

## Knowledge Ambidexterity for Social Entrepreneurship Education

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### Abstract

*In the contemporary economy characterized by substantial changes caused by the COVID-19 pandemic, creating an entrepreneurial mindset among members of society (public sector, private sectors, academia, etc.), is considered as being of paramount importance. Equipping individuals with entrepreneurial capacities and capabilities, promoting technological change and innovation, and creating favourable environments for entrepreneurship at all levels has been widely recognized as essential to support effective entrepreneurial behaviour. Recently, social entrepreneurship has also gained notoriety due to its potential to deal with a wide range of social issues and due to increased cognizance of social inequalities and environmental issues. Social entrepreneurship's goal is to solve complex social issues in an innovative, efficient, and effective manner. The activation of powerful knowledge mechanisms able to renovate and reconfigure in an innovative way competencies, skills, capabilities, attitude, and knowledge assets, becomes imperative for sustainable social innovation. Therefore, interest in the creation and development of social entrepreneurship education (SEE) has acknowledged notable growth. As entrepreneurship activity is the result of new and existing knowledge used to facilitate economic development, a specific issue to analyze is to understand the knowledge processes and the knowledge mechanisms of forming entrepreneurial skills, mindsets, and competences in the students. With the aim to cover this gap, this paper provides insights on knowledge mechanisms and learning strategies that are activated for the effective creation of entrepreneurship competencies. This is achieved through a comparative case study analysis of 10 university programs that deal with SEE.*

**Keywords:** Knowledge exploitation, knowledge exploration, social entrepreneurship, knowledge processes.