LOCALCHANGE.EU

TEACHING AND LEARNING SOCIAL ENTREPRENEURSHIP

A BLENDED LEARNING MODEL

Contents

Welcome

This document summarizes the main findings of the ERASMUS+ Strategic Partnership 'Social Entrepreneurship for Local Change (SELC)'. The SELC project was running from September 2015 to August 2018 as a 5 universities cooperation. It further involved three NGO partners from the Social Entrepreneurship Sector.

Improving the quality and relevance of higher education is the overall goal of the ERASMUS+ programme. The SELC project contributed to this goal by addressing two horizontal priorities: Promoting entrepreneurship education and social entrepreneurship among young people and supporting the implementation of the 2013 Communication on Opening Up Education. Addressing these two priorities came ideally together in a European, interdisciplinary and cross-sectoral blended learning concept, which is the principal output of this project.

We have divided this report into two parts. In the first part we have summarized the main strategic goals of this project, which obstacles we have encountered, which main achievements have been made and how all of this has eventually come down to the institutions and their study programmes. This second part is primarily addressed to higher education teaching staff. The goal of this report is to illustrate how we have designed a social entrepreneurship blended learning model in an international and interdisciplinary setting, implemented across institutional boundaries. This involved two relevant dimensions. First, how we have conceptualised a process for entrepreneurial learning in the context of social innovation. And second, how we have used the internet for bridging national and institutional boundaries.

The report is therefore not only informative for anyone interested in social entrepreneurship education. You may find this report also interesting if you are teaching a different subject and if you want to learn how student-centred and interactive learning scenarios can be implemented with the help of the internet.

In both cases we hope that you will find our approach inspiring and that this documentation helps you to further develop your own teaching practice.

01 Prototyping during the first intensive study programme at ASE Bucharest in May 2016.

02 The SELC consortium at the 5th international project meeting at Christian-Albrechts-Universität zu Kiel in November 2017.

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Our SELC Consortium
from 09/2015 - 08/2018

Coordinating Institution
HfWU Nürtingen-Geislingen, Germany
Centre for University Didactics

Partner Institutions
Germany
Christian-Albrechts-Universität zu Kiel
Heldenrat e.V. (NGO)

Netherlands
Van Hall Larenstein University of Applied Sciences - VHL

Estonia
Estonian University of Life Sciences - EMU
Estonian Social Entrepreneurship Network - SEV (NGO)

Romania
Bucharest University of Economic Studies - ASE
Odaia Creativa - The Creative Room (NG0)

Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen · Eesti Maaülikool Estonian University of Life Sciences · Sotsiaalsete Ettevötete Vörgustik · CREATIVA · C|A|U Christian-Albrechts-Universität zu Kiel · heldenrat Beratung für soziale Bewegungen e.V. · van hall larenstein university of applied sciences

What is Social Enterprise?

01

" Social enterprises deliver solutions that are bigger, better, bolder and fit for the twenty-first century.

Social enterprise lies at the heart of the social economy and is an exciting and innovative way to earn money either as an employee of a social enterprise, or as a self-employed person, i.e., a social entrepreneur.

Social enterprise is a dynamic way of doing business that can transform communities and drive profound and lasting social change. As businesses which maximise community benefit over personal/company financial gain, social enterprises deliver solutions that are bigger, better, bolder and fit for the twenty-first century.

Bigger because they deliver joined-up social, environmental and economic outcomes, better because they are community-focused and sustainable, and bolder because their independence enables social enterprises to be innovative and ambitious.

Social enterprises are businesses that trade in the market for a social purpose and it is broadly accepted that social enterprises have three common characteristics:

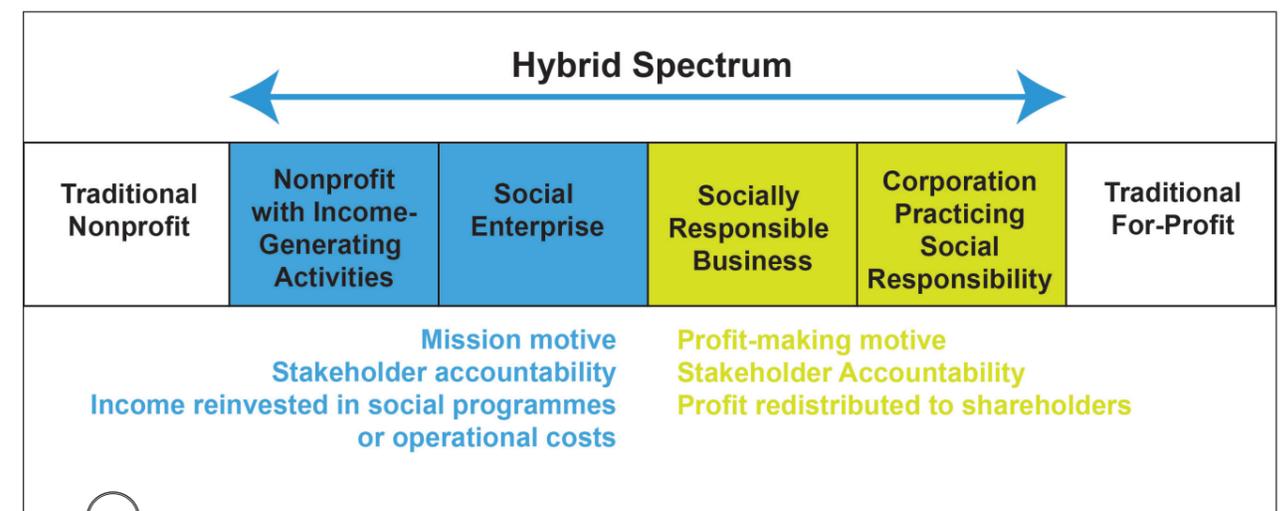**Explicit social and environmental aims:** There is a clear social/environmental purpose which drives the organisation or business. This explicit social and/or environmental aim is core to the activities, rather than incidental. Any profit that the business makes is reinvested into the purpose of the social enterprise.

Commercial activity: The venture will aim to derive a significant portion (more than 50%) of its income from commercial contracts or the sale of goods and services to a market. The organisation may still however generate income from a variety of other sources such as local authority grants and donations etc.

Social ownership: There will be community accountability either through a co-operative structure or management by voluntary trustees.

There are many types of social enterprise (co-operatives, development trusts, community interest companies, employee owned businesses, credit unions, intermediate labour market companies, registered social landlords, social firms, trading arms of charities) as well as an increasing number of hybrid versions of the various approaches to social enterprise.

Hybrid Spectrum

Traditional Nonprofit	Nonprofit with Income-Generating Activities	Social Enterprise	Socially Responsible Business	Corporation Practicing Social Responsibility	Traditional For-Profit

Mission motive
Stakeholder accountability
Income reinvested in social programmes or operational costs

Profit-making motive
Stakeholder Accountability
Profit redistributed to shareholders

02

Our project journey

The project design has been determined by three major factors: Interdisciplinarity, process-orientation, digitalisation and pedagogical action research. The overall goal was to achieve a new form of practice.

ACTION RESEACH CYCLE

Current practice · Co-Design Prototype · Test Online Course + Intensive Study Programme · Observe and evaluate · Reflect + Revise · Test Online Course + Intensive Study Programme · Observe and evaluate · Reflect + Revise · Test Online Course + Intensive Study Programme · Observe and evaluate · Reflect + Document · New practice

► Project Activities ►►

Year 1 · Year 2 · Year 3

02

DESIGN THINKING

LANDSCAPE ARCHITECTURE
Ecosystem services.
Community and identity.

URBAN PLANNING
Healthy cities. Sustainable
housing and traffic.

BUSINESS ADMINISTRATION
Financial readability.
Economic sustainability.

INTERNATIONAL MANAGEMENT
Process design.
Project management.

AGRICULTURE
Sustainable food production.
Food value chains.

REGIONAL DEVELOPMENT
Regional economy.
Endogenious potentials.

SUSTAINABILITY STUDIES
Systems thinking.
Changemaking.

RURAL TOURISM
Sustainable tourism.
Rural economy.

01

The overall goal of this ERASMUS+ project was to innovate teaching and learning practice at the higher education institutions involved. The innovation approach integrates various dimensions:

1. **Interdisciplinarity and diversity:** This is based on the assumption that innovative solutions are based on a holistic understanding of the system context that is driving and determining local challenges. This has been achieved by a disciplinary and international mix of staff, students and local stakeholders.

2. **Process-orientation:** Aligning the viewpoints of various disciplines and cultures around a jointly identified problem requires a transparent, inclusive and efficient process. The design thinking methodology has been used as a transversal tool for achieving this. It is vital that staff members are practicing these methods in a real-live context.

3. **Digitalisation:** In order to bridge institutional boundaries and spatial distance web-based learning tools have been applied to facilitate a highly interactive and student-centred course delivery. This also included a staff development process.

4. **Pedagogical action research:** our personal research goal was simply to advance our own practice. A participatory action research approach was therefore very adequate.

Our project design responds to this very practice-oriented context. The design thinking process has also been an orientation for the work of the consortium itself.
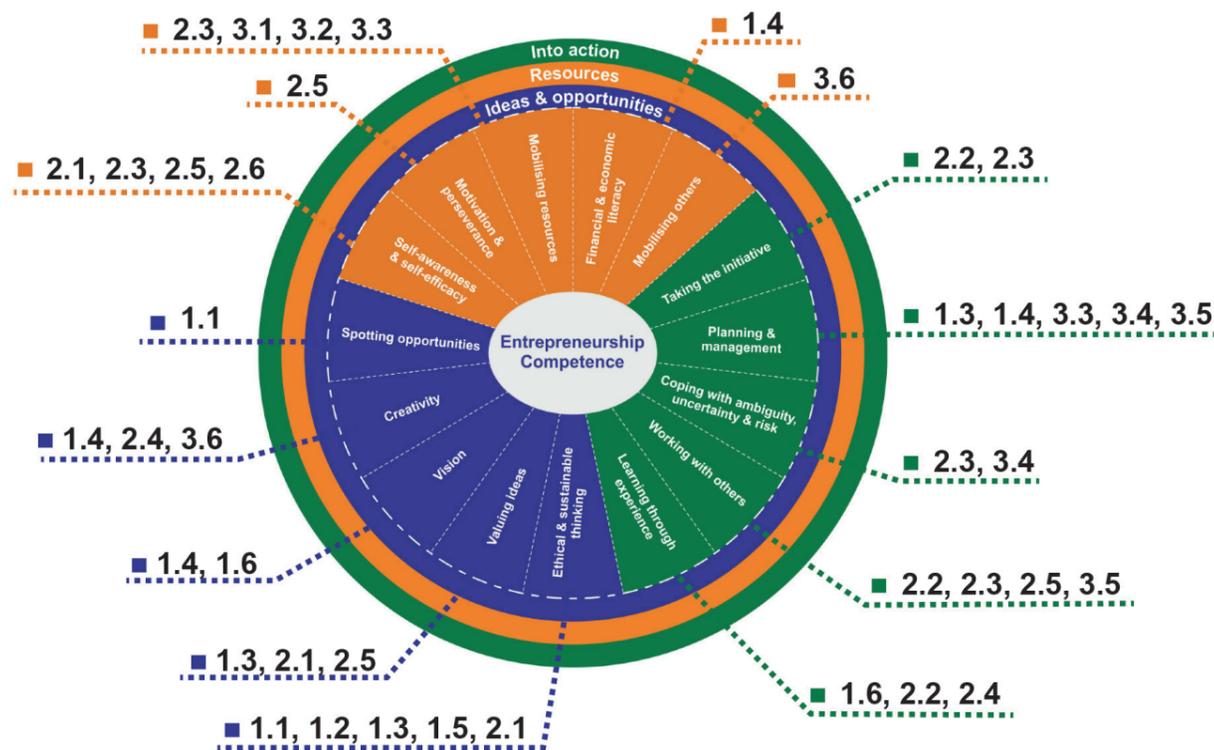
The team started with a needs analysis, identified goals and then went into rapid prototyping. The first pilot course was already being tested after 5 months of project duration. Each pilot implementation included a detailed evaluation of the user experience and their competence development. Evaluation findings were analysed and presented by members of the NGO Heldenrat e.V., as part of their responsibility for the overall monitoring of this project.

This testing-evaluating-revising cycle has been repeated three times within the lifetime of the project. This process has led to a substantial evolution of knowledge, skills and competence which eventually constitutes the foundation for advancing teaching and learning practices.

01

This model shows which study programmes have been involved in designing and implementing the course and which specific expertises and viewpoints the contributed to the process. The design thinking methodology helped aligning the diversity in a joint process. Graphic based on a templated designed by Freepik.

02

Process of activities within the lifetime of the project leading from one state of practice to an advanced state of practice. The action research cyclce builds an observation and development framework.

Competences and Learning Objectives

- 2.3, 3.1, 3.2, 3.3
- 2.5
- 2.1, 2.3, 2.5, 2.6
- 1.1
- 1.4, 2.4, 3.6
- 1.4, 1.6
- 1.3, 2.1, 2.5
- 1.1, 1.2, 1.3, 1.5, 2.1
- 1.4
- 3.6
- 2.2, 2.3
- 1.3, 1.4, 3.3, 3.4, 3.5
- 2.3, 3.4
- 2.2, 2.3, 2.5, 3.5
- 1.6, 2.2, 2.4

Learning objectives and competence framework of the SELC Course

ID	Keyword	Competence full description
1. Subject-specific competences		
1.1	System Thinking	To know what a local social/environmental challenge is and to be able to analyze causes and effects of those from multiple perspectives.
1.2	Social Enterprise	To know what a social enterprise (SE) is and in how far it needs to be distinguished from related business models. They are aware of the role of SE in the context of contemporary societal, economic and environmental challenges.
1.3	Business Models	Be knowledgeable about different SE business models and the various fields in which they exist. To understand how these models respond to societal, economic and/or environmental challenges.
1.4	Business Design	Ability to develop a SE business model. To know about all relevant process steps and are able to apply them independently. This includes the development of business plans, financing schemes and marketing strategies.
1.5	Evaluation	The ability to assess and evaluate the effects of a social business.
1.6	Creative thinking	Ability to envision SE models in a new and unknown cultural context.
2. Social and personal competences		
2.1	Critical thinking	Critical reflection of structures, conditions and dependencies with respect to own societal context and identification of change potential and active citizenship.
2.2	Design thinking	Ability to participate actively in an interdisciplinary design thinking process
2.3	Team work	Ability for self-organized, process-oriented and interdisciplinary team work, including virtual team work
2.4	Communication	Communication and presentation skills, including English language
2.5	Self-reflection	Self-reflection through confrontation with the other (discipline, culture, local context) and increased awareness of own value schemes and interpretation patterns
2.6	Personal targets	Development of career perspectives and professional goals
3. Methodical competences		
3.1	Research	Ability to acquire relevant knowledge and information independently
3.2	Analysis	Ability to evaluate, analyse and process this information
3.3	Process design	Ability to design a working process independently and in a target- oriented way
3.4	Transfer	Ability to transfer entrepreneurial knowledge/methods to a new /unknown context
3.5	Project management	Ability to apply project management and team building methods
3.6	Presentation	Ability to communicate results to different types of audiences (subject-specific and general public) using both analog and ICT-based means of communication.

01
The circular graphic is quoted here from the Entrepreneurship Competence Framework (EntreComp, Bacigalupo et al. 2016). This framework serves as a benchmark for testing if the learning objectives of our programme match the desired scope of entrepreneurship education. All fields of the EntreComp framework link to at least one learning goal of the SELC programme.

The learning objectives and competence development goals of the SELC course have been developed collaboratively by the project partners by synthesizing their different viewpoints and preferences. In the broadest sense, this competence-oriented educational model aims to foster students' ability to combine social/environmental awareness, interdisciplinary cooperation and entrepreneurial skills in order to envision innovative business models. This qualification will ideally contribute to more active citizenship and also implies synergy with the UN Sustainable Development Goals. The course is designed to be open to all disciplines and encourage transdisciplinary approaches to local challenges. Learning objectives were classified as subject-specific, personal and methodical.

This goal setting became the basis for the design of the actual learning activiities which will be explained in the following.

Instructional Design Online Course Social Entrepreneurship for Local Change

Sequence	Identifying Challenges				Designing Ideas			Designing a Business				Evaluating Social Impact			Reporting	Assessment
Week	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8 -10	11-13
Classroom Activities	Lecture	Tutoring	Lecture	Presentation	Lecture	Lecture	Presentation	Lecture	Lecture	Tutoring	Lecture	Lecture	Tutoring	Presentation	------	------
Thematic Inputs	Social Problem Thinking		Defining Social Enterprise		Design Thinking	Business Models		Business Plan	Financing Models		Marketing Strategies	Measuring Social Impact				
Assignment 1	Find your Local Challenge															
Individual activities	Analysing system context of local challenge															
Group activities	Comparative analysis, priorisation, presentation															
Tutor activities	Team building, briefing, guidance															
Assignment 2	Social Entrepreneurship Field Research (Case Study)															
Individual activities	Field research on SE business case in own context							Refine and deepen individual field research							report	x
Group activities	Analysis across cases, presentation, wiki documentation															
Tutor activities	briefing , guidance and feedback															
Assignment 3								Design your Business								
Individual activities															report	x
Group activities								jointly develop the business plan - business + financing model, marketing, impact evaluation							report	x
Tutor activities								accompany business and financing plan development, briefing, guidance, pre-presentation								
Products				Challenges Presentation			Case study Presentation							Business Plan Presentation	3 reports	
Formative Assessment				x			x							x		
Summative Assessment																x

Relation of seminar activities to individual competence development

- System Thinking
- Social Enterprise
- Business Models
- Business Design
- Evaluation
- Creative thinking
- Critical thinking
- Design thinking
- Team work
- Communication
- Self-reflection
- Personal targets
- Research
- Analysis
- Process design
- Project management
- Presentation

Alligning learning process and digital tools

In the SELC programme we combined various web-based tools in order to facilitate as many different processes as possible.

E-Mail
Information
Announcements

Learning Management
learning materials
recordings
submissions

Social Media
Group discussion / team work
Informal communication
Socialising

Virtual Classroom
Tutoring session
Group presentations
lectures

SEMINAR WIKI
Organisation and instructions
Co-construction of knowledge
Documentation
Dissemination

01 This graphic gives an overview of the different platforms and tools we have combined in this learning scenario. The goal of this diverse setting is to provide opportunities for many different learning activities.
Graphic template by freepic.com

The social entrepreneurship online course envisions a high level of interaction, co-creation and creativity by flexible combination of processes and tools. Group processes are well thought-through, embedded in the overall learning sequence and supported by relevant ICT-Tools. The SELC online course invites participants to work themselves through three assignments, requiring both individual and group inputs.

The documentation of the assignments was supported by the SELC seminar wiki, which is a simple wiki installation based on the famous MediaWiki software, also known from Wikipedia. Each group was given a pre-structured wiki page. They started with an empty template that only contained the assignment structure. As the teams went through the seminar they gradually filled their page with all required outputs. This way, tutors, evaluators and peers could always observe the learning process and all group results were presented in a coherent and comparable format.

The synchronous sessions for lecturing, interactive exercises, tutoring sessions and group presentations were done with the virtual classroom software Adobe Connect. In addition we used the learning management system ILIAS as a platform for publishing lecture recordings and learning materials. ILIAS was also used as a closed collaboration platform for the seminar tutors and for submission of the final reports.

02 Video testimonial from Tosca Haselberger, Nürtingen-Geislingen University , on the advantages of online course delivery and the international context.

"**International virtual team work is getting more important in the business world as well, so it is important to have those kind of skills.**

We did not prescribe any specific tool for the students' individual group working processes, except for documenting on the wiki and presenting in the virtual classroom. The teams developed their own communication practices based on the tools they were using anyway such as whatsapp, facebook or skype. The seminar coordinator also used a simple mailing list for regular information on the assignment steps and the overall seminar process. On the following page we will illustrate different scenes from the virtual classroom activities.
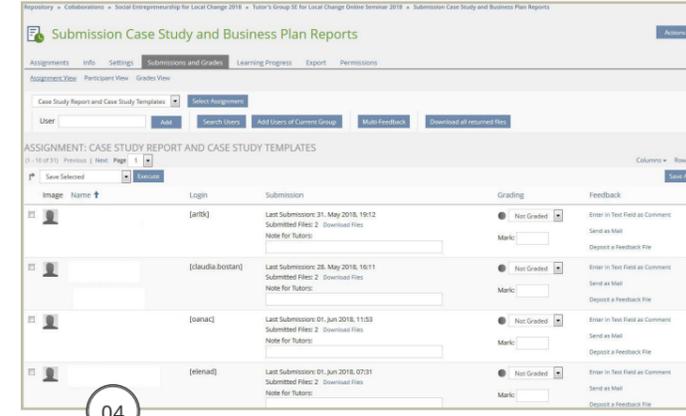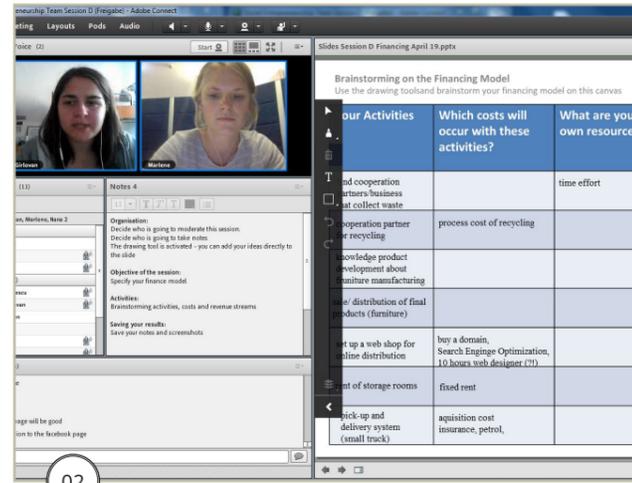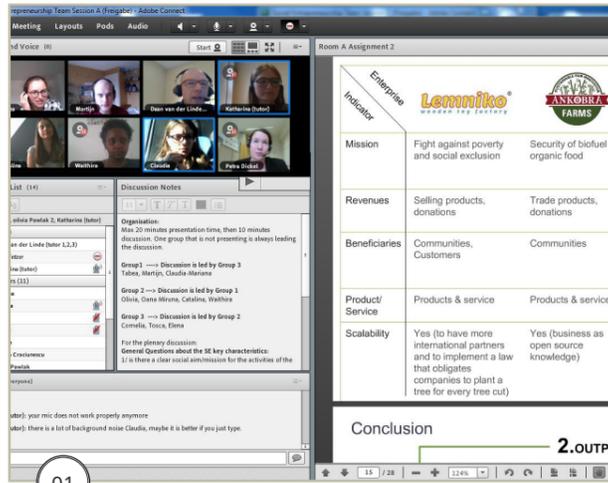

03 Opening up education: Digital delivery of the SELC programme creates a global classroom. Distribution of seminar participants in 2017.
Map created with zeemaps

Online activity patterns

This page shows some examples of how we have used different tools for supporting the online collaboration process. Examples are primarily from the virtual classroom sessions.

01

Working groups present their comparative case study analysis. Evaluators are also present and take notes. Moderators facilitate team discussion and mutual reflections.

02

Tutoring session during which a team conducts a brainstorming on the financing model of their social enterprise. The team members can write directly on the template displayed in the virtual team room.

03

Scheme of how tutors work with three different teams during a 90-minute online session in three parallel online rooms.
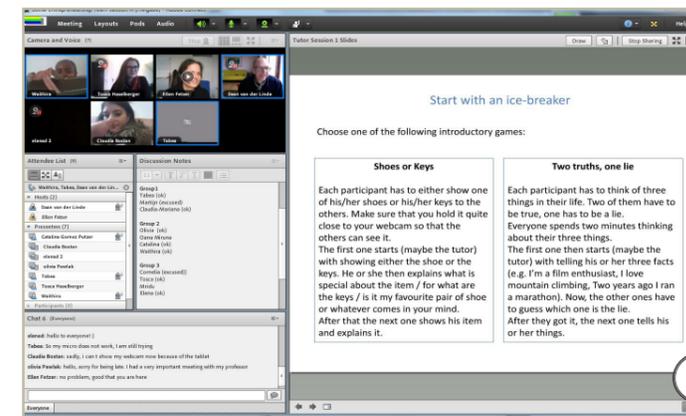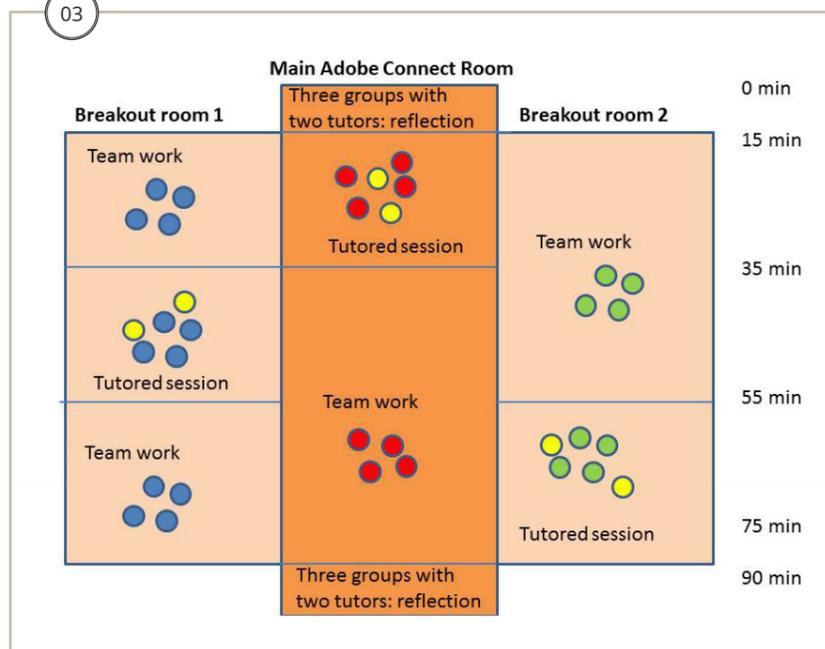
04

Example of how the learning management system ILIAS has been applied for managing the submission of final reports.

05

Adobe Connect allows for interactive polling with short sentences. This is an example from the design thinking introductory lecture

06

Sarting page for the working groups on the seminar wiki. Each team has an own documentation page that is always visible to everyone.

07

Lecture setting in Adobe Connect. This session combines a theory input by SELC lecturer Roger Evans with a presentation from a social entrepreneur Kwabena Danso from Ghana (boomers international).

08

A team building exercise at the beginning of the seminar process with group members and tutors.

Seminar assignments

In this section we will explain the three seminar assignments in more detail. The assignments have been designed in such a way that they allow for a constructive combination of individual and group processes. Assessment is both formative, for example in the form of feedback on interim presentations, and summative by giving a detailed evaluation of the final reports.
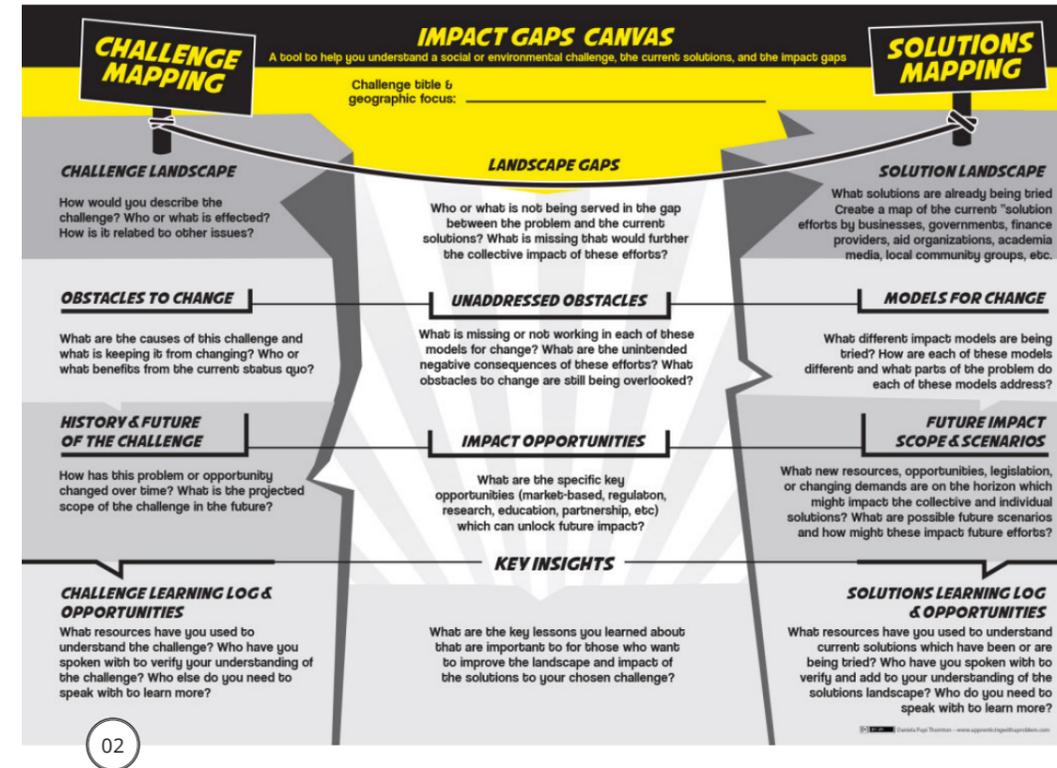
Assignment 1
Find your local challenge
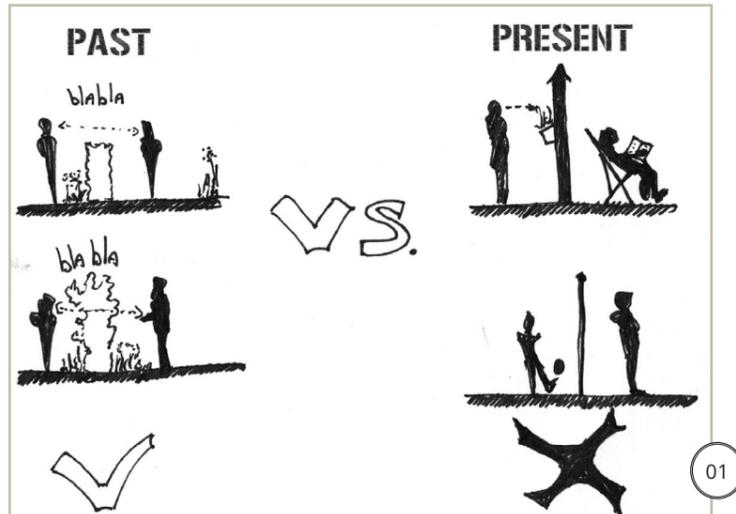
Social, economic and environmental problems appear everywhere in our everyday environment. It is in our local landscape where we as individuals are directly confronted with these problems and, ideally, also able to react. For identifying problems it is always helpful to have the 17 UN Goals for Sustainable Development (SDGs) in mind, as a global reference level. The daily living environment can be assessed against these goals and their indicators. Are our cities sustainable and inclusive? What is the impact of our consumption patterns? Do we all have equal access to healthy environments? These are a only a few example questions that can be derived from the 17 goals and transferred to our local landscapes.

The idea of the local challenge also responds to the constructivist pedagogical approach of this seminar. It is a form of participant activation and motivation at the very beginning of the learning process. Constructivist learning theory assumes that learning can only happen if an individual is able to actively link new knowledge to existing knowledge. One relevant precondition for this process is that the learner finds the new knowledge relevant. In order to support this process, SELC participants are free to choose any problem or challenge from their personal living environment as a sort of initialising statement. This way, we could also ensure that the diversity of regions and disciplinary perspectives is recognized and visible.

At the very beginning of the seminar every participant was invited to reflect on his/her local context and its specific challenges. This was supported by two inspiring videos, one introducing social problem thinking and the other presenting the concept of 'landscape as the arena of challenges'. We encouraged the participants to select a topic that really matters to them because they were going to work on it further during the seminar. The communication of this local challenge was a sort of 'entry ticket' to the online seminar as it had to be submitted before the first synchronous online session. Only participants who submitted a challenge were then grouped in teams. The submission format was a PPT slide which every-

one could design according to their own preference and style, preferably in a very graphical way. This slide was then saved in JPG-format and uploaded to the seminar wiki. The challenge identified by each participant became a very important criterion for defining the seminar working groups as we intended to group students from different countries and disciplines around similar interests.

After forming the teams based on thematically related challenges the actual group work could start which was also supported by a specific tutored session dedicated to team building and guidance on the local challenge analysis. The next working step for the teams was to better understand the system context of their local challenges. They did this with the following guiding questions:

- What are important cause-effect relationships?
- Who are the actors?
- Who is disadvantaged?
- What are the wider consequences?
- Comparative analysis: What are the differences and similarities observed in the different countries?

The teams were given a template in PPT format for presenting their local challenges and the comparative analysis during their first group presentation in the virtual classroom. This first presentation was already scheduled at the end of the second seminar week which required very fast and consistent team work right at the beginning.

A second result next to the presentation was a group decision on the one challenge which would become the teams' focus for developing the business idea and later on the business plan. This first assignment therefore requires already a complex set of competences such as observation, analysis, critical thinking, system thinking, virtual team work, time management, communication, and presentation.

01

Local challenge presented by landscape architecture student Niels de Couvreur reflecting on growing individualisation in Belgium.

02

The Impact Gaps Canvas came out of Daniela Papi-Thornton's research and is a tool that can be used by anyone who wants to understand the landscape of a problem and possibly identify some paths to how they might contribute to a solution.

http://tacklingheropreneurship.com/the-impact-gaps-canvas

Educational resources

Assignment description

Presentation template

Assessment form

Video Social Problem Thinking

Video Landscape Challenges

Assignment 2
Social entrepreneurship field research

Social entrepreneurship can be broadly defined by its two main elements: "a prime strategic focus on social impact and an innovative approach to achieving its mission" (Nicholls, 2008, p. 13). Social enterprises are acknowledged as a powerful means to tackle social and environmental challenges and thus have received growing attention in entrepreneurship research, teaching and practice.

In order to increase awareness and interest of future social entrepreneurs, courses on social entrepreneurship are increasingly taught at higher education institutions worldwide. The SELC online course is one example of how social entrepreneurship can be taught in an interdisciplinary and international manner. While a core part of this course is to teach theoretical concepts of social entrepreneurship, these concepts can be better understood if students are simultaneously required to apply their theoretical knowledge on real-world examples and challenges.

Overall, the case study assignment enables students to broaden their horizon on local initiatives and to develop an understanding about different social business models. The combination of a research- and application-based approach fosters students' problem-solving skills and their abilities to identify, evaluate and exploit social entrepreneurial opportunities Students are asked to do desk research on a local social enterprise of their own choice. The social enter-

prise should ideally work on a similar challenge as the one that was identified in assignment 1 (local challenges). For the identification strategy of a social enterprise, several recommendations are given, such as using keyword research in the internet or researching online directories and databases, e.g. Ashoka or betterplace.org (for a full list see seminar wiki). Students need to critically reflect whether the potential cases fulfill the two criteria of explicit social aims and innovative approach before they choose the specific case for further analysis.

After having identified a social enterprise, students do desk research, i.e. use secondary data sources, on the social business model, among others in terms of the value proposition and customer segments, value architecture and revenue model. Students are also asked to collect information on the background and motives of the social entrepreneurs and to describe the past and current challenges of the social entreprises. It is possible to also collect primary data, e.g. by interviewing the social entrepreneurs, however, this was not a mandatory requirement due to time constraints.

Two learning outputs are part of the case study assignment:

Individual assignment: Students write a brief report in which the information of the local case is summarized. For the preparation of this report, they need to fill out the Social Enterprise Canvas (case study tem-

plate) which covers the basic aspects of the social business. An example of the Social Enterprise Canvas for Social Bee is given in figures 1-3.

Team assignment: Students compare the cases within their team and orally present their results in an online session. In particular, they are asked to reflect on similarities and differences between the social enterprises and how far local conditions of the respective countries might be affecting them. As part of this analysis students should also focus on one cross-cutting question, e.g. how and for whom do social enterprises measure their social impact or how the social enterprise's relationships with internal and external stakeholders can be characterized (for a full list of questions see seminar wiki).

1-3

Example of a completed case study template for the social enterprise 4Ocean (from 2018 online course).

Educational resources

Assignment description

Presentation template

Assessment form

Guideline Field Research

Questionnaire templates

General Information	Founders		Key Challenges
Founding Year 2017	**Founders' Demographics** *Alex Schulze (32) – born in Orlando, Florida Andrew Cooper (30) – born in Marco Island, Florida*		**Past Challenges** • *Finding and producing an object which sales can fund ocean clean-ups.* • *Generating awareness for the problem and attracting allies.*
No. of Founders 2			
No. of Employees 150	**Founders' Education & Experiences** *Both graduates of Florida Atlantic University, sea boat captains and passionate surfers, sailors and fishers.*		**Current Challenges** • *Develop markets outside the US, especially in Asia* • *Finding Volunteers* • *Rising awareness for the ongoing problem*
No. of Volunteers 25			
Legal Form *Limited Liability Company (LLC)*	**Founders' Motives** *Both traveled far and wide to pursue their common hobbies like sailing and surfing. 2015 while on a surfing trip in Indonesia, however, both were devastated by the amount of plastic waste they found in the waters around Bali. Further, similar situations arose until both realized that they need to change the situation before its too late. The problem was, that they didn't know, how a changing process could possibly start. As people don't really feel obliged for the oceans, the two founders realized that they need to produce something which can fund the operation. This is how 4Ocean was born.*		**Further Information and Remarks** • *High Facebook and Instagram activity implies millennials as main customer segment.* • *To bind customers and to secure further sales, specials like whale-bracelets are being offered* • *Bracelets are being produced from the collected marine litter (plastic bottles)* • *European market entered just recently* • *4Oceans engagement in wholesaling is increasing. Amazon.com is one of the wholesalers offering 4Ocean bracelets*
References / Online Resources *https://4ocean.com/ https://sevenseasmedia.org/going-above-and-below-the-surface-with-4ocean/ https://www.instagram.com/4ocean/ https://www.gruenderszene.de/business/armbaender-meere-retten https://www.linkedin.com/in/alex-schulze-a62419145/ http://voyagemia.com/interview/meet-andrew-cooper-alex-schulze-4ocean-based-boca-raton-boats-picking-trash-form-west-palm-beach-north-miami/*			

01

Cost Structure		Revenues	
• 80 % Salaries and Operations • 15 % Marketing (especially advertising campaigns) • 5 % Other and Unspecific		• *100 % profit resulting from product sales (bracelets)*	
Vision: *A world in which marine litter is a thing of the past and where every whale and dolphin and every other marine creature is safe and free* **Mission:** *Provide clean-up missions funded by sales which reduces the waste in oceans and at shore lines by one pound per bracelet sold*	**Social, environmental Impact** • *692,942 pounds of trash removed from the ocean and shore lines in just 17 months.* • *Risen awareness among millennials for the ocean's health and the growing danger resulting from marine litter* • *Increased burden on producers of waste and people/ organizations engaged in the subject*	**Scalability** *Concept can be adopted to other areas in the world. Until this day, 4Ocean has locations in two countries (USA and Indonesia). The possibility to expand to other regions is high. Some countries which are located at continents coast lines are highly endangered. Most notably endangered countries in which 4Ocean has no basis yet are Australia, South Africa, Chile and Madagascar. But, if the people continue producing high amounts of waste and letting it jeopardize the oceans, more countries could face problems with marine litter in the future. To prevent this from happening, 4Ocean, if the company's success goes on, could establish bases in the named countries and other nations for the purpose of cleaner oceans.*	

02

Key Partners & Stakeholders	Key Activities	Value Proposition	Competition & Substitutes	Beneficiaries
• *People living near the shore line all over the world* • *The local bracelet producer in Florida* • *Volunteers able and willingly to help* • *NGOs which the same objective* • *Marine environmentalist supporting the project* • *Logistic partner (UPS)* • *People engaged in photography and Filming*	• *Producing and selling bracelets in order to secure a financing stream for ocean clean-ups.* • *Rising awareness about the problem, its causes and ways to handle the problem* • *Hire staff to clean oceans and shore lines* • *Attract volunteers and organizations in order to secure the projects success*	*"By purchasing a 4Ocean bracelet, you will remove one pound of trash from the ocean & coastlines"*	• *Other companies with similar business models like United By Blue (similar value proposition with fashion instead of bracelets) or Fortheoceans (a label founded by Adidas in association with Parley)* • *Bracelet producers engaging in mass production or traditional handicraft* • *NGOs doing the same job without selling products*	• *People living near the shore line all over the world* • *Surfers, sporting sailors and all other people who need the ocean for pursuing their passion* • *Fishers, as less marine litter finds its way into fishing nets* • *The fish-eating population as less waste can be found in the animal's body* • *Environmentalists and people who are just caring about nature* • *Governments as constant calling for action in the population decreases* • *Bracelet producer as jobs and sales are being created*
	Key Resources • *Employees/ Staff* • *Media awareness* • *Knowledge about the water sports scene and marine environment* • *Volunteers*		**Channels** • *Company's website* • *Social media (especially Facebook and Instagram)* • *Wholesalers* • *Press (for example Gründerzene, Utopia)* • *Water sports scene*	**Customers** • *Millennials* • *Water sportsmen* • *Nature enjoying people* • *Wholesalers*

03

Assignment 3
Design your business

Screenshots from online business plan presentations.

Starting and running a social enterprise is an exciting experience, but it also requires thoughtful planning and execution to be successful. Writing the business plan is beneficial to get potential donations, find funding or advice from trusted board members. A business plan is beneficial to the social entrepreneur himself to optimize management, prioritize, set tasks and schedules, review performance metrics, improve accountability, or develop a long-term plan of action for the organization. A business plan is a living document that helps the social entrepreneur to operate the business and guide the future of the organization.

Creating the business plan can be a great way to get the management team or board to connect over the vision, goals, and future of the social enterprise. It can be an opportunity to examine the heart of the social mission, the financing needed to bring that mission to reality, and the plan to sustain future operations of the social enterprise. Writing the business plan for a social enterprise helps to assess the real targeted community or population needs, looks into organizations in the community that already exist to make sure the social enterprise is not covering the same ground, recognizes when an idea is outdated or a non-starter, sees what has potential, what doesn't, and what information should be included to flesh out and polish the business plan of the social enterprise. If the business plan is used to seek financing, having solid research to demonstrate the efficacy of social enterprise activities is vital.

Developing a business plan is an ongoing process, it is a continually evolving strategy and action plan as the social enterprise progresses over time. A social enterprise business plan will include many of the same sections of a standard business plan:

Executive summary: a general overview of the business, the overall snapshot of what the vision is for the social enterprise.

Products and services: this gives details about current products and services, target market, social value and expected changes in the community, past accomplishments, present strengths and challenges, and expand on the mission of the organization and future perspectives.

Market analysis: this helps knowing where the money comes from, who are the competitors, supporters, what kind of person donates to the social enterprise, what are the fundraising targets.

Management team: this tells about who is going to be involved (social entrepreneur, management team and board members) and what are their qualifications, past accomplishments and designed responsibilities, what do these individuals bring to the table, mention team members who are especially qualified because they're close to the cause or have special first-hand experience with or knowledge of the population that will be served.

Partner and stakeholder network: this gives details about key partners and key suppliers and explains how each would benefit from having a relationship with the social enterprise.

Marketing plan: this explains the pricing policy, ways of advertising or promoting of the social enterprise, the strategy for communication and distribution used to reach customers and other beneficiary segments.

Financial plan: this gives details about long-term budget and cash flow statement with a three to five year forecast and allows to see if the social enterprise has its basic financial needs covered. Also, if the social enterprise exceeds its fundraising goals, what will be done with the surplus? What will you do if you don't meet your fundraising goals? Money management skills are just as important in a social enterprise as they are in a for-profit business.

Social or environmental impact: this gives details about measures of performance and social/ environmental impact of the social enterprise.
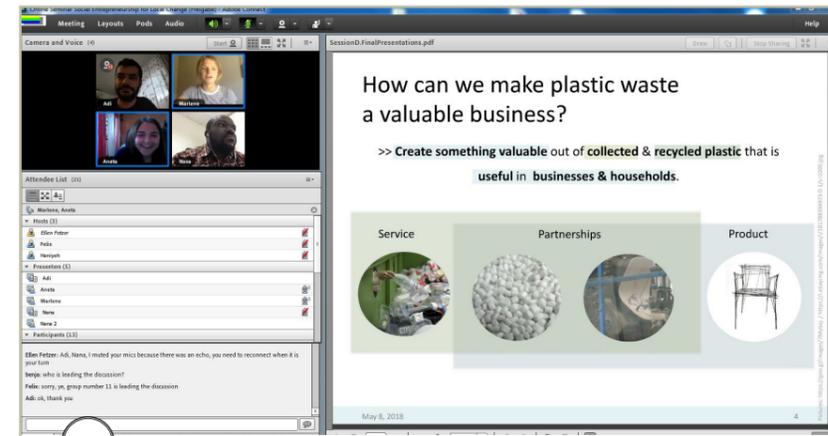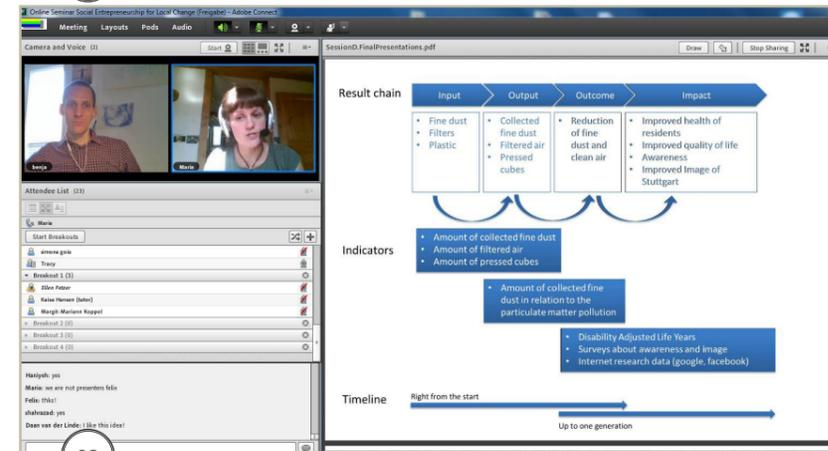
Writing a business plan helps with pro-actively managing the social enterprise instead of reacting to events, to be better than competition by avoiding their strengths and exploiting their weaknesses, to attract someone else's money.

Writing the business plan for a social enterprise proved to be a real challenge for both the students that participated in the OP or IP and tutors/ teachers as well. And the most challenging part was development of the financial plan. However, every participant in this learning process, regardless of his/her previous background, professional experience, or nationality, acknowledged that it was a huge learning experience. This learning included not only a better understanding of how to transform existing needs and problems into ideas for social enterprises taking into consideration the local context and global knowledge, but also deeper appreciation of diversity of backgrounds, expertize, and values shared by multidisciplinary and international teams.

Several challenges appeared to be more obvious in the process of writing the business plan, such as: tutoring and working in multi-diverse international teams (only virtually in case of the OP), lacking the skills necessary to develop the financial plan, having a poor understanding of the local challenge selected by team, dealing with a large amount of work required for documenting the entire business plan, etc. We tried to address these challenges by developing an assignment which differentiated between group work and individual work, and also between bachelor and master students. Also, the individual work included both compulsory work and optional work in an attempt to reward the efforts of those meritorious students who were willing to work harder and get excellent grades.

> Creating the business plan can be a great way to get the management team or board to connect over vision, goals, and future of the social enterprise.

Educational resources

Assignment description

Presentation template

Assessment form

Lecture Business Models

Lecures Business Plan

Social entrepreneurship for local change
Intensive study programme

The ERASMUS+ Grant allowed us to travel with staff and students to three different local contexts. On that basis we could develop a methodology for an 8 days intensive programme on local change.

Following the basic teaching on establishing and managing social enterprises, identifying community social and environmental needs in the online course the Intensive Programme takes the students into the field. Here they work in small multicultural and interdisciplinary groups to apply the theories and methods learned during the online course plus some new techniques in the field of design thinking such as empathy mapping and persona creation.

Here they practice experienced-based learning in the field under real-live team dynamic and pressure cooker (8-days) conditions within the overall context of the intensive programming where within a few days they are exposed to a series of community and landscape challenges, they must effectively engage with communities surrounding the hosting institutions to identify community social and environmental/ecological needs and propose innovative measures to address these needs.

This all takes place within the local community often through the involvement of local students, partnering NGOs, local authority and other stake-

holders all of whom help the students discover place identity. Such context-based learning processes represent new and dynamic channels for knowledge acquisition, ideas and perceptions, leading the groups to constantly re-evaluate the implementation potential of their social business model proposals.

Such intensive location-based learning programmes involving community, local and regional governments and other stakeholders, logistics (travel and accommodation) requires significant forward planning, local capacity building, networking and confidence building with local communities both before and after the IP often involving lengthy timescales.

The SELC methodology was tested and adapted across three very different locations: urban in the city of Bucharest, Romania (2016); urban fringe in the city of Arnhem and nearby countryside of Netherlands (2017); remote rural in the Lahemaa National Park, Estonia (2018).
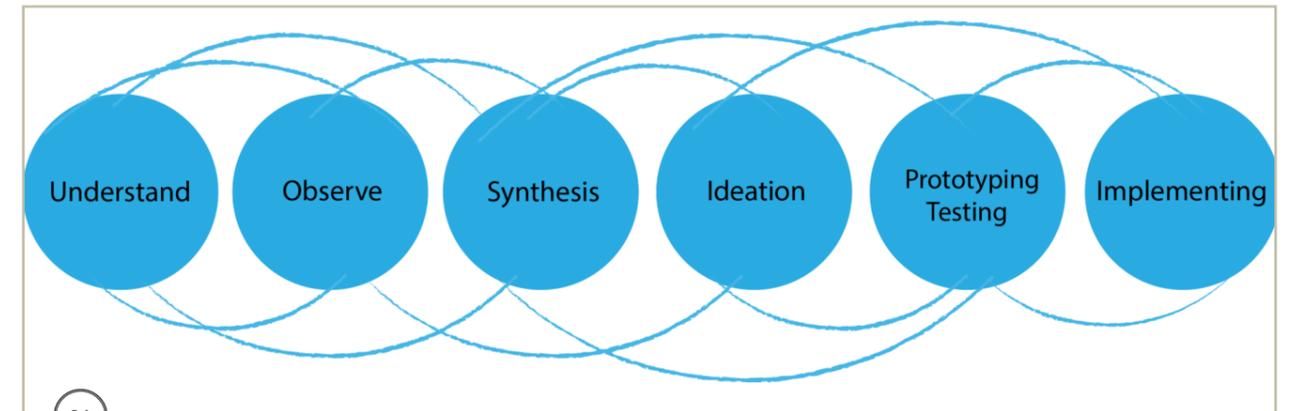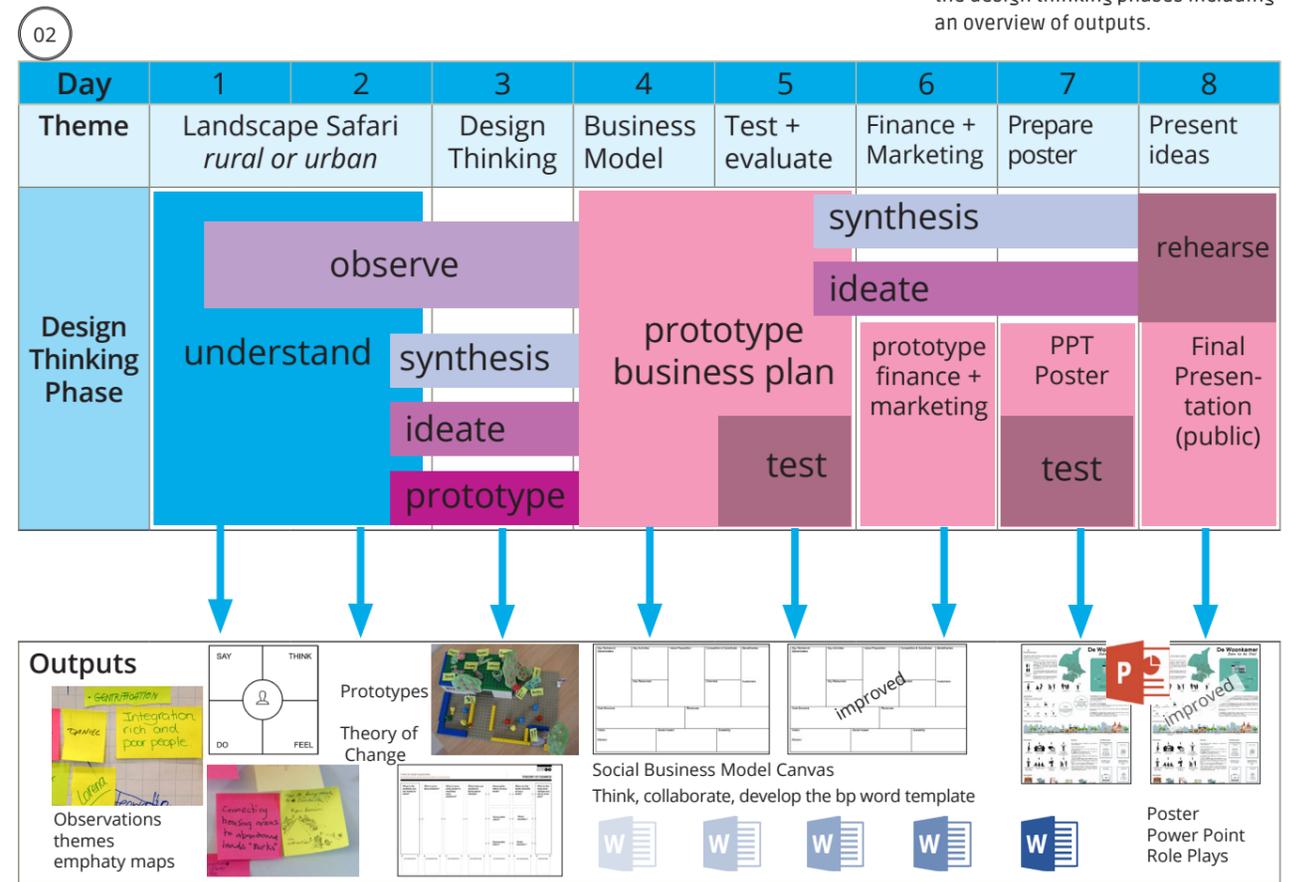
Design thinking for local change

In regards to the design thinking approach used at the intensive programmes in Romania, The Netherlands, and Estonia, we derived methods from different practice fields in design thinking such as social innovation for non-profit (e.g. Development Impact & You (n.d.): http://diytoolkit.org/tools/), academia (e.g. University of Oxford (2017): http://www.oxfordglobalchallenge.com/impact-gap-canvas/), or ecovillage sustainability design (e.g. Dragon Dreaming for participatory project design: https://ecovillage.org/solution/what-is-dragon-dreaming/).

Below, you find a selection of methods used at (some) of our intensive programmes 2016-2018.

Theory of Change

Weiss (1996) used "the term "Theory of Change" as a way to describe the set of assumptions that explain both the mini-steps that lead to the long-term goal and the connections between program activities and outcomes that occur at each step of the way." (The Center for Theory of Change Inc 2017, theoryofchange.org).

Purpose

To build the basis for the business model, to define the expected social impact of the project idea, to prototype a model.

Material

post-its, pen for every team member, flipcharts, markers, template of Theory of Change created by Development Impact & You (n.d.). (http://diytoolkit.org/tools/theory-of-change/)

Steps
1. The whole team looks at all the flipcharts and working results that have been produced so far.
2. Team members are invited to put post-its into the fields of the Theory of Change template. It is fine, if not every field is filled in - this is making visible the current knowledge and insight in the team.
3. The team members need to discuss critical issues and the overall results and need to make changes as needed in the discussion

Theory of Change Termplate
http://diytoolkit.org/tools/theory-of-change
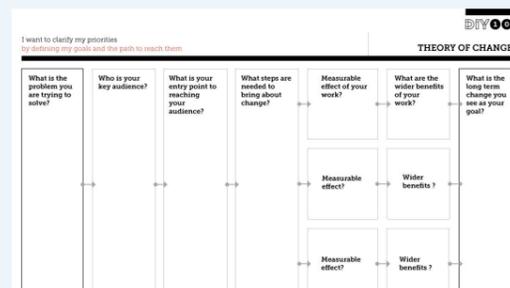
Methods applied in the intensive study programme

Landscape or Urban Safari

According to the European Landscape Convention, landscape is 'an area as perceived by people (Council of Europe, 2000). Go-along walks are a common tool in participatory planning and design for better understanding the problems and potentials of a community and their local environment. We have applied rural and urban safari in all intensive study programmes for identifying local challenges by both observations and stakeholder interviews in their direct environment.

Purpose

To make particiants knowledgeable about local potentials and challenges and their system context in the local community landscape. To provide an authentic environment for meeting and engaging with citizens and local stakeholders.

Material

Orientation maps, overview of stakeholders and their contacts, schedule for meeting stakeholders, if needed: bicycles and/or information on local public transport, organisers may suggest specific routes, post-its and boards for collecting impressions after the safari

Steps
1. Local team needs to contact stakeholders in advance, schedule meetings and plan routes so that participants can meet them and have interviews
2. Local team members accompany each group (needs to be planned)
3. Prepare participants and let them know that they need to take notes, sketches, images during the safari
4. Conduct safari
5. Meet again in the evening to collect impressions
6. Cluster topics. We used the topics to form teams.

Persona and empathy maps

During the safaris students are being asked to capture impressions, insights, and emerging knowledge about potential beneficiaries in two templates:

- A persona is a fictional individual that represents a potential target group for a service or a product that a business or a non-profit might want to offer in the future. Characteristics of different people who are met on the safari are captured in one 'archetype' of a potential beneficiary. More background information and a template used in class can be found the website from Development Impact & You, (n.d.): http://diytoolkit.org/tools/personas/

- The Empathy map canvas (Gray 2017) helps the student teams to develop a shared understanding and empathy for other people. The D.school (2018) at Stanford created the Design Thinking Bootleg, an active toolkit to support design thinking practices, which includes a factsheet on Empathy maps on page 15

Empathy map canvas (Gray, 2017)

https://medium.com/the-xplane-collection/updated-empathy-map-canvas-46df22df3c8a
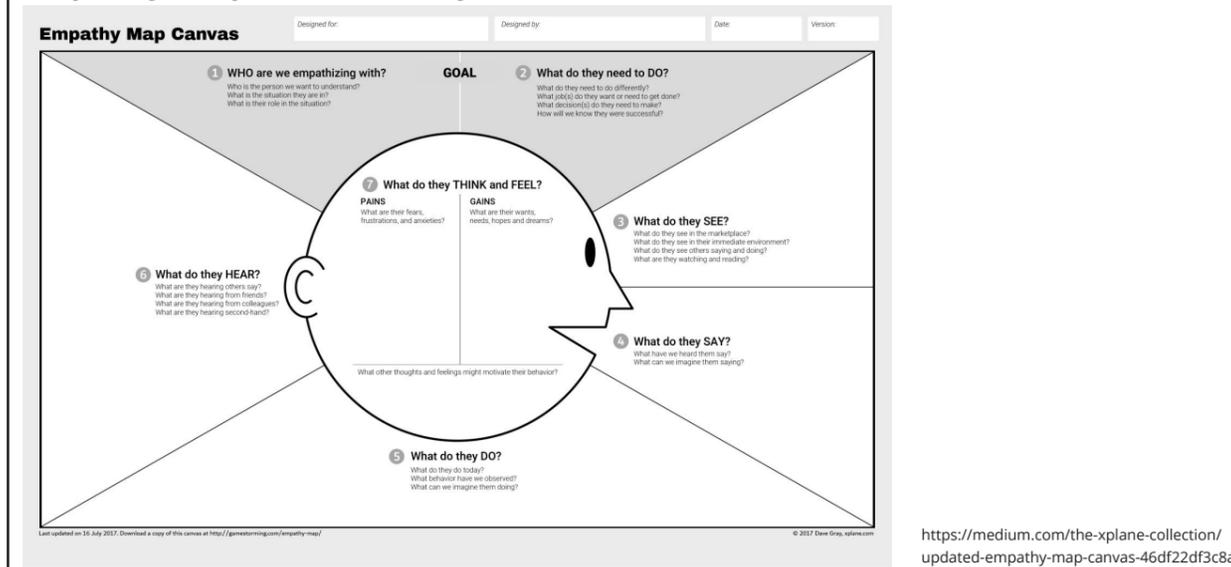
Ideating

A brainstorming activity is probably known to a lot of readers, however, it is useful to revise these brainstorming rules with students when applying it in class. IDEO (2018) provides online resources on design thinking including brainstorming rules: https://www.ideou.com/pages/brainstorming. The Design Thinking Bootleg (D. school 2018) contains method card on brainstorming techniques starting on page 28. Furthermore, we introduced 6-5-3 brainwriting (Rohrbach 1969) as one variation of brainstorming to one of our intensive programmes

Purpose

To brainstorm possible business solutions to a local social challenge.

Steps

1. Each team sits around a table and each member has a sheet of paper to write on.
2. Round 1 begins. Each person fills in 3 ideas on their worksheet. They have 5 minutes or less to do so.
3. At the end of the first round, the sheets are passed to the left. There is no discussion, but each person reads the ideas already on the worksheet they now have in front of them and uses these as inspiration for 3 others (completed on the second row of the worksheet)
4. This continues until there have been 6 or less rounds and each of the people involved have added 3 ideas to each of the sheets in circulation.

Prototyping

Prototyping is an integral part of Design Thinking and User Experience design in general because it allows us to test our ideas quickly and improve on them in an equally timely fashion. Prototypes can then be easily used to reach out to potential users/customers as part of a field-testing.

Purpose

To build a model of what participants want to test with the audience (potential users/beneficiaries) from their Theory of Change. Prototyping is thinking with your hands, to ask lots of questions on how project ideas might work with the user/beneficiary.

Materials

post-its, pens, prototyping material (flemo boxes, playmais, coloured paper/cards, upcycling material, old magazines).

Steps

1. The team needs to write down practically what needs to be tested in the presentation and writes down primary questions for focus fields in the Theory of Change template.

2. To define the next steps in your prototyping process, you can find further guidelines from D.school (2018) here: https://dschool.stanford.edu/resources/prototyping-dashboard.

Marketing and Field Testing

In this phase of the process students are sent out again into the local community to field test their business ideas. Students are encouraged to engage and interact with potential beneficiaries and stakeholders to understand their needs better.

Thus, their ideas and assumptions on developing a certain solution are being questioned and as a next step decisions can be made in which direction can the idea be developed further.

Pitching

Pitching is used in the design thinking process to test an idea with the future target group. In our case the testing takes place within the peer group as a first testing audience using the Feedback Grid (https://www.slideshare.net/EpicenterUSA/feedback-grid-25127062) to develop the ideas further. By the end of the week, a final pitch takes place with local stakeholders to present ideas for a business plan in public.

See examples from:

- Bucharest, Romania 2016
- Arnhem, Netherlands 2017
- Tartu, Estonia 2018

Key points for success
of an intensive study programme

Local coordination

A local coordinator (on this picture: Kaisa Linno, Estonia) in place who can mobilise the local community to meet with the participants. In this picture Kaisa Linno is explaining the problems and potentials of the town of Loksa in Estonia during the third intensive study programme in May 2018.

Observing

Time was allocated for the participants to tour the study area to gain insights into the problems and opportunities. In this picture the participants explore an abandoned research facility from the Soviet Army in Estonia.

Listening

Meeting with local stakeholders was an important opportunity for participants to both ask questions and hear local opinions on what could be done in the area. It is vital that the organisational team invests sufficient time in contacting, informing and managing stakeholders from early on in the process.
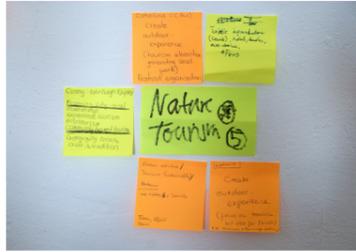
Thematic groups

Teams of 4 or 5 students were formed around related and complementary topics. The topics have been identified by the participants during their urban and rural safaris and stakeholder meetings.
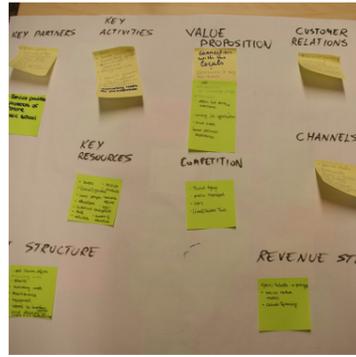
Design Thinking

Use design thinking methods as an overall frame for bringing people with diverse backgrounds together around jointly defined topic.

Prototyping

After analysing their ideas, the teams prepared prototypes which were then pitched to the whole group who provided detailed feedback and questions on the idea.

Business Canvas

Following a review of feedback teams moved on using the business canvas for specifying the service or product and preparing their detailed business plans with support from their tutors.

Presenting

Each team made a short presentation to an audience of local stakeholders. While we were more focussed on posters and slideshows during the first two workshops we started to encourage more role playing and creative methods at the last workshop in Estonia.

Poster exhibition

Teams also made a poster of their business idea which they discussed with stakeholders

Local culture

There was also room for social and cultural activities.

Roles and skill sets for teaching practice

The following section highlights the skills and competences possessed by team members undertaking the range of roles required for creating the SELC programme, both online and on site. The project team was highly complementary such that in all of the roles described below one or more members of the team were highly expert and had the necessary skills and competences required to create and deliver the SELC programme.

Whenever needed internal skills transfer was used to upskill other team members in for example: design thinking, stakeholder engagement, production of learning materials and use of interactivity in online teaching.

Project management meetings were also complemented by short ad hoc training and development lectures and workshops for example: visual problem appraisal and graphical design for posters provided by staff of the institution hosting the meeting. Feedback from and evaluation by team members highlighted how much benefit they gained from these internal upskilling training courses.

Course Coordinator

The course coordinator needs to master multi-level communication. His/her working style is characterised by transparency, responsiveness and anticipation. S/he has advanced ICT-competence and masters all the tools that are applied in the online course. The course coordinator has advanced managerial skills and is able to co-ordinate tasks and roles in a coherent way.
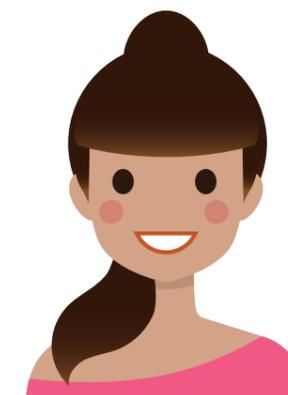
Technical Coordinator

The technical coordinator needs to know the e-learning tools and their administration very well. S/he is able to analyse problems fast and to view the problem from the user perspective. S/he is anticipatory and takes measure to avoid repetition of technical problems.

Lecturer

The lecturer needs didactical skills and the ability to synthesize comments and questions as they arise during a synchronous online session. S/he masters student-centred lecturing and has the ability to design interaction. S/he is a subject specialist but also able to talk to an interdisciplinary audience. Ideally, s/he has visual learning skills and can adapt to new ways of presenting knowledge.

Roles for the online course

Course Designer

The course designer needs to have imagination for envisioning the interaction of subject and technology. S/he has didactical skills and takes the student's perspective into account. S/he has the ability for process design, scenario planning and synthesis. A course designer does not work alone. S/he is a team player.

Guest Lecturer from Practice

Online courses with synchronous lectures provide great opportunities for including voices from social entrepreneurship practice. Their asset is to be authentic. They should have story-telling skills and be able to articulate themselves in English. They might not be used to speaking to students and might need an additional briefing before the session.

Tutor

The tutor is very well aware of the seminar process and the evaluation criteria. His/her attitude towards the learners is characterized by empathy and intercultural sensitivity. S/he is supportive and able to project empowerment to the group. S/he needs some subject-specific knowledge but does not need to be an expert. The tutor always stays in the facilitator's role: inspiring, stimulating and actively asking.

Assessor

The assessor needs good knowledge of the subject in order to make decent judgements, but s/he also shows interdisciplinary awareness. S/he needs to know the evaluation criteria very well and be able to synthesize outcomes in relation to the interdisciplinary character of the group.
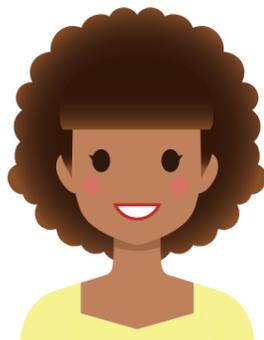
Session Moderator

The session moderator needs to have some advanced knowledge about the functionality of the virtual classroom. S/he needs to be very well aware of the process of an online session, do the time keeping, encourage discussion, communicate clearly and be anticipatory. The session moderator shows awareness of multiple activities and needs some subject-specific knowledge.

Content Producer

Content elements could be graphics, slideshows, videos or any other digital educational material. The content producer is able to make decisions on the appropriate medium and knows how to handle them. S/he needs some subject specific knowledge, knowledge of didactics and a high level of visual communications skills.

Additional roles during intensive study programmes

Intensive Programme Designer

The IP designer needs a lot of local knowledge and sense of place. S/he is imaginative for the interaction of subject and technology and able to design a process. Additional skills are logistics, networking, project management and financial planning. The IP designer needs excellent communication and team management skills. Influencing and persuasion skills are sometimes required for involving the local community and specific stakeholders.
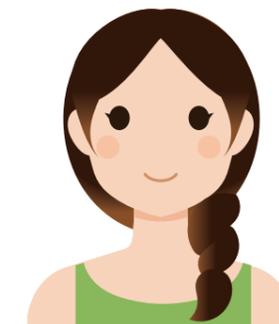
Intensive Programme Host

The host of the intensive programme shows great hospitality. S/he is in general a multitasker with great organisational skills. S/he is able to build relationships and trust with stakeholders and to manage their expectations. Ideally, s/he is also experienced in fundraising and local stakeholder inclusion. The host further integrates social programmes linked to the local culture.

Intensive Programme Tutor

The IP tutor needs to guide a process under high time pressure. Since the IP is a co-teaching event s/he needs to be open-minded and flexible. The IP tutor is able to give short inputs 'on the fly' and has advanced facilitation skills. S/he shows high intercultural sensitivity and good questioning skills.

Local Stakeholder

Local stakeholders are able to see things differently and can provide valuable information to the learners. They need to show some openness for education and unexpected outcomes. This ideally develops into a community learning process.
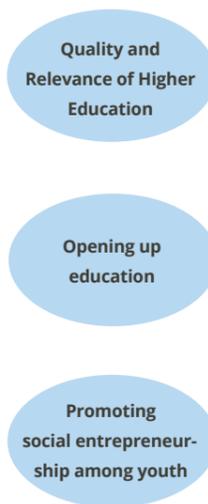
Monitoring and Evaluation

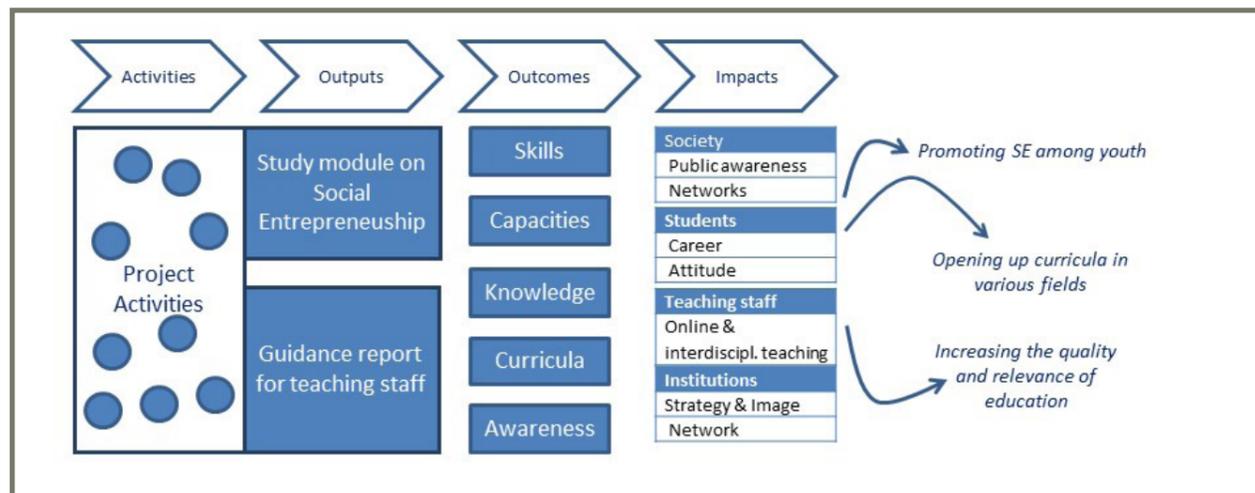The SELC approach to monitoring our achievements and learning from our failures

Our project had a clear view on who we wanted to affect, in what way and we visualized this during the first meeting using the figure below. This joint view guided our progress monitoring throughout the project's lifetime. In the next step, we defined indicators and measurement instruments. Our direct target groups, students and teaching staff, participated in regular feedback sessions and answered two surveys per year. From the beginning the project was geared towards capacity building for staff and students. We had both individual goals, like improving skills and knowledge, as well as aiming to contribute to meta-level concepts such as the opening up of education and the promotion of social entrepreneurship. These broader concepts were used as the guiding principles for our activities and outputs.

In line with these guiding principles, the project also aimed at transferring capacities and awareness towards the participating institutions and local societies (indirect target groups). These were observed and interviewed towards the end of the project. While it is hard to measure a contribution of our work to these broader guiding principles (blue circles), they were useful as a quality check for each activity.

Using this common view of the project helped us to stay focused on our goals. It did not impede flexibility in terms of reacting to unexpected aspects in order to improve the quality of our results.

Quality and Relevance of Higher Education

Opening up education

Promoting social entrepreneurship among youth

Guiding princiiples of the ERASMUS+ Programme addressed by our project

Results Chain of the ERASMUS Project Social Entrepreneurship for Local Change

Our monitoring and evaluation schedule

First year	
Project kick-off	Presentation and discussion of results model and M&E activities
First online course	Pre- and Post student and staff surveys
First Intensive Programme	Pre- and Post student and staff surveys, feedback session at IP
Second year	
Planning meeting	Presentation of feedback and learnings from first year
Second online course	Pre- and Post student and staff surveys
Second Intensive Programme	Pre- and Post student and staff surveys, feedback session at IP
Third year	
Planning meeting	Presentation of feedback and learning from the second year
Third online course	Pre- and post student and staff survey
Third Intensive Programme	Pre- and Post student and staff surveys, feedback session at IP
Evaluation Report	Overall evaluation of project results and learnings

## Success factors and results

Success Factors:
- Clear roles despite staff changes
- Strong coordinator
- Clear and measurable M&E model

Some expected results:
- Improving skills and capacities of teaching staff
- Improving knowledge and awareness of students in the fields of social entrepreneurship and ICT-based education

And some unexpected results:
- Understanding and dealing with cultural aspects in the definition of social entrepreneurship among staff and students
- Respect for differences in local social challenges
- Improving student skills for working in interdisciplinary cross-cultural teams
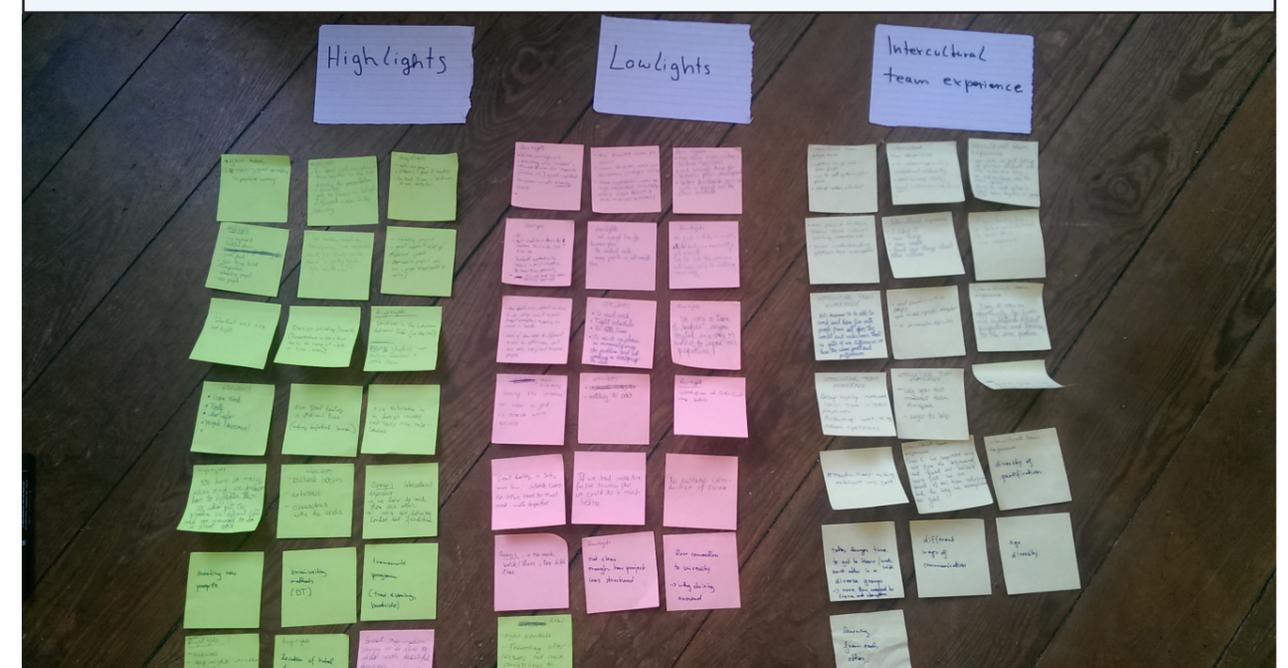
For the staff agreeing on a joint methodology and concept for business planning and having methods champions tremendously helped structure the coursework and improve learning outcomes. In particular, design thinking as a central aspect of the course was evaluated very positively by both staff and students.

Regular surveys confirmed the relevance of such methods for capacity development and opportunities for integration of aspects of our course into standard curricula. These surveys also confirm the development of entrepreneurial competences, while the impact on entrepreneurial attitudes is not significant. Since the course was elective and in many cases un-remunerated with credit points, students with an already high entrepreneurial intention likely self-selected into the course. On the other side, participating staff appreciated learning from each other, referring to contents and methods of social entrepreneurship. Within the participating institutions, a major (foreseen) hindrance towards the sustainability of the established course was the recognition of the course with credit points. Despite this, we observed a positive impression with respect to relevance and openness of education.

Network effects foreseen for the participating institutions, are clearly positive for the project team. As the project did not foresee activities to institutionalize these networks, it is the task of the team members to maintain and institutionalize the new contacts from the project. Similarly, indirect effects into local communities were highly dependent on personal contacts through the Intensive Programme (or project meetings). In this respect, the use of tutors from faculty and former students proved to be a good strategy for broadening the network base both into institutions and local communities.
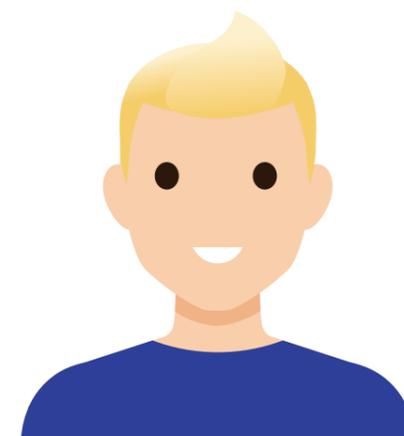

For me the essence of SELC was learning from and with others – other universities – other fields of study – other countries.
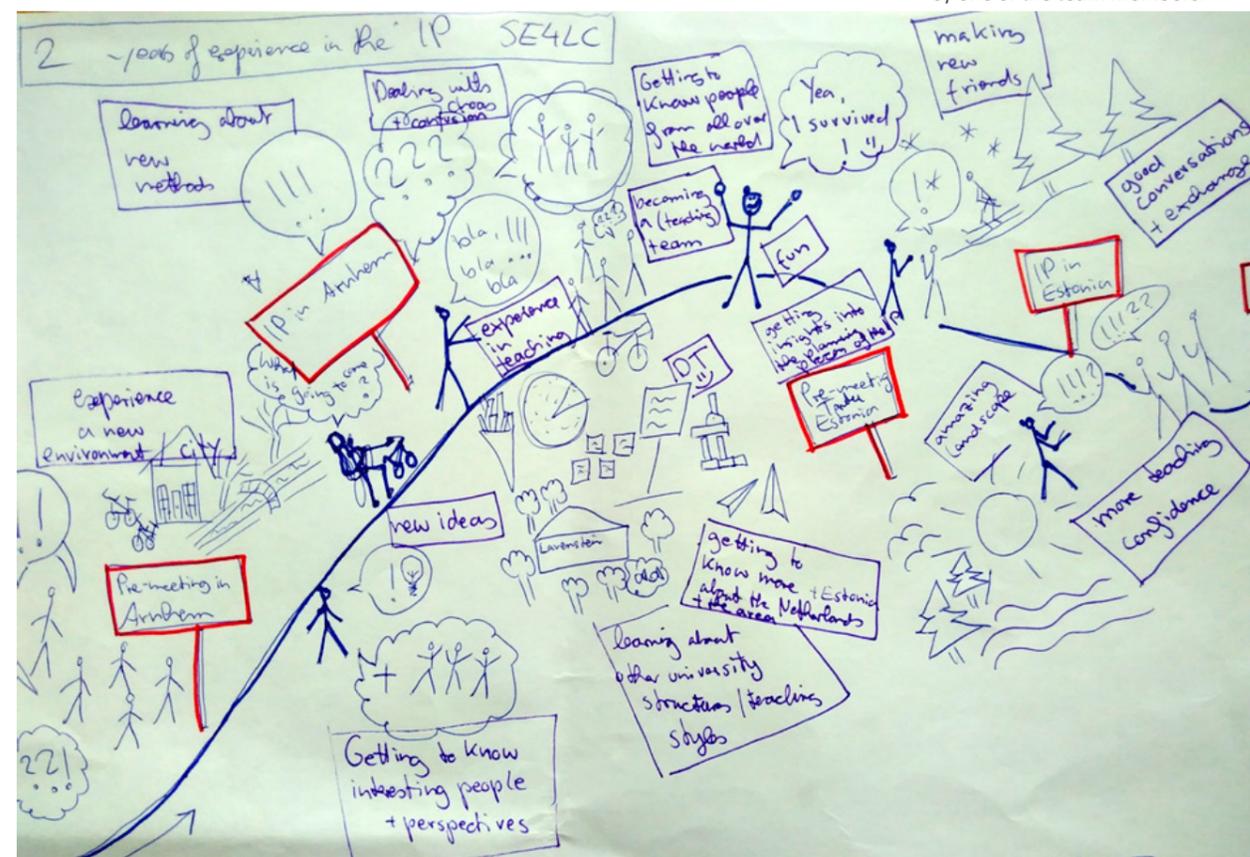
The Intensive Programme was really intense. I learned a lot about intercultural teamwork and practical tools like Design Thinking, that I wouldn't have doing only the online course which focused more on classical business plan writing.

Some learnings from the SELC team
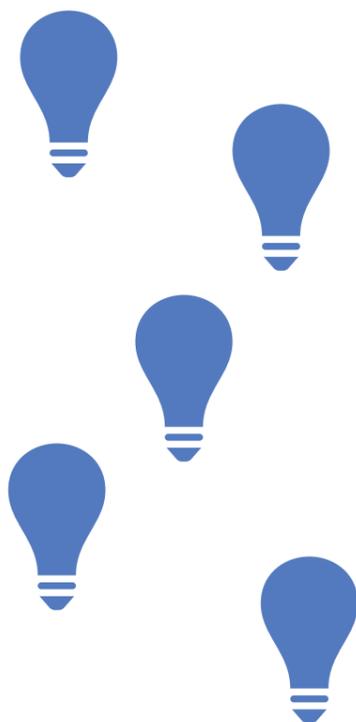
- Undertake a skills gap analysis with the team at the beginning
- Make efforts for good curriculum integration from the start
- Plan with flexibility and openness to exploit opportunities
- Learning in and as a multidisciplinary and international team is a value in its own right and builds social capital
- Number of participants matters: more participants create a larger dynamic
- Plan in enough facilitators to create a bridge between teachers and students in the online course
- Share moderation tasks (make sure there is always a co-moderator)
- Make the course process structure always transparent to everyone
- Be aware that course design takes time
- Be aware of the action research cycle: take time to test but also to evaluate, reflect and improve, plan time for reflection and redevelopment
- Good to have one partner focussing on monitoring and evaluation
- Always communicate actively at all levels

Example of a project journey drawn by one of the team members.

Resources, references authors and contacts

Disclaimer

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Our resources

Learning events of the Social Entrepreneurship for Local Change consortium are always accessible via the following domain: **http://www.localchange.eu**

This link goes to our seminar wiki. The 'literature and resources' link leads you to the most recent recordings and seminar materials. Everything is open access. The wiki also documents past online seminars and intensive study programmes.

Our follow-up project 'Community Learning for Local Change' will be documented under that same link.

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What is your entry point to reaching your audience?

What steps are needed to bring about change?

What is the measurable effect of your work?