

Responding To The Challenge: Formative Programmes For Social Entrepreneurs

Zorlukları Karşılarken: Sosyal Girişimciler için Geliştirici Programlar

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Abstract: Thought needs to be given to the mistakes made in business training that brought about the global financial crisis that has affected the world over the last few decades. Training programmes need to be analyzed in order to evaluate their advantages and disadvantages, as well as their similarities and differences, with the aim of improving the quality of training in the professionalization of the so-called social enterprises. In order to arrive at a new scenario in which the past mistakes are rectified, a comprehensive training, in which future generations put into place the principles of sustainability and transparency in their daily routine through an education in values, needs to be established. To provide an answer to this situation, programmes should be set in motion in which consideration should be given to the contents and the range of variables that provide added value for the professionals of the 21st Century. As social enterprise is a cross-sector activity, importance should be placed in the training of not only those social entrepreneurs from the business world, but also those from the sociological, communication, architecture and medical sectors. The proposal put forward here outlines the educational framework necessary to provide the social entrepreneur a socioeconomic alternative, as well as a new range of professions that respect Earth's sustainability. The ultimate aim is to improve training by providing it with a transnational character that allows for the creation of social entrepreneurs capable of rising up to the challenges of the 21st Century. To achieve these aims, the characteristics of the education programmes employed to train social players will be studied in the first part. To this end, a series of criteria, based on the methodology, means of communication and subjects studied, among other things, will be established. The second part presents a global training model that can be applied to any training programme and includes basic subjects, teaching techniques and an appropriate evaluation to develop the skills in social entrepreneurs.

Keywords: Education, Skills, Social Entrepreneurship, Social Innovation

Öz: Geçtiğimiz birkaç on yıl içinde dünyayı etkileyen küresel finansal krizlere yol açan işletmecilik eğitimindeki hataların üzerinde dikkatlice düşünülmesi gerekmektedir. Eğitim programları, avantaj ve dezavantajlarının, aynı zamanda benzerlik ve farklılıklarının değerlendirilmesi için ve sosyal işletmelerin profesyonelleşebilmesine yönelik eğitimin kalitesinin artırılması amacıyla analiz edilmektedir. Geçmiş hataların düzeltildiği yeni bir senaryoya ulaşabilmek için, gelecek kuşakların günlük rutinlerine sürdürülebilirlik ve şeffaflık ilkelerini değer üzerine bir eğitim aracılığı ile entegre ettikleri kapsamlı bir faaliyetin oluşturulması gerekmektedir. Bu gereksinime karşılık verebilmek için programlar, 21. yüzyılın profesyonellerine katma değer sağlayacak içerik ve değişkenlere sahip olacak şekilde geliştirilmelidir. Sosyal girişim sektörleri arası bir faaliyet olduğu için, bu alanda önem sadece işletme tabanından gelen sosyal girişimcilerin eğitimine değil, aynı zamanda sosyoloji, iletişim, mimarlık ve tıbbi alanlardan gelenlerin de eğitimlerine verilmelidir. Bu çalışmada ortaya konan öneri sosyal girişimcilere sosyo-ekonomik bir alternatifi sağlayacak eğitimin çerçevesini çizirken Dünyanın sürdürülebilirliğine saygı duyan bir dizi yeni mesleği de sunmaktadır. Nihai amaç eğitimi, 21. yüzyılın zorluklarıyla baş edebilme yeteneğine sahip sosyal girişimciler yetiştirmesine destek olacak uluslararası bir özelliğe büründürerek geliştirmektir. Bu amaca ulaşmak için ilk kısımda sosyal oyuncuları geliştirmek amacıyla kullanılan eğitim programlarının özellikleri araştırılacaktır. Bu noktada diğer unsurların yanı sıra yöntem, iletişim araçlarına ve üzerinde çalışılan konulara dayanarak bir dizi kriter oluşturulacaktır. İkinci bölümde ise herhangi bir eğitim programına uygulanabilecek olan ve temel konuları, öğretim tekniklerini ve sosyal girişimcilerin yetkinliklerini geliştirecek uygun bir değerlendirme sistemi içeren küresel bir eğitim modeli sunulacaktır.

Anahtar Kelimeler: Eğitim, Yetkinlikler, Sosyal Girişim, Sosyal İnovasyon

1. Introduction

There is little doubt that one of the challenges faced by today's society is to correct the social and economic errors committed in the past that have brought about enormous inequality and pockets of poverty. The scales with which we measure these factors are purely economic since it would be necessary to find other criteria that include social aspects. We therefore have to find new tools to help

evaluate and put into practice the values upon which the economy develops. In other words, we have to create a theoretical and systematic framework in order to establish the requirements and deficiencies of society, as well as the ingredients needed to create a social economy capable of responding to the challenges of the 21st Century (Nichols, 2006).

In short, mechanisms need to be found to promote so-called social entrepreneurship, which is a way of doing business for social purposes that allows the needs of the society in which it operates to be satisfied. In this regard it is worth pointing out that social entrepreneurship does not only depend on corporate social skills (Curto, 2012), as a series of measures need to be included that facilitate the running of projects. This could be achieved through training programmes that allow these activities to be implemented (Booth and Segon, 2009; Brock and Steiner, 2011)..

In order to undertake a study of social and sustainable programmes from a global perspective, it is necessary to start by firstly analysing the current differences in the territory where the training is to take place. In this regard, comparative studies carried out thus far have revealed that very distinct programmes differ widely in their concepts but nevertheless share the same common purpose (Verper and Gartner, 1997).

This situation gives rise to training models that develop social entrepreneurship that take into account different factors. These factors will be examined throughout this article by analysing the differences in the educational methods, along with the qualifications offered by the centres in which these studies take place. Similarly, it is important to recognise the skills that a social entrepreneur needs in order to create the tools that allow them to carry out their work in their social dimension or to find the mechanisms that allow the knowledge gained through cross-validation systems to be recognised.

Nevertheless, the theoretical studies published to date in relation to social entrepreneur training programmes have focused on the contents and teaching methods used to train managers in this type of social business, regardless of the purpose of training.

Therefore, we present here a comparative study of the training programmes employed in the United Kingdom, the United States and Spain (Mudock, Tekula and Parra, 2013) in order to analyse the type of training on offer, how it is implemented, and the results achieved, with the aim of proposing a global model that allows social entrepreneurship to be adapted to the wider world in which we live.

2. Differences in The National Systems From a Cultural and Educational Perspective

The creation of social entrepreneur training programmes depends in great part on the territory in which they take place. This does not mean that social players are restricted a territory or region. On the contrary, it is necessary to be aware of the cultural differences in order to choose the programmes that most suit our needs. In this regard, the influence of the public and private sectors on these programmes is evident as a function of the importance of the public administration or business in the development of social entrepreneurship projects.

2.1. Cultural differences: Public versus private sector

Various studies have shown how public administrations predominate in the management of the economy in southern European countries, although currently the public and private sectors are converging. (Nemes et al., 2009; Esteves and Alvares, 2006; Matei, 2009; Cepiku and Meneguzzo, 2007).

In this regard, the training programmes aimed at the management of non-profit organisations predominate in U.K. training programmes, despite the fact that over the last few years “social enterprise” seems to have taken on an important role since the incorporation of social entrepreneurship in business schools. This approach has favoured evolution and hybridization of the public and private sectors (Herman and Renz, 2007).

The reasons for fostering this public-private collaboration have been analysed by academia (Paton et al., 2007), which explains the evolution of education in social management as being the result of changes brought about in non-profit organisations, the professionalization of their staff in the face of the current

predominance of voluntary workers, as well as the design of new programmes and work areas (green energies, recycling, ICTs etc.)

On the other hand, southern European countries, especially Spain and Italy, are characterised by the importance of the State and Church in social policies and by civil liberties. In these cases, the changes related to the increase in the number of non-profit organisations have been associated with economic development and growth of democracy, which has resulted in an increase in demand for social services. This has meant that employment within the social sector has increased to reflect its weight in the economy of these two countries (Ruiz Olabuenaga, 2000).

In this context, the main humanitarian organisations are faced with significant challenges in order to train their staff to ensure quality of management and service with the aim of making their message heard clearly by the public. Visibility, transparency and accountability are more important than ever to such a point that business and social training has become a basic necessity to maintain credibility in the eyes of society. However, as has happened in the Anglo-Saxon world and the non-profit sector, the social economy has experienced a significant revival with a large increase in the number of businesses in this sector, especially in the cooperative sector. As a result, master's programmes in Italy, Spain and France tend to focus on the social economy and on cooperativism, with the most sought after being those on social entrepreneurship.

Finally, a mention should be made of the masters in international cooperation, which are present in both the Anglo-Saxon and European continent and which group together those who need to learn to work both in the public and private sectors in territories very different from those in which they were trained. These include very specific training programmes that combine both systems and that focus specifically on the chosen speciality. These types of masters include:

a) Master's in International Cooperation, designed for the professionalization of people involved in international projects aimed at young people who wish to work in social projects in developing countries.

b) Master's in Humanitarian Cooperation, which focuses on participation in projects related to peace missions. Students of this type of master are usually professionals, such as doctors, architects, teachers, etc., who wish to gain knowledge on being a volunteer in humanitarian projects.

3. Approach of Training Programmes

The training programmes taught in different educational institutions are characterised by a combination of subjects aimed at training managers who work in non-profit organisations (Anglo-Saxon schools) or social enterprises (European schools). These programmes all use social innovation as a common theme to make the subjects uniform. In this regard, the contents of these programmes focus on work areas in which business coexists with socially applicable subjects characteristic of the public administration.

On the other hand, the education centres that offer programmes of this type are mainly economics departments and, in particular, university departments that focus on social economy, although in the last few years business schools have also started to include social entrepreneurship within studies on corporate social responsibility (CSR).

To what point do these territorial differences reflect in changes in contents and training systems in social entrepreneurship? Do methods and approaches vary in these programmes? The "global" approach taken by social entrepreneurship will depend on the answer we hope to provide to these questions (O'Neill, 2007).

3.1. Teaching of Social Entrepreneurship Training Programmes

Social entrepreneurship training programmes vary depending on where they are taught. In the next few sections, we analyse, using various criteria, the most characteristic aspects in this sector:

a) Programmes for the public sector and for the private sector

Training programmes of a social nature are traditionally taught by public centres that use public subsidies to train professionals involved in the social sector, such as social educators or social workers. Nevertheless, these days the cuts in public spending has led to the privatization of sectors that are traditionally financed by State funds. This change has brought about a change in direction in social education to such an extent that training is, these days, more of a business undertaking than social, since Business Schools and economics departments are the ones to have taken on the training of social players.

b) Types of training programmes

The type of training programme also influences the qualification the students receive. In this respect, the degrees on offer are another factor to be taken into account. Thus, for example, business schools offer programmes in master's in business administration (MBA) that include subjects on corporate social responsibility (CSR) and corporate ethics. On the other hand, in the public sector, the qualification offered by business schools is the master's in public administration (MPA) in which the subjects taught are related to public policies such as disability, unemployment etc. Nevertheless, both Anglo-Saxon and European systems offer programmes in which staff training is carried out through masters that offer a combination of theory and practical experience, thus allowing graduates to be immediately employable.

c) Teaching methods

A lack of time and the geographical location of the students, as well as work/study balance, are factors that need to be taken into account in the teaching of these programmes. In this respect, the number of distance learning programmes over classroom-based or blended programmes has gradually increased over the last few years.

Distance learning programmes are characterised by offering a complete theoretical training and include in-depth subjects that students access through virtual campuses. Moreover, the Internet allows written as well as audio-visual material to be offered to students that provide an all-round training in social entrepreneurship. Another advantage of distance learning is the potential to give a class in the same classroom—although in this case a virtual one—, to students from around the world, thus increasing the multicultural nature of the class as well as providing students the opportunity to exchange experiences. Nevertheless, it should be pointed out that distance-learning programmes have greater numbers of students in business programmes than public administration.

There are, on the other hand, very few classroom-based training programmes, since social entrepreneurship is not usually the student's first choice. On the contrary, the type of student that enrolls on these programmes chooses to combine training with work or are people who are involved in voluntary work and for whom it is difficult to follow the whole course. For this reason, the majority of these courses are blended, with once or twice weekly class attendance, usually in the evening, so that students can balance both activities.

d) Course level

The qualifications awarded by social entrepreneurship training courses vary depending on the end objectives. In addition to master's programmes, which are the most solicited, other levels are offered:

- Undergraduate studies

A study carried out to analyse training courses in social entrepreneurship revealed that there are very few undergraduate courses on offer compared to undergraduate degrees in business administration (Murdock, 2009).

Nevertheless, Brudney and Meijjs (2007) have analysed this sector and concluded that business training programmes have started to include subjects related to corporate ethics. In this respect, undergraduate degrees that include subjects such as responsible investment, microcredits and social marketing are increasingly being offered.

- Other training programmes

In addition to undergraduate courses, it is becoming increasingly common to find short courses that are often non-accredited but do offer training in the areas needed to run a company or hold down social work. There has been a tremendous increase in the number of MOOCs (massive open online courses). This type of course allows institutes to offer free, open courses through the Internet. The philosophy behind these courses is to offer education to the widest number of people. They are usually offered for free by universities, though no accredited qualification is awarded. Students can, however, gain a certificate if they pay a small sum.

e) Methods

A wide variety of methods are employed, depending on the institutes where the courses take place. Thus, many Anglo-Saxon schools use the “case method” in MBA courses, not only for its practical nature, but also for the fact that it is globally standardised. On the other hand, the institutes that run programmes related to the public sector (MTAs) are not well adapted for this method of teaching. To give an example, managing a private hospital in the U.S.A. is not the same as managing a hospital in the U.K.’s National Health System or one in Spain’s Social Security System. This difference means that virtual masters, which are open to students from around the world, cannot employ the case method as a training method. Nevertheless, Walsh (2006) highlighted the importance of case studies as a standard tool. Thus, the methods used in studies related to the business world should focus more on the resolution of global situations faced by social entrepreneurs, whilst non-profit organisations, which focus more on the public sector, decision-making management and problem solving, should be of a more local nature.

f) National / International Context

There is also a generalised tendency in relation to the national or international character of these types of programmes. Thus, business programmes are international in nature: students usually have to study MBAs abroad, which means learning a new language and new working methods.

On the other hand, MPAs tend to concentrate on the territory, region or municipal where they are taught, since these programmes are associated with public policies that depend in large part on the government in power.

3.2. Differences in students’ purchasing power

One of the factors to influence training programmes is the purchasing power of those interested in working for organisations that operate in the social sector. Thus, students of the traditional MBA pay large sums of money in the hope of recovering this when they enter work. However, in the social sector, students usually have lower incomes and the majority do not expect to be well paid. Both these factors require mechanisms to be put into place to keep costs low.

Social entrepreneurship students are extremely vulnerable to financial variations, since they often work to pay for their studies. This situation is particularly serious when a student is the director general of their own company, since their education is essential while at the same time they are under pressure to make a profit in order to be able to fund their studies. There are, however, external sources of funding that provide the necessary security and support necessary for them to acquire a professional qualification (Donnelly-Cox and McGee, 2007).

4. The Influence of Transnationality on Social Entrepreneurship Training Programmes

Despite the differences discussed in the previous section, there is a current trend towards an alignment of the programmes taught in the different contexts outlined, which has an impact on the standardisation of social entrepreneurship courses. Mention should be given to authors such as Walsh (2006), Mikulowski (2008), and Cepiku (2008), who have analysed the effects of globalisation on social entrepreneurship training programmes.

The similarities of these programmes lay both in teaching methods and subjects that place emphasis on themes related to management, skill development and leadership training. Thus, training programmes related to social entrepreneurship look to provide practical and theoretical knowledge (Van der Meer, 2008; Matei, 2009; Van der Meer and Ringeling, 2007) through which students develop the skills to manage these types of companies (Mikulowski, 2009).

4.1. Global training programme

The appearance of a social enterprise initiative has led to a need to gain the skills and knowledge with the aim of mobilising resources from different institutional sectors (Seelos et al., 2011; Pache and Chowdhury, 2012) that especially influence the training of social entrepreneurs. This means that the skills needed in social entrepreneurship are different from those needed by a traditional businessperson and, therefore, need to be taken into consideration in these types of programmes. In short, the training of a social entrepreneur needs to bring together areas related to social welfare and the business sector.

On the basis of these thoughts, a training programme aimed at social entrepreneurs can be designed based on the following training scheme, which teaches the set of skills needed by the social entrepreneur. In this regard, we can group them into basic, general and specific skills, all of which are aimed at the entrepreneur committed to sustainability and social commitment.

a) Basic skills

The basic skills that students should acquire through this program are not directly related to the social aspects, but they are necessary to solve the problems generated by the management of the entities. They also serve to improve communication within and outside entities. Some of this skills are explained :

- Possessing the knowledge that provides the foundation for the creation of original ideas that can be developed and applied.
- Applying the knowledge gained to find the solution to problems in new or little-known settings within multidisciplinary contexts.
- Being capable of analysing and forming judgements from incomplete or limited information whilst considering social and ethical responsibilities.
- Knowing how to communicate conclusions and knowledge clearly to specialists and non-specialists alike.

b) General skills

The general skills are very generic being applied beyond their social entities. They try to promote teamwork, entrepreneurship as well as oral and written communication. These skills are general in any study of management and communication being the peculiarity in these studies solving social cases, contact with real situations as well as to organize workshops and seminars in which students participate demonstrating their skills in developing solutions. Some skills considered to be reached this objective are:

- Being able to analyse projects.
- Being able to organise and plan the activities to be carried out
- Having the skills for oral and written communication in their native language.
- Being able express themselves, both orally and in writing, in a second language.
- Having basic skills in new technologies.
- Having problem-solving and decision-making skills.
- Having the ability to assess and self-analyse.
- Being able to work in a multidisciplinary team.
- Having a commitment to ethics.
- Being able to think up new ideas.
- Being able to work independently.
- Being able to plan and manage new projects.

- Possessing initiative and entrepreneurial spirit.

c) Specific skills:

The importance of these skills are based on this application in management and communication institutions and social enterprises. They are properly designed for people who want to develop they kind of projects. Basically they help to get the tools to create social programs implementing policies and managing public institutions and social enterprises. Some of this skills are:

- Being able to understand processes in cultural, pubic and economic policies.
- Being able to identify the fundamental concepts of social economy in the local, regional, national and international arena.
- Being able to think critically about the application of social and public policies.
- Being able to design, carry out and evaluate public programmes in the social economy.
- Being able to research activities carried out in social enterprises and non-profit organisations.

4.2. Profile of Students Who Enrol On Social Entrepreneurship Training Programmes

The personal, professional and academic characteristics considered suitable for students wishing to enrol on these courses also correspond to the profile outlined in the first part of this paper, namely students who combine work with studies and who have a keen interest in social issues. Nevertheless, there are other characteristics that should be taken into consideration along with those aspects related to the student's work area.

a) Personal and professional characteristics

The profile of the students who choose to enrol on studies related to social entrepreneurship share similar aspects, which can be grouped into the following features:

- Being interested in the social world around them.
- Participating in the implementation of public policy programmes.
- Having a keen sense of ethics and social responsibility.
- Being interested in the running of civil movements.
- Being familiar with the United Nations Global Compact on global economic programmes.
- Being open to receiving multidisciplinary training in, for example, law, economics, the environment, media, which allows them to gain the rounded knowledge needed to run their company.

b) Academic characteristics

Consideration needs to be given to the multidisciplinary nature of the academic characteristics considered suitable for social entrepreneurs. Nevertheless, the shortfalls in a candidate's profile can always be rectified through complementary training. These types of programmes are open to:

- University graduates wishing to dedicate themselves professionally to social entrepreneurship, whether in the public arena—in local governmental departments—, or in the private sector—the setting up enterprises of a social nature. These projects can be carried out at the local level or in international cooperation programmes.

- Professionals who wish to complete their training with social skills. Here, two distinct groups of candidates are evident. The first group consists of professionals who do not have university qualifications but who work in social enterprises and wish to broaden their knowledge and apply it to their work. The second group is composed of professionals from other sectors, such as doctors, architects and teachers, who wish to work in the social enterprise sector or international cooperation.

4.3. Teaching Methods Employed In Social Entrepreneurship Programmes

The methods used in social entrepreneurship training programmes depend on the different forms of teaching and learning as a function of how the teacher and student interact. Specifically, a combination of different learning methods is recommended in order to obtain the best results. For this reason, the subjects based on the following educational activities are usually included in these courses:

- a) Lectures: These take place in the classroom/lecture hall. The teacher uses a descriptive method.
- b) Seminars: A learning activity that takes place in a classroom-workshop under the supervision of the teacher. This method encourages cooperation amongst students.
- c) Workshops: A learning activity that takes place in a classroom-workshop under the supervision of the teacher. These focus on individual or cooperative exercise and problem solving, or on carrying out technical projects.
- d) Internships: A learning activity that takes place outside the classroom that, under the supervision of the tutor, fosters independent or cooperative learning in the student. These activities need to be well designed for the student to gain the best results.
- e) Placements: A learning activity that takes place outside of the institute that, under the supervision of the tutor, fosters independent or cooperative learning in the student. These activities need to be well designed for the student to gain the best results.
- f) Tutorial: A learning activity that takes place outside the classroom that encourages independent learning. These take place with the support and supervision of a tutor.
- g) Group work: Learning activity both inside and outside the classroom that, without the direct supervision of the teacher or tutor, encourages cooperative learning amongst students.
- h) Independent work: Learning activity both inside and outside the classroom that, without the direct supervision of the teacher or tutor, encourages independent learning in students.

4.4. Methods Employed In Social Entrepreneurship Training Programmes

These methods are a ways of teaching that complement different learning methods. The following are the most frequently employed methods used in social entrepreneurship training programmes.

- a) Lecturing: A method that requires action on the part of the teacher. The student has to prepare in advance the material assigned by the teacher and to study it after the lecture.
- b) Case method: A method that requires analytical and inductive action on the part of the student and takes the form of studying and solving of real and hypothetical cases.
- c) Problem and exercise solving: A method that requires deductive action by the student and takes the form of solving problems and exercises based on the knowledge gained up to that moment.
- d) Project design: A method that requires the student to carry out either a technical or theoretical research project.

5. Skills Assessment System

The evaluation systems employed by these types of programmes require a combination of differing methods to determine whether the students have gained the skills necessary to be social entrepreneurs. The following are the most frequently employed methods used in these courses:

- a) Objective tests

This proof will be used to assess the level of knowledge of students by ensuring that they will apply theory to practice later. Here we present different evaluation methods:

- True/false or multiple-choice tests.

- Short answer tests
- Development tests
- Oral presentations
- Assessment based on the level of attendance of the student of mainly seminars and workshops etc.
- Written reports, opinion pieces, interviews etc.
- Research projects.

b) Observation methods

These methods assess the assimilation of knowledge by students. For it will be held conducting synthesis work that the student must defend before an academic tribunal or with the development of a real project in institutions or social enterprises. Some of the methods used in these studies are presented below:

- Portfolio consists of a workbook that allows tasks carried out by the student throughout the course to be monitored.
- Internship reports that evaluate the work carried out by the student in companies that collaborate in the training programmes.
- Viva voce of the final research project, which assesses whether the student has learnt skills through carrying out the project.

c) Continuous self-assessment systems

This system of evaluation allows the student, through multiple-choice tests, to test their level of knowledge throughout the course.

Combinations of these assessment methods are employed in the majority of social entrepreneurship courses.

6. Models of Social Entrepreneurship Training Programmes

The training models employed in training centres use various programmes depending on the direction the organisers wish to orient them, whether public, private or international. Nevertheless, it is possible to create a model programme made up of modules that allow the programme to be carried out in units, making access easier for candidates who, for reasons of time or finances, cannot do a complete course.

A model study plan should include the following subjects:

a) Module 1: Legal and economic tools for social entrepreneurship

This module includes the main legal models needed to for social entrepreneurship and the social policies and regulations governing this sector.

b) Module 2: Economic and financial management of social entrepreneurship

In this module, the main social enterprise business tools are studied, as are ethical finance, corporate social responsibility and sponsorship, among others.

c) Module 3: Communication management in social entrepreneurship

This module looks at ways to put communication systems at the service of social entrepreneurship. Social marketing social, ICTs and internal communication are some of the subjects taught in this module.

d) Module 4: Sustainability of social enterprises

This module looks at aspects relating to public finance and social policies as applied to non-profit businesses and entities.

e) Module 5: Practical experience

This allows the student to apply the theoretical knowledge gained during the course in a company/entity. A company tutoring team is needed to guide the student as they carry out their assigned tasks.

f) Module 6: Final project

The final project allows an assessment to be made of the theoretical knowledge learnt and the analytical and oral expression skills through a viva voce examination.

7. Recognition of Credits Between Training Programmes

In order to globalize social entrepreneurship training programmes, it is essential to gain not only the recognition but also the transfer of credits between different training courses that share similar contents and teaching methods. This cross-cutting aspect facilitates exchange programmes between students from various geographical areas who will not only share experiences but will also benefit from a strengthening in techniques and work models that can be transferred to other parts of the world.

This recognition is already in place in the European Higher Education Area (EHEA) introduced in the European Union. The EHEA is an educational organisation area launched in 1999 alongside the Bologna Process that allows distinct education systems in the EU to be harmonised, thus providing an effective exchange mechanism between students and programmes taught in European universities. In order to achieve these aims, the system is founded on three basic pillars:

- a) The European Credit Transfer System (ECTS): This system allows studies carried out in other countries to be recognised through the evaluation of credits/study hours for work carried out both in and outside the classroom.
- b) Skills acquisition, as opposed to knowledge acquisition, which emphasises the practical nature of training, thus answering society's labour requirements.
- c) The creation of an accreditation system that, through internal and external evaluation throughout the courses, allows the monitoring of the quality of each training centre and their adaption to the requirements of the European Higher Education Area.
- d) The Diploma Supplement (DS) which details, in a format common throughout the EHEA, the skills acquired through the studies and a detailed explanation of the subjects taken.

8. Conclusion

Having analysed the differences between the various training programmes and proposing a model global training programme, we can conclude that social entrepreneurship should educate those who can respond to the problems created by the world economy from an ethical perspective, which places the individual at the centre of the activities. Thus, sustainability, transparency, community leadership and business ethics, among others, should form the basis of these training programmes.

In the light of all the above, education in social entrepreneurship should have as a final aim the training of professionals and researchers in management, administration and communication, taking into account the characteristics presented in this paper. The need to professionalize the business and organisation management of social entities through specific training adapted to today's shifting needs is an aim that should be attained. This strategy should be promoted as an economic model for the 21st century.

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15. Informe de igualdad de género

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