

The Role of Education in the Social Entrepreneurship Ecosystem Development in Poland and Ukraine

Regional and Local Studies
Special Issue on Ukraine
© Authors 2023



ISSN 1509-4995

E-ISSN 2719-8049

doi: 10.7366/15094995s2306

Alona Revko

Chernihiv Polytechnic National University; Shevchenko St. 95, Chernihiv 14027, Ukraine; Skoll Centre for Social Entrepreneurship, Saïd Business School, University of Oxford; Park End Street, Oxford, OX1 1HP United Kingdom; Email: alonarevko@stu.cn.ua
ORCID: 0000-0001-7888-3657

Abstract

This paper examines the role of educational support in social entrepreneurship development in Poland and Ukraine based on comparative case studies and a computer-assisted web interviewing method. The research investigates cross-country and cross-institutional differences in education concerning social entrepreneurship. The paper considers the different levels of social entrepreneurship education in primary and secondary school, university, and non-formal education. It is established that students at all levels of education should have an entrepreneurial mindset, which is a prerequisite for sustainable development. The key directions for developing education regarding social entrepreneurship in Ukraine are identified.

Keywords

social entrepreneurship, sustainable development, ecosystem, educational level, non-formal education

Introduction

Social entrepreneurship is an important element of the socio-economic development of Poland and Ukraine, as it is a mechanism for solving economic, social, cultural, and environmental problems. In particular, due to the growing importance of sustainable development, entrepreneurship education has recently expanded into the field of sustainable and social entrepreneurship in order to raise awareness and shape attitudes and expectations toward social problems.

The following elements of the social entrepreneurship ecosystem should play a role in sustainable development. First, the state should participate in sustainable development through top-down initiatives, including incentive mechanisms which should determine the institutional framework and strategy for the development of social entrepreneurship in the regions. Second, communities must participate as the “customers” of services; thus, social enterprises should be created to achieve bottom-up social change and promote the well-being of society. Third, businesses should participate as investors and mentors, and, finally, education should be used as an instrument to form entrepreneurial competences and provide access to knowledge. It is important to note that the development of social entrepreneurship significantly impacts the accumulation of social capital, which is essential for the formation of civil society and community development under the conditions of a decentralisation process.

This research aims to investigate educational support for the development of social entrepreneurship at different educational levels in Poland and Ukraine and to identify the key directions for developing education about social entrepreneurship in Ukraine. Methodologically, this research is based on comparing the educational support of social entrepreneurship in Polish and Ukrainian regions, analysing case studies to identify successful examples of social enterprises, and using computer-assisted web interviewing to investigate the difference in Ukrainian students' awareness of social entrepreneurship and its potential to solve social problems based on their university degree programme.

Literature Review: Social Entrepreneurship Ecosystem

Social entrepreneurship is a term that was first used by a handful of people and organisations during the 1980s and 1990s within the broad arenas of civil society and the development of regions. In Defourny's (2001) view, social entrepreneurship is characterised by economic features; it is a long-term activity aimed at producing goods or selling services. Nicholls (2006) notes that social entrepreneurship is best understood as a multidimensional and dynamic construct moving across various intersections between the public, private and social sectors.

The first Polish attempt to define social entrepreneurship was made in 2008. For the draft Polish Act on social entrepreneurship, a definition of social entrepreneurship as a socially useful economic activity conducted in the developing area of social economy was proposed (Palma 2015). According to Cardella et al. (2021), the social component of entrepreneurship includes the ability to identify innovative solutions for specific social problems. Thus, innovation is a key element of social entrepreneurs. Indeed, social entrepreneurship is distinguished from other forms of entrepreneurship by its interest in innovation for a relevant enterprise in society (Cardella et al. 2021).

More generally, the main purpose of social entrepreneurs is systematic social change, not only through the creation of social innovations but, above all, through their practical implementation. Social entrepreneurship positively affects sustainable development through its related activities and by facilitating job creation and, thus, increasing the aggregate demand of the economy, stimulating economic growth and regional development (Licite-Kurbe and Gintere 2021).

The European social entrepreneurship ecosystem includes educational institutions, authorities, social investors, donors, business associations and incubators, accelerators, social enterprises, and communities (Figure 1). Social entrepreneurship in Ukraine is becoming more widespread due, first of all, to its ability to solve socioeconomic problems. However, this type of activity is still quite young, and the ecosystem of social entrepreneurship in Ukraine is not yet fully formed; only social enterprises, incubators, accelerators, and financial institutions are participants. The potential of educational institutions to form competences in the field of social entrepreneurship is not fully realised. Moreover, civil society institutions are insufficiently involved in the development of social entrepreneurship. The development of this economic sector in Ukraine is further hampered by an imperfect regulatory framework, a lack of effective state support mechanisms, insufficient access to investment, and a low level of social participation.

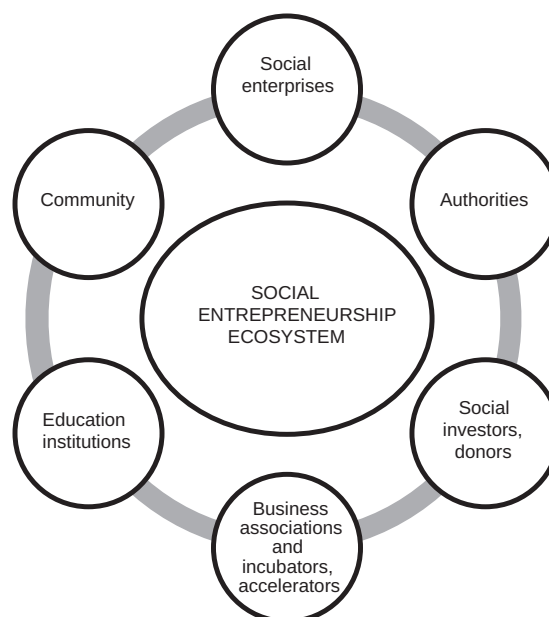


Figure 1. The European social entrepreneurship ecosystem

Source: Own elaboration.

Social entrepreneurship fosters the development of two of the eight competences for lifelong learning, recognised by the Council of the European Union as essential for citizens' personal fulfilment, employability, and active citizenship. The first, entrepreneurial competence, is the capacity to act upon opportunities and ideas and transform them into value for others. It is founded upon creativity, critical thinking, and problem-solving, as well as having the initiative, perseverance, and ability to work collaboratively in order to plan and manage projects of cultural, social, or financial value. The second, citizenship competence, refers to the ability to act as a responsible citizen and fully participate in civic and social life based on understanding social, economic, legal, and political concepts and structures (Key Competences for Lifelong Learning 2019).

Social entrepreneurship and education are thus two extraordinary areas that must be improved to foster the human development necessary to build the society of the future. Education needs social entrepreneurship just as social entrepreneurship needs education. Furthermore, students at all educational levels must be equipped with a general entrepreneurial mindset, a prerequisite for social entrepreneurship and sustainable development (Shahid and Alarif 2021).

Currently, social entrepreneurship and social economy programmes are taught at schools and universities, and interest in this area is growing in proportion to the number of positive examples of social enterprises in Poland and Ukraine.

Educational support for the development of social entrepreneurship at the school level

Formal and informal education programmes on social and solidarity economics are currently being created for students in grades 4–8 in Poland. Social Economy Support Centres, in cooperation with the Regional Social Policy Centre, are running educational activities dedicated to students in primary schools. Among the various social economy projects implemented by the Regional Social Policy Centre and its partners in the Wielkopolskie voivodeship, several educational initiatives were undertaken in the years 2011–2015, including an educational programme for upper secondary schools.

In 2019, Poland developed an educational programme in the field of social entrepreneurship for the children and youth of Polish primary schools. The programme was commissioned by the Regional Centre for Social Policy in Poznan and developed on the initiative of the Association of Social Cooperatives, Poznan. The programme used the framework of the Management of the Social Economy project funded by the European Social Fund of the European Union.

The programme has a modular structure; its individual components can be used during both formal education (grades 6–8 of primary school) and non-formal education (through seminars, meetings with representatives of non-governmental organisations, and other people working with youth). The duration of the programme is estimated to be 32 teaching hours. The specific goals of the programme are as follows:

- 1) Acquiring and deepening students' knowledge of social entrepreneurship and its key concepts, such as social cooperative, student cooperative, social enterprise, social exclusion, and non-governmental organisation.
- 2) Developing competences (including key competences) in the field of entrepreneurship, including critical thinking, knowledge of economics and law, perseverance, leadership skills, the basics of marketing, and searching for and selecting information.
- 3) Developing competences in the field of civic awareness, such as cooperation, responsibility, communication, creativity, and innovation (Przedsiębiorczość społeczna 2019).

One example of good practice is the Social Economy Support Centre in Gdansk Good Work (Dobra Robotą), which implements the project Solidarity Economics. In this framework, the groups of participating schools work on social programmes that positively influence the local community. The culmination of the work is defending the idea in front of a professional jury.

In 2020, Ukraine's Ministry of Education and Science introduced the curriculum of the elective course Social School Entrepreneurship for students in grades 8–11 of general secondary education. The course programme was developed within the project Establishment of Social School

Enterprises in Rural Areas and Small Towns of Ukraine to Encourage Young People to Social Entrepreneurship in Ivano-Frankivsk, Zhytomyr and Donetsk Regions. This project is being implemented by the Eastern Europe Foundation and the German non-governmental organization (NGO) ChildFund Deutschland e.V., with the financial support of Germany's Federal Ministry for Economic Cooperation and Development. Other regions of Ukraine have also joined this initiative, particularly the Vinnyts'ka, Kyivs'ka, Ternopils'ka, L'vivs'ka, Odes'ka and Lugans'ka oblasts. The elective course is designed to take 35 (1 hour per week) or 70 (2 hours per week) hours and to be mastered by students during one school year. Sections of the programme cover all stages of business activity, namely the essence of entrepreneurial activity and social school entrepreneurship; prerequisites for creating a social school enterprise; business planning of social school entrepreneurship; implementation stages of social school entrepreneurship; and presentation of a social school entrepreneurship (Curriculum of the Elective Course 2020).

Social school entrepreneurship is the activity of students in an educational institution aimed toward the production and further sale of goods or services under the supervision of senior curators and consultants. Income from such activities is distributed to the development of enterprise production, the social mission and initiatives of the school, and cognitive activities for students. The goal of social school entrepreneurship is education and gaining experience, not making a profit. Thus, social school entrepreneurship seeks to overcome the distance between academic theory and real life.

Since Ukraine's Ministry of Education and Science recommended a course on social school entrepreneurship for implementation in educational institutions, the number of school enterprises has increased each year.

One example of a social school enterprise in Ukraine is NoMotloH, which was founded on 1 April, 2021, in the Donetsk region. NoMotloH helps involve citizens solve community problems by changing the culture of garbage management, particularly regarding clothing, and encouraging citizens to reuse things such as sewing buttons from old skirts, bags of dresses and jeans, and more. The enterprise has equipment for sublimation on fabrics, as well as cups and plates. Items can also be made on the 3D printer. Students sell most of the goods through an online platform, and proceeds go toward solving social problems in the community.

Another example of a school social enterprise is Black Cherry, which was founded on 1 September, 2021, in Vinnyts'ka Oblast. Black Cherry is a photo studio founded by the students of Vinnytsia Technical Lyceum. In addition to full-time photographers, the team includes a manager, content maker, media director, and accountant. The purpose of the school enterprise is to create content for social media advertising, hold photo exhibitions, and create videos for public organisations and social enterprises.

Hence, school social entrepreneurship teaches empathy and sensitivity, critical thinking, and the ability to work collaboratively. These are skills that should be formed not only at school but also throughout life at all educational levels.

Education of social entrepreneurship at the university level

Social entrepreneurship education at the university level is a key link in the establishment of new social enterprises, the cultivation of innovative talents, and scientific and technological innovation (Liu et al. 2021).

Educational initiatives in the field of social entrepreneurship have been implemented in Poland since 2003, when the Act of 24 April 2003 on Public Benefit and Volunteer Work and the Act of 13 June 2003 on Social Employment were enacted. These Acts were important for building the institutional and legal foundations of the social economy in Poland. There are currently several universities that offer higher education in social economics and social entrepreneurship. In addition, some universities have bachelor's and master's programmes for social entrepreneurship (full-time and part-time), as well as some elective courses. Table 1 presents Polish universities that are pioneers in social entrepreneurship education.

For instance, the Małopolska School of Public Administration at the University of Economics in Krakow offered higher education in social economy in 2006–2008. The programme included a total

Table 1. Educational support for the development of social entrepreneurship at the university level in Poland

| Year of introduction | Name of the university | University level of study | Field of study | Programme or course structure |
|----------------------|---|--|---|--|
| 2006 | Małopolska School of Public Administration at the University of Economics in Krakow | postgraduate studies | Programme in social economy | Social sciences, management of social economy entities, finance and financing of social projects, legal environment of the social economy, social innovations (200 teaching hours) |
| 2006 | University of Warsaw, Institute of Social Policy | Postgraduate studies | Programme in management of the social economy | Social economy institutions in local development, legal and financial foundations of social entrepreneurship and social enterprise management (230 teaching hours) |
| 2008 | School of Social Sciences in Lublin | Postgraduate studies | Programme in social economy | Management, leadership, the business of the social enterprise, fundraising (including EU funding), innovative testing with a transnational component, the exchange of experiences with the practices of the social economy, and the development of an innovative project |
| 2008 | Pedagogical University of National Education Commission in Krakow | Three-year full-time or part-time bachelor programme | Programme in social economy | Practical economic knowledge of entrepreneurial and innovative attitudes that determine the activity of graduates on the labour market, in the social environment and in running their own business |
| 2006 | University of Economics in Krakow | Master's programme | Course in social economy | Financing of social economy entities |
| 2008 | Institute of Sociology of Adam Mickiewicz University in Poznan | Master's programme | "Social Economy" course in the field of social work | Idea and objectives of the social economy; history of social economy in Poland; social economy in public policies at the national and regional level; centres of support for social economy, amongst others which examine social economy entities (social cooperatives, therapy centres, centres and clubs of social integration, nongovernmental organizations conducting economic activity and other entities) |

Source: Own elaboration.

of 200 teaching hours, grouped according to the following modules: social sciences, the management of social economy entities, finance and financing of social projects, legal environment of the social economy, and social innovations.

The second academic centre educating in the field of social economy in the period 2006–2007 was the University of Warsaw. The Institute of Social Policy offered two courses entitled Management of the Social Economy. The programme included 230 teaching hours and consisted of three main teaching blocks: social economy institutions in local development, legal and financial foundations of social entrepreneurship, and social enterprise management. An important specificity of the programme at the University of Warsaw was its focus on developing the practical skills and competences needed to manage social projects (Stanienda et al. 2017).

A great example of formal education regarding social entrepreneurship in Poland is the postgraduate studies in the field of social economy at the School of Social Sciences in Lublin. The aim of the postgraduate studies is to provide up-to-date knowledge in the field of social economy. Students acquire knowledge and develop skills in management, leadership, business, fundraising (including EU funding), innovative testing with a transnational component, and obtaining practical guidelines for the preparation of applications. They also exchange experiences with the practitioners of the social economy (lecturers) and develop of an innovative project (Social Enterprise Sector Snapshot Around the Baltic Sea 2015).

As part of formal education at the university level, the Pedagogical University of National Education Commission in Krakow offers a three-year full-time or part-time bachelor's programme in the field of social economy. The aim of the programme is to provide students with modern and practical economic knowledge and education concerning the entrepreneurial and innovative attitudes that determine the activity of graduates on the labour market, in the social environment, and in running their own businesses.

An interesting initiative at the university level was the 2006 launch of a master's seminar in social economy at the Department of Economics and International Relations at the University of Economics in Krakow. The course of particular focus was the financing of social economy entities (Stanienda et al. 2017).

Another example of social entrepreneurship education in Poland is the Institute of Sociology at the Adam Mickiewicz University in Poznan, which provides a Social Economy course for master's students in the field of social work. Throughout the course, master's students study topics such as the idea and objectives of the social economy; the history of social economy in Poland; the social economy in public policies at the national and regional level; and centres of support for social economy, including social cooperatives, therapy centres, centres and clubs of social integration, NGOs conducting economic activity, and other entities. Moreover, students learn about tools for supporting and promoting the social economy.

The Adam Mickiewicz University in Poznan also implements the project Laboratory of Social Initiatives (LIS). The main objective of the project is to facilitate the entry of 160 students from the Department of Political Sciences and Journalism into the labour market by developing and equipping them with competences expected by employers. More specifically, the project aims to raise the students' skills levels regarding professionalism, communication, analytics, information technology, and entrepreneurship. The LIS project consists of three blocks – Social Innovation, Entrepreneurship, and Professional Competences – and includes study visits to potential employers. The Entrepreneurship block includes courses such as Social Entrepreneurship and Own Company Step by Step. In these courses, students learn about grassroots entrepreneurship, socially involved and socially useful business, how to effectively search for the right business models, and how to raise financial and social capital. In addition, the Social Entrepreneurship course includes study visits to successful social enterprises in Poland.

In contrast to Poland, where a degree in social economics can be obtained at both the bachelor's and master's level, in Ukraine, several universities have introduced Social Entrepreneurship as a separate course. Table 2 presents Ukrainian universities that are pioneers in social entrepreneurship education.

The elective course Social Entrepreneurship (90 teaching hours; 3 ECTS points) was first held in 2016 in a bachelor programme at the Lviv Business School at the Ukrainian Catholic University.

The course includes several topics, such as tools for finding solutions to social problems, approaches to formulating the vision and mission of a social enterprise, and features of business modelling in social business. Similarly, in 2018, the School of Social Work at the National University of Kyiv-Mohyla Academy launched a selective Social Entrepreneurship course. In the course, bachelor's students study topics such as basic approaches to understanding social entrepreneurship, basic principles of the creation and development of social enterprise, and financial and organisational aspects of social business.

Table 2. Educational support for the development of social entrepreneurship at the university level in Ukraine

| Year of introduction | Name of the university | University level of study | Field of study | Programme or course structure |
|----------------------|---|---------------------------|--|--|
| 2016 | Lviv Business School at the Ukrainian Catholic University | Bachelor | Elective course Social Entrepreneurship in social work | Tools for finding solutions to social problems, approaches to formulating the vision and mission of a social enterprise, features of business modelling in social business (90 teaching hours; 3 ECTS points) |
| 2018 | School of Social Work at the National University of Kyiv-Mohyla Academy | Bachelor | Elective course Social Entrepreneurship in social work | Basic approaches to understanding social entrepreneurship, basic principles of the creation and development of social enterprise, financial and organizational aspects of social business (90 teaching hours; 3 ECTS points) |
| 2016 | Chernihiv Polytechnic National University | Master | Course Social Entrepreneurship in social work | Methodological basis of social enterprise; entrepreneurship in future social professionals; general characteristics of the stages of social enterprise planning; the role of cooperation and the exchange of experience between stakeholders; marketing of a social enterprise; financial component of a social enterprise; organizational requirements for a social enterprise; features of social reporting and auditing (120 teaching hours; 4 ECTS points) |

Source: Own elaboration.

The same year, a Social Entrepreneurship course was introduced to the master's degree in social work at the Chernihiv Polytechnic National University. The course covers 120 teaching hours (4 ECTS points). The aim of the course is to learn about the nature of social entrepreneurship and the formation of professional competences concerning the basic stages of social enterprise planning. Within the course, master's students study topics such as the methodological basis of social enterprise, entrepreneurship in future social professionals, the general characteristics of the stages of social enterprise planning, the role of cooperation and the exchange of experience between stakeholders, marketing of a social enterprise, financial components of a social enterprise, organizational requirements for a social enterprise, and features of social reporting and auditing.

Thus, there has been an increase in student and institutional interest in social entrepreneurship.

Non-formal education for the development of social entrepreneurship

Providers of education and training on social entrepreneurship also exist beyond formal education institutions. The gap between public higher education and people's needs is filled by a strong and broad group of non-formal educational institutions which offer training courses on various topics connected with the social economy, mostly through supporting centres for social economy, providing complex services for people/institutions interested in social economy. The training is all available for free and in Polish (Social Enterprise Sector Snapshot Around the Baltic Sea 2015). Lifelong

learning around social enterprise represents a promising avenue to allow people in all stages of their careers to consider learning about and applying social enterprise knowledge (Borzaga et al. 2020).

For example, the Ashoka Polska organisation in Poland is part of the Ashoka European Hub, a network of social entrepreneurs operating in 93 countries around the world, established in 2014. Ashoka Polska mainly deals with the selection and mentorship of Ashoka Fellows, that is, social innovators who work to improve society.

In Ukraine, non-formal educational activities for the development of social entrepreneurship are carried out only by several NGOs and accelerators. The NGO Ukrainian Social Academy (USA) has established a Centre for Innovation in the Social Sphere, which holds lectures, workshops, and discussions on topics related to social innovation. Moreover, with the support of the global Social Impact Award, the Ukrainian Social Academy conducts an annual educational programme on social entrepreneurship in Ukraine. Anyone with an idea for social entrepreneurship can apply for the competition. After selection, participants become part of the accelerator, where they study business processes, develop marketing and communication strategies, determine the brand, and create prototypes.

Another example of a non-formal education programme for social entrepreneurship is the training course Social Entrepreneurship run by the Ukraine–Norway Project: Retraining and Social Adaptation of Military and Their Families in Ukraine, which is implemented by NGO Chernihiv European in partnership with Chernihiv Polytechnic National University and with support from the International Foundation for Social Adaptation. The aim of the project is to assist project participants in adapting to the living conditions of civil society. The participants of the training course become acquainted with the experience of social entrepreneurship in Ukraine and other European countries; learn about the main features of social entrepreneurship and what distinguishes social entrepreneurship from standard businesses; work out their own ideas of social entrepreneurship, using the Business Model Canvas by Alexander Osterwalder; and familiarise themselves with financial support opportunities for social enterprise in Ukraine. Successful examples of social enterprises founded by military veterans and their families in Ukraine are the restaurant Pizza Veterano and the online shop Front Honey.

The social enterprise Pizza Veterano was founded in 2015 and is located in Kyiv. The business component of the enterprise is its café and the sale of pizza. The social component consists of employing anti-terrorist operation (ATO) veterans, transferring “suspended pizza” to the volunteer centre at the railway station in Kyiv, and supporting children of soldiers who died in the war. Ninety per cent of their profits are reinvested in business development and 10% are directed at achieving social goals (www.facebook.com/Pizza.Veterano).

Front Honey was founded in 2017 in Shepetivka City, Vinnyts'ka Oblast. The business component includes selling natural sweets and honey desserts, and the social component is assisting in the socialisation of the ATO veterans and supporting their families. Now, 70% of Front Honey employees are retired soldiers and their wives (<https://frontmed.com.ua/ru/shop/>).

Results of the Study on Students' Awareness of Social Entrepreneurship

In October, 2021, an empirical research study was conducted with the aim of identifying differences in students' awareness of social entrepreneurship and its potential to solve social problems based on their degree programmes. The research hypothesis was that students' field of study influences their understanding of social entrepreneurship and its potential for solving social problems.

The conducted research was a pilot study. It included 810 students representing five different fields of study at Ukrainian universities (Table 3).

Table 3. Size of the research sample in particular groups

| Field of study | Number of respondents | % of respondents in the field of study | % of students in the field of study in Ukraine in 2021 |
|--|-----------------------|--|--|
| Humanities (including arts) | 72 | 8.89% | 8.88% |
| Life sciences | 23 | 2.84% | 2.88% |
| Medical sciences | 89 | 10.99% | 11.03% |
| Social sciences | 425 | 52.47% | 52.42% |
| Technical sciences (including agricultural sciences) | 201 | 24.81% | 24.79% |
| Total | 810 | 100.00% | 100.00% |

Source: Own elaboration.

It was assumed that students' awareness of social entrepreneurship is differentiated by several formal and non-formal conditions specific to the field of study. Formal conditions include the type and nature of knowledge taught and the acquired skills and attitudes formed during education. Non-formal conditions include all activities undertaken by students outside of studying, which may impact their individual attitudes and knowledge, including individual interests, contact with lecturers, interests of other people in their student groups, additional classes, discussions undertaken in student groups, and volunteer work.

Differentiation was revealed in the students' knowledge concerning social entrepreneurship and its potential to solve social problems. Based on surveys conducted with the help of an original questionnaire, several trends were revealed concerning Ukrainian students representing different fields of study. The original questionnaire was developed specifically for this study.

Students rather negatively assessed the level of their knowledge of social entrepreneurship; 51% of the students assessed their knowledge of social entrepreneurship as bad, and 34% described it as moderate. There was a large difference between the assessments made by students from different fields of study. Undoubtedly, social entrepreneurship is best understood by students of social sciences, where as many as 46% considered their knowledge level good or very good. By contrast, 56% of technical and medical science students assessed their knowledge of social entrepreneurship as bad or very bad (Figure 2).

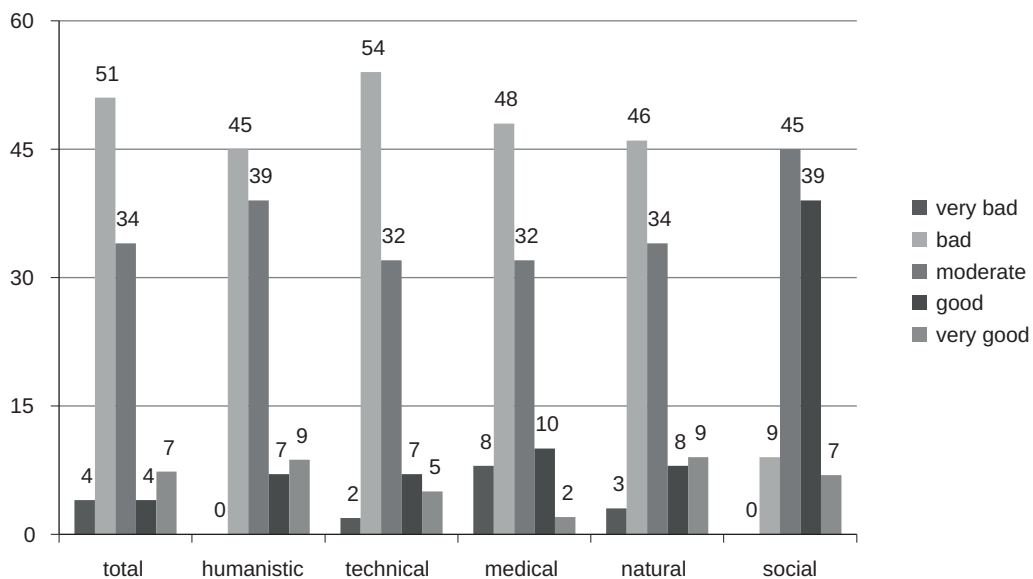


Figure 2. Assessment of students' knowledge of social entrepreneurship, % of respondents

Source: Own elaboration.

The basic source of knowledge for respondents was the information available on the internet. Social media (65%) and internet articles or podcasts (57%) showed some advantage over other traditional sources of information. It is worth noting that only 27% of the surveyed students used scientific journals to gain knowledge about social entrepreneurship. Apart from the previously mentioned internet sources, school and university education was more popular than scientific journals. Unfortunately, Ukrainian students did not attach much importance to conferences as a source of knowledge. Only 3% of students attached great importance to conferences (Table 4).

Table 4. Sources of knowledge about social entrepreneurship (% of indications)

| Sources of knowledge | Total | Humanistic | Technical | Medical | Natural | Social |
|--|-------|------------|-----------|---------|---------|--------|
| Internet article/podcasts | 57 | 88 | 32 | 48 | 54 | 63 |
| Social media | 65 | 68 | 55 | 72 | 73 | 57 |
| Advertisements | 10 | 12 | 7 | 9 | 8 | 14 |
| Scientific journals | 3 | 2 | 3 | 2 | 4 | 3 |
| Conferences/information meetings/training sessions | 3 | 1 | 2 | 3 | 5 | 4 |
| School education | 24 | 27 | 8 | 10 | 10 | 65 |
| University education | 38 | 45 | 17 | 19 | 22 | 87 |
| Radio / TV programmes | 8 | 9 | 8 | 8 | 9 | 7 |
| Leaflets | 6 | 7 | 5 | 6 | 6 | 5 |
| Posters/Billboards | 5 | 5 | 6 | 4 | 7 | 5 |

Source: Own elaboration.

Furthermore, students of social sciences attached relatively high importance to classical sources of knowledge. In this group of students, university education (87%) and school education (65%) were indicated significantly more than in other groups. News via social media was the primary information source for students in the natural (73%), medical (72%), and technical (55%) sciences. Internet articles and podcasts, on the other hand, were the main source of information for students in the humanistic sciences (88%).

The main social problems that could be solved by a social enterprise, according to students, were unemployment (34%) and poverty (25%). Unemployment was the primary social problem that could be solved by a social enterprise, according to students of social (45%) and humanistic (38%) sciences. It is important to note the considerable importance that students of humanistic and social sciences attached to the social problems of internally displaced persons (IDPs) and ATOs (Table 5).

Table 5. Social problems that, in the opinion of students, a social enterprise can solve (% of indications)

| Social problems | Total | Humanistic | Technical | Medical | Natural | Social |
|--|-------|------------|-----------|---------|---------|--------|
| Unemployment | 34 | 38 | 25 | 27 | 33 | 45 |
| Poverty | 25 | 32 | 19 | 20 | 24 | 30 |
| Gender inequality | 4 | 5 | 3 | 7 | 3 | 2 |
| Unavailability of social infrastructure | 3 | 3 | 5 | 3 | 2 | 2 |
| Homelessness | 12 | 9 | 19 | 7 | 10 | 15 |
| Violence against women | 7 | 9 | 5 | 5 | 7 | 10 |
| Social problems of ATO veterans | 12 | 16 | 7 | 8 | 10 | 20 |
| Social problems of internally displaced persons (IDPs) | 12 | 15 | 8 | 9 | 10 | 18 |
| Social problems of disabled persons | 10 | 8 | 10 | 10 | 7 | 15 |
| Other social problems | 8 | 8 | 12 | 10 | 3 | 5 |

Source: Own elaboration.

The hypothesis was that the area of science within which a particular field of study is conducted influences students' understanding of social entrepreneurship and its potential for solving social problems. The results of the study showed differences in awareness of social entrepreneurship between students in different fields of study. Each of the distinguished groups of students had its own, separate characteristics.

Students of the technical and medical sciences were characterised by a pessimistic assessment of their knowledge of social entrepreneurship. They drew their knowledge about this field almost exclusively from modern internet sources. Students in this field of science declared unemployment and poverty as the main social problems that social entrepreneurship can solve. In addition, students of technical science paid considerable attention to homelessness as a problem that can be solved by social enterprises.

Students of humanistic and natural sciences estimated their knowledge about social entrepreneurship to be rather low. They used modern sources of knowledge to a large extent, but they also appreciated the role of traditional sources such as university education. They declared unemployment and poverty as the main social problems that social entrepreneurship can solve.

Students of social science declared an average level of knowledge about social entrepreneurship. They used both modern sources of knowledge and traditional sources. It is important to note that for students in this field, the main source of knowledge about social entrepreneurship was education (both university and primary and secondary school), but they also paid considerable attention to modern internet resources. Students in this field of science declared unemployment and poverty as the main social problems that can be solved by social enterprises, but they also paid considerable attention to the social problems of ATO veterans and IDPs.

Conclusions

This study has demonstrated that the key elements of social entrepreneurship education in Poland and Ukraine consist of schools, universities, supporting centres for the social economy, NGOs, and accelerators.

Furthermore, the study has shown that educational institutions are implementing numerous teaching methods, including traditional lectures and seminars, case studies, business plan development, and study visits to successful social enterprises. It was found that social entrepreneurship is not currently a sufficiently developed activity in Ukraine. One of the reasons for this situation is the lack of sufficient knowledge about the nature of social entrepreneurship, its distinction from other forms of business, and its role in solving social problems and developing the regions.

The results of the study on students' awareness of social entrepreneurship demonstrated that students of various fields of study in Ukraine differ in their awareness of social entrepreneurship and its potential to solve social problems. In addition, traditional sources of knowledge about social entrepreneurship, such as university and school education, were shown to increase awareness about social entrepreneurship. Thus, students of social science, who considered their level of knowledge about social entrepreneurship to be good or very good, indicated university and school education as their main source of knowledge about social entrepreneurship. The pilot study revealed several patterns that require further testing in studies with larger sample sizes. It would also be interesting to conduct research with students from other countries, including countries from other cultural backgrounds.

While social entrepreneurship is gradually making its way into the education system in Ukraine, the concept is still relatively nascent. Education about social entrepreneurship at various educational levels in Ukraine should be informed by a systematic and interdisciplinary method. The modules in social entrepreneurship could be introduced in courses across different fields of study, thus inspiring graduates to use social entrepreneurship as a tool in their professional careers. All educational institutions should teach both the theory of social entrepreneurship and its application. Moreover, they should engage social entrepreneurs in the education process as mentors.

In closing, education about social entrepreneurship requires the support of the government. As long as governments retain control of education, they are a key partner in helping to shape an effective education system.

References

- Borzaga, C., Galera, G., Franchini, B., Chiomento, S., Nogales, R., and Carini, Ch., 2020, *Social Enterprises and Their Ecosystems in Europe: Comparative Synthesis Report*. Luxembourg: Publications Office of the European Union. Available at: <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8274&furtherPubs=yes> (accessed: 15.01.2023).
- Cadella, G. M., Hernández-Sánchez, B. R., Monteiro, A. A., and Sánchez-García, J. C., 2021, 'Social entrepreneurship research: Intellectual structures and future perspectives', *Sustainability*, 13, 7532. DOI: <https://doi.org/10.3390/su13147532>
- Defourny, J., 2001, 'From third sector to social enterprise', in: C. Borzaga (ed.), *The Emergence of Social Enterprise*, London: Routledge.
- Key Competences for Lifelong Learning*, 2019, Luxembourg: Publications Office of the European Union. Available at: <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en> (accessed: 15.02.2023).
- Licite-Kurbe, L., and Gintere, D., 2021, 'Analysis of financial support instruments for social enterprises in Latvia', *Rural Sustainability Research*, 45(340). DOI:10.2478/plua-2021-0009
- Liu, H., Kulturel-Konak, S., and Konak, A., 2021, 'Key elements and their roles in entrepreneurship education ecosystem: Comparative review and suggestions for sustainability', *Sustainability*, 13, 10648. DOI: <https://doi.org/10.3390/su131910648>
- Ministry of Education and Science of Ukraine, 2020, Curriculum of the Elective Course "Social School Entrepreneurship" for Pupils of 8 (9, 10, 11) Classes of General Secondary Education. Available at: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-facultativ/2020/11/12/Navchalna-programa-SSHP-FSYE-gryf2.pdf> (accessed: 15.02.2023).
- Nicholls, A., 2006, *Social Entrepreneurship: New Model of Sustainable Social Change*, New York: Oxford University Press.
- Palma, M., 2015, *Innowacyjne modele spółdzielni socjalnych. Model spółdzielni socjalnej dla osób z zaburzeniami ze spektrum autyzmu*, Poznań: Stowarzyszenie na rzecz Spółdzielni Socjalnych.
- Przedsiębiorczość społeczna. Współpraca zamiast rywalizacji. Program edukacyjny dla szkół podstawowych, 2019, Stowarzyszenia na rzecz Spółdzielni Socjalnych.
- Shahid, S. M., and Alarif, G., 2021, 'Social entrepreneurship education: A conceptual framework and review', *The International Journal of Management Education*, 19, 100533. DOI: <https://doi.org/10.1016/j.ijme.2021.100533>
- Social Enterprise Sector Snapshot Around the Baltic Sea: Stakeholders, Education, Impact Analysis*, 2015, available at: <https://kooperationen.dk/media/114998/social-enterprise-sector-snapshot-around-the-baltic-sea-stakeholders-education-impact-analysis.pdf> (accessed: 15.01.2023).
- Staneinda, J., Gądek, A., and Płonka, M., 2017, *Przedsiębiorczość społeczna: nauka, praktyka, edukacja*, Tarnów: Wydawnictwo i Drukarnia Diecezji Tarnowskiej „Biblos”.
- Ustawa z dnia 13 czerwca 2003 r. o zatrudnieniu socjalnym. Dz.U. 2003 nr 122 poz. 1143.
- Ustawa z dnia 24 kwietnia 2003 r. o działalności pożytku publicznego i o wolontariacie. Dz.U. 2003 nr 96 poz. 873.