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(eds.)

Developing
generic competences
outside the university classroom

This book aims to support those working with university students outside the formal context and willing to help students better develop any or all of the following seven generic competences – competences relevant for any higher education graduate regardless of the specialisation chosen:

- Communication
- Teamwork
- Leadership
- Conflict Transformation
- Intercultural Competence
- Social Entrepreneurship
- Project Development and Management

It also seeks to contribute to the valorisation of learning that happens in non-formal or informal contexts and to the adoption of transparent mechanisms for recognition of such learning. With this publication the DARE+ project sought to encourage universities to dare take a more "all-round" – comprehensive – approach in their implementation of student-centred higher education.

"The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

All chapters of the book have been peer reviewed.

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INTRODUCTION

What does student-centred higher education mean to you? At the level of the EU, some authors trace this idea back to the late 1960s, when in a number of European countries students made their voice heard asking for a revision of higher education systems (Nordal and Gehrke, 2014). Others date it to the overt inclusion of it in the EU agenda in the 2009 Leuven/Louvain-la-Neuve communiqué (EHEA, 2014). Still others believe that the notion "has been around for many years now" but that the implications of proclaiming student-centeredness as key to the higher education we want to have "are still not realised by many academics or, indeed, students" (McAleese et al., 2013, p. 40).

For the DARE+ project participants, to quote the Leuven/Louvain-la-Neuve communiqué (Conference of European Ministers Responsible for Higher Education, 2009, p. 1), student-centered higher education is about ensuring that the educational experience students receive during the years of their enrolment at a university can indeed help them "develop the competences they need in a changing labor market and … empower them to become active and responsible citizens." This means, in turn, that, similar to teachers – whose role has been reconsidered and is now seen as that of guiding and accompanying students in their learning journey – universities might need to make a definitive step sideward and cease to defend formal education as the only form of education they recognise in terms of credits and diplomas. If students are in the centre and are considered as

whole persons, and if the development of competences – especially generic or transversal ones – requires first-hand experience normally outside the classroom, then non-formal and informal educational scenarios can no more be neglected or considered less valuable than the formal – classroom-centred one.

It is from this student-centred life-wide learning perspective that this book was conceived and has to be read. To be more precise, the present publication is one of the outcomes of the Developing All-Round Education (DARE+) European project. Funded by the European Commission and coordinated by the University of Granada (Spain), DARE+ brought together:

- seven universities (in alphabetical order): Trinity College Dublin (Ireland), University of Deusto (Spain), University of Granada (Spain), University of Groningen (the Netherlands), University of Padova (Italy) and Uppsala University (Sweden);
- Education for an Interdependent World (EDIW), an international non-profit association, whose "mission is to empower young people in Higher Education"; and
- the Coimbra Group of Universities.

During two years (2014-2016), the nine partners explored how university students could better develop a number of generic competences thanks to complementing formal learning with structured competence acquisition experiences outside the classroom. To cite the project proposal document, the DARE+ project sought "to rethink – in terms of opportunities for developing generic competences – various activities and initiatives that university students can get involved in during their free time". Through analyzing what (aspects of what) generic competences can be developed in such non- & informal ways, the project hoped to:

1. give greater value to the learning that occurs outside the classroom and contribute towards recognition of competences developed in non-formal context;

2. propose means to further improve the existing initiatives in order to make full use of the possibilities for developing competences these initiatives offer;
3. help students become conscious of the competences they develop thanks to participating in such initiatives;
4. help educators (and other stakeholders) learn about initiatives already implemented elsewhere and build on others' experience.

The present publication records some of the outcomes of this search. The envisaged target audience for this book comprises three broad categories of readers:

1. Educators who work with students on campus, in the halls of residences or elsewhere;
2. Governmental and non-governmental organizations who work with youth and are interested in helping young people develop generic competences and recognize generic competences developed outside the university classroom; and
3. University authorities and policymakers.

Before explaining in more detail what exactly this book can offer to the different stakeholders interested in supporting generic competence development outside the university classroom, the notions and terms key to the DARE+ activities will be clarified.

KEY NOTIONS

First of all, the notion of **generic competences**, as defined by Tuning, was at the heart of the project. Tuning defines a competence as "a dynamic combination of knowledge, understanding, skills and abilities" (Tuning, n.d.) and generic competences as those that are considered relevant for all higher education graduates, regardless of the specialisation they have

chosen. Also referred to as transversal (Chapman & O'Neil, 2010, p. 110), such competences are key for any person to be successful and lead a rewarding life both as an individual living in a society and as a professional (Fung, Lee & Wong, 2007; Villa Sánchez & Poblete Ruiz, 2008, p. 11)

The competences focussed on by the DARE+ project and featured in the present publication can illustrate this idea very clearly:

1. ***Communication*** is essential for any effective interaction; nothing can be done if persons are unable to communicate with one another appropriately.
2. ***Teamwork and leadership*** are the competences that permit us to actually work together, interact in a constructive way, achieve common goals and move forward as a society.
3. ***Conflict transformation*** allows individuals to evolve and reach higher levels of cooperation, instead of getting blocked and being unable to advance together.
4. ***Intercultural competence*** becomes increasingly relevant due to an ever increasing heterogeneity of our societies and work environments.
5. ***Social entrepreneurship project development and management competences*** help to make full use of individuals' and teams' creative potential and introduce real improvements into the world around us.

Even with such succinct descriptions, it is hardly possible to question the importance of these competences for today's young people. The generic competences selected appear indeed key for university graduates "to succeed in their post-university lives" (Chapman & O'Neil, 2010, p. 105). As with all the generic competences, these competences feed into each other and depend on each other to a certain extent. Nonetheless, each of them deserves special focussed attention if we want graduates to become pro-active and responsible members of today's and tomorrow's world.

Secondly, the trichotomy of **formal, non-formal and informal learning** and the associated notion of **life-wide learning** defined the approach adopted by the project and are reflected in the present publication. A major aim of the DARE+ project was to contribute to the valorization of non-formal learning and to draw universities' attention to the importance of non-formal learning for a holistic competence development.

Formal learning is planned, has clearly formulated aims, and is normally fixed in time and space; this is traditional university learning. Informal learning is accidental and the learner is normally not conscious of it. Non-formal learning is intentional and structured, although less that the formal learning. It is more flexible, allows for less clearly defined goals to be pursued and does not expect the different participants to achieve exactly the same results. Non-formal learning is, by definition, experiential; the learner plays a much more active role in it (than usually in the formal learning) and is encouraged to become conscious of and (at least co-)responsible for own learning (Nomikou, 2012).

The notion of life-wide learning helps to remember that not only formal learning is worth the attention of those involved in higher education, especially if non-formal learning might indeed be the best means to develop competences (Nomikou, 2012, p. 8). The life-wide learning approach highlights the fact that learning can happen anywhere and at any time; that it can be intentional or unintentional, but that the results are equally valid. What counts in real life is that graduates leave the university with the competences developed and not whether these have been developed in the classroom or outside it.

Higher education institutions are, however, ultimately responsible for doing their best to help graduates develop the required competences and become autonomous lifelong learners. Universities have the capacity to coordinate and relate the different types of learning, situate the outcomes of all the students' learning in a common framework and recognize all the outcomes. This means – among other things – that universities

who want to adopt a truly student-centred approach might want, and even need, to become pro-active in promoting and bringing together all types of learning. It would be a mistake to disregard the potential of non-formal education and of the combination of formal and non-formal learning for generic competence development (cf. Singh, 2005, p. 28).

This is not a new idea (Lifewide Education Community, n.d.), but for the life-wide curriculum to become a world-wide reality, the already existing practices need to be reflected upon and actively shared on an international level. The present publication, at its own modest scale, hopes to contribute to this important discussion.

WHAT WILL YOU FIND INSIDE THIS PUBLICATION?

The publication consists of two parts and a concluding section.

Part 1 presents a selection of good practices shared by the DARE+ consortium institutions as examples of initiatives that can help university students further develop some of the seven generic competences outside the classroom. The nine chapters of Part 1 form three blocks: chapters 1-4 feature initiatives that can be adopted by any academic interested in enriching his/her students' learning experience; chapters 5-8 show what can be done in the context of the dormitory or the halls of residence, i.e. when students share a living space; chapter 9 describes a practice of supporting competence development in general (rather than the development of particular competences).

Each chapter showcases a particular existing practice, reflects on the lessons learned by those who have been in charge and comments on the transferability of the initiative discussed. These contributions are practice-based and, as is often the case with generic competences, are not necessarily associated with one target competence only. If you are interested in a particular (combination of) competence(s) Table 1 below can help you identify the most relevant practices.

Competence	Chapter								
	1	2	3	4	5	6	7	8	9
Communication	X	X	X	X		X		X	X
Teamwork	X	X				X	X	X	X
Leadership	X	X		X		X	X	X	X
Intercultural Competence			X				X	X	X
Conflict Transformation						X			
Project Development and Management	X		X				X	X	X
Social Entrepreneurship	X		X				X	X	X

Table 1. Competences promoted by good practices described

As for the types of good practices described and the order of the Part 1 chapters, the following can be said:

Chapter 1 presents a 16-hour workshop on social entrepreneurship – a very compact initiative, easily transferable to any formal or non-formal, on-campus or off-campus context. All the workshop components are described in detail. Students attending such a workshop can also be asked to act as "multiplier agents", re-creating the workshop with peers later on.

Chapter 2 discusses a computer simulation which is used in extra-curricular time to give students leadership experience that they cannot acquire in the classroom. Thus, although linked to a formal course, the practice described permits the connection of formal, non-formal and informal learning.

Chapter 3 shares an experience of a research internship-type activity, which happens outside the classroom and is focused on helping students discover cultural diversity around them. Given a concrete task and directed towards persons who are culturally different from them, young people establish their first intentional contacts with persons whom they might not dare to speak to otherwise or of whose existence they might not even be fully aware.

Chapter 4 analyses how participation in student union activities and being the class representative can help develop a number of generic competences. The learning and competence

development in question are informal, while the structure or the contexts which promote and permit such learning are formal.

At first sight, these four practices might seem hardly distinguishable from "normal" formal educational practices. However, in each case the learning stimulated is either non-formal, informal or of multiple types. Such complementarity requires increasingly more sophisticated structural or contextual provisions, but in all four cases the settings or conditions described exist or can be put in place at any contemporary university.

As already indicated above, the second block, which comprises chapters 5-8, brings together good practices that come from the context of the halls of residences. The element of sharing together a living space is key to them all and it is this living together and the resulting different challenges and opportunities that constitute unique features of the four practices.

Chapter 5 narrates how a real conflict that prevented peaceful co-existence was turned into a learning opportunity. It also suggests that since the conflict addressed is a recurrent one, the learning that can be associated with resolving such a conflict is not a one-off episode either. At a more general level, what this chapter shows is that students can develop various generic competences while at the same time resolving existing challenges and improving the conditions of living together.

Chapter 6 focuses on creating an opportunity for competence development through setting up a council (somewhat similar to the students' representative system but for the halls of residence). Again, the quality of life improves since the halls of residence become a community instead of being no more than premises, while students who participate in the council have increased opportunities for developing generic competences.

Chapters 7 and 8 describe the functioning of two very special halls of residences – the Galilean School of the University of Padova (chapter 7) and the Nations at the Uppsala University (chapter 8). In the case of the Galilean School the halls of residence have been converted into a learning community, while the Nations' culture is that of students continuously conceiving of and implementing pro-

jects for other students, which is made possible thanks to the support system maintained by the university authorities.

Chapter 9 closes Part 1. Quite different from the other practices, it shows how the development of any competence can be sustained through helping students become conscious of and connect all the learning that they are involved in during the years of their university studies. Students compile a log and a portfolio in order to reflect on and verbalize the outcomes of the informal, non-formal and formal learning, both for their own developmental purposes and in order to be capable of speaking about the competences developed to a potential employer or in a similar situation.

Part 2 chapters discuss each of the seven generic competences in more detail: the importance of each selected competence is explained, the competence is defined, and its building blocks are outlined. The rubrics developed by the DARE+ project for each of the competences are included in respective chapters and more recommendations on what can be done to help students develop the competence in question are given. The ordering of the chapters in Part 2 follows the sequence in which the competences were addressed in the project activities: communication, teamwork and leadership (year 1 of the project); conflict resolution, intercultural competence, social entrepreneurship and project competence (year 2 of the project).

The concluding section contains a brief reflection on recognition of competences developed outside the classroom and an afterword, which draws the readers' attention to some of the challenges faced by the world today and suggests that competence development and recognition might form part of the answers our societies need so urgently.

A NOTE ON THE FORMATS OF THE PUBLICATION

The present publication exists in two formats: on paper and as an electronic document. The electronic version is available on

the project website[1] and can be consulted and/or downloaded free of charge. You can also download a particular Part 1 or Part 2 text. The competence tables included in the chapters of Part 2 can be downloaded as separate PDF files, printed out and photocopied for non-for-profit educational purposes.[2]

On behalf of all the DARE+ participants,

Maria Yarosh and
Pablo Beneitone

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PART I

A WORKSHOP IN SOCIAL ENTREPRENEURSHIP: ENTREPRENEURS TO CHANGE THE WORLD

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(Education for an Interdependent World (EDIW))

EDIW - Education for an Interdependent World - has carried out a workshop with the title of "Social Entrepreneurship; Entrepreneurs to Change the World", which took place in a summer seminar in the city of Madrid, Spain, with university students from 7 countries, belonging to 3 continents. The main competence developed was Social Entrepreneurship, though — as we explain later — this is a complex competence which implies the previous development of other basic competences, such as communication, leadership, creativity, teamwork and project development.

The workshop consisted of 16 hours of activity. The objective is to continue developing this competence with their peer colleges in their local settings as a part of the local implementation activities, within the framework of the European project DARE+ (Developing All-Round Education), of the Erasmus+ program.

Description of the activity

A group of 8 students participated in the workshop, which consisted of 4 sessions with a total of 16 hours. The first sessions were about the meaning of entrepreneurship, and its similarities to and differences from Social Entrepreneurship, followed by the characteristics of ocial entrepreneurs, as well as the attitudes and competences to be developed. A number of examples and best practices illustrated the theory.

THE OBJECTIVES OF THIS WORKSHOP WERE

1. To learn what entrepreneurship is, along with Social Entrepreneurship and the characteristics of a social entrepreneur.
2. To visualize oneself in the role of an entrepreneur, being aware of the personal capacities and potential for it.
3. To learn different techniques for the generation of ideas and development of creativity.
4. To learn important elements for the design of a social entrepreneurial project and business models.
5. To awaken curiosity about social entrepreneurship and the development of competences.
6. To provoke and motivate consideration of the importance of training and formation in the entrepreneurial spirit, in order to be aware of the needs of own context, and to be able to offer innovative qualitative proposals for change as committed citizens.

The sequence of the workshop shows a progressive acquaintance of the trainee with the topic, at the personal and group level. The activities in the first day are directed towards explaining and describing the topic and the competences required to be a social entrepreneur. Afterwards, and through the projection of 3 Youtube videos, the trainee first will get in touch with her/his personal foes and fears as well as his/her own qualities and potential to develop self-confidence and initiative (Youtube: (a) Dare to change), then a short video will make him/her reflect on the capacities of a social entrepreneur (Youtube: (b)What is a Social Entrepreneur), and finally the motivating Kliksberg Report explaining and showing models of social entrepreneurs throughout the world, will underline the idea that social entrepreneurs can change the world. After the session of input comes the moment of the "Activities", where the trainee will look at himself/herself to reflect and test how much his/her personality has developed those features of social entrepreneurship, and how much he/

Sequence of topics in the workshop:

Day 1 - 6 hours	Day 2 - 6 hours	Day 3 - 6 hours	Day 4 - 5 hours
• **What is entrepreneurship?** • What is Social Entrepreneurship? • Competences of a Social entrepreneur **Youtube videos:** • Dare to Change (a) • What is a social entrepreneur?(b) • Kliksberg Report: Social entrepreneurs.(c) **Activities:** • Discover the route of your destiny. • Test of the entrepreneur.(d) **Sharing & Debate**	**Creative thinking.** • Characteristics of creative persons • How to generate ideas. **Youtube videos:** • The cavemen.(e) • Motivation: Dare to Imagine.(f) • Parable of the aqueduct.(g) **Activities:** • Creativity drills • Brainstorming Sharing & Debate	**How to make a social entrepreneurial project?** 10 ideas of social entrepreneurial projects.(h) Models of SE projects. (i) Basic guidelines Design of a project. (personal or in group)	**Debate and selection of projects.** Presentation of projects. Sharing & Debate Evaluation of the Workshop

she has to work on it. The first day finishes with a sharing and debate of the outcomes and learnt lessons along the day.

The second day of the Workshop works on the topic of Creative Thinking and Generation of Ideas, for which two power-point presentations are proposed to explain the features of a creative person, and how to generate ideas. Three Youtube videos will help in the motivation and reflection about the importance of thinking; even though some people may not understand or may even discourage the individual, as seen in The Cavemen (e). In Dare to Imagine (f) different scientists and thinkers will remind us the importance of creativity, connectivity and the unlimited possibilities of creation and connection throughout the world. Afterwards, the parable of the Aqueduct shows two different attitudes to solving the same problem: the creative proactive attitude, and the passive, unassertive one. The second day finishes with some drills to practice creativity

and brainstorming, followed by a sharing and debate session about the lessons learnt along the day.

On the third day, trainees will learn how to make a Social Entrepreneurship Project, after learning about concrete SE projects (10 Ideas of SE Projects(I)) and Models of Project Designs. Trainees will get basic guidelines and they will have to put their knowledge into practice, designing a SE project. This activity can be carried out personally or in a group, preferably, depending on the characteristics of the group of trainees. It is important at this point, to give the group time enough to think, create and develop their ideas into a project.

The last day of the Workshop is the time for the new social entrepreneurs to present their project design to the group, with each presentation followed by a session of questions, clarifications and suggestions by the group. According to the real possibilities of the group, one project can be selected for further elaboration and implementation.

The last moments — half an hour maybe — of the workshop are dedicated to an exercise of critical and proactive thinking by doing an evaluation of it, by writing and, if time allows, by orally sharing as well, in order to help the trainees to reflect on their learning, and to help the trainers to evaluate their performance and the validity of the methodology and resources used throughout the workshop, to enrich and improve future sessions.

The Methodology

The methodology used throughout the workshop was participative and interactive. It was the method of non-formal education and it was achieved through role playing, power point presentations, interactive games, team building activities and debates. The sessions started with a theoretical introduction about the different topics, followed by practical study cases, and in the last part, the participants created

their own critical proposals of activities and projects, working on a personal level as well as in a team. The proportion of time allocated to each one of these three parts was of a total of 33% to each, considering that the first day was mostly dedicated to theory and the last day was more dedicated to creativity and practice.

According to the competence levels agreed by the team of this project, this activity can be adjusted to different levels, according to the knowledge or experience of the participants.

Results

At the end of the workshop, participants had the opportunity to develop a plan for a social enterprise which they can use later as platform for organizing one within their groups or organization.

As a result of the workshop, the young participants have developed new skills in the field of social entrepreneurship and reach better understanding of social problems. They have deepened the sense of entrepreneurship and responsibility of their work among their target groups. Due to this improvement and their professional knowledge of their work they will be more attractive and more influential in their community, and thus they will bring more attention to concerning social issues and engage more people in their work.

Assessment of the development of the competence through the workshop was not done, but we consider that the tools of assessment must focus on the entire process of analysis and decision-making, and not only on the solution adopted.

What can we do to change the world?

Towards the end of the workshop the students envisioned and designed their own projects according to their present or

future profession, their own sensibility and the needs of their geographical context. Following is the list of participants and their projects of Social Entrepreneurship, created and developed along the sessions:

Giuseppe, from Florence, Italy. Student of Economics: restoring and utilizing old abandoned municipal buildings in the city of Florence, to house immigrants and refugees.

Alicia, from Zaragoza, Spain. Student of Management: Opening an evening-school for children and teenagers with learning problems to avoid drop-out.

Cristina, from Malabo, Guinea Equatorial, Student of Education: creating a park for sports and a leisure area with organized activities for youngsters at risk of drug consumption and social exclusion, in the city of Malabo.

Yolanda, from Granada, Spain. Student of Physics: to create a team of advanced university students from the areas of Physics and Chemistry, to explain these subjects in a didactic and an attractive way to the younger students in schools and colleges.

Marta, from Granada, Spain, Student of Nursing: Creating young life for an old-age home built next to a kindergarten: creative interaction between generations.

Alvaro, from Madrid, Spain. Student of Business and Management: Giving life to a small and old-age populated town at the foot of the Sierra Nevada Mountains, in Granada

Marie, from Paris, France. Student of French Literature: Recycling of obsolete books and photocopied books, in the university, to promote solidarity with students who can't afford books, notebooks and stationary material for the classes.

Yamir, from Mumbai, India. Student of Education: Teaching evening-classes for children in the biggest slum of Mumbai, to promote literacy and avoid drop-out.

We know a few of them are already making real their projects, and others continue to dream the day to be able to offer their solution to build a better world.

Background Theories

1. *Why do we want to create social entrepreneurs?*

We want to create social entrepreneurs because social entrepreneurs are the ones who are advancing systemic solutions to major social problems. (www.muhammadyunus.org)

We want to provide examples of ordinary people who formed organizations centered on making a difference. (www.toms.com)

We want to call attention to the role of a particular type of actor who propels social change. (www.teachforamerica.org)

The stories of these social entrepreneurs will inspire and encourage people who seek to build a better world. (www.ashoka.org)

Human progress has always been led by visionary individuals who seek a better future and dedicate their lives to realizing that promise. These social entrepreneurs tackle some of the world's toughest challenges with grit and determination. Social entrepreneurs can change the world! (www.skoll.org)

2. *Social Entrepreneurship Competence*

We consider Social Entrepreneurship as a Systemic Generic Competence, as it supposes the three categories of: organization, enterprise and leadership. It is also a complex competence in the sense that it requires the previous acquisition and development of other basic competences such as self-motivation, communication, conflict management, teamwork, adaptability, creativity, analytical and critical thinking, decision-making, and project management, among others.

To develop the competence of Social Entrepreneurship is especially meaningful at this moment, as it is said that the current economic model has failed and in responsegovernments would increasingly have to look for a more sustainable model, both socially and environmentally balanced. New challenges and organizations are appearing under nonclassical conceptions of

doing business, dealing not only with economic activity, but also an intense social activity, and the University must meet its responsibility in these new opportunities.

From in-depth studies of social innovators, we have identified seven important competencies that are essential for a successful entrepreneur(1)(2):

1. Leadership. These people take initiative and action to solve problems (rather than complaining about what's wrong).
2. Optimism. These people are confident that they can achieve a bold vision, even when many other people doubt them. They have a strong sense of self-efficacy and a belief that they have control to change their circumstances.
3. Grit. This is a combination of perseverance, passion, and hard work—the relentless drive to achieve goals, complete commitment to achieving their task.
4. Resilience in the face of adversities, obstacles, challenges, and failures. When things fall apart, these people rise to the occasion. They see failures as valuable feedback.
5. Creativity and innovation. These people see new possibilities and think in unconventional ways. They see connections and patterns where few other people would imagine.
6. Empathy. These people are able to put themselves in the shoes of others, and imagine perspectives other than their own; this is one of the most valuable qualities for understanding the needs of others whom they serve.
7. Emotional and social intelligence. These people are excellent at connecting with others and building strong relationships.

The important thing to note here is that each one of these qualities is something that people can develop with practice. There is a tremendous amount of scientific evidence that people can grow in each of these capacities.

For a long time, people thought that these traits were fixed. You either had them or you didn't. There were some people who were born creative, and others who would never have an ounce of creative inspiration. There were some people who were naturally optimistic, and others who just were naturally pessimistic. People couldn't change.

But now we believe and know that people can develop these competencies. Just in the same way that college students can learn a foreign language, so too can they learn the key skills for being great social entrepreneurs and innovators—becoming proficient, or even "fluent," in these core competencies.(3)

College students often have passion and energy and a desire to make a difference, but they frequently have no idea what they want to choose as a career, or what they want for their future, let alone what "big, hairy, audacious goals" they have for changing the world.

Our goal through this workshop and through other activities in this line is to help spread the need for young entrepreneurs across the world: to help train the next generation of social entrepreneurs, innovators, and problem solvers for the 21st century.

3. *How we understand Social Entrepreneurship*

Social Entrepreneurship is the process of pursuing innovative solutions to social problems. More specifically, social entrepreneurs adopt a mission to create and sustain social value. They draw upon appropriate thinking in both the business and nonprofit worlds and operate in a variety of organizations: large and small, new and old, religious and secular; nonprofit, for-profit, and hybrid.

Business entrepreneurs typically measure performance in profit and return, but social entrepreneurs also take into account a positive return to society.

Social entrepreneurship typically furthers broad social, cultural, and environmental goals and is commonly associated with the voluntary and nonprofit sectors.

Social entrepreneurship in modern society offers an altruistic form of entrepreneurship that focuses on the benefits that society may reap.
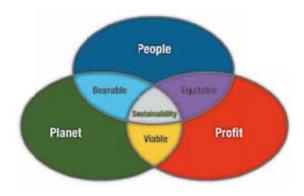
Simply put, entrepreneurship becomes a social endeavor when it transforms social capital in a way that affects society positively. It is viewed as advantageous because the success of social entrepreneurship depends on many factors related to social impact that traditional corporate businesses do not prioritize.

Social entrepreneurs recognize immediate social problems, but also seek to understand the broader context of an issue that crosses disciplines, fields, and theories.

Social Entrepreneurship is the process that creates change, both economic and social, through leadership and the application of business practices while maintaining the focus on the organization's mission. In developing countries, social entrepreneurship focuses on creating income opportunities for many people held in the grips of poverty. Within developed nations, social entrepreneurship helps non-profit organizations explore income generating businesses that focus on the double bottom line of both the financial and social returns on their investment (3).

Social Entrepreneurship initiatives are usually introduced and led by the social entrepreneur. These individuals will champion the project usually taking a holistic approach to the problem. They identify the sources that prevent change within the society. These areas sometimes relate to the basic welfare of the populations such as food, clothing, and shelter. However, they can take a community approach in areas like education, clean water, basic medical need, or major global concerns of global warming and the environment. Sometimes new innovations are created to help address a critical need. Social Entrepreneurs will use business skills to commercialize the product, in much the same manner as any other inventor. The difference is, they look for sustainability, and not for maximum return on investment. They might create new and interesting alliances with for-profit companies, Non-Governmental Organizations, and/or Non-profit Organizations.

In this drawing, the Triple Bottom Line, we can see how those factors converge and are intercrossed:

Triple Bottom Line (abbreviated as **TBL** or **3BL**) is an accounting framework with three parts: social, environmental and financial. These three divisions are also called the three Ps: people, planet and profit, or the "three pillars of sustainability". The term was coined by John Elkington in 1994(4).

The concept of TBL demands that a company's responsibility lies with stakeholders rather than shareholders. In this case, "stakeholders" refers to anyone who is influenced, either directly or indirectly, by the actions of the firm. According to the stakeholder theory, the business entity should be used as a vehicle for coordinating stakeholder interests, instead of maximizing shareholder (owner) profit. The TBL can provide a powerful shift in an entrepreneur's philosophy and business development.

The TBL represents an increased awareness and acknowledgement that making a living does not have to be at the expense of the human condition or the environment. We can earn, survive and thrive and support the well-being of people

and the planet at the same time without one suffering for the sake of another.

People (social capital): The "people" of the Triple Bottom Line refers to the impact that a business has on people within the business (employees) and people outside of the business (the community). Your business practices should address the well-being of and benefit to the people for which the business operates. All stakeholder interests are interdependent via fair wages, fair-trade practices, safe work environments, retention rates, ethical standards, local sourcing, local participation, local charitable contributions and contributions to community living standards.

Planet (natural capital): refers to environmental protection. You don't have to be a "green" business to practice good environmental management. Entrepreneurs can enhance the natural order and minimize their environmental impact in a wide variety of ways that are not only cost-effective, but easy to implement and adopt. From small efforts like: managing energy consumption, employing eco-friendly materials, 'recycling, reducing, and reusing', the use of post-consumer materials, managing water consumption, and minimizing the amount of waste to more substantial efforts like: reducing waste from packaging and determining the true environmental cost of manufacturing from harvesting raw materials to disposal by the end user, entrepreneurs can make a difference and influence their supply chain to do the same. Compromise can often be found somewhere in the middle with some creativity.

Profit (capital): refers to the real economic value created by your business and enjoyed by the host society. It is your income and expenditures, taxes, business climate factors, employment and business diversity factors, as well as the economic impact your business has on society. It is not just about the *internal* profit made by a company.

Every step taken to incorporate a shift towards the TBL is a small contribution towards a better place in which we all benefit.

4. *Characteristics of a Social Entrepreneur*

Throughout the workshop, the students had to test themselves as entrepreneurs, remarking on some crucial features or characteristics of a Social Entrepreneur, such as:

1- Trying to shrug off the constraints of ideology or discipline
2- Identifying and applying practical solutions to social problems, combining innovation, resourcefulness, and opportunity
3- Innovating by finding a new product, a new service, or a new approach to a social problem
4- Focusing — first and foremost — on social value creation and, in that spirit, being willing to share their innovations and insights for others to replicate
5- Jumping in before ensuring they are fully resourced
6- Having an unwavering belief in everyone's innate capacity, often regardless of education, to contribute meaningfully to economic and social development
7- Showing a dogged determination that pushes them to take risks that others wouldn't dare
8- Balacing their passion for change with a zeal to measure and monitor their impact
9- Having a great deal to teach change-makers in other sectors
10- Displaying a healthy impatience
11- Beinghighly innovative: out-of-the-box, creative thinking, they're always searching for new ways of doing things.
12- Being persistent. They keep trying until it works. And, they never let road blocks, obstacles, or naysayers deter them.
13- Having found a cause that inspires them, and in which they believe in what they're doing. They are passionate about their cause.
14- Having boundless energy.

15-   Being exceptionally collaborative. In every case, these
       social innovators are masters of seeking out partnerships
       that support the work they're doing, help spread the
       work, and make it sustainable.
16-   Having a positive vision of the future. No matter how
       daunting the social problem is, they see the possibility
       and the potential for change and are hopeful and opti-
       mistic about the future.

Or in other words, it can be said that social entrepreneurs
are resourceful, creative, visionary, independent thinkers, in-
novators, tireless workers, optimistic, risk-takers, team-workers
and leaders.

Transferability

We consider that this experience of the workshop is eas-
ily applicable, and it is possible to transfer this process and
methodology into different contexts, as well as to adjust and
adapt the length of the workshop/activity.

In this adaptability to contexts and duration of time, a
few elements cannot be forgotten, and we can say they must
be kept: **1)-*Theoretical framework of the competence- study
cases- creative elaboration of concrete projects of SE.*** The
proportion of time allocated to each one of these parts as well
as its sequence will vary depending on the background of the
group, and the knowledge-practice-experience of the participants
about the topic. **2)- *Teamwork*.** It is important to organize this
workshop in a group with a minimum of 4 or 5 persons, as
the experience of sharing and exchange of ideas from different
perspectives and backgrounds is extremely useful in the design
and viability of the projects, even if the participants belong
to different countries, cultures and idiosyncrasies. **3)- *Quality
time for generation of ideas and creativity***, at the personal
level, and at the group level. To foster this space is very much

required for encouraging the capacity of thinking, analyzing, discovering and inventing possibilities. **4)- *Adaptability of the trainer to the situation and needs of the trainees***. In spite of the planning of time and activities for the workshop, we consider very important the personal follow-up with each participant from the starting point of each personal situation, understanding, experience, etc. This will surely guarantee the success of the activity.

We think that a specific feature of the context in which this experience took place, is the intercultural precedence of the participants, as well as their different areas of knowledge and backgrounds, which enriched their minds, possibilities and sharing.

Notes

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(b) www.youtube.com/watch?v=1ecKK3S8DOE
(c.) www.youtube.com/watch?v=eqPQBI8_9zs
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