



Sustainable Cooperative Ideas  
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## SCoopConSS Curriculum for Teachers

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### Abstract

The *ScoopConSS Curriculum for Teachers* is produced in the framework of the ScoopConSS project aimed at building a Community of Practice for European Secondary School teachers interested in boosting their teaching practice by using different entrepreneurial methods based on the cooperative principles of self-help, self-responsibility, democracy, equality, equity and solidarity.

This document gives an overview of the Training Programme designed by the Consortium, with a special focus on the *ScoopConSS Curriculum for Teachers*.

The document highlights the Training modules and the learning content created for the *ScoopConSS Curriculum for Teachers*.

The main objective of this document is to build shared understanding of the course, helping teachers make the most of the training.





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## Introduction

SCoopConSS project (Social Cooperative Contest for Secondary Schools) aims at piloting an innovative and engaging methodology to introduce and enhance cooperative business education in secondary schools, starting from topic-related teachers who will involve colleagues from other disciplines and students in the simulated establishment of a social cooperative focused on one or more of the 17 UN SDGs ([Sustainable Development Goals](#)).

For this purpose, SCoopConSS aims at developing, piloting and reviewing a blended training course to support teachers of VET Institutions in mentoring their students for the participation at the first edition of the *EU Scoop! Contest*, a Social Cooperative Simulation Contest to be scaled-up at EU level.

The training programme addressed to VET Teachers from partner countries consists of:

- Piloting and validation of the *ScoopConSS Curriculum and Toolkit*
- National and transnational workshops
- Job-shadowing activities
- Mentoring students for the *EU Scoop! Contest*

This document gives an overview of the *ScoopConSS Curriculum for Teachers*.

The first section describes the principles used to upscale the *ScoopConSS Curriculum for Teachers* and methodology.

The second section gives an overview of organization of the training programme, with a special focus on the learning objectives and learning outcomes identified for each training module.

The third section introduces the Course layout and provide details about the criteria to select teachers willing to benefit from the Course.

The fourth section describes EntreComp, its main areas and competences, introducing the matching between the ScoopConSS Training Modules and the entrepreneurship competences identified by the Entrepreneurship Competence Framework ([EntreComp](#)).





## 1. Methodological framework

In line with the aim of the Call (*Reducing youth unemployment: setting up co-operatives to enhance working opportunities in the EU* -Call ID: 303-G-GRO-PPA-19-11225), the ScoopConSS project aims to pilot an innovative and engaging methodology to introduce and enhance cooperative business education in secondary schools, starting from topic-related teachers who will involve colleagues from other disciplines and students in the simulated establishment of a social cooperative focused in one or more of the 17 UN SDGs.

Based on the results of the desk and field research in each partner countries, the *ScoopConSS Curriculum for Teachers* builds upon the analysis of:

- good practices in the field of entrepreneurship and social entrepreneurship
- available resources and open educational resources (OERs)
- the training need of VET Teachers and representatives of social cooperatives

Both the *ScoopConSS Curriculum for Teachers* and the *Toolkit* will be piloted and validated by the selected teachers in the five partner countries. By having the chance to be involved in different type of activities, both online and in presence, selected teachers will act at the same time as beneficiaries and ambassadors of the project.

The first part of the ScoopConSS training Course for teachers will focus on piloting the *ScoopConSS Curriculum for Teachers* thus allowing teachers to use it in their teacher practice.

Each project partner will organize a webinar to present case studies on one or more of the OERs mapped and related to the 3 key areas (see Table 1).

Teachers will attend the webinars and try to apply the proposed methodology/tool in an interdisciplinary project.

An evaluation framework will be developed to collect feedback from teacher and students on the proposed training activities, which will be integrated in the final version of the *ScoopConSS Toolkit*.





## 1.1 The Course concept

The *ScoopConSS* project envisages the structure of the training based on the Curriculum by focusing on specific features:

- The inclusion of relevant inputs from the Training Needs Analysis included on the Analysis report which summarizes the research results in the five partner countries (Italy, Croatia, Spain, Portugal, Greece);
- The inclusion of relevant inputs from the good practices and the past projects and initiatives carried about by the project partners at both local and EU level;
- The organization of the course in blended modality with the inclusion of face to face sessions (piloting of the *ScoopConSS Toolkit* by using it in teachers' teaching practice) which should be practical and finalized to give the needed skills and competences to design cooperative business ideas for sustainable development;
- The use of an online platform for the online activities.

## 1.2 Main findings from the Training need analysis report

The Research realized in Croatia, Italy, Greece, Portugal and Spain. The aim of the research was to:

1. Measure how widely the entrepreneurship education (EE) is spread;
2. Identify the related positive and negative aspects of EE;
3. Gather indicators of good practice;
4. Evaluate the degree of interest in relation to the project idea;
5. Evaluate the benefits of activating a collaboration between the world of social cooperatives and the school system;
6. Identify the areas of knowledge and skills needed to prepare the training material.

For the purposes of gathering relevant information, a structured interview for the managers of social enterprises and social cooperatives was developed together with guidelines for implementing semi-structured interviews with teachers in VET schools.





The questionnaires were validated by project partners and distributed to the participants by email, telephone, social networks and various online channels. All gathered responses were included in the analyses.

General conclusion of the research is that entrepreneurship education focuses on developing real-world skills that help students to lead quality lives in a rapidly changing world. It teaches students crucial life skills, such as:

- How to collaborate with peers and work in a team
- How to prepare an effective presentation and speak in public
- How to collect, analyse and use data
- How to solve real, complex problems that don't have a definitive answer
- How to use curiosity and creativity to find an innovative approach to social problems

According to the research, education of students should incorporate basic theoretical knowledge that will be accompanied with plenty of practical work. They need to understand basic entrepreneurial concepts that will allow them to understand aims of social cooperatives and enterprises.

The most important conclusion is that education shouldn't focus on transferring knowledge about entrepreneurial concepts and preparing students to be a social entrepreneur, but rather on developing transversal skills that employers value the most and raising awareness about values that social economy brings to the society.

In order to prepare teachers for the implementation of proposed education, they should be connected with the social cooperative representatives who would guide them and their students, and help them in the learning process. In addition, teachers stress the need of educational materials and didactic tools they can use while mentoring students. They are very interested in using new and innovative methodologies in their work.

The main results constituted the base for outlining the *ScoopConSS Curriculum*.







## 2. Course organization

The training programme addressed to VET Teachers from partner countries consists of:

- Piloting and validation of the *ScoopConSS Curriculum and Toolkit*
- National and transnational workshops
- Job-shadowing activities
- Mentoring students for the *EU Scoop! Contest*

The first part of the ScoopConSS training course for teachers focuses on piloting the *ScoopConSS Toolkit* thus allowing teachers to use it in their teaching practice.

Each project partner will organize a webinar to present case studies on one or more of the modules and the selected OERs mapped in WP3. Teachers will attend the webinars and will try to apply the proposed methodology/tool in an interdisciplinary project work co-designed with at least one colleague teaching a different subject.

In addition, selected teachers will have the chance to access the online *ScoopConSS Toolkit* and use the localised material selected and produced by the Partners.

The online Toolkit will allow participants to deepen their knowledge on the topics with the support of national tutors (representatives of project partners).

The Course will last 80- 100 hours (according to nr of subject areas chosen, min. 1) broken down into:

- **Online training activities** (48 hours): webinars (1 per Area, see Table 1), online self-study supported by national tutors.

The online learning activities will be delivered along 4 months, from November 2020 to February 2021.

- **Face-to-face training activities** (14 hours): project-based activities with at least one colleague teaching a different subject; coaching circles organized at national/international level to share thoughts about the results and problems encountered during the activities with the students.







The F2F activities will be delivered from January to March 2021.

- **Job shadowing** (17 hours): teachers will involve local stakeholders in supporting the project activities. In particular, they will be asked to identify relevant social cooperative or enterprise available to host them for min. 1 week of job-shadowing, as well as to organize technical visits for the students and/or workshops at schools focused on practical examples for the achievement of the SDGs through the cooperative business model.

The Job-shadowing activities will be delivered along 2 months, from January to March 2021.

- **EU Scoop! Contest** (21 hours): All piloting partners will organize two days' workshop at national level inviting the 10 selected teachers to present the rules and approach of the contest and train them on the use of an advanced version of Canvas aimed at facilitating the elaboration of a cooperative business idea for sustainable development.

Back to school, teachers will act as mentors supporting different teams of students (at least one per teacher) who, using the methods and tools experimented during the first part of the course, will develop the ideas and present it during the national finals of the contest, where a local committee will select a winning team who will participate at the international final event in Foligno (M20).

Stakeholders and representatives of the cooperative world as well as business incubators experts will be invited to the final local and international events with an attempt to bridge the students with potential supporter of their cooperative business ideas.

The *EU Scoop! Contest* will represent an operational and enabling platform for both teachers, trainers and students to put into practice the competences acquired during the learning activities, which will also put solid basis for the replication of the initiative in the following years.

The activities for the preparation and participation in the Contest will be delivered along 6 months, from March to September 2021.

*All the activities foreseen as described below might undergo changes due to the Covid10 pandemic. In any case, all the changes will be internally discussed and subsequently proposed to the Project officer before proceeding with any workplan amendment.*





Figure 1 Course Organization





The course is delivered in blended modality which means that a part is accessible online, through the ScoopConSS Toolkit, and the other one is held in presence or via webinar.

Following the teachers' recruitment and registration phase in the 5 partner countries, the course will open via F2F activities and the online toolkit. The meetings and the online contents cover the theoretical framework on entrepreneurial methods based on the cooperative principles and the main area of competences identified through the field research as interesting for teachers and representatives of social cooperatives. The course is organized in different modules to be chosen and assembled by each partner organizations according to the needs and interests of their learners. The complete list of available modules and related information can be found in Annex A to this document.

At least 10 teachers/trainers per country, for a total of 50 teachers/trainers, will be engaged in the training programme.

Face to face sessions are expected to be practical and finalized to give the needed competences to improve teachers' skill on the topics, methodology and tools presented along the course.





### 3. Course layout

The *ScoopConSS Curriculum for Teachers* is developed within the Work Package 3 “Toolkit Development”.

Starting from the analysis of the past projects and initiatives carried out by the project partners at both local and EU level, the Consortium has developed a Curriculum and training methodology.

The Curriculum is integrated with the *ScoopConSS Toolkit*, a training toolkit which consists of an online tool with a set of supporting documents (open educational resources -OERS).

The curriculum outlines the educational path in terms of learning outcomes (knowledge, skills and competencies) and it is mapped to Entrepreneurship Competence Framework ([EntreComp](#))

The rationale behind the Curriculum definition is based on:

- the need to develop the entrepreneurial and cooperative competences of teachers;
- provide an innovative, multidisciplinary approach based on non-formal learning and teaching in formal education contexts;
- design the knowledge and competencies already listed in the partners’ analysis based on the needs identified.

The Curriculum is divided into 10 training modules, all modules are described in terms of their learning outcomes and outcomes.

Based on the outputs of the Conclusions of the research implemented (WP2) (A2.3) as well as past experience of project partners and past projects on social enterprise training in partner countries, we have developed 10 training modules that will allow a complete enrichment of knowledge and skills on social entrepreneurship for teachers.

After concluding the training modules, the participants will be able to:

- Have a clear focus about legal status, tax rules, organization and governance of a social enterprise;
- Define the business model starting from social aims, enhancing the social scopes of their idea;





- Learn to recognize the relevant stakeholders for a social enterprise and how to exploit human resources operating in your company;
- Learn how to finance a social enterprise, both at the start-up stage and throughout the life of the social enterprise;
- Learn how to promote a social brand and be able to constantly measure the social impact of your social enterprise.

### 3.1 The Blended Course

The 10 modules together cover the duration of 70 hours.

The online and face-to face learning activities, together with the job-shadowing and the activities related to the EU Scoop! Contest should provide a total of 100 hours of training activities.

Each piloting partner will localise selected modules in its own language. All training material will be available in English and at least one more language related to partners' needs for the testing of piloting phase. All the material of the *ScoopCons Toolkit* will be accessible through platform.

Please see below a list of the 10 training Modules (Table1), the related duration and the Learning objectives (Table2).

Module	Title	Hours
M1	Introduction to social entrepreneurship	7 hours
M2	Tools and approaches for the implementation and management of innovation projects with a high social impact	7 hours
M3	Legal status and tax rules of the social enterprise	6 hours
M4	Financial needs and how to find economic resources	7 hours
M5	Human resources in social enterprise	7 hours
M6	Working Group Management	7 hours
M7	Building Successful Partnerships	7 hours
M8	Building a Business Plan	7 hours





<b>M9</b>	Marketing and communication strategies and tools	9 hours
<b>M10</b>	Financial need and estimated budget	6 hours
<b>Total</b>		<b>70 hours</b>

Table 1. Training modules and key areas

Module	Learning objectives	Hours	Tot.
<b>M1</b>	Identify diverse understandings of the concepts of social entrepreneurship	1 hour	7 hours
	Identify social enterprises particularities in relation to other business models	1 hour	
	Compare the differences in social enterprises between European countries	1 hour	
	Identify the values of cooperative system	1 hour	
	Recognize social enterprises' areas of intervention	1 hour	
	Understand the theoretical framework of social impact	1 hour	
	Critically examine the advantages and disadvantages of a social enterprise	1 hour	
<b>M2</b>	Understand the essential elements of social planning	1 hour	7 hours
	Learn about the features of social innovation: new partnerships, new skills and new technologies	1 hour	
	Understand how to apply the model of the Business Canvas by A. Osterwalder: the 9 elements of the model	2 hours	
	Explore the social innovation models proposed in some projects	1 hour	
	Build a Business Model Canvas and a Business Plan	1 hour	
	Discover the main approaches to social impact assessment	1 hour	





<b>M3</b>	Identify what is a social enterprise	1 hour	6 hours
	Discover the general, sectoral and specific legislation, regulation and guidelines to set up and star up a social enterprise and a cooperative	1 hour	
	Compare social enterprise legal status of various European countries	1 hour	
	Identify the general, sectoral and specific of social enterprise and cooperative	1 hour	
	Compare social enterprise tax rules of various European countries	1 hour	
	Understand the advantages and disadvantages that legal status and taxation of social enterprise allow to have compared to other companies	1 hour	
<b>M4</b>	Identify the critical aspects of the start-up phase	1 hour	7 hours
	Identify social firm's competitive and structural risks	1 hour	
	Build a cost analysis	2 hours	
	Identify how to enhance your idea	1 hour	
	Recognize the channels through a social enterprise can be financed	1 hour	
	Manage your initial resources	1 hour	
<b>M5</b>	Discover the policies, guidelines and operational plan for HR Selection and Management	1 hour	7 hours
	Explore the general, sectoral and specific labour legislation, regulation, guidelines, codes of practice	1 hour	
	Compare legislation in European countries	1 hour	
	Identify social enterprise's mission, vision and value as a framework for HR management	1 hour	





	Explore communication and human relation: theories, methods and techniques	2 hours	
	Discover HR management theories, methods and techniques	1 hour	
<b>M6</b>	Focus the scope of the working group on the basis of the available data	1 hour	7 hours
	Build a collaborative process: prepare group work, summarise discussions and decisions, share progress and results	2 hours	
	Develop an effective collaborative strategy (sharing context analysis, learning from attempts and experience, increasing sharing, etc.)	2 hours	
	Manage strategies implementation (identifying resources, feeding relationships, widening sharing to new members, building feedback on updating, measuring progress, etc.)	1 hour	
	Learn to include different perspectives, identify trends, understand the needs and opportunities of the System, identify and enhance interconnections	1 hour	
<b>M7</b>	Identify and involve the different stakeholders	1 hour	7 hours
	Identify and involve project partners. Project partners, partner partners and simple service providers. The Partnership Agreement and other forms of partnership	2 hours	
	Manage an effective partnership strategy: kick off meetings, progress status, partial and total reporting, tools.	2 hours	
	Coordinate a work in partnership, sharing information, timelines and activities to be carried out	2 hours	
	Define a business plan in its founding elements	1 hour	7 hours
	Develop an Executive summary	1 hour	



<b>M8</b>	Describe the company and products and services	1 hour	
	Frame the context and scenario of the business idea	1 hour	
	Develop a Strategic marketing	1 hour	
	Use operational plan	1 hour	
	Develop a three-year financial plan	1 hour	
<b>M9</b>	Discover the essential elements of a communication and marketing strategy	1 hour	9 hours
	Learn how to raise awareness through ads	1 hour	
	Identify Communication Above the Line, Through the line, Below the line	1 hour	
	Create promotions and sales	1 hour	
	Explore the main social media and functions related to marketing	1 hour	
	Identify the lead nurturing	1 hour	
	Develop ad E-mail marketing	1 hour	
	Use Analogical communication	1 hour	
	Understand the pillars of brand management and reputation building	1 hour	
<b>M10</b>	Understand the structure and characteristics of a business plan	1 hour	6 hours
	Understand business budgeting	1 hour	
	Identify and understand the different sources of financing of an undertaking	1 hour	
	Understand remuneration mechanisms within a corporate enterprise: revenues, profits, dividends	1 hour	
	Identify a manage financial risk	1 hour	
	Understand the budget of a social enterprise	1 hour	

Table 2 Training Modules and learning objectives





### 3.2 The SCoopConSS Modules

The table below shows the structure we used to build a module and below is reported the full list of modules. The detailed description of each module is reported in Annex 1 to this document.

Each module has specific learning objectives and learning outcomes and comprehends a set of activities (individual or cooperative) and OERS (training contents mainly consisting of video, readings, PPT, guidelines etc).

Here below you can find the training scheme outlining each module with reference to: topics, learning objective, learning outcomes, learning activities and content, assessment methodologies, key ideas, further material.

MODULE: Title: EntreComp Area:		
Summary		
Learning Objectives	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
Learning Outcomes	1.	hours
	2.	hours
	3.	hours
Teaching/Learning Activity	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
Learning Contents	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
Assessment		
Key ideas		
To go further		

Table 3 Training Module articulation scheme





### 3.2.1 Summary of Training Modules

- **M1 - Introduction to social entrepreneurship**

The module aims to give an overview of the key characteristics that differentiate a social enterprise from other enterprises, focusing in particular on cooperative social system which by its nature is always attributable to social enterprise. The difficulties of this particular type of enterprise will be analysed in relation to the others. It will be clarified which are intervention areas of social enterprise.

- **M2 - Tools and approaches for the implementation and management of innovation projects with a high social impact**

It focuses on the social innovation projects and the fact that they can no longer be approached with the traditional tools of the classical social economy.

- **M3 - Legal status and tax rules of the social enterprise**

This module aims to clarify the legal status of social enterprises in different European countries. In addition, it will be clarified what are the rules of taxation in European countries. The module describes the advantages and disadvantages that legal status and taxation of social enterprise allow to have compared to other companies.

- **M4 - Financial needs and how to find economic resources**

The module aims to define a correct way to analyze the company initial expenses and to create therefore a cost analysis.

- **M5 - Human resources in social enterprise**

It defines the legislative framework for recruitment and management of human resources. The module also aims to identify the best theories and techniques of HR management besides making both vertical and horizontal communication central.

- **M6 - Working Group Management**

The module investigates into the issue of Working Groups (also called task forces, community action networks, strategy teams, and a variety of other names).





- **M7 - Building Successful Partnerships**

It focuses on the main elements to consider when working in partnership across different disciplines and sector.

- **M8 - Building a Business Plan**

The module wants to provide background information to construct the financial structure. It also aims to provide learners with detailed information to quantify the net financial needs, indicating the sources of financing needed to cover the needs.

- **M9 - Marketing and communication strategies and tools**

Discover and learn the best way to use these tools to effectively reach the audience is crucial to resonate and spread your message. The module wants to help students to develop a brand management.

**M10 - Financial need and estimated budget**

The Modules aims to help learners understand the primary function of the financial budget and develop a Financial budget.





### 3.3 Participation requirements

Regarding the online component of the Course, being the online ScoopConSS *Toolkit* open to all, some recommendations are provided for the Course participants in order to maximize their learning opportunities. They should be School teachers/VET Trainers willing to modernize their training practice, with training opportunities that will strengthen their understanding of cooperative business as well as their capabilities to transfer this knowledge to their colleagues and to a large number of students in their courses and outside.

The direct beneficiaries of the activities are 50 selected business, marketing and administrative secondary school and VET teachers (10 in each participating country) who will co-design the training programme, participate at online and face-to-face training activities, involve colleagues from other teaching fields in the design and implementation of an interdisciplinary project work aimed at supporting students to represent their school within the framework of the *EU Scoop! Contest*.

Indirect Beneficiaries are:

- At least 100 Secondary School/VET Teachers (20 in each country) who will be invited to join the Community of Practice and to participate to the webinars;
- At least 1000 students from 16 to 19 years old (200 in each country) involved in the EU Scoop!Contest;
- At least 25 social cooperatives supporting the project partners by hosting the direct beneficiaries for short-term job shadowing experience.



### 3.4 Learning Objectives & Learning Outcomes

The *ScoopConSS Curriculum for Teachers* outlines the educational path in form of learning outcomes.

The table 4 below shows the learning outcomes that teachers are expected to be able to do, know about and/or value at the completion of each training module, as well as the learning objectives.

Module	Learning objectives	Learning outcomes
<b>M1</b> <b>Introduction to social entrepreneurship</b>	<ul style="list-style-type: none"> <li>• To understand the concept of social entrepreneurship</li> <li>• To understand the differences between social enterprise and other types of enterprises</li> <li>• To define possible fields of intervention of a social enterprise</li> <li>• To discover the ethical, legal, social, economic, and impact of social entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Identify diverse understandings of the concepts of social entrepreneurship</li> <li>• Identify social enterprises particularities in relation to other business models</li> <li>• Compare the differences in social enterprises between European countries</li> <li>• Identify the values of cooperative system</li> <li>• Recognize social enterprises' areas of intervention</li> <li>• Understand the theoretical framework of social impact</li> <li>• Critically examine the advantages and disadvantages of a social enterprise</li> </ul>





Module	Learning objectives	Learning outcomes
<b>M2</b> <b>Tools and approaches for the implementation and management of innovation projects with a high social impact</b>	<ul style="list-style-type: none"> <li>• To discover innovative social design tools</li> <li>• To use Business Model Canvas by Alexander Osterwalder</li> <li>• To discover Business model variants for projects</li> <li>• To build the social impact assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the essential elements of social planning</li> <li>• Learn about the features of social innovation: new partnerships, new skills and new technologies</li> <li>• Understand how to apply the model of the Business Canvas by A. Osterwalder: the 9 elements of the model</li> <li>• Explore the social innovation models proposed in some projects</li> <li>• Build a Business Model Canvas and a Business Plan</li> <li>• Discover the main approaches to social impact assessment</li> </ul>
<b>M3</b> <b>Legal status and tax rules of the social enterprise</b>	<ul style="list-style-type: none"> <li>• To define legal status of social enterprise</li> <li>• To define legal status of social cooperation</li> <li>• To understand legal status differences between social enterprise, social cooperative and classical enterprise.</li> <li>• To identify tax rules of social enterprise</li> <li>• To identify tax rules of social cooperative</li> <li>• To understand taxation rules differences between social enterprise, social cooperative and classical enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what is a social enterprise</li> <li>• Discover the general, sectoral and specific legislation, regulation and guidelines to set up and star up a social enterprise and a cooperative</li> <li>• Compare social enterprise legal status of various European countries</li> <li>• Identify the general, sectoral and specific of social enterprise and cooperative</li> <li>• Compare social enterprise tax rules of various European countries</li> </ul> <p>Understand the advantages and disadvantages that legal status and taxation of social enterprise allow to have</p>



Module	Learning objectives	Learning outcomes
		compared to other companies
<b>M4</b> <b>Financial needs and how to find economic resources</b>	<ul style="list-style-type: none"> <li>• To identify the costs of setting up a new social enterprise</li> <li>• To structure a cost analysis</li> <li>• To identify the economic risks of the start-up phase</li> <li>• To enhance the value of social enterprise in the start-up phase</li> <li>• To identify the channels to find the economic resources needed to start your social enterprise</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the critical aspects of the start-up phase</li> <li>- Identify social firm's competitive and structural risks</li> <li>- Build a cost analysis</li> <li>- Identify how to enhance your idea</li> <li>- Recognize the channels through a social enterprise can be financed</li> <li>- Manage your initial resources</li> </ul>
<b>M5</b> <b>Human resources in social enterprise</b>	<ul style="list-style-type: none"> <li>• To define the policies, guidelines and operational plan for HR Selection and Management</li> <li>• To know General, sectoral and specific labour legislation, regulation, guidelines, codes of practice</li> <li>• To know how to use Social enterprise's mission, vision and value as a framework for human resources management</li> <li>• To enhance Communication and human relation</li> <li>• To identify HR management theories, methods and techniques to guide, verify,</li> </ul>	<ul style="list-style-type: none"> <li>• Discover the policies, guidelines and operational plan for HR Selection and Management</li> <li>• Explore the general, sectoral and specific labour legislation, regulation, guidelines, codes of practice</li> <li>• Compare legislation in European countries</li> <li>• Identify social enterprise's mission, vision and value as a framework for HR management</li> <li>• Explore communication and human relation: theories, methods and techniques</li> </ul> <p>Discover HR management theories, methods and techniques</p>



Module	Learning objectives	Learning outcomes
	implement and improve them	
<b>M6</b> <b>Working Group Management</b>	<ul style="list-style-type: none"> <li>• To understand the benefits of cooperation and sharing views and experiences</li> <li>• To organize and manage a working group</li> <li>• To build a culture of collaboration</li> <li>• To come to move from system thinking to practice</li> <li>• To share the results</li> </ul>	<ul style="list-style-type: none"> <li>• Build a collaborative process: prepare group work, summarise discussions and decisions, share progress and results</li> <li>• Develop an effective collaborative strategy</li> <li>• Manage strategies implementation</li> <li>• Identify trends, understand the needs and opportunities of the System, identify and enhance interconnections</li> </ul>
<b>M7</b> <b>Building Successful Partnerships</b>	<ul style="list-style-type: none"> <li>• To define the stakeholders of a given social challenge</li> <li>• To identify project partners strategically</li> <li>• To manage a partnership both at the planning and management stage of the intervention</li> <li>• To define the roles and responsibilities of each partner</li> <li>• To formally manage the relationship between partners</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and involve the different stakeholders</li> <li>• Identify and involve project partners. Project partners, partner partners and simple service providers. The Partnership Agreement and other forms of partnership</li> <li>• Manage an effective partnership strategy: kick off meetings, progress status, partial and total reporting, tools.</li> <li>• Coordinate a work in partnership, sharing information, timelines and activities to be carried out</li> </ul>
<b>M8</b> <b>Building a Business Plan</b>	<ul style="list-style-type: none"> <li>• To build a business plan from the business model</li> <li>• To describe business plan and economic business plan</li> <li>• To learn the elements of strategic marketing</li> </ul>	<ul style="list-style-type: none"> <li>- Define a business plan in its founding elements</li> <li>- Develop an Executive summary</li> <li>- Describe the company and products and services</li> </ul>



Module	Learning objectives	Learning outcomes
	<ul style="list-style-type: none"> <li>To frame the business plan within a time projection to 5 years</li> </ul>	<ul style="list-style-type: none"> <li>Frame the context and scenario of the business idea</li> <li>Develop a Strategic marketing</li> <li>Use operational plan</li> <li>Develop a three-year financial plan</li> </ul>
<b>M9</b> <b>Marketing and communication strategies and tools</b>	<ul style="list-style-type: none"> <li>To know the techniques of advertising and sales promotions</li> <li>To understand the function of social media</li> <li>To understand Direct Mailing techniques and use of catalogues</li> <li>To create Email campaigns and newsletters</li> <li>To promote products: Fairs, webinars and seminars</li> <li>To develop a brand management</li> </ul>	<ul style="list-style-type: none"> <li>Discover the essential elements of a communication and marketing strategy</li> <li>Learn how to raise awareness through ads</li> <li>Identify Communication Above the Line, Through the line, Below the line</li> <li>Create promotions and sales</li> <li>Explore the main social media and functions related to marketing</li> <li>Identify the lead nurturing</li> <li>Develop ad E-mail marketing</li> <li>Use the Analogical communication</li> <li>Understand the pillars of brand management and reputation building</li> </ul>
<b>M10</b> <b>Financial need and estimated budget</b>	<ul style="list-style-type: none"> <li>To make a Budget: Estimates of revenues and expenses. Expected cash flows. Expected debt reduction.</li> <li>To develop a Financial budget. What it is and how it is prepared</li> </ul>	<ul style="list-style-type: none"> <li>Understand the structure and characteristics of a business plan</li> <li>Understand business budgeting</li> <li>Identify and understand the different sources of financing of an undertaking</li> <li>Understand remuneration mechanisms within a</li> </ul>



Module	Learning objectives	Learning outcomes
	<ul style="list-style-type: none"> <li>• To understand the primary function of the financial budget</li> <li>• To understand the Financial forecasts. Medium- and long-term forecasts</li> <li>• To discover the main sources for financing an enterprise</li> <li>• To use a Manage remuneration systems: revenues, profits, dividends</li> </ul>	<p>corporate enterprise: revenues, profits, dividends</p> <ul style="list-style-type: none"> <li>• Identify a manage financial risk</li> <li>• Understand the budget of a social enterprise</li> </ul>

*Table 4 Learning objectives and outcome*





### 3.4 Certification of attendance

A Certificate of Competency is awarded to teachers participating in at least 75% of the activities.

The “Certificate in business cooperative education” is issued to all teachers who actively participated in the Course (both on-line and off-line activities).

The national tutor (representatives of partner organizations) are responsible for monitoring and recording the activities of course participants both in presence and at distance.

## 4. EntreComp

The Entrepreneurship Competence Framework ([EntreComp](#)) intended to produce a common definition of "entrepreneurship" which would help establish a bridge between the worlds of education and work and could be used as a reference for any initiative aimed at promoting and supporting entrepreneurship learning.

Entrecomp consists of 3 interconnected competences areas: Ideas and Opportunities, Into Action, Resources.

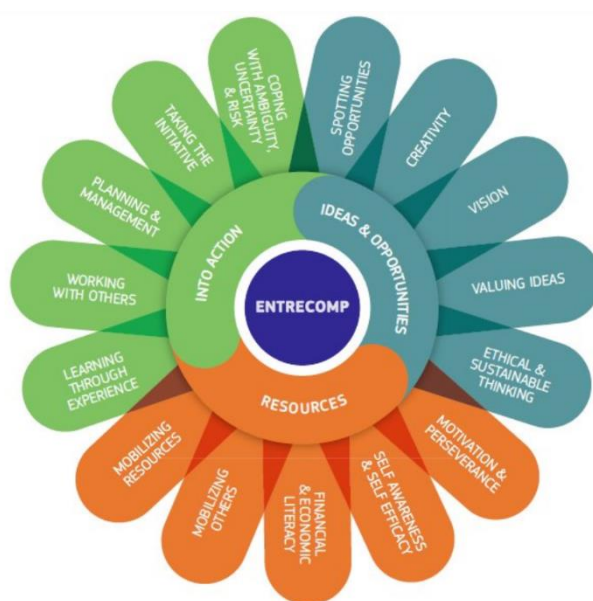


Figure 2 Entrecomp model

Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence. The framework develops the 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes. The framework can be used as a basis for the development of curricula and learning activities fostering entrepreneurship as a





competence. Also, it can be used for the definition of parameters to assess learners' and citizens' entrepreneurial competences.







Competence areas	Competences
<b>1. Ideas and opportunities</b>	1.1 Spotting opportunities
	1.2 Creativity
	1.3 Vision
	1.4 Valuing ideas
	1.5 Ethical and sustainable thinking
<b>2. Resources</b>	2.1 Self-awareness and self-efficacy
	2.2 Motivation and perseverance
	2.3 Mobilizing resources
	2.4 Financial and economic literacy
	2.5. Mobilizing others
<b>3. Into action</b>	3.1 Taking the initiative
	3.2 Planning and management
	3.3 Coping with uncertainty, ambiguity and risk
	3.4 Working with others
	3.5. Learning through experience

Table 5 *EntreComp Areas*

The table below shows the matching between the ScoopConSS Training Modules and the EntreComp competences.





Module	EntreComp Competence(s)
M1	1.1; 1.3; 1.5
M2	1.1; 1.2; 1.4; 3.2
M3	1.1; 2.2; 2.4; 3.2
M4	1.3; 2.4; 3.2
M5	2.2
M6	3.1; 3.2; 3.3; 3.4; 3.5
M7	1.1; 1.2; 1.3; 2.2; 2.3; 2.5; 3.1; 3.2; 3.4
M8	1.3; 2.4; 3.1; 3.2; 3.3
M9	1.2; 1.4; 3.4
M10	2.4; 3.3; 3.5

*Table 6 Matching between training modules and EntreComp competence*

## 5. Annex







## 5.1 SCoopConSS Modules design

MODULE 1: Introduction to social entrepreneurship EntreComp: 1.1; 1.3; 1.5		
<b>Summary</b>	<p>A social enterprise is a private organisation which, on a permanent basis and principally, carries out an economic activity of social utility. This type of organization comes to be included within those that move in the Third Sector</p> <p>The module aims to clarify which are the characteristics that differentiate a social enterprise from other enterprises, focusing in particular on cooperative social system which by its nature is always attributable to social enterprise. The difficulties of this particular type of enterprise will be analysed in relation to the others. It will be clarified which are intervention areas of social enterprise</p>	
<b>Learning Objectives</b>	<p>To understand the concept of social entrepreneurship</p> <p>To understand the differences between social enterprise and other types of enterprise</p> <p>To define possible fields of intervention of a social enterprise</p> <p>To discover the ethical, legal, social, economic impact of social entrepreneurship</p>	
<b>Learning Outcomes</b>	1. Identify diverse understandings of the concepts of social entrepreneurship	1 hour
	2. Identify social enterprises particularities in relation to other business models	1 hour
	3. Compare the differences in social enterprises between European countries	1 hour
	4. Identify the values of cooperative system	1 hour
	5. Recognize social enterprises' areas of intervention	1 hour
	6. Understand the theoretical framework of social impact	1 hour
	7. Critically examine the advantages and disadvantages	1 hour
<b>Teaching/Learning Activity</b>	<p>Webinar</p> <p>Self-study</p> <p>Literature Review</p> <p>Case study</p>	





<b>Learning Contents</b>	Defining social enterprise borders	
	Social enterprises: key features and fields of intervention	
	Conceptual framework	
	Social enterprises and their ecosystem in Europe	
<b>Assessment</b>	Attendance	Assessment Tasks:
	Participation	Assignments
	Evaluation	Ongoing evaluation
		Assessment (test/quizzes)
<b>To go further</b>	<a href="#">What is social entrepreneurship?</a>	
	<a href="#">Introduction to social entrepreneurship</a>	
	<a href="#">Social enterprises and their ecosystems in Europe</a>	



**MODULE 2: Tools and approaches for the implementation and management of innovation projects with a high social impact**  
**EntreComp: 1.1; 1.2; 1.4; 3.2**

<b>Summary</b>	New technologies and new intervention paradigms have also revolutionized the social economy scenario. There is talk of social innovation where technologies and intervention models generate a value impact on the quality of life of a community or a system. It follows that social innovation projects can no longer be approached with the traditional tools of the classical social economy (which refers to traditional economic tools: social business plan, linearity of action/ result) but they require reasoning in terms of the value of the proposal (value proposition) and its social impact.	
<b>Learning Objectives</b>	<p>To discover innovative social design tools</p> <p>To use Business Model Canvas by Alexander Osterwalder</p> <p>To discover Business model variants for projects</p> <p>To build the social impact assessment</p>	
<b>Learning Outcomes</b>	1. Understand the essential elements of social planning	1 hour
	2 Learn about the features of social innovation: new partnerships, new skills and new technologies	1 hour
	3. Understand how to apply the model of the Business Canvas (the 9 elements of the model) by A. Osterwalder	2 hours
	4. Explore the social innovation models	1 hours
	5. Build a Business Model Canvas and a Business Plan	1 hours
	6. Discover the main approaches to social impact assessment	1 hour
<b>Teaching/Learning Activity</b>	<p>Webinar</p> <p>Self-study</p> <p>Literature Review</p> <p>Case study</p> <p>Brainstorming</p>	
<b>Learning Contents</b>	<p>Introduction to Social planning: core elements and features</p> <p>The Business Model Canvas as strategic management tool to define and communicate a business idea</p> <p>Introduction to the Business Plan: a roadmap that outlines goals and details how you plan to achieve those goal</p> <p>Identify and manage the social impacts of your project</p>	





<b>Assessment</b>	Attendance Participation Evaluation	Assessment Tasks:  Assignments  Ongoing evaluation  Assessment (test/quizzes)
<b>To go further</b>	<a href="#">Business Model Canvas</a>  <a href="#">Video – What is a Business Plan?</a>	







## MODULE 3: Legal status and tax rules of the social enterprise

EntreComp: 1.1; 2.2; 2.4; 3.2

<b>Summary</b>	<p>Ad hoc legal forms for social enterprise began to be adopted by European legislatures in the 1990s. Several EU countries have laws specifically dedicated to the phenomenon of the social enterprise. Imposing specific identities on social enterprises, legislatures do not constraint their freedom uselessly; rather, they enable such enterprises to affirm and make their distinct identities visible</p> <p>This module aims to clarify the legal status of social enterprises in different European countries. In addition, it will be clarified what are the rules of taxation in European countries. The module will analyze the advantages and disadvantages that legal status and taxation of social enterprise allow to have compared to other companies.</p>
<b>Learning Objectives</b>	<p>To define the legal status of social enterprise</p> <p>To explore the legal status of social cooperation</p> <p>To understand legal status differences between social enterprise, social cooperative and classical enterprise.</p> <p>To identify tax rules of social enterprise/ social cooperative</p> <p>To understand taxation rules differences between social enterprise, social cooperative and classical enterprise</p>
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Identify what is a social enterprise</li> <li>2. Discover the general, sectoral and specific legislation, regulation and guidelines to set up and star up a social enterprise and a cooperative</li> <li>3. Compare social enterprise legal status of various European countries</li> <li>4. Identify the general, sectoral and specific of social enterprise and cooperative</li> <li>5. Compare social enterprise tax rules of various European countries</li> <li>6. Understand the advantages and disadvantages that legal status and taxation of social enterprise allow to have</li> </ol>
<b>Teaching/Learning Activity</b>	<p>Webinar</p> <p>Self-study</p> <p>Literature Review</p> <p>Case study</p> <p>Brainstorming</p>





	Business simulation	
<b>Learning Contents</b>	<p>Social enterprise borders and patterns of evolution</p> <p>Timeline of social enterprise recognition</p> <p>National definitions of social enterprise</p> <p>Legal framework</p> <p>Tax regulation and social enterprise</p>	
<b>Assessment</b>	<p>Attendance</p> <p>Participation</p> <p>Evaluation</p>	<p>Assessment Tasks:</p> <p>Assignments</p> <p>Ongoing evaluation</p> <p>Assessment (test/quizzes)</p> <p>Business simulation</p>
<b>To go further</b>	<p><a href="#">Social enterprises and their ecosystem in Europe</a></p>	

#### MODULE 4: Financial needs and how to find economic resources

EntreComp: 1.3; 2.4; 3.2

<b>Summary</b>	<p>One of the biggest challenges of starting a new business is making sure you'll have enough money to see you through the challenging first months. Without adequate financial resources, a new business will have a hard time finding its footing. Entrepreneurs also need to be realistic about how long it will take for revenues to catch up to costs.</p> <p>This module intends to define a correct way to analyze the company initial expenses and to create therefore a cost analysis. the module will clarify also as it is possible to look for the economic resources for new social enterprise start-up.</p>
<b>Learning Objectives</b>	<p>To identify the costs of setting up a new social enterprise</p> <p>To structure a cost analysis</p>





	<p>To identify the economic risks of the start-up phase</p> <p>To enhance the value of social enterprise in the start-up phase</p> <p>To identify the channels to find the economic resources needed to start your social enterprise</p>	
<b>Learning Outcomes</b>	1. Identify the critical aspects of the start-up phase	
	2. Identify social firm's competitive and structural risks	1 hour
	3. Run a cost analysis	2 hours
	4. Identify how to enhance your idea	1 hour
	5. Recognize the channels through a social enterprise can be financed	1 hour
	6. Manage your initial resources	1 hour
<b>Teaching/Learning Activity</b>	<p>Webinar</p> <p>Self-study</p> <p>Literature Review</p> <p>Case study</p> <p>Brainstorming</p> <p>Business simulation</p>	
<b>Learning Contents</b>	<p>Setting up a social enterprise: requirements and steps to follow</p> <p>How to run a cost analysis for your social enterprise</p> <p>Have a clear social mission</p>	





	Figure out the financials	
<b>Assessment</b>	Attendance Participation Evaluation	Assessment Tasks: Assignments Ongoing evaluation Assessment (test/quizzes) Business simulation
<b>To go further</b>	<a href="#">How to start up a social enterprise in 10 steps</a> <a href="#">Promoting social enterprise financing</a>	

## MODULE 5: Human resources in social enterprise

### EntreComp: 2.2

<b>Summary</b>	<p>Innovation, inclusion and human resources are the cornerstones of a social enterprise. The centrality of human figure should apply to every enterprise, but is even more so in social enterprises for which is fundamental not only the boost of economic interest (maximising profit principle) but also the motivation of individuals to achieve their own institutional goal</p> <p>This module aims to define the legislative framework for recruitment and management of human resources. Fundamental is the ability to involve its own resources with social mission and vision. This module also aims to identify the best theories and techniques of HR management besides making both vertical and horizontal communication central.</p>
<b>Learning Objectives</b>	<p>To define the policies, guidelines and operational plan for HR Selection and Management</p> <p>To discover the General, sectoral and specific labour legislation, regulation, guidelines, codes of practice</p> <p>To understand how to use Social enterprise's mission, vision and value as a framework for human resources management</p> <p>To enhance Communication and human relation</p>





	To identify HR management theories, methods and techniques to guide, verify, implement and improve them	
<b>Learning Outcomes</b>	1. Discover the policies, guidelines and operational plan for HR Selection and Management	1 h o u r
	2. Explore the general, sectoral and specific labour legislation, regulation, guidelines, codes of practice	1 h o u r
	3. Compare legislation in European countries	1 h o u r
	4. Identify social enterprise's mission, vision and value as a framework for HR management	1 h o u r
	5. Explore communication and human relation: theories, methods and techniques	2 h o u r s
	6. Discover HR management theories, methods and techniques	1 h
<b>Teaching/Learning Activity</b>	Webinar Self-study Literature Review Case study Brainstorming Business simulation	





<b>Learning Contents</b>	<p>Introduction to HR Selection and its techniques</p> <p>HR theories</p> <p>Course functions of HR Management</p> <p>Employee resourcing</p> <p>Recruitment and selection</p> <p>Performance management</p>	
<b>Assessment</b>	<p>Attendance</p> <p>Participation</p> <p>Evaluation</p>	<p>Assessment Tasks:</p> <p>Assignments</p> <p>Ongoing evaluation</p> <p>Assessment (test/quizzes)</p> <p>Business simulation</p>
<b>To go further</b>	<p><a href="#">Core functions of HR Management</a></p> <p><a href="#">Fundamentals of HR Management</a></p>	

<b>MODULE 6: Working Group Management</b> <b>EntreComp: 3.1; 3.2; 3.3; 3.4; 3.5</b>	
<b>Summary</b>	<p>Working Groups are at the heart of cooperation for collective impact: Working groups (also called task forces, community action networks, strategy teams, and a variety of other names) are where participants come together to give and share their time, expertise, passions and lived experiences to help develop and implement strategies. Collective impact initiatives create opportunities for many people to be involved through various groups and levels of engagement.</p>
<b>Learning Objectives</b>	<p>To understand the benefits of cooperation and sharing views and experiences</p>





	<p>To organize and manage a working group</p> <p>To build a culture of collaboration</p> <p>To come to move from system thinking to practice</p> <p>To share the results</p>	
<b>Learning Outcomes</b>	1. Focus the scope of the working group on the basis of the available data	1 hour
	2. Build a collaborative process: prepare group work, summaries discussions and decisions, share progress and results	2 hours
	3. Develop an effective collaborative strategy (sharing context analysis, learning from attempts and experience, increasing sharing, etc.)	2 hours
	4. Explore different implementation strategies (identifying resources, feeding relationships, widening sharing to new members, building feedback on updating, measuring progress, etc.)	1 hour
	5. Learn to include different perspectives, identify trends, understand the needs and opportunities,	1 hour
<b>Teaching/Learning Activity</b>	<p>Webinar</p> <p>Self-study</p> <p>Literature Review</p> <p>Case study</p> <p>Brainstorming</p>	
<b>Learning Contents</b>	<p>Basics of team work and collaboration</p> <p>Build collaborative teams</p> <p>System thinking</p>	
<b>Assessment</b>	<p>Attendance</p> <p>Participation</p> <p>Evaluation</p>	<p>Assessment Tasks:</p> <p>Assignments</p> <p>Ongoing evaluation</p>





		Assessment (test/quizzes)
<b>To go further</b>	<a href="#">Guide to Trend Mapping</a> <a href="#">Tools for Supporting Systems Thinking and Change</a> <a href="#">Promoting Participation Among Diverse Group</a> <a href="#">What is system thinking?</a>	

<b>MODULE 7: Building Successful Partnerships</b> <b>EntreComp: 1.1; 1.2; 1.3; 2.2; 2.3; 2.5; 3.1; 3.2; 3.4</b>		
<b>Summary</b>	Working in partnership across different disciplines and sectors is vital to understand the context of social challenges and develop appropriate solutions. Working on social development can add specific approaches. These include finding the right partners in other sectors, overcoming cultural and language differences, creating equitable relationships, and developing effective communications.	
<b>Learning Objectives</b>	To define the stakeholders of a given social challenge To identify project partners strategically To manage a partnership both at the planning and management stage of the intervention To define the roles and responsibilities of each partner To formally manage the relationship between partners	
<b>Learning Outcomes</b>	1. Identify and involve the different stakeholders	1 hour
	2. Identify and involve project partners. Project partners, partner partners and simple service providers. The Partnership Agreement and other forms of partnership	2 hours
	3. Manage an effective partnership strategy: kick off meetings, progress status, partial and total reporting, tools.	2 hours







	4. Coordinate a work in partnership, sharing	2 hours
<b>Teaching/Learning Activity</b>	Webinar Self-study Literature Review Case study Brainstorming	
<b>Learning Contents</b>	Identification and management of a partnership	
<b>Assessment</b>	Attendance Participation Evaluation	Assessment Tasks: Assignments Ongoing evaluation Assessment (test/quizzes)
<b>To go further</b>	<a href="#">Improving the management of complex business partnerships</a>	

<b>MODULE 8: Building a Business Plan</b> <b>EntreComp: 1.3; 2.4; 3.1; 3.2; 3.3</b>	
<b>Summary</b>	<p>For any business initiative, the Business Plan is a fundamental management tool, a programmatic, strategic and analytical document with many purposes:</p> <p>To be a strategic guide, of processes and objectives that you expect to achieve, in the short and medium term that allow you to identify the best path to business success.</p> <p>Identify and assess the strengths and weaknesses of the business idea and thus identify viable alternative strategies.</p> <p>Provide background information to construct the financial structure and provide detailed information to quantify the net financial needs, indicating the sources of financing needed to cover the needs.</p>
<b>Learning Objectives</b>	To build a business plan from the business model





	<p>To describe business plan and economic business plan</p> <p>To learn the elements of strategic marketing</p> <p>To frame the business plan within a time projection to 5 years</p>	
<b>Learning Outcomes</b>	1. Define a business plan in its founding elements	1 hour
	2 Develop an Executive summary	1 hour
	3. Describe the company and products and services	1 hour
	4. Frame the context and scenario of the business idea	1 hour
	5. Develop a Strategic marketing strategy	1 hour
	6. Use operational plan	1 hour
	7. Develop a three-year financial plan	1 hour
<b>Teaching/Learning Activity</b>	<p>Webinar</p> <p>Self-study</p> <p>Literature Review</p> <p>Case study</p> <p>Brainstorming</p>	
<b>Learning Contents</b>	<p>Business Plan: purposes and features</p> <p>Business Plan design, implementation and testing</p>	
<b>Assessment</b>	<p>Attendance</p> <p>Participation</p> <p>Evaluation</p>	<p>Assessment Tasks:</p> <p>Assignments</p> <p>Ongoing evaluation</p> <p>Assessment (test/quizzes)</p>
<b>To go further</b>	<a href="#">How To Write A Business Plan: A Comprehensive Guide</a>	





MODULE 9: Marketing and communication strategies and tools EntreComp: 1.2; 1.4; 3.4		
<b>Summary</b>	Marketing communication tools are a set of diversified programs designed to communicate effectively with the target audience. Any good marketer knows the importance of using more suitable marketing communication tools for specific marketing campaigns in order to reach your audience at various stages of the marketing funnel and through different channels. Deciding on the best way to use these tools to effectively reach the audience is the marketing communication strategy, which is essential to resonate and spread your message.	
<b>Learning Objectives</b>	<p>To know the techniques of advertising and sales promotions</p> <p>To understand the function of social media</p> <p>To understand Direct Mailing techniques and use of catalogues</p> <p>To create Email campaigns and newsletters</p> <p>To promote products: Fairs, webinars and seminars</p> <p>To develop a brand management</p>	
<b>Learning Outcomes</b>	1. Discover the essential elements of a communication and marketing strategy	1 hour
	2. Learn how to raise awareness through ads	1 hour
	3. Identify Communication Above the Line, Through the line, Below the line	1 hour
	4. Create promotions and sales	1 hour
	5. Explore the main social media and functions related to marketing	1 hour
	6. Identify the lead nurturing	1 hour
	7. Develop ad E-mail marketing	1 hour
	8. Use the Analogical communication	1 hour
	9. Understand the pillars of brand management and	1 hour
<b>Teaching/Learning Activity</b>	<p>Webinar</p> <p>Self-study</p> <p>Literature Review</p> <p>Case study</p> <p>Brainstorming</p>	





<b>Learning Contents</b>	<p>Key features of communication and marketing strategy</p> <p>Raise awareness campaign: definition and implementation</p> <p>Facebook, Instagram, LinkedIn: the power of social media marketing</p> <p>Lead nurturing strategy: definition and tools</p> <p>Brand management and reputation building</p>	
<b>Assessment</b>	<p>Attendance</p> <p>Participation</p> <p>Evaluation</p>	<p>Assessment Tasks:</p> <p>Assignments</p> <p>Ongoing evaluation</p> <p>Assessment (test/quizzes)</p>
<b>To go further</b>	<p><a href="#">What Is Marketing Communication Strategy?</a></p> <p><a href="#">Brand reputation</a></p>	

<b>MODULE 10: Financial need and estimated budget</b> <b>EntreComp: 2.4; 3.3; 3.5</b>	
<b>Summary</b>	<p>Budget and financial forecasting are tools that companies use to establish a plan based on where management wants to take the company, which is the budget, and whether it's going in the right direction, which is financial forecasting.</p> <p>The coverage of the financial needs must be sought through sources internal or external to the holding. In the first case through the flow generated by the management, or as a result of the realization operations, then through the positive achievement of revenues that allows us to face costs (endofinancing).</p> <p>In the second case using the loan: the company may seek financing from third parties (banks, or credit institutions)</p>
<b>Learning Objectives</b>	<p>To make a Budget: estimates of revenues and expenses; expected cash flows; expected debt reduction.</p> <p>To develop a Financial budget. What it is and how it is prepared</p> <p>To understand the primary function of the financial budget</p> <p>To understand the Financial forecasts. Medium- and long-term forecasts</p>





	<p>To discover the main sources for financing an enterprise</p> <p>To use a Manage remuneration systems: revenues, profits, dividends</p>	
<b>Learning Outcomes</b>	1. Understand the structure and characteristics of a business plan	1 hour
	2. Understand business budgeting	1 hour
	3. Identify and understand the different sources of financing of an undertaking	1 hour
	4. Understand remuneration mechanisms within a corporate enterprise: revenues, profits, dividends	1 hour
	5. Identify a manage financial risk	1 hour
	6. Understand the budget of a social enterprise	1 hour
<b>Teaching/Learning Activity</b>	<p>Webinar</p> <p>Self-study</p> <p>Literature Review</p> <p>Case study</p> <p>Brainstorming</p> <p>Practical activities</p>	
<b>Learning Contents</b>	<p>Budgets and forecasts</p> <p>Financial forecast: start-up costs; sales; expenses; cost of goods sold (COGS); cash flow</p> <p>Financial risk management</p>	
<b>Assessment</b>	<p>Attendance</p> <p>Participation</p> <p>Evaluation</p>	<p>Assessment Tasks:</p> <p>Assignments</p> <p>Ongoing evaluation</p> <p>Assessment (test/quizzes)</p>
<b>To go further</b>	<p><a href="#">Budget and forecasts</a></p> <p><a href="#">Financial risk management</a></p>	





## 5.2 Business Model Canvas (NeXt Canvas)

<b>1) Problem (territory, civil economy and 2030 Agenda)</b> At local/national level: identify 3 major social/economic – environmental – cultural issues you want to tackle At international level: Which of the 17 SDGs of the Agenda 2030 are the chosen ones as guidelines for the cooperative At cultural level: which principle of the Civil Economy you want to realize				
<b>10) Key metrics</b> At local/national level: reference indicators to understand if you are moving in the right directions to solve the issues identified in your area. At international level: keep as a reference point if and to what extent you are responding to the Civil Economy principles and the indicators of the Sustainable Development Goals Agenda	<b>4) Solutions</b> Top 3 solutions	<b>3) Value offer</b> Single and clear message explaining why the proposal is unique and should be successful	<b>5) Unfair advantage</b> What cannot be copied or purchased	<b>2) Portion of consumers</b> Target clients and users
	<b>6) Activities, Resources and Key partners</b> Activities, human/technical resources and key partners to start up the idea		<b>11) Selling channels</b> How to reach, in a traditional or innovative way, the target group	
<b>8) Costs structure</b> Costs for clients/users' acquisition, Distribution costs, Hosting, People, tools, etc..		<b>7) Revenue streams</b> Average price you intend to sell your service/product, revenues, Break Even Point,		
<b>9) Innovation accounting</b> What are the social and environmental benefits for the territory and the community foreseen by the activities?				
<b>12) Validated learning</b> First experimentation or prototype to be realized with the most sensible clients (early adopters) to acquire quantitative and qualitative information				
<b>13) Balance for Sustainable Development</b> Report on the impact of the activities linked to one or more objectives of the 17 Goals of the Agenda 2030				





## 5.3 Guidelines and Template for project-based activities

What follows sets out an assignment which is intended to help SCooPConSS users apply in their classroom what they have learned from the SCooPConSS online training and self-directed learning programme based on the OER database.

This particular Assignment covers: “Collaboratively developing and designing a Learning Activity to be piloted in the classroom”.

The idea is that teachers, after having participated to the online sessions, will work collaboratively with other teachers in order to design, test and evaluate a Learning Activity focusing on specific thematic area(s) of the Curriculum.

### Structure of the Assignment

	Co-design	Implementation	Evaluation
Process' duration	4 hrs	5 hrs	1 hrs
Participants	Teachers	Teachers/students	Teachers/students

The Assignment's duration is max 10 hours, including dynamic evaluation by the part of the students.

**STEP 1** Co-design: the teachers share a vision and a set of expectations about what will be the outcomes for their classroom at the end of the learning activity. They want to put this vision into a template so they can have a clear representation of learning objectives, tasks, results and evaluation.

**STEP 2** Implementation: the teachers will implement the activity in their classroom.

**STEP 3** Evaluation: the teachers will have conceived a participatory and dynamic evaluation that can be focused on few dimensions, as perceived by the participants: satisfaction, usefulness, quality of the activity's organization etc.

### Tips for teachers:

- Keep a diary of board





## Learning Activity template

Info on the Classroom	
Name of the School	
Country -City	
Name of Teacher 1	
Name of Teacher 2	
Age of students	
Number of students	
Other Relevant info	e.g. 1 special need student
Topics (based on the Modules)	Learning Objectives
e.g. SOCIAL ENTREPRENEURSHIP	Enable participants to have an understanding of social economy, social entrepreneurship and social enterprise concept.
Info on the activities	
Duration	Time allocation: 1 hour 30 minutes
Methodology (independent learning, group work etc)	Methodology: Discussion and brainstorming
Learning Style (ie. active learning, cooperative learning etc)	Cooperative learning, discussion, interactive
Equipment	Handouts, board, projector (if videos are shown)
Structure of the Activity	
Process:  e.g. 1.Introducing Social economy 2. Introducing Social Entrepreneurship	







In a small group:

Ask participants to explain what they have understood in the session, to discuss what they understand by “social enterprise”. How would they define it?

Ask them to develop a one sentence statement which they could use as a response if someone asked them what the term meant.

Ask participants to compare business enterprises with social enterprises

#### Evaluation Methodology

Dynamic evaluation activity, see examples in:

[http://www.betterevaluation.org/en/using\\_the\\_BetterEvaluation\\_Rainbow\\_Framework](http://www.betterevaluation.org/en/using_the_BetterEvaluation_Rainbow_Framework)

