pioneers

PROMOTING INNOVATION AND
SOCIAL ENTREPRENEURSHIP IN VET
THROUGH SERVICE LEARNING

2018-1-NO01-KA202-038856

Intellectual Output 4:

PIONEERS Professional Too

1 Table of Contents

Purpose of the Toolbox

PIONEERS professional Toolbox is made to support VET teachers and trainers in the teaching learning of innovation and creativity and social entrepreneurial competencies, in formal, non-formal and informal activities in Service-Learning programmes. It should be addressed in complementarity with the Handbook (Intellectual output n°3) and the "Training Curriculum for Social Innovative Entrepreneurs" (Intellectual output n°2) developed within PIONEERS project. The handbook is a trainer' guide explaining, amongst other things, how the Toolbox resources can be effectively used. It is written in a non-prescriptive way, assuming that the trainers will want to select aspects of the Toolbox, substitute others and customise for their own audience.

2   INTRODUCTION

The PIONEERS professional Toolbox consists in a useful resource of practical information for the direct implementation of innovative methods and tools in the promotion of innovation and social entrepreneurship through Service Learning in VET.

The Professional Toolbox is aimed at **VET Education professional profiles** (VET teachers, trainers and educators) at national and European level, to provide them with a practical tool to be applied in their daily routine for the promotion of innovation and social entrepreneurship through Service Learning in VET.

It also offers high quality **training material** in the promotion of innovation and social entrepreneurship through Service Learning in VET with possibilities of dissemination and exploitation.

The Professional Toolbox will contain a set of practical and innovative activities, methodologies, dynamics, resources and tools based on:

a) The theoretical framework and competencies identified within the Training Curriculum for Social Innovative Entrepreneurs (IO2)

b) Information gathered from the development of the PIONEERS Pedagogical Handbook (IO3)

The Toolbox is an Open Educational Resource (OER) in ENGLISH and in the respective languages of the consortium, namely French, Spanish and German and accessible through the project website https://www.pioneerseu.no/.

3   TARGET AUDIENCE

The target groups for this Toolbox are:

- Users – School and VET teachers, trainers and educators
- final beneficiaries - School and VET students, learners and apprentices.

4   TOOLS

All the tools developed follow the same structure in order to ease the reading, understanding and its adaptability to different educational settings:

- Tittle of the tool
- Description of the tool
- Required material
- Useful resources

4.1	**LU 01. Familiarizing VET practitioners with social entrepreneurship and social enterprise concepts**

4.1.1 Title of the tool: Introduction to measuring your social enterprise's impact

Description	**Description of the tool**

The guide is primarily aimed at people and/ or organisations running a social enterprise and who don't have experience of scaling-up before. The primary reason a social enterprise exists is to create a positive impact on those people facing the highest barriers to employment. The importance of delivering on this mission is at the forefront of many of the day-to-day decisions a social enterprise makes. Alone, however, this orientation towards mission is not enough. Social enterprises are asked not just to deliver impact, but *demonstrate* it – whether by funders, partners, or even their customers.

Quantifying impact can be a daunting endeavour for social enterprises. This learning guide will provide an overview of the different ways a social enterprise can choose to measure its impact, including some of the pros and cons of each.

Measurement and Evaluation

Impact measurement initiatives operate on a spectrum of complexity and time-intensiveness. On one end of the spectrum, we have program monitoring and performance measurement initiatives which are relatively low in scope and complexity but yield results and data relatively quickly. On the other end of the spectrum, we have more "formal" evaluation efforts of process, outcomes, and impact evaluations. These initiatives are highly complex and can take a long time – years, even – to yield meaningful data.

The image below shows an example of correlation between scope / complexity and time:
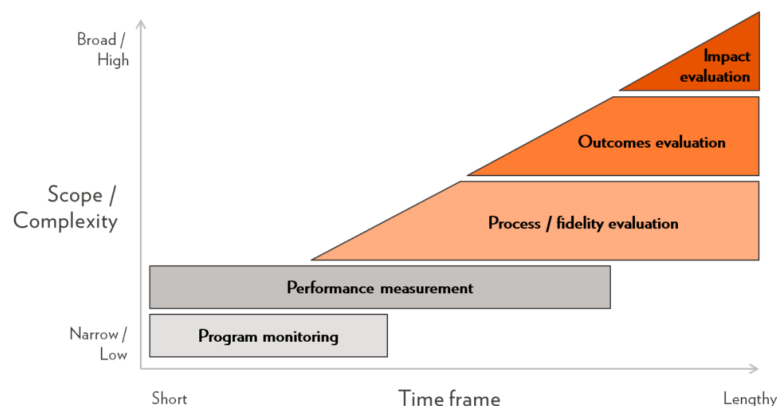
Source: https://redfworkshop.org/learn/impact-measurement

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The table b
parameters:

	MEASUREMENT	EVALUATION
Executor	Internal Team	Third – party evaluator
Goals	• Counting outputs • Measuring change	• Attributing impact • Isolating root causes
Questions	• How many X? • Did Y change during your program?	• Did we cause X to change? • Are there areas where we can further our impact?
Related concepts	• Performance management • Quality improvement	• Research
Benefits	• Leading indicators • Easier to do	• Rigorous, independent • Can truly isolate impact

While impact measurement and evaluation are different, this does not mean they are binary choices. A social enterprise can simultaneously pursue both impact measurement and evaluation initiatives. What remains most important, however, is that these initiatives align with

their organizational goals.

Setting Goals

Before you start any type of impact measurement initiative, it is essential to clearly articulate what your social enterprise's goals are in doing so. Are you trying to inform programmatic or operational decisions? Are you trying to come up with data to talk to prospective partners or funders? Are you trying to build evidence towards the efficacy of your model? Depending on your answer to those questions, you will want to explore different methods of impact measurement.

As a general rule:

- If your goals are oriented towards quantifying outputs and measuring change, then lighter touch impact measurement initiatives will be more appropriate
- If your goals are oriented towards attributing impact and isolating root causes, then more formal evaluation efforts will be appropriate

Measuring and evaluating impact is an iterative process that relates back to your organization's theory of change and logic model. As you learn more about your impact, you need to use that information to test the assumptions made in your logic model and theory of change and update them. These two foundational frameworks help to shape the questions you are evaluating.

Organizing for Impact Measurement

In order to effectively achieve any type of impact measurement, your social enterprise must be organized appropriately to deliver on a number of fronts. It is important for your social enterprise to develop a culture that is based on performance accountability. Constantly ask yourselves: what are you doing with your data to change and improve your programs for better outcomes, evidence, and impact? This will require that each employee has what they need to do their job and make course corrections, and that a culture of transparency facilitates an honest assessment of what parts of business operations and employee supports are working well and not working well.

It will also require that you have the processes and systems in place to support this type of work. Impact measurement is a long-term, often continuous, process and it is essential to have solid business processes in place support collection and analysis of data, and that these processes are adhered to. Processes alone are not enough, your social enterprise must also invest the proper resources into both the people and systems that are dedicated to measurement and management.

Useful	https://redfworkshop.org/tools/#/dashboard https://redfworkshop.org/wp-content/uploads/2015/09/Impact-to-

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resources	Last.pdf https://redfworkshop.org/webinars/social-innovation-and-the-future-of-work/
Required material	The following worksheet can be used:

| | + | | + | | + | | = | |

Comparative Advantage	**Financial**	**Risk tolerance**	**Policy** Laws	**Measurement**
What unique product or service do you offer?	Funders/donors Venture philanthropists Financial Institutions Equity investors Government	Patience Bootstrapping Calm	Incorporation structures Enterprise support	Metrics Tracking Reporting Redesigning
Market Need		**Basic business**	**Media**	**Scale/growth**
What is the marketplace lacking? What will sell?	**Social** NGO partners Advocacy Groups Online communities Networks	Marketing Bookkeeping Hiring Management	Public perception Awards Stories	More sales volume? More geography? More employees? New lines of business? New business?
Social Benefit		**Personal**	**Economy**	
What business idea will best tackle the social need?		Work -life balance Family obligations Time managment	Upturn/downturn Interest rates?	
Innovation or Replication	**Human** The right people...You Access to new ideas	**Partnership** Networking Consensus building Engagements	**Trends** Corporate social responsibility Social purpose businesses Growth industries Available capital(s)	
Are you improving on an existing business concept or are you doing something totally new?	**Intellectual** Experience Ownership **Organizational** Board Policies Staff Structures			

IDEA   **CA**

4.2	**LU 01. Familiarizing VET practitioners with social entrepreneurship and social enterprise concepts**

4.2.1 Title of the tool: Selecting a legal structure for your social enterprise

Description	**Description of the tool**

Social entrepreneurship is attracting growing amounts of talent, money, and attention, but along with its increasing popularity has come less certainty about what exactly a social entrepreneur is and does. An important decision refers to selecting an appropriate legal structure for your social enterprise. Selecting a legal structure is not something to be rushed into, and it is recommended that you seek out advice before making any decision.

What is a legal structure?

A legal structure is the legal business structure that your organisation takes. Your legal structure determines things like the amount of tax you pay, or the type of grants or investment that you may receive. Selecting a legal structure can be confusing. There are lots of different structures that a social enterprise can take and there is no legal definition for what constitutes a social enterprise, making it a topic which is full of jargon. There are also complex and specific rules for each different structure.

Below are just some of the factors that drive people's decision about choosing their legal structure. Some will be vital to your project, others more peripheral, some may not matter to you at all. **Which of these are important to you and why?**

Do you need to incorporate?	Are you ready to incorporate yet? Are you taking on land or contracts?
Do you have a social purpose?	Is it charitable in law?
How will you raise your income?	Grants? Equity finance? Trading?
Who do you want to have control or ownership?	Do you want to have firm control over the organisation? Do you want to involve others? Do you want to give employees some ownership?
What message do you want to give?	Do you want to be "branded" as a social enterprise? Do you want to be seen to be charitable? Or maybe you don't want your clients to be "charity cases"?
Getting tax benefits	Are there tax benefits that you need to access? Are they vital or just nice if you can get them? This might include how you pay yourself, reductions in corporation tax, VAT rules, and access to tax relief for donors or investors.

	Flexibility · Do you need to have a flexible structure that you can change later?
Useful resources	https://www.the-sse.org/resources/starting/start-social-enterprise-10-steps/ https://www.trust.org/contentAsset/raw-data/1b34bbc3-de52-477a-adae-850a56c2aabe/file https://ssir.org/articles/entry/ten_nonprofit_funding_models
Required material	The following worksheet can be filled out as a preparation for seeking professional advice:

Does the entity wish to obtain funding from investors (as opposed to donations and grants)?

NO

YES
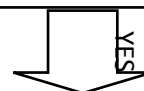
Does the entity have a public charity function plus a private offering or service?

YES

Source: https://www.trust.org/contentAsset/raw-data/1b34bbc3-de52-477a-adae-850a56c2aabe/file

Will there be more than one owner for the entity?

4.3

LU 02. Applying Service-learning m

4.3.1 Title of the tool: SERVICE LEARNING ... ES FOR VET TEACHERS

| **Descriptio** | This introductory tool is aimed at providing VET teachers with ... |

NO

YES

Sole proprietorship

Partnership

n	Frequently Asked Questions (FAQs) about the basic concepts related with the application of Service Learning in VET. The tool can be used by teachers as a quick reference introductory document. Furthermore, a group discussion about the suitability and applicability of the answers to these questions could be held when working with a group of teachers. **List of Frequently Asked Questions** ▪ **What is service-learning?** Service-learning is a teaching method that combines academic coursework with the application of institutional resources (e.g., knowledge and expertise of teachers, students, social environment, buildings and land) to address challenges facing communities through collaboration with these communities. This pedagogy focuses on critical, reflective thinking to develop students' academic skills, sense of civic responsibility, and commitment to the community. ▪ **What are the benefits of service-learning?** VET teachers who instruct service-learning courses benefit from adopting service-learning as a teaching pedagogy. Through service-learning, teachers: - Help students achieve learning objectives through application of course material to community setting - Engage students with different learning styles - Promote students' active learning - Encourage interactive teaching methods where students and community partners contribute to learning process - Gain new opportunities to further their scholarship - Promote students sense of civic responsibility ▪ **What is a community partner?** A community partner is an organization that students serve with as part of their service-learning class. Community partners help shape meaningful community engagement activities that meet needs identified in the community. These organizations serve in a role as co-educators for students, facilitating learning experiences for students in community settings and encouraging connections between classroom and community learning. As a best practice, teachers should share their learning curricula with community partners so that organizations can fulfil the co-educator role. To support students and the projects they are engaged in, community partners designate an on-site supervisor that students work with while serving with their organization.

▪ **Is service-learning appropriate for my class?**

Service-learning can be found in all types of courses and disciplines. When teachers assess whether service-learning is appropriate for their class, they must think about how community engagement can further enhance or expand students in meeting the course learning goals and objectives. Teachers should also consider the level of course and whether the types of responsibilities students will have in the community are developmentally appropriate and in alignment with their prior knowledge and experience.

▪ **Do students have time to do service-learning?**

Fitting in time for community engagement can be a challenge. However, most students can make time for service-learning and greatly benefit from the experience. To accommodate the time students spend in the community, teachers may need to adjust the workload of should other reading assignments and projects for the course. To do so, teachers should think of alternative assignments for students with exceptional cases that may prevent them from meeting service-learning requirements.

▪ **Should I require service-learning or make it optional?**

Either option can work well. Some teachers choose to make the community engagement component optional and allow students to choose between service-learning and a different assignment like a research project. When service-learning is optional, the students who are truly interested in service-learning are those who serve in the community. When service-learning is required, all students in the class have a shared experience to draw on during class discussions. This makes it easier to incorporate reflection. Yet, some students may be sent into the community who do not wish to be there.

▪ **Should I require a minimum number of community engagement hours? If yes, how many?**

Expectations of completing community engagement hours largely depend on the specific course's learning objectives and what teachers hope to achieve by utilizing service-learning in their course. Typically, service-learning students serve an average to about 2-3 hours of community engagement per week for the duration of the experience. The amount of time also heavily depends upon the needs of the community partner organization students are serving with. VET teachers may require students to complete a minimum number of community engagement hours during the course to assure students do enough to fulfil course learning objectives. However, service-learning should not be solely measured by hours completed but the learning

that has occurred. Thus, teachers need to think of ways to assess student learning as a result of the community engagement experience.

▪ **What are some of the challenges encountered by students doing service-learning?**

Common challenges which students experience include delays in communication with community partners and getting started with their work, scheduling concerns (especially as it relates to meeting any hour requirements), and a lack of clarity about their role in the organization. When students express their concerns, teachers should try to address the issues as quickly as possible. Depending on the situation, this may involve working directly with on-site supervisor at the community partner organization or by coaching students in how to handle the complication. This also helps students have a positive experience with service-learning overall.

▪ **What is reflection? Why is it important?**

Reflection is an essential element of service-learning as it makes connections between community engagement activities and classroom learning. The reflection process may occur through discussions in the classroom or community, reflection journals, and feedback from teachers and community partners. This helps students make meaning of their community engagement experience and draw connections to what they are learning in their class. It also provides an opportunity for students to question their assumptions, values, and pay attention to the impacts and implications of community work

▪ **What support should be available from the VET centre?**

The VET Centre should support teachers in creating service-learning opportunities for students by integrating meaningful community engagement into their courses. This may imply the following services and resources:
  - Assistance in identifying community partners
  - Consultations on service-learning course development
  - Service-learning orientations
  - Student enrolment database
  - Tools for Engagement
  - Transportation

Useful resources	Frequently Asked Questions about Service-Learning for Students, Faculty and Community Partners
	http://www.servicelearning.umn.edu/info/FAQ.html
	Suffolk University, Service Learning / What is Service Learning

	https://www.suffolk.edu/student-life/student-involvement/community-public-service/service-learning/what-is-service-learning
Required material	Whiteboard and markers, or paper and pens for group discussion.

4.4	
LU 02. Applying Service-learning methodologies in VET	

4.4.1 Title of the tool: SERVICE-LEARNING COURSE DEVELOPMENT TOOL

| Description | The present tool provides VET teachers with a structured process to plan and execute a Service-Learning course. The tool is based on the **iPERCED Model**, a structure for service-learning that encourages thoughtful planning and execution on the basis of the following components:

1. **Investigation** - Process of identifying community needs, exploring potential community partnerships, and determining if/how community engagement fits into course learning objectives
2. **Preparation** - Action steps to identify expectations and responsibilities, and to prepare teachers, community partners and students for service-learning
3. **Engagement** - Meaningful engagement with the community in a way that is of value, as indicated by community partner needs
4. **Reflection and Connection** - Structured opportunities for students to think critically and make connections between their engagement in the community and course learning objectives
5. **Evaluation** - Methods to determine the outcomes of the community engagement experience and students' learning
6. **Demonstration and Celebration** - Strategies to share the results of community engagement as well as celebrating accomplishments with community partner and stakeholders.

Teachers can take advantage of this tool by reflecting and answering the questions included in each of the components of the **iPERCED Model** |
|---|---|

INVESTIGATION
Why are you interested in using service-learning in your class?
What course learning objectives do you wish to deepen or broaden by adding service-learning?
Are there social issues or populations with whom you would like students to engage?
What are some community needs that might be impacted by service-learning students?

ENGAGEMENT

Who is the community partner for the service-learning class?

What will the community engagement component entail?

What will be the format of community engagement?
(e.g. optional or required? students serve in groups or individually? duration of the experience?)

How will the community engagement experience be selected?
(e.g. the teacher identifies community partner in advance, students choose from a list of vetted organizations, students identify their own project, etc.)

How will you monitor student progress?

EVALUATION

How will you know when service-learning has been successful?
Student outcomes
(e.g. knowledge, personal growth, professional development, leadership skills, etc.)

Community partner outcomes

Teacher outcomes

Of these outcomes, what areas would you like to evaluate?

What are some indicators that measure success in these areas?

What role will the community partner play in evaluating outcomes?

	DEMONSTRATION AND CELEBRATION
	How will students demonstrate their learning to the class, teachers and community partner?
	How will you celebrate accomplishments with students and the community partner?
Useful resources	Quality Components of Service-Learning http://www.ccmountainwest.org/sites/default/files/Quality_Components _ Course_Development_Tool.pdf Service-Learning Course Development Guide https://www.uh.edu/education/aces/about/aces-institute-service-learning-course-guide.pdf
Required material	Computer, Word, Internet

4.5	
	LU 02. Applying Service-learning methodologies in VET

4.5.1   Title of the tool: SERVICE-LEARNING ORIENTATION CHECKLIST

Description	This tool is intended to help VET teachers to prepare students for their service-learning experience in the classroom and community. Orientation to service-learning may occur on the VET Centre and in the community. This checklist offers tips to review prior to students entering the community.

Action	Done
Review curricula Discuss course assignments, grading, how service-learning fits into coursework as well as the expectations of students in the classroom.	
Define service-learning Define service-learning and discuss how it is different from volunteering or other service projects. Explain the rationale for the service-learning project experience. Help students understand why the class is taught with a service-learning pedagogy, including expectations for student learning and community impact. Open up conversation about the benefits of service-learning.	
Introduce community partner and community engagement activities To further include community partners in the service-learning experience and to enhance their role as a co-educator, teachers may invite their partner to participate in their classroom orientation. This allows both students and partners to meet, discuss community engagement activities, and ask questions of each other. Provide students with the following information about the partner organizations. ▪ Community partner organization name ▪ Contact person name ▪ Contact information (email, phone number) ▪ Details about organization (e.g. mission, vision, programs they operate, target population, etc.) ▪ Description of community engagement activities ▪ How community engagement meets a need in the community	
Introduce co-teacher/co-learner concept Students may be unfamiliar with the co-teacher/co-learner	

concept that is part of every service-learning class. Talk with them about this role and how they will be both a teacher and learner in the classroom and community setting. Mention that students should approach community settings as a learner so that they don't end up in situations where "right" answers for community problems or are telling community partners what to do.

Facilitate logistics

Communicate information about scheduling of community engagement (e.g. start date, end date), hours requirements, transportation information, safety and risk management procedures as well as any pre-engagement requirements

Discuss communication methods

Stress the importance of communication.
Clarify for students when it is best to contact the teacher and when it is preferred to contact the community partner.
Ensure students are aware of how to report problems and challenges that arise in the community.
Provide students with contact information for their community partner.
Share that getting started with community engagement activities will take time, effort, and quick follow up on their part.
Encourage students to get started in reaching out to the partner as soon as possible.

Review student responsibilities

Go over these responsibilities with students and permit adequate time for questions related to expectations of students in the community.

- Be an engaged learner

- Acknowledge strengths

- Make a difference and be reflective as you serve

- Always be respectful, positive, and professional.

- Be punctual, responsible, and accountable

- Call if you anticipate being late or absent

- Pay attention to site closures

- Dress appropriately for the situation

- Respect confidentiality

- Be flexible

- Ask for help when in doubt

Introduce power and privilege

Students may be serving alongside and with new people with very different backgrounds than their own. To help prepare for this, initiate conversations with students about the concepts of power and privilege. Do this by helping students understand their own identities, intersections with identities in the community, and how to be aware of power and privilege

20

in the community setting.

Lead a pre-flection activity
Ask students about their hopes for their service-learning experience in addition to what concerns they may have. Foster their thinking about anticipated challenges they may encounter with service-learning expectations.
Teachers may use the following questions to lead the pre-flection activity:
- What does it mean to be engaged with the community?
- What is your past experience with volunteering, service, or other community engagement?
- What does community mean to you?
- What do you think are some of the major social issues in the community?
- What do you think are some of the major assets in the community?
- What expectations do you have about your experience in the community (e.g. people you expect to interact with, what community partner organization will look like, etc.)?
- What fears or concerns do you have about your experience in the community?
- What are your hopes for your experience in the community?
- How do you think what you will learn in the community will be linked to what you learn in the classroom?

Emphasize flexibility
Service-learning may present students with situations that they have never encountered before. This experience could be sometimes uncomfortable for them. Stress this during orientation and remind students continually throughout the service-learning experience.

Useful resources	Quick Reference of Good Practices in Service Learning https://www.calstate.edu/cce/resource_center/documents/AppendixA_QuickReferenceOfGoodPractices_in_ServiceLearning_final.pdf
Required material	Whiteboard and markers, or paper and pens Computer, Word, Internet

4.6	**LU 03. Promoting innovation and social entrepreneurship in VET through service learning**

4.6.1 Title of the tool: Elevator Pitch

| **Description** | An elevator pitch is a short, concise introduction which takes its name from the idea that it should last as long as an elevator ride, 30 seconds or less. This is the amount of time to create a succinct, persuasive introduction (of a person or organization) that leaves the listener curious and interested.

Collaboration is the cornerstone of social innovation. This is an oral communication exercise that is intended to guide students in crafting a solid elevator pitch- an essential tool in networking situations. Through this, they gain valuable experience and practice introducing themselves, their projects or organizations with potential partners, investors or other contacts.

Time: 90 minutes

Structure of the Elevator Pitch (1-minute version)
- What is your name? (Yours, the project, idea, or organization, etc.)
- Who does it involve (target-group)?
- What need or problem does it solve?
- What makes it unique?

What does it offer (services, products)?

Tips and ideas for teacher/instructor
When introducing the elevator pitch concept, it can be helpful to start with a scenario:
"**You have one minute to persuade someone: what message do you have to get across to them?**"

Remind students to:
- Be passionate, clear and concise
- Be prepared to field questions after the pitch.
- Know thy audience: if you know who you're pitching to, learn more about their background (if it's an organization- how they were started, their mission and their activities)
- One size does not fit all: have several versions of an elevator pitch
- Practice! The 7 P's: *Proper Prior Planning or Practice Prevents Poor Performance* |

Introduction:

1. Introduce and familiarize students with the concept of an elevator pitch:
   the name, the time limits, the structure, why it's important and how it can be used.

   (Time: 15-20 minutes)

Optional:
Have students read the article, "3 Ways to Pitch Yourself in 30 Seconds-The Elevator Pitch"
by Jodi Glickman
(https://anhminhnguyen12.wordpress.com/2014/05/29/3-ways-to-pitch-yourself-in-30-seconds-the-elevator-pitch/)

2. Have students decide if they would like to present themselves, a social entrepreneurial project or idea for one.

3. Using a stopwatch; students can begin with minute-long pitches and work their way down to 30 seconds (the instructor can decide if they should be 60 or 30 seconds long). Have students pitch to at least 5 others.
   (Time: 40-50 minutes)

4. Students will then each present their pitches to the class. It can be useful to film these pitches; have students review the footage of their pitch and evaluate what they can improve.

Optional: Use a written exercise to help students narrow down essential information to include in their pitches.

EXAMPLE:
Draft a paragraph for each of the following:
• What is the problem being addressed? Why is it important and who is the target group?
• What is your proposed solution?
 • Who are you and what makes your group unique?
• What's next? What do you need, and how can they (the audience) help?

After this, have them consolidate the paragraphs into an abstract with a maximum of 200 words.

Useful resources	Caya. 2019. "Elevator Pitch Examples from Successful Startups". Slidebean. October 3rd. https://slidebean.com/blog/startups-elevator-pitch-examples (*Examples of potential elevator pitches for successful startups.*) Glickman, Jodi. 2009. "3 Ways to Pitch Yourself in 30 Seconds-The Elevator Pitch". October 8th. https://anhminhnguyen12.wordpress.com/2014/05/29/3-ways-to-pitch-yourself-in-30-seconds-the-elevator-pitch/ (*An informative introduction to the Elevator Pitch*)
Required material	• Device with internet access • Timer/Stopwatch • Writing utensils/paper

4.7	**LU 03. Promoting innovation and social entrepreneurship in VET through service learning**

4.7.1 Title of the tool: Rejection Exposure Therapy

Description	In 2012, entrepreneur Jia Jiang set a goal to confront his fear of rejection: For 100 days he purposely sought out situations where he would approach strangers and make requests that he thought would be rejected. His "Rejection Checklist" can be modified to suit a range of different fields of study and vocations, cultural contexts and norms.
	This tool is intended for use by teachers and instructors. The activity provides structured opportunities for students to approach and interact with a wide variety of situations and people in their local communities. In doing so, students become familiar with new perspectives and opportunities to improve their communication and social skills- which are essential for building a robust network and successful interactions with potential stakeholders, community partners. Furthermore, through repeated exposure to rejection, students are able to develop tools to desensitize themselves to the fear associated with such situations, but also how to respond. This serves to build resilience, confidence and the ability to view rejection not as failure, but as a potential source of growth. As such, the tool is highly relevant for addressing common challenges social entrepreneurs encounter.
	Duration: This activity is relatively flexible and can take place over the course of anywhere from a minimum 7 – 30 days. In addition, the rejection attempts do not have to take place during classroom hours.
	PREPARATION: PART I
	• **Present** stories about rejection. Include famous examples. How did these individuals respond to rejection? What did they do or say?
	Optional: Include examples of people from your own life (anonymous, with their consent)
	• **Watch** Jia Jiang's TED Talk, "What I Learned From 100 Days of Rejection".

	Optional:
	      - Watch one or two of Jia Jiang's rejection requests.
	       All 100 were filmed and are available on YouTube. (Link below)

	- Teacher's Challenge. Film yourself doing a rejection attempt. Watch this with the class and describe your experience.
	(Time: 30 minutes)
	• **Discuss** positive and negative reactions to rejection. How are the rejection experiences discussed in the film? How do they think they would react in

these situations? Have they experienced rejection themselves? How was their reaction?

(Time: 20 minutes)

- **Review** the Rejection Attempt Guidelines:

  1. Be ethical. Do not lie.
  2. It must be legal.
  3. When someone asks you "why," have a genuine response ready as to why you're making this request

  Note: Discuss and consider laws, rules and other issues surrounding filming or recording people without their consent.

- **Explore** the concept. Have students draft their own rejection attempt ideas. There is a supplementary checklist of rejection attempts included. This list can be used as is, or modified and tailored to suit to the needs of the class and context.

  EXAMPLE:
  Fill in the blank:
  It would be really interesting if they can let me _____ (a cool activity) at _____ (a place with people).

- **Set** goals. Have students write down two or three things they would like to accomplish.

  EXAMPLE:
  I want to:
  a. Have lunch with a CEO
  b. Get an article published in the newspaper
  c. Ride in a firetruck

(Time: 20 minutes)

PREPARATION: PART II

	Choosing a Target — Students should be briefed in how to choose and approach their "target". Consider when and where requests are made. Be mindful of body language. Always ask permission before touching someone. Express awareness of how strange a request may seem.
	Buddy System — Encourage students to work in pairs. This is for safety, support**,** and eventual interventions. **Note:** This can be practiced in a classroom setting using roleplays
	Response — Prior to starting the checklist, have students spend time considering responses to rejections. Ask "why?" or "why not?"
	Reflections — After each rejection attempt, students should write a brief reflection on the experience. What happened? How did they feel? Would they change anything about their approach?

POST- REJECTION ATTEMPTS:
Students will hold individual oral presentations of their experiences. Encourage them to include materials from their reflections, film footage (if applicable), or other components they feel are relevant.

(Time: 10-15 minutes, per student)

Useful resources

Jiang, Jia. 2015. "What I Learned From 100 Days of Rejection". TED Talk. Video.
https://www.ted.com/talks/jia_jiang_what_i_learned_from_100_days_of_rejection

Jiang, Jia. 2017. 100 Days of Rejection- Original Checklist.
http://wiki.settlementatwork.org/uploads/S4-A_Change_for_Progressive_Integration_(supporting_material)_Guy_Lucas.pdf

Rejection Therapy Day 1-100. All 100 of the rejection requests were filmed and are available on Jia Jiang's YouTube channel. Link to Day 1:
https://www.youtube.com/watch?v=zmIeo2bZVoQ

Peer-reviewed article of a similar classroom activity (English as a second language)

Wilson, Sarah. 2018. **"**The Rejection Project: An action research project encouraging student interaction outside the classroom". *English Australia Journal*. Chapter (34) 1: 22-40.
Kaplan International English: Sydney
https://www.englishaustralia.com.au/documents/item/486

Required
- Device with internet access

material	- Projector - Rejection Checklist worksheet - Optional

REJECTION CHECKLIST

1. □ Call a stranger and ask to chat for 5-10min
2. □ Ask someone for 100 Euros
3. □ E-mail an author asking for a free copy of their book.
4. □ Have coffee with a politician
5. □ Change a coffee shop's WIFI password
6. □ Ask 10 strangers wearing headphones what they are listening to
7. □ Ask others to get rejected with you
8. □ Ask someone to buy you a book
9. □ Request a burger refill
10. □ Get a live interview on radio
11. □ Take pictures with 5 different strangers
12. □ Take a photo of yourself in a police car
13. □ Get a ride on a garbage truck
14. □ Sleep at a mattress place
15. □ Install a piece of art at a gallery
16. □ Get a stranger's umbrella
17. □ Workout with a national sports team
18. □ Get an article published in a newspaper or magazine
19. □ Have lunch with the CEO of a startup
20. □ Find someone to be the Easter Bunny
21. □ Invite a random person to lunch
22. □ Eat raw chili with a stranger
23. □ Shake hands with at least 4 rand
24. □ Have someone tie your shoes for you
25. □ Carry someone's handbag for them
26. □ Try to hitchhike
27. □ Get a free cup of coffee
28. □ Read a story to a stranger
29. □ Invite someone to gaze into your eyes for 60 seconds
30. □ Can I enter your home and use your bathroom?

4.8	**LU 04. Developing the skills and competences of social entrepreneurship in VET**

4.8.1	**Title of the tool: Seven Skills of Social Entrepreneurship**

Description	A blog created by the university of Ohio to promote their Masters Course in social entrepreneurship, which discusses the 7 skills of social entrepreneurship. **Objective of the activity** To encourage learners to explore and discuss seven skills of social entrepreneurship through a true or false quiz and lecture. **Class duration**: Approx. 80 minutes * to reduce the length of this class the quiz can be set as a pre-class homework exercise **Class plan** Step 1: Divide the learners into pairs Step 2: Inform the learners that they will be provided with a quiz to talk about the 7 skills of social entrepreneurship Step 3: Instruct them to take the quiz individually (10-12 minutes) Step 4: Once they have taken the quiz then instruct them to share their answers to the quiz with their partner (15 minutes) Step 5: Invite each pair to share a highlight from their discussion and any point they disagreed on during their discussion with the class group (15- 20 minutes depending on the number of pairs) Step 6: Now project and/ or distribute handouts of the 7 skills of social entrepreneurship blog link, which can be found in the resources section Step 7: Ask one learner from each pair to read a section. Pause after each skill and invite the learners to contribute their thoughts. Write the following questions on the whiteboard. Was the answer what you expected or if not what had you instead thought? (20 minutes) Step 8: Invite learners to share with the class group how their impression of social entrepreneurs has changed over the course of the class (10 -15 minutes)
Useful resources	Link to Seven Skills of Social Entrepreneurship https://onlinemasters.ohio.edu/blog/seven-skills-for-social-entrepreneurs/

Required material	Whiteboard, whiteboard markers and a cloth Paper and pens Internet connection Projector or/ large screen

Social Entrepreneurial Skills Quiz

Please answer true or false to the following questions

1. Social entrepreneurs are moved to act by social injustice
True / False

2. Social entrepreneurs can often generate profit from addressing social injustice
True/False

3. Social entrepreneurs often formulate their social entrepreneurial ideas through participation in other relevant activities   True /
False

4. Social entrepreneurs believe directing the follow of capital towards a social issue is the only way to affect change   True /
False

5. Social entrepreneurs are often ineffective public speakers   True /
False

6. Social entrepreneurs are deeply committed to fighting adversity   True /
False

7. Social entrepreneurs do not have to be creative
True / False

Answers 1) True, 2) True, 3) True, 4) False, 5) False, 6) True, 7) False

4.9	**LU 04. Developing the skills and competences of social entrepreneurship in VET**
4.9.1	**Title of the tool: Hard and soft skills required for social entrepreneurship**

| **Description** | This tool is taken from the high concept document for the Erasmus + GATES project "Building skills for social entrepreneurship. Game based training to answer the disruptive shift that will reshape the youth workforce landscape". It includes 3 pages on the hard and soft skills required by social entrepreneurs on pages 6-8, which should be used in conjunction with the following steps.

Objective of the activity

To train learners in the soft and hard skills required for social entrepreneurship.

Class duration: **115 minutes approx.**

*Please note this class can be split into one class on the soft skills for social entrepreneurship and another on the hard skills as an alternately to during a 115-minute-long class.

Class plan

Step 1: Place learners in groups of 4

Step 2: Write the following definitions and question on the whiteboard;

Soft skill - personal attributes that enable someone to interact effectively and harmoniously with other people

Social entrepreneur - a person who establishes an enterprise with the aim of solving social problems or effecting social change.

"What soft skills do effective social entrepreneurs need?"

Step 3 – Invite the groups to discuss this question and request that each group nominate 1 group member to make notes on their behalf. (15-20 minutes)

Step 4 – Invite the groups to share their ideas with the class and write all the different suggestions on the white board. (10 -15 minutes)

Step 5 – Now distribute the soft skills table found on Page 7 and 8 of the resource

Step 6 – Ask each group to discuss their own lists in contrast with the soft skills table (10 minute)

Step 7 – Now invite the learners to share their thoughts on the |

differences or expand upon why they knew the soft skill they predicted were relevant with the class group (10 – 15 minutes)

Step 8 – Now rearrange the groups of 4 learners

Step 9 - Write the following definitions and question on the whiteboard;

Hard skill – A learned abilities that is acquired and enhanced through practice, repetition, and education

Social entrepreneur – A person who establishes an enterprise with the aim of solving social problems or effecting social change.

"What hard skills do effective social entrepreneurs need?"

Step 10 - Invite the groups to discuss this question and request that each group nominate 1 group member to make notes on their behalf. (15-20 minutes)

Step 11 - Invite the groups to share their ideas with the class and write all the different suggestions on the white board. (10 -15 minutes)

Step 12 - Now distribute the hard skills table found on Page 6 and 7 of the resource

Step 13 - Ask each group to discuss their own lists in contrast with the hard skills table (10 minutes)

Step 14 - Now invite the learners to share their thoughts on the differences or expand upon why they knew the hard skills they predicted were relevant (10 – 15 minutes)

Step 15 – Invite the learners to reflect on how their ideas of the skills set required to be a social entrepreneur have changed over the course of the class as a group. (10 minutes)

Useful resources	Link to the Erasmus + GATES project high concept document "Building skills for social entrepreneurship. Game based training to answer the disruptive shift that will reshape the youth workforce landscape". https://play4impact.eu/wp-content/uploads/2018/11/OP1_GATES.pdf
Required material	Whiteboard, whiteboard markers and a cloth Paper and pens Internet connection Projector or/ large screen Photocopies of the pages 6 – 8 of the Gates project

4.10 LU 04. Developing the skills and competences of social entrepreneurship

in VET

4.10.1 Title of the activity: What do we know about social entrepreneurs?

Description	A discussion class, which uses 2 videos as visual prompts to help learners understand what social entrepreneurship is and what activities some individuals classed as social entrepreneurs do. **Objective of the activity** To draw learners attention to a basic overview of what a social entrepreneur and familiarise them with some individuals who are engaged in social entrepreneurship. Class duration: approx. 95 minutes * to reduce the length of the class students can be instructed to watch the videos as a pre-class homework exercise **Class plan** Step 1: Write the following question on the board. " What do social entrepreneurs do?' Step 2: Provide the learners with paper and pens for learners to write down their responses to the statement. (10 minutes) Step 3: Place the learners in pairs and ask them to discuss their responses. (10 minutes) Step 4: Now show learners the Video 1 and ask them to re-evaluated their previous discussion based on the content and invite the partners to share some of their conversations. (15 minutes) Step 5: Now place learners in groups of 4. Step 6: Write the following statement on the whiteboard. "Discuss any social entrepreneurs you know of". (15 minutes) Step 7: Now show learners the Video 2 and ask them to re-evaluated their previous discussion based on the content and invite the partners to share some of their conversations. (30 minutes) Step 8: Working as a class group, invite learners to share how their idea of a social entrepreneur has changed over the course of the activity. (15 minutes)
Useful resources	Video 1 https://www.youtube.com/watch?v=tkDBcc8xQgs Video 2 https://www.youtube.com/watch?v=N8LVa9pb-n8

Required material	Whiteboard, whiteboard markers and a cloth Paper and pens Internet connection Projector or/ large screen

4.11	**LU 04. Developing the skills and competences of social entrepreneurship in VET**

4.11.1 Title of the activity: What makes a social entrepreneur?

Description	A ranking and discussion exercise to help VET trainers and students to become aware of and assess how socially entrepreneurial they are. This exercise should be used after the discussion class about social entrepreneurialism connected to this unit. **Objective of the activity** To solidify a generic profile of a social entrepreneur in the minds of learners and to aid learners in identifying their own social entrepreneurial attributes. **Class duration**: approx. 100 minutes * to reduce the length of this class either Step 1 or Step 5 can be set as a pre-class homework exercise. **Class plan** Step 1: Write the following statement on the board. "List any socially entrepreneurial actions big or small you have been involved in" Step 2: Provide the learners with paper and pens for learners to write down their responses to the statement. (10 minutes) Step 3: Place the learners in pairs and ask them to discuss their responses. (10 minutes) Step 4: Now distribute the ranking exercise connected to this unit Step 5: Ask learners to rank social entrepreneurial attributes in order of importance from 1 to 15 (1 =most important /15 = least important) without consulting or discussing with their partner (10 minutes) Step 5: Instruct learners to share and discuss why they have selected their rankings with their partner. (15 minutes) Step 6: Now tell them they must work together and negotiate to make a pair ranking for the social entrepreneurial attributes (15 minutes). Step 7: Now join two groups of pairs and ask them to explain, justify and discuss their choices (15 minutes). Step 8: Now instruct them to discuss and make a group ranking. (15 minutes). Step 9: Finally ask learners to return to the list of social entrepreneurial actions they were involved in that they created at the beginning of the class and to write the numbers of the social

	entrepreneurial attributes that they had to use during them (10 minutes).
Useful resources	What makes a social entrepreneur? **Instruction** You will have 10 minutes to number the following traits of social entrepreneurs in order of importar 1. Social entrepreneurs must be change makers 2. Social entrepreneurs must be innovators 3. Social entrepreneurs must disrupt the way processes are working 4. Social entrepreneurs must be very adaptable 5. Social entrepreneurs must be respectful of community partners 6. Social entrepreneurs must be realistic 7. Social entrepreneurs must be optimists 8. Social entrepreneurs must be empathic 9. Social entrepreneurs must be active listeners 10. Social entrepreneurs must acknowledge front line experiential knowledge 11. Social entrepreneurs must be decisive 12. Social entrepreneurs must have good self-care habits 13. Social entrepreneurs must understand that profit and social good are not mutually exclusive 14. Social entrepreneurs must be considerate of community benefit 15. Social entrepreneurs must not consider themselves as heroes
Required material	Whiteboard, whiteboard markers and a cloth Paper and pens What makes a social entrepreneur handout (found in resources)

4.12	**LU 05. Implementing the life cycle of VET social entrepreneurship programmes**

4.12.1 Title of the tool: PRACTICAL FACT SHEET - VISITS TO LOCAL FACILITIES IN THE FIELD OF SOCIAL ENTREPRENEURSHIP

Description	The document aims at facilitating the collaboration between the SE training organisation and the SE structures involved in the Service-Learning project. Document created by Familles Rurales.

Objective of the activity

- Having a better understanding of the organisation involved in the SE program, the position of the trainee within the internal organisation
- Providing an overview of the SE program and progress
- Offering the opportunity for a special one-on-one time with the tutor to discuss and measure the quality of the support delivered to the trainee
- Informing about the future exams
- Understanding the business needs, the evolutions to adjust the SE training accordingly

Class duration: approximatively 120 minutes

Program of the visit

- Introduction of the actors
- Presentation of the responsible of the SE program, role and mission within his organisation and in the SE program
- Presentation of one or several tutors (position, professional and personal experience, degree, etc.)
- Presentation of the SE organisation: profile and history, activities delivered, organigram, etc.

- Overview of the SE program
- Progress realized
- Information about the group of trainees
  Information about the pedagogical meetings to organise between tutors and SE program training manager (once every four months)

- Position and missions of the trainee within the organisation
- Which missions are performed?
- What is the methodology used?
- What are the interactions with the SE team?
- Etc.

	- Tutoring: support delivered by the tutor - Operating methods (how, when, which frequency, specific needs? Etc.) - Pedagogical meetings (4 during the year: tutor, trainees representative) - 2 hours - Useful documents (introducing the tutor with the weekly SE training program – content delivered and name of the speaker) - Are there any difficulties the tutor has met throughout the support delivered? - Exams - Record of the dates for the exams and specific units to validate - Role of the tutor in this field: as an evaluator, he or she may have the opportunity to evaluate other trainees. **Knowing the trainee** The SE training manager who will visit the organisation does not have to be the only one expressing his/her view and opinion about the trainee. The SE training manager is also the spokesperson of the team and colleagues. In this light, is it important to get useful information about the trainee's behaviour, the difficulties or ease experienced, the results obtained in each lesson, in order to discuss these points with the tutor Pixabay licence
Useful resources	
Required material	

4.13	**LU 05. Implementing the life cycle of VET social entrepreneurship programmes**

4.13.1 Title of the tool: INDIVIDUAL INTERVIEW – SE TRAINING PROGRAM

Description	Document to be completed by the trainee and the training manager during a face-to-face interview realized every trimester during the SE training program.

Objective of the activity

-        Ensuring the adequacy between the trainee's needs and the SE training program

-        Assessing the progress of the acquisition of skills and knowledge

-        Checking the trainee's needs and concerns (logistical and material aspect, relationship with the organisation)

Class duration: approximatively 30-45 minutes

Question 1: What is your view about the SE training you are following? (Pedagogical content, training program and development, choice of the speakers and quality of the information delivered, practical part, logistics for instance, training hours, accessibility of the training premises, etc.)

Question 2: What does this SE training offer to you, especially in a professional context (where the Service Learning is experimented)? What do I receive from it?

Question 3: What are you able to provide as a SE trainee within both the SE training program and the hosting organisation?

Question 4: How do you see yourself with regard to the SE training program: motivation, difficulties, concerns, etc.?

Question 5: How do you see yourself with regard to the SE training group and the trainees?

Question 6: What is your assessment about the rhythm between SE training and SL apprenticeship?

Question 7: What is your assessment about the tutoring (organisation, link between tutor and SE training manager)?

Question 8: What is the progress of your SL project within the organisation?

Question 9: Other

Useful resources

Required material

4.14 **LU 05. Implementing the life cycle of VET social entrepreneurship programmes**

4.14.1 Title of the tool: FINAL ASSESSMENT OF THE SE TRAINING PROGRAM

| Description | Questionnaire to be completed by the trainees at the end of the SE training program. |

Objective of the activity

It aims at evaluating the quality of the training and if necessary, readjusting the content according to the useful remarks from the trainees.

Duration: approximatively 30 minutes

- **Training objectives**
- What were your initial training objectives when you started the SE training?
- Did you achieve those training objectives?

1	2	3	4	5	6

According to your level of satisfaction, circle the number of your choice, from 1: not at all satisfied, to 6: extremely satisfied

- **Content of the training**
- Are you globally satisfied with the content of the training?

1	2	3	4	5	6

According to your level of satisfaction, circle the number of your choice, from 1: not at all satisfied, to 6: extremely satisfied
- Did the content delivered suit your expectations and needs?
- Did the development of the training suit you?

- **Working methods**

- Are you satisfied with the working methods proposed during the SE training?

- 1	2	3	4	5	6

According to your level of satisfaction, circle the number of your choice, from 1: not at all satisfied, to 6: extremely satisfied
- According to you, were the pedagogical methods adapted and sufficiently diverse?

- **Group life**

  - What is your evaluation of the group life during the SE training program?

  - **1   2   3   4   5   6**

According to your level of satisfaction, circle the number of your choice, from 1: not at all satisfied, to 6: extremely satisfied
  - Did the group dynamic generate a good atmosphere for working progress (exchange of practices)?
  - According to you, what did you bring to the group?

- **Material training conditions**

  - Are you globally satisfied with the material conditions to host you as a trainee within the training organisation?

  - **1   2   3   4   5   6**

According to your level of satisfaction, circle the number of your choice, from 1: not at all satisfied, to 6: extremely satisfied
  - Are you satisfied with:
    - The reception conditions (training rooms)?
    - The computer equipment?
    - The general hosting at the premises?
    - During the training, how did you get to the training organisation? Individual car, carpool, train or any other way of transportation?
    - During the training courses week in group, how did you organise your lunch (cafeteria, fast-food, etc.)?
    - During the training courses week in group, did you have to look for an accommodation? If you did, what type of accommodation did you chose? Under which financial conditions? If appropriate, indicate the contact details for the future trainees who may be interested with this opportunity.

- **Location of the apprenticeship and practical activities**

  - Are you satisfied with your apprenticeship?

	1	**2**	**3**	**4**	**5**	**6**

According to your level of satisfaction, circle the number of your choice, from 1: not at all satisfied, to 6: extremely satisfied

- What were the benefits?

- Was your SL hosting organisation a good and adapted place for experimenting new skills and knowledge?
- What would be the areas for improvement?
- Are you satisfied with the tutoring you received?
- Have you managed to establish links between practice and theory? On the fieldwork and during training courses weeks in group?
- Did the rhythm between work field and training gathering suit you?

- **Involvement within the SE training program**

- Are you globally satisfied with your involvement during the SE training program?

	1	**2**	**3**	**4**	**5**	**6**

According to your level of satisfaction, circle the number of your choice, from 1: not at all satisfied, to 6: extremely satisfied

- What are the skills you think you developed throughout the SE training program?

- **Professional perspectives**

- Does the SE training program consolidate your ambition to pursue this job?

	1	**2**	**3**	**4**	**5**	**6**

According to your level of satisfaction, circle the number of your choice, from 1: not at all satisfied, to 6: extremely satisfied

- If you were already employed before entering the training, what are the benefits enjoyed in relation with your professional activity?
- If you were looking for a job at the beginning of the SE training program, did it provide you with new professional opportunities? For which type of job and organisation?

- **Support during the SE training program**

	Are you globally satisfied with the way the training organisation implemented your individual support?
	
	   - **1** **2** **3** **4** **5** **6**
	
	According to your level of satisfaction, circle the number of your choice, from 1: not at all satisfied, to 6: extremely satisfied
	   - Are you satisfied with the pedagogical support?
	   - Are you satisfied with the administrative support?
	
	   • **General observations/suggestions of improvement**

Useful resources	
Required material	

| 4.15	
	LU 06. Building a social entrepreneur project: making ideas real

4.15.1 Title of the tool: SOCIAL BUSINESS MODEL CANVAS

Description	The Business Model Canvas (BMC) offers a simple, visual, one-page canvas on which we can design, innovate and dialogue about our business models. For social enterprises, the business model CANVAS should provide an opportunity to see not just the business, but also to identify the social impact they are trying to achieve. The BMC differentiates between that side (or sides) of the social enterprise that is directed to impact, and that side directed to commerce. In a social enterprise neither the commercial nor the impact story is sufficient in and of itself - the important part of telling a business model story is for there to be a coherent and sensible relationship between commerce and impact. The image below shows an example of the different elements that can be considered when developing a BMC: Source: http://www.socialbusinessmodelcanvas.com/ The table 1 below may be used by trainers as a checklist helping to guide learners through the process of developing the business model CANVAS.
Useful resources	http://www.socialbusinessmodelcanvas.com/ https://mbs.edu/getmedia/91cc0d01-3641-4844-b34c-7aee15c8edaf/Business-Model-for-SE-Design-Burkett.pd https://ied.eu/project-updates/handbook-trainers-social-entrepreneurship/
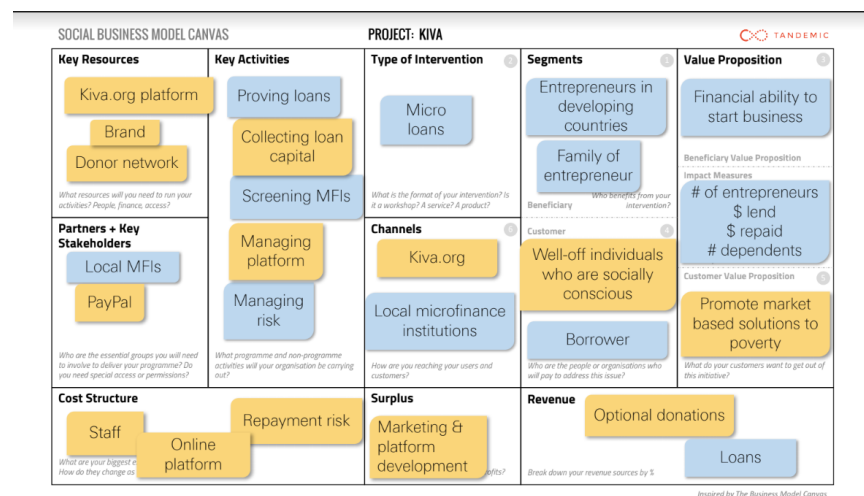
Required material	The worksheet below (Table 2) can be provided by the professional:

KEY PARTNERS
Who are our Key Partners?   Who are our key suppliers?   Which Key Resources are we acquiring from partners?   Which Key Activities do partners perform?
Motivations for partnerships   *Optimization and economy*   *Reduction of risk and uncertainty*   *Acquisition of particular resources and activities*

KEY ACTIVITITES
What Key Activities do our Value Propositions require?   Our Distribution Channels?   Customer Relationships?   Revenue streams?
Categories   *Production*   *Problem Solving*   *Platform/Network*

VALUE PROPOSITIONS
What value do we deliver to the customer?   Which one of our customer's problems are we helping to solve?   What bundles of products and services are we offering to each Customer Segment?   Which customer needs are we satisfying?
Characteristics   *Newness*   *Performance*   *Customization*   *"Getting the Job Done"*   *Design*   *Brand/Status*   *Price*   *Cost Reduction*   *Risk Reduction*   *Accessibility*   *Convenience/Usability*

CUSTOMER RELATIONSHIPS
What type of relationship does each of our Customer Segments expect us to establish and maintain with them?   Which ones have we established?   How are they integrated with the rest of our business model?   How costly are they?   *Communities*   *Co-creation*
Examples   *Personal assistance*   *Dedicated Personal Assistance*

Self-Service
Automated Services

CUSTOMER SEGMENTATION

For whom are we creating value?
Who are our most important customers?

KEY RESOURCES

What Key Resources do our Value Propositions require?
Our Distribution Channels? Customer Relationships?
Revenue Streams?

Types of resources
Physical
Intellectual (brand patents, copyrights, data)
Human
Financial

CHANNELS

Through which Channels do our Customer Segments want to be reached?
How are we reaching them now?
How are our Channels integrated?
Which ones work best?
Which ones are most cost-efficient?
How are we integrating them with customer routines?

Channel phases
1. Awareness: How do we raise awareness about our company's products and services?
2. Evaluation: How do we help customers evaluate our organization's Value Proposition?
3. Purchase: How do we allow customers to purchase specific products and services?
4. Delivery: How do we deliver a Value Proposition to customers?
5. After sales: How do we provide post-purchase customer support?

COST STRUCTURE

What are the most important costs inherent in our business model?
Which Key Resources are most expensive?
Which Key Activities are most expensive?

is your business more
Cost Driven (leanest cost structure, low price value proposition, maximum automation, extensive outsourcing)
Value Driven (focused on value creation, premium value proposition)

Sample characteristics
Fixed Costs (salaries, rents, utilities)
Variable costs
Economies of scale
Economies of scope

REVENUE STREAMS

For what value are our customers really willing to pay?
For what do they currently pay?
How are they currently paying?
How would they prefer to pay?
How much does each Revenue Stream contribute to overall revenues?

Types
Asset sale
Usage fee
Subscription Fees
Lending/Renting/Leasing
Licensing
Brokerage fees

Fixed pricing

List Price
Product feature dependent
Customer segment dependent
Volume dependent

Dynamic pricing
Negotiation (bargaining)
Yield Management
Real-time-Market

Table 1 – Checklist

KEY RESOURCES	KEY ACTIVITIES	TYPE OF INTERVENTION	SEGMENTS	VALUE PROPOSITION
What resources will you need to run your activities? People, finance, access?	What are programme and non-programme activities will your organization be carrying out	What is the format of your intervention? Is it a workshop? Is it a service? Is it a product? **Beneficiary:** Who benefits from your intervention		User value proposition
PARTNERS + KEY STAKEHOLDERS Who are the essentials groups you will need to involve to deliver your programme?		**CHANNELS** How are you reaching your users and customers?	**Customer** How are the people or organization who will pay to address this issue?	**Impact measures** *How will you show that you are creating social value?*
				Customer Value **Proposition** What do your customer want to get with this proposition?
COST STRUCTURE What are your biggest expenditure areas? How do they change as you scale up?		**SURPLUS** Where do you plan to invest your profit?	**REVENUE** Brake down your revenue sources by %	

Table 2 - Worksheet

4.16	LU 06. Building a social entrepreneur project: making ideas real

4.16.1 Title of the tool: The Better Entrepreneurship Policy Tool

Description	The Better Entrepreneurship Policy Tool is a free online self-assessment and learning tool that aims to support the design of inclusive and social entrepreneurship policies and programmes. The tool has been designed for policymakers and other interested parties at local, regional and national levels who wish to explore how public policy can support youth, women, the unemployed and migrants in business creation and self-employment and support the development of Social enterprises. It has been developed by the OECD Centre for Entrepreneurship, SMEs, Regions and Cities and the Directorate-General for Employment, Social Affairs and Inclusion of the European Commission.
Useful resources	https://www.oecd.org/cfe/leed/social-entrepreneurship-oecd-ec.htm
Required material	PC/laptop, Internet

pioneers

PROMOTING INNOVATION AND SOCIAL ENTREPRENEURSHIP IN VET THROUGH SERVICE LEARNING

2018-1-NO01-KA202-038856

Intellectual Output 4:

PIONEERS Professional Too