



## PRESS RELEASE 2

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# Designing future WELFARE systems (Erasmus+)

## Let's meet!

In November 2022, KMOP – Social Action and Innovation Centre (Greece), Vaxandi - Háskóli Íslands (Iceland), Stimmuli (Greece), XWHY / Agency of Understanding (Lithuania) and VIVES (Belgium) met for the first time in person. **VIVES welcomed all project partners at its campus in the vibrant city of Kortrijk**, to discuss the project results thus far and to introduce some inspirational local, social innovative initiatives (De Stuyverij and DURFBAR). At the end of the day, the final discussions about the gap analysis were a fact, and the necessary input for further development of the curriculum, the open educational resources, and the training and communication platform was gathered.



*Photo from our Transnational Partners Meeting in Kortrijk*



## What is needed to infuse social entrepreneurship and innovation into higher education?

The gap analysis that aimed to **surface the needs of researchers, educators, students and professionals with regard to entrepreneurial and innovative skills and competences** was finalised. It contains two main parts: a national analysis of each partner country, and a comparative analysis compiling the results.

The **main results** show that finances, network, and legal framework and policy are considered the key factors in enabling or hindering social entrepreneurship and innovation. Skills and competences related to these elements are highly needed, in addition to commonly cited more specific skills: creativity, critical thinking, open attitude, entrepreneurial personality, soft skills, developing ideas, thinking out-of-the-box, and prototyping. Interestingly, many of the identified skills and competences overlapped across the countries.

**Looking for more information or details on the gap analysis results?** All reports are published on our [website](#)!

## What's next?

The next steps in the project are built upon the insights revealed in the gap analysis in an effort to tailor the training material as well as possible to students' and practitioners' needs. The WELFARE partners are developing a **curriculum**, high-quality **open educational resources** as well as a **training platform** with online training and support materials, and a **communication platform** that enables students and practitioners to share their knowledge and experiences.

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