

## **Mainstreaming Inclusive Innovation and Social Entrepreneurship in Higher Education**

2022-1-PL01-KA220-HED-000089820

# **Stakeholder Discussion Panel Report**

**Tetra Solutions Ltd**



## REPORT

### WP2.A3 Stakeholder Discussion Panels

#### 1. General information about the event

1.1	Partner organization(s) hosting the event: Tetra Solutions																											
1.2	Date of the event: 15.06.2023 - 14.07.2023																											
1.3	Number of participants: 10																											
1.4	Participants' profiles:																											
	<table><tr><th>Internal stakeholders</th><th>Number</th></tr><tr><td>University's faculty</td><td>8</td></tr><tr><td>Management and administrative staff</td><td>2</td></tr><tr><td>Senior students</td><td></td></tr><tr><td>Other, please specify:</td><td></td></tr><tr><th>External stakeholders</th><th>Number</th></tr><tr><td>Industry and business</td><td>1</td></tr><tr><td>Non-profits and non-formal community groups</td><td></td></tr><tr><td>Public bodies and policy makers</td><td></td></tr><tr><td>Grassroots innovators</td><td></td></tr><tr><td>Social entrepreneurs</td><td></td></tr><tr><td>External experts in the field of II &amp; SE</td><td></td></tr><tr><td>Other, please specify:</td><td></td></tr></table>	Internal stakeholders	Number	University's faculty	8	Management and administrative staff	2	Senior students		Other, please specify:		External stakeholders	Number	Industry and business	1	Non-profits and non-formal community groups		Public bodies and policy makers		Grassroots innovators		Social entrepreneurs		External experts in the field of II & SE		Other, please specify:		
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#### 2. Event results

2.1	<p>Please, briefly describe your event.</p> <p>Initially, Tetra's Stakeholder Discussion Panel was scheduled for June 15<sup>th</sup>, 2023, and was planned as an online event. We invited 45 stakeholders, including representatives of social enterprises, NGOs and universities that offer courses in Innovation and Social Entrepreneurship. Several invitees informed us by email that the topic of the discussion was interesting for them, but they were not able to join the event on the proposed date or time. Therefore, we suggested those stakeholders holding individual face-to-face or online meetings. The meetings were scheduled on different dates from June 15<sup>th</sup> to July 14<sup>th</sup>, 2023. The interviews were mainly individual; only two interviews involved two staff members at a time. The majority of the participants were academic and administrative staff members of the University of National and World Economy (Sofia) – the leader in Bulgaria in offering education and training related to Inclusive Innovation and Social Entrepreneurship.</p>
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	<p>All interviews followed the following logic:</p> <ul style="list-style-type: none"> <li>- Introduction and presentation of the InnoSocial project</li> <li>- Presentation of the InnoSocial Toolkit</li> <li>- Discussion on the questions that correspond with the sections of the Toolkit</li> <li>- Feedback about the Toolkit and the interview itself</li> </ul> <p>The Discussion was focused on policies and practices related to embedding and supporting inclusive innovation and social entrepreneurship. The participants were asked to share their experience related to each question and/or share any good related good practices that they were aware of.</p>
2.2	<p>Please, summarize the opinion of the participants regarding each question discussed during the event.</p> <p>Q1: Ways of embedding II&amp;SE education: the participants emphasized the importance of creating an ecosystem supporting II&amp;SE, which means integrating social concerns in different domains of university life (policies, curricula, extracurricular activities) and engaging with different stakeholders that would support social entrepreneurs and help innovators to start a business. Depending on degree programme, II&amp;SE can be embedded in the curricula either a stand-alone module or as topic within different courses. It is also important for a university to provide a university-wide support to all students who has innovative ideas or would like to start a company.</p> <p>Q2: Content of II&amp;SE education: the participants said that the content of a course in II&amp;SE should depend on its focus and on its objectives. In general, it is important to:</p> <ul style="list-style-type: none"> <li>- Introduce the concepts: what is innovation, what is social innovation, what is inclusive innovation, what is social entrepreneurship and how is it related to social/inclusive innovation.</li> <li>- Introduce the European and national legal framework for operation of social enterprises; connect the social objectives with the SDGs.</li> <li>- Present cases of inclusive innovation and social enterprises (incl. international and national).</li> <li>- Provide a possibility of learning-by-doing, i.e. developing an innovation idea, prototyping, developing a business model and a business plan, pitching ideas, preparing for starting a social business.</li> </ul> <p>Q3: Educational approached and methods: all participants mentioned that learning-by-doing approaches are most powerful in developing innovation and entrepreneurship skills. The theory should provide a foundation for skills development, but skills could be mastered only if students perform activities in which these skills could be manifested. The specific methods could include: design thinking for developing innovation; business model canvas for planning a business; start-up competitions; etc.</p> <p>Q4: Stakeholder involvement: all participants emphasized that involving stakeholders in II&amp;SE education could add value. Important stakeholders include: social entrepreneurs and grassroots/inclusive innovators that could serve as a case study or an example of good practice; local authorities that</p>



	<p>could help in identifying social needs and reaching out to excluded groups; and venture capital firms or funds that could provide funding to start-ups. Stakeholders could be involved as guest lecturers, members of jury for pitching events (start-up competitions), and mentors for developing innovations or starting a business. The strategy for involving stakeholders in cooperation with HEIs should be based on the principle of mutual interest.</p> <p>Q5: Impact assessment: this was the most difficult question because it is a complicated task to measure impact of education and training. All participants said that it is important to understand what is measured and how it is measured, to set quantitative and qualitative indicators, develop assessment/measurement tools, and agree about timing and frequency of assessment.</p> <p>To sum up, the ideas shared by the interviewees were in line with the content of the InnoSocial Toolkit. The participants in the interviews assessed positively the content of the Toolkit and were particularly impressed by the good practices presented in it.</p>
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Thank you!



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