

SOCIAL ENTREPRENEURSHIP DEVELOPMENT TRENDS AND PROBLEMS OF SOCIAL ENTERPRISE TRAINING

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Abstract. The worldwide financial improvement pattern is to build state and corporate social duty and to create common society foundations. Social duty underlies the improvement of social business enterprise and socially arranged non-benefit associations, whose exercises are specifically identified with meeting distinctive social needs running from instructive administrations to magnanimous help. In any case, two different ways are being examined to take care of this issue. Right off the bat, the applied meaning of the properties of social business enterprise and socially situated non-benefit associations so as to shape successful systems of state control and money related help in this circle. Also, usage of preparing and retraining of staff who comprehend the particulars of enterprising movement in the social circle and can consider present day requests and necessities for this monetary area, and know about the cutting edge prerequisites for the practicality of the state social capacities. In such manner, the article breaks down the phases of social enterprise hypothesis improvement and various issues identified with staff preparing and retraining programs for social business and socially situated non-benefit associations.

Keywords: social entrepreneurship, social enterprise, socially oriented non-profit organizations, social innovations, business schools, educational programs, academic disciplines.

1. Introduction

The global trend reflecting one of the modern directions in implementing social functions of the state is an expansion of social entrepreneurship through the active involvement of businesses to ensure social transformations and non-governmental organisations to implement social policy and to provide public social services.

The necessary step towards institutionalizing social entrepreneurship and developing an effective mechanism for its state support is identifying substantive and functional components of social entrepreneurship which allow defining its exact boundaries and training specialists for this sphere (Kutuev et al., 2017).

When assessing the phenomena of social entrepreneurship, it is necessary to pay attention to its role as a catalyst of social transformations, the ability to simultaneously achieve social and economic benefits and the possibility of replicating experience within the global community. The goal of social entrepreneurship is determined by the social problem which is transformed into a social mission and stipulates the formation of social values (social benefits). Social entrepreneurship seeks to innovative solutions and financial sustainability to solve social problems.

On the other hand, social entrepreneurship is implemented through the activities of hybrid (mixed) organisations that have characteristics of various economic sectors (non-profit, public, commercial). Therefore, when developing and implementing staff training and retraining programs for social entrepreneurship, there are different approaches to the definition of goals and the structure of the studied disciplines and organization of training.

2. Literature Review

2.1. Analysis of trends in the social entrepreneurship concepts development in the XX-XXI centuries

Public funding of the social sphere dominated in the European countries in the mid-20th century, which did not prevent, however, the development of private non-profit initiatives. The crisis of the 1980s forced most countries to reconsider their social policies and begin a gradual transition from the model of the welfare state to a social partnership model in which organizational and financial responsibility for the functioning and development of the social sphere was transferred from the public sector to the private one. Therefore, there was decentralization of social services taken on by professional associations and private initiatives.

At the first stages of its development (second half of the 20th century – the mid-1990s), it was only about the concept of "social enterprise," which was interpreted in two completely different fields of science as:

- a "social phenomenon, process, function" of human life activity, for example, engineering, communication (ability to speak), scientific communication (Kukla, 1984; Fraser, 1978; Robbins, 1973)
- a socially oriented human activity or organization, social institutions (Hunt, 1949; Dholakia & Dholakia, 1975), which became the prototype of the modern interpretation.

The question of finding the economic-organizational form was the key. It is essential to single out three main practical directions in which the idea of social entrepreneurship was formed:

1. social enterprises as cooperative forms of citizens at the micro (cooperatives), meso (local communities) and macro levels (national professional associations)
2. financing non-profit activities, in particular, charity. For example, a social enterprise appeared to be an effective progressive financial instrument that women had to resort to in maintaining their charitable activities since they were on a tight budget (Sundar, 1996).
3. an interpretation of a social enterprise as a socially oriented organization, which acquires the characteristics of a commercial enterprise in order to be highly effective in achieving social goals.

In the late 1990s, in the academic and expert community, there were more and more fears that the forced commercialization of non-profit organisations might discredit the social mission. Therefore those organisations had to carefully consider their strategies for organizing social entrepreneurship (Dees, 1998). Since the 2000s the amount of research into social entrepreneurship has been growing. The intersectional position of the organizational form of a social enterprise and its activity based on a combination of practical commercial and non-profit mechanisms became the main prerequisite for its multifaceted conceptual development. EMES researchers Nissans and Defurny (2010) attempted to summarize the social entrepreneurship experience of continents and analyzed the similarities and differences of a conceptual nature. According to the results of their analysis, the authors identified three main conceptual directions in the development of scientific knowledge about social entrepreneurship:

- a school that develops the idea of social enterprise as a source of income for a non-profit organization (the 'earned income' school of thought)
- a school of social innovation (the 'social innovation' school of thought)
- a school, headed by the International Research Organization EMES (the EMES Approach of Social Enterprise).

Analyzing the definitions of the notion "social enterprise", formulated by a number of scientists differently indicating the proportion of the social component of a social enterprise (Massarsky, 2006; Skloot, 1983; Skloot, 1987; Crimmings and Kiel, 1983.), Defourny and Nyssens proposed to single out the interpretation of the early school period called "commercial non-profit organization", whose main idea is the commercial activity of non-profit organization, and the wider interpretation that is called "socially oriented commercial enterprise", which is understood as the combination of various commercial initiatives. The second direction was designated earlier by Dees and Anderson (2006) as the "scientific school of social innovation." Here social entrepreneurs are treated as those who bring changes to the world in at least one of the six areas: new types of services, higher quality services, new methods of production, new conditions of production, new forms of organizations and a new target group. Although many social entrepreneurs' initiatives lead to the creation of non-profit organizations, a number of works, however, emphasize the existence of various possible forms and mechanisms for a social entrepreneur, even only within the commercial sector itself. This direction is considered as the broadest interpretation of social entrepreneurship (Defourny, Nyssens, 2010: 41-42). The third direction is represented by the work of the EMES research centres, which have developed a set of criteria according to which the organization of any of the 15 EU member states can be attributed to a social enterprise. These criteria subsequently formed the basis of the concept of EMES social entrepreneurship. However, according to the authors, the criteria should not be considered as prescribed requirements for the social enterprise; instead, they should form a kind of "ideal," a compass, i.e., an abstract construction that allows researchers to navigate the "galaxy" of social enterprises (Table 1).

Table 1: Defining a social enterprise based on the EMES approach

Activity	Criteria
Commercial	<ol style="list-style-type: none"> 1. Continuous production of goods and/or services 2. High degree of autonomy 3. Significant level of the economic risk 4. Minimum amount of work for a fee
Social	<ol style="list-style-type: none"> 1. A clear goal to be of much benefit to society 2. Initiative taken by a group of citizens 3. The decision-making process is not related to equity in the capital. 4. The principle of engagement, which encompasses various parties, one way or another connected with the activity 5. Restrictions on the distribution of profits

Source: Defourny, J., Nyssens, M. 2010. Conceptions of social enterprise and social entrepreneurship in Europe and the United States: Convergences and divergences // *Journal of Social Entrepreneurship*.

In the post-crisis period and the period of active introducing information technology, designing joint programs in the field of sustainable development and aggravating the problem of refugees and poverty, researchers are beginning to worry about edge blending between the commercial and non-profit sectors, i.e., between entrepreneurship, social entrepreneurship, and socially-oriented non-profit organisations (Tastan & Davoudi, 2017; Davoudi et al., 2018). Salamon and Sokolovsky (2016) in their work "Beyond non-profits: re-conceptualizing the third sector", prepared within the framework of the European Union's Third Sector Impact Project, questioned the need to revise the third sector borders based on prerequisites for blurring the concept of the third sector due to the existence of a variety of mechanisms and forms of organization of socially oriented activities, including social enterprises. The complexity of the latter, as noted by the authors, lies in the fact that social enterprises, as well as traditional commercial enterprises, because of their commercial component, are subject to existing legislation. It remains obscure though, for instance, in Great Britain and Italy there are examples of the current special laws for social enterprises containing quantitative criteria on how to draw a clear demarcation line.

Most researchers of the entrepreneurship theory are also concerned with the following questions: How different are commercial processes in a social context? How to overcome the contradiction between social and business components? Does every business have to be social? What is the role of a social entrepreneur? How can an organization using commercial mechanisms produce positive social changes? (Lumpkin et al., 2013; Smith et al., 2013; McMullen and Warnick, 2016; Zahra and Wright, 2016; Stephan et al., 2016). At the micro level, the phenomenon of a "hybrid" organization and the integration of social and commercial principles become the answer to these questions.

At the macro level, social entrepreneurship was interpreted from the position of a theory of "essentially contested concepts," which apparently makes it impossible to formulate a universal concept corresponding to a variety of opposing views and experiences. As a solution, the authors propose to study social entrepreneurship within the framework of the concept of clusters, i.e., in combination with the backbone elements for a specific economic and legal environment (Choi and Majumdar, 2014).

Currently, there is a considerable amount of literature on specific types of new hybrid enterprises, for example, a certified B Corporation (Sassmannshausen and Volkmann, 2018; Sharma et al., 2018; Grimes et al., 2018), an enterprise whose activities have been tested and certified by the B-Laboratory for compliance with the highest social and environmental standards, transparency, and assumes a balanced accounting of social and commercial component and due diligence, social investment and social impact bonds in the context of reforming systems and risk sharing between public and private sectors (Fraser et al., 2018), the production process and operating activities of a social enterprise in creating social value (Hlady-Rispal and Servantie, 2018), the place and role of the social entrepreneur in the urban and architectural planning.

The study shows that at present there are three main conceptual directions for the development of the social entrepreneurship theory:

- a social enterprise as a source of income for a non-profit organization
- a social enterprise as a school of social innovation
- re-conceptualization of the third sector of the economy.

It is within the framework of these concepts that the modern convergence of financial mechanisms takes place in socially oriented activities: there are public and private entities of the cluster type, combining those of all sectors of the economy, including financial organizations, in order to create social value (consortium).

2.2. Problems of social entrepreneurship and personnel training for socially oriented non-profit organizations

Training on social entrepreneurship or its individual elements can be carried out at all levels of education. Social entrepreneurship training programs offer insight into social entrepreneurship, its role in the economy and social sphere, its existing organizational and legal forms, and business models, etc. Depending on the level of education (school, dual education, bachelor's degree program, master's degree program, retraining), social entrepreneurship can be studied both as part of separate subjects of business course, optional and elective courses, and main disciplines of social entrepreneurship curriculum.

Best practices for personnel training and retraining programs for social entrepreneurship and socially oriented non-profit organisations in OECD countries and Russia show that such programs should:

- be part of an integrated systemic vision of the role of social entrepreneurship in the economy
- be developed and designed together with parties concerned
- be coordinated at various (national and territorial) governmental levels
- take into account the peculiarities of the entrepreneurship ecosystem and the role of all parties concerned

(Fig. 1).

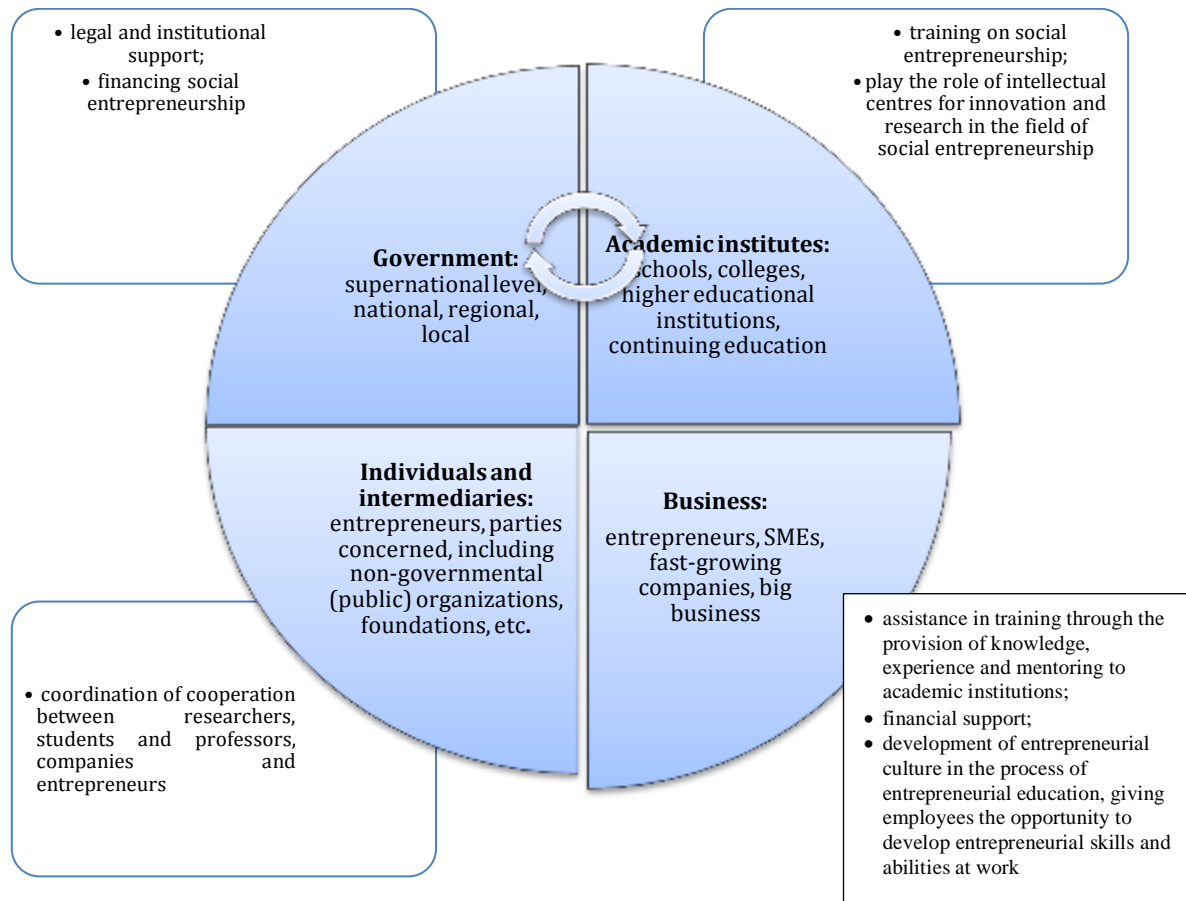


Figure 1: **Entrepreneurship** ecosystem and the role of academic institutes, government, business and intermediaries in it. Source: Compiled by the authors from <http://www.oecd.org/site/innovationstrategy/42961746.pdf>

Social entrepreneurship training and retraining programs for socially oriented non-profit organizations and social entrepreneurship training courses can be classified according to various criteria (Table 2) to facilitate their systemization.

Table 2: Classification of social entrepreneurship training and retraining programs for socially-oriented non-profit organizations and social entrepreneurship training courses abroad

Classification criterion	Classification
by type of organization implementing training	Programs implemented by the university, business school, non-profit organization specializing in education (associations, public organizations, public associations, etc.)
by program level (course)	Undergraduate and graduate programs, MBA programs, PhD programs
by duration	The duration of the training course depends on the program level (course) and its educational program specialization
by program category (discipline)	Major programs (discipline), programs (discipline) combined with the major ones
by category of trainees	<ul style="list-style-type: none"> - programs for university students - programs for trainees holding a bachelor's or master's degree; - programs for trainees with experience in the field of social entrepreneurship; - programs for trainees, regardless of the level of training and age
by the form of implementation	Programs implemented in full-time, part-time and distance study

Source: Compiled by the authors

The content of training courses and programs on social entrepreneurship primarily depends on the level of their implementation and is built on a "simple-to-complex" basis. So, if at the level of schools and colleges, a social entrepreneur is studied as an individual, and social entrepreneurship is studied as a process, then at the level of academic institutes they study law, social entrepreneurship business models and ecosystem and the necessary knowledge, and the required skills and expertise for work and solving urgent problems in the field of social entrepreneurship are developed. The best social entrepreneurship programs provide students with the opportunity to

develop new solutions to social problems and learn about all the innovations in setting up businesses and business planning.

It is important to note that when developing social entrepreneurship training and retraining programs, the opinion of strategic or multilateral partnerships from representatives of social enterprises, state organizations and private businesses is taken into account. Thanks to these partnerships, the development of social entrepreneurship meets the needs of all parties concerned, and conditions are created to help social enterprises access to state and private markets, create added value and gain access to additional resources, skills, and networks (OECD/EU (2017)).

Training, coaching or consulting from such structures as hubs, accelerators or incubators, specializing in territories and areas of activity, play an essential role in the development of social entrepreneurship skills, both in OECD countries and in Russia. Administrative issues and public procurement procedures, as well as the development of business plans, access to various sources of funding and self-financing of social enterprises and socially oriented non-profit organisations, are included in the training programs.

The leading business schools use online learning platforms including Coursera in social entrepreneurship and staff training and retraining programs for socially oriented non-profit organisations.

3. Discussion and Results

The study has been undertaken to analyse social entrepreneurs and personnel training and retraining programs for socially oriented non-profit organizations at universities and business schools of OECD countries such as the USA, Denmark, France, Great Britain, Italy, Canada, Australia, and South Korea. This choice has been made due to the results of the joint study “Strengthening the Development of Social Entrepreneurship: a Compendium of Best Practices” (2017) by the EU and the OECD Secretariat, where these countries are marked as the leaders in policies, initiatives, and instruments to support social entrepreneurship and socially-oriented non-profit organizations and the development of a national social entrepreneurship ecosystem.

Advanced training and retraining programs for social entrepreneurs and personnel for socially-oriented non-profit organizations in European OECD member countries are often based on the results of research by leading research centres in the field of social entrepreneurship, among which are the programs implemented by the EMES European research community. The findings, knowledge, and expertise of the EMES research projects were included in the courses related to the social economy, volunteer movement, non-profit sphere, management of non-profit socially oriented organisations and specifics of a social enterprise and entrepreneurship. These courses are taught at leading universities by EMES members and researchers who are directly involved in these projects and thus ensure the extensive use of their results in the educational environment. Currently, such courses are embedded in 13 graduate programs, mainly master's ones, implemented at the universities of Belgium, Denmark, Ireland, Italy, France, and Switzerland.

In addition to graduate programs for social entrepreneurs, implemented by European universities and their research centres - members of EMES, individual researchers - members of EMES offer original courses on social entrepreneurship as part of educational programs implemented at the universities they represent. A distinctive feature of such original courses is the combination of modern theoretical research into social entrepreneurship and social enterprises and hands-on experimentation by providing students and trainees with the opportunity to participate in the development of business plans of social enterprises and the implementation of existing social business projects. It is also important to note the focus of most original courses on the use of advanced scientific ideas and developments in the field of social entrepreneurship as a real tool for solving burning social issues.

An example of the specialized public organisation participation in the preparation and implementation of social entrepreneurship programs in close connection with the state and private business for different categories of students (primary and secondary school students, college and university students) is Junior Achievement Europe (JA Europe), a non-profit organisation. By combining social ideas, courses on entrepreneurship and the development of business skills and financial literacy in the JA Europe educational programs, trainees acquire competencies associated with the generation of social business ideas and their transformation into a real social enterprise. Several studies conclude that trainees who have a degree in entrepreneurship create more companies in adult life (Elert et al., 2015).

For university students, the most interesting JA Europe social entrepreneurship programs are as follows:

- “Social Enterprise 360 (SE360)”: a program in which students create social enterprises and participate in various competitions organized by JA Europe at the national, European and international levels. The SE360 was designed and implemented with the support of the European Commission and is funded through ERASMUS +. The goal of the program is to train 15–19-year-old students in social business and social entrepreneurship. The program has two options: a short-term program aims to teach how to generate social business ideas; those students, who want to immerse themselves in learning more deeply, move on to the practice part of the program, acquire the competence to create and manage their own social during the academic year. The SE360 offers students the opportunity to interact with working social entrepreneurs during online sessions where students receive feedback from practitioners about their own social enterprises.

- “Startup” is a program for university students with social business ideas who want to put them into practice.

The advantages of these JA Europe educational programs are as follows:

- the partnership of the state and private business in the implementation of educational programs and strong political support for youth education in the field of entrepreneurship, including social entrepreneurship, on the part of the political forces of the Baltic States, Belgium, Bulgaria, Germany, the Nordic countries, the Netherlands, Poland, Romania, France, Italy and Greece
- participation in educational programs of business volunteers from among social entrepreneurs
- implementation of programs on web platforms in 15 languages, which contributes to their cross-country proliferation, provides low cost of their introduction, the ability to easily scale programs, integrate them into the school and university curricula and, accordingly, involve the unlimited number of students in education.

Analyzing training programs for social enterprises in the USA, Brock & Steiner (2009) reviewed 107 social entrepreneurship disciplines at American universities (Table 3). There was an emphasis on the content of the disciplines, since American universities, which include social entrepreneurship in their curricula, offer only one or two courses. They identified the seven most common themes of the Social Entrepreneurship discipline (Figure 2).

Table 3: The generalized list of disciplines in the field of social entrepreneurship of the top ten US universities

	Columbia University	Harvard University	Georgetown University	Northwestern University	Stanford University	UC Los-Angeles	UC Berkeley	Michigan University	University of North Carolina	Yale University
Review discipline										
Nonprofit Management										
Nonprofit Strategy and Governance										
Social Organization and Communication, Developing or Scaling Social Enterprises										
Project / Program Management, Planning and Programming										
Non-profit Performance, Program Evaluation										
Nonprofit Financial Management, Financing Social Enterprises										
Social Entrepreneurship through Microfinance										
Non-profit Accounting										
Social innovations, changes, startups, setting up social enterprises										
Nonprofit Consulting										
Social Marketing										
Social Law and Nonprofit Law										
Corporate Social Responsibility										
Business Ethics and Social Entrepreneurship										
Inclusive Business Model										
Philanthropy										
Public Sector Economics										
Municipal Development and Social Entrepreneurship										

Source: Compiled by the authors from Debbi D. Brock & Susan D. Steiner. Social Entrepreneurship Education: Is It Achieving the Desired Aims? // SSRN Electronic Journal. February 2009; Roseanne Marie Mirabella & Angela M. Eikenberry. The Missing “Social” in Social Enterprise Education in the United States. Journal of Public Affairs Education. Volume 23, 2017 – Issue 2, pages 729-748.

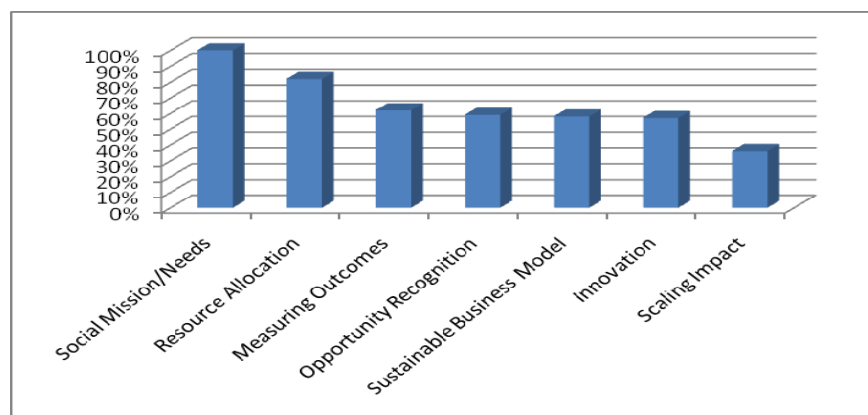


Figure 2: Key topics of review disciplines on Social Entrepreneurship. Source: Brock & Steiner (2009)

The generalization of the forms of training organization and social entrepreneurs and personnel retraining for socially oriented non-profit organisations and business entities, making the most of one or another form used in Russia, is presented in Table 4.

Table 4: Forms of training organization and social entrepreneurs and personnel retraining for socially oriented non-profit organisations

Training organization form	The entity that implements the form of training organization				
	University	Institutes of additional professional education	Resource center	Other non-profit organisations	Governmental authorities
Traditional teaching in the form of lectures and workshops	+	+			
Training sessions		+	+	+	+
Tutorials and methodological support			+	+	+
Webinar		+	+	+	+
On-line course		+		+	
Video course			+	+	
Forum				+	+
Masterclass			+	+	

Source: Compiled by the authors

It should be noted that the training organization and social entrepreneurs and personnel retraining for socially oriented non-profit organisations, carried out in different forms, differs significantly in different regions of the Russian Federation, and every year the range of educational programs in the field of social entrepreneurship and personnel for socially oriented non-profit organizations is expanding. The leading universities that provide educational programs are as follows:

1) Higher education institutions (National Research University - Higher School of Economics (HSE), M.V. Lomonosov Moscow State University (MSU), Plekhanov Russian University of Economics (REU), the Russian Presidential Academy of National Economy and Public Administration (RANEPA), etc.);

2) Non-governmental, non-profit organizations («Our Future» Foundation, etc.).

In Russian universities, training in disciplines and educational program specialization, focused on the study of the specifics of social entrepreneurship, is conducted, as a rule, within the framework of master's programs in the direction of "State and municipal management." For example, the Institute of Management and Socio-Economic Design of Plekhanov Russian University of Economics (REU) carries out training under Master's degree program "Corporate and Social Entrepreneurship" for full-time students, and in the format of business acceleration with the final defense of a business project. The courses of study for graduate students and personnel for social entrepreneurship and socially oriented non-profit organisations, include «Nonprofit Financial Management,» «Social Entrepreneurship Project,» «Social Entrepreneurship Business Models,» «Nonprofit Management.» RANEPA implements the Master's degree program "Management of social change." In Lomonosov Moscow State University students majoring in Economics at the Faculty of Economics in the framework of the Elective courses have the opportunity to study the discipline «Economics of the social sphere» and «Management of the social sphere.»

The «Our Future» Foundation and its Laboratory for Social Entrepreneurship created in 2014 for implementing educational programs regularly organise webinars on the following themes: «Blockchain for social entrepreneurship,»

«Strong business in a small town,» «Innovative technology in social entrepreneurship,» «Measuring the effectiveness of social investments. Method of estimating the return on investment» and others.

After analyzing the main educational programs implemented by the leading Russian universities and the «Our Future» Foundation, it can be concluded that there is a wide variety of personnel training programs for socially oriented non-profit organisations and social entrepreneurship. Currently, there are undergraduate and graduate programs for students, advanced training courses, open webinars, international courses, and professional retraining programs. As part of individual educational programs at universities, there are Elective courses aimed at teaching the characteristics of social entrepreneurship and the non-profit sector in Russia and abroad.

However, a content analysis of the composition of the subjects taught and the competencies formed make it possible to conclude that both Russia and other foreign countries lack the focus on the development and implementation of field-specific personnel training and retraining programs for socially oriented non-profit organisations and social entrepreneurship, as well as a set of field-specific courses on certain aspects of social entrepreneurship, because it is believed that social entrepreneurship is only a special case of entrepreneurship in general.

The findings of our research show that the main barriers to the development of the system of personnel training and retraining for socially oriented non-profit organisations and social entrepreneurship in Russia and abroad are as follows:

- poor awareness of society and entrepreneurs about the importance of social entrepreneurship, the specifics of the functioning of socially oriented non-profit organisations, the forms and conditions of their state support, their role in ensuring economic development and social stability
- low level of demand for specialists and personnel training and retraining programs for socially oriented non-profit organisations and social entrepreneurship due to the limited number of entrepreneurs who are interested in creating and developing social enterprises, support for socially oriented non-profit organisations
- insufficient and ineffective state support for social entrepreneurs and socially oriented non-profit organisations, as well as organizations implementing personnel training and retraining programs for small businesses and socially oriented non-profit organisations
- shortage, irrelevance and low level of accessibility and systematization of information on the issues of training social entrepreneurs in published sources
- inefficient exchange of best practices for the development of social entrepreneurship, the development, and implementation of personnel training and retraining programs for social entrepreneurship and socially oriented non-profit organisations
- shortage of field-specific high-quality textbooks, scientific publications, and textbooks on social entrepreneurship and the activities of socially oriented non-profit organisations.

Personnel training and retraining programs for social entrepreneurship and socially oriented non-profit organisations should be aimed at forming business and social competencies of a social entrepreneur that allow them to:

- understand the role and place of social enterprises in the global economic context
- carry out strategic and ongoing management of the primary sources of financing social enterprises
- form in-depth knowledge of specific models of social enterprise management, including socially oriented non-profit organisations
- develop the ability to manage human resources in social enterprises
- explore, identify and use new opportunities for the development of social enterprises.

It should be noted that in general, the listed knowledge and skills correspond to the expectations of social entrepreneurs, who among the top 10 competencies in the skills profile «Social Entrepreneurship» identified the following: the ability to solve management problems; effective team building skills; ability to manage finances; ability to interact with consumers, suppliers and other parties concerned; interpersonal skills; sales and marketing skills; ability of ethical evaluation skills/ presence of moral imperative; innovation and creativity; social skills; critical thinking skills (Miller et al., 2012).

The analysis of implementing social entrepreneurship programs at leading foreign universities and business schools and Russian higher educational institutions makes it possible to identify the following as strategic directions of development:

- 1) introducing the theory of social identity into a training program for social entrepreneurs and, as a result, «developing students' identity with social entrepreneurs and instilling in them the ability to bring positive social changes to society»
- 2) social entrepreneurship education through building a socially oriented business plan
- 3) developing a conceptual model of a social entrepreneurship program based on combining courses on entrepreneurship with courses on the non-profit functioning and management (Kickul et al., 2012)
- 4) awareness of the fact that successful social entrepreneurship is inextricably linked with social innovations applied by social enterprises, led to the inclusion of a course on social innovations in modern social entrepreneurship programs for graduates

5) the contents of personnel training and retraining programs for social entrepreneurship and socially oriented non-profit organisations should develop social entrepreneurs' professional competencies that do not only meet the expectations of the program participants but also are most in demand in the field of social entrepreneurship

6) personnel training programs for socially oriented non-profit organizations should be based on the principle of linking the topics about non-profit management to the subject of social entrepreneurship программы

7) the structure of training programs and courses on social entrepreneurship should be formed on the principle of adequate coordination and combination of financial, managerial and social disciplines, contain a sufficient number of case-studies and practice-oriented assignments for self-study and ensure interaction with existing social entrepreneurs

8) in degree programs in social entrepreneurship, the final work can be implemented in two forms: research work in the field of social entrepreneurship with an emphasis on the scientific component or practical work, which is most relevant for students who throughout the entire training period not only generated a business idea, but also gradually put it into practice within a social enterprise or as part of a social

9) using the scientific potential of university research centres to develop and update courses on social entrepreneurship and social innovation, and business incubator capabilities to provide funding and implement the most advanced business projects in the field of social entrepreneurship.

4. Conclusion

Ultimately, personnel training and retraining programs for social entrepreneurship and socially oriented non-profit organisations should become part of a systemic vision of the role of social entrepreneurship in the economy. Such programs should be developed jointly with all parties concerned (academic community, private business, state structures and social public organizations and entrepreneurs), which will ensure their coordination at various (national and territorial) levels of government, taking into account the particularities of the country's entrepreneurship ecosystem and the role of all parties concerned in it.

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