Table 1. *Data collection methods, respondents and data gathered*

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| **Project name and data collection period** | **Data collection methods** | **Respondents, informants** | **Data** |
| Project 1 City of A  SOCIAL ENTREPRENEURSHIP ECOSYSTEM DEVELOPMENT  September 2015 and February 2016. | 1 focus group with experts from public administration, support for social entrepreneurship.  1 focus group with social entrepreneurs | 6 experts from public administration supporting SE and SI (Labour Office, Town Council, Marshall Office); 2 experts from support for SE and SI  4 representatives of social cooperatives; 2 representatives from Foundations | 13,5 hours of recording  15 pages of field notes |
| Individual, semi-structured interviews | 2 social entrepreneurs presidents, manager (Foundations); 1 social entrepreneur (Association) president; 2 social entrepreneurs (social cooperative) presidents; 2 experts from support for social entrepreneurship and social innovation development (OWES); 2 experts from public administration supporting social entrepreneurship and social innovation (Labour Office, Town Council) |
|  | | | |
| Project 2 City of B  SOCIAL INNOVATION SYSTEM  September 2017 and February 2018 | 3 discussion groups | 2 private investors, commercial entrepreneurs, supporting entrepreneurship development; 2 freelance experts, developing entrepreneurship and/or SE; 3 civil servants representing local public administration; 2 lecturers and researchers in SE; 1 high school teacher, principal; 2 social impact investors; 3 experts from support for SE and SI, NGOs; 4 representatives from local NGOs; 4 representatives from local social enterprises; 1 social innovator, freelancer | 8 hours of recording  6 pages of field notes |

Source: Own elaboration

Table 2. *Second order codes and third order codes*

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| **DIVERSIFYING (3rd order code)** | |
|  | **2nd order codes** |
| “*the creation of social innovation requires holistic approach, understanding contexts and looking at the whole picture. No surprise they need to be exposed to such diverse knowledge, subjects, educators*” “*the need to stop working in siloses too*” | diversity of educators and knowledge |
| “*It is also the task of educators … maybe researchers too, to change the mind sets of people, to lead to more radical changes. Not only through research*” | pluralistic approach to research and education paradigms |
| „*there was this student doing an internship in our cooperative, and he had little understanding of how vulnerable some members are. For me it is not enough to have some basic skills*” | including social skills: empathy |
| “*In European Community bodies where I work on social innovation development guidelines, it is vivid that young people in Western countries tend to focus not only on well-paid jobs, but jobs that are meaningful*” | value nourishing  towards meaningfulness |
| “*we also need to breed new generations of people open to these diverse ways of thinking and working”*  “*By no means it is running in relay race, one person does this another does that, it cannot be just about entrepreneur*s”  “*Openness- attract incoming people, open to everyone who wants to participate, there is a synergy then!*” | running relay race  openness;  different skills combined |
| “*Diversity – social problems are complex, they have no single cause and no singular solution. They touch us in different ways and their impact is broad and deep. It is important to look at them from diverse perspectives*” | acknowledging diverse student backgrounds |
| “*That is why the social policy and arts come together. You know I know this context for prisoners in poetry competition. They just experience different reality. This is how social problems can be solved*” | combining diverse settings |
| “*people with different experiences, competences, potential, worldviews, sensitivities. Each contributes something important. Only Common wisdom of diverse people and organizations helps to understand the core of the problem or challenge. Guest speakers from third sector? Unacceptable!*” | combining different logics |
| **CONSTRUCTING CONTEXTUALLY (3rd order code)** | |
|  | **2nd order codes** |
| “*We will quickly learn that each change experienced by a particular group of people brings them more benefits if it is more suited to their needs*” ; “*The more embedded is solution in people’s needs the more unique, exceptional it is. There are no two identical places, there are no two identical problems, two identical people, I have seen places where they thoughtlessly copied master classes for SE from the US context*” | embedding locally |
| “*The idea, goes through a lot of changes, until it becomes solution, That is why the whole system needs to be flexible and educators are reflective about the need of students to recognize these on their own …. it aims to stimulate interactions among diverse people and organizations, it needs to be flexible*” | flexibility addressing local problems |
| **ENGAGING (3rd order code)** | |
|  | **2nd order codes** |
| “*Among us, there are people who already are doing something, but also there are others who do not even know that they could be great change makers*”  “*That is why we are thinking of this programme where they need to submit some kind of project, plan, where they devote their personal time, and this makes them motivated, they become more and more engaged in the course of the studies*”; “*Good idea would be to constitute a scheme of student ambassadors for Social Entrepreneurship and anything that is related to the course. They can serve as bridges with the environment, and build a community, become more caring … responsible… for their learning. This can also work as dissemination of the SE ideals*” | engaged students with backgrounds  engaging students |
| **ENGAGING (3rd order code)** *continued* | |
| “*Innovations depend on people, on their traits, attitudes, skills and knowledge but also their motivation, they depend much more on these than planned processes, tools and infrastructure, it is important to keep them motivate*d”  “*ongoing boosting, like giving them ongoing empowering that they can do it, that is why we need to be very careful about mentoring scheme not to turn their ideas upside down*”; „*Many of them are emotionally attached to their ideas, have experience it like in empathy, they need to have it guaranteed that their ideas can be pursued further, and trainers or educators not castrate them*” | caring for engaged students, nourishing motivation  caring for students mind-sets  execution promise |
| “*This German university wants to build a natural ecosystem it also needs to be able to respond to local social problems, while making sure that everybody is involved, students, researchers, and every organization outside*” | engaged, responsible university |
| **RELATIONSHIP BUILDING (3rd order code)** | |
|  | **2nd order codes** |
| “*Some students can also bring their own organizations into the classroom. Like the master class with the Chief of Scouts*”  “*Common recognition of social problems, what troubles people, involves the university and educational environment, these institutions can also be change makers themselves. It is not only making partnership and showing how strong partners academia has. It is the networking mind set of all people inside. Students also can address social problems they find at the campus, for examp*l*e*” | engaging other actors and organizations |
| “*this needs to be more of trust building rather than physical setting.. and different people, business, NGOs, local leaders, activists, students need that atmosphere*”  “*Students need to see the live culture of dialogue, even if they cannot experience different institutional settings*”. | building trust and dialogue |
| “*It is impossible to give a layout of one educational programme here, there is no ready box of tools, we need to adapt to people’s problems and circumstances. How then this can be done at the university? The ecosystem listens carefully to what is happening”* | adapting to local actors/organizations needs |
| **BOOSTING (3rd order code)** | |
|  | **2nd order codes** |
| “*They (students) can serve as bridges with the environment, and build a community, become more caring … responsible… for their learning. This can also work as dissemination of the SE ideals*” | student ambassador-ing |
| “*people need to see that this is not some kind of fashionable thing to do, this needs to becomes some kind of a trend. Something that is changing the very nature and structure of education system, one thing is support, but this can be boosting*” | creating trend; changing the education system |
| “*you cannot imagine how many more people attended the event the Gala dinner for business awards, and and what round of applause and toasts were when there was this first social enterprise award, business starts to acknowledge social enterprises, and Business Schools need to do so in a similar way”* | publicity building; replicating interest of business in SE to business schools |
| “*Once we appeared in local TV programme , all the phone calls started. No problem with volunteers, people wanting to do placement*” | publicity for attracting students |
| “*if media like it people like it, it is more recognized by the others.. they feel part of something important*” | making feel important |

Source: Own elaboration