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Irina KATUNINA,

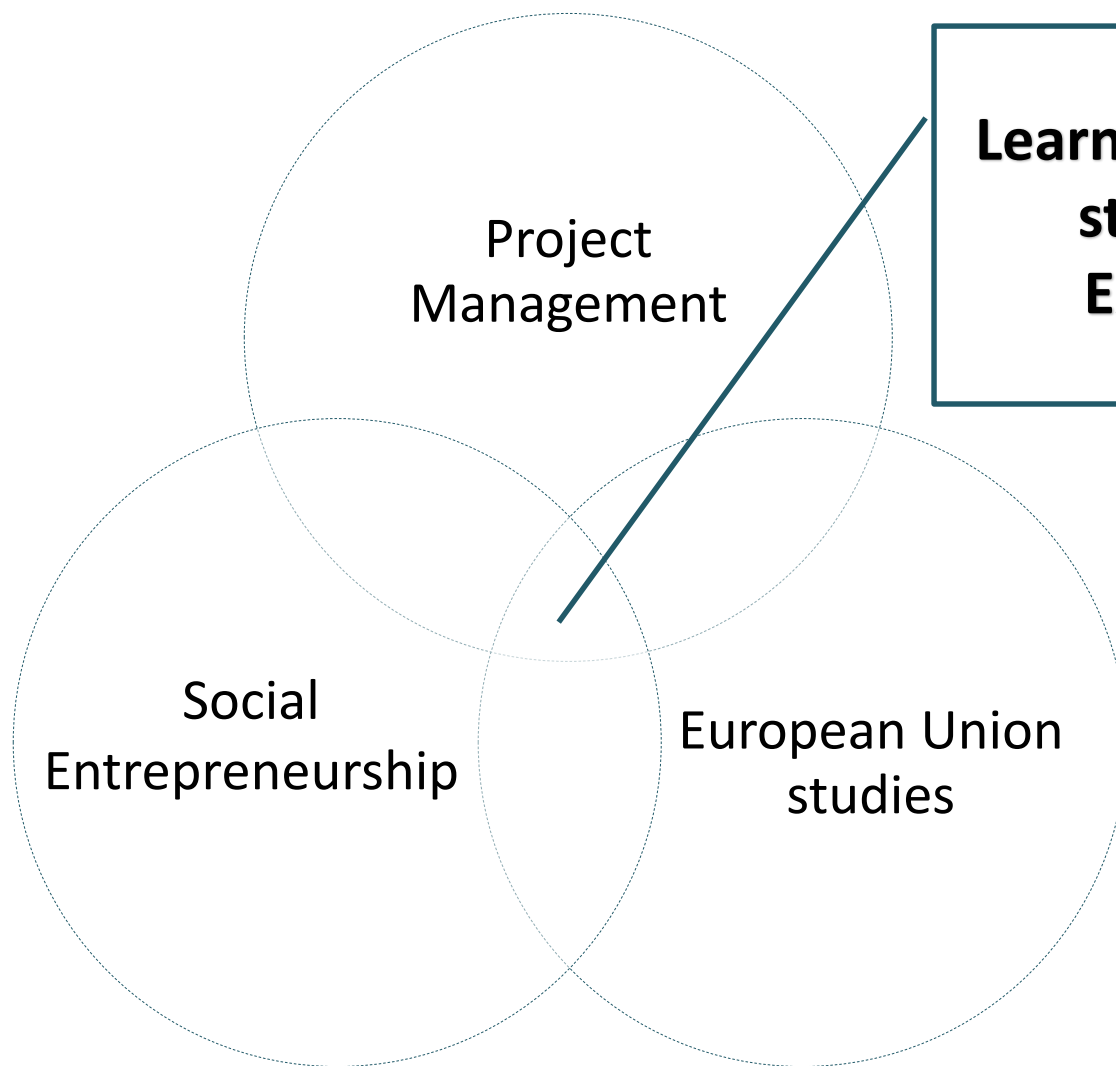
Doctor of Economic Science, Full Professor
Certified Project Management Associate, IPMA
Dostoevsky State University, Omsk

Yulia FOMINA,

Candidate of Economic Science, Associate Professor
Dostoevsky State University, Omsk

PROJECT-ORIENTED LEARNING for Excellence in the Field of Social Entrepreneurship

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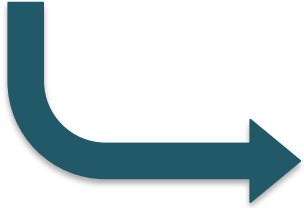
**Learning approach
striving for
Excellence**

WHY

**do we need project-oriented
learning?**

Reason 1

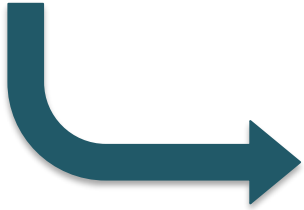
- Lack of business and managerial skills



Inability of social entrepreneurs to respond to the increasing velocity of social, economical, technological changes

Reason 2

- Dominance of the classical approach to teaching as 'knowledge translation'



Inability to create a competence as an integrated skill of enacting knowledge into practice

Theoretical Background

- **Knowledge Based View perspective**

Organisational learning

(Nevis, DiBella & Gould, 1995; Levitt & March, 1988; Garvin, 2000)

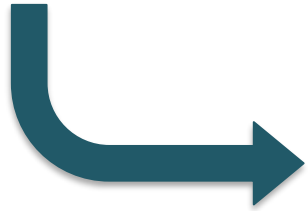
Knowledge creating companies

(Nonaka & Takeuchi, 1995; Senge, 1990; Argiris, 1993; Garvin, 2000; Geus de, 1997)

Intellectual capital

(Sveiby, 1997; Stewart, 1997; Sullivan, 1999)

‘Knowledge-object’



‘Knowledge-process’

- social and activity nature of knowledge
- inseparability of implicit and explicit knowledge
- knowledge is distributed (‘spread’) within the social organisation

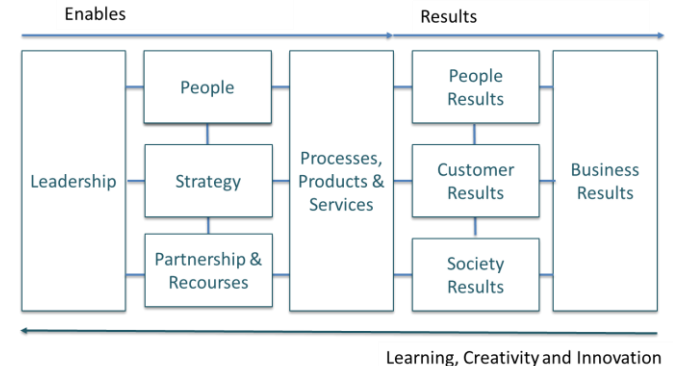
- Excellence Models

The EFQM Excellence Model

(EFQM, 2012)

IPMA Project Excellence Baseline

(IPMA, 2016)

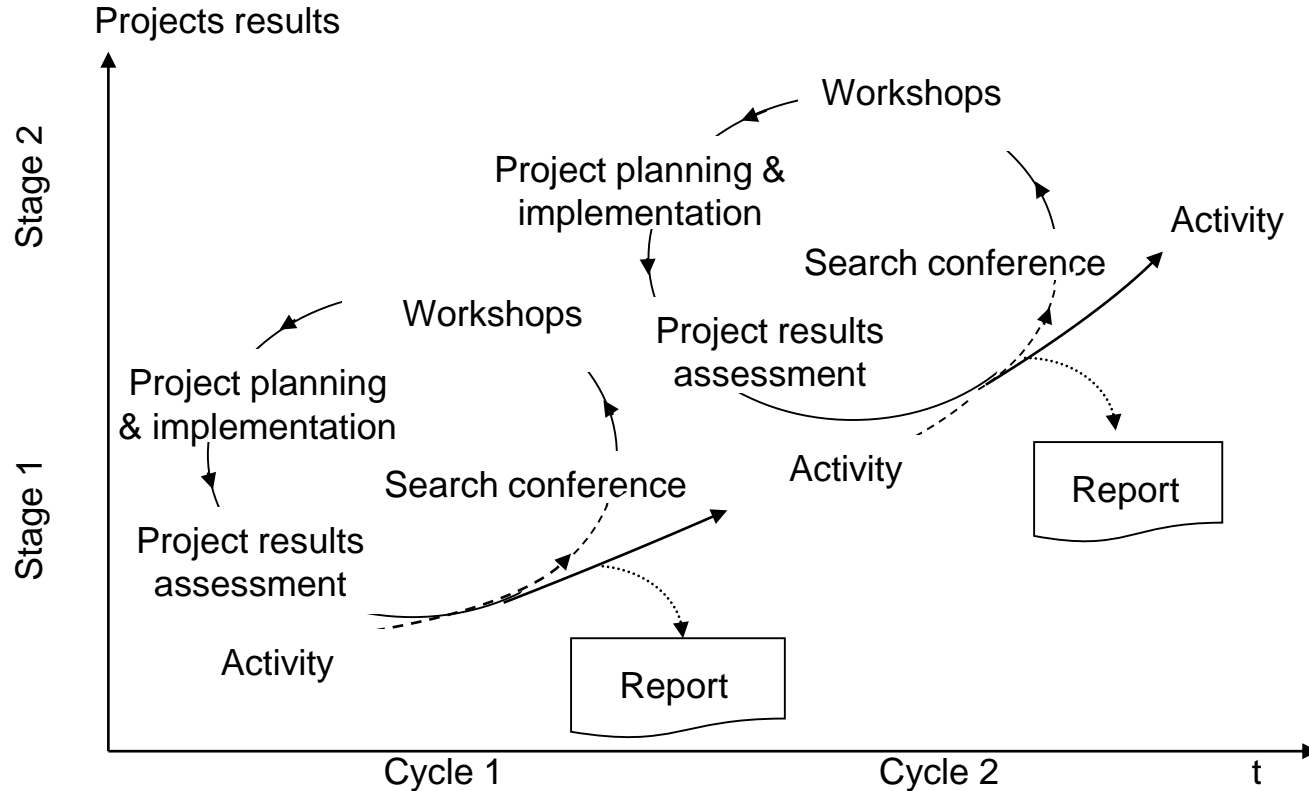


WHAT
is Project-oriented Learning?

- Action learning



- Continuous learning and improvements



- Creating competences through joint 'live' projects

Joint project teams

Social entrepreneur'
team



Social entrepreneur'
team



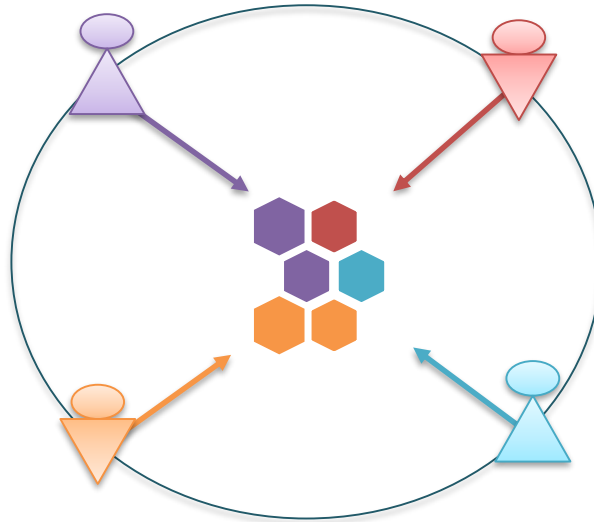
Social entrepreneur'
team



Social entrepreneur'
team



- New role of a teacher as a facilitator for social entrepreneurs' co-working



Conclusion

- Project-oriented Learning is aimed to address the challenges facing social entrepreneurs in rapidly changing and uncertain environment
- Being a complex approach, it requires joint efforts

Irina KATUNINA,

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Certified Project Management Associate, IPMA

Dostoevsky State University, Omsk

Yulia FOMINA,

Candidate of Economic Science, Associate Professor

Dostoevsky State University, Omsk

Thank You!

Comments, suggestions and feedback
are encouraged to

i.v.katunina@gmail.com