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STRATEGIA ROZWOJU PRZEDSIĘBIORCZOŚCI SPOŁECZNEJ NA UNIWERSYTECIE: POTENCJAŁ REINTEGRACJI WETERANÓW

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Adnotacja. W postanowieniach artykułu naukowego autorzy analizują europejskie doświadczenia szkół wyższych w zakresie rozwoju kultury przedsiębiorczości wśród studentów i pracowników, z wyraźnym naciskiem na korzyści społeczne i rozwój społeczności terytorialnej oraz porównują z praktykami ukraińskich uniwersytetów. Wyciągnięto wnioski dotyczące najczęstszych narzędzi stosowanych przez europejskie uniwersytety w tym zakresie oraz tego, co można dostosować do ukraińskich uniwersytetów. Przedstawiono propozycje opracowania i treści strategii instytucjonalnych instytucji szkolnictwa wyższego Ukrainy w celu rozwoju przedsiębiorczości społecznej w celu poprawy życia społeczności terytorialnych i na poziomie krajowym. Autorzy uzasadnili, że uniwersytety mogą odgrywać jedną z głównych ról w tworzeniu środowiska reintegracyjnego dla weteranów we współczesnych ukraińskich realiach.

Słowa kluczowe: przedsiębiorczość społeczna, uniwersytety, rozwój strategiczny, wartość społeczna, misja społeczna, współpraca interesariuszy, reintegracja.

UNIVERSITY STRATEGY ON SOCIAL ENTREPRENEURSHIP DEVELOPMENT: THE POTENTIAL FOR VETERANS' REINTEGRATION

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Abstract. In the provisions of the scientific article, authors analyse European experience of higher education institutions in developing entrepreneurship culture among their students and staff with a clear focus on social benefits and local community development and a comparison is made with the practice of Ukrainian universities. The conclusions are made regarding the most common tools applied by the European universities in this regard and what can be adapted to Ukrainian universities. Suggestions are made on the development and content of institutional strategies at Ukrainian higher education institutions for the development of social entrepreneurship for improving the lives of local communities

and on the national level. Authors stated that universities can play one of the leading roles in the creation of reintegration environment for the veterans in current Ukrainian realities.

Key words: social entrepreneurship, universities, the strategic development, the social benefit, social mission, stakeholders' cooperation, reintegration.

СТРАТЕГІЯ РОЗВИТКУ СОЦІАЛЬНОГО ПІДПРИЄМНИЦТВА В УНІВЕРСИТЕТІ: ПОТЕНЦІАЛ РЕІНТЕГРАЦІЇ ВЕТЕРАНІВ

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Анотація. У положеннях наукової статті автори аналізують європейський досвід закладів вищої освіти щодо розвитку культури підприємництва серед студентів і співробітників з чітким акцентом на соціальні переваги та розвиток територіальної громади та проводять порівняння з практиками українських університетів. Зроблено висновки щодо найпоширеніших інструментів, що застосовуються європейськими університетами в цьому відношенні, і того, що можна адаптувати для українських університетів. Надано пропозиції щодо розробки та змісту інституційних стратегій закладів вищої освіти України для розвитку соціального підприємництва задля покращення життя територіальних громад та на національному рівні. Автори обґрунтували, що університети можуть відіграти одну з провідних ролей у створенні реінтеграційного середовища для ветеранів у сучасних українських реаліях.

Ключові слова: соціальне підприємництво, університети, стратегічний розвиток, соціальна цінність, соціальна місія, співпраця стейкхолдерів, реінтеграція.

Introduction. The crisis situation of the development of Ukraine in these difficult times of war increases the need for the development of social entrepreneurship in the country, which can contribute to the solution of urgent social problems, while simultaneously improving the economic situation on the whole. Taking into account the peculiarities of the economy of Ukraine at the present time, such as: a sharp drop in the gross domestic product, the physical destruction of a large number of enterprises, significant scales of external migration of the workforce, the loss of its intellectual and physical potential, limited opportunities to invest in the economy (Shtunder, 2022) and the emergence of new vulnerable population groups or social groups with special needs (internally displaced persons, temporarily displaced persons, veterans, persons who have lost their homes, etc.), social enterprises will be also necessary for the post-war recovery of Ukraine (Achkasova, 2022; Bielov, Rosul, 2022; Mikhailina, Mozhovaia, 2022; Nahorna, Maksom, 2022; Revko, 2022).

Considering the complexity of the notion of a social enterprise, there is a clear necessity for various stakeholders getting involved for achieving the desirable effect (Revko, 2022; Verbytska, 2022). Obviously, universities are powerful bases in this regard, as entrepreneurship needs knowledge and skills. Scientists present the effect that teaching students social entrepreneurship or related skills in theory and practice can make, as well as other functions that a university may perform, like providing expert support to social entrepreneurs, authorities, communities (Nesterova, 2016; Oleksenko, 2017; Topalova, Shvydka, Torianyuk, 2021; Dyvnych, 2022), but their number is still limited.

The aim of this paper is to analyse the practice of selected European higher education establishment in pursuing entrepreneurial education with a focus on community involvement and achieving social benefits, as well as the relevant practice in Ukraine, and making suggestions on the development and content of institutional strategies at Ukrainian higher education institutions for the development of social entrepreneurship as a determinant for reintegration of vulnerable group, in particular war veterans.

Research material and methods. To achieve the aim, literature review on the topic is supported with the data collected from the official university websites, both the foreign and the national ones. The European universities for analysis have been chosen from different countries according to the availability of social entrepreneurship strategies or their close analogues on the universities' websites, in particular: University of Vienna (Austria), University of Strathclyde, University of Salford (United Kingdom), Furtwangen University (Germany), University of Debrecen (Hungary), University of Torino, Università degli Studi di Milano (Italy), IE University (Spain).

Ukrainian universities have been chosen also from different regions and according to their activity in the area, including: National Technical University of Ukraine «Igor Sikorsky Kyiv Polytechnic Institute», Taras Shevchenko National University of Kyiv, National University «Lviv Polytechnic», Ivan Franko National University of Lviv, Cherkasy State Technological University, Yuriy Fedkovych Chernivtsi National University, Mykolaiv National Agrarian University, Sumy State University, National Technical University «Kharkiv Polytechnic Institute», Chernihiv Polytechnic National University. The analysis of institutional regulations and practice is followed by making suggestions on the possible further prospects of Ukrainian universities, the institutional strategies for social entrepreneurship development as a determinant for reintegration of vulnerable group, in particular war veterans.

Results and their discussion. First of all, it should be noted that barely any European university has an institutional strategy for social entrepreneurship development, at least in open access. The majority of search results provide information on universities pursuing their third mission or developing entrepreneurship knowledge and skills among their students and staff (universities of Austria, Germany, Hungary, Italy, Spain, United Kingdom).

It is defined that universities' third mission is the economic and social mission of the university, as well as its contribution to communities and territories (Compagnucci, Spigarelli, 2020). Which means, that modern universities should work not only to provide their students with high quality education, provide employability prospects for their alumni and scientific research results for the community in general, but also include into every aspect of their activity a social focus aimed at making a difference for their society, collaborating with different state and non-state parties (Compagnucci, Spigarelli, 2020). Thus, in the universities analysed, we find special divisions or spaces created to become centres of such cooperation: Entrepreneurship Hub (University of Strathclyde), Innovation and Research Center (Furtwangen University), University Industrial Park (University of Debrecen), 2i3T Incubator (University of Torino) etc. All having different names, they share their purpose of uniting students, staff and external stakeholders for the support of technology transfer, innovations development, startups development and generally joining the university capabilities with outer world necessities and vice versa.

The purpose and areas of activity of such centres/hubs are available on separate webpages devoted to the activity. Among the common forms of work, repeated at different universities are: entrepreneurship study programmes (e.g. in University of Strathclyde), conferences, publications, workshops and trainings on the topic of entrepreneurship and startups (e.g. in University of Vienna), national and international projects (e.g. in Università degli Studi di Milano), start-up projects (e.g. in Furtwangen University), creating special funds and carrying out fundraising activities (e.g. in University of Debrecen), public engagement activities (e.g. in University of Torino), mentorship programs and industry coaching (e.g. in IE University), accelerator programmes (e.g. in University of Salford). In general, we may outline 5 main areas the university activities for the development of entrepreneurial culture at universities: educative (providing training and information), scientific (conducting necessary research), networking (inviting and communicating with different stakeholders), financial (fundraising for youth startups and other projects) and infrastructural (providing the space).

However, if we try to find university regulations or just documented strategies in relation to entrepreneurship development or pursuing the third mission of a university, we will not find much. On the websites studied, only for University of Strathclyde we have found «Entrepreneurship strategy 2020–2025» and for University of Salford «2020–2027 strategic plan». All other universities provide explicit information on this area of their activity only on the website, but not in an official document that is in open access.

The main types of the documents at Ukrainian higher education institutions that regulate their efforts towards third mission execution or entrepreneurship development include:

- Development strategy (e.g. Development strategy of Igor Sikorsky Kyiv Polytechnic Institute for 2020–2025; Strategic development plan of Taras Shevchenko National University of Kyiv for 2028–2025);
- Regulations on university subdivisions (e.g. Regulations on the Center for the creation and development of startups at Chernihiv Polytechnic National University, as of April 24, 2023);
- Regulations on social enterprises (e.g. Regulations on the structural subdivision «Student social enterprise “bakery “Bread of my region”» at Mykolaiv National Agrarian University).

In the development strategies Ukrainian universities define their mission and vision, using such key words and phrases as «building Ukrainian society», «social responsibility», «social partnership», «social needs2 etc., that helped us define these universities as the ones pursuing their third mission and potentially interested in developing social entrepreneurship.

At the same time, separate regulations on some forms on university activity or its topical subdivisions, help universities to specify their targets in the field, governance structure, methods of their achievement, division of duties and responsibilities, expected outcomes etc. For instance, one of the examples above has Chernihiv Polytechnic National University regulations on the startup center, where we can read about the purpose of this center, its main tasks, responsibilities of its head and general organization of its work. This university also has regulations on the Center of project activity, Center of career development, Educational research and production outsourcing center and some other units that together have the potential of becoming the basis for social entrepreneurship development efforts. The «University in the life of the city» program was launched in 2011 at Chernihiv Polytechnic National University. The purpose of the program is all-round assistance to the socio-economic development of the region. The main tasks of the program include integration the university into the national economic complex of the region, subordinate its work to the practical needs of the region; establishing cooperation between the university, local self-government bodies, communities and regional business; educational work among the communities of the region regarding sustainable development etc.

Table 1

Forms of implementing university strategies and regulations aimed at their third mission

№	University	Main forms of work and projects examples
1	Chernihiv Polytechnic National University	Startup school; competitions of startups; social action projects; scientific research on social challenges; educational hub for veterans; social support of internally displaced person; revitalization projects: Startup center «Peremoha», «Wooden lace of Chernihiv»; law-defense programmes for youth; professional re-training for veterans and internally displaced persons, social project «Social entrepreneurship studies»; volunteer and charity events
2	National Technical University of Ukraine «Igor Sikorsky Kyiv Polytechnic Institute»	Center for innovative entrepreneurship; Cisco Institute for Entrepreneurship; scientific research on social challenges; the inclusive education development program «Education without limits»; All-Ukrainian Innovation Ecosystem «Sikorsky Challenge Ukraine»; Round table «Ecology of man–family–country»; Information section «War» (volunteer and charitable activities)
3	Ivan Franko National University of Lviv	Scientific park, Startup Competition, Startup Jam, School of Leadership; training programmes; scientific research on social challenges; Research and educational hub of artificial intelligence technologies «AIT Research & Learning HUB»
4	Cherkasy State Technological University	Startup Campus; Cisco Business Incubator; training programmes; scientific research on relevant topics
5	Yuriy Fedkovych Chernivtsi National University	Pitching of business ideas as part of the Innovation Challenge project; IT Arena Startup Competition; Business incubator «Innovation challenge»; platform «Online Mentor Science&Business»; scientific research on relevant topics
6	Mykolaiv National Agrarian University	Existing social enterprise of students; training programmes; scientific research on relevant topics
7	Taras Shevchenko National University of Kyiv	Entrepreneurship Center «Diia. Business»; Expert-consultation center for the development of communities and territories; Social Development Center; HelperHub – emotional support for students in crisis situations by students; Volunteer Team; Cooperation of the University with the NGO «Prometheus» (teachers are involved in teaching project courses); scientific research on relevant topics
8	National University “Lviv Polytechnic”	Inclusive space the «Veteran Service» center; Social counseling, (the goal of the activity is the implementation of the state youth social policy in the community); Science park; Business innovation center «Tech StartUp School»; the crowdfunding platform «Start Era» for the implementation of social projects and startups; «Polytechnics - for victory» initiative; scientific research
9	Sumy State University	Startup center «New Generation»; «UNIDO GCIP regional accelerator of innovations, technologies and innovative startups of the Sumy region of Ukraine»; Psychological assistance in emergency situations; social support and adaptation center (provision of specialized assistance to combatants, members of their families); scientific research
10	National Technical University «Kharkiv Polytechnic Institute»	Startup Center «SPARK»; Career Center; Social inclusive project «Overcoming barriers»; scientific research on relevant topics

The existing regulations on the social enterprise at Mykolaiv National Agrarian University serve as a proof of the unique experience of this university in the area.

When we start analysing how the declared intentions from regulations or strategies are implemented in practice, we also find quiet a variety of forms, that may be comparable to the European experience. The results of the analysis are presented in Table 1.

Therefore, the conducted analysis states, that social component in the activities of Ukrainian universities is widespread and is gaining more and more relevance in current conditions. The level of social responsibility of the university is demonstrated through the implementation of the social mission of the university.

Summarizing the results of the analysis makes it possible to identify features and trends in the implementation of the social mission and interaction with the community by the selected universities in Ukraine. Thus, Universities provide focus on professional training of specialists and scientific research for the needs of a specific region; implement social initiatives; support student startups with a focus on social initiatives; support vulnerable groups of population: use inclusive practices in organizing and implementing the educational process.

The trend to positioning the university as a performer of social mission is present, but it is not yet prevailing. Most universities implement public events and projects for the community. However, there is no clear tendency to develop social entrepreneurship at the universities and use it as an instrument for community and students development. The analysis also shows that many universities in Ukraine are focusing on the solutions to current urgent social challenges providing support for ex-combatants, war veterans and their family members.

The process of reintegration of veterans and their family members is a special challenge for most post-conflict societies, both at the national level and at the community level: social insecurity persists, and the economy remains at an insufficient level of development. The strategy of reintegration of veterans must be directed not only at individual personalities, but also at the formation of national security and the development of local potential. Social entrepreneurship is a vector for solving the current social challenges of Ukrainian society that require quick and innovative solutions. In the context of tasks of reintegration of veterans and their family members, the relevance

of the development of social entrepreneurship in Ukraine is increasing. The activities of social enterprises should become a response of the community to a social problem that is urgent. The potential of social entrepreneurship as a tool for the reintegration of ex-combatants, veterans and their family members remains unrealized today. Therefore, in post-war rebuilding period in Ukraine, the problem of social reintegration will be actual. The universities could be supportive environment in this process.

An important role in the process of reintegration should be performed by the key stakeholders: the government (should determine the institutional foundations and development strategy); the community sector (where social enterprises should be created, social capital and social participation should be formed in order to achieve social changes based on the «bottom-up» initiative); business in the role of an investor, partner, mentor; education as a tool for raising awareness of social entrepreneurship, developing entrepreneurship and emotional intelligence, increasing motivation to establish social enterprises by vulnerable groups of the society. The cooperation with European universities could be very supportive in this regards, as we have outlined a high level of involvement of business and government to university activity, and vice versa, in the foreign universities studied above. However, it is our mission to transform this experience to meet the needs of our society.

Scientists state that an important role in the process of social reintegration of veterans is assigned to the process of formation of professional competencies of veterans, thanks to which they will be competitive in the labour market. Universities act as an educational environment in which conditions for the successful process of reintegration of veterans are created (Kolenichenko, 2022).

Devoted to the stated challenges, the interdisciplinary research project «Participatory model of the development of social entrepreneurship: determinants of reintegration of military personnel, veterans of the ATO/OOS and their family members» is being performed at Chernihiv Polytechnic National University for 2022–2025. The aim of the project is to generalize and deepen the theoretical foundations of social entrepreneurship; develop a participatory model of social entrepreneurship development as a determinant of reintegration of ex-combatants, veterans and members of their families, and to substantiate practical recommendations for its implementation. The interdisciplinary of this project lies in the study of consolidation of the efforts of key stakeholders (government–community–business–education) in the development of social entrepreneurship as the basis of the participatory model.

Conclusions. Today it is important to realize the role universities can play in the process of Ukraine's social and economic life. Conducted analysis shows that universities can become active players in providing solutions to social and economic challenges on the national, regional and community levels. Volunteering, supporting vulnerable population, implementing innovations, universities not only influence on socio-economic situation, but wider their missions. Rethinking the role of universities should become a priority objective and a prerequisite for the post-war re-building of Ukraine, which will ensure the acceleration of socio-economic development, and support of affected citizens.

To ensure the potential of social entrepreneurship in solving social problems and skills development, we recommend integrating social entrepreneurship to universities missions or developing separate strategies. The strategies on social entrepreneurship development at the university level (or their parts) should declare the conditions for ensuring effective interaction of key stakeholders, which will contribute to the development of innovative business models, while simultaneously solving the social problems. The strategy will be a frame for the development of competencies in the field of social entrepreneurship. The strategy frame will be helpful in the process of development and conduction of the programmes of professional retraining of ex-combatants, veterans and their family members on the basis of institutions of higher education. The implementation of the Strategy will contribute to the development of entrepreneurial skills and social responsibility of society and will allow using the potential of universities as a favourable reintegration environment.

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