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REPORT ON THE PROFILE OF THE SOCIAL ENTERPRISES IN THE GREEK PART OF THE CROSS BORDER AREA

PROJECT BENEFICIARY: SOS CHILDREN'S VILLAGES GREECE

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DOMI DEVELOPMENT P.C.

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1. Introduction to the Project SOSEDEE

The project “Support of Social Enterprises Development and Enhancement of Employment / SoSEDEE” is co-funded by 85% from the European Regional Development Fund (ERDF) and by 15% from the Public Investment Fund (PIF), through the Cross-border cooperation programme Interreg V-A Greece Bulgaria 2014-2020. The main objective of the project is the development of a “social entrepreneurship certificate”, which will be evaluated through the implementation of the pilot tests.

The project is implemented by three partners from Greece and Bulgaria. Municipality of Gotse Delchev is the Lead Partner of the project. The other partners are the Eastern Macedonia and Thrace Technological Institute through its Business Administration Department and the SOS Children’s Villages Greece, through their structure in Aristino, Alexandroupolis.

The project will be implemented with the following work packages (WPs):

- WP1 "Project Management & Coordination"
- WP2 "Communication & Dissemination"
- WP3 "Education & training of social entrepreneurs"
- WP4 "Establishment & operation of Social Enterprises"
- WP5 "EU Level Dissemination".

The duration of the project is two (2) years.

2. Geographical coverage of the Study Area (Greek part)



3. Abstract - Objectives of the Study

The general objective of this report is to provide a non-exhaustive overview of the profile of the social enterprises and their eco-systems in the Greek part of the cross-border area of the programme INTERREG V-A GREECE - BULGARIA 2014-2020 to provide a high quality social entrepreneurship training package adapted to the main characteristics and challenges of the social entrepreneurs in the cross-border area and the target groups of the project partners (vulnerable and professionally and financially challenged young people).

Specifically, this study examine the recent evolutions of the social economy sector in Greece alongside with the public support policies in terms of legal framework and support measures for the development of the sector during the last decade.

Furthermore, this study attempts to research the size of the sector of social entrepreneurship (statistical information on the number of social enterprises, the field of their activity, the income and the employment they create, etc.) in the Greek part of the cross border area.

Moreover, this report examine the profile of the current and potential social entrepreneurs, with regard to social entrepreneurship, their personal characteristics, their educational background and skills, according to the qualitative and quantitative researches of this report.

Lastly, this study presents the main challenges the social entrepreneurship sector and its entities are facing in the Greek part of the cross border area, according to the qualitative and quantitative researches that were conducted in the cross-border area in 2018 for this study.

4. Definitions of the Social Economy and the Social Enterprise

According to the national, European and international scientific literature, the basic terms that are related and / or overlap the concept of "Social Economy" are among others the "Non-Profit Sector", the "Third System", the "Third Sector", and the "Solidarity Economy". However, there is neither cohesive nor globally accepted conceptual term "Social Economy" the most widespread, especially in Europe.

By the term of social economy it is characterised the area of the economy that it is being placed between the public sector and the private sector, when those traditional sectors (state and market) either they are unable or unwilling to develop an economic activity with social goals. So it is the society that it is activated and holds the forts of the needs that show up (Rimke, 2000, Borzaga and Defourny, 2001, Defourny, 2001, Chrisakis et al., 2002, Moulaert and Ailenel, 2005).

The social economy includes a set of promotional, backing and supportive actions for the employment, the entrepreneurship and the social inclusion in order to protect vulnerable and susceptible people, such as the prevention of unemployment, the upgrading of the education, the developing of the health system, the protection of the environment, the well-being of the local community, and so on. The organisations of the social economy are not aimed to seeking a private profit, but to the production and supply of products and services for the satisfaction of collaborative, social and economic needs of the local community and its members. These organisations include the Associations, the Cooperatives, the Mutual Insurance Organisations, the Foundations, the Associations, the Voluntary Organisations, the Non-Governmental Non-Profit Organisations (NGOs) and the Social Enterprises, whose operation is based on the principles of justice, independence, democracy, free participation of the individual's priority, the solidarity, the equality of sustainability and so on (Borzaga and Maiello, 1998, Rimke, 2000, Borzaga and Defourny, 2001, Defourny, 2001, Chrisakis, 2002, Mitrosili, 2007, Fefes, 2007, Nikolopoulos, and Kapogiannis, 2012, Geormas, 2013, Kostas, 2014).

It is concerned that social entrepreneurship as a term was emerged in the 1990s mainly in Anglo-Saxon countries. As in social economy does not exist a globally accepted conceptual term, same thing happens in social entrepreneurship. The social entrepreneurship, like the social economy, aims mainly to solve social problems that neither the state can support (public sector) nor the market wishes to step in (private sector).

According to a general definition, the social entrepreneurship is characterized the wide range of relationships, actions, initiatives and enterprises operations that explicitly pursue, inter alia, a social purpose and aim to solving social problems that cannot be covered by the state and the market do not wish to intervene (European Commission, 2013:14).

In addition, social entrepreneurship is being emerging as a new alternative and innovative institution that aims to resolving vital labour market problems, through the development of actions of producing goods and the provision of services, boosting the employment, supporting the entrepreneurship, providing the necessary social services, etc., so as to improve social cohesion, local development, the adoption of new flexible forms of employment, competitiveness and the continued social and economic activity of the community and its members (Borzaga and Defourny, 2001, Chrisakis et al., 2002, Geormas, 2013, European Commission, 2013).

Social enterprises are the result of citizens' initiatives for producing goods and the provision of services with the primary social purpose (community members' benefits) and with limited economic benefits (Defourny, 2001:13, Mitrosili, 2007:22-23), that is it concerns initiatives and ventures which are based on entrepreneurship dynamics in order to achieve a primary social purpose (Geormas and Kostas, 2018:448).

According to Stravoskoufis and Geormas (2013:139-142), the social enterprises are a new, innovative and alternative form of enterprise aiming not only to solve the problems of the operating of the labour market, but also to fill in the gaps of the public and social sectors. In parallel, they try to combat poverty, social exclusion, unemployment, etc., of our time by using means inside and outside of the market (Geormas and Kostas, 2018:448).

The social enterprises are characterized by multi- partnership because members / co-operatives / shareholders / owners may be natural and / or legal entities with their wider participation (employees, self-employed, volunteers, service users, public and private organizations, etc.) in their operation and actions (Mitrosili, 2007:22), they create new opportunities for access to the labour market for people who are unable to join in another way (such as people belonging to vulnerable and susceptible social groups, long-term unemployed, unemployed women, low-skilled unemployed, young and/or elderly unemployed, the disabled, single parent families, drug users, prisoners, immigrants, etc.) and they are managed in an "open" way, that is by participating all the parties (members, employees, etc.), without being restricted the involvement of "charismatic" leaders (Defourny 2001:13, Mitrosili, 2007:22-23, Kostas, 2014, European Commission, 2013:33).

According to the European Network for Social Economy (EMES), in 1999, it was presented that in order to be identified the social enterprises should be met the following 4 economic and 5 social characteristics:

Their economic characteristics are (EMES, 1999):

- (a) the continuous production of goods and services;
- (b) their high level of administrative and their administrative autonomy;
- (c) their undertaking entrepreneurship and financial risk in their operation;
- (d) the existence of paid and secure work in their actions.

Their social characteristics are (EMES, 1999):

- (a) their aim so as to be benefited by their members and the community;
- (b) the collective dimension of their operation;
- (c) their members' participation in decisions;
- (d) their multi-partnership;
- (e) the restriction on the distribution of their surplus and profits.

According to Geormas and Kostas (2018:468), the social enterprise should meet the following criteria:

- to be activated on a entrepreneurship activity on a stable basis by producing goods and/or offering services;
- to have a defined social purpose;
- to set strict specifications on the distribution of profits so that they can be reinvested so as to create greater social impact;
- to be independent either from the state or from private sector enterprises;
- to be democratically managed and to be participated both by employees and those, who are affected by its commercial activities (members, partners, etc.).

Additionally, a social enterprise is defined only if the following eight important criteria are followed (Sakellaropoulos and Oikonomou, 2007, as referred by Kostas, 2014:54-55):

- 1) Their anthropocentric character with the main aim of meeting social needs from their activity.
- 2) Their friendliness towards their employees and the employment in those by unemployed who belong to vulnerable and susceptible social groups.

- 3) The absence of profits distribution for their members, but their reinvestment in the company for its social purposes.
- 4) The combination of their social and economic goals so as to ensure their economic viability with the parallel achieving of their social goals.
- 5) Their joint ownership, not for the benefit of an individual but for the benefit of the community.
- 6) Their democratic and fair way of operating, as well as their transparency in decision-making.
- 7) The ability of providing volunteering job in their activities, free of charge, for personal moral satisfaction.
- 8) Their orientation in the local community, aiming to social cohesion and economic development at a local level.

Finally, according to the Law 4430/2016 for the Social and Solidity Economy (SSE), the definition and the purpose of the Social Economy in Greece is that SSE is the set of economic activities that are based on an alternative organisation of production, distribution, consumption and reinvestment relations, founded on the principles of democracy, equality, solidarity and collaboration and on respect for the environment and for human beings (art. 2.1).

The legislative and regulatory framework of social and solidarity economy, as well as the ecosystem within which it is developed and evolved with parallel reference to the basic challenges and proposals for further development, are presented in the table of Annex D.

5. Brief description of the ecosystem of the social enterprises in Greece. Greek legislation framework

According to the Report of the British Council on the Social and Solidarity Economy for Greece, the SSE sector is at in a relatively early stage but it is changing dynamically, and at the same time has an urgent need for support, particularly in the development of skills, networking, finance and enabling policies (Ministry of Labour, Social Insurance and Social Solidarity, 2017b).

In Greece, there is great potential for developing and expanding the impact of SSE in Greece. The SSE Organisations help address some of the most important challenges in the country. In particular poverty and unemployment, while at the same time they seek in promoting and presenting alternative business models which incorporate the social benefit into economic activity (Ministry of Labour, Social Insurance and Social Solidarity, 2017b).

SSE in Greece is currently underdeveloped compared to other European countries with the majority of the SSE operators to be small in size and recently set up, while at the same time they face extremely difficult economic conditions relatively to the beginning of their start up activities (Ministry of Labour, Social Insurance and Social Solidarity, 2017b).

At the same time, the current adverse economic and social situation in Greece is considered by the SSEs as a reason to steghthen, in order to create new opportunities, to tackle unemployment and to introduce new economic and business models in areas where conventional models have failed (Ministry of Labour, Social Insurance and Social Solidarity, 2017b).

According to the Report of the British Council on the Social and Solidarity Economy in Greece, based on the findings, the report finishes with a summary of the challenges and the recommendations for the development of the SSE sector in Greece, with an outline based on an approach for setting an effective, and favorable environment.

These focus on four (4) key areas (Ministry of Labour, Social Insurance and Social Solidarity, 2017b):

- a) sensitisation and promotion;
- b) financing and funding;
- c) training and education;

d) legislation and regulations.

The entities of Social and Solitary Economy (SSE), according to the Law 4430 in Greece are:

- a) the Social Cooperative Enterprises (SCEs)
- b) the Limited Liability Social Co-operatives
- c) the Workers' and Labour Cooperatives
- d) any other non-single legal person, if cumulatively:
 - i) They develop activities of collective and social benefit.
 - (ii) They ensure the information and the participation of their members and implement a democratic decision-making system, according to the principle one member one vote, regardless of the contribution of each member.
 - (iii) Their statutes provide restrictions on the distribution of profits.
 - (iv) They apply a system of convergence to Labour compensation.
 - (v) They aim to strengthen its economic activities and to maximise the social benefit generated through the horizontal and equal networking with other SSE entities.
 - vi) They have not been established and they are not directly or indirectly governed by Legal Entity of Public Law or Local Authorities Entities grade a and b or by any other legal entity of the wider public sector.

The Social Cooperative Enterprises (SCEs), according to the Law 4430 in Greece are:

1. Social Cooperative Enterprises (SCEs) for Integration, which are divided into two subcategories:

- i) CSE for Integration of Vulnerable Groups, seeking to integrate into the economic and social life of people who belong to Vulnerable Social Groups. A minimum of 30% of the members and employees of these enterprises belong to these categories.
- ii) SCE for Integration of Special Groups, which aim to integrate into the economic and social life of people belonging to Special group of population. At least 50% of the members and the workers in these enterprises are obligatory in these categories.

2. Limited Liability Social Co-operatives of Article 12 of the Law 2716/1999 (considered to be ipso facto Social Cooperative Enterprises of Integration).

3. Social Cooperative Enterprises (SCEs) for Collective and Social Benefits, which develop "sustainable development" or provide "social services of general interest".

Moreover, the general characteristics of SSE entities are:

- They develop activities of collective and social benefit.
- They implement a democratic decision-making system, according to the principle one member one vote, regardless of the contribution (cooperative share height) of each member.
- They provide in their statutes a limitation on the distribution of profits as follows:
 - a minimum of 5% is allotted to forming a reserve,
 - up to 35% is given to the workers' productivity as a motivation,
 - the remaining 60% is allotted to creating new job position and expanding the productive activity.

Two basic obligations that apply horizontally to all SSE entities are to:

- maintain a Volunteer Register, which includes non-members who are volunteer,
- have an annual salary charge of at least 25% of the turnover provided that the turnover and the grant revenue from the previous management use exceeds 300% of the annual cost of the wage of a worker based on the minimum statutory salary.

The Department of Registry of Social and Solidarity Economy is under the direction of the Social and Solidarity Economy, the Special Secretariat of Social and Solidarity Economy (SSE) of the Ministry of Labour , Social Security and Social Solidarity. It controls and approves the applications of the registration, it monitors the actions of the entities and it certifies their operation as social and solidarity-based organizations and it designs and it develops the supportive measures for their operation. Finally, it maintains the General Registry of SSE where the entities are registered according to their category and operation.

Analytically, its responsibilities are as follows:

- a) The provision of information help desk to citizens regarding the conditions of recommendation and operation of the social cooperative enterprises, workers' cooperatives, getting the "Social and Solidarity Economy" status.
- b) The provision of information help desk to citizens regarding the operation and the participation to the supporting structures and measurements.
- c) The approval of the establishment of Social Cooperative Enterprises and Employee Cooperatives.
- d) The maintenance and the operation of the General Register of Social and Solidarity Economy Entities.
- e) The design and the development of supportive measurements for the Social and Solidarity Economy Entities.
- f) Monitoring the actions developed to support Social and Solidarity Economy Entities.

The Register of Social Entrepreneurship is a database of the SSE organizations maintained in an electronic form and it consisted of the following individual Registers:

a. Register of Social Entrepreneurship (hereinafter referred to as "RSE"), in which are registered:

- (i) obligatory, the Social Cooperative Enterprises (hereinafter referred to as "CSE") and the Employee Cooperatives (hereinafter referred to as "E.C."), which are introduced to the Law 4430/2016 (GG 205 / A / 31.10.2016) and SCLL of the Law 2716/1999 (Government Gazette 99 / A / 17.5.1999) and
- (ii) optionally, according to the art. 35 of the Law 4430/2016 (Government Gazette 205 / A / 31.10.2016), which were established by Law 4019/2011 (Official Gazette 216 / A / 30.09.2011),

The RSE includes five sub-categories (SCE of Vulnerable Groups Integration, SCE Specialist Groups Integration, Common Social Security, SCE Collective and Social Benefits, Limited Liability Social Co-operative and Employee Cooperatives).

b. Special Register of Other Entities of Social and Solidarity Economy (hereinafter referred to as "Special Register") in which the existing legal entities, which cumulatively meet the specific criteria described in Article 3, paragraph 1, subsection d' of the Law 4430/2016 (Government Gazette 205 / A / 31.10.2016), shall be registered.

The Special Register is divided into individual categories depended on the legal form of the registered Entities.

In particular, it includes the following categories:

1. Agricultural Cooperatives of Law 4384/2016
2. Urban Cooperatives of Law 1667/1986
3. Urban companies of no. 741 AK
4. Other legal forms.

According to the qualitative and quantitative researches that were conducted in the cross-border area in 2018, for this study, and according to the Law 4430/2016 for the Social and Solidarity Economy (SSE), the purpose was to create the legal framework for the Social Economy as an alternative form of organisation of economic activities (art. 1), establish measures to support the SSE (arts. 4-13), and regulate social cooperative enterprises (arts. 14-23) and workers cooperatives (arts. 24-34), mainly.

Moreover, the Institutional Organisation that supervises/monitors the Social Economy sector in Greece is the National Commission for the Social and Solidarity Economy, comprising representatives of government, the universities and organisations representing people with handicaps, workers, cooperatives and other SSE entities. Its brief is to promote civil dialogue in order to formulate policies for developing social and solitary activities, and to give its opinion on implementation of the National Plan for the Social Economy (art. 12).

Furthermore, the Committee that set up guidelines or strategy for the Social Economy sector in Greece is the SSE Coordination Committee, made up of representatives from different ministries, that rules on matters related to the National Strategy for the SSE; monitors and assesses the application of the said Strategy and makes proposals to the Ministry of Labour regarding studies and programs to promote application of the strategy for the Social Economy sector in Greece (art. 13).

The SSE entities have access to the Social Economy Fund (art. 10.2) and to the National Entrepreneurship and Development Fund. They have access to programmes to support entrepreneurship and can be assigned assets by local public bodies to support their public and social interest activities (art. 5). They can also enter into contracts with the public authorities to design and carry out social interest projects and may receive European Union or national or regional funding and be assigned goods, installations, machinery, etc. (art. 6). The SSE entities have access to all the

support programmes of the National Strategic Reference Framework (NSRF) 2014-2020.

Subsequently, according to the qualitative and quantitative researches that were conducted in the cross-border area in 2018, for this study, and according to official studies and reports on Social Economy and Social Entrepreneurship, SSE entities have access to finance:

- 1) from many EU funding tools and programmes of which the most important are the following: European Social Fund, European Regional Development Fund, European Investment Bank, EU Programme for Employment and Social Innovation (EaSI-PROGRESS, EURES, Progress Microfinance), Cooperation Programme INTERREG, ERASMUS+, Creative Europe, HORIZON 2020, LIFE, Humanitarian Aid, Environment, Justice and Civil Society programmes;
- 2) from Microcredits – microfinance through Corporate banks / ethical banks (Corporate Bank of Karditsa, Pancreta Bank, etc) and social capital investors;
- 3) from Crowdfunding - Crowdsourcing, foundations-donors (Social-Economy Institute, Bodossaki Foundation, Stavros Niarchos Foundation, Latsis Foundation, etc);
- 4) from corporate partnerships;
- 5) from bartering economy;
- 6) from all the above public support and financing measures under Law 4430/2016 of the Ministry of Labor (NSRF).

Finally, according to the qualitative and quantitative researches that were conducted in the cross-border area in 2018, for this study, and according to official studies and reports, the academic institutions and the training programmes tailored for social enterprises in Greece are:

- The Open Greek University, Post-graduate course on the Social and Solidarity Economy.
- The University of Messolongi, Department of Business Administration, Course on Business Administration of Social Economy.
- The Athens University of Economics and Business, Educational Programme on Social Entrepreneurship.

- The Agricultural University of Athens, Athens, Laboratory of Agricultural Policy and Cooperatives.

Apart from the official Higher Educational Institutes, there are many research institutes or initiatives, in the Greek part of the cross-border area, that provide research and or formal or informal training on social entrepreneurship:

The most important of them are the British Council, the Heinrich Boell Stiftung, the People's University of Social Solidarity Economy, the center "Ergani", the Social Economy Institute and the Network of Social Cooperative Enterprises of Central Macedonia that are based in Thessaloniki.

In the Region of Eastern Macedonia and Thrace, in Kavala, the company "DOMI DEVELOPMENT PC" is active, and in Komotini, the Social Cooperative Company of Thrace Stimulator, organisations specializing in Social Entrepreneurship, while at the same time, in the same Region, the Network of Social Cooperative Enterprises of Eastern Macedonia and Thrace, develops and implements programmes and actions of information and informal education for SSE.

6. The profile of the social enterprises in the Greek part of the cross-border area – Field Research

Based on the data of the General Register of Social Solidarity Economic Entities of the Ministry of Labour (on 16-01-2019), a total of 205 Social Cooperative Enterprises and SSE entities are registered in the Greek section of the cross-border area.

According to the qualitative and quantitative researches that were conducted in the cross-border area in 2018, for this study, the Social Cooperative Enterprises and the SSE entities in the Greek part of the cross-border, present the following characteristics:

In recent years, there has been an increase in the number of the Social Cooperative Enterprises and the SSE entities in this particular cross-border area of research.

Most of the research participants SSE entities are active in the food and nutrition sector, followed by the tourism / leisure, manufacturing and training sectors. Also important is the presence of the primary sector and the recycling and environmental protection sector.

The main characteristic of the research participants SSE entities is that the educational level of their members and their workers is quite high. The majority not only has completed Academic Education but has obtained a postgraduate and / or doctorate degree. Therefore, most people involved in social entrepreneurship tend to have completed studies at higher education institutions.

Most SSE entities of the research are in the category of Social Cooperative Enterprises (SCE) and have as a general purpose the creation of employment opportunities. They also aim more at tackling economic exclusion, promoting education and empowering / upgrading women. They have less activity in the field of improving health and well-being.

Regarding their economic profile, the majority of the active SSE entities of the research participants do not show significant profits or significant losses and their turnover is relatively small. It is even small enough to create new jobs. For this reason, it is noted that those who can cope with wage costs and employ staff do so on a part-time basis. Some Organizations even include volunteers in their work to serve their social purpose.

Most SSE entities of the research participants link the social economy to social entrepreneurship and aim both at achieving the social and in achieving their economic goal. Their revenue comes mainly from transactions with individuals and less than transactions with public entities. The main sources of funding are the members' own funds and contributions. Some have access to funding from national or European funds and their funding from financial institutions is minimal.

Their primary strategic development is the development of new products or services and the attraction of new customers. It follows the increase in sales with existing customers.

Regarding the assessment of their capabilities for their further development, most people find it lagging behind in the development and the implementation of business planning and strategy, in the development and introduction of new products or services and in the effective use of available technology. Therefore, particular emphasis and support should be given to these areas.

With regard to the obstacles to the development of the SSE sector, the research participants noticed that the biggest obstacles are the acquisition of external financing, high taxation and the amount of VAT and the maintenance of cash flow (liquidity). These three obstacles are directly linked to each other and reflect the difficult economic climate in which the SSE entity is trying to develop in Greece.

Finally, according to the qualitative and quantitative researches that were conducted in the cross-border area in 2018, for this study, the SSE Networks and the SSE support systems with particular reference in the cross-border area are:

- the Network of Social Cooperative Enterprises of the Region of East Macedonia and Thrace;
- the Network of Social Cooperative Enterprises of the Region of Central Macedonia (POKOISPE);
- the Panhellenic Federation for Limited Liability Social Cooperatives;
- the Cooperation Initiative for the Social and Solidarity Economy "PROSKALO", Thessaloniki;
- the Social Entrepreneurship Forum.

7. Main barriers and recommendations for the development of the social entrepreneurship in the Greek part cross border area

According to the “Report for the Social and Solidarity Economy” of the British Council (2017) for the Ministry of Labour, the main barriers of the SSE entities are, in order of importance, the following (Ministry of Labour, Social Insurance and Social Solidarity, 2017b):

1. Lack of awareness and knowledge among the wider public sector (tax offices, social security services, local authorities, schools and universities) about the social economy entities and their treatment according to the legal framework;
2. Lack of access to finance and lack of financing tools tailored made for social enterprises;
3. Lack of tailored made education (formal or informal) for the sector of social and solidarity economy and its role on local development as well as lack of dedicated educational programmes for the development of social enterprises and dedicated skills of the social entrepreneurs (start-up skills, communications skills, decision making skills);
4. Bureaucracy and lack of understanding the legal framework.

The experience of the operation of SSE entities in Greece, has recorded many problems and obstacles for their operation. These are (Kostas, Tsoukalidis, Chainas, 2016):

- their weak financial situation;
- the non-absorption of the funds for social entrepreneurship, through the Greek NSRF;
- the delay in activation of the Social Economy Fund;
- the weakness to acquire technical equipment and infrastructure for their operations;
- the absence of tools for measuring the social impact of their activities;
- the enhanced bureaucracy and the low rate of specialisation and knowledge for the institutions of social enterprises of the responsible public servants;

- the limited and impedimental cooperation with other entities, either public or private;
- the shortfall of specialized staff for their administration;
- the “hesitation” of the state to create actual conditions for their development;

- the delay in establishment of an institutional national observatory and appropriate regional support structures for social entrepreneurship;
- the absence of an environment/conditions for their network with other organisations of social economy;
- the fragmented actions for information, training and counseling in social economy and social entrepreneurship.

According to the qualitative and quantitative researches that were conducted in the cross-border area in 2018, for this study, the main barriers and obstacles faced by social enterprises, in order of importance, are:

1. Lack of access to finance (loans, etc).
2. Maintaining cash flow.
3. Taxation, VAT, business rates.
4. Availability/ cost of suitable premises.
5. Lack of understanding/awareness of social enterprise among banks and support organizations.
6. Identification / diagnosis of social needs.

According to the “Report for the Social and Solidarity Economy” of the British Council (2017) for the Ministry of Labour, the main recommendations for the SSE entities are the following: (Ministry of Labour, Social Insurance and Social Solidarity, 2017b):

- Creation of a National Center for the development of SSE.
- Development of a dedicated strategy for the promotion and communication of SSE sector and its entities.
- Creation of an independent fund for SSE.
- Creation of a Social Finance Task Force.
- Improvement of accessibility to finance through awareness and cooperation with private / cooperative banks.
- Development of dedicated educational programmes for SSE, SSE skills development and measurement of social impact with the cooperation of all the relevant entities (universities, schools, SSE entities, etc).
- Development of experiential training with the support of SSE networks.
- Simplification of the legislative and regulatory framework.
- Tax incentives for those that produce social impact and results.

The key suggestions, according to the Report of the British Council on the Social and Solidarity Economy in Greece, include the following (Ministry of Labour, Social Insurance and Social Solidarity, 2017b):

- a) the establishment of a national center for SSE in Greece;
- b) the planning and the implementation of a holistic communication strategy, as well as, sensitization in order to promote the SSE movement;
- c) providing start-up capital in the form of grants or loans, in order to emerge the SSE enterprises;
- d) the establishment of a Social Action Group for finding alternative forms of financing;
- e) introducing and adapting tested models of specialised training programs;
- f) providing specialised training for measuring the social impact.

8. Quantitative sample research of existing social enterprises on the hellenic part of the cross-border area of the COOPERATION PROGRAM INTERREG GREECE-BULGARIA 2014-2020 (Region of Eastern Macedonia and Thrace, Prefecture of Serres, Prefecture of Thessaloniki)

8.1 Methodology

In the period August 2018 - January 2019, field research was carried out in the Greek part of the cross-border area of the INTERREG Greece-Bulgaria Cooperation Program 2014-2020 for the research and examination of existing social entrepreneurs, for the development of a study entitled "Profile of social entrepreneurs in the Greek part of the cross-border area", within the project "Support of Social Enterprises and Enhancement of Employment / SoSEDEE", INTERREG Greece-Bulgaria 2014-2020.

The purpose of this quantitative research activity was to examine the profile of existing social enterprises (target group) in the Greek section of the cross-border area of INTERREG V-A Greece - Bulgaria 2014-2020 (geographic area).

The questionnaire includes a series of questions concerning a) general entrepreneurship data such as the industry and the legal form; b) company financial data such as turnover, number of employees etc.; (c) other evidence concerning the main development approaches followed and the most important problems encountered.

The findings of this research aim to contribute to the mapping and mapping of the existing situation of social enterprises in the study area in terms of their size, structure and main characteristics, their activities, their development strategies and the main obstacles they face.

The results of this quantitative research resulted from the completion of 52 anonymous online questionnaires from existing social entrepreneurs. The online questionnaire complies with GDPR (Personal Data Protection) requirements and was promoted to the target group via emails, webpages, and social media.

According to the data of the General Register of Social Solidarity Economic Entities of the Ministry of Labour (on 16-01-2019), a total of 205 social enterprises are registered in the Greek section of the cross-border area.

Despite our efforts to gather a large number and a percentage of completed questionnaires, the target group did not respond to an excellent degree. However, out of the 205 SSE entities in the Greek section of the cross-border area, the 52 entities responded to the questionnaire, i.e. over 25% of the total sample, a figure capable of delivering reliable results.

This, of course, is also observed in researches carried out by the competent Ministry of Labour through the Special Secretariat for Social and Solidarity Economics in social enterprises that the ministry itself supervises, and participation in completing questionnaires in these researches is also quite low. It is worth noting that in the last annual report of the Ministry of Labour, only 251 responded from about 1265. Therefore, for the purposes of this research, we consider the participation rate to be satisfactory.

8.2 Sample and technical data processing

This quantitative research took into account all the conditions for its proper conduct and the processing of its results.

The subjects of the quantitative research, ie the sample, were existing social entrepreneurs (target group) of all legal forms active in the Greek part of the cross-border area of the INTERREG Greece-Bulgaria Cooperation Program 2014-2020.

The research tool (data collection tool) was a standard online questionnaire docs.google.com. The estimated completion time was 8-10 minutes.

The three (3) thematic questions (key questions) of the questionnaire (Annex A), from which the data and the results emerged, concerned:

- to capture the profile of the respondent in relation to their field of activity and the educational level,
- to examine the size of the social enterprises via economic data (turnover, financial results, number of volunteer workers, etc.),
- to examine development and expansion strategies (if any),
- to describe the main problems they face for their operation and further development.

Finally, during the period January 2019 - February 2019, these results were studied, processed, analyzed, interpreted and commented, in order to obtain key conclusions and findings.

Thus, the data of the specific quantitative research combined with the secondary data (official ministry reports, register of social entrepreneurship, official publications at European level, etc.) are used to map the existing social enterprises in the Greek part of the cross-border area.

8.3 Analysis and comments on 1st quantitative research data

In the first quantitative research, which concerned a sample of existing social enterprises (including those of SSE according to the Greek institutional framework), in the Greek section of the cross-border area of INTERREG VA Greece - Bulgaria 2014-2020, were examined, recorded, analyzed and found the following:

The first question examined the location of the activities of the existing SSE entities (place, regional unit, region). The highest rate of respondents (representatives and executives of SSE), 75% (6 out of 8 registered SSEs), was in the Regional Unit (hereafter RU) of Rhodopi, representing 11,54% of the sample. The second highest rate of respondents, was found in the RU of Kavala, 53,33% (8 out of 15 registered SSEs), representing 15,38% of the sample. The next ones were, from higher to lower rate of response, RU of Serres, RU of Drama, RU of Xanthi and RU of Thessaloniki. Although the response rate in the RU of Thessaloniki was the lowest, 15,67% (21 out of 134 registered SSEs), they do have the highest representation in the sample, 40,38%.

Region	Table 1: Geographical Distribution of the sample (Greece)				
	Regional Unit	Frequency	Registered	Representation rate (%)	Response rate %
East Macedonia and Thrace	Drama	3	8	5,77	37,50
	Evros	6	17	11,54	35,29
	Kavala	8	15	15,38	53,33
	Xanthi	3	11	5,77	27,27
	Rhodopi	6	8	11,54	75,00
Central Macedonia	Thessaloniki	21	134	40,38	15,67
	Serres	5	12	9,62	41,67
	Total	52	205	100	

However, there is a balance between the larger regions, with 26 respondents (representatives and executives of SSE) responding from the Region of Eastern Macedonia and Thrace and 26 others from the Region of Central Macedonia.

The next question related to the position of the respondent in the organization. 62,54% of the respondents (representatives and executives of SSE) were members of the governing body of the organization. Therefore, they are members who are active in the organization and are aware of its course, actions, challenges and problems. Immediately afterwards, the owners-members are ranked 23,08%.

Table 2: Position in the enterprise		
Position	Frequency	Rate (%)
Founding member - owner - cooperative - member	12	23,08
Management - member of administration committee / board of directors	32	61,54
Senior Employee -Director – Manager	7	13,46
Employee	0	0,00
Volunteer	1	1,92
Other	0	0,00
Total	52	100

It is worth noting that no respondent who completed this questionnaire, is an employee of the entity.

In the next question, it is tried to be found the activity sector of the samples of the existing SSE entities participating in the research. The largest rate (21,15%) is active in the "Food and Nutrition" sector. With a significant difference and 13,46% followed by the sector "Culture and Leisure" and then by a percentage of 9,62%, the sectors "Manufacturing" and "Education-Training" respectively (by 5 entities). The sectors with the smallest percentage (3,85% respectively) are "Retail" and "Creative Industries-web, Design, Printing"

It is also remarkable, with 7,69%, the presence of the Primary sector - agriculture / livestock / fishery as well as Environmental- recycling / reuse / awareness respectively (4 entities each).

Table 3: Activity sector		
Activity sector	Frequence	Rate (%)
Food and nutrition	11	21,15
Culture and leisure	7	13,46
Education - training	5	9,62
Manufacturing	5	9,62
Primary sector – agriculture / livestock / fishery	4	7,69
Environmental- recycling / reuse / awareness	4	7,69
Other (networking, research, cleaning)	4	7,69
Business Support / Consultancy	3	5,77
Tourism / hospitality	3	5,77
Retail	2	3,85
Creative industries – web, design, print	2	3,85
Social care	2	3,85
Total	52	100

With regard to the years of operation of each entity, 28,85% of the sample is active from 1 to 2 years, 25% (13 entities) from 4 to 6 years, while 21,15% (11 entities) less than one year. This shows the dynamics of the sector over the last five years.

Table 4: Years of operation		
Years of operation	Frequence	Rate (%)
Less than one year	11	21,15
1-2	15	28,85
2-4	10	19,23
4-6	13	25,00
6-8	3	5,77
8-10	0	0,00
Don't Know/Not sure	0	0,00
More than 10 years	0	0,00
Total	52	100

Concerning the question of looking out the higher educational level of the sample workers, it is observed that the highest percentage (40%) has completed higher education, ie they hold a degree in higher education institutions.

The second highest percentage (23,08%) is high school graduates, while another category with a high percentage (21,15%) holds a postgraduate / doctoral degree. Only a small percentage of 5,77% are graduates of the middle school education.

Table 5: Highest level of education of employees / associates		
Level of education	Frequence	Rate (%)
Middle School	3	5,77
High School	12	23,08
Vocational Technical College	5	9,62
University	21	40,38
Post Graduate / Phd	11	21,15
Total	52	100

In regard to the higher educational level of education of the senior management team or the owner/ founding member, respectively, it is noted that the highest percentage (50%) has completed higher education, ie they hold a higher education institution, while 36,54% holds a postgraduate / doctorate degree. Only 9,62% of the sample is a graduate of a vocational school, and only 3,85% are high school graduates.

Table 6: Highest level of education of the senior management team or the owner/founding member		
Level of education	Frequence	Rate (%)
Middle School	0	0,00
High School	2	3,85
Vocational Technical College	5	9,62
University	26	50,00
Post Graduate / Phd	19	36,54
Total	52	100

Clearly, most of the members of the management team have completed academic education and many hold postgraduate degrees.

The next question examines the legal form of the SSE entities. that responded to the research. The overwhelming majority of 90,38% of this sample is Social Cooperative Enterprises, 5,77% of Limited Liability Social Co-operatives and 3,85% non-profit legal entities.

In particular, 3 of the 4 Limited Liability Social Co-operatives that are active in the study area responded to the research. In the form of Non-profit legal entity, there are also the Regional Networks of Social Cooperative Enterprises established in the last few years in the study area.

Table 7: Legal form		
Legal form	Frequence	Rate (%)
Social Cooperative Enterprises	47	90,38
Limited liability social co-operatives	3	5,77
Non-profit legal entity	2	3,85
Total	52	100

Subsequently, the overall objective served by the entities in the sample is examined (In the respective question, the responders had the option to choose more than one answers). As expected, the 40 entities (of the sample) aim to create employment opportunities, ie to create new jobs. Then, by far, the goal of tackling the economic exclusion (13 entities) followed, while another 13 entities, respectively, aim to promote education.

The purpose of empowering and upliftinging of women is next (9 entities), followed by 8 entities the aim of tackling social exclusion, and 8 other entities have a primary purpose support for agriculture. Finally, there is less interest in improving health and well-being (one body).

Table 8: Overall objectives	
Overall objective	Frequence
Creating employment opportunities	40
Promoting education and literacy	13
Addressing financial exclusion	13
Empowering and uplifting women	9
Addressing social exclusion	8
Supporting agriculture and allied activities	8
Protecting the environment	6
Supporting other social enterprises and organizations	4
Other (historical tourism, youth support, etc)	4
Supporting vulnerable children and young persons	3
Improving health and well-being	1

It is noted that it is important the interest of SSE entities of the specific sample for environmental protection, cultural and alternative tourism, as well as for the support of other social enterprises and organizations.

The following questions look at the financial profile of the SSE entities. It is noted that the majority, at 65,38% of the entities, have a turnover of 0 to 10,000 EUR. Then, at 11,54% (6 entities) they have a turnover of 10,001 to 20,000 EUR, respectively, at a rate of 11,54% (6 entities), have a turnover of 50,001 to 100,000 EUR.

Lastly, at a rate of 3,85% (2 entities), they have a high turnover of 100,001 to 250,000 EUR, or 3,85% respectively, from 250,001 to 1 million. Here, it is noted that the highest percentage of high turnover is due to the activity of Limited Liability Social Co-operatives.

Table 9: Turnover (2017)		
Turnover	Frequence	Rate (%)
Over 1 million Euro	0	0,00
250.001 to 1 million Euro	2	3,85
100.001 to 250.000Euro	2	3,85
50.001 to 100.000Euro	6	11,54
40.001 to 50.000Euro	1	1,92
30.001 to 40.000Euro	1	1,92
20.001 to 30.000Euro	0	0,00
10.001 to 20.000Euro	6	11,54
0 to 10.000Euro	34	65,38
Total	52	100

The financial results are interesting. The majority of the SSE entities do not show significant profits. In addition, 32,69% of the sample (17 entities) has balanced profits and losses, while 28,85% (15 entities) have very small profits of up to 1,000 EUR. 17,31% of the sample (9 entities) shows losses, that is, they have more expenses than revenues, while only 9,62% (5 entities) have profits of between 1,000 and 5,000 EUR. Finally, a rate of 7,69% (4 entities) appears to be earning more than € 10,000 a year.

Table 10: Results		
Results	Frequence	Rate (%)
Profit 0 to 1.000 Euro	15	28,85
Profit 1.000 to 5.000 Euro	5	9,62
Profit 5.000 to 10.000 Euro	2	3,85
Profit 10.000 +Euro	4	7,69
Loss	9	17,31
0	17	32,69
Total	52	100

With regard to the number of employees in the SSE respondents, 51,92% of the sample (27 entities) indicates that there are no employees in their organization. 38,46% (20 entities) say it employs between 1 and 5 employees. A small percentage of this sample, 5,77% (3 entities), indicates that it employs between 6 and 10 employees. Only two entities, representing 3,85% of the sample, say they employ between 11 and 50 employees.

Table 11: Number of paid employees		
Employess	Frequence	Rate (%)
1-5	20	38,46
6-10	3	5,77
11-50	2	3,85
More than 50	0	0,00
There are no paid employees	27	51,92
Total	52	100

As in the previous case, so also with regard to the number of employees in the SSE respondents, it is noted that the entities with the largest number of employees are Limited Liability Social Co-operatives that are active in the region.

In addition, most entities of SSE that there are workers (16 entities - 30,77%) are part-time staff. Only 5 entities (9,62%) employ full-time staff and, finally, some (4 in number), 7,69%, use seasonal staff for their activities. This is mainly observed in the SSE entities for collective and productive purpose.

Table 12: Type of employment		
Type of employment	Frequence	Rate (%)
Full Time	5	9,62
Part Time	16	30,77
Seasonal	4	7,69
Not applicable	27	51,92
Total	52	100

Concerning the number of volunteers, the highest percentage (24 entities – 46,15%) indicates that they have 1 to 5 volunteers, while several entities (20 in number and 38.46%) do not have volunteers. They are followed by a percentage of 7,69% (4 entities). 6 to 10 volunteers, with only 2 (3,85%) claiming that they have between 11 and 50 and 2 (3,85%) more than 50 volunteers.

Table 13: Number of volunteers		
Volunteers	Frequence	Rate (%)
1-5	24	46,15
6-10	4	7,69
11-50	2	3,85
More than 50	2	3,85
There are no volunteers	20	38,46
Total	52	100

The next question attempts to examine the understanding of the definition of the notion of social economy concept for respondents (representatives and executives of SSE). In particular, respondents in this sample were asked to choose one or more concepts that best represent how they perceive the idea of the social economy (in this question, the responders had the option to choose more than one answers).

A high percentage of the respondents in this sample link the social economy to social entrepreneurship. The economy for the common good, the collaborative economy and the solidarity economy follow as the next most prevailing terms for the social economy. Finally, the circular economy, corporate social responsibility and the third sector close the order of responses at decreasing rates.

Table 14: Notion of Social Economy	
Concept/approach	Frequence
Social entrepreneurship	28
Economy for the common good	12
Collaborative economy	11
Solidarity economy	10
Circular economy	5
Corporate responsibility	4
Third sector	3
Other	0

The following question is interesting, as it concerns the primary purpose of the operation of the SSE entities of that sample. The question is whether the main purpose of these entities is social mission or profit or both.

It is noteworthy that only one entity in this sample (1,92%) gives priority to profit, while most (42 entities - 80,77%) give priority to both social and economic achievement, while a smaller percentage of 17,31 % (9 entities) give priority to serving the social purpose.

Table 15: Priority of the enterprise		
Priority	Frequence	Rate (%)
Profit First	1	1,92
Social/Environmental Mission First	9	17,31
Both Jointly	42	80,77
Total	52	100

Regarding the sources of income of the SSE entities of the sample, it is observed that the income of most entities (30 entities - 57,69%) come from private transactions, while only a small percentage of 15,38% (8 entities) are related to transactions with public sector entities.

It is also noted that some (5 in number) 9,62% of the entities have income from transactions with other entities and social economy entities. There are 4 entities (7,69%) that declare income from donations / charities and 4 other entities (7,69%) declare income from transactions with international organizations. Finally, an entity (1,92%) declared members' contributions as income sources to cover operating costs (In the this question, the responders had the option to choose more than one answers).

Table 16: Basic source of income		
Source of income	Frequence	Rate (%)
Transactions with private entities	30	57,69
Transactions with public entities	8	15,38
Transactions with other social economy entities	5	9,62
Transactions with international organizations	4	7,69
Transactions with donors/charities/civil society	4	7,69
Other (members' contributions)	1	1,92
Total	52	100

With regard to the basic sources of funding, most entities are self-financing, which is based on the use of private capital and contributions in kind (concession of land, equipment, etc.). A significant number said they received funding from EU funds, while few received funding from public / national funds.

Very few receive donations and funding from charities. It is noteworthy that only one operator said that it has received funding through loans. This in part proves the low access of the SSE entities lend by private banks (in this question, the responders had the option to choose more than one answers).

Table 17: Basic Source of funding	
Source of funding	Frequence
Private funds/own contribution/in kind contribution	41
European Union funds	12
Public funds (national programmes)	8
Donors/charities	4
Loans	1
Other (sponsorships)	1

The next question describes the ways in which SSE entities of the sample will try to develop further during the following year. The players in this sample were able to choose more than one way.

The majority of the entities in this sample intend to develop through the development of new products and services and attraction of new customers. A large percentage also seeks to grow by increasing sales to existing customers and expanding into new geographic areas. Some entities intend to win business as part of consortium while others aim to attract new investment so as to expand their business.

Table 18: Ways of growth	
Ways of growth	Frequency
Develop and launch new products and services	41
Attract new customers	35
Increase sales with existing customers	23
Expand into new geographic areas	20
Win business as part of consortium	13
Attract investment to expand	8
We have no growth plans	2
Merge with another organisation	1
Acquire another organization	1
Other (new members)	1
Replicate or franchise	0

Further, the responders were asked to assess their capabilities in a specific list of skills, which are estimated as necessary for the operation and development of the SSEs.

It was evidenced through the answers that many responders were capable in financial management and the management of human resources, as well as the response and understanding of the legislative framework. The capabilities in branding and personal relationships was estimated as moderate to high. Most of the responders were presuming having moderate capabilities in development and implementation of a business plans and strategy, the development and introduction of new products or services and the effective use of the available technology.

Table 19: Rate of business capability

Capabilities	Poor	Fair	Good	Very Good	Excellent	Total
People Management	0	3	16	26	7	52
Financial Management	1	7	16	22	6	52
Developing and implementing a business plan and strategy	2	4	19	14	13	52
Developing and introducing new products or services	1	4	21	14	12	52
Reacting to regulation	1	5	8	20	18	52
Making effective use of available technology	3	15	23	11	0	52
Marketing branding and personal relations	1	6	16	16	13	52

The last question of the first quantitative research, which concerned a sample of existing social enterprises (including the SSE entities according to the Greek institutional framework), in the Greek section of the cross-border area of INTERREG VA Greece - Bulgaria 2014- 2020, is very important as it highlights the key obstacles faced by the SSE entities for their development. The respondents were able to choose more than one.

It seems that the biggest obstacle for their development is the obtaining of grant funding. The next main obstacles are taxation / VAT and the maintenance of cash flows. Another important factor is the availability and / or cost of suitable premises.

It follows the understanding / awareness of the existence of social enterprises, among banks and other support organizations and the economic climate, reasons that are still obstacles to the development of SSE organizations. in Greece.

Finally, the lack of a marketing / marketing strategy for the product / service and the lack of access to technical support and advisory services have also been mentioned as obstacles to the development of SSE operators.

Table 20: Most important barriers	
Barrier	Frequency
Obtaining grant funding	17
Maintaining cash flow	11
Taxation, VAT, business rates	11
Availability/ cost of suitable premises	8
Understanding/awareness of social enterprise among banks and support organisations	6
Economic climate	6
Luck of market plan / marketing strategy of our product/service	5
Lack of access to technical support and advisory services	5
Late payment	4
Access to public services	3
Recruiting other staff	2
Recruiting executives	1
Shortage of managerial skills	1
Understanding/awareness of social enterprise among general public/customers	1
Shortage of technical skills	0
Lack of demand for product/service	0
Other (please specify)	0

9. Quantitative sample research of potential social entrepreneurs on the Hellenic part of the cross-border area of the cooperation programme INTERREG GREECE-BULGARIA 2014-2020 (Region of Eastern Macedonia and Thrace, Prefecture of Serres, Prefecture of Thessaloniki)

9.1 Methodology

For the research and examination of potential social entrepreneurs, a research was carried out between August 2018 and January 2019 in the Greek section of the cross-border area of the INTERREG Greece-Bulgaria Cooperation Program 2014-2020 for the development of a study titled "Profile of social entrepreneurs in the Greek section of the cross-border area", within the framework of the project "Support of Social Enterprises and Enhancement of Employment / SoSEDEE", INTERREG V-A Greece-Bulgaria 2014-2020.

The subject of this quantitative research was to find out, examine, interpret and depict:

- (a) familiarizing potential social entrepreneurs with the terms social economy and social entrepreneurship and
- (b) their preferences for education and acquiring knowledge in specific areas related to social entrepreneurship.

The purpose of this quantitative research activity was to examine the wishes and needs of the potential social entrepreneurs (target group) in the Greek section of the cross-border area of the INTERREG Greece-Bulgaria 2014-2020 (geographical area) their degree of familiarity with the terms social economy and social entrepreneurship as their preferences regarding the content of a specialized training program for the social entrepreneurship.

The results of this quantitative research aim to contribute to the understanding of the needs and particularities of those interested in social economy and social entrepreneurship, to highlight educational needs and to support information, information , education, training and counseling for social entrepreneurship.

The results of this quantitative research resulted from the completion of 126 anonymous online questionnaires from potential social entrepreneurs. The online questionnaire is compliant with GDPR (General Data Protection regulation)

requirements and was promoted to target group respondents via emails, webpages, and social media.

9.2 Sample and technical data processing

This quantitative research took into account all the conditions for its proper conduct and the processing of its results.

The subjects of the quantitative research, ie the sample, were unemployed, students, salaried and self-employed (target group) of all age groups residing in the Greek part of the cross-border area of the INTERREG Greece-Bulgaria 2014-2020 Cooperation Program.

The research tool (data collection tool) was a standard online questionnaire docs.google.com. The estimated completion time was 8-10 minutes.

The three (3) thematic questions (key questions) of the questionnaire (Annex B), from which the data and results emerged, concerned:

- to capture the profile of respondents in relation to their field of activity and in relation to their educational level
- to examine their familiarity with the terms of social economy and social entrepreneurship
- to examine the educational needs of a specialized curriculum for social entrepreneurship in relation to the thematic units: a) introduction to social entrepreneurship; b) start-up of a social enterprise; and c) development of a social enterprise.

Finally, during the period January 2019 - February 2019, these results were studied, processed, analyzed, interpreted and commented, in order to obtain key conclusions and findings.

9.3 Analysis and comment on 2nd quantitative research data

In the second consecutive quantitative research, aimed at a sample of potential social entrepreneurs, in the Greek section of the cross-border area of INTERREG V-A Greece - Bulgaria 2014-2020, the following were examined, recorded, analyzed and found:

The Project is co-funded by the European Regional Development Fund (ERDF) and by national funds of the countries participating in INTERREG V-A Greece-Bulgaria 2014-2020 Cooperation Programme.



In the first question concerning the residential area of potential entrepreneurs, 120 respondents (95,24%) reside in the Greek part of the cross-border area, while 6 (4,76%) are outside the eligible area.

Table 1: Geographical Distribution of the sample (Greece)		
Habitant of the cross-border area	Frequency	Rate (%)
Yes	120	95,24
No	6	4,76
Total	126	100

As the study area is the Greek part of the cross-border area, for the research needs, the following analysis only concerns the sample (120) residing in the cross-border area.

In the second question, in the gender analysis, a sample of 120 potential social entrepreneurs (respondents), 83 (69,17%) were women, while 37 (30,83%) men.

Table 2: Gender structure		
Gender	Frequency	Rate (%)
Women	83	69,17
Men	37	30,83
Total	120	100

It is noted in this sample the predominance of female sex prevails. This is reasonable and confirms the results of many studies, since gender is, in general, the one with the highest exclusion from the Labour market, and this area is a chance with.

The third question looked at the age groups - categories belonging to the sample respondents. Statistically and combined each age category was broken down by gender. Most, 47 people, were in the 35-44 age group (39,17%). Then follow those in the 18-24 age group (25%). Then, are those in the age group of 25 to 34 (22,5%). Finally, 11 individuals (9,17%) were aged 45 to 54 and 5 (4,17%) in the 55-year age group.

The age distribution of the sample shows that the youngest (18-24) and those in their most productive years (35-44 years) are mainly women and are the age groups with the highest percentage of the sample (25% and 39,17% respectively).

Table 3: Age groups per gender					
Gender per age group	18-24	25-34	35-44	45-54	55+
Women	22	23	31	7	0
Men	8	4	16	4	5
Total	30	27	47	11	5
Rate (%)	25,00	22,50	39,17	9,17	4,17

Regarding the educational level of the sample, it appears that the highest percentage (39,17%), 47 people, are graduates of higher education institutions. The second largest percentage (26,67%), 32 people are holders of postgraduate degrees.

They are followed by 18,33%, 22 people with a secondary school leaving certificate (high school / vocational school graduates). A small percentage (11,67%), 14 individuals, are primary school graduates and, finally, there is a small percentage (4,17%), 5 people, have a higher education qualification.

Table 4: Educational level		
Educational level	Frequence	Rate (%)
Primary / Middle School	14	11,67
High School	22	18,33
Vocational Technical College	5	4,17
University	47	39,17
Post Graduate / PhD	32	26,67
Total	120	100

The next question, which looked at the working situation of the respondents, was the majority of students, 26 in number (21,67%), while most of them in the number of 45 were employees (37,50%).

Table 5: Employment status		
Employment status	Frequence	Rate (%)
Employed for wages	45	37,50
Self-Employed	16	13,33
Out of work and looking for work	23	19,17
Out of work but not currently looking for work	3	2,50
A homemaker	0	0,00
A student	26	21,67
Retired	4	3,33
Unable to work	0	0,00
Other (part-time)	3	2,50
Total	120	100

Finally, regarding with the familiarization of the respondents with the terms of the social economy and social entrepreneurship, it is noted that the largest percentage (41,67%), 50 people, although they are not involved in the sector, they are quite familiar with the terms.

Additionally, 36 respondents (30%) are somewhat concerned with the social economy and / or social entrepreneurship, as they have argued. Finally, a small percentage (15,83%), 19 people, said they were very unfamiliar, while the fewer, 15 in number and 12,50% did not hear the terms specific terms and concepts.

Table 6: Familiarity with the terms of social economy		
Familiarity	Frequence	Rate (%)
I have not heard them	15	12,50
I am bit familiar with the terms	19	15,83
I am quite familiar with the terms	50	41,67
I am actively involved in the social economy/or social entrepreneurship	36	30,00
Total	120	100

The last three questions examine the interest, the preferences and the needs of the responders, regarding the training and the gaining of knowledge in specific sectors, related to the social entrepreneurship, which concern the educational contents of the following units: a) Introduction to social entrepreneurship; b) Social enterprise startup and c) Development of a social enterprise. Especially, the responders were asked to rate the degree of importance of the educational contents of specific thematic of the the above training units.

Regarding the first unit, “Introduction to social entrepreneurship”, the respondents consider it as the most important of all. More specifically, the thematic “Basic principles of social entrepreneurship” seems to be the most important one, followed by the “Legislative framework of social enterprises”. “Financial issues” and the “Basic principles of management” are the less interesting ones.

It is observed that the gaining of knowledge is of very high importance for the thematic related to the first degree of familiarisation with the object of social economy and entrepreneurship.

Table 7: Importance of educational content about "Introduction to Social entrepreneurship "							
Features	Educational content	Not at all Important	Low Importance	Neutral	Moderately Important	Very Important	Total
C.1.1	Basic Social Entrepreneurship Principles	2	2	19	36	61	120
C.1.2	Social Entrepreneurship Legal framework	1	3	24	38	54	120
C.1.3	Basic Business Principles	1	2	24	44	49	120
C.1.4	Economics	2	4	18	45	51	120

Regarding the first unit, “Social enterprise startup”, also all thematic topics were selected as very important. The thematic with the highest importance is the “Identifying social needs and entrepreneurial opportunity”, followed by the thematic “Market research.

It worth mentioning also that the thematic “Strategic thinking” is the third most important, followed with small difference by the thematic “Recognising funding and attracting investors”. The thematic “Setting the founding team and procedures of making decisions”, along with the thematic “Developing business models” gains also significant interest. Finally, the thematic “Financial management and accounting” receives the less interest.

Table 8: Importance of educational content about "Starting a social business"

Features	Educational content	Not at all Important	Low Importance	Neutral	Moderately Important	Very Important	Total
C.2.1	Market research	0	4	15	34	67	120
C.2.2	Social Business Models	1	4	23	43	49	120
C.2.3	Identifying social needs and business opportunity	0	3	11	37	69	120
C.2.4	Finding the funding and attracting investors	0	2	11	48	59	120
C.2.5	Finance/cash management and accounting	1	7	31	38	43	120
C.2.6	Strategic Thinking	0	4	12	39	65	120
C.2.7	Establishment of a founding group and decision-making processes	1	1	25	41	52	120

Regarding the unit “Development of a social enterprise”, the respondents expressed the high importance of all proposed thematic topics, but the thematic “Management of Teams”, “Measuring the social impact and indicators of social return” and “Management of human resources” for which the degree of importance is considered as important.

The thematic topics that gained the highest rate of importance are “Quality control”, “Labour relationships”, “Decision making” and “Customer service”. “Leadership”, “Plan of implementation of the business idea”, “Marketing – communication of business idea” and “Sales” are following.

The following table, reflects the importance for each topic.

Table 9: Importance of educational content about "Social business development"							
Features	Educational content	Not at all Important	Low Importance	Neutral	Moderately Important	Very Important	Total
C.3.1	Business idea implementation plan	1	2	18	42	57	120
C.3.2	Team Management	1	4	22	47	46	120
C.3.3	Networking	1	6	24	44	45	120
C.3.4	Measuring Social Outcomes and Social Performance Metrics	2	8	27	43	40	120
C.3.5	Marketing – communication of the business idea	0	2	19	41	58	120
C.3.7	Human Resource Management	0	2	15	51	1	69
C.3.8	Labour Relations	1	2	17	33	67	120
C.3.9	Customer Service	1	4	12	38	65	120
C.3.10	Leadership	1	10	17	33	59	120
C.3.11	Corporate Social Responsibility	1	10	16	44	49	120
C.3.12	Decision Making	1	4	14	35	66	120
C.3.13	Quality control	0	2	16	32	70	120

10. Qualitative research of social enterprises, social entrepreneurship consultants as well as the relevant social and solidarity economy (SSE) entities on identifying the educational needs of owners and executives

10.1 Methodology

Qualitative research focuses on identifying the educational needs of owners and executives of social enterprises, social entrepreneurship consultants as well as the relevant SSE entities on the Greek part of the cross-border area of the INTERREG V-A Greece-Bulgaria Cooperation Program 2014-2020, ie in the Region of Eastern Macedonia and Thrace and in the Regional Units of Thessaloniki and Serres (field research area).

In particular, this qualitative research examines the educational needs for the development of social entrepreneurship in terms of educational content, skills to be developed by those involved, and education techniques in order of priority.

During the research period (September-December 2018) there is a lack of integrated training programs and training actions in the field of social entrepreneurship in the cross-border area. More specifically, education and training in the field of social entrepreneurship is fragmented by various entities without providing a comprehensive curriculum, although the Central Macedonia and East Macedonia and Thrace Regions have high rates of active SSE.

The purpose of the qualitative research is to search through personal interviews the views, opinions and proposals of representatives and managers of social enterprises, social entrepreneurship consultants as well as relevant SSE entities (topic of the research - sample) on the Greek part of the cross-border area of the INTERREG VA Greece-Bulgaria 2014-2020 (geographic area), regarding the needs of the educational content and training techniques for the development of a training program in the field of social entrepreneurship. In this way, it was possible to examine and record the preferences of the respondents based on their experience and needs in the field of education.

At the same time, the findings of the research are expected to lead to: a) the development of appropriate and necessary educational programs for social entrepreneurship, b) the specialized development of counseling services for the executives of the Social Enterprises and c) encouraging cooperation between local

agencies, state organizations and the Social Enterprises in order to operate specialized structures to support social entrepreneurship.

10.2 Sample and technical data processing

This qualitative research has taken into account all the conditions for its smooth conduct and the processing of its results.

The subjects of the qualitative research (as already mentioned), ie the sample, were representatives and executives of social enterprises, social entrepreneurship consultants as well as representatives of relevant SSE entities based on the Greek part of the cross-border area, which have a good knowledge of the institution and subject of the social economy and adequate experience in developing social entrepreneurship actions. These people were, therefore, justified and targeted, the population to which the present qualitative research focused.

This sample (10 participants / respondents) who participated as respondents in the qualitative research process were representatives and executives of the following institutions:

- Limited Liability Social Co-operative of Rodopi - Evros (Alexandroupolis)
- Limited Liability Social Co-operatives of Kavala (Kavala)
- Limited Liability Social Co-operatives Iris (Thessaloniki)
- Social Cooperative Enterprise Human Nature (Drama)
- Social Cooperative Enterprise Ergo Culture (Kavala)
- Social Cooperative Enterprise Thrakis Motive (Komotini)
- Social Cooperative Enterprise Collection (Thessaloniki)
- Social Cooperative Enterprise Network of Central Macedonia (Thessaloniki)
- Social Cooperative Enterprise Network of East Macedonia and Thrace (Komotini)
- Development Structure PC (Kavala)

As a research tool (data collection tools), a half-structured interview in ms-word format was used.

The twelve (12) thematic (key questions) of the semi-structured interview guide (Annex C), from which the data and the results emerged, concerned:

- to capture the profile of the respondent in relation to their field of activity and the educational level,
- examining the educational needs (educational content and modules) and the proposed training techniques for each thematic unit,
- to describe the predominant skills for the development of a social entrepreneur and the proposed training techniques,
- to examine the predominant feature (thinking) of a social entrepreneur and the proposed training techniques.

Through the overall interview material, rich and interesting data and important information on educational needs and preferences regarding training techniques have emerged in order to develop a suitably tailored social entrepreneurship education program in this cross-border area.

The interviews preceded telephone conversations with representatives and officers to determine the location, days and times of the process. In this first communication, the purpose and objectives of the research and the assessment of the length of the interview were announced.

Almost all the representatives / executives invited to the interviews agreed to take part in the interviews, in order to complete their programming. Personal interviews (using a semi-structured interview driver) lasted up to one (1) hour. The willingness and cooperation of the participants during the research as well as the response and understanding of interviewer interview questions were excellent.

10.3 Analysis and commenting on the qualitative research data

In the qualitative research of our study in which involved a sample of representatives and competent executives of SSE and social entrepreneurship consultants so as to identify educational needs and needs for the development of social entrepreneurship, in the Greek section of the cross-border area of INTERREG V-A Greece - Bulgaria 2014-2020, the following were examined, recorded, analyzed and found:

The interviewer's first questions outline the profile of the respondents with regard to the type of organization they represent, the area of activity in which they are active,

the educational level of the members / executives / owners / workers and their primary purpose.

Regarding the structure of the sample, most (90%) are registered in the Social Economy Register, while a smaller percentage (10%) belongs to the traditional structure of private sector enterprises.

At the same time, 40% of this sample belongs to the category of Social Cooperative Enterprises, 30% in the category of Limited Liability Social Co-operatives, 20% also to another type of the SSE entities and the remaining 10% in the category of social entrepreneurship consultants.

Table 1: Structure of the sample (Greece)		
Type of enterprise	Frequence	Rate (%)
Social Cooperative Enterprises	4	40
Limited Liability social co-operatives	3	30
Other types social enterprises	2	20
Consultants of social economy	1	10
Total	10	100

The sample covers almost the entire cross-border eligible area in Greece (except for the Regional Unity of Serres). Most respondents come from the Regional Units (here in after referred to as "RU") of Kavala and Thessaloniki.

Table 2: Geographical Distribution of the sample (Greece)		
Regional Unit	Frequence	Rate (%)
Kavala	3	30
Rhodopi	2	20
Thessaloniki	3	30
Drama	1	10
Evros	1	10
Total	10	100

Regarding with the field of activity of the sample, we observe equilibrium and all the sectors (primary, secondary and tertiary) are represented. The largest share of the sample (30%) is active in the field of social inclusion of mentally ill patients, followed by the sectors of counseling, networking and culture-education (20%) and finally production and manufacturing (10%).

Table 3: Activity sector of the sample (Greece)		
Activity sector	Frequence	Rate (%)
Social inclusion of people with mental health problems	3	30
Consulting	2	20
Production-manufacturing	1	10
Culture, leisure, education	2	20
Networking	2	20
Total	10	100

From the next sample questions, which were about the educational level of employees and the owner-owner groups, it was found that the educational level of those active in social entrepreneurship is quite high.

Specifically, the educational level of the workers, at the rate of 70%, has completed higher education (education institutions degree).

Table 4: Highest educational level of employees (Greece)		
Education allevel	Frequence	Rate (%)
Higher education	7	70
Secondary education	3	30
Primary education	0	0
Compulsory education	0	0
Total	10	100

The last question was about the primary purpose of the operation, whether the primary purpose is social mission or profit or both.

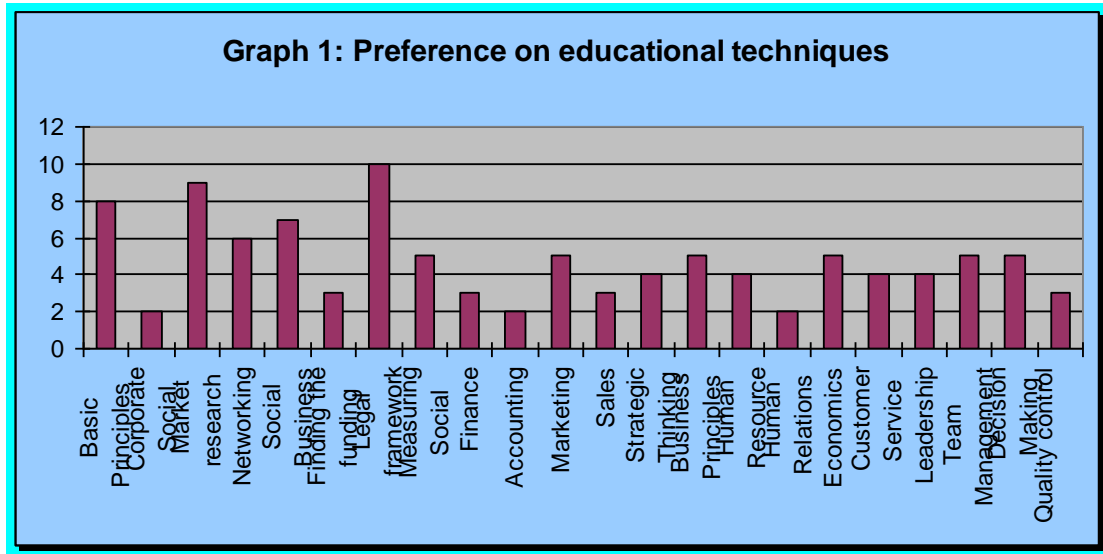
It is important and it was also expected that no enterprise in the sample prioritizes the maximization of profit. 50% puts forward the social mission and service of social goals, and the remaining 50% seeks to achieve both financial and social goals.

The main argument was that they are targeting the development of actions and programs for the socio-economic integration of vulnerable groups, even if they are not commercially viable. This is the main feature of Limited Liability Social Cooperatives that have greater access to programs financed by the public sector, while, on the other hand, most Social Cooperative Enterprises give priority to both serving the social and economic ends, otherwise they cannot guarantee their sustainability.

Priority	Frequence	Rate (%)
Profit First	0	0
Social/Environmental Mission First	5	50
Both Jointly	5	50
Total	10	100

The next questions indented to capture a) the preferences and needs of the respondents, regarding the educational contents of a specific programme for the development of a social enterprise and a social entrepreneur; b) the required skills that should a social entrepreneur should have and c) the way of thinking. For each of the proposed training topics, skills and way of thinking, also the preference for the training technique, was measured.

More specifically, regarding the educational contents, the respondents were asked to prioritise the seven most important training topics from a list of 22 suggested ones, for the development of a social entrepreneur.



It is observed that the basic principles of social entrepreneurship and the legislative framework have been chosen as the most important training topics for the development of a social entrepreneur. To the question for the reasons behind such selection, most of the respondents replied that it is necessary for a social entrepreneur to know the principles and the legislative framework of social entrepreneurship, in order to be in position to exploit all the privileges provided to develop activities based on the principles of justice, democracy, solidarity, equality, independence, unbounded participation, respect to human and environment and prioritization to the person and sustainability.

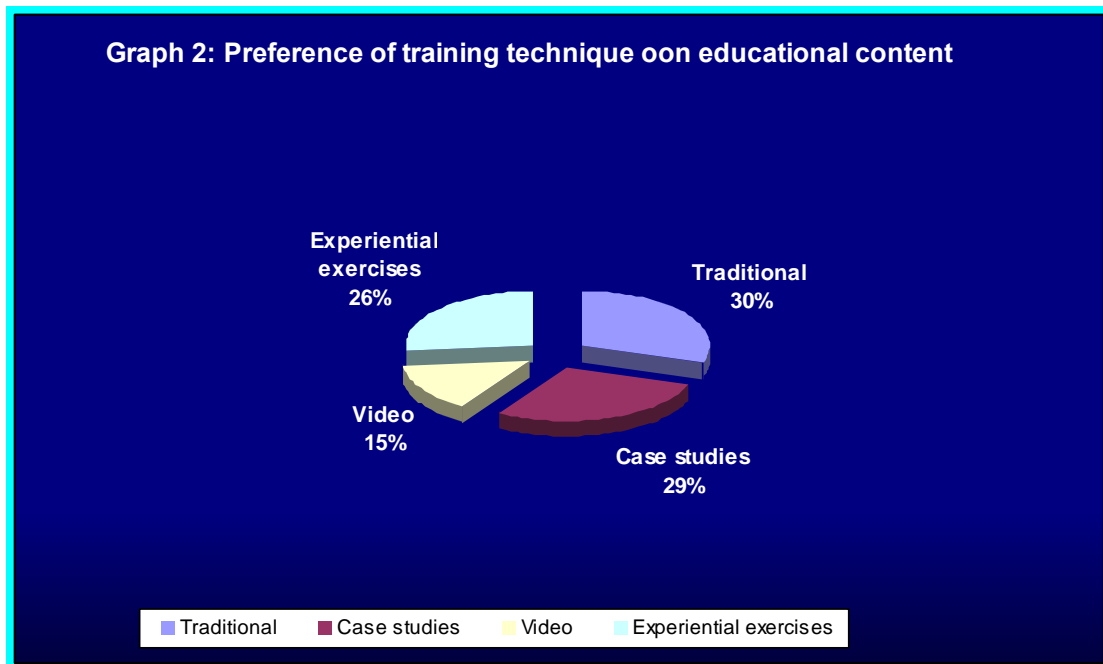
Other important educational topics for the respondents are the development of models of social entrepreneurship, the market research and the networking, followed by the measuring of social impact, marketing, financial issues, basic principles of management, management of teams and making of decisions. Especially for the development of the business model the lack of necessary skills was highlighted.

Less interesting topics for the respondents are the strategic thinking, the management of human resources, the customer care and the leadership. The topics of identification of funding and attraction of investors, the financial management, the sales and the quality control are of minor interest. Minimum interest is also observed in the Corporate Social Responsibility, the accounting and the labour relationships.

For each of the above topics, the respondents were asked to select the best learning technique. Beyond the conventional learning techniques, including lectures and study, the respondents could choose case studies, videos, experiential learning including

exercises and practice, or to propose another technique. Particular preference was expressed, beside the conventional learning techniques, in case studies and experiential learning. For the most of the respondents, the conventional learning techniques is necessary to all topics because it cultivates a qualitative good theoretical background and knowledge, which are required for the development of the social entrepreneur.

Furthermore, particular preference is observed in case studies and experiential learning in more complex and specialised topics. such as market research, measuring the social impact, marketing and management of teams. According to the comments of the respondents, this happens because the methods contribute better in understanding and exploiting the theory through the presentation of good examples and practices. Furthermore, for the experiential learning, it was mentioned that it assists to the development of skills though the participation of the trainees in experiential exercises.



In the graph above, it is clearly expressed that the conventional method is preferred by just 1% over the case studies and 4% over the experiential learning. Therefore, we conclude that the conventional methods and also the case studies and the experiential learning, are important learning techniques for the development of the social entrepreneur.

Subsequently, the respondents referred by priority, the most important skills for the development of the social entrepreneur. From the analysis of the answered questionnaires it is concluded that the most important skill is the one of the recognition of the social needs. To the question “Why”, the dominant response was because by definition the social entrepreneur should primarily be in position to recognize the needs of the society, to which he/she is oriented to, so that he/she can then develop respective activities to satisfy those needs.

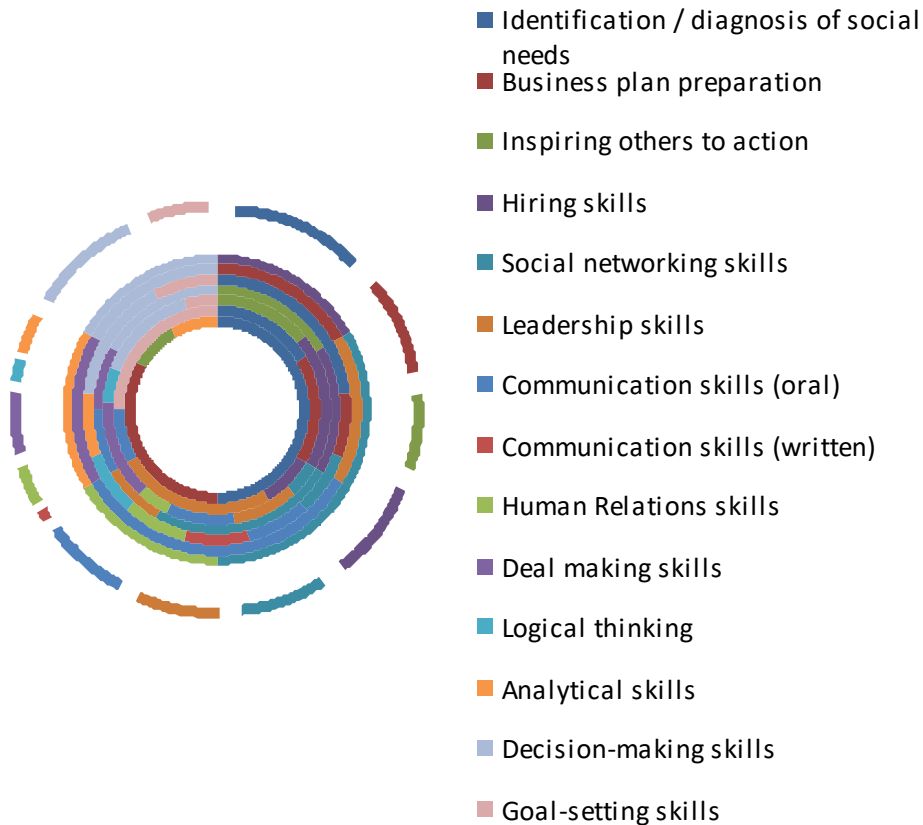
Another important skill is the preparation of the business plan, in order the enterprise to be viable and competitive and to be in position to request funding by third sources. Although that is a skill that is missing in most of the cases in social entrepreneurship, it is necessary for the production of goods and services and the taking over of the entrepreneurial and financial risk for their operations.

The skills of inspiration and mobilization, leadership, effective staffing, effective negotiating, decision making and setting of goals follow in the priority list.

It worth mentioning that the skills of setting goals and leadership are secondary in the priority list, leading to the conclusion that there’s a need for their further development through training. The main reason for that is that any enterprise, social or conventional, should be in position to set specific realistic, practical, and hierarchically organized goals. Furthermore, the meaning of leadership is not that much related to the meaning of hierarchy – as in most conventional enterprises – but it is mainly related to the meaning of encouraging, in order for the members, the employees, the volunteers to continue putting efforts for the achievement of social and financial goals.

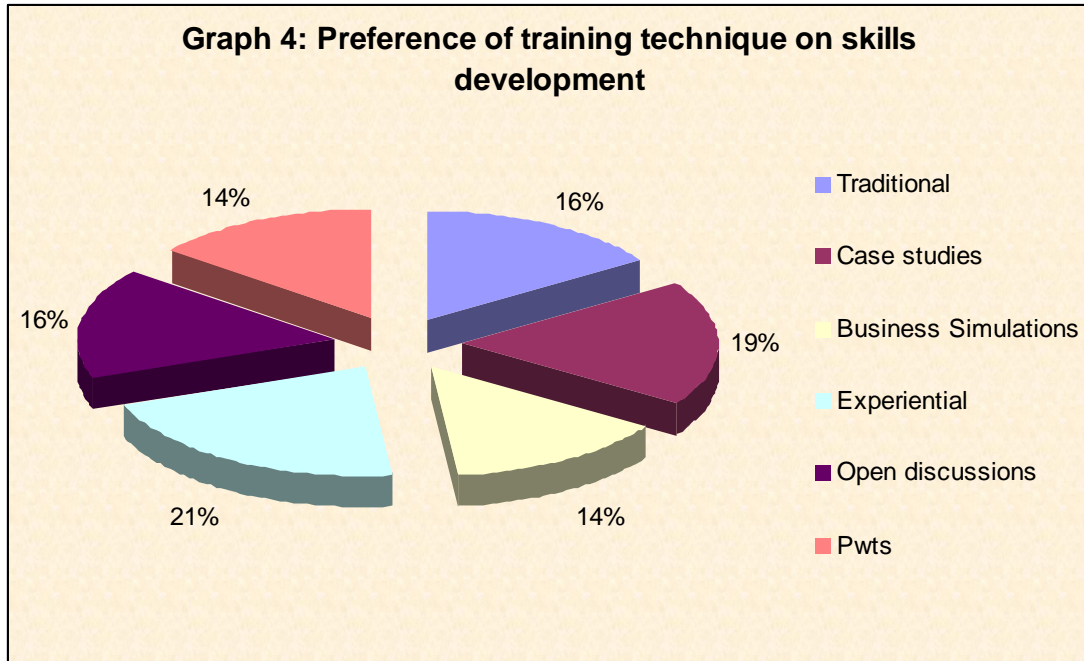
The skills of social networking and verbal communication are also considered as important, while the skills of management of labour relationships, analytical and logical thinking are of less interest and the skills of effective writing communication is of minimum interest.

Graph 3: Preference on skills



The next series of questions concerned the appropriate learning technique for the development of the above mentioned skills. Beside the conventional method, the case studies and the experiential exercises, the options of simulation of enterprises, the open discussions and the presentations were also added. In contrary to the previous case, the educational contents where the primary method –even through a minor difference- was the conventional one, here the priorities in preferences are observed to be experiential exercises, followed by case studies, the open discussions and then the conventional learning techniques. Although with minor difference to the other methods, the less interest is observed for the simulation of enterprises and presentations.

As mentioned above, the respondents are convinced that a skill is better developed through the practical – experiential exercise and the presentation of good practices and examples that have been applied by other social enterprises, especially skills that require practice in order to be developed and consolidated, through the presentation of models, application and feedback.



The last two questions refer to the basic characteristics of the way of thinking that a social entrepreneur should have, as well as the appropriate learning techniques for each of those characteristics. The objective of those questions is to capture the characteristics of the way of thinking that essentially differentiate a social entrepreneur from the others.

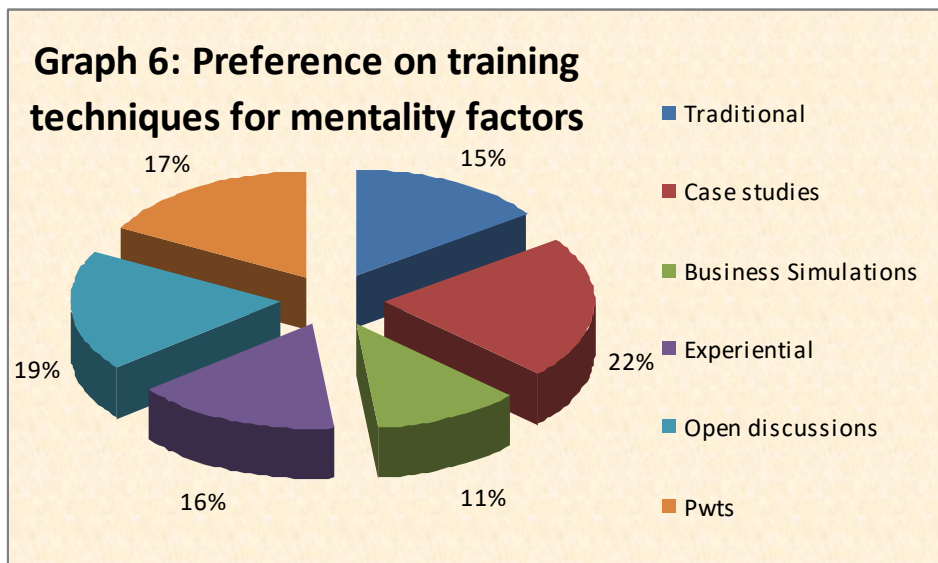
Regarding the first question, it is observed that correctly the first characteristic in the way of thinking of a social entrepreneur should be the social sensitization and the social concern. The main reason for the selection of this characteristic by the respondents, is related to the fact that the social entrepreneurs are those entrepreneurs who undertake new initiatives, which are not undertaken by other –conventional-entrepreneurs, with goal for social change and support to the social sector. They (the social entrepreneurs) use innovative methods to achieve sustainable social value and believe that they have the responsibility for the people they serve (target group).

The second choice in the priority list is the vision as main lever for starting up. The prime reason for that, is that the confrontation of social issues through the development of sustainable entrepreneurial actions, requires a vision in order to picture and later to materialize (the confrontation), but also to mobilize social forces and resources. The next choice, is the innovation and the creativity as basic factors for viability and competitiveness. It worth to mention that the characteristic of entrepreneurial spirit is listed as last in the priority list of the five characteristics, although that it is the second overall preferred characteristic. Also, almost no one of the respondents considers the characteristic of “putting care about the detail” as important way of thinking.

Graph 5: Important mentality factors



With regards to the characteristics of the way of thinking, it is observed that the simulations of enterprises are ahead, with the open discussions being second. This means that the presentation of a good example as the best method for the development of the basic characteristics of the way of thinking, as well as the open discussions are preferred.



11. Conclusions of the Field Research

According to the qualitative and quantitative researches that were conducted in the cross-border area in 2018, for this study, the Social Cooperative Enterprises and the SSE entities in the Greek part of the cross-border, present the following characteristics:

In recent years, there has been an increase in the number of the Social Cooperative Enterprises and the SSE entities in this particular cross-border area of research.

Most of the research participants SSE entities are active in the food and nutrition sector, followed by the tourism / leisure, manufacturing and training sectors. Also important is the presence of the primary sector and the recycling and environmental protection sector.

The main characteristic of the research participants SSE entities is that the educational level of their members and their workers is quite high. The majority not only has completed Academic Education but has obtained a postgraduate and / or doctorate degree. Therefore, most people involved in social entrepreneurship tend to have completed studies at higher education institutions.

Most SSE entities of the research are in the category of Social Cooperative Enterprises (SCE) and have as a general purpose the creation of employment opportunities. They also aim more at tackling economic exclusion, promoting education and empowering / upgrading women. They have less activity in the field of improving health and well-being.

Regarding their economic profile, the majority of the active SSE entities of the research participants do not show significant profits or significant losses and their turnover is relatively small. It is even small enough to create new jobs. For this reason, it is noted that those who can cope with wage costs and employ staff do so on a part-time basis. Some Organizations even include volunteers in their work to serve their social purpose.

Most SSE entities of the research participants link the social economy to social entrepreneurship and aim both at achieving the social and in achieving their economic goal. Their revenue comes mainly from transactions with individuals and less than transactions with public entities. The main sources of funding are the members' own

funds and contributions. Some have access to funding from national or European funds and their funding from financial institutions is minimal.

Their primary strategic development is the development of new products or services and the attraction of new customers. It follows the increase in sales with existing customers.

Regarding the assessment of their capabilities for their further development, most people find it lagging behind in the development and the implementation of business planning and strategy, in the development and introduction of new products or services and in the effective use of available technology. Therefore, particular emphasis and support should be given to these areas.

Finally, with regard to the obstacles to the development of the sector, the biggest obstacles are the acquisition of external financing, high taxation and the amount of VAT and the maintenance of cash flow (liquidity). These three obstacles are directly linked to each other and reflect the difficult economic climate in which the SSE entity is trying to develop in Greece.

Based on the results of the quantitative research, the potential social entrepreneurs of the Greek part of the cross-border area of the INTERREG V-A GREECE-BULGARIA 2014-2020 cooperation program are quite familiar with the terms of social economy and social entrepreneurship. However, they give great importance and priority to education related to almost all the following modules: a) Introduction to social entrepreneurship; b) Business start-up of a social enterprise; and c) Development of a social enterprise.

It is worth noting that the thematic "basic principles of social entrepreneurship" accounted for the highest degree, the thematic "identification of social needs and business opportunity" and "quality control" occupy the second place, while the 'market research' and 'Labour relations' themes occupy the third place.

Based on the results of qualitative research, the existing social entrepreneurs of the Greek part of the cross-border area of the INTERREG VA GREECE-GULGARIA 2014-2020 cooperation program prefer an educational program of social entrepreneurship that will include the themes of the basic principles and the institutional framework social entrepreneurship, but also thematic issues related to the development of social entrepreneurship models, social impact measurement, basic principles of administration and networking.

According to the participants of qualitative research, with regard to the skills they deem necessary for the development of a social entrepreneur, the diagnosis of social needs is preceded by the preparation of a business plan, effective staffing and leadership. Lastly, in relation to the basic features of the way of thinking, social awareness, vision and innovation are at the top of the list of preferences, followed by creativity and entrepreneurship.

Regarding the way of education, according to the participants of qualitative research, the preference of traditional technique (lectures and study) is observed in traditional theoretical units, such as the basic principles of social entrepreneurship, institutional framework, finance, leadership and sales, while in practical units such as market research and social impact measurement, more advanced training techniques, such as case studies and experiential learning, are preferred. Modern training techniques are a priority for developing skills and competencies to develop a social entrepreneur's thinking, because examples (such as case studies, business simulations, and presentations) achieve a better understanding and perception, while through the techniques of open discussions and experiential exercises, it is better to develop the necessary skills. Therefore, there is a clear preference for the development of the entrepreneur's social profile through traditional forms of education, while the hardship and the need to develop the entrepreneurial profile and skills to ensure the viability and competitiveness of the social enterprise are accepted.

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Annex A
Questionnaire 1:
Profile of Social Enterprises

Dear all,

Under the project Support of Social Enterprises Development and Enhancement of Employment with acronym SoSEDEE, which is funded by the European Union through the European Territorial Cooperation Program «INTERREG Greece Bulgaria 2014 - 2020» We would like to ask for your assistance of the following research. The project involves the Municipality Gotse Delchev, Eastern Macedonia and Thrace Institute of Technology and SOS Children's Villages Thrace, Alexandroupolis Aristino.

SoSEDEE involves the development of a distance learning training program in social entrepreneurship, which will be provided by the Department of Business Administration of Eastern Macedonia and Thrace Institute of Technology. Moreover, it aims to produce a comparative analysis and mapping of social entrepreneurship in the border area Greece - Bulgaria in order to highlight key characteristics and challenges.

The purpose of the questionnaire is to learn more about the profile of social enterprises in the cross-border region of Greece - Bulgaria. The questionnaire contains some general questions such as industry and company legal form as well as questions about the followed approaches and strategies and the encountered challenges.

Completion of the questionnaire is done anonymously and takes 8-10 minutes. The results will be used solely for research purposes and with absolute confidentiality from the research team.

For questions or any problems, please contact us by e-mail.

Thank you very much for your participation!

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Please fill in with **X** in the boxes

PART A: GENERAL

A.1 POSITION

What is your Position in the organization?

Founding member - owner - cooperative - member	
Management - member of administration committee / board of directors	
Senior Employee -Director - Manager	
Employee	
Volunteer	
Other	

A.2 SECTOR

What is your industry Sector?

Retail	
Business Support / Consultancy	
Primary sector - agriculture / livestock / fishery	
Education - training	
Creative industries - web, design, print	
Skill development	
Healthcare	
Social care	
Culture and leisure	
Energy and clean technology	
Environmental- recycling / reuse / awareness	

Financial support and services	
Forestry	
Food and nutrition	
Justice / rehabilitation / human rights	
Water and sanitation	
Information Communication Technology	
Tourism / hospitality	
Housing	
Manufacturing	
Transport	
Other	

A.3 YEARS OF OPERATION

Number of years Organization has been in operation

Less than one year	
1-2	
2-4	
4-6	
6-8	
8-10	
More than 10 years	
Don't Know/Not sure	

A.4 EDUCATION LEVEL

a. What is the highest level of education of the majority of your employees (your associates if it concerns an organization)?

Middle School	
High School	
Vocational Technical College	

University	
Post Graduate	

b. What is the highest level of education of the senior management team or the owner/founding member?

Middle School	
High School	
Vocational Technical College	
University	
Post Graduate	

A.5 LEGAL FORM

What legal form is the organization registered under?

Social Cooperative Enterprises	
Limited liability social co-operatives	
Worker's cooperatives	
Social Inclusion Enterprise	
Cooperative	
Association / foundation	
Non-profit legal entity	
Sole Proprietorship	
General Partnership	
Limited Partnership	
Limited Liability Company	
Other /Don't Know	

A.6 TURNOVER

What was your organization's turnover last year?

Over 1 million Euro	
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250.001 to 1 million Euro	
100.001 to 250.000Euro	
50.001 to 100.000Euro	
40.001 to 50.000Euro	
30.001 to 40.000Euro	
20.001 to 30.000Euro	
10.001 to 20.000Euro	
0 to 10.000Euro	

A.7 RESULTS

What was your organization's result last year?

Profit 0 to 1.000 Euro	
Profit 1.000 to 5.000 Euro	
Profit 5.000 to 10.000 Euro	
Profit 10.000 +Euro	
Loss	
0	

A.8 OBJECTIVES

What are the overall objectives of your organization (You may choose more than one)?

Creating employment opportunities	
Improving health and well-being	
Addressing social exclusion	
Supporting agriculture and allied activities	
Promoting education and literacy	

Protecting the environment	
Addressing financial exclusion	
Supporting vulnerable children and young persons	
Supporting other social enterprises and organizations	
Empowering and uplifting women	
Other	

A.9 EMPLOYEES

a. How many paid employees do you have?

1-5	
6-10	
11-50	
More than 50	
There are no paid employees	

b. Type of employment for paid employees

Full Time	
Part Time	
Seasonal	
Not applicable	

c. How many volunteers do you have?

1-5	
6-10	
11-50	

More than 50	
There are no volunteers	

PART B: APPROACHES, STRATEGIES, CHALLENGES

B.1 SOCIAL ECONOMY

Which one of the following represents better your notion of Social Economy? (You may choose more than one)

Third sector	
Solidarity economy	
Social entrepreneurship	
Economy for the common good	
Circular economy	
Collaborative economy	
Corporate responsibility	
Other (please specify)	

B.2. EMPHASIS

Which of the following does your organization place the most emphasis on (Please choose only one)?

Profit First - we prioritise maximising profits and strive to make a social impact only when it enhances profitability	
Social/Environmental Mission First - we prioritise maximisation of impact over profit, we may not (always) be commercially viable	
Both Jointly - we pursue both financial and social/environmental objectives equally	

B.3. SOURCE OF INCOME

What is your main source of income (You may choose more than one)?

Transactions with private entities	
Transactions with public entities	

Transactions with other social economy entities	
Transactions with international organizations	
Transactions with donors/charities/civil society	
Other (please specify)	

B.4. SOURCE OF FUNDING

What is your main source of funding (You may choose more than one)?

Private funds/own contribution/in kind contribution	
Public funds (national programmes)	
European Union funds	
Donors/charities	
Loans	
Other (please specify)	

B.5. GROWTH

How does your organisation plan on achieving growth over the next year (You may choose more than one)?

Increase sales with existing customers	
Expand into new geographic areas	
Develop and launch new products and services	
Attract new customers	
Replicate or franchise	
Attract investment to expand	
Merge with another organisation	
Acquire another organization	

Win business as part of consortium	
We have no growth plans	
Other (please specify)	

B.6. CAPABILITIES

Rate your business capability in the following areas (5 very strong - 1 very poor)

		Poor	Fair	Good	Very Good	Excellent
		1	2	3	4	5
B.6.1	People Management					
B.6.2	Financial Management					
B.6.3	Developing and implementing a business plan and strategy					
B.6.4	Developing and introducing new products or services					
B.6.5	Reacting to regulation					
B.6.6	Making effective use of available technology					
B.6.7	Marketing branding and personal relations					

B.7. BARRIERS

What are the major barriers that your organisation faces (You may choose more than one)?

Luck of market plan / marketing strategy of our product/service	
Obtaining grant funding	
Maintaining cash flow	
Recruiting executives	
Recruiting other staff	

Shortage of managerial skills	
Shortage of technical skills	
Lack of access to technical support and advisory services	
Understanding/awareness of social enterprise among banks and support organisations	
Understanding/awareness of social enterprise among general public/customers	
Lack of demand for product/service	
Economic climate	
Access to public services	
Taxation, VAT, business rates	
Availability/ cost of suitable premises	
Late payment	
Other (please specify)	

Annex B
Questionnaire 2:
Potential Social Entrepreneurs

Dear all,

Under the project Support of Social Enterprises Development and Enhancement of Employment with acronym SoSEDEE, which is funded by the European Union through the European Territorial Cooperation Program «INTERREG Greece Bulgaria 2014 - 2020» We would like to ask for your assistance of the following research. The project involves the Municipality Gotse Delchev, Eastern Macedonia and Thrace Institute of Technology and SOS Children's Villages Thrace, Alexandroupolis Aristino.

SoSEDEE involves the development of a distance learning training program in social entrepreneurship, which will be provided by the Department of Business Administration of Eastern Macedonia and Thrace Institute of Technology. Moreover, it aims to produce a comparative analysis and mapping of social entrepreneurship in the border area Greece - Bulgaria in order to highlight key characteristics and challenges.

The purpose of the questionnaire is to learn more about your familiarity with social economy and entrepreneurship as well your perception about different training dimensions of social entrepreneurship.

Completion of the questionnaire is done anonymously and takes 5-6 minutes. The results will be used solely for research purposes and with absolute confidentiality from the research team.

For questions or any problems, please contact us by e-mail.

Thank you very much for your participation!

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info@domikoinep.gr

Research team: Dr. Antonios Kostas, Project Coordinator, e-mail:
antonios_kostas@yahoo.gr | Georgia Karavangeli, Economist - International relations,

Member of Thrakis Kinitro Social Cooperative Enterprise, e-mail:
gkaravageli@gmail.com

Please fill in the boxes with X

PART A: Demographics

A.1 GENDER

What is your gender?

Male	
Female	
Other	

A.2 AGE

What is your age?

18-24	
25-34	
35-44	
45-54	
55+	

A.3 EDUCATION LEVEL

What is the highest degree or level of school you have completed? If currently enrolled, highest degree received.

Primary / Middle School	
High School	
Vocational Technical College	
University	
Post Graduate / PhD	

A.4 EMPLOYEMENT STATUS

What is your current employment status?

Employed for wages	
Self-Employed	

Out of work and looking for work	
Out of work but not currently looking for work	
A homemaker	
A student	
Retired	
Unable to work	
Other (please specify)	

PART B: Social economy and social entrepreneurship

B.1 Familiarity

How familiar are you with the terms of “social economy” and “social entrepreneurship” ?

I have not heard them	
I am bit familiar with the terms	
I am quite familiar with the terms	
I am actively involved in the social economy/or social entrepreneurship	

PART C: Educational content

C.1 Introduction to Social entrepreneurship

According to your opinion, specify the importance of knowing about each of the following features related to general information about social entrepreneurship:

		Not Important	2	3	4	Very Important
		1	2	3	4	5
C.1.1	Basic Social Entrepreneurship Principles					
C.1.2	Social Entrepreneurship Legal framework					
C.1.3	Basic Business Principles					
C.1.4	Economics					

C.2 Starting a social business

According to your opinion, specify the importance of knowing about each of the following features related to starting a social business:

		Not at all Important	Low Importance	Neutral	Moderately Important	Very Important
		1	2	3	4	5
C.2.1	Market research					
C.2.2	Social Business Models					
C.2.3	Identifying social needs and business Opportunity					
C.2.4	Finding the funding and attracting investors					
C.2.5	Finance/cash management and accounting					
C.2.6	Strategic Thinking					
C.2.7	Establishment of a founding group and decision-making processes					

C.3 Social business development

According to your opinion, specify the importance of knowing about each of the following features related to developing a social business:

		Not 1 Importa	2	3	4	Very 5 Importa nt
C.3.1	Business idea implementation plan					
C.3.2	Team Management					
C.3.3	Networking					
C.3.4	Measuring Social Outcomes and Social Performance Metrics					
C.3.5	Marketing - communication of the business idea					
C.3.6	Sales					
C.3.7	Human Resource Management					
C.3.8	Human Relations					
C.3.9	Customer Service					
C.3.10	Leadership					
C.3.11	Corporate Social Responsibility					
C.3.11	Decision Making					
C.3.13	Quality control					

Annex C
Interview Guide

Interview guide for identifying the training and development needs in social entrepreneurship		
<p>To: owners and executives of social enterprises, social entrepreneurship consultants, social support organizations representatives/managers</p> <p>Guidelines: The point of a qualitative interview is to let the respondent tell their own story on their own terms. Questions are provided on the left side of the guide-Possible answers and space for notes are provided on the right side of the guide (either underline possible answers or write down interviewees responses in the notes section)</p>		
Part A General		
1.	Respondent name	Notes:
2.	Position / profession	Notes:
3.	Organization name	Notes:
	Industry Sector	<p>(Choose as many as you like)</p> <ul style="list-style-type: none"> Retail Business Support / Consultancy Farming / Agriculture / fisheries/ dairy Education Creative industries - web, design, print Skill development Healthcare Social care Culture and leisure Energy and clean technology Environmental- recycling / reuse / awareness Financial support and services Forestry Food and nutrition Justice / rehabilitation / human rights Water and sanitation Information Communication Technology

		Tourism / hospitality Housing Manufacturing Transport Other (please specify)
4.	What is the highest level of education of the majority of your employees (your associates if it concerns an organization).	Notes:
5.	What is the highest level of education of the senior management team or the owner.	Notes:
6.	Which of the following does your organization place the most emphasis on? (Please choose only one) Please explain in more detail your way of thinking concerning your emphasis	<p>Underline</p> <p>Profit First - we prioritise maximising profits and strive to make a social impact only when it enhances profitability</p> <p>Social/Environmental Mission First - we prioritise maximisation of impact over profit, we may not (always) be commercially viable</p> <p>Both Jointly - we pursue both financial and social/environmental objectives equally.</p> <p>Notes:</p>

Part B Development Questions		
7.	<p>Content Areas of Knowledge</p> <p>From this list, please list in order of priority 7 content areas of knowledge that you consider to be the most important for the development of a social entrepreneur</p> <p>(Instructions: mark with priority numbers 1 to 7, on the left side of each item, if you have the same value in your view you can count it with the same priority).</p> <p>For your first two priorities, explain why you think they are so important.</p>	<p>Basic Social Entrepreneurship Principles</p> <p>Corporate Social Responsibility</p> <p>Market research</p> <p>Networking</p> <p>Social Business Models</p> <p>Finding the funding and attracting investors</p> <p>Social Entrepreneurship Legal framework</p> <p>Measuring Social Outcomes and Social Performance Metrics</p> <p>Finance/cash management</p> <p>Accounting</p> <p>Marketing</p> <p>Sales</p> <p>Strategic Thinking</p> <p>Basic Business Principles</p> <p>Human Resource Management</p> <p>Human Relations</p> <p>Economics</p> <p>Customer Service</p> <p>Leadership</p> <p>Team Management</p> <p>Decision Making</p> <p>Quality control</p> <p>Notes:</p> <p>Priority 1:</p> <p>Priority 2:</p>
8.	<p>For each of the seven content areas of knowledge you selected, suggest which of the following</p>	<p>Underline</p> <p>Priority 1</p>

	<p>training techniques you consider to be the most appropriate (instructions: you can choose more than one). If you want to, explain why.</p>	<p>Traditional teaching methods (lectures / study) Case Studies Videos Experiential Exercises (simulations, practice) Other methods</p> <p>Priority 2 Traditional teaching methods (lectures / study) Case Studies Videos Experiential Exercises (simulations, practice) Other methods</p> <p>Priority 3 Traditional teaching methods (lectures / study) Case Studies Videos Experiential Exercises (simulations, practice) Other methods</p> <p>Priority 4 Traditional teaching methods (lectures / study) Case Studies Videos Experiential Exercises (simulations, practice) Other methods</p> <p>Priority 5 Traditional teaching methods (lectures / study) Case Studies Videos</p>
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		<p>Experiential Exercises (simulations, practice) Other methods</p> <p>Priority 6 Traditional teaching methods (lectures / study) Case Studies Videos Experiential Exercises (simulations, practice) Other methods</p> <p>Priority 7 Traditional teaching methods (lectures / study) Case Studies Videos Experiential Exercises (simulations, practice) Other methods</p> <p>Notes:</p> <p>Why:</p>
9.	<p>Skills and Behavior</p> <p>From this list, please list in order of priority 7 skills that you consider to be the most important for the development of a social entrepreneur (Instructions: note with priority numbers 1,2 to 5, on the left side of each skill. If a skill has the same value in your view you can count it with the same priority).</p> <p>For your first two priorities,</p>	<p>Identification / diagnosis of social needs Business plan preparation Inspiring others to action Hiring skills Social networking skills Leadership skills Communication skills (oral) (e.g. communicate value objectively) Communication skills (written) Human Relations skills Deal making skills Logical thinking Analytical skills</p>

	<p>explain why you think they are so important.</p>	<p>Decision-making skills Goal-setting skills</p> <p>Notes:</p> <p>Priority 1:</p> <p>Priority 2:</p>
<p>10.</p>	<p>For each of the seven skills you selected, suggest which of the following training techniques you consider to be the most appropriate (instructions: you can choose more than one). If you want to, explain why.</p>	<p>Underline</p> <p>Priority 1 Traditional teaching methods (lectures / study) Case Studies Business Simulations Experiential Exercises Open Discussions Presentations Other methods</p> <p>Priority 2 Traditional teaching methods (lectures / study) Case Studies Business Simulations Experiential Exercises Open Discussions Presentations Other methods</p> <p>Priority 3 Traditional teaching methods (lectures / study) Case Studies Business Simulations Experiential Exercises Open Discussions</p>

		<p>Presentations Other methods</p> <p>Priority 4 Traditional teaching methods (lectures / study) Case Studies Business Simulations Experiential Exercises Open Discussions Presentations Other methods</p> <p>Priority 5 Traditional teaching methods (lectures / study) Case Studies Business Simulations Experiential Exercises Open Discussions Presentations Other methods</p> <p>Priority 6 Traditional teaching methods (lectures / study) Case Studies Business Simulations Experiential Exercises Open Discussions Presentations Other methods</p> <p>Priority 7 Traditional teaching methods (lectures / study) Case Studies Business Simulations Experiential Exercises Open Discussions</p>
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		<p>Presentations Other methods</p> <p>Notes:</p> <p>Why:</p>
11.	<p>Mentality From this list, please note in order of priority 5 mentality factors which you consider to be the most important for the development of a social entrepreneur (Instructions: mark with priority numbers 1 to 5, on the left side next to each attribute. If a feature has the same value in your view you can count it with the same priority).</p> <p>For your first two priorities, explain why you think they are so important</p>	<p>Social awareness and social reflection Creativity Entrepreneurial thinking Vision Positive thinking Ethical and sustainable thinking Solidarity /Concernforothers Improvement mentality Innovation Attention to detail</p> <p>Notes:</p> <p>Priority 1:</p> <p>Priority 2:</p>
12.	<p>For each of the 5 mentality factors you selected, suggest which of the following training techniques you consider to be the most appropriate (instructions: you can choose more than one). If you want to, explain why</p>	<p>Underline</p> <p>Priority 1 Traditional teaching methods (lectures / study) Case Studies Business Simulations Experiential Exercises Open Discussions Presentations Other methods</p> <p>Priority 2 Traditional teaching methods (lectures /</p>

		<p>study) Case Studies Business Simulations Experiential Exercises Open Discussions Presentations Other methods</p> <p>Priority 3 Traditional teaching methods (lectures / study) Case Studies Business Simulations Experiential Exercises Open Discussions Presentations Other methods</p> <p>Priority 4 Traditional teaching methods (lectures / study) Case Studies Business Simulations Experiential Exercises Open Discussions Presentations Other methods</p> <p>Priority 5 Traditional teaching methods (lectures / study) Case Studies Business Simulations Experiential Exercises Open Discussions Presentations Other methods Other methods</p>
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		<p>Notes:</p> <p>Why:</p>
<p>Interview Closure</p> <p>Leave the respondent feeling empowered, listened to, or otherwise glad that they talked to you</p>		
	<p>Extra notes during interview closure:</p>	

Annex D

Quality Research: Questionnaire Tool for Project Partners

	<p>GR: Project Beneficiary 2 / SOS Children’s Villages</p>
<p>Legislative text / policy paper</p>	<p>Law no. 4430 of 31.10.2016 on the social and solidary economy and development of its entities</p>
<p>Purpose of the law / policy paper</p>	<p>Create the legal framework for the SE as an alternative form of organisation of economic activities (art. 1), establish measures to support the SSE (arts. 4-13), and regulate cooperative social enterprises (arts. 14-23) and workers cooperatives (arts. 24-34), mainly.</p>
<p>Definition/ Purpose of the Social Economy</p>	<p>The social and solidary economy (SSE) is the set of economic activities that are based on an alternative organisation of production, distribution, consumption and reinvestment relations, founded on the principles of democracy, equality, solidarity and collaboration and on respect for the environment and for human beings (art. 2.1).</p>
<p>Legal forms of Social</p>	<p>The SSE entities are: *Co-operative social enterprises (Law 4430/2016, arts. 14- 23); limited responsibility social cooperatives (Law 2716/1999, art. 12); workers cooperatives (Law 4430/2016, arts. 24-34); and</p>

<p>Economy Entities</p>	<p>*any other entity with legal personality, particularly farming cooperatives (Law 4384/2016); urban cooperatives (Law 1667/1986) and civil societies (Civil code art. 741) that meet the following conditions:</p> <ol style="list-style-type: none"> 1. Carry out common good and social benefit activities (meeting general needs or needs shared by their members; conducting sustainable development, social services or social inclusion activities). 2. Provide information to their members, who participate on the principle of one person one vote. 3. The entity's statutes provide for limitations on profit distribution (at least 5% must be allocated to the reserve fund and the rest to expanding the productive activity and creating new jobs; however, 35% may be allocated to the entity's workers unless a 2/3 vote by the general meeting decides to allocate this sum to the previous point). 4. A remuneration system by which the maximum net salary may not be greater than three times the minimum net salary a 2/3 vote by the general meeting decides otherwise. 5. The aim of strengthening its economic activities and maximising its social profit by producing through horizontal cooperation with other SSEs. 6. Not set up or directed, directly or indirectly, by public law legal persons (art.31).
<p>Institutional Organisation that supervises/monitors the Social Economy sector / Committees or Task Forces that set up guidelines or strategy for the Social Economy sector</p>	<p>*National Commission for the Social and Solidary Economy, comprising representatives of government, the universities and organisations representing people with handicaps, workers, cooperatives and other SSE entities. Its brief is to promote civil dialogue in order to formulate policies for developing social and solidary activities, and to give its opinion on implementation of the National Plan for the Social Economy (art. 12).</p>

	<p>*SSE Coordination Committee. Made up of representatives from different ministries, it rules on matters related to the National Strategy for the SSE; monitors and assesses the application and updating of the said Strategy and makes proposals to the Ministry of Labour regarding studies and programs to promote application of the Strategy (art. 13).</p>
<p>Certification of registration (if any)</p>	<p>*The General Registry of SSE entities department is entrusted with accreditation of social and solidary economy entities. The General Registry of SSE entities is the database in which these entities and their acts are entered (art. 4).</p>
<p>Measures/plans that promote and foster the Social Economy - public support schemes</p>	<p>SSE enterprises have access to the SE Fund (which has the aim of funding programmes and actions to strengthen SSE enterprises, art. 10.2) and to the National Entrepreneurship and Development Fund; they qualify for programmes to support entrepreneurship and can be assigned assets (immovable and otherwise) by local public bodies to support their public and social interest activities (art. 5). They can also enter into contracts with the public authorities to design and carry out social interest projects and may receive European Union or national or regional funding and be assigned goods, installations, machinery, etc. (art. 6).</p> <p>SSEs have access to all the support programmes of the National Strategic Reference Framework that refer to mainstream enterprises and are funded within the framework of the Multiannual Financial Framework 2014-2020.</p>
<p>Fiscal framework or benefits (Reduced social security contributions/costs, tax exemptions lower rates, tax reductions for private and or</p>	<ul style="list-style-type: none"> • Those belonging to vulnerable groups and are members of a Social Cooperative Enterprises or of an Employees' Cooperatives continue to enjoy all the benefits they receive

<p>institutional donors, etc.)</p>	<p>(such as unemployment benefit, etc).</p> <ul style="list-style-type: none"> • Membership to a SSE actor does not accompanied by the requirement to pay social security contributions unless the member is at the same an employee (is working) for the SSE actor. • The Social Cooperative Enterprises and the Employees' Cooperatives are exempted from paying a business fee for the first five years from start-up. After five years they pay a business fee of 500 euro per year instead of 750 euro which is the business fee of the mainstream social enterprises. • 35% of the profits distributed to employees of SSE bodies, regardless of whether they are members of the organization or not, are not taxed as corporate profits (29% of tax and 100% advanced payment of the tax for the next year) but are taxed to the employee based on the scale of earned income.
<p>Access to finance</p>	<p>1) SSEs have access to finance to many EU funding tools and programmes of which the most important are the following: European Social Fund, European Regional Development Fund, European Investment Bank, EU Programme for Employment and Social Innovation (EaSI- PROGRESS, EURES, Progress Microfinance), Cooperation Programme INTERREG, ERASMUS+, Creative Europe, HORIZON 2020, LIFE, Humanitarian Aid, Environment, Justice and Civil Society programmes</p> <p>2) Microcredits – microfinance through Corporate banks / ethical banks (Corporate Bank of Karditsa, Pancreta Bank, etc) and social capital investors</p> <p>3) Crowdfunding-crowdsourcing, foundations-donors (Praksis, Social-Economy Institute, Bodossaki Foundation, Stavros</p>

	<p>Niarchos Foundation, Latsis Foundation, Tima Foundation, etc)</p> <p>4) Corporate partnerships</p> <p>5) Bartering economy</p> <p>6) Access to all the public support measures mentioned above (NSRF).</p>
<p>Networks and mutual support systems (Type: union, representative body, - example -role) with particular reference in the cross-border area</p>	<ul style="list-style-type: none"> • Network of Social Cooperative Enterprises of the Region of East Macedonia and Thrace • Network of Social Cooperative Enterprises of the Region of Central Macedonia • Panhellenic Federation of Social Cooperatives in which members are all the Greek Limited Liability Social Cooperatives (Koi.S.P.E.) on mental health issues • Cooperation Initiative for the Social and Solidarity Economy "PROSKALO", Thessaloniki • Social Entrepreneurship Forum, Greece
<p>Educational and training programmes tailored for social enterprises (Name of the University/Institute/Research Centre, place, title of the course or name/scope of the provided services)</p>	<ul style="list-style-type: none"> • Open Greek University, Post-graduate course on the Social and Solidary Economy • University of Messolongi, Messolongi, Department of Business Administration, Course on Business Administration of Social Economy • Athens University of Economics and Business, Educational Programme on Social Entrepreneurship • Agricultural University of Athens, Athens, Laboratory of Agricultural Policy and Cooperatives, Focuses on agricultural policy and the financing of agricultural enterprises and cooperatives <p>Last but not least, apart from the official Higher Educational Institutes (Greek Universities) there are many research institutes or initiatives in the Greek part of the cross-border area that provide research and or formal or informal training on social entrepreneurship. The most important of them are the British Council, the Heinrich Boell Stiftung, the People’s University of Social Solidarity Economy, the center “Ergani”, the Social Economy Institute and the Network of Social Cooperative Enterprises of Central Macedonia that are based in Thessaloniki.</p>

	<p>In the Region of East Macedonia and Thrace “DOMI Development” private enterprise in Kavala and the Social Cooperative Enterprise Thrakis Kinitro (Motivate Thrace) in Komotini provide information and informal training mainly through the Network of Social Cooperative Enterprises of East Macedonia and Thrace and the cooperation programmes that they develop and implement.</p>
<p>Main barriers for the development of the Social Economy according to national reports, bibliography (please make reference to them)</p>	<p>According to the “Report for the Social and Solidarity Economy” of the Ministry of Labour (British Council 2017) and the Social Economy Mapping Report (European Commission / 2014) the main barriers of the SSE actors are the following:</p> <ul style="list-style-type: none"> • Lack of awareness and knowledge among the wider public sector (tax offices, social security services, local authorities, schools and universities) about the social economy entities and their treatment according to the legal framework • Lack of access to finance and lack of financing tools tailored made for social enterprises • Lack of tailored made education (formal or informal) for the sector of social solidary economy and its role on local development as well as lack of dedicated educational programmes for the development of social enterprises and dedicated skills of the social entrepreneurs (start-up skills, communications skills, decision making skills, • Bureaucracy and lack of understanding the legal framework <p>According to the quality and quantitative surveys that were conducted in the cross-border area in 2018, the main barriers are:</p> <ul style="list-style-type: none"> • Lack of access to finance (loans, etc) • Maintaining cash flow • Taxation, VAT, business rates • Availability/ cost of suitable premises • Lack of understanding/awareness of social enterprise among banks and support organisations

	<ul style="list-style-type: none"> • Identification / diagnosis of social needs
<p>Main recommendations according to national reports, bibliography (please make reference to them)</p>	<p>According to the Annual Report 2017 of the Ministry of the main recommendations for the SSE actors are the following:</p> <ul style="list-style-type: none"> • Creation of a National Center of the SSE that will do research of the sector and will coordinate and communicate all the activities of the sector among the ministries and the active institutions/entities of the sector • Development of a dedicated strategy for the promotion and communication of SSE sector and its entities • Creation of an independent fund for the start-up of a social enterprise in the form of a social enterprise pre-start grant fund that could be ideally accompanied by coaching and mentoring for a small business plan • Creation of a Social Finance Task Force that will identify the main funding barriers and will develop proposals for possible funding innovations adjusted to the Greek environment that are based on the alternative forms of funding (micro-finance, micro-credits, crowdfunding, etc) • Improvement of accessibility to finance in the main funding programmes of the state and the European Union • Improvement of accessibility to finance through awareness and cooperation with private / cooperative banks • Development of dedicated educational programmes for SSE, SSE skills development and measurement of social impact with the cooperation of all the relevant bodies (universities, schools, SSE actors, etc) • Development of experiential training with the support of SSE networks • Simplification of the legislative and regulatory framework • Promotion of the inclusion of social clauses and social value in public procurements • Tax incentives for those that produce social impact and results

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