Erasmus+

pioneers

Pedagogical handbook

Promoting Innovation & Social Entrepreneurship in Vocation and Education Training through Service Learning

January 2020

Project n°2018-1-NO01-KA202-038856

This learning material has been produced within the "PIONEERS" project financed by the European Commission

This learning material is intended for VET professionals who are designing social entrepreneurship training programmes. It is recommended to use it in combination with:

- **PIONEERS Online Digital Database of good practices and resources in Service Learning and Social Entrepreneurship**
- **PIONEERS Training curriculum for Social Innovative Entrepreneurs**
- **PIONEERS Professional Toolbox**

More information on PIONEERS website:
https://www.pioneerseu.no/

TABLE OF CONTENTS

General introduction

Pioneers pedagogical handbook

Service Learning has proved to be a successful pedagogy for social entrepreneurship education. Service Learning is a method of teaching and learning that engages students in solving problems by addressing issues in their educational settings or greater community as part of their academic education.

Despite all the possibilities Service Learning offer to boost social entrepreneurship education, this successful pedagogy is not being sufficiently and adequately exploited in Europe. The promoters of PIONEERS project have identified that providing VET (Vocational and Educational Training) professionals with adequate competences is the key factor to unleash this potential.

PIONEERS pedagogical handbook addressing VET teachers, trainers and educators aims to provide in depth information, basic concepts, definitions and innovative methodological approaches to foster innovation and social entrepreneurship through Service Learning in Vocational and Educational Training.

Chapter 1: Familiarizing VET practitioners with social entrepreneurship and social enterprise concepts

1.1. Abstract

In recent years, social entrepreneurship has been emerging as a viable alternative to government policies for addressing some of the society's most pressing issues. However, only a small number of VET institutions offer educational opportunities for students who want to become social entrepreneurs. The newness and smallness of the field poses a particular problem for VET practitioners, besides the most common challenge of a new field—lack of good material for teaching.

This chapter familiarizes VET practioners with the social entrepreneurship concepts and provides an intricate understanding of the key elements of starting a social venture and exposes them to different legal forms of setting up a social entrepreneurship. It explores the scaling up of social enterprises including issues of management, leadership and measurement of performance. There remain many opportunities to fill gaps and take this work to the next level, but you will have a base on which to build.

1.2. History of social entrepreneurship

The terms social entrepreneur and social entrepreneurship were used first in the literature in 1953 by H. Bowen in his book Social Responsibilities of the Businessman. The terms came into widespread use in the 1980s and 1990s, promoted by Bill Drayton, Charles Leadbeater and others. From the 1950s to the 1990s, the politician Michael Young was a leading promoter of social entrepreneurship and in the 1980s, he was described by Professor Daniel Bell at Harvard University as the "world's most successful entrepreneur of social enterprises".

Social entrepreneurship is all about recognizing the social problems and achieving a social change by employing entrepreneurial principles, processes and operations. It is all about making a research to completely define a particular social problem and then organizing, creating and managing a social venture to attain the desired change. The change may or may not include a thorough elimination of a social problem. It may be a lifetime process focusing on the improvement of the existing circumstances. Along with social problems, social entrepreneurship also focuses on environmental problems. Child Rights foundations, plants for treatment of waste products and women empowerment foundations are few examples of social ventures.

Many activities related to community development and higher social purpose fall within the modern definition of social entrepreneurship. Despite the established definition nowadays, social entrepreneurship remains a difficult concept to define, since it may be manifested in multiple forms.

1.3. The definition of Social Entrepreneurship

No agreed definition exists at the international level of what constitutes a social enterprise. However, a gradual convergence of understanding has occurred in Europe as a result of intensive research by a growing number of scholars and the adoption of numerous laws specific to this type of enterprise in different countries.

In 2015, the faculty of the College of Arts and Sciences and the Sawyer Business School approved the following Service Learning definition:

"Service Learning is a pedagogy integrating academically relevant service activities that address human and community needs into a course. Students connect knowledge and theory to practice by combining service with reflection in a structured learning environment."

At the European level, the definition of a social enterprise is built along three dimensions:

- **An entrepreneurial dimension (with earned income generated by the sale of goods/services on the market, including through public contracting);**
- **A social dimension (the pursuit of an explicit social aim and delivery of products/services with a social connotation);**
- **A governance dimension (accountability, participation and transparency).**

The degree of development of social enterprises varies significantly across EU Member States.

Social entrepreneurs can be those individuals who are associated with non-profit and non-government organizations that raise funds through community events and activities. Whether social entrepreneurship is altruistic or not is less important than the effect it has on society.

1.4. Principles of Social Business

The seven principles of social business define the purpose of a social business and its modus operandi. These seven principles were given by Prof. Muhammad Yunus in collaboration with Hans Reitz. They outline the priority sectors for any organisation or individual that aims to venture into the field and also define the how the financials would be managed.

1. **The first principle of social business defines the purpose of existence for any social business.**
It states that the business objective for a social business will be to overcome poverty or deal with some problem like education, nutrition, healthcare, environment and enabling technology access for the downtrodden and not just profit or shareholders wealth maximization.

2. **The second principle talks about the financial and economic sustainability.**
This is both from the perspective of the organisation and those who it aims to serve. Any social business is disallowed to take funds from outside like grants or NGO. Those who run the business are supposed to invest.

3. **The third principle governs the return on investment.**
Investors in a social business are disallowed to take money beyond their investment. No dividend is given on the investment.

4. **The fourth principle is related to the generated revenue.**
Amount earned over and above the investment is supposed to be reinvested back in for scaling the business and for improvement. Expansion here is aimed at reaching out to more number of people or to improvise the quality of services.

5. Social businesses are supposed to be responsible to the well-being of the environment.
They are to play a major role in betterment of the environment either directly or indirectly. Indirectly means through their operations they will ensure that they do no harm to the environment.

6. The social businesses work in collaboration with various actors, including hired people.
Those working with the business as its employees will get a fair compensation, which is in accordance with the industry benchmark. In addition, the workforce will get better working conditions.

7. Since social business is not with the objective of profit maximization.
Therefore, only those who have a passion for contributing to the society and the environment will run a social business. This means that business will run in an environment of joy and not stress.

1.5. Legal forms for Social Enterprise

The term "Social Enterprise" describes the purpose of a business, not its legal form. It is defined (by Government) as "a business with primarily social objectives whose surpluses are principally reinvested for that purpose in the business or in the community, rather than being driven by the need to maximise profit for shareholders and owners". At the simplest level, a social enterprise can be a sole trader who has decided to donate the majority of the profit he or she makes to a good cause. Social enterprises may however take a variety of legal forms and the process for establishing one will depend on which legal form is chosen.

1.6. Types of Businesses

Sole Proprietorship

A sole proprietorship is an unincorporated company that is owned by one individual only. While it is the simplest of the types of businesses, it also offers the least amount of protection for the owner. An entrepreneur may choose this option if they want to retain full control of the company. Additionally, it is a relatively easy and inexpensive process to establish a sole proprietorship. There are also tax benefits as income is considered the owner's personal income and therefore only taxed once. Finally, there are few regulation requirements for sole proprietorships.

Partnership

As the name states, a partnership is a business owned more two or more people, known as partners. Like sole proprietorships, partnerships are able to take advantage of flow-through taxation. This means that the income is treated as the owners' incomes so it is only taxed once. However, owners in partnerships are liable for the liabilities of the firm. However, there are some nuances to this. There are different types of partnerships: general partnerships, limited partnerships, and limited liability partnerships.

Corporation

Corporations are a separate legal entity created by shareholders. Incorporating a business protects owners from being personally liable for the company's debts or legal disputes. A corporation is more complicated to create compared to the other three types of businesses. An article of incorporation must be drafted which includes information such as the number of shares to be issued, the name and location of the business, and the purpose of the business.
In sole proprietorships and partnerships, if one of the owners passes away or declares bankruptcy, the company is dissolved. Corporations exist as its own entity.

The advantages as well as the disadvantages of each form should be compared and evaluated before starting a social enterprise.

1.7. Scaling the impact of Social Enterprises

Scaling is defined as the most effective and efficient way to increase a social enterprise's social impact, based on its operational model, to satisfy the demand for relevant products and/or services. This definition focuses on increasing social impact, rather than the relative growth of the social enterprise itself. In other words, it is entirely possible to scale a social enterprise's innovative concept by using mechanisms and strategies that adhere to principles other than those used by a conventional enterprise.

A recent study examining 378 social enterprises in Europe indicates that social enterprises use the different scaling strategies separately or combined (Weber, Kröger and Lambrich, 2015).

o **Scaling impact through expansion**
Social enterprises select a variety of means – organisational growth, mergers and/or acquisitions and diversification – based on whether they want to scale their impact to new markets and locations, through new products and services, or through a combination of both.

- o **Scaling impact through replication**

  Social enterprises might decide to scale by replicating models or methods that have proven successful in creating social impact, in other geographical contexts. Some of the advantages of replication are that it scales impact without growing the organisation, allows for local ownership, and can be rapidly adopted and adapted by others.

- o **Scaling impact through partnerships**

  Establishing strategic partnerships with other organisations (e.g. public authorities, private businesses and other social enterprises) is another way of scaling social impact by providing access to new markets, capacities and competencies faster than other scaling strategies.

- o **Scaling impact through knowledge sharing**

  Social enterprises may stimulate or complement their scaling process through knowledge sharing, allowing them to draw salient lessons from their interaction with conventional enterprises.

Not only do social enterprises need to overcome a set of challenges as they establish and consolidate their activities, they also face additional challenges once they decide to scale. Policy makers can play a significant role in helping social enterprises overcome these challenges, by focusing on three key areas: markets, finance and skills.

1.8. Conclusion

Lastly, whether you are student aspiring to serve society or an established professional looking to follow your passion, social entrepreneurship can help you in realizing your vision and actualizing your mission. With famous rich business legends, such as Bill Gates, Warren Buffett, and NR Narayana Murthy willing to provide seed capital for social entrepreneurs, there is no dearth of encouragement and incubating for them. Moreover, governments are also helping social entrepreneurs in their endeavours and hence, we are at a Tipping Point as far as social entrepreneurship is concerned. To conclude, the world needs more social entrepreneurs and the ecosystems are also helpful for them to make a difference to society.

Chapter 2: Applying Service Learning methodologies in VET

2.1. Abstract

Service Learning is a course-based teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. In this unit, you will learn basic concept of Service Learning and different types, as well as the civic engagement with local stakeholders (communities and local entities that operate in it). The unit include also a guideline on how to start and plan a Service Learning project.

2.2. Types of Service Learning

A Service Learning curriculum enlarges the learning arena of students from the classroom to the community. Coordinated and thoughtful activities encourage students to reflect on issues in ways that permit them to use their academic skills to deliver effective service to the community. This allows Service Learning to transform students from passive learners of information into active learners and community members whose responsible actions and service renew and change the landscape of their communities.

Service Learning not only changes the way students learn, but it changes society's view of education and service. In this sense, Service Learning is a philosophy of education and service to the community.

2.2.1. Direct Service Learning

Working directly with individuals and organizations to address a community issue or need

Examples:
Tutoring other students and adults
Serving meals to the homeless
Volunteering for disaster services

2.2.2. Indirect Service Learning

Working indirectly with individuals and organizations to address a community issue or need.

Examples:
Painting rain barrels for land and water conservation efforts
Revitalizing buildings and structures
Creating a community garden
Creating promotional materials for local organizations

2.2.3. Advocacy Service Learning

Planning, conducting, and/or creating awareness initiatives and events to address a community issue or need.

Examples:
Planning and putting on public forums on topics of interest in the community
Conducting public information campaigns on topics of interest or local needs
Working with elected officials to draft legislation to improve communities

2.2.4. Research-based Service Learning

Collecting, analysing, and/or implementing qualitative and quantitative data to address a community issue or need.

Examples:
Analysing an organization's survey results to evaluate the effectiveness of their programme
Conduct energy audits in public buildings
Compiling history facts

2.3. The value of Service Learning

Service Learning represents a bridge between educational institutions and local communities.

SERVICE LEARNING

COMMUNITY SERVICE   EDUCATION

NETWORKING
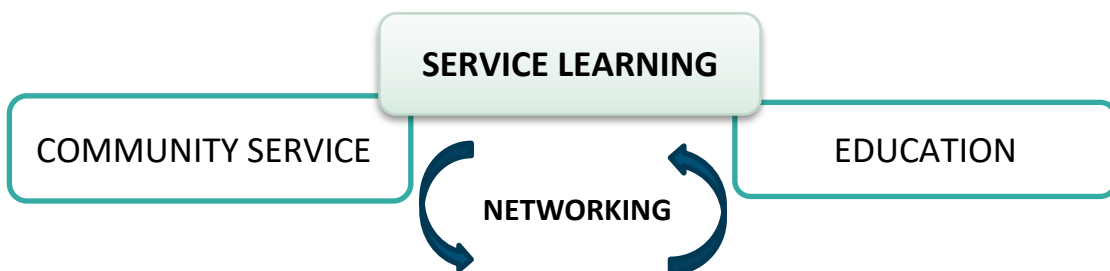
Effective Service Learning programmes are only successful as the relationships and systems in place between community partners (who host Service Learning students), the educational institution and the administrators who work with them to ensure that projects meet community needs.

Community partners are integral to the success of Service Learning students. Community partners serve as co-educators who facilitate onsite learning and reflection for students. Their work, guidance, and expertise result in an integrative teaching approach that provides a foundation for student learning.

A Service Learning project involves students, educational institutions, community partners and citizens producing mutual benefits with the final mission to improve the society through strengthening social capital, stimulating networking, explaining and consolidating the values and norms of a community, creating trust and security among the population.

Benefits for Students

- o Positive effect on interpersonal development, the ability to work well with others, leadership and communications skills

- ○ Positive effect on sense of social responsibility and citizenship skills
- ○ Enhanced academic learning, when compared to similar courses that are not integrating Service Learning
- ○ Stronger relationships with faculty, when compared to students who are not involved in Service Learning
- ○ Improved satisfaction with educational institution/school experience
- ○ More likely to graduate, when compared to students who did not participate in Service Learning
- ○ Propensity to continue service and practice active citizenship following graduation

Benefits for Community Partners

- ○ Useful service from student volunteers
- ○ Enhanced organizational capacity to achieve mission
- ○ Exposure of students to mission and purpose, possibility crating a lasting interest in volunteering with the organization
- ○ Enhanced relationships with the educational institution/school
- ○ Foundation for continuing partnerships with the educational institution/school

Benefits for Educational Institutions

- ○ Satisfaction with enhanced quality of student learning
- ○ Connections with community organizations
- ○ Efficacy and impact of course in the community
- ○ Opportunities to develop scholarship related to community engagement
- ○ Ability to demonstrate real world application of student learning
- ○ Personal satisfaction
- ○ Contribution to the university's strategic plan and mission

2.4. Service Learning in practice

Carrying out a Service Learning practice is not essentially different from developing any project. Therefore, the development follows three basic blocks:

PREPARATION

REALIZATION

EVALUATION

The breakdown of the block is the following:

Preparation	1	Drafting the Idea
	2	Partnership building
	3	Project plan
Realization	4	Group project preparation
	5	Project execution
	6	Group project closure
Evaluation	7	Multifocal evaluation

STEP 1 – DRAFTING THE IDEA

1. Define where to start.
Where are we going to locate this project? In which matter? Who could we do it with?
2. Determine what would be the social need that students could meet.
What real needs in our environment arouse teenagers' sensibilities and encourage them to compromise?
3. Identify the specific service they could perform.
What tasks that produce a visible result and that they themselves can evaluate could carry out?
4. Specify what lessons the service would provide.
What skills, knowledge, attitudes, skills and values could reinforce this experience?

ANALYZE COMMUNITY NEEDS	▶	SELECT THE PROBLEM	▶	CHOOSE THE SOLUTION

LOCAL NEEDS ASSESSMENT
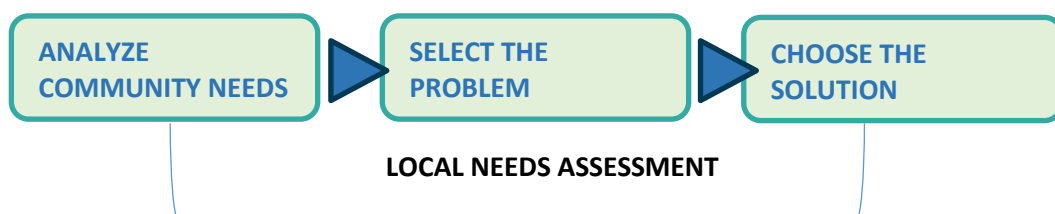
A local needs assessment is conducted to determine if a local workforce initiative is currently meeting the needs of a neighbourhood and what other types of resources and services the initiative can provide.

Scope of the service	Challenges or social needs detected in the environment	Who is acting? Social entities, institutions...
Accompaniment to training and reading		
Support for people with special needs		
Support for older people		
Protecting nature, animals and the environment		
Citizen participation		
Solidarity and human rights		
Development cooperation		
Promoting health and safety		
Art and cultural heritage		

STEP 2 – PARTNERSHIP BUILDING

To carry out the project we need partners: the educational center cannot influence the community without establishing alliances with those groups and initiatives that act in it.

Depending on the project we have outlined, we can have the following entities and institutions as partners:

- **Entities of the population that know closely and act on the needs of the environment: neighbourhood, environmental, mutual aid associations etc.**
- **Public institutions that have responsibilities in many service areas, such as health centers, urban guards, firefighters, etc.**

Once we decide who we want to partner with, it is necessary to establish a clear and concrete relationship with the chosen entity.

STEP 3 – PROJECT PLAN

1. Define in detail the service that students will perform.
2. Specify the pedagogical aspects of the project and the priorities.
3. Specify the management and organization of the entire project.

In order to decide the key learnings in our project, it is worth to do a link map, either by subject or by competencies.

```
┌──────────────────────┐   ┌──────────────────────┐   ┌──────────────────────┐
│ Processing information│   │ Knowledge & interaction│  │    Communication      │
│ and digital competence│   │  with the physical world│ │      competence       │
└──────────────────────┘   └──────────────────────┘   └──────────────────────┘

┌──────────────────────┐                              ┌──────────────────────┐
│     Mathematic        │          SERVICE             │ Autonomy and personal │
│     competence        │                              │      initiative       │
└──────────────────────┘                              └──────────────────────┘

┌──────────────────────┐   ┌──────────────────────┐   ┌──────────────────────┐
│   Social and civic    │   │   Learning to learn   │   │    Cultural and       │
│     competence        │   │                       │   │  artistic competence  │
└──────────────────────┘   └──────────────────────┘   └──────────────────────┘
```
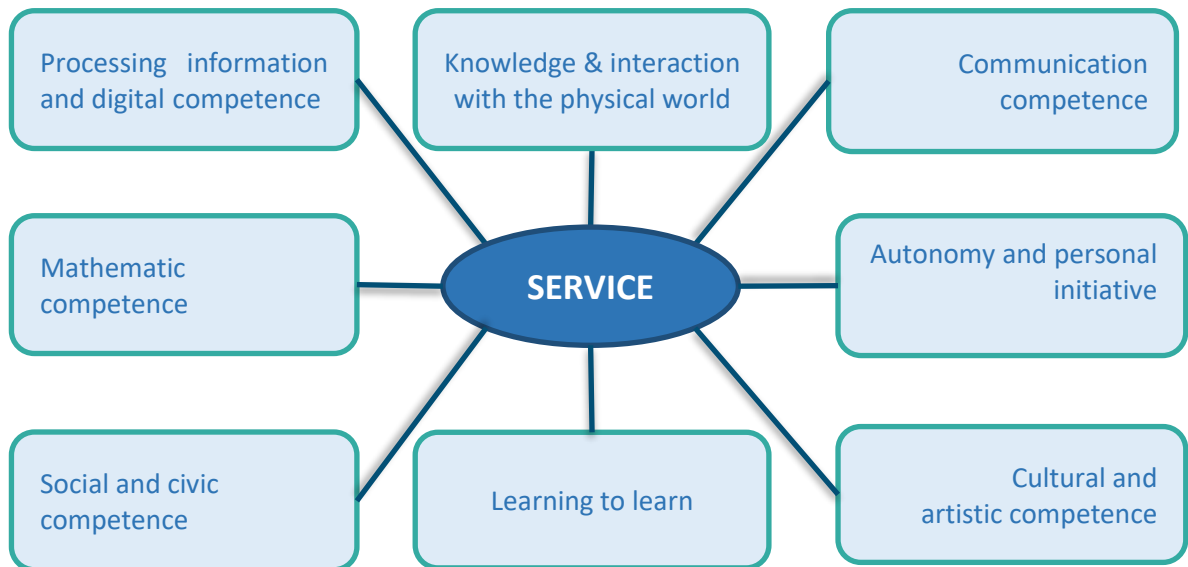
| To define project management:	
▪ What permits and insurance do we need? ▪ How will we inform and involve the families? ▪ What human resources do we need? ▪ How entity and educational center will relate? ▪ What materials and infrastructure do we need?	▪ How are we going to record the experience? ▪ What are we going to spread? How are we doing to do? ▪ What budget does the project have? And with what funds are we going to cover it?

STEP 4 – PROJECT PREPARATION WITH THE GROUP

1. Motivate the group: raising awareness on the social need of the project

2. Diagnose social need: learners to investigate the problem

3. Define the project: learners to understand action to take, usefulness and what they will learn

4. Organize the work: organize working groups, distribute responsibilities and scheduling

5. Reflect on the learning planning to assess the personal impact of the project

Visit or invite a social entity and or a veteran student

Tips to start: hand dynamics to reflect on personal strengths and weaknesses, to propose a learning objective
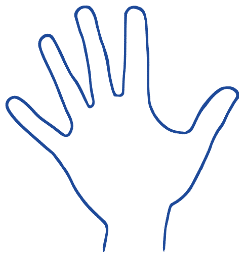
Once it is clear what they will undertake in the Service Learning project, we can ask learners to draw the silhouettes of one their hands on a paper. On the fingers, they will write abilities or skills that they recognize in themselves and they believe will be useful to develop the project. Apart (out of hand) they will note a "weak point." They will also write what they want to learn from the project.

STEP 5 – PROJECT EXECUTION

1. Perform the service
2. Relate to people and entities
3. Record (photos, videos...), communicate and disseminate the project (communication campaign, press release, events…)
4. Reflect on the learning of the execution

Strengthen communication with target recipients of the service improves in our learners empathy and diversity respect

STEP 6 – PROJECT CLOSURE WITH THE GROUP

1. Reflection and evaluation on the service results
2. Reflect and evaluate the achieved learnings
3. Future perspectives. Will the project continue? If we don't continue, who will take care? Are we going to do another project?
4. Celebrate with everyone the experience

Families can be also involved: parents can collaborate on logistical tasks, recording videos or helping to disseminate the project.
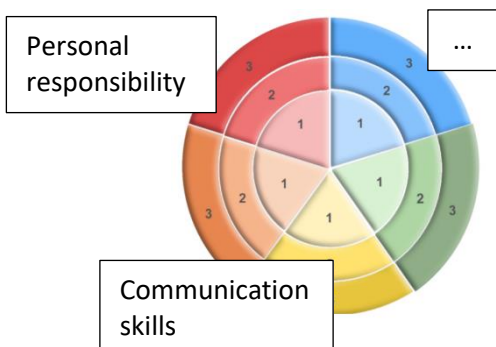
Tips for learning assessment:

Graphic element for individual evaluation and collective result. Each member of the group receives a set of labels with which they will indicate their personal assessment of the learning: much, quiet, little, nothing. The greater the number of labels in the center, the better the overall assessment we will obtain from the lessons learned.

STEP 7 – MULTIFOCAL EVALUATION

Once the project has been completed and evaluated with the students, it is up to the trainer to reflect on the experience and draw conclusions at various levels.

1. Evaluate the group and its members (evolution of interest/attitudes/values, academic progress, group dynamic…)
2. Evaluate the job with the entities
3. Evaluate the experience as Service Learning project.
4. Self – assessment

Tips for project evaluation:
There are various tools for the self-assessment of the project. One of them is the ***Rubric for the self-assessment and improvement of Service Learning projects*** created by the **Research Group on Moral Education of the University of Barcelona (GREM).** Other tools are available online.

2.5. Conclusion

Service Learning is undoubtedly growing and developing across higher education institutions. Service Learning is meant to provide relevant and meaningful service in the community while creating the opportunity to enhance civic engagement and academic learning. Students/learners and community partners agree that Service Learning has a significant impact on both parties. Educators and trainers can use this chapter as a tool to bring Service Learning to their class.

Chapter 3: Promoting innovation and social entrepreneurship in VET through Service Learning

3.1. Abstract

The following chapter aims to illustrate how the application of the Service Learning methodology in VET is an effective means of promoting innovation and social entrepreneurship among VET students. Upon completion of this unit, the learner should have a better understanding of:

- The concept of social innovation
- The complementary nature of Service Learning and social entrepreneurship
- How and why a Service Learning methodology can promote social innovation and social entrepreneurship in a VET context.

3.2. Social Innovation

As detailed throughout the previous chapter, the Service Learning methodology seeks to shift students from passive to active learners, whose actions, interactions and service, transform their communities and the world around them.

Social innovation does not and cannot arise on its own, and is not individual social entrepreneur or even a single social enterprise, but is rather found within the dynamics of the larger social systems they are located in.

Social innovation can be seen as "*a result of interactions between different actors operating within the same social system and are developed through collective learning*" (Neumeier 2012, as cited in Phillips et al. 2015:18).

"*The difficulty lies not so much in developing new ideas as in escaping from old ones*."– John Maynard Keynes

Service Learning is predicated upon the close cooperation and collaboration between community members, trainers, and peers. These interactions represent a multitude of learning opportunities for students and fertile ground for social innovation to take place: direct contact with a variety of people, awareness of other experiences, the exchange of ideas, as well as feedback from the abovementioned stakeholders. These principles, inherent to the Service Learning methodology, are widely considered to be prerequisites of, and "*a driving force of social innovation*" (Phillips et al. 2015:19).

3.3. Service Learning and Social Entrepreneurship

When students assume an active role in addressing the needs of their local communities, ideas of civic engagement, or even the local community itself, are no longer abstract theoretical concepts, or systems and processes from which the students are detached, external observers. Through the process of identifying problems in their communities, establishing partnerships, developing and advancing their ideas into action for change, students are imparted with an expanded sense of their capabilities.

A comparative overview of the key components, principles, and values of Service Learning and social entrepreneurship demonstrates the powerful role the former can play in creating a solid foundation and cultivation of the latter. This pertains to not only practical experience and skills, but harnessing the sense of civic duty and passion for social action and sustainable action that distinguishes social entrepreneurs. Jones, Warner and Kaiser (2010) illustrate their complementary and overlapping qualities:

	SERVICE LEARNING	SOCIAL ENTREPRENEURSHIP
Origins	Education Late 1960's	Civic sector Early 1970's
Definitions **Key Components**	- Educational - Community - Partnerships - Pedagogy	- Innovation - Risk-taking - Sustainability - Creating something new
Philosophy **Key Principles**	- Community and student empowerment - Social critique and social change	- Expertise and qualities of the entrepreneur - Critique of traditional non-profit sector
Values	- Reflection and personal transformation - Addressing community needs - Collaboration	- Action - Solving social problems - Non-traditional approaches

3.4. Service Learning in Vocational and Educational Training

VET institutions often have wide networks and well-established relationships with companies and industries in their local communities.

Apprenticeships and work-placement are incorporated into training courses at a higher rate than other institutions, and many VET students go on to pursue self-employment (OECD 2014). These factors suggest a high degree of compatibility with the structural integration of a Service Learning methodology.

Through the hands-on experience provided by Service Learning, students "are taught not only to build a house, but also to care for those who need the house" Egeland (2004:19). Students are able to encounter situations and challenges similar to those they would meet as social entrepreneurs. However, by doing so in a structured environment, they are able to develop the skills they will need to do so successfully.

3.5. Conclusion

Service Learning empowers students through instilling a sense of civic duty, the practical experience and development of skills needed to identify common challenges, as well as the confidence to put forward innovative approaches to address and overcome them. These factors, along with the collaborative nature of Service Learning present fertile ground for social innovation and entrepreneurship. By integrating the methodology in VET education, students "are taught not only to build a house, but also to care for those who need the house" Egeland (2004:19).

Chapter 4: Developing skills and competencies of social entrepreneurship in VET

4.1. Abstract

This unit of the PIONEERS pedagogical handbook will cover how to develop skills and competencies of social entrepreneurship in Vocational Educational Training. Upon completion of this unit the learner will have a clear understanding of the following;

- A generic profile of a social entrepreneur in terms of knowledge, key skills and competencies
- How to guide VET students to recognize social entrepreneurial attributes in themselves and others
- A sample example of how a social issue can be addressed through a field specific Service Learning in a VET context using social entrepreneurial methods

4.2. A profile of social entrepreneurs

Social entrepreneurs are innovators, catalysts for change, disruptors, adaptable, passionate visionaries who are observant, respectful, optimistic, driven, empathic, active listeners who access and appraise the innovations, interventions and disruptions they aspire to make with those with on the front line with real life experiential knowledge of the areas and issues they are addressing.

Social entrepreneurs value taking action when they recognize that circumstances could be better or operate on a higher level of functionality and they value applying their expertise to make improvements which disrupt, elevate and cultivate societal change.

Social entrepreneurs do not view themselves as heroes or doctors and they do not approach the societal issues they address without research or consultation with those directly affected, or arrive at a community engagement meeting with a "prescription" generated in abstraction.

Social entrepreneurs know that necessity is the mother of all needs. They are not solely motivated solely by profit but they understand that in order to be most effective in their work that they can't do so in the absence of the profit required to meet their own needs for self-care. They understand that social good and profit do not have to be mutually exclusive.

Social entrepreneurs can liaise with those who are directly affected and/or already addressing the issue they wish to confront and meet them in a state of openness without preconceived ideas of outcomes. In consultation, they apply their expertise to collaborate to co-create solutions, which offer add value for all affected. They can appraise the sustainability of the actions they partake in. They can willingly share their experiences with others to offer mentorship and to further the spiral of social innovation.

Social entrepreneurs are ever curious and always open to learning new things. When they identify an absence in their skill set, which poses an impediment to the achievement of a desired social innovation they take action to remedy it. They form strategic alliances with for profit or non-profit organizations, community groups, other social entrepreneurs, entrepreneurs, monetary funds, corporate responsibility funds, local government or any individual or entity that furthers their social innovation aims. Their eyes are always open to networking possibilities, potential collaborations, where societal good and the market intersect.

4.3. Guiding VET students to recognize the attributes of Social Entrepreneurship

To cultivate the social entrepreneurial mindset in VET students, trainers should begin by illiciting what existing knowledge students have of social entrepreneurship through a group discussion about the differences between traditional and social entrepreneurs and individuals the students label as change makers.

In order to feel confident to engage in social entrepreneurial type activities it is necessary for the trainers to assist VET students in identifying social entrepreneurial attributes in themselves and their class mates. This can be achieved using a simple a quiz to help identify where the VET students character and that of a generic social entrepreneur intersect.

It is also prudent to consider that, though an individual VET student may not possess a full set of social entrepreneurial attributes, groups of VET students can be organized to optimally represent the attributes of social entrepreneurs thus providing the circumstance whereby the student recognises their short coming in terms of absent social entrepreneurial attributes and can be mentored and/ or observe the missing attribute as practiced during the course of the social entrepreneurial activity by another.

Once the VET student has identified their social entrepreneurial attributes, it is time to discuss them in reference to your Service Learning through social entrepreneurship in VET. Try using some of these questions as a basic guide and include additional ones which you deem relevant to your specific Service Learning through social entrepreneurship project

- **What is my (the VET students) unique value proposition in terms of this project?**
- **What role am I best suited to?**
- **What types of challenges might I/we encounter?**
- **What types of and risks might I/we encounter?**
- **How will can I/we mitigate them?**
- **What level of sustainability does our social entrepreneurial Service Learning project have beyond the confines of the project timeframe?**

4.4. A sample example of social issue addressed as a VET Service Learning project

Sample social issue: a lack of high quality extracurricular opportunities for disadvantaged school children with transferability to future labour markets.

Sample VET course: BA in Computer programming

Sample Service Learning social entrepreneurial project: VET students teach basic programming for a robot to the children in a series of workshops held in the community

Sample funding provider: The VET institution, a community fund, a corporate responsibility fund and a robotics company

Sample process

Step 1 - The VET institution engages a willing community partner.

Step 2 - The VET trainer engages students in a social entrepreneurship awareness raising class / module and select a student representative.

Step 3 - The key actors; VET trainer, the VET student representative and the community partner meet. They all have pre-assigned roles in the discussion which are as follows:

- **The VET trainer is responsible for keeping the conversation within the parameters of the course curriculum and introducing the Service Learning through social entrepreneurship project and the VET institution to the community partner**
- **The community partner is responsibility for keeping the conversation within the parameters of the communities' needs**
- **The VET student is responsible for keeping the conversation within the parameters of student interest and what is feasible for students in terms of commitment**
- **All key actors should suggest sources and of funding**

Step 4 - All the key actors return to brief the individuals they represent and gather feedback

Step 5 - The key actors meet again to present the feedback and identify a project, which is mutually satisfactory to all

Step 6 - The key actors return to further brief the individuals they represent

Step 7 - All key actors solicit funding for the project

Step 8 - The VET students and trainers prepare the materials for the project and the community partner publicizes the project to the community collecting contact details of community members who express interest

Step 9 - The VET institution completes the materials for the project and allows a minimum of 6 weeks for both the VET provider, student representative and community partner to publicize the project including the details of all funders

Step 10 - The project is conducted and all key actors collect feedback from their representative groups

Step 11 - All key actors conduct a reflection session and/or meeting

4.5. Conclusion

In conclusion for VET trainers to cultivate the skills and competencies of social entrepreneurship through Service Learning both students and trainers need to have a clear understanding of the profile of a social entrepreneur, to be able to recognize social entrepreneurial attributes in themselves and others and to be familiar with a sample possess by which a social issue can be addressed through a Service Learning through social entrepreneurship, the VET trainer and /or provider must identify willing community partners and all in advance of embarking on a Service Learning social entrepreneurial project.

Chapter 5: Implementing the life cycle of VET social entrepreneurship programmes

5.1. Abstract

The following chapter aims at presenting to the VET trainers the necessary pedagogical support addressing the learners involved in a social entrepreneurship programme including a Service Learning project.

To make sure VET learners succeed and improve their personal and professional experience in social entrepreneurship training, the VET professionals need to support them at every step of the training, at different times throughout the training activities, as well as the planning and management of the actions to implement in the SE hosting organization.

This support, supervision, learning and assessment provided must be thoughtfully planned in a Service Learning context. This will be the topic of the present chapter.

"This support, which appeared as a necessity in our modern times, needs to be thought, first of all to help the professional or volunteer with a role of support, to better understand the challenges of his/her own relational practice; secondly to give to accompanied adults the means he/she will be to get out of this position of vulnerability and gain some autonomy." Thinking the support for adults, ruptures, transitions, rebound – Jean-Pierre Boutinet – PUF 2007

5.2. Having a vision about Service Learning

5.2.1. A business approach

The pedagogy to be developed is made in a context of business approach. The vocational and continuing social entrepreneurship training delivered aims at preparing learners to a specific work, which is more complex and wide than just taking up a job.

This professional dimension must be seen as an essential point for VET centers. It is necessary to work in a close and sustainable relationship with both employers and professionals to enable the evolutions of competences and qualifications as much as adapting the SE training provision.

The training in direct link with social entrepreneurship must be long enough to be able to conciliate the professional training with Service Learning. Ideally, the training can be planned at the rate of 1 week of pedagogical grouping for 3 weeks of Service Learning.

Thanks to the Service Learning pedagogy, the trainees can rely on the acquisition of their professional practice during training to understand and develop the necessary competences and knowledge specific to their jobs.

5.2.2. The Service Learning pedagogy

Following a work-linked training results in a double training in two different places. It is not two parallel paths alternating successively but rather a back-and-forth between two complementary contexts. The changeover is reflected to be a successful integrated process.

The time spent in VET center will mainly enable to gain knowledge, to share know-how and to bring work-related tools and methods to be exploited during the training. The Service Learning will not only help the learner acquire training content adapting them to their organisation, their target groups and the activities to be implemented, but also to realise learnings from observations and concrete activities.

The times providing welcome and closure for the grouping weeks and the training content are also conceived accordingly, so that a clear link is made between the two places.

The Service Learning becomes a place where it is possible for the learner to confront theory with practice, and to work particularly on the practice analysis. In this process, the trainee is at the center of the pedagogical approach.

5.3. Implementation of the training provision in a context of Service Learning

The following information is provided as guidance to ensure the success of the Service Learning social entrepreneurship project gathering multiple actors (trainer, trainee, tutor, SE organisation).

Step 1 - Selecting the hosting organisation in a context of Service Learning

The organisation welcoming the students must offer the opportunity for them to experiment the implementation of social entrepreneurship projects. Either the student already assumes responsibilities or he/she is given some.

During the Service Learning experimentation, the student should be able to develop a capacity of observing, experimenting, innovating and analysing his/her practice with the tutor and the VET center.The hosting organisation, either private or public has the following characteristics:

- **Intervenes in the fields of social entrepreneurship,**
- **Accepts the process of training implemented by the VET center and the principle of tutoring**
- **Accepts the principle of reassessing the practices of the trainee**
- **Is able to accompany the trainee in his/her commitment of training**

The VET center will make sure that the hosting organisation enables the student to be in a real ans successful situation of learning to develop their competences and knowledge.

Step 2 - Defining the qualifications, place and role of tutor in the pedagogical approach

The question of tutoring will be raised with both the student and the hosting organisation at the beginning of the application for the social entrepreneurship programme. The training responsible will support this process consisting of selecting and monitoring the tutor, especially in the framework of the professionalization.

The tutor is designated by the organisation internally if it is possible, otherwise externally. In the case of an external tutoring, however, it is recommended that a representative of the hosting organisation provides general follow-up and assistance to the student.

Looking for a tutor can be complicated, due to the level of training and the potential responsibilities to be held by the student who will have the chance to implement a Service Learning project. Hence, the substantial and thorough support in this process by the VET center for the students.
Here is below a chart showing the characteristics and role a tutor plays in a context of Service Learning.

Criteria of qualifications for the tutor:	Role of the tutor:
o The same degree or the same level of education as the trainee (diploma or professional experience in the field of social entrepreneurship o Carrying out his/her activities in the field of social entrepreneurship o Exercising executive functions (currently or previously) in a specific department or within the organisation o Previous experience of tutoring. If not, forecasting additional training for tutor to help him/her preparing the support to perform	o Taking part into the training of one individual with the implementation of a tailored support, exchange and assistance o Welcoming, training, evaluating et delivering recommendations o Supporting the trainee to help him/her improve their skills and competences, along with the experimentation of new practices o Establishing links between activities in the organisation and the process of training proposed by the VET center o Facilitating the links with the VET center

Step 3 - Determining the communication between the hosting organisation, the VET center and the tutor

A Service Learning pass is transmitted to the trainees and the tutors every month by the VET center. The document ensures that tutors are informed about the training content forecast and also about any relevant information the VET center may want to transmit. 3 meetings are to be organized:

1. A collective meeting of the tutors is planned during the first month of the training. This meeting will be organised with the following agenda:
- Training objectives
- Principles of the training with Service Learning experience
- Evaluation process (examination)
- The pedagogical role of the tutor
- The support and follow-up of the trainee

A document presenting the various points of the agenda, along with proposal of actions and learnings are given to the participants of the meeting.

2. A field visit during the training gathers the VET center, who will meet the tutor and the student in the premises where the Service Learning takes place, in order to review the following points:
- The tailored support and follow-up of the student
- The acquisition and processing of the competences
- The initiatives taken during the training
- The certifications examinations

3. The VET center proposes 3 dialogues during when the tutor will be able to exchange:
- After few months for a 1st review of the tutoring
- In the middle of the training provision
- At the end of the training, as a result of the support and follow-up

Each tutor has the possibility to integrate this pedagogical meeting of the training. The presence of the professionals or executives enables to contribute to the quality of the training.

Step 4 - Ensuring the life cycle of the social entrepreneurship training programme

- ▪ **During the training programme in general**

A personalised support is proposed to the students by the training responsible. This support consists of an individual meeting at least every semester (each trainee has the possibility to ask for an interview with the training responsible whenever he/she feels the need), advice for the writing of the project during examinations, exchanges with the team of trainers involved about the exercise of their jobs, phone calls between tutors and training responsible, etc.

- ▪ **At the beginning and at the end of the training programme**

The training responsible hosts and animates this group meeting among students experiencing Service Learning project in different organisations, introducing the week with the agenda, proposing a roundtable for each student to share their professional news and activities, taking into account the situation of everyone, feedback of the group about the previous weeks spent during Service Learning activities, and reviewing the strategy to implement their project.

The objective of such an event is to enable both the group and the training responsible to know in which position/situation the students are at the beginning of the week.
At the end of the week, the training responsible animates a close-up time:

- - **To have a general review of the interventions of the various trainers during the week**
- - **To answer the final questions, remarks or suggestions of the trainees**
- - **To prepare the Service Learning period if needed**
- - **To enable a time of regulation if needed**

- ▪ **Internal evaluation for the training program**

The VET center evaluates the training content delivered with different criteria to achieve the training objectives:

- - **The quality of the training content, along with the pedagogical support delivered**
- - **The quality and diversity of work methods proposed**
- - **The group dynamic and cohesion**
- - **The quality of the material conditions and the hosting**
- - **The diversity and adequacy of the hosting organisations where Service Learning places take place**
- - **The involvement of the trainee in the training**
- - **The regularity and the quality of the relation with tutors**
- - **The professional perspectives**
- - **The quality of the pedagogical support and the monitoring during the entire training**
- - **The level of success during examinations**
- - **The rate of professional recruitment or retain at work with the equivalent level of responsibility**
- - **The results of the satisfactory questionnaires**

This evaluation relies on the pedagogical advice, the individualized students interviews and the relationships with trainers, the result of the training (final review), and surveys addressing the students, the tutors and the financiers.

5.4. Conclusion

Many factors contribute to the success of the VET social entrepreneurship training programme, delivered with Service Learning placement. Certainly, one of the most important is the relationship between the tutor and the student which plays a crucial role in the development of the skill improvement. Indeed, the student will have to deal with an intense pace between both the hosting organisation and the VET center which are two distinct worlds that he or she will have to discover and master.

The tutor will have to play a role of coach and manager in order to provide the student with a caring and fulfilling environment, sharing his or her own experience and expertise. In this light, the VET center must secure the necessary conditions and resources for a successful partnership with the hosting organisation.

Chapter 6: Building a social entrepreneur project: making ideas real

6.1. Abstract

During the last decade, a number of landmark statements have called for investing in higher education's public purpose to promote civic and social responsibility (e.g., Campus Compact, 2017). Specifically, two pedagogical approaches have gained increasing support as a way for higher education to pursue its public purpose: Service Learning and social entrepreneurship.

Service Learning and social entrepreneurship fit perfectly and share a common goal of engaging students in work to achieve the public good and a desire to link education to social problems and needs. In this unit, we will explain the journey from drafting the idea to the realization of it in a project with social impact.

6.2. How to identify and initiate an idea with social impact

While Service Learning, as a pedagogical approach, is developed inside higher education, social entrepreneurship is developed outside of academia as an approach to solve problems in the "*real world*" (Enos, 2015).

Despite initial resistance to it in higher education, social entrepreneurship found a home in graduate schools of business and, now, is steadily moving into other disciplines at both the undergraduate and graduate level, including engineering, law, public policy, psychology and social work. This shift makes pedagogical sense, as teaching social entrepreneurship requires striking a balance between both hard and soft skills, utilizing skills that can be found in both business and liberal arts schools (Dees, as quoted in Worsham, 2012).

Education in these programmes focus on teaching students the steps to organize resources around solving social problems, particularly business management skills and performance measures to develop sustainable solutions.

Social entrepreneurship and Service Learning have in common that they both engage students in work directed toward the public good, linking the education of students to addressing societal problems and needs.

Preparation: drafting the idea
A preliminary "market investigation" is very useful before starting: exploring the challenges and needs of our environment can give us valuable information when we decide to realize a social project. If we already have an idea, a market research is a good instrument to understand if it can concretely respond to the needs of the community.

In this initial step of collecting information, we can also try to identify which initiatives (if there are any) like entities, associations, and institutions etc. that are already acting on these needs.

Preparation: partnership building and stakeholder engagement
To carry out the project we need partners: the educational center cannot influence the community without establishing alliances with those groups and initiatives that act in it.

Before we start planning, we must ensure that we begin with a good relationship with the partners with whom we have decided to collaborate and be prepared to involve them in the project.

This stage consists of two phases:

1. Identify the partners with whom we could collaborate in the planned project.
Some examples are:
- Entities of the population that know closely and act on the needs of the environment: neighbourhood, environment, mutual aid associations etc.
- Public institutions that have responsibilities in many service areas, such as health centres, urban guards, firefighters etc.

2. Raise the demand and reach an agreement about the service that young people will perform.

Once we decide who we want to partner with to share the project, it is necessary to establish a clear and concrete relationship with the chosen entity. When we take this step, we can confirm the viability of the service.

Co-collaboration between stakeholders is an essential key to a socially meaningful project and, if we want to help our students develop this type of "participatory readiness" (Allen, 2016), they must understand the dynamics of the community context in which they will be acting, as well as have the knowledge and skills to achieve their intended outcomes.

Networking is sharing commitment with the groups and social initiatives that operate in the environment. This partnership, or close collaboration, will allow us to confirm the viability of the service.

6.3. Tool for management and life cycle of entrepreneurship project

Once we have the project idea, we can use the Business Model Canvas as a strategic management and lean start-up template for developing new or documenting existing business models. It is a visual chart with elements describing a firm's or product's value proposition, infrastructure, customers, and finances. It assists firms in aligning their activities by illustrating potential trade-offs.

The nine "*building blocks*" of the business model design template that came to be called the Business Model Canvas were initially proposed in 2005 by Alexander Osterwalder based on his earlier work on business model ontology. Since the release of Osterwalder's work around 2008, new canvases for specific niches have appeared.

The Business Model Canvas

Source: Business Model Alchemist - http://www.businessmodelalchemist.com/tools, CC BY-SA 1.0, https://commons.wikimedia.org/w/index.php?curid=11892574

The Business Model Canvas can be printed out on a large surface so groups of people can jointly start sketching and discussing business model elements with post-it note notes or board markers. It is a hands-on tool that fosters understanding, discussion, creativity, and analysis. It is distributed under a Creative Commons license from Strategyzer AG and can be used without any restrictions for modelling businesses. The Business Model Canvas is also available in web-based software format.

6.4. The life cycle of entrepreneurship project

The plan below shows the lifecycle frameworks specific to employment social enterprise/social project. Source: https://redfworkshop.org/learn/life-cycle-analysis
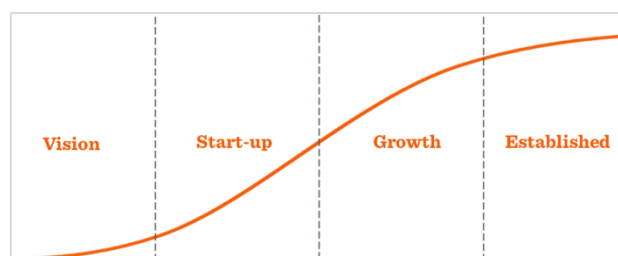
Social entrepreneurial project in the vision stage is focused on pre-launch planning and feasibility testing. Newly launched, start-up social project is focused on refining model and operations. Once operations are stable, social enterprises are considered to be in the growth stage since their focus is now primarily on growth. After significant growth and the model is proven, established social enterprises are ready to replicate and scale.

The following chart has examples of some typical success factors for each category in each stage of the life cycle:

	Vision	Startup	Growth	Established
Social enterprise management team	Hired dedicated SE director with mix of business and social sector experience	SE director is a hands-on operator Hired dedicated employee support staff	SE director is able to delegate operational tasks and focus on vision and growth	SE director fully owns goal-setting and strategic direction for SE (vs exec director of parent nonprofit)
Supportive employment experience	Identified target population and match with enterprise idea Defined employement model (transition vs permanent)	Identified hirings sources and hired SE employees Developed program design	Refined understanding of barriers and needs of population based on outcomes data	Program design document is robust and shareable
Outcomes measurement	Defined social metrics to track and means of collecting metrics	Regularly tracking key social metrics against goals	Regular internal evaluations to present data and analysis	Conducted external evaluation to prove effectiveness of intervention
Business sales and marketing	Conducted brekeven analysis Developed basic marketing colletral and pricing model	Refined pricing through evaluation Developed standalone brand identity	Developed refined marketing and branding Understanding of customer segment profitability	Turning over available profit to parent nonprofit Brand equity strong enough for new geographies
Sustainability model	Articulated financial goal Developed a budget forecast	Developed timeline for sustainability Refined budget forecast	Achieving financial sustainability goals Earned income covers larger portion of budget than before	Demonstrated ability to maintain financial security Ability to take on other types of capital
Role of parent non-profit	Leadership and board explored feasibility of SE, are commited, and understand risks	SE director on leadership team of parent nonprofit	Parent nonprofit sets up advisory council for social enterprise Increased autonomy for SE director	Replication of social enterprise with role for parent nonprofit in new geographies
Financial management systems	Identification of systems needed Defined SE's financial policies and controls with linkages with parent non profit	Social enterprise systems interdependent with parent nonprofit Financial analyst allocated partly to SE	Strong controls system and roles for SE and parent nonprofit	Sophisticated financial systems with clear links to parent nonprofit and ability to implement in new geographies
Business planning and operations	Completed due diligence for social enterprise ideas	Day-to-day operational processes defined and implemented	Developed 2-3 year growth plan with strategies and requirements	Developed replication plan Consider new lines of business

Source: https://redfworkshop.org/learn/life-cycle-analysis

In the table above, Life cycle stages refer to social enterprise, rather than overall agency. Certain milestones need to be met in order for an organization to move from one stage to the next. Advancement from one stage to the next depends on milestones rather than timing (i.e. organization age).

6.5. Funding opportunities: grants and alternative financing

Because social enterprises and social entrepreneurial projects are structured differently from a traditional charity or business, they may obtain funding from grants, investments, or a combination of both.

Large private foundations like the **Michael and Susan Dell Foundation** offer grants to organisations working in their chosen areas of focus. Some organisations dedicated specifically to social entrepreneurs, such as **UnLtd**, also offer small grants to organisations that are starting up or scaling their operations:

- https://www.msdf.org/
- https://www.unltd.org.uk/

A recent development in the funding space is the concept of impact investing. The Global Impact Investing Network defines impact investment as "*investments made into companies, organisations, and funds with the intention to generate social and environmental impact alongside a financial return.*" This burgeoning field that has grown out of the realization that producing goods and services with a social value—such as vaccines for infectious diseases—can also generate profits for investors. One example of an impact investment group is Root Capital.

Some social enterprise models may generate sufficient profits to make them attractive targets for traditional equity and debt investment funding as well. Sources of investment funding include:

- **Angel investors: wealthy individuals interested in making investments**
- **Seed funding firms: companies that invest small amounts of early-stage capital in startups**
- **Venture capital funds: companies that pool and invest large amounts of money in emerging businesses**

There are a number of organisations that specifically aim to fund social entrepreneurs at various stages of venture development. Here are just a few of them:

- Echoing Green Fellowship (Global)
- Draper Richards Kaplan Foundation Grants (U.S. only)
- UnLtd UK, India, and other countries
- CAN Invest (UK)
- RSF Social Finance (North America)
- Social Finance UK
- Young Foundation

Crowdfunding has emerged in the recent years as an important source for individuals, to raise grants and investments for the developing of business ideas or new ventures. People interested in the method can use online platforms to pitch their ideas on a proposed project to an online audience.

The most famous platforms to seek crowdfunding investments are Kickstarter and Indiegogo. These platforms allow backers (online audience) to contribute money in exchange for rewards. For social innovators, crowdfunding helps engage citizens in a conversation.

In this way citizens are investing in their communities or in solutions for issues dear to their hearts. If you are Interested in pitching your project for a social grant, some of the best platforms that promote initiatives for social good are Crowdrise, Openideo and 33needs.com.

6.6. Conclusion

Both Service Learning and social entrepreneurship education strive to prepare students to engage with communities in productive and sustained ways. Researchers in both fields have made significant advances toward helping students become stakeholders; at the same time, many researchers agree that the work would benefit from building upon each field's respective strengths. Integrating knowledge across the two disciplines to develop a competency-based framework of participatory readiness has the potential to have meaningful impacts on all stakeholders involved.

General conclusion

Pioneers Pedagogical Handbook

Community engagement is the heart of change because it is how people connect and act together. Every day, we hear about brilliant and successful social entrepreneurship stories resulting with great activities or products enhancing people's lives.

By working with community members in a context of a Service Learning project, students have the chance to make this connexion between community engagement and education.

Their activities performed enable them to enhance their group, organizational and interpersonal skills, along with the development of their civic engagement skills.

Undoubtedly, it can be said that Service Learning benefit not only students but all the actors involved in this project: faculty, academic institutions and the various communities' actors.

References

Alvord, S., Brown, L., Letts, C., (2004), 'Social Entrepreneurship and Societal Transformation: an Exploratory Study', Journal of Applied Behavioral Science.

Borzaga, C. and Defourny, J., eds. (2001), The Emergence of Social Enterprise.

Dart, R. (2004), 'The Legitimacy of Social Enterprise', Nonprofit Management and Leadership.

Nicholls, A. (2006), 'Social Entrepreneurship' in Jones-Evans, D., and Carter, S. (eds.), Enterprise and Small Business: Principles, Practice and Policy.

Wei-Skillen, J., Austin, J., Leonard, H. Stephenson, H. (2007), Entrepreneurship in the Social Sector.

Dees, J.G., Emerson, J. and Economy, P. (2001), Enterprising Non-Profits: A Toolkit for Social Entrepreneurs.

Mair, J., Robinson, J., and Hockerts, K. (2006), Social Entrepreneurship.

Chung, He Len, Kayla Taylor and Caitlin Nehila. 2018."Preparing students for Service Learning and social entrepreneurship experiences " 4th International Conference on Higher Education Advances (HEAd'18) Universitat Politecnica de Valencia. (1169- 1171). DOI: http://dx.doi.org/10.4995/HEAd18.2018.8171http://headconf.org/head18/wp-content/uploads/pdfs/8171.pdf)

Egeland, Lars. 2004. "Det Handler om Læring ". ABM-utvikling: Oslo.

Jones, Angela Lewellyn, Beth Warner, and Pamela M. Kiser. 2010. "Service-Learning & Social Entrepreneurship: Finding the Common Ground". Partnerships: A Journal of Service Learning & Civic Engagement 1 (2). Spring. http://libjournal.uncg.edu/prt/article/view/423/239

OECD. 2014. "Supporting entrepreneurship in the vocational training system in Tunisia". OECD Reviews on Skills and Competences for Entrepreneurship. Working paper.

Phillips, Wendy, Hazel Lee, Peter James and Abby Ghobadian, Nicholas O'Regan and Peter James. 2015. "Social Innovation and Social Entrepreneurship: A Systematic Review". Group & Organization Management 40(3):428-461. https://doi.org/10.1177%2F1059601114560063

University of Northern Iowa, Service Learning Course Designation
Dr. Julianne Gassman
https://engagement.uni.edu/service-learning/course-designation/types-service-learning

Maclay School. Service Learning / Types of Service Learning
https://www.maclay.org/Page/5322

Suffolk University, Service Learning / What is Service Learning

https://www.suffolk.edu/student-life/student-involvement/community-public-service/service-learning/what-is-service-learning

University of Central Arkansas
https://uca.edu/servicelearning/files/2013/07/SL_Case_Statement.docx

Lewellyn Jones, A., Warner, B., & Pamela M. Kiser (2010), 'Service-Learning & Social Entrepreneurship: Finding the Common Ground'.

Batlle, R., 'Guía práctica de aprendizaje-servicio' (Practical service-learning guide)
https://roserbatlle.net/wp-content/uploads/2018/09/Guia-practica-ApS.pdf

To know more about business model canvas:
https://en.wikipedia.org/wiki/Business_Model_Canvas
https://canvanizer.com/new/business-model-canvas
https://innovationenglish.sites.ku.dk/metode/business-model-canvas/

https://globalpeacecareers.com/magazine/40-social-enterprise-grants-for-your-consideration/

Middlesex University Business School
'Funding sources for social enterprise'.
https://www.futurelearn.com/courses/social-enterprise-idea-action/0/steps/18837

Grigorios Balamatsias (2018) Social Innovation Academy '8 funding opportunities for social innovators'.
http://www.socialinnovationacademy.eu/8-funding-opportunities-for-social-innovators/

Chung, He Lena ; Taylor, Kaylaa and Nehila, Caitlina (2018) Psychology Department, The College of New Jersey, United States of America 'Preparing students for service-learning and social entrepreneurship experiences'.
http://headconf.org/head18/wp-content/uploads/pdfs/8171.pdf

Erasmus+

Project Agreement number
2018-1-NO01-KA202-038856