PROMOTING INNOVATION AND SOCIAL ENTREPRENEURSHIP IN VET THROUGH SERVICE LEARNING

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IO.2: Training Curriculum for Social Innovative Entrepreneurs



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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

- K1. Basic understanding of the different
- organisational and legal
- - leadership and

K3. Extended knowledge about the variety of way that social enterprises

K4. Understanding the awareness of leveraging and scaling up of business

S1. Use the relevant literature and theory to reflect on specific aspects of social enterprise as related to their idea or

Skill

solution S2. Identify the concept of social entrepreneurship as well as legal forms of social enterprises

S3. Apply metrics to quantify social impact and mobilize scarce resources to affect social change.

S4. Develop sustainable social enterprise for creating changes and solving problems in the

C1. Understand and

- identify the existing social
- challenges as an
- Competences opportunity for founding a social enterprise
 - C2. Comply with statutory
 - legislative framework and to deal with financial
 - issues relating to founding a social enterprise.

C3. Create organizational structures that are dynamic, flexible and adaptive to scaling up

C4. Understand the role of measuring impact and how to quantify the social impact for investors, donors, and beneficiaries to ensure scaling-up

- 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.

- principles related to

Pedagogy (both as an educational philosophy and pedagogical technique for combining community se rvice with academic

Service-Learning experience: planning a classroom-based service-learning project (Preparation,

LEARNING OUTCOMES

S1. Draft a

Skil

Service-learning project planned and integrated into the course (in the context of the discipline) and including also community-building strategies into learning objectives content and materials in relation with a real problem in the

S2. Choose the adequate engagement teaching ("pure", discipline-based, problem-based, capstone curse model, service internship, community-based action research)

S3. Analyse community needs and develop criteria to judge the degree to which service learning project ideas meet real community needs (analyse needs, select the problem, choose solution)

C1. Assume

- responsibility to define the nature of service
- (what service model will
- the course utilize),
- adjusted to the course
- Competences material and discipline field, and based on
 - community-building strategies.

C2. Instruct trainees to meet significant learning outcomes of a specific topic or unit by planning and implementing a service project that addresses a real school or community need.

C3. Lead participative process to establish partnerships between training organizations, learners and community agency representatives.

Knowledge

Training Curriculum for Social Innovative Entrepreneurs

	6. Emphasize Effective effection during the ervice learning project rocess (Befeore, during nd after) S6. Apply participatory specific active learning strategies and techniques to make students' classroom experiences as active as their service projects	ervice learning project rocess (Befeore, during	Skills	action, coalition building, organizational analysis S6. Apply participatory specific active learning strategies and techniques to make students' classroom experiences as active as	Competences	C6. Prompt trainees cognitive reflection using active learning
creativity, collective action, coalition building, organizational analysis organizational analysis S6. Apply participatory specific active learning strategies and techniques to make students' classroom experiences as active as	imagination and	ctive learning and articipatory techniques main concepts,		thinking, communication, public problem solving, civic judgment, civic	Com	C6. Prompt trainees
communication, public problem solving, civic judgment, civic imagination and creativity, collective action, coalition building, organizational analysis S6. Apply participatory specific active learning strategies and techniques to make students' classroom experiences as active as	main concepts, problem solving, civic C6. Prompt trainees pproach and methods) judgment, civic cognitive reflection using	rogrammes related to emocratic culture, ommunity-based evelopment and active	Skills	and conduct interaction with community agency representatives to develop service learning	petences	C4. Act under the commitment to civic values such justice, inclusion, and participation.

- 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

Creativity and innovation. Design thinking. Sources of social innovation.

ocial enterprises, understanding social problems, historical and structural context, the growth of the cooperatives co-creating spaces

Learning, effects on students/participants by using Service Learning methods.) Service Learning methods, such as: Participatory educational techniques, field

K4 Service Learning, social entrepreneurship and civic engagement. Understanding communities in a broad sense

S1 Understanding the S Skill differences between

> 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

ces C1 Be able to describe

- social innovation.
- C2 Be able to explain
- the social and
- historical
- developments of social
- Competen 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 possesses 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.

dge

- entrepreneur.
- K2. Basic knowledge
- by social entrepreneurs.

K3. Extended knowledge on conducting a individual and group assessment for social entrepreneurial attributes.

K4. Extended knowledge on the guidance of others in the identification of a field based social problem in their community.

LEARNING OUTCOMES

S1. Ability to contrast a social entrepreneur is with a hero entrepreneur.

Skill

S2. Facilitate a group discussion about social entrepreneurs and generate a groupthink profile.

S3. Guide others to identify elements of a social entrepreneurial profile in individuals and groups.

S4. Guide others to identify and provide solution for a field based social problem in their community. C1. Can explain the basic profile of a social entrepreneur.

C2. Can explain the basic skills and competencies of social entrepreneurs.

Competences

C3. Can guide group discussions on the topic of social entrepreneurs including an assessment for socio-entrepreneurial attributes.

C4. Can explain and facilitate others in the identification of a field based social problem for solution in their community.

- 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

Skills

- 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

- K1. Basic knowledge on Social Entrepreneurs organisations and activties at both

- national and local level

- K2 Fundamentals on the acquisition and evaluation of skills and knowledge towards learners (certification

K3. Extended knowledge about the activity of tutoring in a context of SL placement

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 transfered 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.)

C1. Gaining more Competences 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 approa ch to better frame the action of the ESS organisation within the territorial scheme

C4. Developing closer links with the SE organisations

- 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 entrepreneurships 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

Knowledge

K1. Have knowledge about the concepts related to Social Entrepreneurship (SE): social economy, sustainability, social value, social impact; SE definition, mission and typologies.

K2. Basic Knowledge about the Methodologies for structured SE planning and measuring impact: Corporate Social Responsibility; Community engagement; Impact indicators and tools.

K3. Define the idea development process: research and analysis social needs, describe the porblem and create sustainable solutions.

K4. Outline Social Business Models (Social Entrepreneurship Model Canvas, SEMC)

K5. Finances of social economy entities: definitions in accounting, financial statement for social enterprise, financial sources for social enterprises.

Skill

S1. Differentiate between social enterprises and traditional business models (based on criteria such "the value proposition" principle, resource usage, etc.).

S2. Recognize social opportunities: recognition of the social environment and the way to create value and positive change in the community.

S3. Apply basic methods to asses sustainability impact (social, economic and environmental).

S4. Creativity and problem solving to develop sustainable and effective solutions.

S5. Design a business plan based on social entrepreneurship Canvas Model. C1. Describe a social enterprise, it differences from a normal private business, how is it managed and funded C2. Assess needs in

C2. Assess needs in the community regarding new social entrepreneurship ideas.

C3. Help to develop sustainable and effective solutions to develop ideas into opportunities.

C4. Contribute to design Social Business Plans with positive economic, social and environmental impact.

C5. Draft a social business plan idea in traditional or Canvas way.

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