

pioneers

**PROMOTING INNOVATION AND
SOCIAL ENTREPRENEURSHIP IN VET
THROUGH SERVICE LEARNING**

2018-1-NO01-KA202-038856

**IO.2: Training Curriculum for
Social Innovative Entrepreneurs**



Co-funded by the
Erasmus+ Programme
of the European Union

Curriculum structure – Learning units

LU.1: Familiarizing VET practitioners with social entrepreneurship and social enterprise concepts

LU.2: Applying Service Learning methodologies in VET

LU.3: Promoting innovation and social entrepreneurship in VET through service learning

LU.4: Developing skills and competencies of social entrepreneurship in VET

LU.5: Implementing the life cycle of VET social entrepreneurship programmes

LU.6: Building a social entrepreneur project: making ideas real

Elements included in the Curriculum

1. Aim

Overall description of the purpose, intention or objective of the Learning Unit.

2. Performance Criteria

Standards by which an individual is considered competent in each particular Learning Unit. That is, a very brief description of those actions an individual need to demonstrate in the required filed of competence after completion of the Learning Unit.

3. Learning Outcomes

Statements of what an individual should know, understand and/or be able to do at the end of a learning process. Learning outcomes are divided into:

- **Knowledge**

Collection of facts, principles, theories and practices related to the field of studies or professional activity

- **Skills**

Ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be **cognitive** (use of logical, intuitive or creative thinking) or **practical** (implying manual skill and the use of methods, materials, tools and instruments)

- **Competences**

Ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility

PIONEERS Training Curriculum is aimed at **EQF level 4**

Qualification level	Knowledge	Skills	Competencies
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

4. External Resources

Set of available resources which may help to achieve the foreseen actions

Learning Unit 1. Familiarizing VET Practitioners with Social Entrepreneurship and Social Enterprise Concepts.

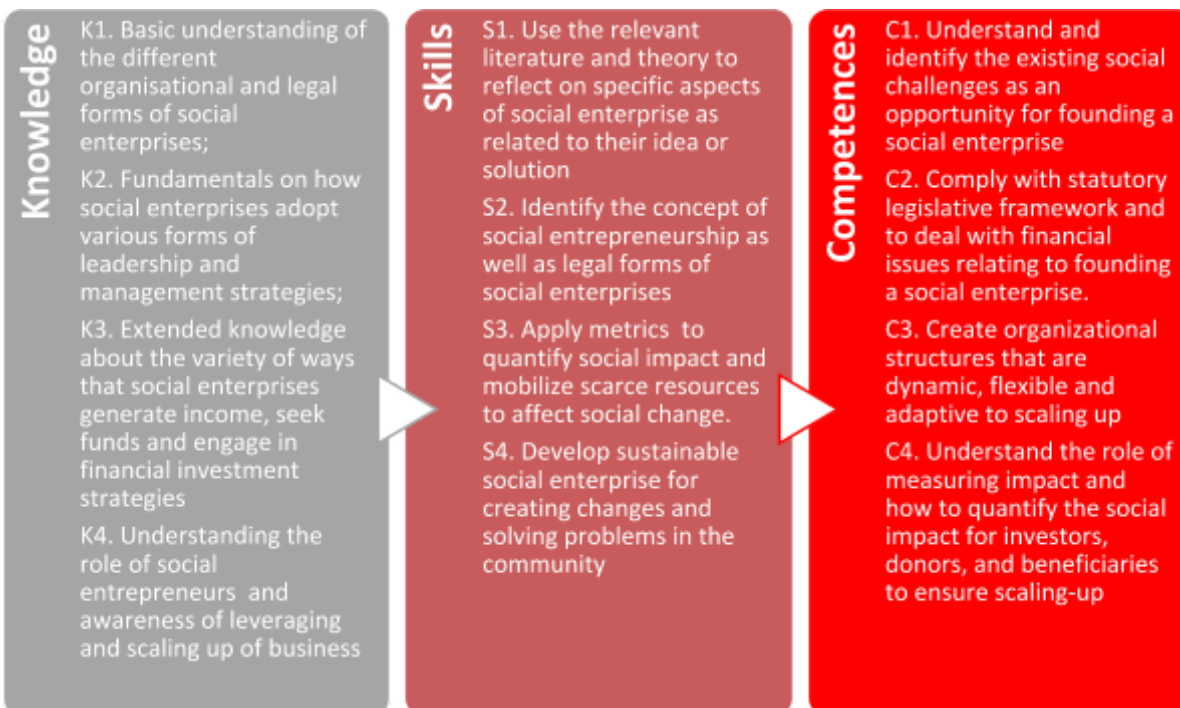
Aim

- To familiarise learners with the concept of social enterprise, drawing on different theoretical perspectives and definitions, and exposes them to different legal forms of setting up a social entrepreneurship. It explores the scaling up of a social enterprises including issues of management, leadership and measurement of performance.

Performance Criteria

- Familiarisation with the concept of social entrepreneurship as well as legal forms of social enterprises
- Capability of measuring impact and quantifying the social impact for investors, donors, and beneficiaries to ensure scaling-up

LEARNING OUTCOMES



External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet
- Etc.

Learning Unit 2. Applying Service Learning Methodologies in VET

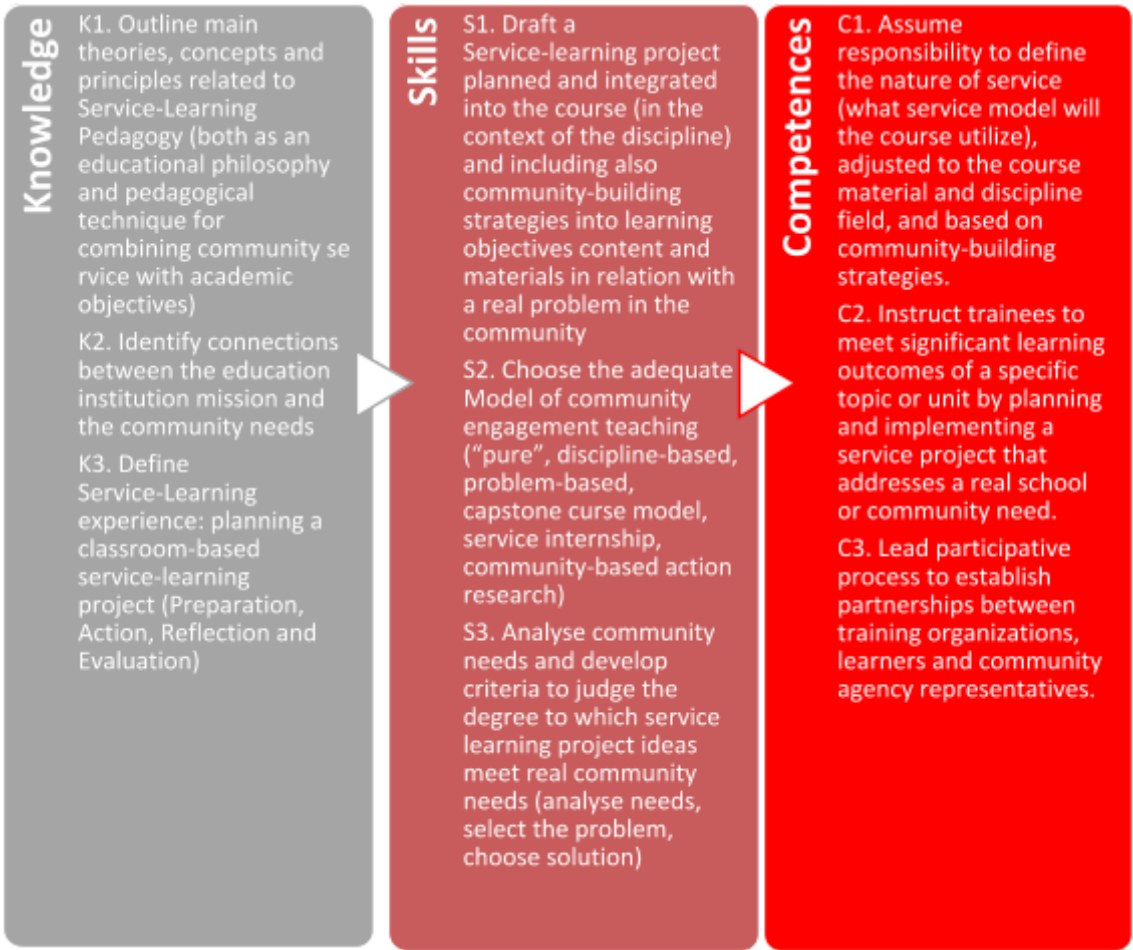
Aim

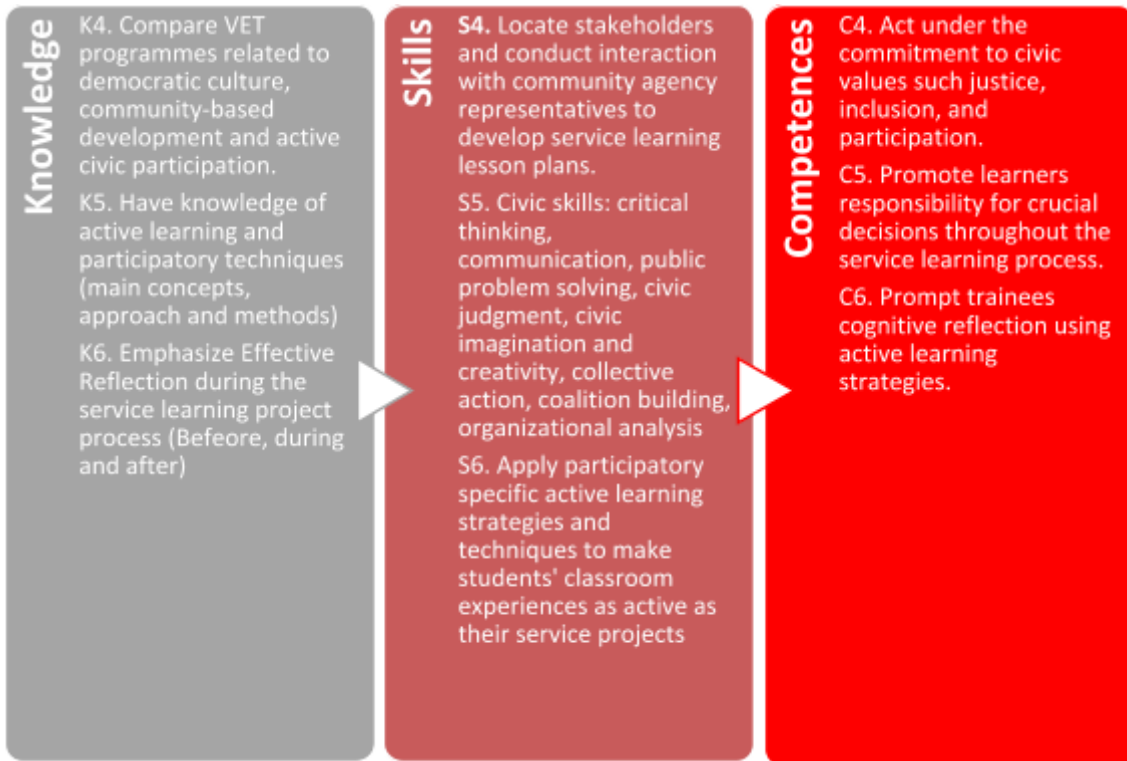
- Understand Service Learning (SL) as a reflective and relational pedagogy which is useful to combine community service with structured opportunities for learning and as meaningful opportunities to learn about democracy and civic participation.

Performance Criteria

- Describe concrete processes that promote collaborative planning between school and community
- Develop service-learning experiences focused on reflective thinking and civic responsibility.
- Apply active learning strategies to learners and community involvement in service learning projects.

LEARNING OUTCOMES





External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet
- Etc.

Learning Unit 3. Promoting Innovation and Social Entrepreneurship in VET through Service Learning

Aim

- Provide the learners with basic knowledge about innovation and social entrepreneurship, and how the Service Learning methodology in VET can supports the creation of social entrepreneurial attributes .

Performance Criteria

- Demonstrate an understanding of the connections between Service Learning, in-novation and social entrepreneurship; defining the main concepts, such as social innovation, social entrepreneurship, Service Learning and civic engagement.
- Select current best practices for the organization of meetings with stakeholders, as innovative solutions to social problems

LEARNING OUTCOMES

Knowledge

- K1 Introduction to innovation, definitions. Innovating team. Creativity and innovation. Design thinking. Sources of social innovation.
- K2 Introduction to social entrepreneurship, definitions. Social enterprises, understanding social problems, historical and structural context, the growth of the cooperatives, co-creating spaces, involvement of share-holders, interdisciplinary cooperation.
- K3 Service Learning, definitions. Historical roots, main acknowledgements. (The moral imperative in Service Learning, effects on students/participants by using Service Learning methods.) Service Learning methods, such as: Participatory educational techniques, field visits, etc.
- K4 Service Learning, social entrepreneurship and civic engagement. Understanding communities in a broad sense

Skills

- S1 Understanding the differences between invention and innovation.
- S2 Ability to distinguish between different types of social entrepreneurship
- S3 Ability to contrast Service Learning vs. other types of learning
- S4 Ability to guide others on how to connect with civil society and civic engagement

Competences

- C1 Be able to describe social innovation.
- C2 Be able to explain the social and historical developments of social entrepreneurship
- C3 Be able to describe the most important features of Service Learning methods
- C4 Be able to start a process of engagement with stakeholders, identifying social problems

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet
- Etc.

Learning Unit 4. Developing Skills and Competencies of Social Entrepreneurship in VET

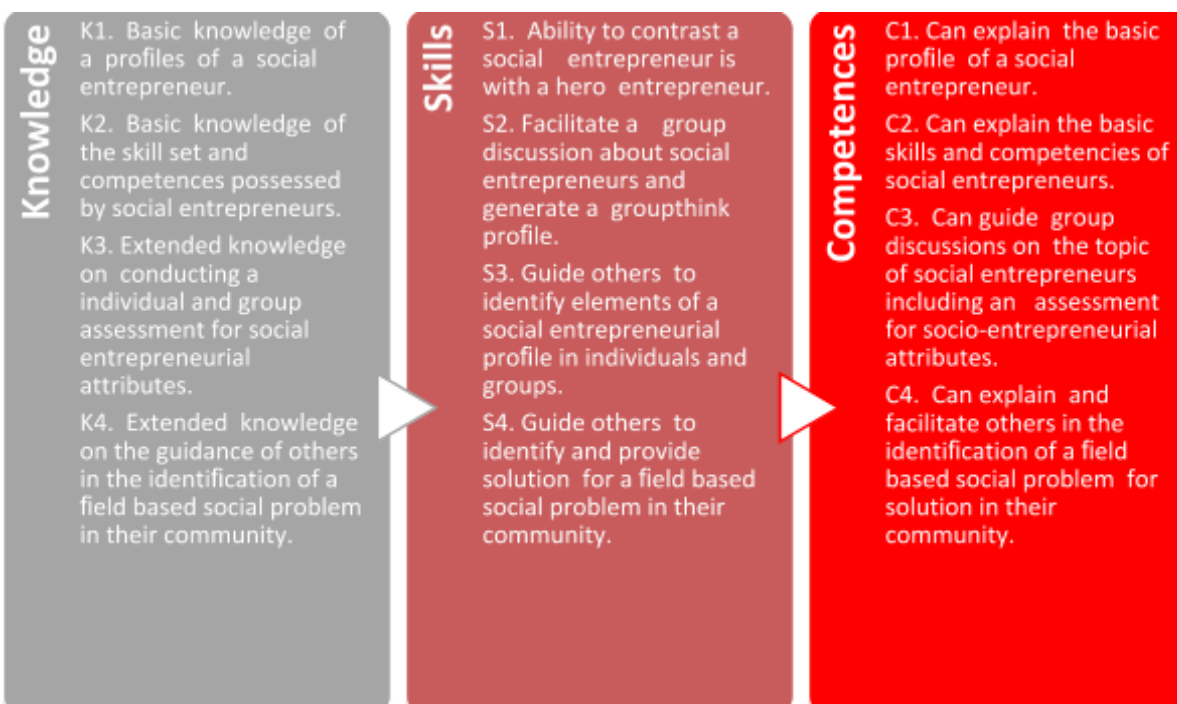
Aim

- Provide learners with a clear idea of what the profile of a social entrepreneur encompasses and the knowledge, key skills and competences which underpin it. It will also provide the learner with methodologies by which these social entrepreneurial attributes can be cultivated in a Vocational Educational Training context through Service Learning.

Performance Criteria

- The learner can give a clear description of the attributional commonalities social entrepreneurs possess and extrapolate upon the essential basic knowledge, skills and competences required to embark on a social entrepreneurial venture. The learner can guide others in the identification of said attributes in both an individual and group context and facilitate the identification of a field relevant social problem for solution in their community.

LEARNING OUTCOMES



External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet
- Etc.

Learning Unit 5. Implementing the Life Cycle of VET Social Entrepreneurship Programmes

Aim

- Providing the on-going and necessary pedagogical support towards both learners and trainers involved throughout the training provision

Performance Criteria

- Preparing the learner to better understand the training provision (programme, content, certifications, functioning)
- Monitoring and coordinating the follow-up programme to implement
- Delivering support and guidance during specific events allocated to the actors of the SL placement
- Evaluating the tutoring
- Fostering the analysis of SL placement practices : the learning and skills acquired

LEARNING OUTCOMES

Knowledge

- K1. Basic knowledge on Social Entrepreneurs organisations and activities at both national and local level
- K2 Fundamentals on the acquisition and evaluation of skills and knowledge towards learners (certification process)
- K3. Extended knowledge about the activity of tutoring in a context of SL placement

Skills

- S1. Enabling the learner to better understand the training provision and the the Service Learning process (programme, content, certifications, functioning,)
- S2. Identifying the tutors and helping them understanding the SL placement and the role they have to play as tutors
- S3. Following and reviewing the learners SL placement
- S4 Evaluating the acquisition of skills, knowledge and implementation of the project
- S4. Enabling the tutors to evaluate the progression of the learner, the skills and competences transferred on the field and the impact of the project within the organisation
- S5. Enabling the learners to evaluate their levels of satisfaction about the training programme (content, organisation, support, etc.)

Competences

- C1. Gaining more insight about the place and the challenges of the Social Entrepreneurship sector
- C2. Promoting the involvement with internal motivation of learners to help them succeed
- C3. Analysing the local territory with a forward-looking approach to better frame the action of the ESS organisation within the territorial scheme
- C4. Developing closer links with the SE organisations

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet
- Etc.

Learning Unit 6. Building a Social Entrepreneur Project: making ideas real

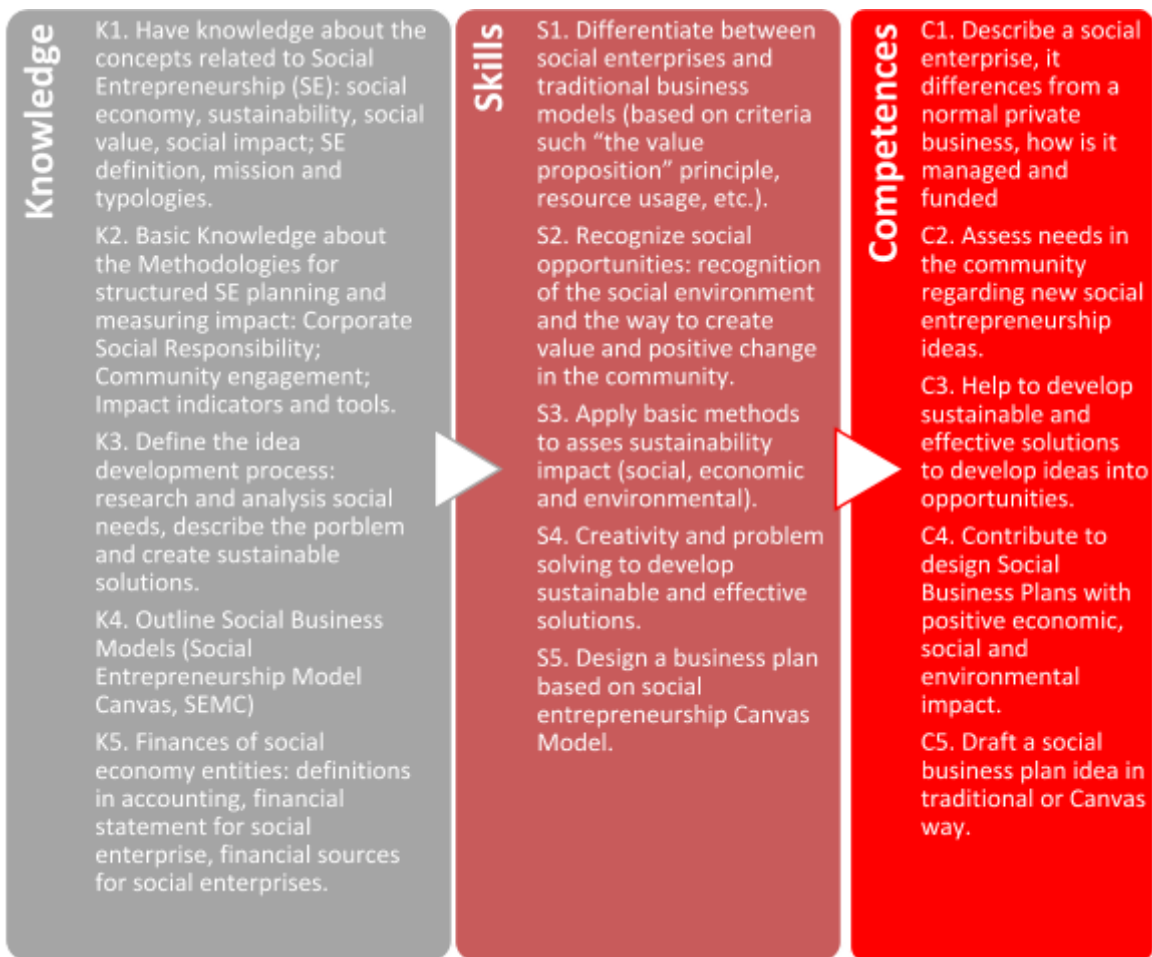
Aim

- Transfer the basic and practical knowledge necessary to start and run a social enterprise to provide to VET trainers with the adequate methodologies and tools to incorporate social entrepreneurship projects to Service Learning activities.

Performance Criteria

- Recognise the importance of social entrepreneurship
- Interpret and understand societal problems
- Describe social needs and possible changes
- Illustrate the process and methodologies to turn ideas into opportunities

LEARNING OUTCOMES



External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet
- Etc.