‘‘Social Entrepreneurship 4 Arts”

Units' description

SE4A

''Social Entrepreneurship 4 Arts"

ERASMUS +

KA220-VET - Cooperation partnerships in vocational education and training

AGREEMENT NUMBER – 2021-1-DE02-KA220-VET-000033377

(DE02 - Nationale Agentur Bildung für Europa beim Bundesinstitut für Berufsbildung)

1. ABOUT THE SE4A PROJECT

1.1. Background and aims

The COVID-19 pandemic crisis brought important societal, environmental, and economic challenges to the forefront. The arts, cultural, and creative employment sector was significantly impacted, making it even more difficult for young artists to promote their work. Freelancing in the creative sector has become exceptionally challenging due to the pandemic's limitations and measures imposed by authorities. After the catastrophic consequences of the coronavirus, there is a concern that society might increasingly perceive the work of young people in the creative sector as "low-value" occupations. This has highlighted the need for more focus on entrepreneurship skills to help artists promote their products and have contingency plans during crises.

The SE4A project aims to transform artists into creative entrepreneurs by utilizing digital technology and tools. The project will empower young artists to undertake innovative initiatives and enhance their business skills without compromising their creativity and critical thinking. By providing a unified online platform, the project will stimulate and enable young artists to acquire the necessary entrepreneurial competencies, including marketing, financial management, and business collaboration. The project's overall scope is to offer multi-faceted creative entrepreneurship opportunities to young artists and senior students in creative majors such as arts. It will introduce an effective social entrepreneurship training system, equipping the target group with tacit knowledge, critical thinking, and business-wise understanding of market opportunities.

The specific objectives of the action are to:

● Provide artists and creatives with effective and concrete tools to develop an enterprising approach, review, solve problems, plan, and scope their creative project.

● Support and guide artists and creatives to make their projects more sustainable by learning how to plan, assess, identify the state-of-art, and manage their "entrepreneurial" project.

● Update their professional competences and acquire management, business, and networking skills.

● Create and pilot tools and practical models to foster collaborations between the world of creativity and the world of business through the mutual exchange of professional skills and visions of artists and social entrepreneurs.

To achieve these aims, the consortium will design the following intellectual outputs:

• PR1 – Consultation with stakeholders and Resource Mapping - Creation of national reports on the training needs, challenges, and opportunities for social entrepreneurship among young artists. - Creation of an electronic repository with resources and good practices for young artists in social entrepreneurship training.

• PR2 – Social Entrepreneurship Educational Module for Young Artists - Creation of innovative pedagogical educational modules on social entrepreneurship.

• PR3 – E-learning platform with interactive map feature functionality (peer-to-peer mentoring) - Development of an online learning environment for entrepreneurial knowledge and skills acquisition, and a networking platform for young artists and prospective customers. - Teacher Educational Resources Component (learning material) - Blended online mentoring e-space (F2F and online) - Development of online channels (e.g., website, social network sites, e-newsletters) on the project's objectives and actions.

• PR4 – Development of modules to equivalent EQF/ECTS Standards - Development of certification of gained knowledge to equivalent EQF/ECTS standards - Creation of exam papers, reports, course outlines, and a study guide.

• PR5 – Design and implementation of Mentorship Program - Development of a transferability report for stakeholders to endorse and adopt mentoring practices. - Creation of a Mentorship guideline report for the implementation of an E-Mentor/Coaching system to facilitate Social Entrepreneurship training - Implementation of operational protocol for connecting mentors and mentees and defining connection duration – Sessions.

1.2 Partners

The Project Coordinator is the **German-Italian Chamber of Commerce (Germany)**, in partnership with:

- Materahub (Italy)

- AKEP (Greece)

- CODECA (Cyprus)

- EYNCRIN (Bulgaria)

● ICTIDC (Ireland)

ITALCAM – German-Italian Chamber of Commerce

The Italian-German Chamber of Commerce (ITALCAM) is a German no-profit association of industrial and commercial enterprises, professionals and traders who wish to work actively to develop economic relationships in Europe, especially between Italy and Germany. Active for more than 95 years on the territory, ITALCAM is also officially recognised by the Italian Government, as a strategic actor for the support in bilateral cooperation and for the assistance to entrepreneurs and SMEs. The Chamber promotes and supports the different phases of the internationalisation process, providing commercial assistance to German and Italian enterprises through its large international network. The aim is to develop initiatives to share experiences and best practices between Italian and German enterprises, local and public authorities.

Some of the most relevant fields of activity are:

- Business support & sustainable business development.
- Craft products and manufacturing activities.
- Green Logistics and Transport.
- Innovation and digitalisation.
- Promotion of food, wine, and tourism.
- Mechanics and Machinery

Moreover, ITALCAM develops services and projects focused on SMEs support, as main contractor or as a partner, acting as facilitator for the market uptake of new businesses as well as promoter of already well-established economic relations between Italy and Germany and in general enhancing the culture of entrepreneurship. Other fields of activities are the support of buyers and vendors before, during and after trade fairs and the promotion of food and tourism.

ITALCAM is a strong partner in several European Projects through all different programmes (Interreg, COSME, Erasmus+). Some of them ITALCAM is managing as lead partner, in others ITALCAM is responsible for the communication management.

For more information visit our website www.italcam.de

Materahub manages international pilot projects to support cultural and creative industries and other economic fields including social, cultural heritage and innovative tourism sectors, encouraging innovation and inclusion processes and a new entrepreneurial vision to face contemporary challenges.

Materahub organizes several international Capacity Building activities and projects funded by the European Erasmus + programs, Cosme, Interreg, Horizion 2020, etc.

Since 2010, **Materahub** has been the Intermediary Organization of the European Erasmus for Young Entrepreneurs program; since 2014, it is the Italian host of the Creative Business Cup, the only international competition dedicated to cultural and creative industries.

Materahub core areas are:

- Creative and Cultural Industries

- Entrepreneurship Education

- Cultural Heritage and innovative Tourism

- European project design

- Business consulting

- Research and Innovation

Materahub is a member of the Puglia Creative District and is part of the cluster of Cultural Industries and Creative Basilicata Creativa. The Consortium is also included in the international CARP network that promotes cultural routes on the prehistoric art of the Council of Europe.

Materahub is also a member of:

- European Creative Hubs Network

● European Creative Business Network (ECBN)

● Network for Innovations in Culture and Creativity in Europe (NICE)

● European Forum of Technical and Vocational Education and Training (EFVET)

The Academy of Entrepreneurship (AKEP) is a nonprofit organization founded in 2007 by the historical Educational Association of Athens "HFAISTOS". It acts in collaboration with the Federation of Hellenic Associations of Young Entrepreneurs (OESYNE) and aims to contribute to the acquisition and development of entrepreneurship and professional competences for its beneficiaries: new and aspiring entrepreneurs, teachers and students in VET and Adult education, marginalized groups, and low skill adults. AKEP's goal is to foster employability and improve instructional practices in education, to respond to the challenges of the labor market, raising also awareness about the importance of entrepreneurship education on national and European level.

Our Values

Civility: The progress must be collective to the society. When creating a project, we look for a way to improve our lives and our surrounding environment, and not only for the capital accumulation in the pockets of a few.

Cooperation: One of the bases of the entrepreneurial mind: if you can share it, do it, so we can build up faster, stronger, and more trustable projects, companies, and society.

Passion: Only doing what you love will allow you to create a project and make it successful. Many problems, obstacles and bad moments may come, and if you do not work at something you love, it will be easier to give up.

Our Vision: We believe in the social progress through the continuous contribution of active citizens, together with the cultivation and refinement of the essential entrepreneurial attitude, as every aspect in social life is interconnected. We are focused on providing individuals with practical knowledge that they can apply to their own ventures to become successful and achieve financial prosperity.

CODECA aspires to establish itself as one of the leading organisations in the provision of services and research in the Euro-Mediterranean region, in the areas of Social Welfare, Social Entrepreneurship and Education, utilising new innovative technological means to find solutions to address the various modern and complex challenges. Our trained and experienced team can offer high quality services to the benefit of the wider society through cooperation with various local, national, and international organisations, public and private bodies.

Special attention and focus are given on the:

● Provision of quality social welfare services to vulnerable social groups.

● Provision of services to asylum seekers and migrants.

● Promotion of social economy, social entrepreneurship, and sustainable development.

● Promotion of formal and non-formal youth and adult education.

● Promotion of Community planning and sustainable development.

● Wellbeing of NEETs, TCNs and other vulnerable groups.

● Supervision of social welfare professionals.

The aim and core activities of CODECA refer to the social inclusion of marginalized people or at-risk population. Currently it is the only provider of offering daily operation services to the First Reception Centre and Reception and Accommodation Centres in Cyprus, where different teams provide 24h services to different age groups and nationalities of migrants.

In addition, psychosocial support and empowering activities are provided to socially excluded groups, with emphasis to be given to families with adolescents and third-country nationals, asylum seekers and beneficiaries of international protection.

Also, voluntary services are provided to both adults and young people in the municipality where the organisation's central offices are located, aiming at empowering them to foster their participation and active engagement into work, education, and social inclusion in the local society.

Furthermore, clinical supervision is provided to several organizations and/or professionals to stimulate their daily practice.

● Having worked with the above groups, as well as the cumulated experience and expertise of the founders, the project's suggested activities reflect to the aims, goals, and activities of the organisation.

EYNCRIN is a large panEuropean youth network that seeks to deliver European and local youth work, which creates an enabling environment that is actively inclusive and socially engaging, creative and safe, fun, and serious, playful, and planned. A youth work that is accessible, open, and flexible. A youth work that promotes dialogue between young people and the rest of society and build bridges to support transition to adulthood and autonomy. Rural youth and development of rural European regions is among the core activities of the Network – developing and implementing participation mechanisms to boosts interventions linked to improvements of young people's livelihoods and developmental opportunities.

EYNCRIN grows to more than 33,500 members in 27 countries in Europe. The Network provides further support for local development, exchange of youth work practices, peer learning and the creation of sustainable partnerships. We stimulate cooperation within the youth sector and among sectors and fields of expertise wherever youth work takes place to reinforce ties, between formal education and youth work and between public authorities, the private sector and civil society. EYNCRIN seeks to strengthen the dialogue between youth work, youth policy and youth research.

● Creating an innovative and inclusive environment for young people to meet their needs and encourage their creative expression. Focus on disadvantaged young people from rural and remote areas, minority, and migrant communities, developing innovative programs to address their needs and their social inclusion.

● Promoting innovative approaches implemented by and for young people at all levels of public life, including education and information, the arts, media, business, and civic activity.

● Encouraging youth art and youth social entrepreneurship; promoting youth social activity and creativity to create innovative models of intercultural communication and social communication.

● Creating a sustainable model for partnership between youth groups, civic organizations, local authorities, and businesses to implement successful models for promoting youth creativity and innovation in Europe and at the local communities.

Irish Creative Training and Innovative Development Center (ICTIDC) is a Dublin-based training and consultancy centre with chapters in the Netherlands, Germany, and the UK.

Our staff are highly experienced staff in the areas of universal adult education and training, non-formal youth training, digital learning, carrier development, HR, and organizational development.

ICTIDC`s mission is to build sustainable personal and organizational growth by integrating strategy development, innovation capabilities and new growth initiatives. The main goal of the ICTIDC is to support adults and young people in becoming life-long learners and independent, contributing European citizens.

Generally, ICTIDC provides innovative training and development programs in Ireland, Europe and globally that will contribute to local, regional, and global collaboration.

More specifically, our activities provide technologies and solutions that meet emerging public/private needs, enhance the human capital, and furthers the internationalization of Irish and European youth work, adult education, and research. We are dedicated to design and promotion of innovative training and outreach tools in the education of young people, tailor-made creative youth-targeted and adult training programs for business and NGOs, aiming at the inclusion of marginalized groups and individuals.

Our activities aim at furthering the generation, spread and transfer of knowledge and innovation in all sectors, thereby contributing to innovation in Ireland; support for teachers and adult learning providers to systematically integrate inclusive practices in their teaching; professional development opportunities for communities and organizations both locally and internationally. We put specific importance on quality skills development programs that reflect the changing needs of communities and local labour markets.

Due to the unprecedented repercussions of the COVID19 pandemic, ICTIIDC has adapted to holding training and mentoring online. We are now able to share our experience on how we had to act fast and turn into a digital business. Proactive strategic flexibility has helped ICTIDC cope successfully.

2. Social Entrepreneurship 4 Arts COURSE

2.1 Modules

The general objective of the SE4A project is to serve as a pilot training program, enabling young European artists to acquire the necessary entrepreneurial (soft and hard skills), including competencies to market their work, manage finances, establish business collaborations, and introduce creative toolkits. These skills will enhance their entrepreneurial mindset through a unified online platform in a simple and comprehensive approach. The scope of the project is to offer multi-faceted social entrepreneurship opportunities, utilizing ICT technology to empower and increase the employability of the target group.

The project aims to introduce an effective social entrepreneurship training course, equipping the target group with tacit knowledge, qualities, and critical thinking to strengthen their autonomy, self-efficacy, self-confidence, and cognitive skills. Additionally, the course will provide explicit knowledge about the creative business market, trends, opportunities, and the operational functions of major public and semi-public institutions. The target group comprises young artists and senior students in creative art majors.

2.2 Learning Objectives

● Provide artists and creatives with effective and concrete tools to develop an enterprising approach, review, solve problems, plan, and scope their creative project.

● Support and guide artists and creatives to make their projects more sustainable by learning how to plan, assess, identify the state-of-art, and manage their "entrepreneurial" project.

● Update their professional competences and acquire management, business, and networking skills.

● Create and pilot tools and practical models to foster collaborations between the world of creativity and the world of business through the mutual exchange of professional skills and visions of artists and social entrepreneurs.

2.3 Guidelines for Participants

First, it is important to note and define the term of Participation: it refers to the ways trainees are engaged in the learning process.
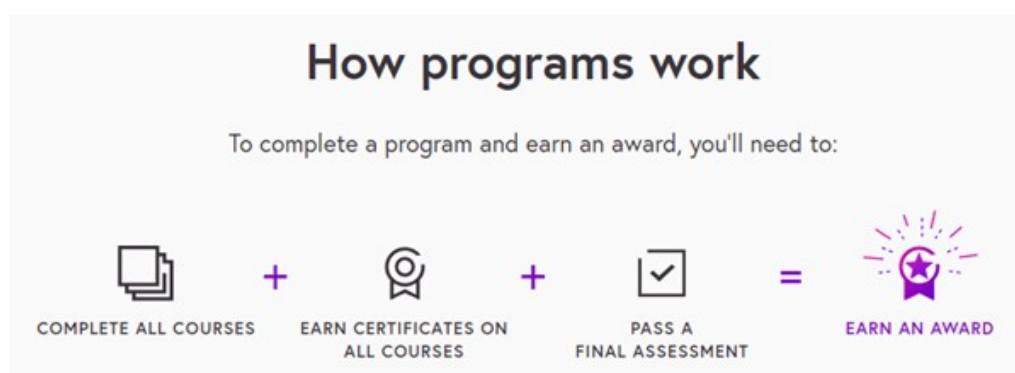
To be able to tackle with massive numbers of potential candidates who would like to join the modules, it was selected to offer a number of introductory courses on an e-learning format as the alternative way to actively engage or involve the student to help them to acquire skills that will empower young artists to become Creative Social Entrepreneurs, through the utilization of digital technology and tools, to boost their labour and economic capabilities, by gaining access and opportunities to reach their audience directly.

One of the greatest benefits of online learning is the multitude of ways to participate. Online courses are known as a great leveller, meaning that no matter who you are, male/female, younger/older, traditional/non-traditional student, etc. there are ways to participate based on your preferences and without the fears that can arise in face-to-face (F2F) classrooms and your ability to register and/to travel there.

Why register and participate online?

- You can get a qualification without having to take time off from work, go part-time or put your kids into childcare.
- You don't need to live near a particular educational institution.
- You can study from anywhere with an internet connection.
- You don't necessarily need to be sitting at a computer to study. You can read course materials and comment on forums from your tablet device or smart phone.

We invite you to register and carefully read each module. For each module there are also available additional resources as well as multimedia presentations, which will assist the students to gain experiential learning by engaging in various learning activities.

How programs work

To complete a program and earn an award, you'll need to:

COMPLETE ALL COURSES + EARN CERTIFICATES ON ALL COURSES + PASS A FINAL ASSESSMENT = EARN AN AWARD

Each module was specifically designed to introduce an area as well as a soft skill for each participant to increase their abilities to be easier integrated into the local societies.

3.   MODULE SUMMARIES

Module 1: Building a Skill Set for Social Entrepreneurship

The module aims to equip learners with a set of both Hard and Soft Skills required for the startup of a Social Enterprise. It has been designed to provide necessary tacit and explicit knowledge to assist learners become efficient entrepreneurs. Particularly it will provide them knowledge on how to manage and prioritise activities, meet deadlines, demonstrate communication business skills as well as to assess and their business needs. The selected material, furthermore, will encourage learners to develop critical thinking and crisis management to overcome complex tasks.

Module 2: How to market the social value and impact of your enterprise

Module 2 aims at supporting learners in gaining knowledge about the key principles, characteristics, and elements of social marketing and, the digital and social media marketing to promote the social purposes and core values of their business.

By introducing the concept of social values in business, the unit aims at providing learners with methods, practical tools, and competences to market their business effectively and advance the social impact of their business.

Module 3: Creative, Social and Remunerative: how to stand out with your CSE and navigate the market successfully

This module aims to provide artists with valuable skills in management and business creation of a creative social enterprise. The module aims to provide valuable knowledge of building and leading a creative business in the market economy. The unit explains the mechanisms of the market and how they can be used to the advantage of the CSE.

Module 4: Financial Management for arts-based social enterprises

This Module aims to empower learners with knowledge and skills on financial management of arts-based social enterprises in Europe. The module aspires to motivate young art graduates or students to establish arts-based social enterprises and take over their financial management and leadership.   To provide an understanding of the specific aspects of managing the finances of a social enterprise, putting the necessary financial competencies in comparison with those needed for managing a business or an NGO.

Module 5: Tools for CSE Risk Assessments and Risk Management Skills Development

The Module aims to introduce the arts-based social enterprise`s risk management principles and standards, used as a starting point to involve learners into an educational process that will enhance their decision-making skills to balance risk as a fundamental driving force to fostering social entrepreneurship. The module has been designed to boost the effective risk management skills of young artists and entrepreneurs, providing competences for a high organisational sensitivity, and effectively challenging the social enterprises proactively.

Module 6: Moving with ease in the financial and labour market

The Module aims at supporting learners in gaining knowledge about the key skill set that they must have developed to become competent professionals within the current or anticipated economic and Labour environments. It will also familiarise the participants with methods, and practical tools to develop capabilities, set priorities, goals, and objectives and design action plans around them.

4. MODULES OUTLINES

Module Title	**Building a Skill Set for Social Entrepreneurship**
Module Code	Unit 1
Module Type	Compulsory
Level	Lifelong Learning
Lead Partner	**CODECA**

ECTS	1	Lectures / week	1	Laboratories	NONE
Course Purpose and Objectives	The module aims to equip learners with a set of both Hard and Soft Skills required for the startup of a Social Enterprise. It has been designed to provide necessary tacit and explicit knowledge to assist learners become efficient entrepreneurs. Particularly it will provide them knowledge on how to manage and prioritize activities, meet deadlines, demonstrate communication business skills as well as to assess and their business needs. The selected material, furthermore, will encourage learners to develop critical thinking and crisis management to overcome complex tasks.				
Learning Outcomes	Upon completion of this Unit, learners should be able to: ● Plan and prioritize activities in an efficient and productive manner. ● Organize their workspace and workflow to maximise their time. ● Overcome procrastination. ● Manage crises effectively. ● Demonstrate Communication business skills. ● Promote and exhibit their work in an innovative manner. ● Identify and assess their business needs. ● Solve problems and formulate potential solutions. ● Utilize relevant ICT tools to efficiently organise and manage their Social Entrepreneurship				

Prerequisites	NONE	Required	NONE
Course Content	1. Setting SMART Goals – *Hard Skill* 2. Arranging Your Time Accordingly – *Soft Skill* 3. Confronting Procrastination – *Soft Skill* 4. Crisis Management – *Hard Skill* 5. Communication Techniques – *Soft Skill* 6. Critical Thinking and Problem Solving – *Soft Skill* 7. Efficient Use of ICT – *Hard Skill*		
Teaching Methodology	Online interactive presentations, independent readings and studies, good practices, asynchronous video presentations, chats, quizzes, case studies and other formative and summative assessments.		
Bibliography	Barringer, B.R. and Duane, R. (2015). Entrepreneurship: Successfully Launching New Ventures, 5th Ed., Essex: Pearson Education Ltd Bygrave, W.D. and Zacharakis, A., (2010). The Portable MBA in Entrepreneurship, 4th Ed. New York: John Wiley and Sons Publishers d'Andria, A. and Gabarret, I. (2017) Building New Theories to Understand Enterpreneurship, in Building 21st Century Entrepreneurship, John Wiley & Sons, Inc., Hoboken, NJ, USA. doi: 10.1002/9781119419709.ch6 Pickle, H.B. & Abrahamson, R.L. (1990). Small Business Management. New York: John Wiley & Sons, Inc Stevenson, H.H. and Jarillo, J.C., (1990). A Paradigm of Entrepreneurship: Entrepreneurial Management, Strategic Management Journal, 11, Special Issue: Corporate Entrepreneurship, pp. 17-27 Wennekers, S. and van Stel, A. (2017) Types and Roles of Productive Entrepreneurship, in The Wiley Handbook of Entrepreneurship (eds G. Ahmetoglu, T. Chamorro-Premuzic, B. Klinger and T. Karcisky), John Wiley & Sons, Ltd, Chichester, UK. doi: 10.1002/9781118970812.ch3 Γεωργαντά, Z., (2003). Επιχειρηματικότητα και καινοτομίες – Το Management της Επιχειρηματικής Καινοτομίας, Αθήνα: εκδ. ΑΝΙΚΟΥΛΑ Γκούμας, Σ. & Τέφα, Αικ. (2012). Επιχειρηματικότητα στη μικρή επιχείρηση. Αθήνα: Ινστιτούτο Μικρών Επιχειρήσεων της Γενικής Συνομοσπονδίας Επαγγελματιών Βιοτεχνών Εμπόρων Ελλάδας (ΙΜΕ ΓΣΕ- ΒΕΕ) Καραγιάννης, Α. Δ., Κορρές, Γ. & Ζαρίφης, Α. (2001).		

	Επιχειρηματικότητα και Ανάπτυξη. Αθήνα: Παιδαγωγικό Ινστιτούτο Σιώμκος, Γ. (2004). Στρατηγικό Μάρκετινγκ. Αθήνα: Εκδ. ΑΘ. ΣΤΑΜΟΥΛΗΣ
Assessment	Written (online) Exams to achieve the credits
Language	English, Greek, Italian, Bulgarian, German

Module Title	How to market the social value and impact of your enterprise
Module Code	Unit 2
Module Type	Compulsory
Level	Lifelong Learning
Lead Partner	**Materahub**

ECTS	1	Lectures / week	1	Laboratories	NONE
Course Purpose and Objectives	The unit aims at supporting learners in gaining knowledge about the key principles, characteristics, and elements of social marketing and, the digital and social media marketing to promote the social purposes and core values of their business. By introducing the concept of social values in business, the unit aims at providing learners with methods, practical tools, and competences to market their business effectively and advance the social impact of their business.				
Learning Outcomes	Upon completion of this Unit, learners will be able to: ● Understand the importance of the social values of their business and their characteristics as milestones of a marketing strategy. ● Identify their business core values connected to the target audience/customers. ● Apply the basic principles of social marketing to advance the social impact of their business and communicate their values. ● Utilise the key characteristics and types of digital marketing. ● Build an effective strategy to market their business brand and mission online. ● Employ basic principles, key steps, and practical tools to plan and develop a social media strategy				
Prerequisites	NA		Required	NA	
Course Content	1. The milestones of your marketing strategy: the social values of your business 2. Social Marketing: what it is and its basic principles. 3. How to market your mission-driven business online: the digital marketing 4. Insight into social media marketing: how to create an effective strategy				
Teaching Methodology	Online interactive presentations, independent readings and studies, good practices, open educational resources (including videos, articles and so on), quizzes, final self-assessment test, case studies and other formative and				

	summative assessments.
Bibliography	Chris Joseph, **Social Values in Business** from https://smallbusiness.chron.com/social-values-business-4752.html Abu Waheeduzzaman,Academic Researcher Writer, Professor of Marketing and International Business at Texas A&M University-Corpus Christi, 27th of September 2022 **Social Value in Marketing**, from https://www.linkedin.com/pulse/social-value-marketing-abu-waheeduzzaman/ David McGlashan, Sales and Marketing Manager, Selling and marketing your social enterprise from https://www.the-sse.org/resources/sustaining/selling-and-marketing-your-social-enterprise/ **Understanding Social Marketing: Encouraging Adoption and Use of Valued Products and Practices** from https://ctb.ku.edu/en/sustain/social-marketing/overview/main Arindra Mishra, 4 Ps of Social Marketing, August 9, 2020, from https://managementweekly.org/4-ps-of-social-marketing/ **Digital Marketing** from https://mailchimp.com/marketing-glossary/digital-marketing/ Alexa Gustavsen, Aug 31, 2022, What are the 8 Types of Digital Marketing? from https://www.snhu.edu/about-us/newsroom/business/types-of-digital-marketing 25 Of the Best Marketing Strategies For Social Entrepreneurs: A Guide (INTRO of types) from https://changecreator.com/best-marketing-strategies/ Social Media Marketing Plan: An 11-Step Template to Use in 2022 from https://blog.wishpond.com/post/115675437098/social-media-marketing-plan Jamia Kenan, published on September 22, 2022, Social media marketing: What it is and how to build your strategy from https://sproutsocial.com/insights/social-media-marketing-strategy/
Assessment	Written (online) Exams to achieve the credits
Language	English, Greek, Italian, Bulgarian, German

Module Title	Creative, Social and Remunerative: how to stand out with your CSE and navigate the market successfully
Module Code	Unit 3
Module Type	Compulsory
Level	Lifelong Learning
Lead Partner	**ITALCAM**

ECTS	1	Lectures / week	1	Laboratories	NONE
Course Purpose and Objectives	The module aims to provide valuable knowledge of building and leading a creative business in the market economy. The artists will be equipped with valuable skills in management and business creation of a creative social enterprise. The unit explains the mechanisms of the market and how they can be used to the advantage of the CSE.				
Learning Outcomes	Upon completion of this Unit, learners should be able to: ● Write a business plan and pitch your own ideas to potential lenders. ● Convey skills to lead an emerging creative business. ● Employ management skills and tools to lead a social business. ● Conduct a market analysis to understand the stakeholders. ● Apply human centred design to create a social product				
Prerequisites		Required			
Course Content	● Establishing your CSE. ● Bring structure to your CSE. ● Mission, vision, and values. ● Use digital tools to your advantage. ● Designing your CSE. ● The business models. ● The business plans. ● Writing a business plan. ● Teamwork in a CSE. ● Create new and innovative ideas.				

	● Interdisciplinary working. ● Hiring freelancers ● Find mentors. ● Accept boundaries and knowledge gaps .
Teaching Methodology	Online interactive presentations, independent readings and studies, good practices, asynchronous video presentations, chats, quizzes, case studies and other formative and summative assessments.
Bibliography	*40 Gap Analysis Templates & Examples (Word, Excel, PDF)*, 2022, TemplateLab, https://templatelab.com/gap-analysis-templates/, accessed 21.10.2022. AIHR - Academy to Innovate HR, 2021, *3 Steps to Performing a Skills Gap Analysis*, YouTube, https://www.youtube.com/watch?v=gpd7DLGmH_U, accessed 21.10.2022. *Alex Osterwalder*, https://www.alexosterwalder.com/, accessed 21.10.2022. Atlassian, *Mission Statements und Vision Statements	The Workstream*, https://www.atlassian.com/de/work-management/strategic-planning/mission-and-vision, accessed 25.10.2022 Babele, 2022, *Babele: All-in-one digital incubator and accelerator management software*, Babele: All-in-one incubator & accelerator management platform, https://babele.co/, accessed 21.10.2022. Beisler C., 2020, *Mind the Gap: 4 Ways to Address Skills Gaps in Your Organization*, Bridgeview, https://www.bridgeviewit.com/mind-gap-4-ways-address-skills-gaps-organization/, accessed 17.10.2022 Berkman L.F., Kawachi I., Glymour M.M., 2014, *Social Epidemiology*, Oxford University Press, http://ndl.ethernet.edu.et/bitstream/123456789/31016/1/Lisa%20F.%20Berkman.pdf, accessed 13.10.2022 Birnbaum E., 2021, *How to Build Effective Teams for Social Impact: In Convo with the founder of Shifting Patterns Consulting,* SEE Change Magazine, https://www.seechangemagazine.com/build-effective-teams-social-impact-convo-founder-shifting-patterns-consulting/, accessed 30.09.2022 Birnbaum E., 2021, *How to Build Effective Teams for Social Impact: In Convo with the founder of Shifting Patterns Consulting,* SEE Change Magazine, https://www.seechangemagazine.com/build-effective-teams-social-impact-convo-founder-shifting-patterns-consulting/, accessed 04.10.2022 Cahalane, Claudia, 2021, *How to measure your social impact*. School for Social Entrepreneurs. Accessed 30.11.2022,

	https://www.the-sse.org/resources/sustaining/how-to-measure-your-social-impact/
Assessment	Written (online) Exams to achieve the credits
Language	English, Greek, Italian, Bulgarian, German

Module Title	**Financial Management for arts-based social enterprises**				
Module Code	Unit 4				
Module Type	Compulsory				
Level	Lifelong Learning				
Lead Partner	**ICTIDC**				
ECTS	1	Lectures / week	1	Laboratories	None
Course Purpose and Objectives	This module aims to empower learners with knowledge and skills on financial management of arts-based social enterprises in Europe. It has been designed to motive young art graduates or students to establish arts-based social enterprises and take over their financial management and leadership. Additionally, it will provide an understanding of the specific aspects of managing the finances of a social enterprise, putting the necessary financial competencies in comparison with those needed for managing a business or an NGO. The materials have been crafted to raise awareness that arts-based social enterprises can create value and success if they implement strategies that respond to market opportunities by exploring their resources.				
Learning Outcomes	Upon completion of this Module learners should be able to: ● Utilize knowledge of legal basis for establishing a social enterprise in the respective county. ● Develop understanding of the role of arts-based social enterprises in the economic life of the local communities. ● Comprehend financial literacy on social enterprises: setting up business goals, developing a business plan, maintaining financial sustainability. ● Achieve an understanding of the specific aspects of managing the finances of a social enterprise, distinguishing them from the financial skills needed for managing a business or an NGO.				
Prerequisites	None		Required		None

Course Content	1. What is the SE organizational formats and financial opportunities in Europe? 2. What is SE Financial Literacy and why it matters so much to ARTrepreneurs? 3. What makes financial management of SE so specific and unique? 4. Can you apply business solutions to social problems? The mystery of social enterprises and their social and economic value. 5. How do SEs get access to finance? Paths and pathways to success. 6. What kind of SE business models could be used by artrepreneurs? 7. How to set up financial goals and draft business plans to address them? 8. How to sustain financially an arts-based social enterprise?
Teaching Methodology	Online interactive presentations, independent readings and studies, good practices, asynchronous video presentations, chats, quizzes, case studies and other formative and summative assessments.
Bibliography	Birch, Kean and Whittam, Geoff. 2008. The Third Sector and Regional Development of Social Capital. Regional Studies, 42 (3): 437-450 Borzaga, C., S. Depedri and E. Tortia. 2010. The Growth of Organisational Variety in Market Economies: The Case of Social Enterprises Euricse Working Papers N.003/10. Borzaga, C. and S. T. Depedri, Ermanno 2009. The Role of Cooperative and Social Enterprises: A Multifaceted Approach for an Economic Pluralism. Euricse Working Papers N.000/09 Brown, Jim. 2006. 'Equity finance for social enterprises'. Social Enterprise Journal. 2(1): 73-81. Brozek, Kathy O. 2009. 'Exploring the Continuum of Social and Financial Returns: When Does a Nonprofit Become a Social Enterprise?'. Community Development Investment Review. 5(2): 7-17. Bull, Mike, and Crompton, Helen. 2006. 'Business practices in social enterprises'. Social Enterprise Journal. 2(1): 42- 60. Gonzales, V. 2010. A Different Kind of Social Enterprise: Social Cooperatives and Development of Civic Capital in Italy. Community Development 41 (1): 50-75. Dees, J. Gregory. 1998. 'Enterprising Nonprofits'. Harvard Business Review 76(1): 55-67. Defourny, Jacques, Nyssens, Marthe. 2010. Social Enterprise in Europe: At

	the Crossroads of Market, Public Policies and Third Sector. Policy and Society, 80: 1-12.
	Doherty, Bob. 2011. Resource Advantage Theory and Fair Trade Social Enterprises. Journal of Strategic Marketing, 19 (4): 357-380
Assessment	Written (online) Exams to achieve the credits
Language	English, Greek, Italian, Bulgarian, German

Module Title	**Tools for CSE Risk Assessments and Risk Management Skills Development**		
Module Code	Unit 5		
Module Type	Compulsory		
Level	Lifelong Learning		
Lead Partner	**EYNCRIN**		
ECTS	1	Lectures / week	1	Laboratories	NONE
Course Purpose and Objectives	The course aims to introduce the arts-based social enterprise`s risk management principles and standards, used as a starting point to involve learners into an educational process that will enhance their decision-making skills to balance risk as a fundamental driving force to fostering social entrepreneurship. The course has been designed to boost the effective risk management skills of young artists and artpreneurs, providing competences for a high organizational sensitivity and effectively challenging the social enterprises proactively.		
Learning Outcomes	Upon course completion, participants will be able to: ● Proactively and automatically identify risks, mitigate threats, and protect their social entrepreneurial obligations to be competitive and serve the local communities they are dedicated to. ● Develop the right set of soft skills – the personal, emotional, and social skills that allow managers to operate effectively as leaders and contributors to social change. ● Build the soft skills to help manage risk in arts-based social enterprises and not just measure it. ● Obtain competencies in designing risk management solutions and processes for management of an arts-based social enterprise.		
Prerequisites	None	Required	None

Course Content	1. Ineffective risk management – that's risky! 2. Risks and challenges involved in operating a social enterprise. 3. Types of risks in arts-based social enterprises. 4. Risk management skills for arts-based social enterprises. 5. Risk assessment and risk management plan. 6. Risk management strategies *for* arts-based social enterprises.
Teaching Methodology	Online interactive presentations, independent readings and studies, good practices, asynchronous video presentations, chats, quizzes, case studies and other formative and summative assessments.
Bibliography	Ball, A. S. (2016) "Social enterprise governance", University of Pennsylvania Journal of Business Law, 18(4), 919-984. Borzaga, C., Fazzi, L. and Galera, G. 2016, "Social enterprise as a bottom- up dynamic. Part 2: the reaction of civil society to unmet social needs in England, Scotland, Ireland, France, and Romania", International Review of Sociology, vol. 26 (2), 201-204. Bull, M. and Ridley-Duff, R. (2011), Understanding social enterprise: theory & practice, London; Thousand Oaks, California: SAGE. Campi, S., Defourney, J. and Grégoire, O. (2006) "Work integration social enterprises: are they multiple-goal and multi-stakeholder organizations?" in Adam, S, Johnson, T. and Nyssens, M., eds., Social enterprise: at the crossroads of market, public policies and civil society, London; New York; Routledge, 29-50. Conseil Wallon de l´Économie Sociale (1990): Rapport à l´Exécutif Régional Wallon sur le secteur de l´Économie Sociale, Liège: Conseil Wallon de l´Économie Sociale. Core, J.E., Guay, W.R., and Larcker, D.F. (2003), "Executive Equity Compensation and Incentives: A Survey, Economic Policy Review", Federal Reserve Bank of New York, 9(1), 27-50. 92 Dees, G. (1998) The meaning of entrepreneurship, Kansas City, MO; Palo Alto, CA: Kauffman Foundation and Stanford University. Defourney, J. (2001) "Introduction: From third sector to social enterprise" in Borgaza, C. and Defourney, J., eds., The Emergence of Social Enterprise, Routledge: London; New York, 1-28. Defourney, J. and Nyssens, M. (2006) "Defining Social Enterprise" in Adam, S, Johnson, T. and Nyssens, M., eds., social enterprise: at the crossroads of market, public policies and civil society, Routledge, London; New York, 3-27.
Assessment	Written (online) Exams to achieve the credits

Language	English, Italian, Greek, German, Bulgarian

Module Title	Moving with ease in the financial and labour market.		
Module Code	Unit 6		
Module Type	Compulsory		
Level	Lifelong Learning		
Lead Partner	**Academy of Entrepreneurship-Greece**		
ECTS	1	Lectures / week	1	Laboratories	NONE
Course Purpose and Objectives	The unit aims at supporting learners in gaining knowledge about the key skillset that they must have developed to become competent professionals within the current or anticipated economic and Labour environments. It will also familiarize the participants with methods, and practical tools to develop capabilities, set priorities, goals, and objectives and design action plans around them		
Learning Outcomes	Upon completion of this Unit, learners will be able to: • Understand what a social enterprise and social entrepreneurship are. • Comprehend the importance of social economy and how it can differ from country to country. • Identify the peculiarities of social entrepreneurship in the Arts. • Detect the available financial and other types of support for small companies and Opportunities for Social Enterprises is.		
Prerequisites		Required	NONE
Course Content	1. What is a social enterprise and social entrepreneurship 2. Social economy: how it can differ from country to country 3. Social Entrepreneurship in Arts 4. Finance and other support for small companies and SE- Opportunities for Social enterprises		
Teaching Methodology	Online interactive presentations, independent readings and studies, good practices, asynchronous video presentations, chats, quizzes, case studies and other formative and summative assessments.		
Bibliography	Social economy action plan: https://ec.europa.eu/social/main.jsp?catId=1537&langId=en Social Business Initiative: https://ec.europa.eu/docsroom/documents/14583/attachments/3/translations/en/renditions/pdf What is Social Entrepreneurship? By CEDRA Split: https://www.youtube.com/watch?v=aTo0qtdVMpM What is social entrepreneurship? By SENS MREŽA: https://www.youtube.com/watch?v=1ecKK3S8DOE		

	Social Entrepreneurship: The Case for Definition by Roger L. Martin & Sally Osberg: https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition Social Entrepreneurship in Europe: https://www.oecd.org/cfe/leed/social-entrepreneurship-oecd-ec.htm Social entrepreneurship, what everyone need to know by David Bornstein and Susan Davis: https://www.researchgate.net/publication/265091813_Social_Entrepreneurship_What_Everyone_Needs_to_Know You can look for the characteristics of the social economy sector in your country by downloading your country report produced by the European Commission at this link: https://ec.europa.eu/social/main.jsp?advSearchKey=socentercountryreports&mode=advancedSubmit&catId=1307&doc_submit=&policyArea=0&policyAreaSub=0&country=0&year=0 European Commission, Social enterprises, and their eco-systems in Europe, 2020 (the parts that most interest you): https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8274&furtherPubs=yes
Assessment	Written (online) Exams to achieve the credits
Language	English, Bulgarian, Greek, Italian, German

5. Evaluation Form

Social Entrepreneurship for the Arts Module Feedback Form

Participants' name

Unit name

Today's date

Please <u>think about the module that you have just completed</u> and rate how much you disagree/agree with the following statements: (Circle your answer on a scale of 1 – 5)	1 = strongly disagree, 5 = strongly agree
1. Was what you were expected to learn from the modules clear? (Were learning outcomes given?)	1 2 3 4 5
2. Was the information in the modules sufficient and useful?	1 2 3 4 5
3. Was the language easy to understand?	1 2 3 4 5
4. Were the guidelines in the activities clear and understandable?	1 2 3 4 5
5. Were the activities relevant and useful?	1 2 3 4 5
6. Were the learning material and additional information useful?	1 2 3 4 5
7. This module contributed to my personal development.	1 2 3 4 5

8. Do you think the module was…? (Please tick)	Too short 1	Just right 2	Too long 3

Thank you for agreeing to complete this evaluation form!