of the *Projektstudium* is founded on the principles of research-based-learning, which is characterized by the fact that students participate in every phase of a research process. They will not only get an abstract idea about the process of a research project but a holistic understanding. They create the research project from the beginning, where they develop questions and hypotheses, choose the method and show the results in a very active and independent way. Another goal of research-based-learning is to provide interesting results for third parties.⁹¹

The *Projektstudium* was developed by evaluating the courses in furthering education and became a part of the Bachelor degree Rehabilitation Pedagogy in 2013/2014. Around 110 students take part in one of the 11 groups of the *Projektstudium* over a two-semester period. The objectives are to increase the transfer of theory and practice, research-based-learning in projects with a practical orientation, targeting support of self-directed and skills-oriented learning in heterogeneous groups, and the acquisition of academic competences.⁹²

The Rehabilitation Pedagogy degree belongs to the Faculty of Rehabilitation Sciences, which contains 17 teaching and research areas. The *Projektstudium* provides 11 project groups of the three main topics “disability and media,” “inclusion” and “arts and abilities.”



Students presenting
the Innovation Biography

An interesting outcome is the Innovation Biography of PIKSL that one of the groups has developed. PIKSL is an organization that reduces digital barriers and the complexity of everyday life by using competences of people with and without disabilities.⁹³ In the Innovation Biography, the students have constituted why and how PIKSL was developed, which actors and other organizations are involved and what problems they face. For that purpose, they conducted many interviews and worked together with PIKSL to emphasize the uniqueness of the institution.⁹⁴

⁹⁰ VTechnische Universität Dortmund, Faculty of Rehabilitation Sciences, “Bachelor Course Rehabilitation Education”, Consultado en Febrero 2018, Retrieved from: https://www.fk-reha.tu-dortmund.de/fk13/en/Courses_of_Studies/Non_Teacher-Training_Degrees/Bachelor_Course/index.html

⁹¹ L. Huber, J. Hellmer and F. Schneider (Eds.), *Forschendes Lernen im Studium. Aktuelle Konzepte und Erfahrungen*. Bielefeld: Universitätsverlag Webler, 2009.

⁹² A. Pferdekämper y J. York, *Projektstudium. Handbuch. Kompetenzorientiertes und selbstständiges Lernen im BA Rehabilitationspädagogik*, 2017. Retrieved from: https://www.fk-reha.tu-dortmund.de/fk13/de/Studium_und_Lehre/Projektstudium/20170626-HandbuchProjektstudium.pdf.

⁹³ PIKSL, The PIKSL Project, Accessed: February, 2018. Retrieved from: <http://www.piksl.net/english.html>

⁹⁴ Technische Universität Dortmund, Fakultät Rehabilitationswissenschaften, “Das PIKSL-Labor – In sechs Entwicklungsphasen zum Erfolg”, Retrieved in February 2018 from: https://www.fk-reha.tu-dortmund.de/fk13/de/Aeltere_Meldungen/Das-PIKSL-Labor-_In-sechs-Entwicklungsphasen-zum-Erfolg/index.html

Challenges and next steps

There is an on-going challenge of raising the awareness of the importance of social innovation for societal development. In recent years, TUDO/SFS has been successful in this task and has developed alliances with multiple actors from different societal sectors. To give more sustainability to social innovation as an important topic in research, learning, and policy, TUDO/SFS founded the European School of Social Innovation (ESSI). After finalizing the project SI-DRIVE, one of the next challenges will be to establish ESSI as a network organization with impact in the key areas mentioned above.

Among its priority topics, TUDO/SFS is emphasizing the importance of academia engaging systematically in the field of social innovation. Particularly, there is a challenge of integrating social innovation along the three missions of universities. Some universities offer classes and degrees, such as Master or Bachelor. Others focus on research in social innovation. Probably the most common way for universities to engage in this topic is related to several activities within what is usually referred to as the third mission (mainly understood as social responsibility, outreach and engagement). However, we rarely see a university where social innovation is integrated into all three missions. Moreover, the challenge is not only to develop activities in teaching, research and the third mission. It is the issue of integrating social innovation along the three missions in a comprehensive way: work in every ‘mission’ needs to be connected to the work in other missions so that it can benefit from the others.

One concrete attempt to advance on this issue is the project Social Innovation through Knowledge Exchange (SIKE) in which TUDO/SFS participates as a partner. This Knowledge Alliance project – founded within the Erasmus + programme– has the task of demonstrating the potential universities have to use their knowledge to affect social change in a direct and meaningful way. It will do this by developing new paradigms and tools for practice of knowledge exchange that embrace social innovation, encourage social entrepreneurship and offer more effective support to local communities. The Partners —leading socially innovative universities and experienced social innovation drivers— are working together to create an ecosystem that nurtures and supports sustainable, resilient and responsible innovation.

Brazil



3.2. Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio)

Context

PUC-Rio was founded in 1940 and today is structured as a private, communal, catholic and philanthropic university with great relevance in Brazil and with strong relationships with the Government, industry and society in general.



In 2015 its goal was defined as a constant effort to make its influence on students, teachers and all employees in research and teaching activities a useful contribution to the transformation of Brazilian society, attempting to build a nation fairer and freer that ends illiteracy, poverty, and social injustice.

The University has 13,000 undergraduate students, 2,600 graduate students and 4,000 in continuous education. Around 6,500 scholarships are given annually to undergraduate students, and 2,000 to graduate students. About 500 professors are full-time teachers and 900 have half-time positions.

Entrepreneurship at PUC-Rio is present in several technological, social and creative aspects which are articulated mainly by the Gênesis multi-sectorial startup incubator. The University also has a Junior Enterprise with a multidisciplinary profile and belongs to Gênesis actions, and also a Minor Certificate in Entrepreneurship that covers 25 subjects, three of which are compulsory and the others elective. It was created in 2005 by Gênesis and was the first in Brazil to be recognized by the Ministry of Education (MEC) in 2007.

The Gênesis Institute has more than 20 years of experience, it has given birth to more than 150 enterprises (self-financed ones) in the market. In 2015, Gênesis generated more than R\$ 2.94 billion in earnings (IG, 2015). In 2017, fifty-one of the eighty-nine germinated (pre-incubated), incubated, and graduated companies generated revenues close to R\$ 600 million and directly employed about 2,500 people.

These and other entrepreneurship initiatives make PUC-Rio fit the concept of Entrepreneurial University,⁹⁵ and gain national and international visibility and the recognition for the maturity of its services (awarded best incubator of Brazil and the fourth of Latin America, according to UBI 2017 index).⁹⁶

⁹⁵ H. Etzkowitz and L. Leydesdorff, Universities and the Global Knowledge Economy: A Triple Helix of University-industry-government Relations. Pinter, 1997. Manus articles reinforce this, for example: L. R. Guaranys, Interação universidade-empresa e a gestão de uma universidade empreendedora: a evolução da PUC-Rio. Coppe/UFRJ, RJ, May, 2006.

⁹⁶ University Business Incubators Index, Top Business Incubation Rankings 2017, 2018.

Social Incubation

Gênesis social incubator strategies hold a deep dialogue with the PUC-Rio's community. This initiative was launched in 2002, motivated by the interest of organizations that demanded service of entrepreneurs because of the needs present in vulnerable areas. Many incubation projects are sponsored by non-governmental organizations, governments and also by social responsibility areas of large companies; others are self-financed. Normally, it works by offering specialized entrepreneurship services. The social impact startups can choose to have a space associated to the university address or choose virtual incubation (this kind of incubation is common for social projects sponsored throughout Brazil). The incubation lasts from six months to three years, and sometimes the University provides seed capital (financial support).



Around 250 startups have already benefited from Gênesis incubation services, and around 70 of them have social business characteristics and social impact, which are concepts with strong adhesion institutionally; as well as, most recently, the B Labs international movement.

One interesting initiative graduated from Gênesis incubation services is Cinema Nosso, which has more than ten years of experience in audiovisual production and education for youths and people in a state of poverty.⁹⁷



Other initiatives can be found at Gênesis Institute in the social area; there are dozens of social startups generated within the scope of the Agir Criativo Program. This program is funded by Fundação Vale in two Brazilian states. It focuses on the development of skills and aims to support the generation of income and implementation of business through the production of culture. After participating in entrepreneurship training workshops and being selected by the Program's technical team, they received consulting to help them develop their creative efforts and also received seed capital and financial resources to invest in the business, application for consulting services for strategic planning, development of products and services, innovation, administration, accounting, communication, marketing and sales, purchase of machines, equipment and inputs.

Currently, Gênesis Institute has about 20 employees and 20 interns dedicated to incubators and two sponsored incubation projects.

Challenges and next steps

The departments that work with research and projects in social innovation at PUC-Rio are Geography, Design, Psychology, Administration, Education, Social Sciences, especially involving postgraduate investigation. The general objectives are: (1) to develop social improvements in the communities and vulnerable sectors; (2) to apply innovative methodologies for social change, as process design, design

⁹⁷ More information about historic methodological process of Gênesis Institute during its 22 years of operation in Rio de Janeiro together with entrepreneurs of necessity and opportunity ones: www.genesis.puc-rio.br/media/biblioteca/Evolution-of-Social-and-Creati.pdf

thinking, active methods of teaching and learning, intervention to stimulate the local protagonism and the training of social actors in the context of the intervention.

The educational practice for social innovation is isolated in each of the departments of the University, with few examples of interdisciplinarity research and in the visibility of the results. Each department has its way of evaluating the results of the interventions, but in general, there is a dialogical practice that takes into consideration the position of the individuals in research and intervention projects.

The local results achieved are, in general, beneficial in the short and medium terms. However, the international macroeconomic dynamic, the financial crisis and the national political environment, overlap with these results, threatening their continuity and sustainability, due to the evident recoil in the social policies.

We intend to maintain the quality of the services offered to the community, articulating the furthering of the university axis (in which we highlight the performance of Gênesis social incubator in articulation with other instances of PUC-Rio in teaching and research).

As challenges, we highlight the lack of continuity of the financial support for the initiatives, as most of them are in a pre-maturity stage, in which sustainability is not yet achieved. In Brazil, the State is an important agent supporting social initiatives, something that has been central for the initiatives born within universities.

Some of the evident challenges in training are of bureaucratic or administrative nature. The departments that are currently working on these topics are not working together, and sometimes they don't even know what other initiatives are being developed in the institution.

Other problem is pedagogical: the students, who are active agents in the communities or peripheral neighborhoods where they live, have difficulties in understanding and producing academic texts, as well as difficulties engaging with other students in the class.

Another issue in this difficult moment for the country, and specifically for Rio de Janeiro: the intensification of the armed conflict between the military police and the drug dealers in places which would be a target for social innovation and entrepreneurship projects.

Brazil



3.3. Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS)

Context

Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS) is a Catholic confessional and communitarian higher and further education institution, as well as research institution created in 1931. It is organized in a series of units (schools, colleges, institutes, etc.). It promotes the professional and scientific training of higher level staff and theoretical and practical research in the main areas of knowledge. It also collects and disseminates the results of this research and promotes activities to further education. The university campus occupies 55 acres and offers a series of convenient features for the academic community and its visitors.

The University's infrastructure allows it to serve 30,000 plus students, close to 1,500 teachers and 5,000 administrative technicians, including San Lucas Hospital. The Center for Furthering Education offers more than 100 courses, between continuing education and graduate *lato sensu* (specialization). In *stricto sensu* the graduate offer is of 45 courses: 24 master degrees and 21 doctorate degrees.

PUCRS bases itself on human rights, on the principles of Christianity and the Marist educative tradition. Its mission is to produce and disseminate knowledge and to promote the training of persons and professionals through quality and relevance, with the goal to develop a fair and fraternal society. In 2022, PUCRS, according to its mission, will be an international model in Higher Education through social, environmental, scientific, cultural and economic innovation and development.

Social Entrepreneurship and Innovation

Since its beginning, PUCRS has worked towards achieving quality in teaching, excellence in research and in training integral human beings. Many of the achievements made by the University are a model in innovation and development. A diverse group of occurrences made it possible for it to become a space for education with a connection to impactful scientific research. The result is the creation of an ecosystem for innovation which develops solutions to transform society and improve the lives of people.

The University has a network of innovation and entrepreneurship called Inovapuc. Part of it is the Scientific and Technology Park (Technopuc, which was elected as the best park in the country for the fourth time); Idear (Interdisciplinary Laboratory for Entrepreneurship and Innovation), which supports

and promotes innovative and entrepreneurial actions; the Institute of Research and Development (Ideia), which stimulates the development of projects of scientific and technology research, and offers laboratory infrastructure with prototypical and physical space; RAIAR (an environment to develop startups) which has active relationships with more than 70 companies, among those are pre-incubated, resident and associated companies, incentivating entrepreneurship and preparing enterprises for the market; Technology Management Agency which makes the realization of research projects viable through the interaction of the University with companies and with the Government; the Innovation Center, a partnership with Microsoft, whose goal is to accelerate the use of new technologies and to develop rating programs; and the Technology Transfer Office, which evaluates inventions and guarantees intellectual property, preserving the rights and transferring the results to the researchers. Together, these units stimulate the process of innovation and entrepreneurship of the PUCRS, which can be seen in Figure 1.

Figure 1 – Network INOVAPUCRS



Service Learning

Service-Learning emerges as a way to improve the way the PUCRS innovation network works. It is a new pedagogical methodology which integrates the experience of teaching with furthering education activities. The juncture between teaching and furthering education takes place through the creation of projects by the students, based on real needs in the community, as well as on the demands of the University's external partners. Thus, the students are directed to apply the knowledge they gained in the classroom on concrete cases, resulting in products for society. It was implemented during 2016's second semester in 11 graduate disciplines, in the courses of Business Management, Economics, Nutrition, Law, Pedagogy, and Literature.

Service Learning is based on three structural components: teaching, furthering education and soft skills which promote the entrepreneurial spirit. The teaching component is based on the implementation of the Inverted Classroom, which will be explained presently. Furthering Education is, according to Project Edition from the Ministry of Education in 2016, the educative process which promotes the transformative interaction between university and the other sectors of society, with the protagonic role of graduate students supervised by their teachers. In Service Learning, the students interact with the community in

creating projects for real partners, tending to their real needs. These partners can be private companies, public organizations or another type of organizations. In this way, a theoretical-practical curriculum is operated, which makes the knowledge and the research generated within the university available to the external public. Finally, it strives to promote the development of socioeconomic skills or "soft skills" which allow the student to position him or herself as a developer of solutions to diverse social problems and demands, providing entrepreneurship and innovation in any area of knowledge.

The activities are carried out in the classroom, under the supervision of the teachers and with the participation of the partners. In some cases, the students visit the locations so they can be in contact with the partners' context, which allows a gathering of reliable information to give then to the partner about their situation. The interaction with the partners is made possible through the assistance of the University's team of professional technicians which also help prepare the materials and to manage the online platform for exchanging content for each discipline. In this way, it is possible for the teacher to devote exclusive attention to the activities related to the content of the discipline, and to develop practical activities, so the students have the means to create a project which tends to the demands of the partners.

In the three semesters Service Learning has been active, it has made possible for 2,276 graduate students to participate in real cases with real partners. They have been in charge of creating 303 projects for a total of 115 partners, among private businesses, public organizations and social projects. They have been involved with disciplines such as Business Management, Health, Sciences, Communication, Law, Engineering, and Humanities.

Challenges and next steps

Based on the solid Marist educative tradition, PUCRS behaves in a way that is synchronized with the demands made by society, attempting to build a better future. Given this, the Institution attempts to be a vector of progress for society using its strategic position. PUCRS big challenge is to develop entrepreneurship in society through various actions with social impact.

Chile



3.4. Pontificia Universidad Católica de Valparaíso (PUCV)

Context

Pontificia Universidad Católica de Valparaíso (PUCV), Chile, is a heterogeneous private institution with a public vocation, complex and certified by the National Certification Commission for six years in a row in all of its areas of study: Undergraduate, graduate, research, institutional administration, Connection to its milieu. Currently, it has nine colleges: Law, Engineering, Economic and Administration Sciences, Architecture and Urbanism, Philosophy and Education, Agronomic and Food Sciences, Sciences, Sea Sciences and Geography, and Ecclesiastical Theology. As far as the size of its population, it has 14,332 undergraduate students, 1,651 graduate students; 1,438 teachers and 1,262 members of the administrative and services staff.

It began its academic activities in March 1928 thanks to the generosity of the Caces de Brown family; since then its tasks are guided by the motto inherited from its founders: “Faith and work.” Connected to the Church through the Valparaíso Diocese, the University mission is:

...to cultivate, under the light of faith, the sciences, the arts and technics through the creation and dissemination of knowledge, and the training of graduates and professionals with a calling to serve society, within the values of the Church magistry.

While carrying out its mission, the University guarantees to its member’s academic freedom and protects its students right to equal opportunities within the classroom.⁹⁸

Likewise, the University:

- Sees itself as a Catholic University with national and internationally renowned academic quality which projects itself onto the world while respecting its identity linked to Valparaíso. It presents a sustained growth in knowledge and shows excellence in the result of its training programs.
- The University presents a responsible attitude towards society through rigorous and innovative actions, and a fluent connection to the regional, national and international milieus.

⁹⁸ Strategic Development Institutional Plan 2017-2022 of the Pontifical Catholic University of Valparaíso.

- Its alumni carry the mark of the values of the institution: competence for a prestigious professional performance, a constant concern for their training and its updating, and the faculty to assume tasks in different contexts and cultures.⁹⁹

The identity of PUCV can be found in its university project for the integral training of students, its research excellence and its commitment to society, to respond to complex issues, especially those of the people who are often excluded or whose rights have been violated. For such goal the link between research and innovation, technology transfer and entrepreneurship is consolidated.¹⁰⁰ Thus, the renewed participation of the students and academics in the initiatives to transfer knowledge to the public sector and the productive sector of goods and services generates proposals that become both technological and social contributions for the development of the region and the country.

The Gen-E Social Incubator

The Gen-E Social Incubator began in the middle of 2013, as an initiative from the Office of Innovation and Entrepreneurship, a branch of the Vice Rectory of Research and Advanced Studies. Its creation happened after a successful run within the PUCV Program for Social Entrepreneurship, which carried out several activities in the year 2012 supported by CORFO and Techo Foundation. Its name comes from the birth of the entrepreneur gene and the need to be of service to the community, mainly to groups and spaces which are vulnerable; stating the sense of social responsibility as part of the identity of the institution, which expresses the PUCV value stamp.

The Office for Innovation and Entrepreneurship promotes a culture of innovation and entrepreneurship within the university’s community and also in those actors who are relevant to society. Besides, it positions the University as an institution within the regional, national and Latin-American ecosystem of innovation and entrepreneurship. In this context, through the years, GEN-E has been consolidated as an emblem program working with management models to promote micro-entrepreneurship, cooperative entrepreneurship, and social innovation. This includes integral systems of technical, interdisciplinary and methodological support.

The incubator seeks to provide support through an integral action plan —multidisciplinary, technical and economic— to people in contexts of social vulnerability within the V-Region who wish to create or transform their idea or initiative in a self-sustainable and profitable undertaking towards generating an improvement in the quality of their life. Thus, the goal is to promote an ecosystem of innovation and entrepreneurship in the Valparaíso Region, whose scope reaches a national level and to assume a social commitment to the community —the most vulnerable groups first— which is such an intricate part of the University’s value stamp. The Incubator is organized in two lines of work. First, is the area of Micro-Social Entrepreneurship, and, second, is the area of Social Innovation.

The line of Micro-Social Entrepreneurship comprehends the different Special Programs where our social commitment encourages us to develop inclusive initiatives which impact on the community through entrepreneurship within specific groups in society. It has two main programs:

1. *The Entrepreneur Cycle* is a program which provides interdisciplinary, technical and network support to people who find themselves in a context of vulnerability in the Valparaíso Region,

⁹⁹ Ibidem.

¹⁰⁰ Ibidem, p. 14.

and who wish to create or transform an idea or initiative into a self-sustainable and profitable undertaking to improve their quality of living. This program has included working with elders, people with disabilities and with leaders and members of organizations and groups of people with disabilities.

2. *Volunteer students* refers to students that volunteer their time to support entrepreneurs in contexts of vulnerability in the entrepreneurship programs with what the students have learned in their professional training. It involves a previous process of training in the area of knowledge.

The line of social innovation, on the other hand, has different programs:



1. *Training Programs: The PUCV + Semillas [seeds]:* Its objective is to train and guide people in charge of social projects, non-profit civic organizations and those who are responsible for initiatives which must solve issues within the community, to help them navigate towards a financially sustainable entrepreneurship model with a high potential for social impact.

PUCV + Cambios [Changes]: This program looks to promote social innovation in PUCV scholars, creating an institutional network of teachers promoting entrepreneurship and social innovation. The main results are: knowing of the social innovation and entrepreneurship ecosystem, identifying the context which creates it, its basis and the profile of high social impact projects which have been successful in the regional, national and international contexts; the capacity to propose innovative ideas collaboratively which promote the creation of new pedagogical experiences for the university students, all these within the framework of social innovation and entrepreneurship; and experience in articulating the university's community to create prototypes in entrepreneurship and social innovation.

2. *Financial Support (Fund management SSAF-S):* The work carried out comprehends training and guiding those entrepreneurs in charge of projects which receive grants through calls for proposals, to help them move towards a model of financially sustainable entrepreneurship that also has a high potential for social impact. This is currently taking place in the Valparaíso's Metropolitan and Atacama regions, with 15 entrepreneurs, through a CORFO funding on a national level.

Among those projects, we'd like to highlight the following: Coa Surg, Sonrisas Colectivas [collective smiles], Haus App, Devuelto, Ecosan, M25 Vivienda Local [local housing], Imprenta Inclusive ASPAUT [inclusive printer] and Test Runner. These share the characteristic of being high social impact initiatives with the aim of transforming themselves into self-sustainable companies, recognized at a regional, national and Latin-American level.

Finally, we'd like to highlight the Program for School Entrepreneurship, where both lines of work cross, since its objective is to open a channel between PUCV and the students of Basic and Medium Education in the Valparaíso Region, with the goal of developing abilities of innovation and entrepreneurship. Its pillars are: a) innovation understood as the novelty directed towards a context; b) entrepreneurship as the fulfilled instinct of the human being which allows it to put ideas into actions; and, c) citizen formation, empowering students as protagonists of their environment.

Challenges and next steps

The challenges on an institutional level are related to the positioning of the University as a relevant referent within the regional, national and Latin-American ecosystem of social innovation and entrepreneurship,

through the Office for Innovation and Entrepreneurship (DIE) which is a branch of the Vice Rector for Research and Advanced Studies.

In this sense, we are working to strengthen the networks and alliances that have a bi-directional nature: the reciprocity and circularity of the cooperation with the Chilean Education System through the Program of School Entrepreneurship; the aperture and connecting of people in situations of vulnerability, mediated by the Entrepreneur Cycle; with elder people in the RENOVA Program, among others; each of them contribute to improving the quality of life of the people.



Thus, our students, which come from diverse undergraduate backgrounds, find in this Unit a testimonial place which responsibly contributes to develop their innovative talents and their social behaviors, in benefit of having a positive and systematic impact where they live, or on a social reality or environment where they exercise their profession.

From the academic perspective, the goal is to consolidate and enhance collaborative work and support from the DIE towards different initiatives, such as Innovation Funds for Competitiveness granted by Valparaíso's Regional Government (FIC-GORE). In these spaces PUCV students create innovation and entrepreneurship networks that can help in the development of the country.

Likewise, we attempt to invigorate the internal contests, directed at promoting the generation of innovating ideas within the academic and student communities, such as supporting the best entrepreneurship efforts which constitute the precursor that promotes creative work in areas as diverse as cultural entrepreneurship, social entrepreneurship, group innovation, support to intellectual property; innovative undergraduate dissertations, and graduate student's entrepreneurship.

Finally, The University is working hard to consolidate itself and to enhance its chances to accompany the region's entrepreneurs through GEN-E Social Incubator. The University is also working in expanding its tasks to other regions in the country, and finding external funding resources.

Main Results of the Social Incubator
Table 1. Results: Number of entrepreneurs participating for each organization

ORGANIZATIONS	2014	2015	2016
AGEM	0	8	8
FSP	4	4	0
PRODEMU	13	13	1
RED DE COLABORADORES	10	20	1
TECHO	51	85	20
TELECENTROS	0	8	0
TELETÓN	1	4	4
CENTRO COMUNITARIO LAS CAÑAS	0	0	3
GEN-E	-	-	36
TOTAL NUMBER OF ENTREPRENEURS	79	142	73

Table 2. Results: Number of participating volunteers for each organization

	VOLUNTEERS			
	2014	2015	2016	2017
PUCV	20	57	54	75
TECHO	0	0	5	0
UVM	0	0	1	0
UPLA	0	0	1	0
TOTAL	20	57	61	75

Table 3. Total number of certified participants

CERTIFICATION 2016	
ENTREPRENEURS	29
VOLUNTEERS	24
	53

Chile



3.5. Universidad de Talca (UTALCA)

Context

Universidad de Talca is a non-profit Public Corporation founded in 1981, after the merger of the old campuses of the Universidad de Chile and the Universidad Técnica del Estado (UTE). It has progressively become one of the main national referents for public higher education; it has been recently ranked as the best state university in the region. Its main location is in the city of Talca, capital of the Maule region. To date, it has five campuses located in the cities of Talca, Curicó, Colchagua, Santiago, and Linares; this last one began its academic activities in March 2014.

In all its campuses around ten thousand undergraduate students are receiving training in science, arts, language and literature, and technological innovation, and there are 1,160 graduate and specialty's students.

The University organizes actions based on a Strategic Plan¹⁰¹ mapped out until the year 2020, which gathers the macro tendencies of the milieu. From there, it takes advantage of the opportunities to carry out the corporative vision of "Being recognized as a public, innovative, complex university of excellence; a model of the higher education system and relevant to the development of the tasks the country and the region face." Said plan is structured based on four strategic pillars of development, which guide the group of specific objectives and actions for undergraduate, graduate, specialties and continuous education training; academic excellence and complex university; efficient management of complexity; regional and national development; and competences and learning to the development of the strategy.

As far as entrepreneurship and innovation, since the first decade of the 21st century, the corporation has created a series of mechanisms to promote innovation and entrepreneurship. A testament of this is its policy on innovation, focused towards teachers, as well as the creation of the entrepreneurship unit, which is dependent on the Vice Rectory of Innovation and Transfer of Technology. This unit works in an extracurricular way, with diverse initiatives focused on general entrepreneurship.

On the other hand, in the last years, this house of study has developed a series of mechanisms so the students can relate to entrepreneurship and social innovation. For example, we have implemented a fund open to competition, applicable to the development of dissertations, memoirs, and projects which would be conducive to graduating students in subjects relating to innovation, entrepreneurship and social responsibility. We have also developed a fund to finance initiatives to improve the campus and

¹⁰¹ Retrieved from <https://planificacion.otalca.cl>

the university city towards more sustainability, decreasing the environmental impact generated by the University. Other competitions like *Atrévete a Emprender* [Dare to be an Entrepreneur]¹⁰² or *Maker Maule* seek to promote the development of innovative projects with potential to generate entrepreneurship in undergraduate students and to bring youths in primary and secondary academic establishments in the region closer to those concepts.

Transversal Modules

The inclusion of social innovation in the transversal modules of social responsibility¹⁰³ in all of the undergraduate level has been an important step for the University in training terms on this topic. This year a pilot program has been developed, with approximately 500 students. Its goal is to teach transversely about values throughout the learning service, incorporating social innovation and sustainability tools in the generation of a participative social project from each discipline. The evaluation is made from an academic point of view, but also from the community who is facing the challenge point of view. The result is a product or social service co-created by those who face the challenge, which is faced and evaluated from the perspective of every party involved. It works on transversal moral competences such as social responsibility, sustainability, and social innovation, as well as the disciplines of each undergraduate school. The evaluation is carried out by measuring competences with their respective cognitive, attitude and procedural knowledges in a methodology for service learning.

The formative model has as an important feature the participation of our community and/or addressee partners, who fulfill a fundamental role within the projects and in the development of the values of the students and future professionals. Through supervision in the field, the group they work with and the university have at their disposal an indispensable tool for the efficient control of the projects.

Supervision in fieldwork refers to observation as well as following up on each project where students intervene, monitoring the connection established between all parties, the commitment showed by the students, and the satisfaction of those for whom the work being done is destined.

During 2017's first semester, more than 100 projects were developed with community partners; and more than 500 students have taken part in them. All of this from the perspective of social innovation, meeting the criteria of either environmental, economic or social sustainability.

Connecting Territorial Community

The University Office for Social Responsibility created an area with three programs:

Young Professionals Program: This program emerges as a joint initiative between the Maule's Regional Government and Universidad de Talca. It began in the year 2006. It originates from the high unemployment numbers for recently graduated professionals in Maule in the beginning of the 2000s, which was around 24%;¹⁰⁴ this was due to the lack of necessary working experience, as well as the lack of social and professional networks. On the other hand, the need for public institutions in the Maule region to solve issues which do not regularly respond to the demands they face was detected. They need to hire, for

¹⁰² Universidad de Talca, *Atrévete a Emprender*. Accessed: February, 2018. Retrieved from: <http://atrevelte.otalca.cl>

¹⁰³ Universidad de Talca, RSP. *Formando Profesionales Socialmente Responsables*. Accessed: February, 2018.

Retrieved from: <http://rsp.otalca.cl/plataforma/web/front/inicio>

¹⁰⁴ Source: Undergraduate Schools of the Universidad de Talca.

a limited time, professionals who focus on these demands, besides contributing to optimize the use of the scarce resources of the participating institutions, and improving management, formulating and designing of projects, programs or research. The program allows reducing the amount of time it takes to go out into the job market for young professionals who have graduated recently.

The Young Professionals Program's goals are to be nationally recognized as a program strengthening public management and to contribute to the sustainable development in Chile's south-central region. Through agreements signed with public institutions, the program works to improve the management of those institutions (all of this in line with the axis and objectives set down in the corporation's Strategic Plan).

Those professionals who participate in the Program have to go through a series of training and workshops related to the way the public system works (banking integrated to projects, public purchases, Chile's urbanism and construction law, governmental accounting, among others). At the same time, they have access to the diploma course Regional Public Management.

The program has been working for 12 years, covering 87% of the region and it has 311 collaboration agreements signed with public institutions. Each year around 200 candidates apply to the program and more than 380 professionals have been hired, and more than 240 professionals have graduated from the Regional Public Management Diploma Course. In these years, over 600 projects which have impacted on the land, on the institutions and the quality of living for the members of the community have been developed; and more than 700 civil servants have been trained in different topics. In average, the program has an 85% success rate in inserting people into jobs.

Integral Practices Program was funded in 2016, through the Ministry of Education's (MINEDUC) Fund for Institutional Development (FDI). It also implements a complementary program called Integral Practices in the Public Sector, where undergraduate students grouped in multidisciplinary teams, carry out their practices in public institutions in the Maule Region. The participants must comply with a minimum of hours according to the curricula requirements in each major (260 in-person hours on average). At the end of the practices period, an evaluation is carried out on their performance, taking into account the job responsibilities of the practitioner, validating the activities carried out during their intervention and an evaluation from the supervisor. Thirty-five agreements have been signed with public institutions between 2016 and 2017, with 190 interventions carried out by more than 400 students.

Maule UTalca Hub seeks to connect the requirements of the productive and social sectors with the abilities offered a Universidad de Talca, forming and strengthening creative and innovative thinking in the organizational management of the community of the region, networks of entrepreneurs, risk capital companies, and angel investors who benefit from or are associated with the Program. All of this through innovation agents, destined to improve competences (in knowing, knowing to be, and knowing to do).

In the four years since the work has begun more than 200 workshops for community beneficiaries have taken place, and 66 collaboration agreements have been signed, with more than 900 direct beneficiaries in total.

Challenges and next steps

Concerning the training of competences for social innovation, there are still some important challenges. On one hand, there are logistic problems about scheduling which do not allow to develop a multidisciplinary

environment. On the other, there is a lack of disciplinary instances which aim not only to the transversal, but to the longitudinal.

The area for connecting the regional community faces other challenges: the process in which local authorities change is inconvenient for the continuity of the projects. On other hand, Maule UTALCA hub and the Program of Public Services Integral Practices work with resources external to this house of study; because of this, it is difficult that these efforts extend to other regions.

Colombia



3.6. Corporación Universitaria Minuto de Dios (UNIMINUTO)

Context

UNIMINUTO's University System is part of the work God's Minute (OMD), inspired by the servant of God, Rafael García Herreros, an Eudist father, who since 1955 consolidated OMD as a different and innovative approach to the development of society, thus becoming a Social Entrepreneur who mobilizes both social as well as governmental actors to find innovative solutions to global issues.

From this perspective, UNIMINUTO was conceived as an inclusive and innovative model for higher education, with a focus on programs for social development. Becoming since 1991 in an educative avant-garde offer that faces social problems and their impact on society: "It has stood out for carrying out programs, procedures and strategies [...] using innovating experiences" (Gnecco, 2014), in accordance with the goal of training professionals who will take the country to new heights".

During its 25 years of existence, it has consolidated differential features regarding other higher education institutions, among those we find:

1. A pedagogic model based on the praxeological perspective, and education for development through which the student carries out reflective learning about his or her reality; understanding that "higher education must be of service to life and a solution to social problems" (UNIMINUTO C.U., 2014).
2. Integral human, social and sustainable training which allows both the development of personal competences as well as collective ones in harmony with the regions' needs and opportunities.
3. Regional coverage directed specifically to people and communities which are less fortunate. Today it has 130,000 students in more than 70 municipalities and 20 departments in the country, with an academic offer responding to the needs of each region.



Within this framework, UNIMINUTO has decided to be an including and sustainable institution, founded on high-quality culture, with a wide and pertinent educative offer, with great coverage, easy access, the use of new technologies, the promoting of social innovation and initiatives of cooperation for development.

To the end, its purposes are:

- To offer high quality and relevant education with preference to those who have no opportunities to access it, through an innovative, integral and flexible model.
- To train excellent human beings, competent professionals, ethically oriented and committed to social transformation and sustainable development.
- To contribute with our commitment and testimony to the creation of a fraternal, fair, reconciled and peaceful society.

The social, inclusive and innovative direction has allowed it to receive recognition in two occasions (2011-2012) by the World Bank's International Financial Corporation (CFI) and by the G20 countries, as an inclusive business model, because of its wide national presence, its academic programs relevant for each region, scholarships, funding and discounts, and the financing of tuitions through their own cooperative, for its social practices and economic self-sustainability.



In the year 2014, the British publication *Financial Times* gave it the award for sustainable finances in the category of "achievements in inclusive business" for having a model self-sustainability that can be replicated in other countries.

The stamp of social innovation which since its origins has characterized UNIMINUTO, has operatively incorporated with time in its substantial roles that "social innovation will be a stamp of the institution which integrates teaching, research, and social projection."

Within the strategies implemented we can find:

1. Centers and schools within the colleges which articulate the substantial roles and respond to the priorities and needs relevant to its tasks.
2. The Center of Education for Development (CED), a unit responsible of guiding the training of professionals socially committed with their milieu and country. This through implementing social practices, which every student in the system carries out from an educational perspective for the development and citizenship.
3. The Progress Center aims to provide services furthering education and opening opportunities to consolidate the students and the graduates' life project, through more education, more opportunities in entrepreneurship, job eligibility and professional practices, such as experience in the first job.
4. Scientific Park for Social innovation, whose mission is "to promote social innovation based in scientific knowledge, joining researchers and the community through the offer of services and facilitating the configuration of projects in which the contributions of the government, companies, universities, cooperatives, and communities, always under the condition that the knowledge is owned socially" (UNIMINUTO).

Scientific Park for Social Innovation– PCIS Enhancing the proposal

During the speech he gave when he was awarded the Order for University Merit, in April of 2011, Father Camilo Bernal Hadad stated again that the University must assume a commitment to solving concrete national and regional problems which affect society:



"Innovation begins with a concrete problem [...] God's Minute must start a Park of Social Innovation which, with the combined knowledge and dynamism from UNIMINUTO, brings to the country the most revolutionary social research laboratory."

"Since always, UNIMINUTO has been a University with natural entrepreneur's mentality [...] An entrepreneur is a person that makes things happen, this is a practice that can increase the impact of innovation."

Under these two premises, the creation of the Scientific Park for Social Innovation (PCIS) became official as a specialized unit in managing knowledge and in energizing the participative actions of social problem analysis, and the co-creation of solutions which materialize in organizations, projects, and inclusive alliances, amongst others.¹⁰⁵

The years 2011-2012 frame the conceptual development of PCIS, starting from the genesis of the OMD in social development, entrepreneurship, and innovation perspectives, as well as in the policies for Science, Technology, and Innovation, which at the time gained momentum in the country. Along this line of thought, an agreement for cooperation was signed with the Administrative Department for Science, Technology, and Innovation – COLCIENCIAS, which allowed for its conceptual, methodological and operative structuration; as well as the design of the strategic plan for the period 2012-2017 in which the intervention areas are established as the service portfolio.

In 2013, an agreement of cooperation was signed between the Ministry of Science, Technology, and Innovation (SCTel) which belongs to the Government of Cundinamarca, through a mega project, which allowed the social appropriation of innovative science and technology in said Department. During that same period, other agreements were signed with the innovation ecosystem in which institutions of the public and private sector, as well as universities, were involved, which allowed to strengthen the value of the offer by PCIS in the Department of Cundinamarca.

On 2016 the process of consolidating social innovation in the different Departments where OMD is present began.

In 2018, the challenge is to position PCIS in the Latin-American context, as the standard for social innovation.



¹⁰⁵ UNIMINUTO, "Somos el único Parque Científico de Innovación Social del Mundo Reconocido por la International Association of Science Park and Areas of Innovation – IASP", Parque Científico de Innovación Social. Accessed: February, 2018. Retrieved from: <http://www.uniminuto.edu/web/pcis/pcis>

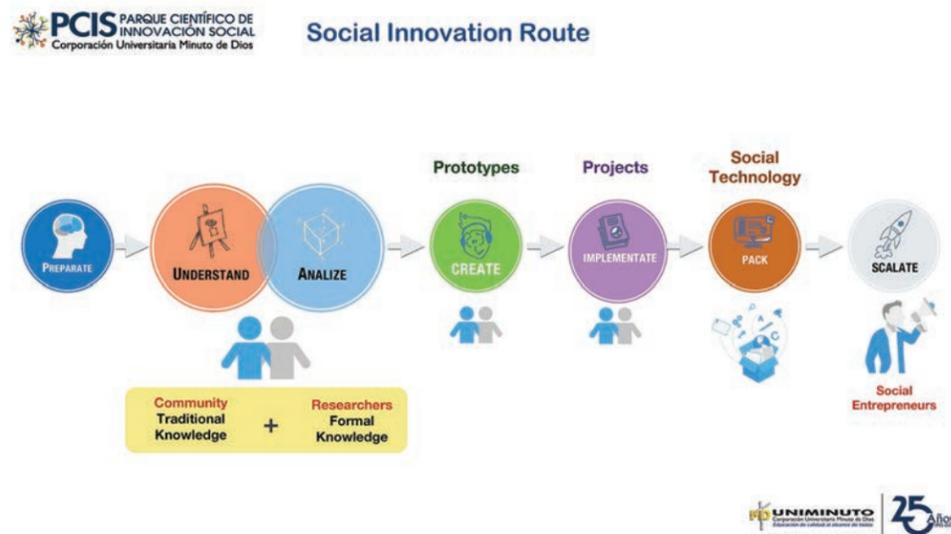
The Development of PCIS

The PCIS mission is “to promote Social innovation based on scientific knowledge, joining researchers and communities through a service offer and facilitating the configuration of projects where the contributions of the government, private companies, universities, cooperatives and communities interact, always under the condition of the social appropriation of knowledge.”¹⁰⁶

The objectives are built around:

- Energizing, integrating and channeling efforts, as well as private and public resources destined to tend to social needs.
- Bring together researchers and the needs of the communities.
- To support researchers’ task to co-create with the communities, for the development of social innovation.
- To facilitate the structuring and transferring of social knowledge and technology to other communities and society in general.
- Transferring the knowledge generated while developing social innovations to teachers, students, and communities.

To fulfill its mission and objectives, PCIS has structured a path for social innovation which includes seven phases through which researchers, together with the communities, apply the principles of participation, analysis, co-creation, implementation, packaging and escalation of those social innovations which are the result of the problems and/or needs identified in the region, and also transforming them in viable opportunities for generating transformable changes.



Results

Among the results obtained, the following stand out:

¹⁰⁶ Ibidem.

- Structuring and development of a mega project within the framework of the general system of royalties, to strengthen the competences of social innovation in 11 municipalities selected in this Department, which managed to cover 30 thousand participating actors in different actions of innovation and social appropriation of knowledge.
- The Agreement signed with the National Agency for Overcoming Extreme Poverty (ANSPE), which mapped out social innovation initiatives to overcome poverty in 14 Departments of the country. As a product of this process, an average of 600 initiatives saw the light; the work is being done in their regions to generate new forms of local development.
- Forty publications resulting from research and interaction with the regions that capture reflections and learning, which jointly researchers and communities have conceptualized around social innovation.
- Structuring and implementation of specialized courses and diploma courses on social innovation directed towards teachers, students, regions, and people interested in understanding social innovation, its methods, and applicable tools. Among these we find:
 - ✓ Youth Kaleidoscope: A course specialized in generating the capacities for social innovation, science, and technology in which 360 children and youths between the ages of 8 and 16 have participated.
 - ✓ Diploma course in Social Innovation Management, directed at 500 leaders in six municipalities from the Cundinamarca Department.
 - ✓ Leadership Diploma course in Social Innovation Management with 50 female leaders in different municipalities.
 - ✓ Leadership Diploma Course in Social Innovation Management with an emphasis on Public Management delivered to 40 teachers and public servants of the Soacha Municipality.
 - ✓ Immersion Course IDEA-PCIS, three cuts; delivered to young professionals, teachers and entrepreneurship leaders in different disciplines (this one is imparted in association with i.school form College of Engineering at the University of Tokyo).
 - ✓ Diploma course in innovative leadership for 400 touristic entrepreneurs in Bogota; design of strategies to strengthen their touristic initiatives.
- Official Ally of the International Contest 24 Hours of Innovation, three years in a row; in 2017 the team of participants from UNIMINUTO Pasto (Urkunina) won the third place in the competition with the solution to the challenge: Which would be new respectful and ecological forms in which to dispose of mortal waste?¹⁰⁷
- The implementation of competitive leagues of social innovation with groups of students from different campuses which extracurricularly have gambled on social innovation and have connected with this competition in order to solve a challenge identified in their context¹⁰⁸.

¹⁰⁷ See: Nayibe Solarte, “Ecoataudes Prefabricados”. Accessed: February, 2018. Retrieved from: https://www.youtube.com/watch?v=plPZ4_7Xcw4&feature=em-upload_owner.

¹⁰⁸ UNIMINUTO, “Ligas de Innovación Social”, Parque Científico de Innovación Social. Accessed: February, 2018. Retrieved from: <http://www.uniminuto.edu/web/pcis/-/ligas-de-innovacion-soci-2>

- The training of 110 Social Innovation managers on a national level, who voluntarily joined the processes of PCSI and mobilize strategies for Social Innovation from their fields of intervention from their headquarters.



Challenges and next steps

The training of teachers has been held as a fundamental strategy in the process of expanding and positioning the university on a national level; this implies transference of knowledge and appropriation of the tools and methodologies in the regions which allow them to face the challenge of promoting innovation within and outside of the academic context in such a way that there is a clear articulation between those substantial academic tasks and those specific issues and solutions in the regions. To strengthen the strategy of the league of innovation, articulating students and allies in the regions to identify and solve concrete challenges around social innovation.

Since Colombia is a megadiverse country, and its regions represent unique challenges because of their geographical, cultural, economic and political structures, and since UNIMINUTO is located in traditionally excluded regions due to decade-long conflict, poverty, and exclusion; it is necessary to design regional plans for social innovation, which answer to the concrete needs in which resources and knowledge of the researchers and the students can be articulated to find the solutions relevant to each region.

Colombia



3.7. Universidad de Caldas (UCALDAS)

Context

In 1943 a caldense desire crystallized: The Popular University was founded. Years later the School of Agronomy and Veterinary is created as an answer to the agricultural, livestock and industrial needs of the region. Law and Medicine are created in 1950 as a professional and cultural alternative for the ruling classes of the Department. The separation of Caldas Department in 1966 is the origin of the presentation and approval of the new law project through which the University stops being a departmental university and is raised to the level of national institution, according to the Law 34, from August 1967. In 1970 the School of Nursing was created as a strategy to strengthen health policies at the Caldas Department. Today the University has six colleges, more than 14,000 students and close to one thousand teachers.

UCaldas' mission is to generate, appropriate, disseminate and apply knowledge through curricular, research and projection processes in order to contribute to the training of integrally useful citizens for society, to provide solutions to regional and national problems, and to contribute to the sustainable development of the region.

Rooted in the Universities Culture, there is generation of high impact projects for the community. An example of this is CECAT – Centre for Studies on Conflict, Violence, and Social Cohabitation. This is a strategy to fulfill the university's social responsibility, with regards to the violent situations and armed conflicts, and to the creation of alternative social cohabitation and citizenship.

Stand out case

The best educative practice in the field of social entrepreneurship is General Training (classrooms/workshops) since this practice was the most recognized by those involved in the field of social entrepreneurship. Starting with this educative practice, we have identified at UCaldas some points of view which consider social entrepreneurship is learned through a mentor with previous experience in entrepreneurship. At the University, an example of energizing entrepreneurship are the representations made at Boston College, where entrepreneur teachers with great potential have participated and collaborated. The university students are considered to be true entrepreneurs, because in the least they create companies based on technology, companies emerge from them and, in some cases, manage to consolidate themselves. Innovation must be connected to research, and research must in turn be connected to the needs.

An example of this from the UCaldas is the entrepreneur initiative CityTaxi, by three university students. This initiative has consolidated itself on a regional level as a company which offers its services as a radio taxi via an app. But this company not only is a business, it is also an incubator for future ideas that incentivate university students to follow them, to receive training and other learning processes about their experience.

To better describe the educative practice in this area of social innovation at the UCaldas we'll take Program TELESALUD (TVMedicine)¹⁰⁹ as an example. It is a Framework Project that guides the understanding of new possibilities of Social Innovation and connects them to teachers and the students. This Program comes from the Research and Service Provider Group at the School of Health Sciences at UCaldas; it came about as a Colciencias Project which currently implements services of telemedicine and virtual education.

For this program, 110 municipalities in Colombia were visited, and in each one of them a computer was installed, connected to the University; through this network the computer was in contact with a specialist who would help with the problem of being transitory physician, but the community had to appropriate. If a patient arrived with a disease, the platform would be useful in developing it with the community.

Main results

- 17 I+D+I health projects (three of them active)
- Training in virtual mode to more than 8,500 professionals in the field of health
- Development and virtualization of 82 courses in different fields of knowledge
- Low desertion levels, development of an own model for virtual training
- Implementation of telemedicine to more than 100 hospitals with 16 medical specialties

Challenges and next steps

For this research project, we inquired into some social innovation and entrepreneurship projects at the Universidad de Caldas has led. Some have failed, according to the experts consulted. The entrepreneurship and innovation learning does not come from what is taught in the classroom, but from research, this is why Telesalud is a key model. Although the research projects have two clear components, they generate something new but also social impact. For the courses not to fail its necessary innovation and entrepreneurship in research.

Even though UCaldas is characterized mainly by its support to teaching entrepreneurship and social innovation, as in General Training (classrooms / workshops) —individual counsel between an entrepreneur and an expert, training programs in companies—, there are some obstacles regarding the training outside the university, the practices which are not carried out in every program, the online teaching which is not as visible in the institution, and there must be a critical approach to the way the curricula is planned. The institutional administrative structures and the institutional transformations tend to be

¹⁰⁹ Universidad of Caldas, Telesalud. Accessed: February, 2018. Retrieved from: <http://telesalud.ucaldas.edu.co/telesalud/>

slow, this could be an obstacle. Another one is the question: Who is the expert in innovation? There is not a good disposition in the way we think about it and how it is presented to the students.

Likewise, it is necessary to think about structuring social innovation and entrepreneurship through clear and inclusive concepts, which allow highlighting what the University has been doing which isn't considered social innovation or entrepreneurship. The fundamental challenges are to make the projects, initiatives and the relationship between the University and the private and public sectors visible, which would allow to strengthen the processes and to characterize them.

While it may not be common for social innovation and entrepreneurship at the University to come through the classes during the first semesters, TELESALUD and CEDAT are two examples of the articulation of practices which the students must go through in the Health Sciences and Social Sciences fields, respectively.

A good example of articulation between teaching and social innovation is CEDAT: The students in the last semesters of Social Work must carry out their institutional practices. They have to do three semesters of practices, divided into fields of knowledge (labor, health, environment, conflict, and family). The moments are: diagnostic and intervention. These issues are articulated with the institutions, projects or study centers which the University and the place of the practice will both follow up on.

CEDAT incorporates students from this major to participate in different lines of action. In most of the cases the work is done with the Investigative Action and Participation proposal —IAP—, with the aim of really getting to know the problems the community faces in order to think about possible schemes to solve them and to implement said schemes.

Costa Rica



3.8. Instituto Tecnológico de Costa Rica (ITCR)

Context

The distinguished Instituto Tecnológico de Costa Rica (ITCR) is a national autonomous university of higher education, created under Law no. 4777, on June 10th, 1971. It is 45 years old, and from its start has contributed to integral development in the country, through technological leadership in teaching, research and continuous education. Currently it offers 17 technical programs, 22 undergraduate degrees, 16 master degrees and 3 Ph.D. degrees. It has two campuses, three academic centers, and two centers for transferring technology.

Its mission is to contribute to the country's integral development through training human resources, carrying out research and furthering education; always maintaining scientific, technological and technical leadership, as well as academic excellence with strict adherence to the ethical, humanistic and environmental norms, from the point of view of a high-quality and competitive state university, both on a national and international level. Its mission is to keep contributing through solid training of human talent, development of research, furthering education, social action, relevant scientific-technical innovation, the entrepreneur initiative and its close relation to the different social actors to creating a more solidarity and inclusive society, committed to seeking social justice, respect to human and environmental rights.

Stand-out case

The Vice Rectory for Research and Furthering Education (VIE) is responsible for creating the conditions so that the processes and fundamental functions of the university's tasks can be carried out. Also, it creates the spaces for professors and students to develop scientific research and further college education; based on technological development, innovation and entrepreneurship, with social and corporate vision and also with environmental commitment.

VIE provides the material and economic resources so the Schools and Research Centers can pay for their activities. These resources are granted after all the applicants' projects compete for them, and to gain access to them certain scientific requirements, ethical foundation, a diagnostic, objectives, work methodology and analysis results must be met.

Some of the projects developed by Instituto Tecnológico de Costa Rica, and which are closely linked to innovation and social entrepreneurship are Academic Research; Further College Education; Participative Courses; Mobile Classroom; Special Economic Zone (ZEE); TEC-Entrepreneur Lab and University Regionalization.

Furthering education projects

In this framework, a proposal is classified as a furthering education project when it's a systematic activity, which transfers the resulting knowledge and experiences of research to the extra-institutional context (the community); applying or adapting them, so that the relationship between the university and the community is enriched, using a determined meta-group (user or beneficiary) from the project.

Participative courses

They are an academic, non-formal option of connecting and coming together for the different sectors of the population. They allow the exchange of knowledge, faculties, abilities, and experiences in different fields, in order to enrich the academic work by connecting to reality. They are imparted only during the last two weeks of January each year.

Mobile Classroom

It is an interinstitutional program¹¹⁰ for furthering academic education through which knowledge —of scientific and cultural importance, strategic for national development— is created and socialized. Besides, it allows to enrich the academic side by perceiving the needs of society, which materializes the link between university and society.

Mobile Classroom has worked as an instrument for transferring knowledge with a friendly, simple and practical nature, through which the interested parties can quickly appropriate the academic information and knowledge created by the universities. The responsible group and its collaborators have the task of diagnosing community needs, coordinating and organizing the training, and supporting a wide range of topics. The beneficiaries are organized groups and the civil society, mainly those who do not have access to formal education and those in rural areas.

University Regionalization Program

It is an interinstitutional program¹¹¹ part of the National Deans Council (CONARE), and its objective is to relevantly help develop the region and its vulnerable populations and create a positive impact. Its basic principle is "To give a qualitative leap in the relations between universities with the aim to advance inter-university coordination towards a true articulation of the systems' academic actions for the state's higher university education to benefit the peripheral regions of Costa Rica, given their low social indicators." It works through five Interuniversity Regionalization Commissions (CRI), corresponding to South-Pacific Region; Chorotega Region; Huétar Norte Region; Huetar Atlántica Region; and South-Pacific Region.

TEC-Entrepreneur Lab

The Incubator is active since 1994 to support, strengthen and boost the development of companies (in processes both internal and external to the university). Its mission is to promote the creation of

¹¹⁰ With the participation of the following state universities: Technological Instituto of Costa Rica, Universidad of Costa Rica, the National University and UNED.

¹¹¹ See previous footnote.

companies through a process of incubation, training, strengthening and improving their administrative management, in order to contribute to the development of the country through economy activation. Meanwhile, its vision is to be a model on a national level for topics relating to incubation. It has vast experience in strengthening small businesses, and is a leader in Central America. Currently, it is in the process of transformation –evolving– to be able to provide better options to the national community.

Cartago Special Economic Zone (ZEEC)

It is a strategy for socio-economic development, which strengthens the link between the corporate, government and academic sectors. Said strategy seeks to improve competitiveness, the context of investing and increasing the quality employment in the provinces. The obtained benefits are: an increase in the quality of the employment; strengthening of productive chains, improvement of the quality of life and an incentive for productive and social investment.

Currently, there is no formal program that promotes or strengthens social entrepreneurship *per se*. Nevertheless, those initiatives previously mentioned look to achieve the creation of the needed competences in vulnerable communities in order to:

- Reach mechanisms of sustainability in organizational processes, association of the members of the community, and ethical codes that guide a responsible development.
- Produce and commercialize different products.
- Strengthen good practices and to develop chains of values.
- Develop local economy (installing biodigesters, aqueducts —and managing them—, reasonable use of natural resources, supply gathering, etc.).
- Build public spaces (urban furniture, forestation, signs control, urban recovery).

All these activities are carried out through interdisciplinary teams of internal and external professionals and, generally, there is also the participation of students. Each activity is a process of knowledge exchange between the community and the institution. In each case, there is involvement, coordination and active and constant participation from the communities.

Challenges for the stand-out case

The main challenge is to generate change. We must think socially. According to Kliksberg “universities must have an important role in promoting social entrepreneurship, the study plans and the teaching methodology must provide tools, through the development of innovative programs, to train youths with an entrepreneurial spirit that can contribute to a more inclusive society.”¹¹²

¹¹² Bernado Kliksberg, *Emprendedores Sociales. Los que hacen la diferencia* (Argentina: Fundación CLARITAS, 2011).

Costa Rica



3.9. Universidad de Costa Rica (UCR)

Context

The Universidad de Costa Rica (UCR) was created in 1940 as an innovating initiative from Costa Rican education. It is a constitutionally autonomous and democratic higher education and cultural institution, conformed by a community dedicated to teaching, research, social action, study, meditation, art creation and knowledge dissemination. Committed to guarantee equal opportunities, access to education, academic excellence, to tend relevantly to the needs of the Costa Rican society and to boost its leadership in developing national education, since 1973 the university extends through the majority of the Costa Rican territory.

In 1974 the Vice Rectory for Social Action (VAS) was created. It is the organism in charge of guiding, coordinating, supporting and following up on the Social Action Projects developed by the UCR. VAS articulates the knowledge generated by the institution with the needs and experiences from the Costa Rican society. Currently, it presents 466 projects for training and updating the community, 146 communal work projects, 97 artistic and cultural projects, and 1,400 research projects. The University has 39,600 students enrolled in undergraduate degrees, 3,187 students enrolled in graduate degrees, 340 academic opportunities in 12 campuses and university facilities around the country.

During the first decade of the new millennium, UCR stands out due to its connection with the productive sector through the technology transfer from the research carried out in its centers, institutes, laboratories and experimental stations. This connection is directed and strengthened by internal organisms such as the Unit for Management and Transfer of Knowledge for Innovation (PROINNOVA), the University Agency to Manage Entrepreneurship (AUGE) and the Chair for Innovation and Corporate Development. All these branches were created as means to stimulate discussing, reflecting, and exchanging ideas on the importance of innovation for the development of national sectors, and to transfer the knowledge created by UCR, as well as incubating and accelerating the entrepreneurs' projects.

Stand-out case

The UCR, in its Caribbean campus, has included axis and competences connected to entrepreneurship and innovation in different courses; in order to promote social entrepreneurship and encourage innovation as a resource for the creation of new sources of work and solutions to face the real needs of the communities, while encouraging the students to develop projects which solve identified needs. These projects in many occasions are carried out up until its developing phase and started up as projects proposed to VAS or as entrepreneurship projects promoted by AUGE.

Specifically, course DN-0423 Market Research seeks that the students develop innovative entrepreneurial initiatives in the framework of the contents of the course. It aims at having the students incorporate social responsibility aspects through the creation of dignified work, and to paying attention to the needs of the region where it is being developed. This practice has a very close relationship with the mission of the UCR, which aspires to promote integration, alliances, social commitment, cooperation, solidarity, dissemination of the university's work and innovation in the interest of creating new spaces, with the goal of transferring and exchanging knowledge generated between the University and society.

The general objective of these courses is to provide the student with the necessary tools to understand the different uses and the importance that Market Research has in its current environment. The specific objectives are:

1. To motivate the student to develop research processes in corporations where they currently work or where they could work shortly.
2. To offer a theoretical framework which makes it possible to understand and value the role of market research within corporate management.
3. To develop in the student the necessary knowledge about the potential sources of information at hand, and which they need to use in their professional performance.
4. To encourage knowledge, interpretation, and possible uses of information obtained through Market Research.
5. To explain the concepts and fundamental techniques of the quantitative and qualitative methodologies in market research, and put them in practice through diverse formative activities.

These come about inserting in the students the need to define an entrepreneurial project which achieves a bilateral benefit, from the perspective of the entrepreneur and the positive impact in their social surroundings where the initiative will be developed. The project's development happens through a semester and at the end they give a presentation. The courses are workshops where the students, in groups, present innovative ideas.

It is evaluated through revising at least three advances at different points of the project's development. At the end of the course, the final document of the proposal is turned in, and the students make a presentation. Generally, this type of initiative evaluation counts between 30 and 40% towards the final grade of the course.

After brainstorming ideas, following the courses' bibliography, they evaluate their options according to aspects such as innovation level, potential market, technical knowledge and financial requirements.

From the courses emerge ideas about innovative businesses, which could end up boosting some sectors in the provinces, which can go from directly hiring workers to alliances with local providers. As well, some proposals of innovative projects are born out of the market's necessity, and they promote entrepreneurial developments with a social and economic impact for their communities.

We work and develop the research competences in different parts of society. We consider the ability to generate innovative proposals and develop entrepreneurship from profitability, but with a transversal component of social impact and benefit. This is an attempt for the students to develop sensibility and corporate social responsibility, promoting their creative processes, teamwork, and the application of the elements of ethics and social responsibility in their entrepreneurial efforts, as well as a

humanistic perspective, trust in the innate ability of each person to contribute to development, a strong determination to take on risks, the ability to identify and apply practical solutions to social issues and to innovate to find a new product or service which can solve those issues.

Several of the ideas and projects could be described as better educative practices for innovation as a result of these courses, however, one of the most relevant high social impact projects developed was the one called "Proposal of a strategic plan for the Young Agro-business Owners Cooperative in Linea Vieja (Coopejalvi) located at Pococí's Canton." The project began with the course and then was constituted at graduation by the four Corporate Management students who collaborated with the youths of COOPEJALVI consolidating their entrepreneurial effort.

In so far as to the result, the students developed a guide on how the products should be marketed in order to reach a larger market and efficient commercialization of their products (malanga chips, banana, yucca, sweet potato) in the Pococí and Guácimo cantons.

Challenges and next steps

The concepts of social entrepreneurship and innovation are not taught directly in a specific class, but they do constitute a transversal axis which is taught in most of the courses throughout all the degrees curricula. Also, the internal organisms such as AUGE y PROINNOVA offer training and updating in social entrepreneurship and innovation. However, there is no specific policy which integrates the teaching of social innovation and entrepreneurship.

There are strategies to promote social entrepreneurship in the student and to project the university into the communities, such as social projection activities. Amongst them, there are the programs of teaching extension (training the community), the development of university community projects as the one called "Accompanying and Counseling Small Businesses," in which trained students counsel small and medium businesses. The work of the students of sensitizing people in business about the implementation of innovative models with social impact in many occasions presents a great reluctance to change on behalf of the business people, who prefer to focus on profitability. The plan, to better achieve this goal, is to implement projects which prepare teachers and encourage the implementation of these topics and develop capabilities that promote entrepreneurship and social innovation. Hopefully, in time these teachers will in turn promote and develop entrepreneurship and social innovation in their courses.

Spain



UNIVERSITAT
POLITÈCNICA
DE VALÈNCIA

3.10. Universitat Politècnica de València (UPV)

Context

The Universitat Politècnica de València (UPV) is a public university founded in 1971; it has 37,800 students, 2,600 teachers, and about 1,700 administrative and service workers. It is formed by 15 university centers (higher-technical schools, colleges, and higher-polytechnic schools) which impart more than one hundred degrees, mainly in engineering and architecture, but also on business administration, business management and the fine arts. It is a stand-out technological university nationally (it is ranked as the first polytechnic Spanish university in the Shanghai Ranking) and internationally (during the last 13 years it has been ranked among the 500 best universities in the world in that same ranking).

Its mission reflects the connection between technical, scientific and social developments: “to prepare individuals to increase their competences; to investigate and generate quality, rigorous and ethical knowledge, in the fields of science, technology, the arts and business, with the objective of promoting the integral development of society and to contribute to its technological, economic and cultural progress.”¹¹³

Probably due to its interest in applied technology, the university places a lot of importance on innovation and entrepreneurship. In this sense, it recognizes in its documents the social dimension of innovation and entrepreneurship, even though it does not specifically refer to social innovation or social entrepreneurship. As an example, its policies indicate that the entrepreneurial attitude should serve to “answer satisfactorily and with originality individual, organizational and social needs and demands, modifying processes and results to generate new value,” as it is stated in the document Institutional Project of Transversal Competences at UPV.¹¹⁴ This project aims to guarantee and confirm that every graduated UPV student develops 13 key competences. Among those we could mention: “innovation, creativity, and entrepreneurship;” this shows how important they are considered in the university’s policies. On the other hand, if the competence is not about social innovation or entrepreneurship, it gives the highest importance to the social dimension in these matters.

¹¹³ Universitat Politècnica de València, Misión, visión y valores del Plan Estratégico UPV 2020, Accessed: February, 2018. Retrieved from: <http://www.upv.es/organizacion/la-institucion/misionvisionvalores-plan-upv-es.html>

¹¹⁴ Universitat Politècnica de València, Conoce el proyecto de las competencias transversales UPV. Accessed: February, 2018. Retrieved from: <http://www.upv.es/contenidos/COMPTRAN/info/955712normalc.html>

There are a different entrepreneurial and innovation programs and actions used by social entrepreneurs (which do not have a specific program): for example, Program IDEAS to accompany entrepreneurs¹¹⁵ or Start-UPV Incubator.¹¹⁶

Case contribution

One inspiring practice is the use of video as a participative research-action methodology. A group of individuals has developed the experience from the Institute for Innovation and Knowledge Management – INGENIO, linked to the master degree in Cooperation for Development at UPV. INGENIO is a mixed research institute from the Higher Council for Scientific Research and UPV, housed at UPV’s scientific park. It stands out as a national and international center in innovation studies. Among its research lines is social innovation for human development.

The experience originated in several previous exchanges between INGENIO and the Development Planning Unit at University College London. Here, there has been work done on participative video with students from the master degrees, as an instrument for community work both in countries in the South as well as in the United Kingdom. After the UPV members familiarized themselves with the technique, they began to use it in research and teaching activities in Valencia.

The idea of the participative video is in line with —and even goes beyond— UPV’s mission of employing technology as a tool to promote social change. The participative video’s main goal is to use a video production process to create participation and transformation processes in power relationships, with the aim of contributing to generating more fair and inclusive societies.

More specifically, the concrete objectives of the participative video are to generate processes which identify the needs of the community; to stimulate local innovation processes; to generate communities who reflect on their actions, abilities, and ideas; and to promote creative exchanges of ideas between individuals and collectivities.



In its methodology, the video production articulates the actual process of participative research-action. The participants reflect on their reality and the problem or issue they are making the video about (diagnostic), they plan its production process (writing the script and organization), produce the video (shot the images, etc.), edit it (create the product ready to be viewed) and share it (generally in public presentations which open the door for debate). This process can come about in a simplified way in a few days (or even hours) or through weeks and months.

¹¹⁵ Universitat Politècnica de València, Ideas UPV. Tu empresa empieza aquí. Accessed: February, 2018. Retrieved from: <http://www.ideas.upv.es/>

¹¹⁶ Universitat Politècnica de València, STARTUPV Accessed: February, 2018. Retrieved from: <http://startupv.webs.upv.es/>



Source: Millán and Frediani, 2014.

At UPV, concrete actions have been carried out employing the participative video methodology, both in teaching as well as in research. In the first case, it has been used as part of the regulated preparation in the Cooperation for Development master degree. In one of the courses, the students become acquainted with the video methodology through their classes. Further on, a group produces a video during a real research process in a neighborhood in Valencia, which lasts two weeks, accompanied by the teacher.

In the second case, INGENIO has organized two participative research-action processes, four months in duration, where individuals connected to social collectives of different natures (for example, human rights protection platforms, cooperatives, ecologist collectives, etc.) have produced videos on different issues. During the process, there are regular meetings with all the individuals participating in the video production with the INGENIO facilitators where they share the advances and give instructions. In these meetings, a video is produced by each group autonomously. By the end of the process, there are public showings of every video produced.



In the case of the master degree the evaluation is made based on both the final product (the videos) as well as on the students' reflections on the process, which is presented as a written essay. In the case of the research processes, there is no formal evaluation of the participants. In both cases, there are continuous instances of collective reflection about the process and the results.

Regarding learning results, the processes show that the participating individuals develop an important set of competences, very diverse, through the use of video. Technical abilities are developed, like the application of concepts and audiovisual methods for participative research; attitudes such as improvisation, adaptation, creativity, dialogue and proactivity; and knowledge about the topics discussed and the multiple existing perspectives on them. The evaluations also show the participating individuals' self-esteem improvement into account and trust in one's own ability to participate, create and transform.¹¹⁷

¹¹⁷ The products (videos) of the processes carried out with the social collectives and the product from the use of the video can be found online. See Innovación Social Colectiva. Conocimientos y Aprendizajes para la Transformación Social. Accessed: February, 2018. Retrieved from: <http://innovacion-soci.webs.upv.es/index.php/videos-participativos> ; Innovación Social Colectiva, Jóvenes de Benicalap y espacio público. Accessed: February, 2018. Retrieved from: <https://www.youtube.com/watch?v=cMQ074OL5u8>

Challenges and next steps

On the general situation of the university about social innovation and entrepreneurship, we find that there are no specific courses on entrepreneurship and social innovation, even though there are non-specific courses and initiatives connected to social entrepreneurship and innovation, which are highly regarded and have been active continuously.

This lack of preparation and specific actions in social entrepreneurship and innovation might be due to certain factors which represent important challenges that have to be confronted: in first place, it is a technological university, offering very challenging degrees, very demanding academically and with a faculty focused on teaching and evaluating contents (and not competences). In second place, there is a general lack of abilities on behalf of the university's staff in relation to topics of social innovation and entrepreneurship, as well as a lack of resources available to generate this ability. Thirdly, the faculty does not seem to feel there is an existing demand on behalf of the students and the job market for things like social innovation and entrepreneurship.

These challenges make us think in the next possible steps: to keep going in depth in promoting the focus on competences in teaching-learning, overcoming the centrality of the contents; helping the faculty gain awareness on this topics and giving them specific pedagogic resources to work on social entrepreneurship and innovation, possibly taking advantage of the policies and practices related to entrepreneurship and innovation in general, displayed with determination by UPV; to improve the relationship with actors working in the field of social innovation and entrepreneurship, so the University and its staff can be aware of it and meet its demands.

Spain



3.11. Universidad del País Vasco (UPV/EHU)

Context

The Universidad del País Vasco/Euskal Herriko Unibertsitatea is the fruit of a long history of attempts through history, so that the Basque Country could have a university which would answer to the multiple needs affecting dynamic and modern society.

It attains its current position in 1980, under the precedent of the Universidad de Bilbao, and inspired by the Universidad Vasca of 1936. It adopts an emblem designed by Eduardo Chillida and incorporates the same famous Iparragire verse —*Eman ta zabal zazu*— which alludes to the universal vocation of the Basque culture. Today UPV/EHU is a booming reality. With a population larger than 50,000 persons, it is responsible for more than 70% of the research being made in Euskadi and has graduated 300,000 students in the most diverse fields of knowledge.

Distributed in three campuses —one for each history territory of the current Basque Autonomous Community— which group 20 schools and colleges, UPV/EHU contributes decisively to the reality of the Basque Country, to the point in which it would be inconceivable today not to have its daily contribution and the rich and intense intellectual debate generated around it.

The boost the University has given to social innovation and social entrepreneurship can be identified in the creation of special organizational units through which the lines of research and formative projects are developed. The following are some examples of activities linked to social innovation and entrepreneurship that are pushed forward by UPV/EHU:

- *Creation of research and study groups.* Hegoa Institute, Sinnergiak Social Innovation Research Group, Gezki Research Group, Social Economic Observatory, ZITEK Incubator, among others.
- *Research lines.* Democracy and participation of enterprise workers. Social and solidary economy and social innovation. Governance and the rights of organizations in the social economy. Public policies for promoting social economy. Globalization and internationalization of social economy organizations. Social innovation and public governance. Processes of change and social innovation.
- *Training.* Doctorate, masters and summer school degrees. The masters degree in Social and Solidary Economy is promoted by the GEZKI Institute (Institute of Economic Law and Social Economy) who is responsible for it, and in this degree also collaborate the Hegoa Institute, the College of Labor Relations and Social Work, the College of Economics and Business (Gipuzkoa section), and the Department of Applied Economics I and Business Law. All of them are part of the UPV/EHU. The degree began on the school year 2013/2014.

Master's degree in Social Innovation

Sinnergiak Social Innovation organized up until the year 2014 the Master's Degree in Social Innovation. This degree was a balanced proposal of theoretical perspectives and knowledge about real projects on social innovation. It introduced current information on the problems the field of social innovation faces and offered concrete tools and methodologies for professionals and researchers to confront these new challenges and organizational and social opportunities, with the ability to understand and transform.

Sinnergiak Social Innovation

Sinnergiak Social Innovation was created in 2012 as an autonomous unit for Euskampus Foundation (International excellence campus). Euskampus is a strategic relation between public and private agents formed by UPV/EHU, Technical Technological Corporation and Donostia International Physics Center (DIPC).

Sinnergiak boosts knowledge by promoting collaboration between heterogeneous agents from the social as well as the territorial perspectives, both locally and internationally. All of this while stimulating cooperation between different groups, in order to face social problems and demands through innovative planning, perspectives and activities.

Sinnergiak's activities aim to promote the development of competences among individuals and the abilities of innovation in organizations and communities, basic conditions to achieve visible and useful social impact results.

The different fields of activity are:

- *Research.* Focused on the development of innovative projects whose most visible results are indicators, models, products, networks and strategic alliances.
- *Training.* Planned to create contents and contexts of teaching-learning around social innovation: the creation of a coherent body of knowledge; development of knowledge storage systems; guidelines for the teaching activities; set in motion of different training modalities.
- *Action and intervention.* Created for the promotion of collaborative learning processes in presential and virtual contexts (workshops) which promote and facilitate methodologies directed at coordinating hybridization, experimenting with diversity, acquiring professional competences and faculties, and creating through collaboration and participation.
- *Knowledge transfer.* Directed at disseminating experiences (projects, cases), reports and documents (evaluations, impact), scientific publications (books, articles), and networking (building a community, positioning), networks and strategic alliances.

The main projects developed are:

- SUDOE-Transcreative. Social Innovation and Cultural and Creative Industries, 2012-2014.
- FP7-SIMPACT. The Impact of Social Innovation in Europe, 2014-2017.
- RESINDEX. Regional Social Innovation Index, 2013.
- Hedabide. Hybrid Learning and Practice Contexts directed at social innovation, 2013-2014.

- Ergolab. Living Lab for ICTs design focused on the user, 2013-2014.
- ICCs at Euskadi. Study of cultural and creative Industries in Euskadi, 2014.
- Workplace Innovation at Gipuzkoa, 2014-currently active.
- H2020-Social Innovation Community, 2016-2019.
- Erasmus Plus. Students4Change, 2016-2019.
- Public Management Monitor, DFG 2016-2017.
- Etorkezuna Eraikiz. Innovative Governance at Gipuzkoa, 2016-2017.

Sinnergiak Social Innovations is conceived as a knowledge organization which stands out because of the two clearly differentiated values which are the ability to transform and disseminate knowledge directed at the needs of the market, and the internationalization of its research activity.

Sinnergiak has a sound international network of universities, research centers, collaborators, and agents, which facilitate the identification and integration of new knowledge in a round trip, from the interior to the exterior and from the exterior to the interior. Thus, it allows the center to position itself in the first line of international community innovation in scientific research, as well as in redistribution and dissemination of knowledge, and knowledge in itself.

Challenges and next steps

The main problem the University faces to develop the teaching of social entrepreneurship, and innovation is related to *institutional policies*.

Social innovation and social entrepreneurship cannot be considered something additional, whose goal is a specific department who works concurrently for the university's other activities, rather it must be integrated into every field at the university (teaching, research, furthering education and management).

Teaching and research. Coordinated and articulated work between different colleges related to social innovation and social entrepreneurship; for example, Sociology, Business, Social Work, Psychology.

Management. Too bureaucratized structures limit the ability to answer to the development of social innovation needs in any of its forms. The University must become a facilitating agent in the social innovation ecosystem. A closer link with society in the four university areas previously defined. Cooperation is a social innovation "driver" and the university must be an example of possibilities, which the new forms of collaboration and articulation may represent for society.

Monitor and evaluate the impact of social innovations. The University must be in control when it comes to social innovation research (impact, tendencies, and opportunities). To promote the creation of public policies innovation laboratories on a local and regional level.

France



3.12. Université Grenoble Alpes (UGA)

Context

The Université Grenoble Alpes (UGA) is the result of the fusion in January of 2016 of three former Universities: University Joseph Fourier, University Pierre Mendès-France, and University Stendhal. It is the fifth largest in France in number of students (45,000); it has 23 Colleges, Institutes and Schools, 80 laboratories, and employs 5,500 professionals. Its academic offer covers the whole group of disciplines, and its research is designed to position itself on the cutting-edge of innovation. By boosting the interactions in training and research in the socio-economic and cultural world, Université Grenoble Alpes favors openness, interdisciplinarity and innovation.

The Université Grenoble Alpes is part of a group of universities —the Community of the Université Grenoble Alpes— which gathers together all the institutions of higher education in the city. Student entrepreneurship is an important topic which the community Université Grenoble Alpes has been supporting for several years. Grenoble was one of the first French cities which supported student entrepreneurship, since 2002, with the creation of the "house of entrepreneurship" whose goal is to promote the idea of being entrepreneurial among the students.

In 2014, the "house of entrepreneurship" became the PEPITE (Student Center for Innovation, Transference of Knowledge and Entrepreneurship," a department of the community Université Grenoble Alpes dedicated to the development of student entrepreneurship.

In the last months of 2014, the French Government created a special statute on the "entrepreneur student" which allows students to keep their student rights and, at the same time, to work on building their business/organization project. In 2016-2017, hundreds of entrepreneur students become part of the PEPITE incubator from the Université Grenoble Alpes.

There is also support through financing projects of student associations (the solidarity and student project development fund). This fund supports projects in culture, solidarity, citizen commitment, environment, sports, among others.

Promising

Since 2012, the Université Grenoble Alpes began a program called Promising, whose goal is to introduce new forms of teaching to favor the "innovation competence" among the students.

Promising introduces a design thinking and creative methodology into the curriculum of the Master's degree "Innovation Management." Besides courses on social sciences (Philosophy, Sociology) and management, the students have a project proposal by a company, some of them in the field of social innovation. *Promising* has a signed agreement with Shamengo,¹¹⁸ a program which presents social innovators all over the world.

The objective of the course is for the students to find themselves in a situation where they have to manage innovation in the framework of social entrepreneurship. Several social entrepreneurs at Shamengo (or from a local incubator) pose problems for the "management innovation" students to develop, working in groups of four during three months. They have autonomy to work on the project, but they also receive guidance from university teachers.



The students must develop scenarios of use and prototypes, suggest solutions and make recommendations from a sheet of conditions they have written and which includes the problems to solve, the schedule and the methodology used. In the course, there is work being done on creativity, teamwork, rational and communicating competences, project management, problem analysis, responding to issues reported by clients, the capacity to listen, and proactive strength.

In *Promising*, at the Université Grenoble Alpes, the device "the laboratory of possibilities®" was developed to offer the Master 2 students an innovative collaborative experience, during a semester, merged with the principles of design thinking.

This pedagogic device is organized in collaboration with an economic or institutional actor (association, communities) who proposes a study of exploratory innovation to the university. The teachers choose projects connected to the big societal challenges such as culture, health, conservation of natural resources, which motivates the students working on the project.

The laboratory of possibilities® is a pedagogic process focused on the articulation of reflection through research and actions on the terrain. It has the following characteristics:

- A multidisciplinary perspective (social sciences).
- The structuring of the work into project process.
- Teamwork in a dedicated space of collaboration and creativity.
- Formalisation of the acquired competences.
- A process of evaluation of the device through a qualitative poll with the students.

The laboratory of possibilities has received a national certificate of excellence, by the Ministry of Higher Education in the category of "pedagogic innovation."



¹¹⁸ Shamengo. Inspire your life. Accessed: February, 2018. Retrieved from: <http://www.shamengo.com>

The recommendation for international organisms (UNESCO, OCDE, UE) on the competences for the 21st Century agree on the importance of developing collaborative competences for the students, but also on developing the competences of creativity, critical thinking, the ability to solve problems and innovation. Design thinking, a multidisciplinary collective creativity method, developed at the University of Stanford (USA), is disseminated to develop these sort of competences in the students.¹¹⁹

Challenges and next steps

While working on the field of entrepreneurship and social innovation, a scheduling distortion can happen: The university's schedule is very rigid and might be difficult to make it coincide with the schedule or development pace of a social entrepreneurship project.

The universities lack spaces exclusively dedicated where the students can meet to work as a team on a project. Since very recently, the Université Grenoble Alpes has created spaces that the students can book and work on their projects.

For the teachers, to teach social entrepreneurship and innovation is very time consuming because in addition to preparing the courses they must also have exchanges with the community (communities, incubators), coordinate student projects, and it requires a lot more energy than conventional courses. Besides, the teachers often lack the required ability for this type of projects, so this form of teaching is still scarce in French universities.

Promising began in 2012, so it already has sound experience developing new forms of teaching: creativity workshops, design-thinking workshops, social sciences in innovation projects, training of teachers in creativity developing methods.

The program is developed through even more activities: Several Laboratories of possibilities® and workshops of creativity every year, developed by a community of teachers trained under the methodology of creativity; training of teachers, practice exchange, winter school in managing creativity.

The *Promising* team will move in 2019 to a new building: The House of Innovation and Creation at the university campus.

The objective of *Promising* still is experimenting, developing and the disseminating new forms of teaching innovation methods connected to social sciences. Its effort is directed towards the community at the Université Grenoble Alpes, but its goal is to expand its reach both nationally and internationally.

¹¹⁹ See: Dunne & Martin, 2006; Seidel & Fixson, 2013; Glen, Suciú et al., 2014; Koh, Chai et al., 2015

Mexico



3.13. Universidad de Colima (UCOL)

Context

The Universidad de Colima was founded in September 1940. After more than seven decades of service in teaching, research and the dissemination of culture, its institutional principles of freedom in teaching and the exchange of ideas, in addition to equality amongst students, are still intact. The University seeks to permanently contribute to the collective well-being through training human resources committed to help society. It responds to the challenges imposed by modernity and globalization through the creation of an identity characterized by academic prestige and offering high-quality education. Currently, it has 12,367 high-school students; 10,214 undergraduate degree students and 604 graduate students. The University offers 17 options for high school; ten of associate professionals, 50 undergraduate degrees, 11 specialties, 22 masters degrees and nine Ph.D. degrees, which are imparted in the five campuses located in different municipalities of Colima. The university has 40 undergraduate educative programs for the level 1 of the Register of programs evaluated by CIEES.

Mission: The University of Colima as a social, public and autonomous organization has as its mission to contribute to the transformation of society through the formation of integral high-school professionals, scientists, and creators of excellence; and to decidedly boost creativity the creation, application, preservation and dissemination of the scientific knowledge, as well as to promote the technological development and the artistic and cultural expressions in a framework of transparency and with a timely fiscal accountability.

2030 Vision: In 2030 the Universidad de Colima will be an institution enjoying worldwide recognition as one of the better universities in the country, because of its quality and persistence; one which assumes social responsibilities by contributing systematically and creatively to the egalitarian, democratic and sustainable development of the state, the nation, and the world. It stands out for:

- Training its students with the goal of them becoming integral creative citizens, highly competent in their field of work, socially supportive and committed; trained through quality educative programs, from a humanistic, flexible, innovative perspective, centered on learning.
- Recognition to the quality of its scientific research programs —basic and applied— as the result of its contributions to knowledge, to the development of the state, the country and to form a scientific and technological culture which is locally relevant.
- The success of its relationships in academic and cultural cooperation with individuals, institutions and national and international organizations; relationships based on reciprocity and flexible structures.

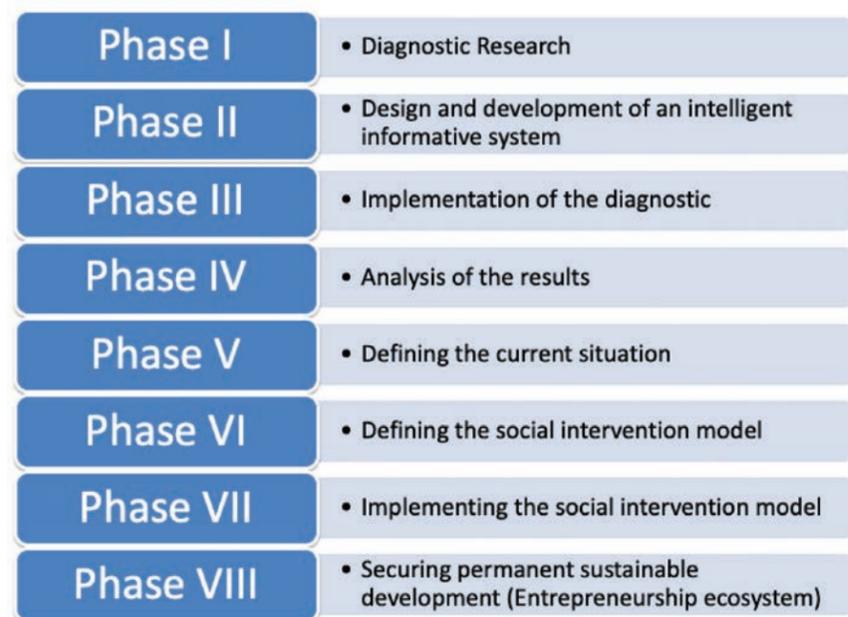
- Its leadership in critically analyzing society to contribute to sustainable development; to respond and anticipate itself to the needs of its milieu, transferring art, science, technology, and innovation in a scheme of co-responsibility and social commitment.
- To support its governance through an agile system of management: Transparent, flexible and certified, showing that its autonomy is carried out with responsibly.
- Being an institution highly recognized socially by its peers, with a clear international projection; dedicated to the integral training of professionals, promoting the arts, the sciences and disseminating culture, with quality structures and processes.
- Its programs and its administrative and management processes and decision making based on its collegiate boards, which by its efficiency and efficacy allow it to be accountable to society. For making strategic alliances with the public and private sectors, as well as with non-governmental organizations to promote the social development of legality and justice. Also, for its close relationship with the social and productive sectors, favoring the community's development and supporting civil society organizations, as well as accompanying and counseling small and medium businesses.
- And, finally for its programs to rescue, promote and enrich local and national identity and values in the universal context of culture. Besides having a comprehensive, up-to-date normative framework which regulates the academic and administrative activities, guaranteeing they function properly.

UCOL assumes its position as a public institution committed to social responsibility; it is aware of the necessity to abandon old developmental schemes and paradigms and welcomes new theories and concepts posed by the centers who prepare thinkers at the frontier of knowledge. With this, it seeks to achieve its mission, which forces it to face the need to focus its functions and alliances with society to achieve competitiveness, guaranteeing equality and sustainability, contributing to the strengthening of the social fabric and its university community. Under these assumptions, the plan is framed on PNUD's new agenda for development, which can be summarized in developing integral human beings, widely locating the Development Objectives for the Millennium. The university assumes social progress is a product of three basic factors: A long-running social policy destined to increase equality and guaranteeing inclusion; an economic growth which generates quality employment; and fully accepting that such development has much wider objectives, as the content of PNUD's concept "integral development of the human being," where social innovation and entrepreneurship form a binomial set for achieving development on the human scale.

UCOL, since its inception as a popular university, has made a commitment to the population, especially those collectivities which are at high risk. Besides, it has gathered experience in developing strategies to promote improvements, which have crystallized in a *high-impact model of socio-educative intervention to develop competitive collectivities*. This includes the implementation of an entrepreneurship ecosystem where students are the key piece. At the same time, they learn key competences to attain their professional development with a high sense of contributing to social innovation.

Training in social innovation is mainly teaching a culture of innovation and entrepreneurship in high-school and college: Creativity, entrepreneurial leadership, teaching professors to use information technologies for teaching and the development of competences for socio-educative intervention. The model for socio-educative intervention's objective is to promote processes and actions directed

at generating conditions for sustainable human development in various municipalities in the state of Colima. As an axis, it has the participation and organization of the population and the formation of networks for cooperation among the different social actors, to attend to the most pressing issues with the goal of making them competitive to defeat the challenges modern society is presenting. It comprises the following phases:



During these phases the following activities take place:

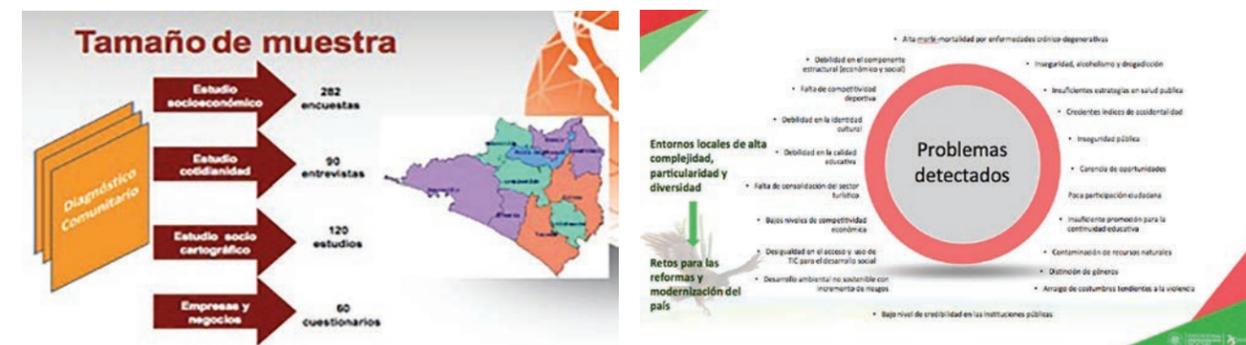
- Prepare students, teachers, and researchers for the intervention model (intervention and social innovation, project development, entrepreneurship, research seminars) and its application.
- Elaborating and analyzing the intervention situation.
- Designing the intervention model (includes hierarchically organizing regions, immersion strategies, lines and programs, procedures, etc., political analyses of the actors).
- Integrating an institutional network to support actions.
- Accompanying and counseling each stage of the population's immersion and sensitization.
- Advising to manage the programs, projects and processes resources.
- Supervising the developed processes.

Socio-educative intervention model for collectivities in the state of Colima

Study zones: Neighborhoods of two municipalities: Villa de Álvarez and Colima.

Institution and colleges: Social Work School, College of Pedagogy, CEUPROMED, and CGTI.

Participants: Students in their last semesters; in school practices, social service and teachers, researchers and experts from CEUPROMED and CGTI.



Some strategies put into action about entrepreneurship and social innovation:

- A program to prepare groups of women and youths to generate online productive projects.
- Connecting the institution through social services to impulse, manage, incorporate and get students involved in the economic boost of the region.
- To promote new educative ways —such as long-distance education in high school and higher education— as well as guiding actions towards educating and preparing competences in language acquisition, and faculties and attitudes in developing small businesses.

UCOL is developing a program for strengthening experience and promoting:

- The efficient support of future entrepreneurs through multidisciplinary collaborative strategies between high-schools, schools, and colleges (flexible structure).
- The entrepreneurial culture among the academic staff.
- The integration of activities and study plans which involve the development of socio-educative intervention competences, entrepreneurship and social innovation in high-schools, schools, and colleges.
- Connecting diverse sectors involved in creating solutions for social issues in its surroundings.

Challenges and next steps

- Lack of knowledge about entrepreneurship, innovation and social inclusion.
- Lack of development in the competences to implement socio-educative intervention models, collaborative and multidisciplinary work directed towards entrepreneurship and social innovation.
- Including more colleges, schools, and research centers.
- Little integration of these concepts in the educative plans, which would give them the characteristics of discipline and transversality.
- The lack of teaching capacity to prepare students in social entrepreneurship and innovation.
- The lack of an institutional policy on entrepreneurship and social innovation.

Mexico



3.14. Tecnológico de Monterrey (ITESM)

Context

The Instituto Tecnológico de Estudios Superiores de Monterrey (ITESM), also known as Tecnológico de Monterrey, was created in 1943, through two innovative degrees in Mexico. There you could study Henri Fayol's *General and Industrial Management* and Frederick W. Taylor's *Principles of Scientific Management*. These managing models created mechanisms and activities to increase productivity (and were considered the most advanced in its time), and that is why ITESM uses them as the backbone of its study plans to promote sustainability in the county's companies.



Those programs quickly diversified in other areas of knowledge, including the study of the Humanities, which gave a generous touch to the social development (silently) demanded by society from the engineering areas, which were directed at promoting businesses.

In sum: ITESM didn't limit itself to reproducing competitive companies, but promoted the study of the Social Sciences to intervene in social development through the impact of graduate students who developed their own companies as an answer to the unquestionable knowledge gained at ITESM's classrooms.

By the end of the seventies, the strategy was that: "its graduated students had a formal entrepreneurial attitude with specific objectives and with a special preparation which would give them the necessary tools to help Social Development through entrepreneurship." So in 1978 the Business Program was consolidated and was transformed in the *Entrepreneur Program*,¹²⁰ which is the formal beginning of the development of social entrepreneurship culture as a means of improving social innovation to tend not just to people falling behind, but proposing and promoting mechanisms for innovation as a detonator of productivity and competitiveness to benefit investors (shareholders) and societies through the generation

¹²⁰ Tecnológico de Monterrey. *Emprendimiento. "Formación Emprendedora. Historia del Programa Emprendedor"*. Accessed: February, 2018. Retrieved from: <https://tec.mx/es/diferencia-tec/emprendimiento>

of jobs and quality of living for the population, through innumerable direct and indirect activities of lucrative and/or social businesses which promote Human Development.

ITESM establishes strategies based on innovation and in applied knowledge with the use of interconnected information systems in local and international networks, thus promoting economic activities, especially self-employment, which requires the development of propitious attitudes in the workers; and besides needs specific capacities and faculties to successfully develop an activity which gives way for the development of competences as an relevant alternative to attend to and solve the productivity demands in organizations.

In sum: it requires a specific combination in which to "take risks, with creativity and innovation, with remarkable management" which builds a way to generate and consolidate new activities or new economic processes.¹²¹

Then, it is relevant to emphasize the improvement of entrepreneurs through an education that promotes social participation to fuel an efficient process of development. This new philosophy of business organization considers managing through competences, knowledge and organizational learning, which in turn implies deep changes in leadership and organizational methodologies at work. In essence: A radical change towards a culture of collaboration and innovation.

These changes to the economy, the businesses and to society claim radical reforms in the educative processes in general, and in the universities in particular. An answer is the transition into preparing professionals based on competences, which distinguishes itself from traditional formation in various aspects:

- The competences are shown in action in a determined business context.
- An understanding of the process is achieved to reach knowledge appropriation.
- The methodology used in the teaching-learning process will be known to the teacher and the student.
- The results obtained are compared with those expected in the businesses and society.

Stand-out case

One of the aspects which justifies the relevance of competence based training for social entrepreneurship lies on teaching and promoting inevitable innovation of the organizational structures which work with self-managed teams that require its members have competences associated with the capacity to make effective decisions and be proactive in innovation, creativity, collaborative work organization and with responsible performance. To this date, specific courses are imparted for the development of social entrepreneurial competences such as, for example:

¹²¹ Lillian Briseño and Susana Chacón (Coord.), *Un espacio, cuatro escenarios* (México: Tecnológico de Monterrey/ Miguel Ángel Porrúa, 2008), 12.

- *Entrepreneurial Leadership*: Required 6th semester course, part of the multicultural and bicultural high school study plans. In this class, the students innovatively develop an entrepreneurial project which allows them to understand that being an entrepreneur is more than creating and managing a business, it is a model of life which consists of identifying development opportunities and taking on risks on every field.
- *Leadership for Social Development*: Required 5th semester course which is part of our bicultural and multicultural high school programs, in which the students participate in a social impact project through which they develop their leadership and social commitment skills.
- *Entrepreneurs*: Compulsory course in the second trimester between 5th and 6th semester in the undergraduate and engineering at Tecnológico de Monterrey. In the course, through a project, it is expected that the students are able to recognize the developmental needs or problems afflicting their society, and thus they might put into action their entrepreneurial spirit to create innovative businesses with high social impact, with business models that are viable and capable of generating profits and attracting resources, but also capable of improving the opportunities for their communities.
- *Family Centers Networks*: In Mexico, 98.5% of the businesses are small or medium businesses, and 90% of the companies are family owned. Besides, 55% of the family businesses which emerge each year disappear in less than two years, and 85% of those family company failures is due more to problems of the family business than to proper problems of the company. Only 15 in every 100 businesses reach the third generation; the assumption is that one of the causes is the lack of social entrepreneurial competences needed to form business models capable of organizing contexts with social and financial chain value. In this aspect, the development of social competences helps guarantee the businesses sustainability.

These courses are an example of what ITESM is doing to prepare the future generations to attend to these challenges from an economy which is more competitive, dynamic and based on knowledge. We accept that competence is “an individual’s productive faculty defined and measured in terms of performance within a labor context, competence for working in team, to have the necessary knowledge, abilities, and attitudes to clearly, creatively and competitively perform different tasks within the productive process integrating knowledge, the know-how and the know how to be.”¹²²

This definition allows us to establish relevant and effective strategies which are connected with ITESM’s vision and mission:

Vision:

In 2015, the Tecnológico de Monterrey will be the most recognized institution in Latin America due to the leadership of its graduate students in private, public and social sectors; and for the technological research and development which the institution carries out to boost an economy based on knowledge, in order to generate management models and to incubate companies; collaborating thus to improve public management and public policies, and to create innovative models and systems for the sustainable development of the community.

¹²² Agustín Ibarra, *Certificación de Competencia Laboral: Nuevo Paradigma, Nuevos Retos para las Políticas Laboral y Educativa* (México: Organización Estados Americanos, 2001).

Mission:

The Tecnológico de Monterrey mission is to prepare upstanding, ethical individuals with a humanistic vision and international competences in their professional fields, whom at the same time are citizens engaged with the economic, political, social and cultural development of their communities, and with the sustainable use of natural resources.¹²³

Thus, in the definition of its 2020 Strategic Plan, Tecnológico de Monterrey has decided to align each process in the institution to its vision of “form leaders with an entrepreneurial spirit, with a humane sense and competitive internationally”.¹²⁴ This translates into change, both in the organizational culture of the institution as in the design of the curricula and studies: How students and teacher are trained, and also a change in the models of teaching following innovative and avant-garde techniques, which go beyond the use of technological tools and include a difference in teaching and creating knowledge. This is reflected both in its *Tec21 Educative Model*,¹²⁵ as well as in its educative strategy *Education to Transform Lives*.¹²⁶

Currently, the social innovation and entrepreneurial spirit emphasizes the perspective of the *Human Sense*,¹²⁷ which is reflected both in its educative programs and in its strategies for research and development. Through these, the Tecnológico de Monterrey prepares its students and looks for transferring knowledge to:

- Promote international competitiveness of companies based on knowledge, innovation, technological development and sustainable development.
- Develop business managing models to compete in a globalized economy.
- Create, instill and transfer models and incubator networks to contribute to the creation of businesses.
- Collaborate on the professionalization of public administration, and to analyze and establish public policies for the development of the country.
- Contribute to the community’s sustainable development with innovative models and systems to improve the educative, the social, the economic and the political.

Some general numbers that express the close link between the organizational structure and the Development of Social Competences and Entrepreneurship are:¹²⁸

¹²³ Tecnológico de Monterrey, *Misión y Visión 2015*. Accessed: February, 2018. Retrieved from: <http://www.itesm.mx/wps/wcm/connect/Campus/CVA/Cuernavaca/Acerca+del+campus/Filosofia+Institucional/Misiones+anteriores/Mision+hacia+el+2015/Vision+y+mision+2015/>

¹²⁴ Tecnológico de Monterrey, *Plan Estratégico 2020*. Accessed: February, 2018. Retrieved from: <http://sitios.itesm.mx/webtools/planestrategico2020/>

¹²⁵ Tecnológico de Monterrey, *Modelo Tec21*. Accessed: February, 2018. Retrieved from: <http://modelotec21.itesm.mx/>

¹²⁶ Tecnológico de Monterrey, *Formación que Transforma Vidas*. Accessed: February, 2018. Retrieved from: <https://tec.mx/es/diferencia-tec/formacion-que-transforma-vidas>

¹²⁷ Tecnológico de Monterrey, *Visión*. Accessed: February, 2018. Retrieved from: <http://www.itesm.mx/wps/wcm/connect/Campus/CVA/Cuernavaca/Acerca+del+campus/Filosofia+Institucional/Vision/>

¹²⁸ Revista digital “Transferencia”. Monterrey, México, Tecnológico de Monterrey, n° 70 (2005).

Total enrollment:	89,641	Incubators	3,819
High School:	26,114	Accelerators	9
Professional:	55,565	Parks for entrepreneurship and innovation	15
Graduate students:	7,962	Learning community centers	2,469
Graduated:	232,644	Social service students each semester	14,997
Teachers:	10,117	Students in foreign countries	10,618
Full-time teachers:	2,207	Foreign students at ITESM	4,714
Lecturers:	7,910	Foreign teachers working at ITESM	489

It is worth mentioning that the policy of ITESM in teaching is to promote the development of social entrepreneurship and social innovation competences which are considered transversal, that is to say, that they should be part of every course in all the degrees without harming the form and content of each degree taught.¹²⁹

Challenges and next steps

It will be urgent and strategic to guarantee the preparation of social leaders that guarantee the creation and recreation of the social entrepreneurship mechanism without profitability or subsidiary economy prejudice in benefit of the future generations.

Competence-based training is considered an alternative to developmental process through education which connects to the productive system and to the social issues. In this regard, competence development for entrepreneurship and social innovation helps to develop the faculties and the abilities to carry out a task efficiently, starting with understanding that competence is something internal and manifests itself through behavior and is formed by a set of faculties which activate when a task is carried out, resulting in the use of a competence.

The focus on preparing professional competences implies achieving ability development in individuals which allows them to achieve success in what they do or to do something new, innovative, characteristic to the integration of theoretical and practical contents instead of accentuating their attitude in showing what they know. The guidelines to continue the Development of Entrepreneurship and Innovative Competences are:

- To introduce and redesign business models in companies, so the social objectives are taken into account without sacrificing the profitability of the company.
- To connect the business activities to social projects in benefit of the quality of life of the citizens.

¹²⁹ An example of this is the course “Cultura Organizacional e Innovación Tecnológica” [Organizational Culture and Technological Innovation], which is the model within the category of Defining Social Innovation and Entrepreneurship Competence.

- To generate business plans with the strategy Creating Shared Values, consolidating the level of productivity and competitiveness which social economy demands in the new world context of international commerce.
- To promote in our graduates the “humanity” which not only protects social development but also the Index of Human Development which is measured through OCDE’s indicators.
- To promote redesign through technological innovation of the contents of the program to tend to the challenges of the immediate future which must take into account the new sustainability challenges regarding environmental and demographic changes.
- To promote the teaching-learning models which take advantage of technology and personality in the new generations to benefit the businesses and political leaders.
- To implement new forms of collaboration inside the institution and outwards with public organizations that have a relationship with ITESM.
- To develop entrepreneurship and social innovation competences in order to generate a context of competitiveness taking into account the humane side, which is reflected in the quality of life of the citizens.

Portugal



3.15. Universidade de Aveiro (UA)

Context

The Universidade de Aveiro (UA) was created in 1973 and quickly became one of the most dynamic and innovative universities in the international Higher Education landscape. UA ranks as one of the best universities in the Times Higher Education Under 50 [years old], offering a modern campus and is consistently acknowledged for the quality of its infrastructures, the strength of its research and the excellence of its staff. The University attracts a vibrant national and international community, with about 15,000 students enrolled in undergraduate and postgraduate programs. With over 70 nationalities in the campus, the Universidade de Aveiro is a highly regarded institution of research based education, organized into 16 Departments, four Polytechnic Schools and 19 Research Centers and a Business Incubator (IEUA), offering programs and acknowledged in an wide range of academic fields.

One of the key distinguishing characteristics of the UA is its tight cooperation with Regional actors and organizations, and therefore a strong pursuit of Regional Social Value. This culture can also be perceived in the choices and geographical locations of the University infrastructures. Some of its Polytechnic Schools are located outside the main urban area of Aveiro, fostering a culture of proximity with local economic actors, aimed at shaping the development of adequate education programs that meet the needs and challenges of Regional development, notably in what concerns the employability of youth.

In this context, the UA, along with its traditional academic curricular offer, has also been developing initiatives and engaging in international projects that promote the awareness and qualification of youth for social entrepreneurship and innovation. Initiatives include supporting local volunteering networks for students, fostering the presentation of social entrepreneurship ideas, and progressively the development of training and qualification modules that will ultimately lead to the incorporation of such topics formally in the curricular programs. For example, the graduate and post-graduate programs in Design, run by the Department of Communication and Arts of UA¹³⁰ include courses devoted to the topic of Design for Social Innovation, where students develop projects to address local challenges and opportunities for the creation of social value. The students are invited to participate in this course as a key element for the whole process, beginning with a brainstorm,

¹³⁰ As an example, Universidade de Aveiro, Deca. Departamento de Comunicação e Arte, “Design para a Inovação Social”. Accessed: February, 2018. Retrieved from: <https://www.ua.pt/deca/uc/5822>

and then bringing some local issues on the table, latter prototyping and implementing what they created: “service, app, solution, framework, etc.”

“Portfolio” and “Oficinas da Inovação Social”

Since 2014 the Universidade de Aveiro has been developing a methodology, labeled “Oficinas da Inovação Social” that is materialized into a series of workshops for the qualification of regional actors for the development of social innovation projects. The workshop methodology was developed and is implemented, by a multidisciplinary team from the Universidade de Aveiro (involving professors and researchers from various Departments and Schools, including Design, Social Sciences, and Governance, Management and Economics, etc.). In 2015 this qualification methodology was coupled with a preliminary initiative named “Portfolio de Oportunidades para a Inovação Social na Região de Aveiro” that involved field visits and dialogue with local actors in identifying prominent social value creation opportunities. A multidisciplinary team from the University conducted fieldwork in the 11 municipalities that compose the Aveiro Region, cataloging heritage opportunities, local practices and knowledge whose valorization could promote its preservation and social value, namely by preserving local identities and fostering opportunities for employment and growth. The goal of the field work was to identify opportunities for developing services based on sustainable lifestyles, active citizenship, social inclusion, cultural diversity and new economic models. This preliminary exercise was in itself challenging because it involved the coordination of different Regional stakeholders, namely the University, Local Municipalities and Local Associations, which engaged in a joint exercise for the identification of relevant regional actors, and in the enabling of access to them. This field diagnosis led to the identification of four areas of opportunities for the creation of social value, building on local assets, knowledge, and individuals: Health & Care; Agriculture & Food; Tourism & Sustainable Development; Cultural Heritage Preservation.

Following the field diagnosis, a series of dissemination efforts took place where the exercise was communicated to local actors, across all the 11 Municipalities and, again with the collaboration of local actors (e.g., Municipalities, Associations, etc.) information was also displayed in the online format.¹³¹ The purpose of dissemination was to generate awareness of the opportunities and to enlarge the range of attraction of potential individuals interested in pursuing the subsequent “Oficinas da Inovação Social” with the goal of developing project ideas in the four areas of opportunities.

The workshops included a number of phases dedicated to the explanation of concepts, examples and current opportunities for entrepreneurship and social innovation, design exercises on which participants went through several phases, generating possible solutions in the framework of a service concept for their communities; and also a session with a Management and Economics team, in order to build a sustainable financial scenario. The workshops were organized in four themes according to the opportunities previously mapped in the region: Each workshop has resulted in two or three service ideas that were subsequently forwarded to incubation and mentoring existing solutions in the Region.



¹³¹ As an example, Universidade de Aveiro, Oficinas da Inovação Social, “Portfolio de Oportunidades de Inovação Social na Região de Aveiro”. Accessed: February, 2018. Retrieved from: <http://ois-iera.web.ua.pt/>

The training program allowed participants to develop skills to work in inter-institutional teams, while jointly identifying opportunities for developing social innovation projects. Throughout the sessions, they had the opportunity to become aware that Social Innovation requires a collective effort to generate new answers to social challenges, through the use of tools that foster creativity, cooperation, and collaboration between distinct actors.

Challenges and next steps

The development of education and training offers for innovation and social entrepreneurship at the University level is still in its early stages. Whereas there is a perception about the openness of regional actors for the development of academic offer in the field, the existing courses and programs are still predominately extra-curricular, namely conferences, short training courses, research projects, etc. Among the determinants for this is the apparent ambiguity about the future job profiles of social entrepreneurs and social innovators, that is conditioning the University's willingness to develop dedicated curricular training offers. Moreover, a lack of common understanding about social innovation and social entrepreneurship remains present among local actors, decision-makers, educators and researchers, a reality that does not favor a quick development of education and training offers.

Because of this, a further step will be to embed social innovation as a transversal curricular discipline among different courses such as education, modern languages, urban planning, engineers, and economy. Looking forward interdisciplinary and multi-skill curricula, this transversal discipline will bring together professors and students, developing an effective sense of community inside the campus.

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ANNEXES

I. Complete table of social innovation competences

Competence name	Theoretical knowledge
Competence description	Knowledge about social innovation and how to put it into action
Type	Technical
General objectives	Learning the theoretical know-how. Use the theoretical knowledge in practice. Build a theory-practice transfer system.
Actions	Define social innovation. Explain the term "social innovation." Separate the term from other concepts (such as a Social business). Collect the best practice examples of social innovation. Identify the relevant agents in the field of social innovation. Learn about the research on social innovation. Analyze the area of interest (depending on the student's field of study). Cognition about specific research questions. Find a way to develop a project to answer these questions. Put a project in action. Develop the capacity to transfer theoretical knowledge into practice. Knowledge is sounder when theoretical and practical knowledge are connected.
Methodological tools	Mental maps. Brainstorming. Secondary research resources.
Suggested references	Peris-Ortiz, Marta y Meringó Lindahl, José Maria (Eds.). <i>Sustainable Learning in Higher Education. Developing Competencies for the Global Marketplace</i> . Cham: Springer, 2015. Pferdekämper, Anne y Jana York, J. <i>Projektstudium. Handbuch. Kompetenzorientiertes und selbstständiges Lernen in BA Rehabilitationspädagogik</i> . 2017. https://www.fk-reha.tu-dortmund.de/fk13/de/Studium_und_Lehre/Projektstudium/index.html . Sturgis, Chris. <i>The Art and Science of Designing Competencies. A CompetencyWorks Issue Brief</i> , International Association for K-12 Online Learning. 2012

Competence name	Planning of social innovation projects
Competence description	The capacity to plan a project for configuring or developing social practices.
Type	Technical
General objectives	Carry out a strategy. Knowledge about the phases of a social innovation project. Establish a plan to integrate the objectives that face the detected social need. Create a long-term project of social value.

Actions	Establish connections with partners. Identify needs. Generate ideas. Develop a project. Carry out the project. Evaluate the project. Get the partners involved and consider their points of view from the start. Create a plan with all its phases. Select the methods. Establish a connection with the project's field. Create a sustainable project with the capacity to last longer. Develop sustainable collaborations and cooperation. Create value.
Methodological tools	Generation of ideas. Teamwork. Definition of a challenge. Promote improvements. PATRI framework. Social Canvas business plan. Fast prototyping.
Suggested references	Peris-Ortiz, Marta y Meringó Lindahl, José Maria (Eds.). <i>Sustainable Learning in Higher Education. Developing Competencies for the Global Marketplace</i> . Cham: Springer, 2015. Pferdekämper, Anne y Jana York, J. <i>Projektstudium. Handbuch. Kompetenzorientiertes und selbstständiges Lernen in BA Rehabilitationspädagogik</i> . 2017. https://www.fk-reha.tu-dortmund.de/fk13/de/Studium_und_Lehre/Projektstudium/index.html . Sturgis, Chris. <i>The Art and Science of Designing Competencies. A CompetencyWorks Issue Brief</i> , International Association for K-12 Online Learning. 2012

General objectives	Basic research and knowledge management principles. Use of the scientific work principles to define the challenges and the development of research questions. Carry out an own project.
Actions	Obtain a summary of the scientific principles. Learn the different types of methods (e.g., interviews, surveys, etc.). Become acquainted with research process phases. Use the knowledge in a social field. Come up with an own idea of a research project or project in practice. Use the knowledge about the principles and methods to find a solution to the research question or the social need. The students must be capable of working with new methodologies.
Methodological tools	Interviews with focal groups. Secondary research resources. Mental maps. Delphi method.
Suggested references	Peris-Ortiz, Marta y Meringó Lindahl, José Maria (Eds.). <i>Sustainable Learning in Higher Education. Developing Competencies for the Global Marketplace</i> . Cham: Springer, 2015. Pferdekämper, Anne y Jana York, J. <i>Projektstudium. Handbuch. Kompetenzorientiertes und selbstständiges Lernen in BA Rehabilitationspädagogik</i> . 2017. https://www.fk-reha.tu-dortmund.de/fk13/de/Studium_und_Lehre/Projektstudium/index.html . Sturgis, Chris. <i>The Art and Science of Designing Competencies. A CompetencyWorks Issue Brief</i> , International Association for K-12 Online Learning. 2012

Competence name	Budget planning
Competence description	Technical and practical abilities regarding the management of a budget plan.
Type	Technical
General objectives	Knowledge about the management of a budget and how to get funds. Prepare a budgetary plan. Create a long-term budgetary plan to obtain funds for the project.
Actions	Learn about the legal requisites of receiving funding. Learn about the types of funding. Collect successful examples of funded projects. Learn to write a budgetary plan. Write a strategic plan involving: concern about the social problems and needs, create social value, be profitable, implement the strategic plan; contact funding organizations. Write a project funding application; socialize with the contacts; provide a list of information; make a list of important funding partners; obtain sustainable funding solutions.
Methodological tools	Funding strategy Investor's Decision Flower. The basic methodology for a recently created business (start-up)
Suggested references	Peris-Ortiz, Marta y Meringó Lindahl, José Maria (Eds.). <i>Sustainable Learning in Higher Education. Developing Competencies for the Global Marketplace</i> . Cham: Springer, 2015. Pferdekämper, Anne y Jana York, J. <i>Projektstudium. Handbuch. Kompetenzorientiertes und selbstständiges Lernen in BA Rehabilitationspädagogik</i> . 2017. https://www.fk-reha.tu-dortmund.de/fk13/de/Studium_und_Lehre/Projektstudium/index.html . Sturgis, Chris. <i>The Art and Science of Designing Competencies. A CompetencyWorks Issue Brief</i> , International Association for K-12 Online Learning. 2012

Competence name	Adapting knowledge
Competence description	Students develop cognitive and research abilities to be capable of creating or using new knowledge when transferring the process of learning from the known areas to those unknown.
Type	Basic
General objectives	Basic principles of knowledge management. The students solve a new-found problem applying their solutions. Students are capable of solving a problem adapting their knowledge to the new problems.
Actions	Analyze texts. Learn the basics about research. Learn how to research information. Analyze a problem independently. Update the information. Adapt information to new situations. Students will summarize all the information to find a solution. Develop independence. Students can find a solution to new problems.
Methodological tools	Brainstorming. Co-creative session.
Suggested references	Peris-Ortiz, Marta y Meringó Lindahl, José Maria (Eds.). <i>Sustainable Learning in Higher Education. Developing Competencies for the Global Marketplace</i> . Cham: Springer, 2015. Pferdekämper, Anne y Jana York, J. <i>Projektstudium. Handbuch. Kompetenzorientiertes und selbstständiges Lernen in BA Rehabilitationspädagogik</i> . 2017. https://www.fk-reha.tu-dortmund.de/fk13/de/Studium_und_Lehre/Projektstudium/index.html . Sturgis, Chris. <i>The Art and Science of Designing Competencies. A CompetencyWorks Issue Brief</i> , International Association for K-12 Online Learning. 2012

Competence name	Scientific work methods
Competence description	The student can name, explain, select and use a method to develop a project.
Type	Technical

Competence name	Presentation and discussion
Competence description	The ability to present the result of the tasks constructively.
Type	Basic

General objectives	Calculate the project results and structure it reasonably. Prepare and give a structured presentation. Share knowledge and achieve the ability to present it.
Actions	Learn the rules of discussion: based on facts, respectful, valuing everyone, arguing, feedback. Promote an argument about a specific object. Create a common framework for the discussion. Take notes of the ideas. Summarize. Provide feedback. Develop the ability to give a presentation. Increase knowledge. Prompt everyone to be part of the discussion. Make everyone feel valued.
Methodological tools	Tell a story. Interview Focal groups. Generate ideas. Brainstorming. Mental map.
Suggested references	Peris-Ortiz, Marta y Meringó Lindahl, José Maria (Eds.). <i>Sustainable Learning in Higher Education. Developing Competencies for the Global Marketplace</i> . Cham: Springer, 2015. Pferdekämper, Anne y Jana York, J. <i>Projektstudium. Handbuch. Kompetenzorientiertes und selbstständiges Lernen in BA Rehabilitationspädagogik</i> . 2017. https://www.fk-reha.tu-dortmund.de/fk13/de/Studium_und_Lehre/Projektstudium/index.html . Sturgis, Chris. <i>The Art and Science of Designing Competencies. A CompetencyWorks Issue Brief</i> , International Association for K-12 Online Learning. 2012

Competence name	Collaborative work
Competence description	The students have a feeling of camaraderie with other members of the project, plan the work in groups and share the tasks equitably.
Type	Behavioral
General objectives	They develop a deep feeling of accompaniment when working together with other students. Students share responsibilities and work together to complete tasks. Students support one another and value each other's contribution
Actions	Working together on the same tasks. Knowing and respecting the others' points of view. Achieve a feeling of belonging. Face the tasks together. Share the tasks equitably. Develop a feeling of responsibility with the group (recognize that they all need each other). Connect with the others and with their life's situations. Learn about the different work methods and the life situations. Value everyone's contribution. Students support one another.
Methodological tools	Brainstorming. Delphi Method. Belbin roles. Creativity workshop.
Suggested references	Peris-Ortiz, Marta y Meringó Lindahl, José Maria (Eds.). <i>Sustainable Learning in Higher Education. Developing Competencies for the Global Marketplace</i> . Cham: Springer, 2015. Pferdekämper, Anne y Jana York, J. <i>Projektstudium. Handbuch. Kompetenzorientiertes und selbstständiges Lernen in BA Rehabilitationspädagogik</i> . 2017. https://www.fk-reha.tu-dortmund.de/fk13/de/Studium_und_Lehre/Projektstudium/index.html . Sturgis, Chris. <i>The Art and Science of Designing Competencies. A CompetencyWorks Issue Brief</i> , International Association for K-12 Online Learning. 2012

Competence name	Analyze social problems.
Competence description	The capacity to identify and explain the social system and its problems
Type	Technical
General objectives	Select a social area or community. Direct the research in the community towards its possibilities and its problems. Write a summary of the opportunities and the limits the community faces.
Actions	Get a summary of the society with its different areas and communities. Emphasize the social needs and problems. Select an area or community and explain this choice. Establish contact with the community. Research about the living conditions of the people and the problems in the community. Compare the conditions with the expectations in the community. Collect all the information. Write a summary of the problem. This summary can be the basis for the research and support project.
Methodological tools	Generate ideas. Teamwork. Innovation flux diagram. Identify target public. The clients travel map. SWOT methodology.
Suggested references	Peris-Ortiz, Marta y Meringó Lindahl, José Maria (Eds.). <i>Sustainable Learning in Higher Education. Developing Competencies for the Global Marketplace</i> . Cham: Springer, 2015. Pferdekämper, Anne y Jana York, J. <i>Projektstudium. Handbuch. Kompetenzorientiertes und selbstständiges Lernen in BA Rehabilitationspädagogik</i> . 2017. https://www.fk-reha.tu-dortmund.de/fk13/de/Studium_und_Lehre/Projektstudium/index.html . Sturgis, Chris. <i>The Art and Science of Designing Competencies. A CompetencyWorks Issue Brief</i> , International Association for K-12 Online Learning. 2012

Competence name	Responsibility
Competence description	The students develop and expand their principle system in regards to responsibility.
Type	Behavioral
General objectives	Thoughts and ideas exchange. Find a common definition of responsibility. Implement responsible knowledge and practice in life and work.
Actions	Research the literature. Discuss and exchange ideas. Identify the situations in which one has to be responsible. Compare ideas about responsibility. Put responsibility in the context of the university. Put responsibility in the context of the communities. Relate responsibility to social issues. Develop an own point of view. Collect ideas. Write the guidelines about responsibility in regards to social problems. Get partner projects and communities involved responsibly. Awareness about responsibility.
Methodological tools	Project management
Suggested references	Peris-Ortiz, Marta y Meringó Lindahl, José Maria (Eds.). <i>Sustainable Learning in Higher Education. Developing Competencies for the Global Marketplace</i> . Cham: Springer, 2015. Pferdekämper, Anne y Jana York, J. <i>Projektstudium. Handbuch. Kompetenzorientiertes und selbstständiges Lernen in BA International Association for K-12 Online Learning.2 012Rehabilitationspädagogik</i> . 2017. https://www.fk-reha.tu-dortmund.de/fk13/de/Studium_und_Lehre/Projektstudium/index.html . Sturgis, Chris. <i>The Art and Science of Designing Competencies. A CompetencyWorks Issue Brief</i> , International Association for K-12 Online Learning. 2012

Competence name	Critical thinking
Competence description	The ability to understand a situation, identifying its parts, and organizing them systematically and analyzing and evaluating established ideas and offer alternatives based on the experience, research, and reasoning.
Type	Technical
General objectives	Understand and organize situations. Analyze and evaluate established ideas. Propose alternatives for that which is not necessary nor beneficial.
Actions	Identify situations or complex ideas. Contrast different interests. Organize them systematically. Evaluate ideas. Confront positive characteristics with negative ones. Decide if the established patterns or their parts must be maintained. Find alternatives for the negative or unnecessary parts of the situation. Implement different forms of behaving.
Methodological tools	Tree of problems and opportunities. Definition of a challenge. Idea generation. Client's travel map. Quick prototyping. Creative hats.
Suggested references	Peris-Ortiz, Marta y Meringó Lindahl, José Maria (Eds.). <i>Sustainable Learning in Higher Education. Developing Competencies for the Global Marketplace</i> . Cham: Springer, 2015. Pferdekämper, Anne y Jana York, J. <i>Projektstudium. Handbuch. Kompetenzorientiertes und selbstständiges Lernen in BA Rehabilitationspädagogik</i> . 2017. https://www.fk-reha.tu-dortmund.de/fk13/de/Studium_und_Lehre/Projektstudium/index.html . Sturgis, Chris. <i>The Art and Science of Designing Competencies. A CompetencyWorks Issue Brief</i> , International Association for K-12 Online Learning. 2012

Competence name	Self-efficacy
Competence description	The students develop trust in their capacities to achieve the results. In the context of social business, self-efficacy allows the students to perceive the creation of social business as something viable.
Type	Behavioral
General objectives	Students receive tasks which they must do on their own. Students have to finish a task as a group with their ideas. Students develop self-efficacy because they see that they can deal with the task.
Actions	Students receive tasks which they must do on their own. Students have to finish a task as a group with their ideas. Students develop self-efficacy because they see that they can deal with the task.
Methodological tools	Evaluation of projects. Project management.
Suggested references	Peris-Ortiz, Marta y Meringó Lindahl, José Maria (Eds.). <i>Sustainable Learning in Higher Education. Developing Competencies for the Global Marketplace</i> . Cham: Springer, 2015. Pferdekämper, Anne y Jana York, J. <i>Projektstudium. Handbuch. Kompetenzorientiertes und selbstständiges Lernen in BA Rehabilitationspädagogik</i> . 2017. https://www.fk-reha.tu-dortmund.de/fk13/de/Studium_und_Lehre/Projektstudium/index.html . Sturgis, Chris. <i>The Art and Science of Designing Competencies. A CompetencyWorks Issue Brief</i> , International Association for K-12 Online Learning. 2012

II. Complete table of social entrepreneurship competences

Competence name	Social analysis
Competence description	The students are capable of analyzing, comparing, applying, reconciling and negotiating sustainable values. Likewise, they can identify principles and objectives based on the concepts of justice and responsibility to attend to social problems, with the goal of helping diminish the social fallback in the business model objectives.
Type	Technical
General objectives	Select the requisites whose knowledge and mastery provide the students with the necessary means to adapt them to everyday life. Establish schemes of action for real-life, concrete situations.
Actions	The students detect social injustice situations; generate proposals for solving them which involve business strategies; consider the impact on the community; recognize the needs of the communities and their relationship with the activities of a company/business; seek solutions which guarantee dignified, optimal and sustainable living conditions.
Methodological tools	Flux Innovation diagram Identification of Target Audience Client's Travel Map SWOT Methodology
Suggested references	Goldratt, Eliyahu M. <i>La meta : un proceso de mejora continua</i> . Buenos Aires: Granica, 2007, 2011. Agudelo, Santiago. <i>Alianzas entre formación y competencias</i> . Montevideo, Argentina: Cinterfor/OIT, 2003. P Palacios Núñez, Guadalupe. <i>Emprendimiento social</i> Maracaibo: Universidad del Zulia, 2010

Competence name	Teamwork
Competence description	The students are capable of working in teams and have a commitment to the other parties involved, nurturing and facilitating co-creative work; they know how to value the contributions and points of view of others.
Type	Behavioral
General objectives	Review action schemes. Guarantee the students review the possible courses of action.
Actions	The students recognize which are the strengths and weaknesses of the members of the team; listen to opinions and interests of the team members, regarding the goal they are trying to achieve; open dialogue and participation spaces; allow the generation of ideas and solutions among the different members of the team; delegate activities and responsibilities among the team members.
Methodological tools	Brainstorming. Delphi Method. Belbin Roles. Creativity workshop.
Suggested references	Díaz Barriga, Frida y Gerardo Hernández Rojas. <i>Estrategias docentes para un aprendizaje significativo</i> . México: McGraw-Hill, 2010. González, I. "Las organizaciones aprendientes y el capital humano". En <i>Comportamiento Organizacional</i> , ed. Rosendo Romero, 28-53. México: Porrúa: 2008. Robbins, Stephen P. <i>Comportamiento organizacional</i> . México: Pearson, 2004. French, Wendell, y Cecil Bell. <i>Desarrollo Organizacional</i> . México: Prentice Hall, 1996.

Competence name	Vision for opportunities/entrepreneurship
Competence description	The students show business vision when facing the possibility of creating a social business. They are capable of managing, increase and reinvest the existing resources with the goal of securing its sustainability and social value. They generate opportunities which allow them to get resources for social entrepreneurship, implying the ability to acquire and systematize the necessary operative resources to start an organization and make it grow.
Type	Functional
General objectives	Global learning Establishing activities in which the student's elaborate action schemes and apply them.
Actions	The students recognize business opportunities and establish an analysis through which they define the benefits for the community without losing sight of the profits securing the business permanence; capable of generating results
Methodological tools	Identify support networks. Maps of people and connections Client's travel map
Suggested references	Díaz-Barriga Arceo, Frida y Gerardo Hernández Rojas. <i>Estrategias docentes para un aprendizaje significativo. Una interpretación Constructivista</i> . México: McGraw-Hill, 2010. Torre García, Carlos, Itziar Maruri Palacín; prólogo, Ramón Jáuregu. <i>Innovación y responsabilidad social: tándem de la competitividad: claves para innovar y crecer en la empresa inteligente</i> . Madrid: Wolters Kluwer España, 2011.

Competence name	Creativity
Competence description	The students have the ability to think "outside of the box"; keep a creative approach to the facts and problems; have an open mind; receive information from all the parties to find creative and flexible solutions. They have the capacity to act entrepreneurially to solve problems and quickly adapt to the changes and new situations.
Type	Behavioral
General objectives	Select requisites whose knowledge and mastering give the students the necessary means to adapt to everyday life. Establish actions schemes for concrete real-life situations.
Actions	The students create strategies through brainstorming; take time to analyze and reflect on the different perspectives of the problem; show the ability to link different areas of knowledge to achieve solutions which connect the different actors and sectors of the community.
Methodological tools	Inspiration through analogy Creative hats Creativity workshop
Suggested references	Díaz-Barriga Arceo, Frida y Gerardo Hernández Rojas. <i>Estrategias docentes para un aprendizaje significativo. Una interpretación Constructivista</i> . México: McGraw-Hill, 2004. González, I. "Las organizaciones aprendientes y el capital humano". En <i>Comportamiento Organizacional</i> , ed. Rosendo Romero, 28-53. México: Porrúa: 2008. Robbins, Stephen P. <i>Comportamiento organizacional</i> . México: Pearson, 2004. French, Wendell, y Cecil Bell. <i>Desarrollo Organizacional</i> . México: Prentice Hall, 1996

Competence name	Proactiveness
Competence description	The students can think systematically and analytically; are open to change; have a perspective of problem-solving; have the capacity to be proactive and commit to projects that have no answer or no obvious solution.

Type	Technical
General objectives	Establishing activities which allow the students to identify information that will allow them to attack the problem in front of them effectively and efficiently.
Actions	The students combine their observational, analytical and problem-solving abilities; promote the solution to a problem taking into account the ideas and points of view of the different actors involved; they do not settle with the easiest solution. Instead, they think and evaluate other alternative solutions.
Methodological tools	The definition of success
Suggested references	Solís San Vicente, Silvia. <i>Guía para la elaboración, gestión y evaluación de proyectos</i> . México, D.F.: Plaza y Valdés. Universidad Nacional Autónoma de México, Escuela Nacional de Trabajo Social, 2006 Hernández, Roberto. <i>Metodología de la investigación</i> . México: Mc Graw Hill, 2011. Khadem, Riaz. <i>Administración en una página</i> . México: Norma, 2008.

Competence name	Commitment (Behavioral (B))
Competence description	The students can recognize themselves as participants in identifying social problems and getting involved in their resolutions within the community. They recognize themselves as agents of change within society.
Type	Behavioral
General objectives	Guarantee they know how to interpret and understand the situation so that they can evaluate the different problem-solving processes in the community
Actions	The students participate in activities in their communities; identify problems which affect their community and also how to solve them; denounce and propose response strategies to the proposed solutions; follow up on the proposed solutions.
Methodological tools	The five 'whys' Belbin roles
Suggested references	Díaz-Barriga Arceo, Frida y Gerardo Hernández Rojas. <i>Estrategias docentes para un aprendizaje significativo. Una interpretación Constructivista</i> . México: McGraw-Hill, 2004. González, I. "Las organizaciones aprendientes y el capital humano". En <i>Comportamiento Organizacional</i> , ed. Rosendo Romero, 28-53. México: Porrúa: 2008. Robbins, Stephen P. <i>Comportamiento organizacional</i> . México: Pearson, 2004. French, Wendell, y Cecil Bell. <i>Desarrollo Organizacional</i> . México: Prentice Hall, 1996

Competence name	Critical thinking
Competence description	The students are continuously questioning with the goal of generating new ideas through associative thinking; they form their judgment and capacity to generate a selective judgment.
Type	Technical
General objectives	Supervise the students apply the competence correctly; they encompass concepts, procedures, and attitudes. Guarantee the systematization of the information.
Actions	The student analyzes and evaluates different perspectives related to the problem; research about different approaches to the problem; uses analysis strategies and distinguish between ideas; question the proposed solutions from the perspectives of viability, effectiveness, and efficiency.

Methodological tools	Tree of problems and opportunities Definition of challenge Idea generation Client's travel map Fast prototyping Creative hats
Suggested references	Fernández López, Javier. <i>La gestión por competencias</i> . Madrid: Pearson, 2006. Argüelles, Antonio. <i>Competencia y educación basada en normas de competencia</i> . México: 1997

Competence name	Innovation
Competence description	The students have a business vision; tackle the problems from new perspectives, turning them in a creative challenge and approaching the social needs from a revolutionary standpoint; they have the capacity to revolutionize the way in which social needs are attended in contexts where there is a perception of failure by the market, or where there is a great institutional vacuum, with little social or economic individual power.
Type	Technical
General objectives	Carry out an analysis of the situation from a perspective which allows complexity to identify their basic problems in the face of action.
Actions	The students listen, analyze and evaluate new ideas; take risks; transform initial proposals through the incorporation of social variables.
Methodological tools	Card Sort Observation Quick generation of ideas
Suggested references	Segura Mojica, Francisco Javier. <i>Puede gestionarse la complejidad de los problemas sociales</i> . Madrid: Universidad Complutense de Madrid, 2009. Durán de Huerta Patiño, Marta. <i>Problemas sociales, económicos y políticos de México</i> . México, D.F.: Santillana, 2008 Schilling, Melissa A., <i>Dirección estratégica de la innovación tecnológica</i> . México: Mc Graw-Hill, 2008. Reza, Alejandro. <i>Diseño de una herramienta para gestión de la innovación en equipos de trabajo multidisciplinares mediante el desarrollo de competencias conducidas por un proceso de diseño</i> . Edición Electrónica. 2014

Competence name	Productivity
Competence description	The students overcome all obstacles with the goal of completing the project, keeping a positive, tolerant and proactive attitude while attempting effectiveness and efficiency.
Type	Technical
General objectives	Identify the obstacles which impede the solution to a problem, in order to be able to face it and act effectively and efficiently.
Actions	The students are open to dialogue; carry out negotiating and conflict-solving strategies; create open spaces for discussing ideas.
Methodological tools	Logical models

Suggested references	González, Mónica. <i>Opportunity discovery and creation in social entrepreneurship: An exploratory study in Mexico</i> . México: Tecnológico de Monterrey, 2013. Instituto Mexicano para la Excelencia Educativa. <i>Estrategias didácticas para el desarrollo de competencias</i> . Trillas: México, 2012. SIEMPRO, et. al. <i>Gestión integral de programas sociales orientada a resultados</i> . Buenos Aires Fondo de Cultura Económica, 1999
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Competence name	Empathy
Competence description	The students listen actively and respectfully to their classmates, accepting their ideas and opinions, without judging them.
Type	Behavioral
General objectives	Guaranteeing means to reflect on a situation addressed.
Actions	The students listen attentively and respectfully to the comments of other people; seek to understand the perspective of the other when making different decisions; seek to understand the context from which people make decisions or chose solutions to a problem; propose spaces open for dialogue and listen to the participants.
Methodological tools	Empathy map Definition of challenge
Suggested references	Díaz-Barriga Arceo, Frida y Gerardo Hernández Rojas. <i>Estrategias docentes para un aprendizaje significativo. Una interpretación Constructivista</i> . México: McGraw-Hill, 2004. González, I. "Las organizaciones aprendientes y el capital humano". En <i>Comportamiento Organizacional</i> , ed. Rosendo Romero, 28-53. México: Porrúa: 2008. Robbins, Stephen P. <i>Comportamiento organizacional</i> . México: Pearson, 2004. French, Wendell, y Cecil Bell. <i>Desarrollo Organizacional</i> . México: Prentice Hall, 1996.

Competence name	Communication
Competence description	The students express themselves freely in the group and present their project in a consistent, relevant and innovative manner.
Type	Technical
General objectives	Guarantee the students the realization of experiences which allow them to develop the competence
Actions	The students use a clear language, and in accordance with the public they address; they use support elements which help a better understanding of their message.
Methodological tools	Tell a story Interviews through focal groups Generation of ideas Brainstorming Mental map Pitch
Suggested references	Instituto Mexicano para la Excelencia Educativa. <i>Estrategias didácticas para el desarrollo de competencias</i> . Trillas: México, 2012. Merino, Lucía. (ed.). <i>Contextos y usos de la innovación social</i> . España: Universidad del País Vasco, 2012

Competence name	Entrepreneurship
Competence description	The students have the ability to analyze and interpret a real problem as a challenge creatively; they have the business vision and manage their projects form new perspectives.

Type	Technical
General objectives	Establish problems that might happen in real life with the goal of directing them with flexibility, adapting the actions to the specific characteristics of the real situation.
Actions	The student proposes different ideas or solutions to solve the identified problems; allow the exchange of ideas and perspectives about the detected problems between the actors involved; promotes new spaces for dialogue, discussion, and meetings between the different actors involved to develop a solution to the problem.
Methodological tools	Identifying support networks Client's travel map
Suggested references	Argüelles, Antonio. <i>Competencia y educación basada en normas de competencia</i> . México: 1997 Díaz Coutiño, Reynol. <i>Desarrollo Sustentable. Enfoque basado en competencias</i> . México: Mc Graw Hill, 2011.

Competence name	Broadminded/Openminded (Openness)
Competence description	The student can manage a group brainstorming session and implement creativity tools and techniques to generate ideas.
Type	Technique
General objectives	Guarantee systematization of information, as well as its interpretation and understanding.
Actions	The students generate strategies for brainstorming; allow ideas and perspectives exchange among the different actors involved in the problem; show the faculty to connect different areas of knowledge to achieve solutions which connect diverse actors/sectors of the community.
Methodological tools	Brainstorming Co-creative session
Suggested references	Argüelles, Antonio. <i>Competencia y educación basada en normas de competencia</i> . México: 1997 Díaz Coutiño, Reynol. <i>Desarrollo Sustentable. Enfoque basado en competencias</i> . México: Mc Graw Hill, 2011.

Competence name	Commitment (T)
Competence description	The students understand the importance of commitment in a continuous process of innovation, adaptation, and learning, in which social impact is more important than economic profitability
Type	Technical
General objectives	Guarantee that the student understands, values and intervenes in society critically and responsibly with the goal of being more fair, supportive and participative.
Actions	The students establish and meet the deadlines for the different activities developed within the project; inform the rest of the team about the eventualities which can affect the project's timeline; communicate the project's objectives, tasks, and setbacks in an honest and clear way.
Methodological tools	Interest group maps Team building.
Suggested references	Argüelles, Antonio. <i>Competencia y educación basada en normas de competencia</i> . México: 1997 Díaz Coutiño, Reynol. <i>Desarrollo Sustentable. Enfoque basado en competencias</i> . México: Mc Graw Hill, 2011.

Competence name	Manage financial capital
Competence description	The students can consider creating value for the social business without undermining the management of financial capital.
Type	Technical
General objectives	The students are capable of prioritizing actions, establishing an equilibrium between the needs of the social business and the financial resources it has.
Actions	The students take into consideration from the financial perspective the different actors involved in the problem; share activities and resources in accordance to the faculties and knowledge of the actors involved; show judgment to prioritize the use of the financial resources.
Methodological tools	Financing strategy Investor's decision flower Lean Start-up Methodology
Suggested references	Armendariz, Liliana. <i>Dimensiones unificadoras y diferenciadoras entre empresas sociales y negocios sociales: una propuesta para Chihuahua</i> . Chihuahua: Tecnológico de Monterrey, 2014.

Competence name	Creating social value/social impact
Competence description	The students are capable of integrating the organizational values of the social business based on the market with the goal of tackling social problems
Type	Technical
General objectives	Guarantee the students understand, value and intervene in society critically and responsibly with the goal of being fairer, more supportive and more participative.
Actions	The students establish constructive relationships between the business and other actors involved in the problem, with the goal of improving the chains of supply and of value in operative and administrative activities.
Methodological tools	Building alliances Change theory Identifying support networks Client's travel map
Suggested references	Díaz Coutiño, Reynol. <i>Desarrollo Sustentable. Enfoque basado en competencias</i> . México: Mc Graw Hill, 2011.

Competence name	Leadership
Competence description	The students identify as a quality of the context of the social business the level of self-efficacy as a detonating element of its creation, with direct consequences in their intended behavior.
Type	Technical
General objectives	Establish activities in accordance with the objectives of the social business, in such a way that brings forth the practice of interrelated attitudes, procedures, facts, and concepts.
Actions	The students effectively communicate the activities to be carried out; promote commitment by being an example; direct efforts to form teams of collaborative work and to be productive to fulfill the established objectives; promotes self-discipline to generate an environment which is conducive to innovation and continuous improvement.
Methodological tools	Alliance building Change theory Identify support networks Client's travel map

Suggested references	Ricardo Contreras Soto, et. al. <i>Emprendimiento: dimensiones sociales y culturales de la Mipymes</i> . México: Pearson, 2011.
Competence name	Perspective/moral vision of the social entrepreneurship/Values
Competence description	The student identifies the relevance of the values and moral intelligence in the social business.
Type	Technical
General objectives	Guarantee the learning of concepts from a moral perspective and use them to interpret, understand and exhibit a situation from a moral perspective of social justice, solidarity, and equality, showing the ability to connect those concepts to concrete facts.
Actions	The students promote actions which help keep and promote morality, focusing on guaranteeing truth and kindness, without the detriment of freedom for the others; it is the students' task to care for the environment and respect cohabitation in every aspect of nature.
Methodological tools	Alliance building Team building
Suggested references	Argüelles, Antonio. <i>Competencia y educación basada en normas de competencia</i> . México: 1997 Díaz Coutiño, Reynol. <i>Desarrollo Sustentable. Enfoque basado en competencias</i> . México: Mc Graw Hill, 2011.

Competence name	Identifying needs and solutions to problems
Competence description	The students have the faculty to apply different problem solving scenarios to solve complex sustainability problems to develop alternative solutions under pressure.
Type	Technical
General objectives	Develop in the students the faculty to be reflective and flexible accommodating it to specific characteristics in a real situation.
Actions	The students analyze the variables involved in a determined scenario taking into account the facts they know as well as those they don't know; they involve variables which imply sustainable development; carry out negotiating strategies and conflict resolution.
Methodological tools	SWOT Methodology Identifying support networks Client's travel map
Suggested references	Argüelles, Antonio. <i>Competencia y educación basada en normas de competencia</i> . México: 1997 Díaz Coutiño, Reynol. <i>Desarrollo Sustentable. Enfoque basado en competencias</i> . México: Mc Graw Hill, 2011.

Competence name	Collaborative work
Competence description	The students have a respectful attitude towards divergent ideas as not to clash with the ideas or feelings of others, always being respectful and truthful to those ideas without prejudice.
Type	Behavioral
General objectives	Guarantee the students are capable of relating, communicating and cooperating while listening to the others, with the goal of being empathic, supportive and tolerant.

Actions	The students must practice direct feedback processes through effective communication which generates productive relationships, aiming at assimilating new learning which has a multiplying effect for everyone's benefit.
Methodological tools	Brainstorming Delphi Method Belbin roles Creativity workshop
Suggested references	Díaz-Barriga Arceo, Frida y Gerardo Hernández Rojas. <i>Estrategias docentes para un aprendizaje significativo. Una interpretación Constructivista</i> . México: McGraw-Hill, 2004. González, I. "Las organizaciones aprendientes y el capital humano". En <i>Comportamiento Organizacional</i> , ed. Rosendo Romero, 28-53. México: Porrúa: 2008. Robbins, Stephen P. <i>Comportamiento organizacional</i> . México: Pearson, 2004. French, Wendell, y Cecil Bell. <i>Desarrollo Organizacional</i> . México: Prentice Hall, 1996.

III. Course proposal from a perspective of social innovation and entrepreneurship competences.

Course general information:

Subject:	Organizational culture and technological innovation
Code:	AD3019
Hours per class:	Three hours per week
study time by themselves (fieldwork):	Five hours per week
Prerequisites:	RH1000 – Organizational behavior...
Education technique (suggested)	Case method and problem-solving
Teaching-learning processes (suggested)	a. Development proximity zone (Vygotsky) b. SECI Model of knowledge conversion (Nonaka y Takeuchi) c. Case Method d. Project directed at solving problems

Information about the teacher

Teacher	
Certificate	YES () NO () IN PROCESS ()
Teacher data	

General course objective

The students will be able to understand that an organizational culture directed towards innovation and technology can become a competitive advantage which distinguishes a business through its work culture, allowing for high productivity, which increases progressively and continuously in the long term, contributing to the profitability of the organization.

Likewise, the course's contents consider the development of social entrepreneurship competences through the activities of documental research and (empirical) experiences which help generate a multiplying effect in the abilities, attitudes, and knowledge of the students.

Activities program

No.	1	2
TOPIC	Organizational culture and social entrepreneurship	Organizational culture: a) definitions; b) concepts; c) applications
SPECIFIC OBJECTIVES	Analyze the importance of social responsibility of the business (SRB) and promote social entrepreneurship through objectives in the business models.	Strategic aspects of the innovating organization. Key elements of organizational culture directed towards social entrepreneurship and to the culture of innovation.
COMPETENCE	Opportunity vision for social entrepreneurship	Social Analysis
COMPETENCE DESCRIPTION	The students show business vision when facing the possibility to create a social business. They are capable of managing, increasing and reinvesting the existing resources, with the goal of securing sustainability and social value. It generates opportunities which allow obtaining resources for social entrepreneurship; it also implies the ability to acquire and systematize the necessary operative resources to begin an organization and to make it grow.	The students are capable of analyzing, comparing, applying, reconciling and negotiating sustainable values; they can identify the principles and objectives based on the concepts of justice and responsibility to better attend to social problems, with the goal of considering as an objective of the business model to correct those social fallbacks.

EVIDENCES	Essay, result of the survey	Model evaluation
ACTIVITIES	Write an essay, reading check, a survey at Google Drive, exchange of ideas through chat or digital platform (BB).	Turn in and executive presentation of the case, dynamic debate in class
BASIC BIBLIOGRAPHY	Palacios Núñez, Guadalupe. <i>Emprendimiento social...</i> ; Abreu, José Luis. <i>La gestión de RSE: enfoque interdisciplinario...</i>	Bell, Cecil. <i>Desarrollo Organizacional...</i> ; Melissa A. Shilli. <i>Dirección estratégica de la innovación tecnológica...</i> ; Chávez Méndez, Paulina. <i>Comportamiento de la cultura organizacional...</i> ; Cepeda, Ivón. <i>La Tolerancia, una virtud necesaria para la convivencia...</i>
PROPOSED METHOD	Case method, reading and debating, brainstorming, collaborative learning.	The case method, learning directed to problem-solving.

No.	3	4	5
TOPIC	Organizational culture in business: a) Paradigm change; b) Legal restrictions; c) Experiences in companies	The culture of business innovation: a) Paradigm change; b) Legal restrictions; c) Experiences in companies	Types of organizational culture: a) Quality of living; b) Human development
SPECIFIC OBJECTIVES	Organizational culture based on social entrepreneurship as a competitive advantage.	The culture of innovation in social entrepreneurship as a social advantage	Key factors of organizational culture including in social entrepreneurship with innovation
COMPETENCE	Social. The vision for opportunities for social entrepreneurship	Innovation	Financial capital management
COMPETENCE DESCRIPTION	The students show business vision when facing the possibility to create a social business. They are capable of managing, increasing and reinvesting the existing resources, with the goal of securing sustainability and social value. It generates opportunities which allow obtaining resources for social entrepreneurship; it also implies the ability to acquire and systematize the necessary operative resources to begin an organization and to make it grow.	The students can interpret a real problem creatively and analyze it as a challenge; they possess the business vision and tackle the projects from new perspectives.	The students can consider the creation of value in the social companies without undermining the management of the financial capital
EVIDENCES	Model evaluation	Turn in the case, model evaluation	Model evaluation

ACTIVITIES	Turn in and executive presentation of the case, dynamic debate in class	Turn in and executive presentation of the case, dynamic debate in class	Estimate indicators, Comparative analysis
BASIC BIBLIOGRAPHY	Porter & Kramer. <i>Harvard Business Review...</i> ; Senge, Peter. <i>La Quinta Disciplina...</i>	Senge, Peter. <i>La Quinta Disciplina...</i> ; Ponti, Franc. <i>Inteligencia creativa: 7 estrategias para descubrir y potenciar tu creatividad...</i>	González, Ignacio. <i>La estrategia invisible para mejorar la competitividad...</i> ; PNUD, <i>Informe de Desarrollo Humano 2016...</i>
PROPOSED METHOD	The case method, learning directed to problem-solving.	The case method, learning directed to problem-solving.	The case method, learning directed to problem-solving.

No.	6	7	8
TOPIC	Context influence on organizational culture	Organizational culture as a key strategy to transform organizations in companies with social entrepreneurship and innovation	Type of leadership in a culture transitioning towards social entrepreneurship and innovation.
SPECIFIC OBJECTIVES	The values and norms of organizational culture with a perspective of social entrepreneurship and technological innovation	Analysis of the cycle of life: a) Company; b) Product; c) Service; d) Market; e) Society.	Leadership as a key element in cultural change in the organizations: a) employees competence profile; b) Product leadership; c) Examples of innovations
COMPETENCE	Morals in the social company: values in the company	Commitment	Leadership
COMPETENCE DESCRIPTION	The students identify the relevance of the values and the moral intelligence in the social business.	The students understand the relevance of commitment in a continuous process of innovation, adaptation, and learning, in which social impact predominates over financial profits	The students identify as a quality in the context of the social business, the level of self-efficacy as a detonating element of its creation, with direct consequences to its intentional behavior
EVIDENCES	Analysis, development, and presentation of results; model evaluation	Analysis, development, and presentation of the case; model evaluation	Delivery and executive presentation of the case; model evaluation
ACTIVITIES	Turn in and executive presentation of the case, dynamic debate in class. A diagnosis of social entrepreneurship culture in a company	Turn in and executive presentation of the case	Document research, analysis, development and case presentation
BASIC BIBLIOGRAPHY	Likert, Rendis. <i>Nuevas formas para solucionar conflictos...</i>	Senge, Peter. <i>La Quinta Disciplina</i> ; Palavicini, Gabriela. <i>Poder y Globalización: Una época en transición...</i>	Miller, Lawrence. <i>De bárbaros a burócratas: estrategias para el ciclo vital de las empresas...</i>
PROPOSED METHOD	The case method, learning directed to problem-solving	Document research, case method, learning directed to problem-solving	The case method, learning directed to problem-solving.

No.	9	10
TOPIC	Characteristics of the working culture in different organizations	Guiding the organizational culture towards the business strategy
SPECIFIC OBJECTIVES	Organizational culture analysis: a) Diagnosis; b) Analysis; c) Alignment	Attraction and alignment of talent and potential directed towards innovation. Key elements to create an innovative organizational culture
COMPETENCE	The vision for opportunities for social entrepreneurship	Proactiveness
COMPETENCE DESCRIPTION	The students show business vision when facing the possibility to create a social business. They are capable of managing, increasing and reinvesting the existing resources, with the goal of securing sustainability and social value. It generates opportunities which allow obtaining resources for social entrepreneurship; it also implies the ability to acquire and systematize the necessary operative resources to begin an organization and to make it grow.	The students have the faculty to think systematically and analytically in unknown contexts; they are open to change with a perspective on problem-solving. They can be proactive and commit to projects that do not have answers nor obvious solutions, besides taking risks and learning from them.
EVIDENCES	Delivery and executive presentation of the case; model evaluation	Delivery and executive presentation of the case; model evaluation
ACTIVITIES	Analysis, development, and presentations of results. Diagnosis of the working environment in a company.	Analysis, development, and presentation of the result. Diagnosis of the working environment in a company.
BASIC BIBLIOGRAPHY	GERPISA Grupo, <i>Tendencias en la organización del trabajo</i> (Instrumento de trabajo)...	Robbins, Stephen. <i>Comportamiento organizacional...</i>
PROPOSED METHOD	Case method, learning directed to problem-solving.	The case method, learning directed to problem-solving., diagnostic tool.

No.	11	12
TOPIC	Technological innovation	Technological innovation culture. Key competences in the evolution of organizational culture about social entrepreneurship
SPECIFIC OBJECTIVES	Innovative culture to generate technology transmission and dissemination which will prompt competitiveness in the business value chain.	The challenges to implementing a culture to generate social entrepreneurship and innovation: a) Restrictions: financial, human capital; b) Key competences; c) Opportunities; d) Social and financial profitability
COMPETENCE	Innovation	The culture of social innovation and entrepreneurship

COMPETENCE DESCRIPTION	The student has business vision, tackles projects from new perspectives, turning them in a creative challenge and approaching the social needs in a revolutionary manner. They have the faculty to revolutionize the way the social needs are attended to in those contexts where there is a perception that markets have failed or where there is a great institutional vacuum, with little social and financial individual power.	The student has a business vision, tackles projects from new perspectives, turning them in a creative challenge and approaching the social needs in a revolutionary manner. They have the faculty to revolutionize the way the social needs are attended to in those contexts where there is a perception that markets have failed or where there is a great institutional vacuum, with little social and financial individual power.
EVIDENCES	Delivery and executive presentation of the case; model evaluation	Delivery and executive presentation of the case; model evaluation
ACTIVITIES	Analysis, development, and presentation of results	Integrating case for the end of the course. A list of minimum content: analysis, development, and presentation of results.
BASIC BIBLIOGRAPHY	Flores Jiménez, Liliana. <i>Desarrollo de la creatividad e innovación tecnológica...</i>	Hernández Sampieri, Roberto. <i>Metodología de la investigación...</i> ; referencias de los temas analizados en el curso.
PROPOSED METHOD	The case method, learning directed to problem-solving, field work, diagnostic tool.	Fieldwork, diagnosis in a business, diagnosis tools (those which are relevant to the selected business)

No.	13
TOPIC	Presentation of projects: Organizational culture and its relationship with entrepreneurship and social innovation
SPECIFIC OBJECTIVES	The students must research, analyze and design a proposal to generate organizational culture based on entrepreneurship and social innovation in a (lucrative and non-profit) organization
COMPETENCE	Social analysis
COMPETENCE DESCRIPTION	The students are capable of analyzing, comparing, applying, reconciling and negotiating sustainability values. Likewise, they can identify principles and objectives based on the concepts of justice and responsibility to attend to social problems, with the goal of considering social fallbacks as an objective of the business model.
EVIDENCES	Model evaluation. A list of the minimum content. Demonstrate the financial and social profitability of the proposal.
ACTIVITIES	Business diagnosis. Diagnosis tools
BASIC BIBLIOGRAPHY	Whichever is relevant to the selected business
PROPOSED METHOD	Fieldwork, case method, video, learning based on problem-solving

Basic bibliography for the course “Organizational culture and technology innovation”:

SCHILLING, Melissa A. *Dirección estratégica de la innovación tecnológica*. 2da. Edición, Madrid; México: Mc Graw-Hill, 2008.; España, 2008.

PALACIOS Núñez, Guadalupe. *Emprendimiento social*. Maracaibo: Universidad del Zulia, 2010

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Complimentary bibliography “Organizational culture and technology innovation”:

ABREU, José Luis. *La gestión de la RSE: enfoques interdisciplinarios*. N.L., México: UANL-CEDEEM-FACPYA, 2013.

ANSOFF, Igor. *A profile of intellectual growth in Management laureates*. London: JAI Press, 1994.

ARGYRIS, Cris. *Overcoming organizational defenses*. Boston: Allyn & Bacon, 1990.

BALLINA, Francisco. *Teoría de la Administración. Un enfoque alternativo*. México: Mc Graw Hill, 2000

BELBIN, Meredith. *The coming shape of organization*. Oxford: Butterworth Heinemann, 1996.

BELL, Cecil. *Desarrollo Organizacional*. Prentice hall, 1996.

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CARNEGIE, Dale. *How to win friend and influence people*. Nueva Yor: Simon & Schuster, 1993.

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CHANDLER, Alfred. *Scale and scope: the dynamics of industrial capitalism*. Cambridge, Massachusetts: Harvard University Press, 1990.

CHÁVEZ Méndez, Paulina Margarita. *Comportamiento de la cultura organizacional*. Chihuahua, Chihuahua, 2010

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FRUIN, Mark. *Las fábricas del conocimiento*. Oxford, México, 1997.

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GONZÁLEZ, Ignacio. “La participación en la organización del trabajo: Flexibilidad y control”. *Revista Administrate Hoy*. No. 121, México, Mayo 2004.

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- GONZALEZ, Ignacio y Manuel Medina. *La estrategia invisible para mejorar la competitividad*. México: EAE, 2011
- HAMMER, M. *The reengineering revolution*. Nueva York: Harper Collins, 1995.
- HERNÁNDEZ Sampieri, Roberto. *Metodología de la investigación*. México, D.F.: McGraw-Hill, 2014.
- HERZBERG, Frederick. *The motivation to work*. Nueva York: Wiley, 1959.
- HUGGINS, Laura E. *Environmental entrepreneurship. Markets Meet the Environment in Unexpected Places*. United Kingdom: Edward Elgar Publishing, 2013.
- JURAN, Joseph. *Planning for quality*. Nueva York: Free Press, 1988.
- KANTLER, Ross. *The challenge of organizational change*. Nueva York: Free Press, 1992.
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- LUNA Rubio, Nancy Nallely. *Modalidad emprendedora: generación de escenarios*. Monterrey: Tecnológico de Monterrey, 2007
- MARTÍNEZ Andrade, Irasema. *Actividades docentes para incentivar el espíritu emprendedor*. Monterrey: Tecnológico de Monterrey, 2014
- Mc GREGOR, Douglas. *The human side of enterprise*. México: Pearson, 2014.
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- PONTI Franc. *Inteligencia creativa: 7 estrategias para descubrir y potenciar tu creatividad*. Barcelona: Amat Editorial, 2013.
- PORTER, Michael, Mark R. Kramer. “La creación de valor compartido”. In *Harvard Business Review*. América Latina. Estados Unidos: Havard, enero 2011.
- ROBBINS, Stephen. *Comportamiento organizacional*. México: Pearson, 2013.
- SENGE, Peter. *La Quinta Disciplina: cómo impulsar el aprendizaje en la organización*. Buenos Aires, México: Garcnica, 2010.

IV. Glossary

In the glossary you will be able to find a group of definitions of the concepts that serve as the basis for developing projects, and which are the result of the joint work of the partners.

<http://s4cglossary.web.ua.pt/>

A

Active Citizenship

The participation of individuals the activities of the society they belong to, providing solutions which improve the living conditions in said society.

C

Co-creation

The process of developing a solution in which every interested party is invited to have an active role in an equal and reciprocal relationship.

Collaboration Networks

It is a form of social organization which gathers a large number of interested individuals which share a vision or common objectives and collaborate on a local or global level.

Collaboration

The action of carrying out tasks as a group with other individuals with the goal of achieving a specific result.

Collaborative Services

Services of a social character whose final user is actively involved and assumes the role of co-creator or co-producer.

Community

Group of individuals which gather together around specific interests and attitudes in common.

Creative Community

A group of individuals which acts collaboratively, going beyond the dominant thinking and usual behavior patterns, with the aim to create, improve and manage innovative solutions for the new ways of living.

D

Design Thinking

Support methodology for innovation which implies a deep understanding of the individuals and the community needs, through direct observation which translates in the development of solutions — attainable and viable on a business level— that respond to those needs.

E

Enabling Systems/Solutions

Systems and solutions which provide cognitive, technical and organizational tools which allow individuals or communities to reach a specific result using their competences and at the same time contributing to improving the quality of life of the community they belong to.

Entrepreneurship

Development of new value-generating initiatives, which are the result of identifying and exploring opportunities (such as new products, processes, and markets).

G

Governance

A form of political, economic and administrative authority execution, needed to manage a country's or an organization's affairs.

I

Inclusive Growth

The development of growth strategies which promote the participation in the job market and a larger social and territorial cohesion.

Innovation

The successful implementation of a new idea or the new application a pre-existent idea, with the aim of solving a problem or a perceived opportunity.

Integral Competences Development

A process which seeks to prepare individuals through knowledge, technical capacities, and attitudes in an integral, articulated and coherent form.

Intelligent Growth

Development of a growth strategy based in knowledge and innovation-based economy.

K

Knowledge Networks

A group of individuals or organizations which share knowledge.

L

Learning based on experience

Process through which the integrated development of competences is created through profound consideration, beginning with the reality of each individual, recognizing that they are always in a learning process.

O

Open Innovation

The use of internal and external knowledge at an organization to accelerate the innovative process; the opposite of a close innovation, in which an organization exclusively uses the ideas generated internally.

P

Philanthropy

Donation for resources to causes which promote the well-being of others.

Public Value

The result of a collective construction through discussions and deliberations starting from a set of options for intervening in public policy, which helps create and support collective supply networks.

R

Radical Innovation

The implementation of a new idea which breaks the existing patterns.

S

Services Design

Process for desirable and user-friendly designing of services and knowledge. It is a strategic process which seeks to simplify complex issues, including taking advantage of the development of solutions.

Shared Value

The result of activities which create economic value in a way which promotes at the same time the creation of value for the society considering its needs and challenges.

Social Actor

Social and economic actor, individual or institution which carries out activities and has relationships in a specific territory.

Social Business

A business with essentially social objectives, whose profits are reinvested in developing the business or in the community, instead of being distributed to the stockholders or owners.

Social Capital

A set of resources provided by the members of a local community; simultaneously they are promoters and receivers of the value resulting from the social innovation initiatives.

Social Cohesion

A society's ability to guarantee the well-being of every one of its members, minimizing the disparities and avoiding discrimination and marginalization.

Social Design

Solution design which combines resources in an efficient and effective form to obtain the results and the impact desired by society.

Social Economy

Active economic actors and social assets in every sector of society (cooperatives, mutualities, associations or foundations) which emerge as a response to the needs of individuals, communities or institutions who seek to unite the common interest with the economic performance in a democratic act; social economy can also be understood as the context where social innovation takes place: a space between several sub-economies (state, market, social organizations, families/individuals), where these cooperate/collaborate in defining the answers to the social challenges.

Social Entrepreneurship

The use of the principles of businesses and entrepreneurship as an answer to social needs, looking to achieve a profitable return and to create social character values; it is the process of creating a social business.

Social Exclusion

Discrimination or segregation of individuals who belong to minorities and who are thought of as not belonging to the conventional patterns of society.

Social Inclusion

The guarantee that every individual has the same opportunities of participating in society, independently of which social group they belong to.

Social Innovation

A new idea (a product, a service or a model) which aims to efficiently and effectively satisfy a social need in a more sustainable way than the already existent solutions, and at the same time it boosts collaboration and the establishing of new social relationships, reinforcing a society's faculty to act.

Social Network

A form of social organization which allows individuals to establish relations and share content; it can be a medium of promoting/supporting the organization of creative communities and collaboration networks to face social challenges.

Social Organization

An entity which acts to solve social problems, considered part of the third sector.

Social Responsibility

Voluntary integration of social and environmental concerns in the everyday activities of an organization and the interaction of the interested parties, through ethical and transparent conduct which contributes to the sustainable development (social innovation can be seen as an opportunity for organizations to exercise their social responsibility).

Stakeholders

Individuals, groups or organization which can be affected by the results of action, the interested parties.

Sustainability

The capacity to guarantee that the gains obtained from implementing an idea meet the investment made on it.

Sustainable Development

Development that tries to satisfy the needs of the current generation without risking the capacities of future generations to satisfy their needs.

Sustainable Growth

Development of a growth strategy which promotes a more efficient, hypocarbonic and competitive economy, regarding resource management.

Systemic Innovation

Innovation that comes from a profound transformation of a society's systems (as Health, Education, or Energy) and which implies changes on levels of public policy, legislation, culture and organizational practices, attitude and the behavior of the citizens in general.

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Third Sector

Group of non-profit, non-governmental organizations or associations such as social solidarity institutions, community, voluntary or cooperative groups.

Students4Change is a project funded by the European Union within its **Erasmus+ Capacity Building in the field of Higher Education** Program in which 15 universities of Europe and Latin America take part, along with Ashoka, an international non-government organization.

The objective of the project is the development of **Social Innovation and Entrepreneurship competences** as part of the curricular plan of Latin American universities, in order to promote, among the students, the necessary capabilities to identify and solve the social problems that afflict said region.

Currently, **Students4Change** is coordinated by Tecnológico de Monterrey (Mexico), while the following universities participate: TU Dortmund University (Germany), Pontificia Universidade Católica do Rio de Janeiro (Brazil), Pontificia Universidade Católica do Rio Grande do Sul (Brazil), UNIMINUTO (Colombia), Universidad de Caldas (Colombia), Instituto Tecnológico de Costa Rica (Costa Rica), Universidad de Costa Rica (Costa Rica), Pontificia Universidad Católica de Valparaíso (Chile), Universidad de Talca (Chile), Universidad del País Vasco/Euskal Herriko Unibertsitatea (Spain), Universitat Politècnica de València (Spain), Université Grenoble Alpes (France), Universidad de Colima (Mexico), Universidade de Aveiro (Portugal).

This book is the result of the first year of work within **Students4Change** and presents a model that promotes academic strategies for the development of Social Innovation and Entrepreneurship competences among the students, as well as a proposal for their evaluation.

