Initiation: Fostering green social innovation and social entrepreneurship in school education

KA2-Cooperation partnership in school education

Project number: 2021-1-EL01-KA220-SCH-000031559

Result 1 Task 2

Curriculum Structure Proposal

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Introduction

The INITIATION project

In recent years, social entrepreneurship, a sub-discipline within the field of entrepreneurship, has gained increased attention from entrepreneurship scholars. It involves the recognition, evaluation, and exploitation of opportunities that result in social value -the basic and long-standing needs of society- as opposed to personal or shareholder wealth. However, regardless of the value that social entrepreneurship has for European society as a driver for solving environmental problems, schools in many European countries are embedding social entrepreneurship in their curriculum at a very slow pace.

The project "Initiation – Fostering green social innovation and social entrepreneurship in school education" aims to respond to this challenge by fostering the social innovation and social entrepreneurship mind-set of high schools and their motivation to become more community-oriented and be actively involved in designing solutions for environmental problems that their local societies are facing. Indeed, in recent years, social entrepreneurship, a sub-discipline within the broader field of entrepreneurship, appears to gain increased attention.

To achieve the aforementioned objectives, INITIATION will implement the following activities and produce relevant results:

Activities:

Design a methodological framework and a curriculum (Result 1) for high school students' education and training in social entrepreneurship and social innovation for solving environmental problems adaptable to local/regional contexts.

Develop tailor made learning resources for the effective participation of high school students in the provision of solutions to environmental problems by applying the model of social entrepreneurship.

Develop a web-based Digital Platform for Schools Social Entrepreneurship along with a Virtual Social Enterprises (VSE) tool available on the platform to be used for the support and development of high school students' social entrepreneurship and social innovation thinking.

Pilot the curriculum, learning resources and digital platform at 4 national pilots. Prior to the pilots, develop a teachers' handbook and train the high school teachers to gain skills & knowledge on how they could effectively support their students to be involved in social entrepreneurship endeavours.

Results

R1 A training methodological framework and a multidisciplinary curriculum for the development of SE competences of HSS based on practice-based pedagogies, active learning, design and creative thinking, team working and transformational learning.

R2 Learning resources tailored to the needs and characteristics of high school students and promoting microlearning (be short, relevant, contextualised) and practice-based training.

R3 A web-based Digital Platform for Schools Social Entrepreneurship, that will support high schools among EU to explore learning resources and mini games, develop and offer a virtual social enterprises tool aiming to facilitate HSS to solve environmental problems, and promote best practices among European schools. Moreover, it will provide high schools the opportunity to connect and collaborate with the real social entrepreneurship ecosystem both at local/regional and European level, creating communities of practice.

R4. A teacher handbook (including learning resources) to support them for the efficient integration of SE in their schools and how SE can be used to provide sustainable solutions to environmental problems.

R5 A guide with recommendations for the adoption and exploitation of the INITIATION approach and relevant results by high schools, educational authorities, and policy makers.

Rationale and target of this document

This document and the INITIATION project have as direct target groups the high **schools' teachers** of any subject, and as indirect target group the **high school students**.

According to the conclusions that are drawn at the end of the desk and field research of Task 1, it is clear that there is not a solid and deep understanding - in national curriculums concerning High Schools - regarding Environmental Education, Social Innovation and Social Entrepreneurship altogether. Indeed:

"At the European Union level there is, to date, seemingly no policy framework for the promotion of social entrepreneurship, social innovation, and environmental education altogether. Nevertheless, the European Commission funds a variety of initiatives that touch upon these three different fields. The EU-funded eTwinning platform proves to be an example of the unique tool offering opportunities for initiatives combining all three aspects. At a national level, the state of the art varies significantly from one country to another. While environmental education seems to be well settled, social innovation (SI) and social entrepreneurship (SE) are struggling to find a place in the school curriculum of all four countries. Indeed, in all four countries, environment education is an integral part of school programs following a horizontal and interdisciplinary approach and, even a subject of its own in Cyprus. However, when it comes to SI and SE the picture differs considerably: from opportunities to touch upon the topic of entrepreneurship and innovation, but without its social dimension in Cyprus and Estonia, to non-mandatory SI and SE activities and competitions proposed outside of the general school curricula in Greece and Italy, our research showed that SI and SE are not yet solidly anchored in the national curricula of all four countries."

It is clear that teachers - not having a clear and common framework for facing the teaching of the above-mentioned topics - struggle to find resources and to adapt them to the national and local context.

They are the main target of the course and together with them also high school students who are the other main target, the ones that will eventually learn and put into practice all the topics covered in the following modules of this training.

Initiation's partners, in order to address the topics included in the document and the target mentioned above, have made a reflection upon:

- ✔ the national curriculum across the partners' countries and the amount of time that is foreseen in each for these kinds of curricular activities;
- ✔ the target groups of the curriculum;
- ✔ the level of details and the pre-training skills, foreseen for the understanding of it;

For all these reasons the following path has been created: for the partnership it reflects the needs in terms of general common understanding of the main topics and also the needs to address those topics in a very practical way, being it a training curriculum that wants to fill the needs' gaps of the high school standard

curriculum and change the perspective on very contemporary topics, together with engaging both teachers and students in an innovative way through the implementation of activities and methodological resources.

Each module includes: an overview of the module and of the learning objective, and also of the structure. Submodules follow, where the topic is explained more in depth and from different perspectives.

The whole training curriculum can be implemented by teachers in the following timeframe, for each module:

Name of the module	Learning in classroom	Self-learning
Module 1: Introduction to Social Entrepreneurship and Social Innovation	4 hours	5 hours
Module 2: Environmental and Climate Change Challenges	4 hours	10 hours
Module 3: Introduction to the design thinking	4 hours	10 hours
Module 4: Application of social innovation and foundation of a sustainable Social Enterprise	4 hours	13 hours
Module 5: Developing a social enterprise business plan	4 hours	14 hours
Module 6: Measuring social impact	4 hours	10 hours
Module 7: Communicating your social enterprise	4 hours	8 hours
Module 8: How to handle the organisational aspects of a SE	4 hours	10 hours

The scheme and the timeframes are to be intended as guidelines for the teachers, but can be adapted to the needs.

Presentation of the training modules

Module 1: Introduction to Social Entrepreneurship and Social Innovation

Overview	Social innovation (SI) has been developed as an answer to major social needs that have been exacerbated due to climate change. The European Commission (EC) has highlighted the need and opportunity to invest in the development of the social economy and social enterprises in view of their valuable contribution to community development and social innovation. Social economy actors and social enterprises have been recognized as drivers of economic growth and social innovation. This module outlines the context of social innovation and the main concepts associated with the term. It also introduces the main context of Social Entrepreneurship (SE) and how it can facilitate social innovation and the provision of effective solutions to the challenging and often systemic social and environmental problems. The module adds further insight on Social Economy, the EU legal framework for Social Enterprises, along with key differences between social and conventional entrepreneurship.

Learning Objectives	● To support students identifying social and environmental problems and reflect upon their consequences at a local level ● To define the concepts of social innovation and social entrepreneurship and support students to reflect how these practices can be mobilised to solve social and environmental problems ● To inspire students with the provision of successful examples of social innovation and social entrepreneurship ● To support students to develop their critical thinking and teamworking skills, social responsibility, creativity and citizenship culture
Expected learning outcomes (knowledge, skills, attitudes)	By the end of the module, students will: **Knowledge** ▪ Define what is a social and an environmental problem ▪ Explain the consequences of environmental problems to local societies and communities ▪ Define social innovation and social entrepreneurship ▪ Distinguish the difference but also the interconnection between social innovation and social entrepreneurship ▪ Discover and interpret examples of social innovation and social entrepreneurship in Europe and worldwide **Skills** ▪ Identify and elaborate on local-level social and environmental problems **Attitudes** ▪ Emplace the principles and the importance of social innovation and entrepreneurship in providing effective and sustainable solutions to social and environmental problems
Key words	Social problem, social innovation, social entrepreneurship
Overview teaching units	● What is a social and an environmental problem? ● What is social innovation (SI)? Best practices and examples ● What is social entrepreneurship (SE) and why it is important? Best practices and examples ● What is the profile of the social entrepreneur?
References	Dees, G. (2001). The meaning of 'social entrepreneurship. *Center for the advancement of Social Entrepreneurship, Fuqua School of Business, Duke University* Murray, R., Caulier – Grise, J. and Mulgan, G. (2010). The open book of social innovation. The Young Foundation. Available at: https://media.nesta.org.uk/documents/the_open_book_of_social_innovation.pdf Sharir, M., and M. Lerner. (2006). Gauging the success of social ventures initiated by individual social entrepreneurs. *Journal of World Business* 41(1): 6–20 Stephan, U., and A. Drencheva. (2017). The person in social entrepreneurship: A systematic review of research on the social entrepreneurial personality, in *The Wiley Handbook of Entrepreneurship* edited by G. Ahmetoglu, T. Chamorro-Premuzic, B. Klinger and T. Karcisky, 205-229. Chichester: John Wiley Thompson, J., G. Alvy, and A. Lees. (2000). Social entrepreneurship – A new look at the people and the potential. *Management Decision* 38(5): 328–38

	Zahra, S.A., E. Gedajlovic, D.Neubaum, and J. Shulman. (2009). A Typology of Social Entrepreneurs: Motives, Search Processes and Ethical Challenges. Jo*urnal of Business Venturing* 24 (5): 519–532

Submodule 1.1 – What is a social and an environmental problem?

Introduction	Our modern societies face plenty of social and environmental problems, many of which seem to be worsening with time. It is therefore becoming increasingly important to raise students' awareness about the existence of these problems and their consequences in local societies apart from global scale. Besides, young people of today (e.g., current high school students) will sooner or later come up against these problems, and if they do not learn to identify and deal with them now, the consequences will be multiplied in the years to come, compromising their own future.
Sub-module objectives	This submodule aims to raise the awareness among high school students regarding the social and environmental problems that modern societies are facing along with their consequences at the local level.
Learning outcomes	By the end of this submodule, students will: – Define social problems and their characteristics and list some examples – Define environmental problems and list the most critical ones – Be aware of the consequences of environmental problems in local societies
Material	Ppt, video, text
Suggested Activity	**Activity 1: Distinguishing social and environmental problems** The activity is a "matching game". It begins with students preparing sticky notes, each representing a particular problem that the tutor will indicate. Then, students place the notes on a flipchart based on the type of problem (social or environmental). Some cases may have multiple impacts and match both types. After this first part, students are asked to share their thoughts on the referred problems and reply to specific questions that will lead to a constructive discussion about the major social and environmental issues in their own community. **Activity 2: Finding the problem** The activity is a "describe and guess game". Students are divided into groups, each of which describes a number of problems indicated by specific cards that the tutor will provide. The rest groups try to guess the problem and collect the most cards to win the game. There can be a small prize for the winners to keep them motivated for the activity. After this first part, students are asked to share their overall thoughts about the activity (level of difficulty, feelings, etc.), along with their views on the specific problems described and the way that those affect their community. The activity ends with a discussion about the interdependence of the social and environmental problems described.

Submodule 1.2 – What is social innovation? Best practices and examples

Introduction	Social innovation has gained a lot of interest and retained much attention throughout the years. According to Stanford Social Innovation Review (2008) *"a social innovation is a novel solution to a social problem that is more effective, efficient, sustainable, or just than current solutions. The value created accrues primarily to society rather than to private individuals".* There are famous examples of social innovation worldwide but are a lot of others less well known around us. Social innovations are developed in towns and villages across Europe but even though the term is widespread there is a significant confusion of what it means, as well as what is its real dynamic. Teaching young students to perform social innovation encourages them to be proactive and be actively involved in any attempt to solve a problem that their local societies or school communities are facing. As an action-oriented procedure, teaching of social innovation can develop the creativity of students, their problem-solving skills, empathy, soft skills, etc.
Sub-module objectives	The objective of this submodule is to introduce to students the concept of social innovation and how it can be used to provide innovative solutions to social and/or environmental problems.
Learning Outcomes	By the end of this submodule, students will: – Define what social innovation is – Learn why social innovation is important – Explain how social innovation contributes to social change – Be aware of social innovation examples in Europe and worldwide – Narrate stories of successful innovators around the world
Material	Ppt, video, text
Suggested Activity	The activity is a "case study" of a successful social innovation, which the tutor provides through a short article (printed or online access). Students read the article and consider the social aspects of the case. A discussion follows and students are asked to identify major benefits that occurred for the community, the environment, and the society in general. The activity ends with an assignment for students, who will work in groups to identify a social problem with environmental aspects in their community, and come up with ideas for establishing an innovative solution. They will prepare a short presentation

Submodule 1.3 – What is social entrepreneurship? Best practices and examples

Introduction	Social entrepreneurship is at the heart of debates about bringing social change and tackling social problems. It is widely accepted that social enterprises are the drivers of social innovation, since their model successfully blends social, environmental, and economic values to pursue social change. Moreover, social enterprises have become the focus of increased policy attention both

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	internationally and at EU level, since they contribute to important policy objectives, such as job creation, inclusiveness, equal opportunities, sustainability, and civic participation (European Commission, 2020).
Sub-module objectives	This submodule introduces to students the concept of social entrepreneurship and its contribution in social change and addressing social problems. It further explores the characteristics, types, and successful examples of social enterprises.
Learning Outcomes	By the end of this submodule, students will: − Explain what is social economy − Define social entrepreneurship − Be familiar with the characteristics, concepts, and types of social enterprises − Be aware of successful social enterprises' examples in Europe and worldwide
Material	Ppt, video, text
Suggested Activity	The activity is a "case study" of a social entrepreneurship example, which the tutor provides to students (printed or official website). Students are divided into groups to study the different social aspects of the case and search for other social enterprises that operate in the same field. Groups select a specific program and prepare a short presentation for the problem addressed, the beneficiaries, the organisational procedures, the volunteers, etc. After this first part, students discuss the various programs, expressing their thoughts on the utility, the innovative character, the organisational issues to be further improved, the opportunities for collaboration with other social enterprises or any ideas for new projects.

Submodule 1.4 – Who are the social entrepreneurs?

Introduction	Social entrepreneurs are the key actors in the social entrepreneurial process, solving social problems, and pursuing changes, by generating revenues in balance with social mission. But who are these people that are behind social enterprises, leading these organizations and making decisions? What are their characteristics? What is their motive and the initial source of their inspiration to engage with social entrepreneurship?
Sub-module objectives	This submodule introduces to students the concept and characteristics of social entrepreneurs as well as some inspiring genuine paradigms.
Learning Outcomes	By the end of this submodule, students will: − Define the characteristics, personalities, motives, and values of social entrepreneurs − Distinguish social from commercial entrepreneurs

	− Discover inspiring paradigms of social entrepreneurs
Material	Ppt, video, text
Suggested Activity	**Activity A- The successful social entrepreneur** The activity is a "case study" of a successful social entrepreneur. The tutor provides the case to students, who spend some time reading about the story. Then, a list of competencies typical of social entrepreneurs is projected to students (e.g., ambition, empathy, etc), who are asked to work in groups so as to identify those competencies of the list that apply to the social entrepreneur of the case study. After this first part, each student gets in the position of a potential social entrepreneur trying to figure out which competences he/she already has and which he/she considers as important to develop in the future. A discussion in pairs follows to reveal for each student the opinion that their classmates have about their individual competences. Then students search for some complementary competences they have for turning their idea into a successful social innovation reality. **Activity B - Personal traits** Each student chooses two personal characteristics to write down on a piece of paper saying that expresses him/her. Then, explain its meaning and how other students can get to know it / embrace it! The aim of the activity is students to self-reflect on their traits in relation to their admired entrepreneurs. In this way, students evaluate and potentially automatically set a few milestones to work on by themselves to reach their desirable characteristics (either a technical skill / or soft competence) as potential social entrepreeurs.

Module 2: Environmental and Climate Change Challenges

Overview	This module is divided into four submodules that provide a comprehensive overview of scientific evidence for climate change, followed by environmental challenges in several sectors and useful insights on the impacts of a warmer world in the 21st century. Moreover, the module provides a tool for calculating ecological footprint and focuses on case studies and examples found in different EU regions. Practices and examples addressing environmental problems through social innovation and social entrepreneurship are presented and how students as individuals can take action to avoid a warmer world are discussed!
Learning Objectives	● To support students to identify the major components of the climate system ● To explain the role of anthropogenic greenhouse gas emissions as the drivers of global climate change ● To help students to identify the primary physical and ecological impacts of climate change and connect them with modern environmental and social problems

	● To explain them the process by which social innovation and social entrepreneurship addresses environmental issues ● To support students to develop anticipatory, collaboration, critical thinking, systems thinking, problem solving and self-awareness competencies
Expected learning outcome	By the end of this module, students will: **Knowledge** ▪ Explain what the climate change and the community environmental challenges is ▪ Explain what the ecological footprint is and how can be applied ▪ Describe different ways of sustainable travelling ▪ Explain how social innovation and social entrepreneurship can be applied as a ''path'' for solving environmental challenges **Skills** ▪ Calculate the individual ecological footprint **Attitudes** ▪ Create environmental awareness
Key words	*Ecological footprint, Climate Change impact, Global warming*
Overview teaching units	● Introduction to Climate Change: definition and challenges ● The ecological footprint ● Sustainable mobility ● Food, waste and shopping
References/Sources	Ecological footprint calculator: <u>Ecological Footprint Calculator</u> Mediterranean Food, Michael Scoullos-Vasiliki Malotidi, educational material, Historical, Environmental, Health & Cultural dimensions, Athens 2007 Waste in our life, Michael Scoullos-Dimitris Papadopoulos, Argyro Alampei & Vasiliki Malotidi, educational material, Learner's book, Athens 2007

Submodule 2.1 - Introduction to Climate Change: definition and challenges

Introduction	In this submodule, students become familiar with evidence that demonstrates human-caused climate change. The submodule explores the sea level rise and connection to global warming phenomenon, where emphasis is added on why temperature increase is attributed to human activities. The impacts of climate change are presented for students to better understand the significance of this dramatic change on multiple aspects of their life and society.
Sub-module objectives	This submodule aims to support students to be acquainted with climate change, its causes and the side effects on the planet.
Learning Outcomes	By the end of this submodule, students will: − Define the term of climate change

	− List the challenges that climate change has bring to their lives
	− Explain the global warming phenomenon
Material	two wide glasses / water / a sieve / 8 ice cubes
Suggested Activity	Since the peak of the industrial revolution, during the second half of the 19th century, the average temperature on our planet has risen by 0,85°C. This is called "global warming" and it is not slowing down, on the contrary: scientists predict that the average temperature will rise by more than 4°C by 2100 if humanity does not change its lifestyle. And that has major consequences. In this activity an experiment will take place where the students will discover the effect of melting ice and snow by themselves.

Submodule 2.2 – The Ecological footprint

Introduction	Although a lot of people care for the environment, some of them may not be fully aware of the environmental problems around them, and ''how'' to become part of the solution. In order for someone to find a solution it is very essential to understand the problem in a holistic and integral manner. This submodule focuses on the measures that will make a difference to the planet over the long run by applying the ecological footprint tool. Calculating the GHG emissions, the energy consumption and the waste produced by human activities can be a start for students to consider and start thinking how they can reduce the impact of their actions on the environment, the society and the planet.
Sub-module objectives	This submodule aims to help students understand what the "ecological footprint" is, how it is formed, and what strategies can contribute to its reduction
Learning Outcomes	By the end of this submodule students will: − Identify what "ecological footprint" means − Explain the parameters that affect the ecological footprint − Identify and execute ways to reduce their own ecological footprint − Understand that the Earth has its limitations to sustain humans
Material	Laptops, or printed out material
Suggested Activity	This exercise invites the teachers to make use of the ecological footprint "questionnaire/online calculator tool" as a subject and engage into an activity with the students. Students are given a number of questions in the form of a multiple-choice questionnaire, and are asked about their daily habits and activities. Questions can include inquiries about water use, eating habits, transportation, shelter, and other relevant categories. By answering the

	questionnaire, HSS will be able to calculate their ecological footprint. Following the calculation of the results, the students can be ranked according to their ecological footprint (e.g., from Climate Superhero, to Climate Hero, Climate Rascal, and Climate Villain) and then can be divided into pairs, with one partner having a low and the other having a high ecological footprint. These pairs can engage into a discussion about habits and lifestyle, and how these may be adapted to take Climate Change and the effects of their activities into concern. Conclusions may be presented to the classroom.

Submodule 2.3 - Sustainable mobility activity

Introduction	This submodule provides an introduction to some of the major transportation means found currently in the mobility arena and asks students to try to understand the social impacts of these technologies. In addition, students are challenged to envision mobility of the future that is safer, cleaner, and more effective to their community needs.
Sub-module objectives	This submodule aims to familiarize students with the concept of sustainable transportation and motivate them to identify possible solutions of sustainable transportation that could be applied in their local communities
Learning Outcomes	By the end of this submodule, students will: − identify what sustainable transportation means. − Evaluate a low carbon approach and develop proposals about their city/community transportation − Identify environmental and social impacts of their own individual lifestyle and build responsibility
Material	Pc, video projector, speakers or an interactive blackboard, blank paper (possibly recycled), pens, markers. Table "When we move", Scheme of sustainability to be shown on the screen. To be prepared in advance: Print the cards of 3 champion cities**.**
Suggested Activity	**Mapping our transportations and their impact** The teacher asks students to draw a table in their notebooks according to the template "When we move". Then he/she asks them to fill in the table according to the way them and their family move on a typical day. The teacher encourages them to add transportation not only to and from school but also to other everyday typical activities. Students are then asked to share with the class some of their transportations and write all the different ways in which them and their families move on the board or on a flipchart. Then the teacher makes a poll on how most students usually come to school and write on the board the outcomes of the poll. After that the teacher ask the students which of the ways of transport written on the board do they think that are the most sustainable (bridge question). **Discovering what "sustainable transportation" is**

The teacher writes on the board the phrase "sustainable transportation" and asks students to make an initial brainstorm on that. Then the teacher splits the students in 3 groups and hand out one card of "The champion cities" in each group. The teacher explains that in each card, there is a city which is a champion in the field of "sustainable transportations" according to the Mobility Index 2017 um.

Afterwards the teacher asks the students to read the cities' cards in groups and fill in the initial brainstorming with all the new ideas that came up after studying the best practices of other cities.

The next step is the teacher to ask students on how sustainable transportation contributes to the community, asking them to reflect on that and write their thoughts on the board or on a flipchart.

The teacher can also return to all the ways of transport written on the board and make a hierarchy starting from the less "sustainable" way of transport to the most explaining the reasons. The activity ends with a **debriefing on** why it is important to reduce CO2 emissions.

Submodule 2.4 - Food, waste, shopping

Introduction	This submodule provides an overview of the waste management situations in different EU countries. It covers key elements of the waste management system, such as its environmental, social, aspects and asks students to apply a variety of social concepts to understand the social impacts to the waste challenge in relation to consumerism. Besides understanding the challenges, students are introduced by selected case studies for reflection.
Sub-module objectives	This submodule aims to raise the awareness of students about the so-called waste management practices and motivate them to reflect upon and make proposals on how zero waste practices can be applied in their local communities.
Learning Outcomes	By the end of this submodule, students will: − describe what is the waste management − come up with ideas and proposals about their city/community and promote a zero-waste approach at the local level. − feel responsible for their individual lifestyle's environmental and social impacts.
Material	Pc, video projector, speakers or an interactive blackboard, blank paper (possibly recycled), pens, markers. To be prepared in advance: Rubbish that will be scattered around the room. Labels with statistics that show information on waste disposal to be placed on the rubbish.
Suggested Activity	**Message in the bottle activity**

	The teacher writes statistic information on a piece of paper and glue them on rubbish item (using paper tape, for example). Then the teacher scatter items around the classroom, creating a sense that the classroom if full of rubbish like on a dirty street. The teacher project on the board an artwork of Chris Jordan and wait for the students to enter the classroom and begin the lesson like a normal day. Students enter the classroom and the teacher start teaching them without mentioning anything about the rubbish on the floor. Whenever the students ask about the rubbish on the floor, the teacher responds with art, telling them that he/she is very excited and impressed with the work of artist Chris Jordan. Then the teacher asks them to look at the picture on the board and try to understand what it depicts and how has been made, zooming in slowly to unveil the rubbish the artist used. Once clearly seen, the teacher discusses the message based on when the students ask about the rubbish on the floor. The teacher uses the following question: Why are you so impressed? The whole planet is full of rubbish like this. It is just that they don't see it.

Module 3: Introduction to the design thinking

Overview	Innovation matters to everyone. This module deals with how individuals can use design thinking skills to identify and choose opportunities that enable them to approach social problems creatively. Social design thinking has the dynamic to empower young people to develop together solutions to social problems, offering grounds for collaboration working, experimentation and prototyping. Design thinking concepts, process and tools are provided in this module to help students understand design thinking and apply it as a problem-solving approach.
Learning Objectives	● To explain to students what design thinking is and when to use it ● To prepare students to anticipate when opportunity arises and make needed preparations to take action ● To empower students to implement design thinking concept to generate innovative ideas ● To support students to determine which generated ideas are likely to produce specific, desired outcomes ● To support students to develop anticipatory, collaboration, critical thinking, creative thinking competences and self-awareness
Expected learning outcomes (knowledge, skills, attitudes)	By the end of this module, students will: **Knowledge** ▪ Be familiar with what is design thinking and why it is important in social innovation ▪ Explain how brainstorming within the design thinking process helps different entities to collaborate ▪ Describe concepts of insights and design criteria ▪ Learn how to manage every phase of the Design Thinking methodology and implement it in the process of developing solutions to social problems **Skills** ▪ Apply repertoire and journey mapping tools ▪ Apply design thinking concept to generate innovative ideas

	Attitudes ▪ Advocate on design thinking concept in relation to providing solutions to social and environmental challenges ▪ build creative confidence and be ready to start using Design Thinking on social innovation projects
Key words	Ideation, Design thinking, empathize,
Overview teaching units	● Introduction to Design Thinking and empathizing ● Social challenges/needs definition ● Ideation and mindset for creative solutions ● Prototype and Testing of new ideas
References/Sources	Empathy Mapping: The first step in design thinking. Retrieved on 15/10/2022 and found: https://www.nngroup.com/articles/empathy-mapping/ Elmansy R., (2015), *Disney's Creative Strategy: The Dreamer, The Realist and The Critic. Retrieved from:* https://www.designorate.com/disneys-creative-strategy/

Submodule 3.1 – Introduction to Design Thinking and empathizing

Introduction	The first step of design thinking is the familiarization with the process and the knowledge of the people that will be later become the audience around whom a new service or product is going to be designed. For the purpose of designing solutions to social problems it is essential the designers to answer who are the potential users and what matters to these persons, what are their problems that need to be solved.
Sub-module activity objectives	The objective of the submodule is for students to understand how to identify the social problems and challenges that people may face that later will become the potential users of a social endeavour using specific techniques for empathizing.
Learning Outcomes	By the end of this submodule, students will: − Describe what is design thinking − Define the main principles of design thinking − Be able to identify the characteristics and challenges of people that face a social problem − Be competent to build an empathy map
Material	Whiteboards, markers, sticky notes, padlet or other co-working tools like Miro (app online)
Suggested activity	Activity: How to build an Empathy Map The teacher selects a social problem and ask the students to identify the social cause, think about the problem and what the people that face this problem feel about, putting themselves completely in the shoes of the others. The teacher creates on the board four quadrants and labels them with the following terms: what the user sees, says, does, and feels/thinks about the social cause students

	must deal with. Under the trainer's guidance, the students group completes the empathy map together.

Submodule 3.2 – Social challenges/needs definition

Introduction	The next step of design thinking is getting completely in the creation of a deeper point of view about the needs of the people that face a social problem.
Sub-module activity objectives	The aim of this submodule is to support students in identifying the real need of users so as to be able to develop services that correspond to specific social challenges and needs of their local communities.
Learning Outcomes	By the end of this submodule, students will: – Be able to find information that can help them to understand the needs of their potential users – Define the needs and relevant insights of the users
Material	Whiteboards, markers, sticky notes, padlet or other co-working tools like Miro (app online)
Suggested activity	The classroom is divided in two groups, the designers, and the users (people that face a social problem). Based on the social problem and users identified in the activity of the previous submodule the teacher asks the group of designers to develop a few questions that can be used for understanding the needs of the users. These questions are presented on the board and the users have some minutes to answer these questions. Then the designers' group work to identify the needs of the users. After that they share their findings with the plenary and a discussion is initiated by the teacher.

Submodule 3.3 Ideation and mindset for creative solutions

Introduction	The next step of the design process in the ideation. In the case of providing solutions to a social problem a brainstorming can facilitate the production of a number of creative solutions. This submodule can serve as an example of how students can become creative human beings and combine their analytical and creative thinking by connecting several ''components'' in solving a social problem in a creative manner.
Sub-module activity objectives	The aim of this submodule is to support students in applying creative thinking, brainstorming ideas and ideate solutions that they would like to offer to the local community to tackle social challenges.
Learning Outcomes	By the end of this submodule, students will: – Be able to state and communicate their ideas

	− Develop creative thinking skills − Be able to think out of the box
Material	Cards with words
Suggested activity	The teacher divides the class into teams of two students. A card is provided to each team. On this card, several random words are shown. The tasks are for each team to come up with a creative and innovative story using these specified cards. The story can be within the context of product/service development for tackling a social problem. Following the presentation of all stories, participants will vote on what stories liked the most, what stories had hints of innovation and creativity and which stories were more likely to be out of imagination.

Submodule 3.4 Prototype and Testing of new ideas

Introduction	The final step of the design thinking process is the creation of a prototype idea, the representation of an idea so as to be shared with others. It is essential at this point, in order to have a basic understanding of what it might look like, the designer to test the prototype or even obtain feedback from potential future users.
Sub-module activity objectives	The aim of this submodule is to support students in developing custom made prototype services/products that they would like to offer to the local community to tackle social challenges.
Learning Outcomes	By the end of this submodule, students will: − Be familiar with the concepts of prototype and testing − Identify testing criteria and apply prototyping of their ideas − Be able to validate their hypothesis via prototyping and testing
Material	piece of cardboard (A4), tin foil, shoe box, arch-template, cutter knife, needle, barbecue stick, marshmallows and chocolate sprinkles
Suggested activity	The teacher divides the class into several teams and provides a scenario related to solar barbeque. The teams are asked to id the steps necessary for prototyping, the requirements of designing a prototype and then the testing criteria. The teacher provides the following hypothesis: ''The energy of the sun consists of light and heat. This heat can be used to heat and cook our meals.'' Following the above statements, the students are called to come up with a prototype and testing parameters to validate their hypotheses and idea. Tip for the teachers: use of chocolate and marshmallows.

Module 4: Application of social innovation and foundation of a sustainable Social Enterprise

Overview	This module aims to present the essence of economic activity in a social innovation context. Students become first acquainted with how social innovation is applied to develop effective solutions that address key challenges for their community regarding multiple environmental and social aspects and then learn about the traits needed in the social entrepreneur's work and the key elements to consider when starting the social business adventure. In a nutshell, the module provides the foundations on how students can start a social enterprise to deal with an environmental and social challenges in their community by putting a social entrepreneurial idea into practice.
Learning Objectives	● Comprehend how social innovation is developed and applied to provide effective solutions to social/environmental problems ● Help students to understand how to initiate a social enterprise ● To inspire students to continuously improve their performance while realizing a task ● To support students to define the business model for a social enterprise ● To familiarize students with the Social Business Model Canvas (SBMC) ● To support students to develop problem solving, critical thinking, teamworking, and entrepreneurial competences as well as creativity, self- awareness, social awareness and confidence
Expected learning outcomes (knowledge, skills, attitudes)	By the end of this module, students will: **Knowledge** ▪ Describe how social innovation is applied ▪ Be acquainted with how to start a social enterprise ▪ Be acquainted with several types of social enterprises in their countries ▪ Explain why partnerships and collaborations are very important aspect in establishing a social enterprise ▪ Identify business models for social enterprises **Skills** ▪ Apply social innovation process ▪ Apply the social business model canvas tools ▪ Develop a business model for a social enterprise **Attitudes** ▪ Collaborate with their peers while establishing a social enterprise ▪ Conform with continuous improvement procedures ▪ Accept the usability of social business modelling
Key words	*Social Entrepreneurship, Social Innovation, Business Model, Social BMC*
Overview teaching units	● How to Apply Social Innovation through collaboration ● Initiating a Social Enterprise ● Business models for a social enterprise ● Social Business Model Canvas (SBMC)
References (if any)	Portales, L. (2019). Social innovation and social entrepreneurship. *Fundamentals, Concepts, and Tools. Cham, Switzerland: Palgrave Macmillan*

Submodule 4.1 How to apply Social Innovation through collaboration

Introduction	Through social innovation, the society strengthens its capabilities, creates structures of social participation, develops new economic, social, cultural, institutional, and environmental systems, thus guaranteeing systemic change and its positive transformation. Social innovation skills also play an important role to help young people navigate the social change and develop solutions for their communities. The process of social innovation is distinguished by specific characteristics and follows distinctive stages that define it and employ creativity and diversity as core competencies, along with collaboration and co-creation as key practices.
Sub-module objectives	This submodule aims to help students comprehend the social innovation process and become familiar with its specific characteristics and the six stages that define it.
Learning Outcomes	By the end of this submodule, students will: − Recognise the key role of social Innovation when starting a new social endeavour − Identify the characteristics of a social innovation process − Describe the stages of a social Innovation process − Design innovative solutions through applying social innovation
Material	Ppt, video, text, board, sticky notes, problem tree
Suggested Activity	The teacher involves students in different stages of social innovation process − Asks students to identify and analyse a local social/environmental problem − Then asks them to understand the challenge identifying the causes and consequences of the problem using a problem tree − Then the students are asked to redefine the challenge doing some desk research (internet, articles, newspapers, magazines etc) and field research − At the next step students are invited in groups to design some ideas answering the following questions: what is for, what it is, how would it work, stakeholders, benefits, and influence − Then students at plenary share their ideas and rate them based on specific criteria (newness, benefits, easy to be applied etc)

Submodule 4.2 Initiating a Social Enterprise

Introduction	A primary idea which could make the world a better place is not enough. The important issue is to turn the idea into a real social business. Starting a new venture is not an easy task. It is very important the founders to follow the basic steps in order to establish and initiate a viable social enterprise.
Sub-module objectives	This submodule provides students the opportunity to get a closer insight into the basic steps and organisational procedures that are necessary for a social enterprise to be established and start operating. Students further learn how they can improve a procedure in which they are involved.
Learning Outcomes	By the end of this submodule, students will be able to: − Understand the basic steps to follow for initiating a social enterprise − Realise the difficulties and challenges of establishing a social enterprise − Realize the ways of finding partners to collaborate in establishing a new social enterprise
Material	Ppt, video, text
Suggested Activity	**Activity B: initiation of a social enterprise** Students are asked to make some research on the internet and with the support of their teacher to develop a presentation about the steps that should be followed in their countries so as to establish a social enterprise (or different types of social enterprises if any). **Activity A: PDCA/ PLAN DO CHECK ACT** This activity gives a practical approach on continuous quality improvement. Students are asked to play a game, using cards in groups provided by the teacher. Students through a game in groups using cards learn how to plan, do, check, and act (improve) their tasks. At the end the plenary discusses as a large group the various processes and improvements.

Submodule 4.3 Business models for social enterprises

Introduction	Understanding business models and their potential in terms of designing social enterprises could help potential social entrepreneurs to avoid some of the pitfalls and increase the likelihood that more social enterprises become viable and sustainable both financially and in terms of their social impact.
Sub-module objectives	This submodule aims to facilitate students to learn about the practicality of a business model for social enterprises in terms of ensuring their sustainability. It also introduces the key elements of a business model and provides a wide spectrum of viable social business models to choose from. The submodule provides tips and examples that will help students apply a solid and effective business model for their social enterprise in order to achieve a positive change while maintaining healthy financial returns.
Learning Outcomes	By the end of this submodule, students will:

	− Describe what a business model is and why it is necessary for social enterprises
	− Identify the key elements of a business model for a social enterprise
	− Discover how they can combine the social and business objectives within a business model
	− Be acquainted with a wide spectrum of viable social business models to choose from
Material	Ppt, video, text
Suggested Activity	The activity is a "case study" of a real social enterprise, which the teacher provides through a short article (printed or online access). Students read the article and try on groups to identify the key elements of the business model of that social enterprise. A discussion follows and students are asked to make a synthesis of these elements and prepare a short presentation.

Submodule 4.4 - Social Business Model Canvas (SBMC)

Introduction	The Social Business Model Canvas (SBMC) is a powerful tool to get a quick sense of how a social business works. It can also be used to show how businesses can create social good. This submodule will serve as a pre-analysis of and understanding the ecosystem into which students are about to embark to create social change is an imperative first step when thinking about creating positive value in a wickedly complicated and challenging social system.
Sub-module objectives	This submodule aims to facilitate students to be acquainted with the utilization and elements of the social business model canvas, furthermore students will have the chance to gain basic knowledge of the Social Business Model design process.
Learning Outcomes	By the end of this submodule, students will be able to: − Describe the building blocks of the Social Business Model Canvas − Apply the Social Business Model Canvas to map out current business model for understanding and analysis.
Material	Laptop and internet access or printed out the Social Business model canvas
Suggested Activity	The teacher provides the Social Business Model Canvases of different types of social enterprises to groups of students. Students discuss within their groups the building blocks. Then in plenary the students discuss the differences between the different types of social enterprises and acknowledge the differences in the building blocks of the SBMCs.

Module 5: Developing a social enterprise business plan

Overview	A social enterprise needs to concentrate on key deliverables in a resource-constrained environment. For this purpose, a good business plan is needed. A business plan is a more detailed, lengthier business model for the social enterprise. It is a document that sets out in detail the goals of the SE, how they will be attained and what evidence there is that the methods employed will attain those goals. The business plan outlines the mission, vision, goals, strategies, financial assumptions and projections, as well as the marketing strategies of the social enterprise. The business plan is essentially the document that asks all the right questions so the SE founders can be sure that they have covered all the necessary aspects in their social enterprise. Writing a business plan helps them to ensure that they focus on the core of their social enterprise.
Learning Objectives	Support students to understand what the contents of a business plan are and why it is important. If further supports students to develop critical thinking, decision-making, problem-solving skills, as well as commitment to a goal and responsibility
Expected learning outcome	By the end of the module students will: **Knowledge** ▪ Be acquainted with the characteristics of an inspiring vision for a social enterprise ▪ Define the mission of a social enterprise ▪ Describe the components of a business plan ▪ Be aware of the social value proposition **Skills** ▪ Be able to carry out an analysis of the macro- environment of a social enterprise ▪ Create an inspiring vision and embed social innovation in it ▪ Be able to write a good mission statement for a social enterprise ▪ Be able to develop a social value proposition **Attitudes** ▪ Appreciate the importance of a good vision and mission statement ▪ Evaluate the different levels of macro-environment analysis
Key words	Business plan, social value, macro-environment, business mission, business vision
Overview teaching units	● Macro-Environment for SEs ● Defining the mission and the vision of a social enterprise ● Promoting Social Value ● How to write a business plan for a SE
References/Sources	*N/A*

Submodule 5.1 - Macro-Environment for SEs

Introduction	Just as it happens with commercial businesses, social entrepreneurs and social enterprises ought to be aware of the changes that are going on around them in the macro-environment. PESTEL analysis stands for the political, economic, social, technological, environmental, and legal contexts in which your social enterprise is operating. Also, the competition is necessary to be outlined.
Sub-module objectives	The objective of this submodule is to support students to comprehend what a macro-environmental analysis is and why it is important for a social enterprise to carry out PESTEL analysis. As future social entrepreneurs, they will need to be in position to see any barriers or opportunities ahead in the short, medium, and long term. Students will also know why and how a social entrepreneur needs to identify and monitor competition, which can play a crucial role for the development and operation of their social enterprise.
Learning Outcomes	By the end of this submodule, students will − Define the macro-environment analysis and its different components − Describe the practicality of PESTEL analysis for a social enterprise − Define the main component of a Swot analysis and learn how to fill one − Learn how to carry out a 360-degree view of their environment − Identify the competition − Be familiar with the competitive advantage
Material	Ppt, text, board
Suggested Activity	The teacher provides to students a real case of a social enterprise through a short article (printed or online access). Students are divided in teams and each one of them identifies different context of the PESTEL analysis for this social enterprise. Then students write their findings on the board and a discussion is initiated in the plenary about the findings of the analysis.

Submodule 5.2 - Defining the mission and the vision of a social enterprise

Introduction	Having a vision and being driven by it, appears to fit in almost all aspects of life. And that is the case in the social entrepreneurial world as well. A vision adds meaning to people's lives and so makes a social entrepreneurial endeavour meaningful. It helps people to focus and achieve individual and entrepreneurial goals and objectives. Without having a clear, strong and inspiring vision, the picture is incomplete. Other people and businesses will not see a reason to follow and support a social endeavour and share their dream. A social entrepreneur needs to know what he/she wants the social enterprise to become, what the venture will look like in the future, what the driving forces are, and what values and culture should surround it. And this is particularly important in the case of social entrepreneurship since it profoundly depends on social

	endorsement and support. Social and environmental challenges are the main sources to draw inspiration from. A vision needs of course to be communicated properly. Thus, it has to be accompanied by a well-established mission that describes the tasks and actions to be done today, and tomorrow, and every next day, till the SE reach its long-term goals. Only then social entrepreneurs will be in position to look back in time and discern the success of their initially set vision. So, they need to know how to develop a good, brief, and precise mission statement that will communicate their vision to the community.
Sub-module objectives	The objective of this submodule is to introduce to students the concepts of social vision and mission and how they can be developed to apply on social and environmental problems.
Learning Outcomes	By the end of this submodule, students will − Define the concepts of vision and mission in a social enterprise − Gain basic knowledge on how to create an inspiring vision and embed social innovation in it − Become aware of the practicality of a good mission statement − Learn how to write a brief and precise mission statement that will communicate the vision with success to their community − Experience paradigms and examples of various inspiring vision and mission statements of social enterprises
Material	Ppt, text
Suggested Activity	The teacher provides to students some examples of missions and visions of social enterprises and invite them to identify good and bad examples based on specific criteria.

Submodule 5.3 - Promoting Social Value

Introduction	Social enterprises are bound to create social and economic value at the same time. Social value implies the optimal allocation and usage of the scarce resources that an enterprise has, in order to benefit the community, the broader society, or the environment. In fact, it can be described as the provision of economic value to the collective community. The resources to be allocated and used can take on various forms, including time. A social value proposition, as the term implies, is actually a promise made by an enterprise for creating social value. A social enterprise often has two value propositions - the impact value proposition (about the social value) and the commercial value proposition (about the goods and services produced and sold).
Sub-module objectives	This submodule aims to help students understand the concept of social value and provide convincing/compelling answers to the following questions by putting themselves at the place of a social entrepreneur:

	− What value do we provide our customers?
	− Why would they keep coming back to us?
	− What is the relationship between our commercial value proposition and our impact value proposition?
	− How visible or prominent is our impact value proposition?
	− Who values our impact value proposition and would pay for it?
	− Who understands it?
Learning Outcomes	By the end of this submodule, students will − Define the concepts of social value and social value proposition − Gain basic knowledge on how to develop a social value proposition − Distinguish the impact value proposition and the commercial value proposition
Material	Ppt, video, text
Suggested Activity	The teacher splits students into groups of three and provides them different SE cases (printed or online access). Then the students' groups are asked to form the value proposition statements for these social enterprises and share them with the other groups and ask for feedback.

Submodule 5.4 - How to write a business plan for a SE

Introduction	Business plans are a common tool for entrepreneurs when starting or growing their business enterprise. So is the case for social entrepreneurs. Developing a business plan is an essential step for social enterprises, which need to address all of the questions needed for commercial businesses, but also to consider the alignment with mission, organizational background and structure, and evaluation of both financial and social impact. Writing a business plan helps to ensure that social entrepreneurs focus on the core of their social enterprise. They must concentrate on key deliverables in a resource-constrained organization and communicate effectively with their stakeholders, including funders or investors, customers, community, board, employees and volunteers.
Sub-module objectives	This submodule aims to help students comprehend the practicality of a business plan to ensure future success and business sustainability. It offers the chance to students to delve deeper into the research, planning, and writing a business plan for social enterprises.
Learning Outcomes	By the end of this submodule, students will: − Define what a business plan is − Explain why a business plan is an important tool for a social enterprise and describe the practicality of a Business Plan

	– Distinguish the different parts of a business plan and realize how they are collectively essential for a social enterprise – Learn how to write a business plan for a social enterprise
Material	Ppt, text
Suggested Activity	The teacher provides to students groups some examples of social enterprises business plans and a list of criteria to evaluate them. Then the students' groups discuss in the plenary the findings of their evaluation.

Module 6: Measuring social impact

Overview	During the last years, there has been an increasing importance to identify new approaches both to measure and manage sustainability of projects in general and enterprises in particular, and their impact in the community. Planning the impact of a project or an enterprise means to think about their own mission and actions in the community, and how its actions can benefit the community itself both in the short and especially in the long term. Nowadays, there are not only UN SDGs but dozens of frameworks to which it is important to look at, thus making their own entrepreneurial actions more sustainable and impact-oriented. International donors and institutions - EU included - are developing taxonomies to give a compass on this field and to address the actions of organisations and enterprises. The main aim of this module is to give a first insight on the concept of impact, its importance and how it is possible to measure it and its strategic implications.
Learning Objectives	● Embrace students with the basic vocabulary of the main concepts relating to the impact assessment ● Support students to clarify the interconnections and responsibility of students' actions at community level, both as citizens and enterprises ● Provide students with the main information and tools to allow them to think in an impact-oriented way.

Expected learning outcome	By the end of the module, students will: Knowledge ● Define what social impact is ● Understand the meaning and the importance of impact and sustainability with a focus on ESG ● Identify the difference between social, environmental, and economic impact ● Define the difference between qualitative and quantitative indicators Skills ● Be able to develop qualitative and quantitative indicators ● Be able to use the storytelling for the impact communication ● Be able to identify the value of a social enterprise Attitude ● Embrace the value and importance of impact assessment in social entrepreneurship
Key words	Social impact, indicators, measurement tools
Overview teaching units	● Defining impact and sustainability ● The Impact Triad ● How to measure an impact? ● Let's talk about our impact!
References/Sources	*N/A*

Submodule 6.1 - Defining impact and sustainability

Introduction	Social entrepreneurship is not motivated merely by profit but takes a more holistic approach to business and is apparently more concerned about ensuring the welfare of the community and the provision of effective solutions to social and environmental problems. Social entrepreneurs deploy entrepreneurial tactics to create an impact on their stakeholders and promote a broad range of solutions focused on sustainability.
Sub-module objectives	In this submodule, students will discover the meaning of impact and sustainability and how they are crucial for community development.

Learning Outcomes	By the end of this submodule, students will:
	- be aware of the interconnection of impact and sustainability
	- be able to give examples related to both concepts
	- understand the current EU context
Material	Flipchart, post it, crayons or pens
Suggested Activity	The activity starts with a brainstorming, in which students will find on one flipchart the word "IMPACT" and in another one "SUSTAINABILITY". They will be invited to write on the post-it what they mean for them. The trainer then reads aloud the answers and then provides the official definition. After this first part, students are invited to provide examples related to the 2 terms.
	The activity closes by referring to the EU context and last trends and taxonomies (e.g., ESG).

Submodule 6.2 – The Impact Triad

Introduction	This unit deepens to the concept of impact, defining the triad which constitute its core elements: intentionality, measurability, additionality and the different kinds of impact to be measured such as environmental, social and economic.
Sub-module objectives	Social impact generated by social business practices can be hard to measure, but there are noticeable benefits and value created. From consumer empowerment to the actual effects that money can have on communities, social entrepreneurship is felt in many ways. This submodule aims to provide a complete understanding of the impact in all its three elements, so as to support students to define the concept of impact and learn how to approach and plan it.
Learning Outcomes	By the end of this submodule, students will:
	- to know how to define the impact
	- to understand the three key features
	- to be able to use the terminology in practical ways
	- know the difference between social, economic and environmental

Material	PPT, videos
Activity	Similar to the first subunit, the concepts are explored. The learners are asked to try to give a definition to the terms used and then, the trainer will show which impact strategy of existing enterprises include all the elements of the triad: Intentionality, measurability, additionality. Students will also deepen their knowledge on the three different impact to measure in a social enterprise: environmental impact, social impact and economic impact.

Submodule 6.3 - How to measure an impact

Introduction	A measurement tool is crucial when we discuss about the practicality of the social impact measurement. In this submodule, the definition of the indicator will be explored, with adequate examples and exercises to facilitate students.
Sub-module objectives	The aim of this submodule is to students to be supported in defining what an indicator is and how to use it as well as use all the possible indicators in the measurement models. Furthermore, students will be taught about the difference between quantitative indicators and quality indicators
Learning Outcomes	By the end of this submodule, students will: - be able to define an indicator according to the subject to be measured - be able to choose the right indicators according to the context - know the basic information about monitoring and evaluation of social impact
Material	flipcharts, markers
Activity	The trainer will introduce the concept of indicator, explaining the difference between quantitative and qualitative. Then, students will have the chance to try to define indicators based on an example provided. Some insight on the importance of the monitoring and evaluation will be given, especially including the concept of baseline, ex-ante, ex-post.

Submodule 6.4 - Let's talk about our impact

Introduction	Communication is strategic when reporting and measuring an impact, since it is what gives value to your initiative and inspires stakeholders to invest in your enterprise. In this unit, the importance of storytelling and communication in impact measurement and management is addressed.
Sub-module objectives	- to explain the importance of storytelling and communication in the framework of the social impact measurement.
Learning Outcomes	By the end of this submodule, students will: - be able to use communication tools to explain, impact, results and visions for potential stakeholders.
Material	PPT in storytelling, papers, markers
Suggested activity	The session is divided in 2 parts: in the first part, it is explained how to tell and why to use a good storytelling approach, introducing also the crucial role of communication for the involvement of the stakeholders. The aim of the activity is to identify the indicators that are more important to be highlighted when communicating the impact (environmental, social or economical) of the enterprise Some examples will be shown. In the second part, students will have the chance to do a practical activity where they will be asked to use the communication approach to communicate the impact to the right stakeholders. Different style of communication will be shown (e.g., social media, paper)
References (if any)	N/A

Module 7: Communicating your social enterprise

Overview	A social enterprise, as well as a "regular enterprise" needs to find a way to communicate its aims and objectives so that stakeholders and clients are aware of what is the reason behind an action. In a social enterprise the "reason why" is essential to make the communication work and to make it transparent. Indeed, when it comes to the social impact that a social enterprise aims to reach must be clear and fully understandable by the interested target. The aim of this module is students to learn how to identify the key stakeholders of the social enterprise and define the targets of communication. They will also learn how to make a pitch and how to organize it first using different techniques; how to create a good story to express the vision and the mission of the SE and

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	how to promote the SE in the local community to make it more resilient and rooted.
Learning Objectives	● To support students to identify the core message to be shared about the SE ● To inspire students about ideas pitching and help them to create and make one ● To support students to understand the power of a good story and how to make one ● To support students to learn how they can communicate effectively a SE to their local community
Expected learning outcome	*By the end of the module, students will:* Knowledge ▪ Become aware of the importance of telling a good and valuable story ▪ identify the core of a business, seen from the external point of view Skills ▪ become storytellers of social enterprises (value, mission, vision) ▪ be able to make a convincing pitch Attitude ▪ appreciate the value of storytelling value and pitching ▪ be more confident in communicating a social enterprise
Key words	Communication, mission and vision, storytelling
Overview teaching units	● Identifying the key stakeholders of the social enterprise ● Pitch writing and making ● How do I tell a good story? ● How do we promote a SE in the local community?
References/Sources	*N/A*

Submodule 7.1 Identifying the key stakeholders of the social enterprise

Introduction	The objective of this submodule is to learn how to identify the key stakeholders (beneficiaries, customers, funders, supporters etc) of the Social Enterprise. This is an important step to fully understand the context in which the enterprise operates as well as to provide a map of stakeholders and possible synergies to develop in the area of reference, being geographical or the field in which the enterprise operates.
Sub-module objectives	This submodule aims to teach students on how to identify their value related to the social enterprise and maintain a level of engagement through communication with external stakeholders and develop empathy toward the community.
Learning Outcomes	By the end of this submodule, students will: – define what is a stakeholder in the case of social enterprises

	− do research and map stakeholders − clarify who and what is the target of their actions
Material	Videos, PPT, informative materials and matrix for mapping stakeholders
Suggested Activity	Activity of researching and mapping possible stakeholders The students are asked to choose among two different context scenarios and map all the stakeholders involved in a fictional social enterprise provided: they make researches on the local community online or offline (telephone or on the streets - up to the teacher) in order to have an idea of all the possible people or communities and business in the area and in the same or related field. They develop for this purpose an informative email inviting stakeholders to a specific event. According to the scenario chosen, students also write an informative email according to the group of stakeholders of interest for inviting them to an event

Submodule 7.2 Pitch Writing & Making

Introduction	The objective of this submodule is to learn what a pitch is, why it is important and how to make one. The students will learn to demonstrate that they and their organisation have an invaluable role to play in the issue they are going to tackle, in their own mission. They have to present the 'who', 'how' and "what" in a clear and concise way, and in a way that connects with their audience. It is a fine communication technique that paves the way to make a social enterprise more effective, to raise money, support or to be more accountable for its actions.
Sub-module objectives	This submodule aims to make students acquainted with what is a pitch, why it is important as well as to understand who and what is the target of their pitch (customers, beneficiaries, funders/financers, supporters etc). Furthermore, students will be supported to identify the important points that needs to be addressed in terms of priorities and become more assertive.
Learning Outcomes	By the end of the submodule, students will: − define what is a pitch − be able to write and perform a pitch − learn the importance of good communication − know what assertiveness is
Material	Videos, PPT, informative materials on assertiveness.
Suggested Activity	Confronting different communication styles in pitching To write and present a pitch to an audience To make exercise of assertiveness Activity one:

	Each student chooses a target stakeholder and plans a pitch to present the idea on the perspective of having to convince the stakeholder. The stakeholder can be another student or the classroom that will give a response on how convincing it was and on what was eventually missing in the pitch Activity two: Based on situation cards on possible situations, students will have to choose assertive responses and exercise their assertiveness.

Submodule 7.3 How do I tell a good story?

Introduction	Storytelling is a powerful tool when it comes to Social Enterprises as it has the role of giving any story the good structure for other people to listen and be engaged.
Sub-module objectives	The objective of this submodule is students to learn more about storytelling and how it can help in creating a good story to engage the audience or stakeholders in being interested in their activities.
Learning Outcomes	By the end of this submodule, students will: − be familiar with the basics of storytelling − define the elements of a good story and the characters as well as the techniques to be used − be able to tell a good story identifying the main components − be able to make an introduction to storytelling for a social business purpose − be able to identify who and what is the target/audience of their story − be able to identify what is important to be told, key messages and call to actions
Material	Videos, PPT, informative materials
Suggested Activity	Activities on storytelling and on how to identify the core messages and main component of an engaging story Create an awareness campaign Students will have to be divided in groups and choose, based on social issues that their local community faces, something that is to be improved or changed or something to raise awareness on: for example, it can be protecting the local park and having to convince citizens and politicians of the importance of it through storytelling. The meaning is the story, the aim is to put into practice how to create a good story for conveying the importance of a vision.

Submodule 7.4 How do we promote a SE in the local community?

Introduction	For the success of a social enterprise, it is very important to be part of networks made of other enterprises and stakeholders, and to fully know the context in which to operate and to be aware of the issues, strengths, opportunities, and threats that the local community deal with and so the SE. It is also important social enterprises to communicate their activities and their aims so that they can become a point of reference for local citizens.
Sub-module objectives	The objective of the submodule is students to learn how to make a social enterprise understood and valued by their community of reference as well as to stress the importance of empathy with the actors of local communities.
Learning Outcomes	By the end of this submodule, students will: − be aware of how to communicate the aim of a social enterprise in small scale − be competent to communicate with the local community − be able to engage with their community
Material	Videos, PPT, informative materials
Suggested Activity	Students are asked to imagine their social enterprise and the context in which it is built. The exercise is a communication campaign that presents the newly born enterprise to the neighbourhood. The whole classroom or two groups choose to create an imaginary social enterprise: the idea is to identify the context, the target, the mission and the vision and also stakeholders in the local or national ground. Students will create a poster at the end, using communication techniques.

Module 8: How to handle the organisational aspects of a SE

Overview	Social entrepreneurship is the result of a collective process. Any social enterprise is formed based on the coalition of individuals forming teams. For the success of a social business endeavour, its members should find the best ways to manage themselves, their teams and their organisation. The first step for any member is to genuinely believe in the mission and share the vision of the SE. Despite the collective nature of the working load in the SE, the structure of the SE, the codes and principles by which the SE is functioning, the board's role and responsibilities, the tasks of each position within the SE, the different working levels set, the volunteers' training and usefulness, the decision-making and the operational processes have to be clear and discrete to all members. The aforementioned are prerequisites for a SE to be effectively organised and succeed.
Learning Objectives	● To support students to understand how people involved in social enterprises can organise themselves, their teams, and the social enterprise itself ● To support student to develop interpersonal skills, teamwork competencies, ability to connecting and collaborating, intercultural understanding through working in diverse groups, develop self-initiative and cater for their personal development.

Expected learning outcome	By the end of the module, the student will: **Knowledge** ▪ Discover that social entrepreneurship is the result of a collective process ▪ Relate the formation of teams and selection of members with the success of a social enterprise ▪ Be familiar with the role and responsibilities of the board and other working groups in social enterprises ▪ Identify the principles of effective communication and collaboration ▪ Identify the importance of involving volunteers in a social enterprise and the value that they can bring in ▪ Identify the concepts and principles of accountability and democratic decision making **Skills** ▪ Be able to communicate and collaborate effectively within teams ▪ Be able to apply principles and practices to facilitate accountability and democratic procedures **Attitudes** ▪ Comply with the behaviour related codes within a team ▪ Conform with democratic process and promote relevant measures for implementation
Key words	volunteers, teamworking, accountability
Overview teaching units	● Understanding the value of teams in social enterprises ● How to develop workable teams in social enterprises ● The recruitment and management of volunteers in social enterprises ● How to be accountable and follow democratic procedures in social enterprises
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Submodule 8.1 – Understanding the value of teams in social enterprises

Introduction	Social entrepreneurship is the result of a collective process undertaken by a coalition of individuals forming teams. The composition of teams and the interaction between their members affect the performance and survival and success of social enterprises.
Sub-module objectives	This submodule aims to teach students that the social value creation is the result of a collective endeavour and that the formation and interaction of teams is important for the creation of the social impact.
Learning Outcomes	By the end of this submodule students will: − Recognize that social entrepreneurs are not alone and that social ventures are team based − Be familiar with the kinds of groups (boards, working groups etc) that are formed in a social enterprise, their operations, and responsibilities − Relate the formation of teams and the allocation of roles with the social enterprise success and growth
Material	PPT, video, text
Suggested Activity	The activity is a "simulation game" about forming a team in a social enterprise. It begins with introducing to the students the notion that a strong and cohesive social enterprise team varies from venture to venture, but a commitment to the organisation's mission remains a constant. Based on that, students are asked to play the role of the founding members of a hypothetical social enterprise and their task is to possess new team members that will upgrade the organisational operations. To do so with success, students ought to work as a whole and agree upon the most essential qualities, resources and skills needed for new team members to join their social venture. A debate will take place for determining the significance and priority order of each quality and skill suggested.

Submodule 8.2 – How to develop workable teams in social enterprises

Introduction	All humans differentiate in skills, knowledge, and competences, educational and social backgrounds, behaviours, attributes and personalities and it is apparent that these differences can bring an added value in a team. In a social enterprise context, the issue is the potential of each member to be exploited and the members to collaborate in the most effective way with internal and external stakeholders for achieving the desired social results.
Sub-module objectives	The objective of this submodule is for students to learn how they can form a workable team that can lead the establishment and operation of a social enterprise as well as how they can work effectively within this team and also collaborate with external stakeholders.
Learning Outcomes	By the end of this submodule students will: − Recognize the importance of selection of members in the context of social enterprises − Learn about the importance of following behaviour related codes within a team − Identify the principles of effective communication − Identify the principles of effective collaboration
Material	PPT, video, text
Activity	The activity is an "open debate" aiming to reach a conclusion over a dilemma. The main object of controversy is the teams' composition in social enterprises. Heterogeneity is usual to appear in teams that are formed in social enterprises, but social entrepreneurs tend also to form teams with people whom they are similar with since they find and hire them in their close social network. Students think about the benefits and pitfalls of heterogeneity in teams' members, then write them down on multi-coloured post-it and present them on a flipchart. After this first part, a debate between students takes place about whether the benefits of heterogeneity outweigh its pitfalls, or whether homogeneous team members constitute a safer option for social enterprises. The activity will end when the students manage to reach a unanimous conclusion about the dilemma posed.

Submodule 8.3 – The recruitment and management of volunteers in social enterprises

Introduction	The formation and development of a social enterprise is fuelled by the leadership of the board members, and the hard work of people involved, where many of

	them are volunteers. Like any other organisation, the recruiting and coordination of these volunteers depends on effective management strategies and practices.
Sub-module objectives	This submodule explores the connection of volunteerism with social entrepreneurship and the value that volunteers can bring in a social enterprise as well as some practices on how to recruit and manage volunteers
Learning Outcomes	By the end of this submodule students will: − be acquainted with the concept of volunteerism and its connection with social entrepreneurship − be aware of the value that volunteers can bring in the social enterprise − identify principles and practices to recruit and manage volunteers
Material	PPT, video, text
Suggested Activity	**Activity 1** The activity is a "brainstorming" activity. The teacher introduces the significance of volunteers for the success and sustainability of social enterprises. Students take the discussion further by suggesting and writing down ideas about where they could search for volunteers, team members and/or partners committed to join them in their project, initiative or venture. Students are encouraged to think about social connections and people skills within their group and the wider community. This leads to a brainstorming where students comment and express freely their concerns on the matter. **Activity 2** The activity refers to the creation of a "Mind Map" by students, who will work as a single team leading a social enterprise. Their task is to create a plan for the recruitment and management of volunteers in the hypothetical social enterprise. To do so, they will work on a Mind Map. The tutor provides guidance and examples of Mind Maps to encourage students working together and drawing a map with all aspects and procedures of volunteers' recruitment and management. After this first part, students discuss the importance of each element on the map, aiming to prioritise procedures based on their significance for the social enterprise. At a final stage, students decide, edit and restructure the Mind Map until it covers all issues raised during the discussion

Submodule 8.4 – How to be accountable and follow democratic procedures in social enterprises

Introduction	Social enterprises are organisations aiming at affecting societal good in the community and broader. The nature of their activity directly affects the way these organisations are governed and managed. The

	directors of SEs are asked to make decisions and take actions that account for the interests of different stakeholders and the society at large and at the same time for balancing social impact and profit returns. Therefore, SEs need practices to ensure efficient controls and regulate behaviours and interests.
Sub-module objectives	This submodule explores the concepts and principles of accountability and democratic processes as well as mechanisms for their enhancement, the code of conduct within the SE, communication and accountability towards stakeholders, as well as transparency of procedures.
Learning Outcomes	By the end of this submodule students will: − Identify the concept of accountability in the context of social enterprises and consider why it is important − Explain the principles of democratic processes − Describe the necessity of transparency among the organisational procedures
Material	PPT, video, text
Suggested Activity	The activity is a "mix and match activity" about the basic principles of good governance. It begins with students preparing sticky notes, each representing a particular principle of good governance. Students are asked to place the notes on a flipchart appropriately, based on the category of each principle (Openness and transparency, or Accountability).