welfare

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WELFARE CURRICULUM

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STIMMULI for social change

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Partners

Vaxandi centre for social innovation at University of Iceland | www.vaxandi.hi.is (Coordinator)

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XWHY – Lithuania | www.xwhy.lt

VIVES – Belgium | www.vives.be

KMOP – Greece | www.kmop.gr

Editors

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INTRODUCTION

The WELFARE curriculum is developed in relation to the *WELFARE projec*t, funded by *Erasmus+* The aim of the project is to develop high quality Open Educational Resources (OERs), promote and enhance understanding of social innovation and entrepreneurship and create an Open University, training and networking environment both within partner countries and transnationally through the WELFARE platform. The curriculum is designed by *Vaxandi - centre for social innovation* at the *University of Iceland* in collaboration with the project partners *Stimuli*, *Xwhy* and *VIVES*, with the objective to:

- Build social innovation and entrepreneurial competences in the welfare sector
- Enhance collaboration and communication between practitioners, users and students of different disciplines.
- Promote social innovation in the welfare sector, policies and practices.

The course will be open both to university (higher education) students within different disciplines and welfare practitioners and professionals, promoting an open university environment and platform for interdisciplinary and cross sectoral collaboration.

Flipped learning training methodology will be applied, where trainers prioritise active learning during face to face (F2F) or online sessions while participants/students can assess lectures and other training material online. The course is evaluated as a 4-5 ECTS course in higher education corresponding to 120-150 hours of student or participant work. This includes 24 hours of f2f or online sessions (if taught online) eight 2-4 hour sessions or modules as well as 24 hours of self-learning and preparation and 60-90 hours of project work in teams. See following breakdown with estimated duration:

Module:	F2F or online	Self-learning	Teamwork
1. Social innovation and entrepreneurship	3	5	5
2. Societal challenges	3	3	10
3. Design Thinking - Empathise & Define	3	3	10
4. Design Thinking - Ideation and prototyping	3	3	10
5. Social business model	3	3	10
6. Social business plan (finance and marketing)	3	3	10
7. Social business plan (work on the plan)	3	3	10
8. Presentation and feedback	3	3	5

Total:	**24**	**26**	**70**

The course can be adapted to different target groups and can be applied within adult and vocational education as well. The course is built upon an already validated course within the faculty of social work at the University of Iceland and will become accredited within UI after its piloting or by Autumn 2023 as well as partners experience in mentoring and training social entrepreneurs both within universities and the adult education system.

The course is built upon the results from the **GAP analysis** conducted in each country and summarised in the comparative report. Learning objectives for the curriculum were defined through a focus group of stakeholders and social entrepreneurs conducted in each partner country.

1. Theoretical background

The curriculum is based upon a GAP analysis in partner countries including literature review, interviews and best practice definition of social innovation within public, private and third sector, focus group discussions on the ecosystem of social innovation, main stakeholders, necessary skills and competences for social innovation and entrepreneurship in the welfare sector (see "Comparative GAP analysis report). Following are definitions of key concepts related to social innovation:

- Social entrepreneurship is used to describe the behaviours and attitudes of individuals involved in creating new ventures for social purposes, including the willingness to take risks and find creative ways of using underused assets." (European Commission, 2013, p. 17)
- Social innovation can be defined as the development and implementation of new ideas (products, services and models) to meet social needs and create new social relationships or collaborations. It represents new responses to pressing social demands, which affect the process of social interactions. It is aimed at improving human well-being. Social innovations are innovations that are social in both their ends and their means. They are innovations that are not only good for society but also enhance individuals' capacity to act." (European Commission, 2013, p. 7)
- Social enterprise main objective is to achieve social impact rather than generating profit; reinvesting profit to reach social goals while being managed in an accountable, transparent and innovative way, in particular by involving workers, customers and shareholders (Social Business Initiative, 2015, p. 4)

The main difference between social entrepreneurship and innovation and traditional entrepreneurship and innovation is the focus on social impact, inclusiveness, and participation rather than only focusing on the innovativeness of outcome compared with existing solutions.

In the GAP analysis in partner countries (Iceland, Lithuania, Greece and Belgium) three main sectors play a central role in embedding social innovation/ entrepreneurship in society or the:

1. third sector (non-profit and social-profit sector),
2. public sector and the
3. education sector as a gateway for students and future practitioners and professionals.

The GAP analysis further defined main opportunities and barriers for social innovation being financial, networking, existing legal frameworks and policies. Correspondingly key

stakeholders reflect the quadruple helix model of innovation including academia and research, industry, community and government. (Reference)

Skills for social innovation and entrepreneurship included both predefined skills like self-realisation, concept of social innovation/entrepreneurship, design thinking, the global perspective and sustainable development goals, insights to social challenges, ecosystem for social innovation, social business models and legal frameworks. Focus groups in partner countries added skills like creativity, critical thinking, openness, entrepreneurial personality (confidence, determination, decisiveness, leadership and resilience) and skills like active listening, collaboration, conflict resolution, empathy and team working skills.

Based upon the need analysis as well as best practices from the partnership Design Thinking approach to social innovation is applied in the training focusing on the user perspective and needs as well as an creative and out of the box thinking when exploring social challenges and designing solutions for the user in a collaborative process from problem framing and need analysis to prototyping and testing.

The training course will build upon best practices like the UpShift programme designed by UNICEF but the program aims to empower a generation of changemakers and through their site it is possible to access training materials and methods for social entrepreneurship training. The programme focuses on 4 different areas: building transferable skills, youth empowerment, civic engagement, and

References

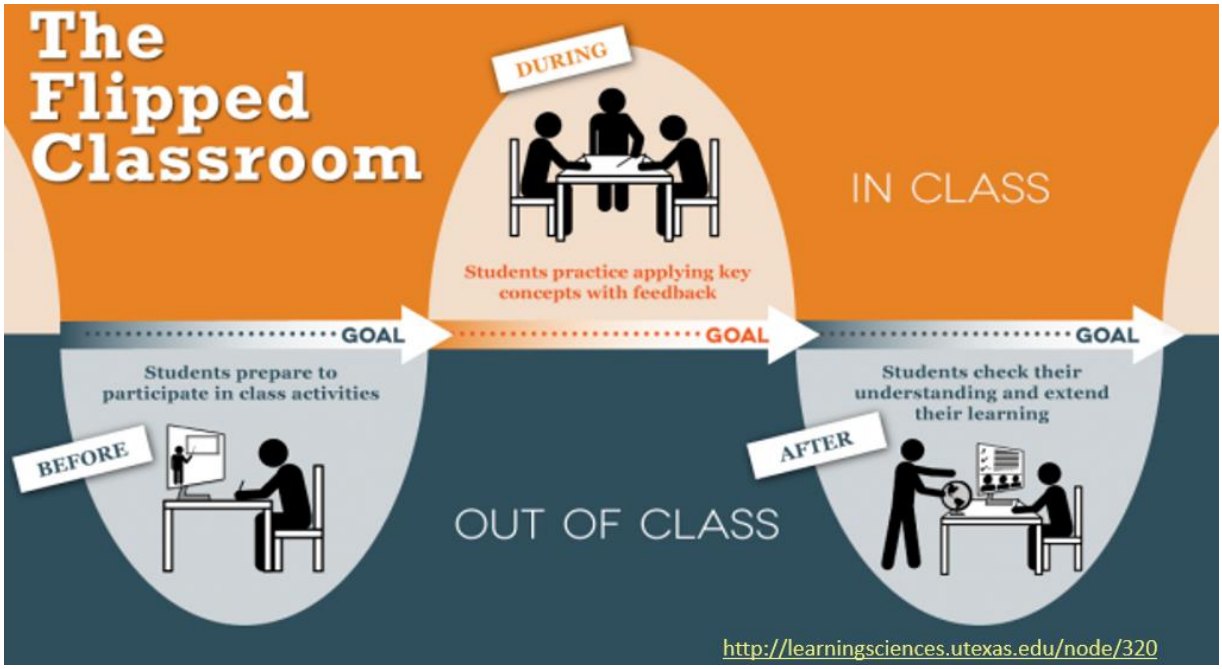
- European Commission (2013). *Guide to social innovation*. Publications Office of the EU. https://op.europa.eu/en/publication-detail/-/publication/12d044fe-617a-4131-93c2-5e0a951a095c
- European Commission (2015). *The Social Business Initiative of the European Commission.* http://ec.europa.eu/internal_market/publications/docs/sbi-brochure/sbi-brochure-web_en.pdf
- UNICEF. (2018). *Social innovation curriculum*. UpShift . https://www.unicef.org/innovation/media/12751/file/

2. Training methodologies

The overall objective of the course is to develop participants' knowledge and awareness on social innovation and entrepreneurship in the welfare sector, enhance their skills in social entrepreneurship as entrepreneurs, intrapreneurs and social innovators and finally build up a mindset (attitude) of being socially aware, responsible and motivated to create social impact.

The course methodology is problem based and collaborative learning is emphasised as participants will work in teams on solving and/or mitigating societal challenges and therefore enhancing their collaborative and problem-solving skills. It is also based on using reflective methods to explore one's own strengths and weaknesses (Korthagen, 2013). Problem based learning is centred at the participant that "learns by doing" solving problems, where the problem is the motivation of learning (Cornell University, 2022). Collaborative learning focuses on enhancing team working skills and allows participants to learn from each other; it has been shown to boost confidence and self-esteem (Education endowment foundation, 2022).

The organisation of the training is based upon the flipped learning approach, focusing on creativity and active learning and engagement in classroom or online sessions, while lectures and training materials are available online and follow up assignments are designed to further enhance their learnings (Lesley University, 2022). This approach depends on facilitation of group and individual work during classroom or online sessions while reading learning materials and watching lectures happens outside the classroom as a preparation, see picture (The University of Texas at Austin, e.d).



References

- Cornell University. (2022). *Problem-Based Learning.* Center for Teaching Innovation-Teaching Resource.
- Education Endowment Foundation. (2022). *Collaborative learning approaches*. Education evidence, teaching and learning toolkit.
- Korthagen F.A.G. (2013). The core reflection approach. In Korthagen, F.A.J., Kim.Y.M. and Green, W.L. (eds.) Teaching and learning from within. New York: Routledge.
- Lesley University. (2022). *An Introduction to flipped learning*.
- The University of Texas at Austin, centre for learning and teaching. (e.d.). *Flipped Classroom*.

3. Learning modules and outcomes

A draft curriculum was presented in a transnational workshop and partner meeting in Kortrijk in November 2022 engaging partners in a discourse and sharing of ideas to further adapt the curriculum based upon the GAP analysis and best practices already in place within their organisations. The partnership built upon the baseline already defined and tested in an existing course for students in social work within the University of Iceland and was also inspired by the interdisciplinary module (Z)ondernemen (responsible entrepreneurship) for students organised in VIVES Belgium. This resulted in definition of seven modules and eight lessons:

1. **Module 1** - Social Innovation and Entrepreneurship: Course introduction and theoretical framework for social innovation and entrepreneurship. Defining key concepts, intrapreneurship/entrepreneurship, legal frameworks for the social enterprise and me as a social entrepreneur. Ikigai, reflective study home assignment.
2. **Module 2** - Societal Challenges: Discussing the SDG's and societal challenges, forming groups, understanding and visualising social impact, introducing problem framing and identifying root causes and consequences using problem tree analysis.
3. **Module 3** - Design Thinking - Empathise & Define: Introducing human centred design and design thinking. From societal challenge to design challenge using the design thinking model. Introduction and tools for the research phase, or empathy and define/focus.
4. **Module 4** - Design Thinking - Ideation and Prototyping: Design thinking, ideation, prototyping and testing with potential users that will then be used to present the (free method) the solution.
5. **Module 5** - Social Business Model: Presentations of solutions developed and feedback from facilitators and peers. Receive feedback to further develop the solution and identify possible stakeholders by defying the external factors that may affect your business.
6. **Module 6** - Social Business Plan (Part 1: Financing, budgeting, and Marketing): Financing, budgeting, marketing, and outreach to beneficiaries/users, continue to develop the project or social business plan (From previous Module 7)
7. **Module 7** - Social Business Plan (Part 2: Work on the Plan): Gathering feedback and finalising the Social Business Plan
8. **Module 8 - Pitch.:** Final presentation of the solution and business. Personal and peer reflection.

In following chapters each module is presented, including a short theoretical background, definition of learning objectives and outcomes as well as reference material.

Learning objectives and outcomes are divided into necessary knowledge, skills and attitudes (KSA) for social innovation/entrepreneurship. Knowledge is being aware of something (facts and key concepts), skills representing abilities to perform tasks successfully within a reasonable timeframe, attitudes representing feelings, emotions, beliefs and values about something. These learning outcomes together represent competences needed for social innovation and entrepreneurship/intrapreneurship.

Following assignments are to be turned in:

The course is based almost solely on group work except for one individual assignment, filling in the Ikigai and then grade given for teamwork skills. **Homework will be done before each module lesson.**

1. **5%: My Ikigai profile** - evaluation passed/failed (individual) - turned in before module or implemented in lesson 1 lesson.
2. **15%: Research plan and empathy map canvas** - planned and implemented before module 3 lesson where it will be presented. Evaluation, grade 1-10 based upon predefined descriptors and points.
3. **10% Ideation, prototyping and testing** - evaluation passed/failed (group). Brainstorming and selecting ideas as homework, making and prototype in class/lesson and test with users.
4. **10%: Solution presentation** - evaluation, grade 1-10 based upon predefined descriptors and points. Including feedback from users/stakeholders on prototypes designed in module 4.
5. **10%: Social business Canvas -** evaluation passed/failed (group)
6. **30%: Our business or project plan** - evaluation, grade 1-10 based upon predefined descriptors and points.
7. **20% Personal and peer reflection**, grade given based upon peer reflection of group members as well as it a prerequisite that participants finalise their evaluation to get the grade.

Passed/failed will count as full percentage if passed or zero if failed or not delivered.

3.1 Module 1: Social Innovation and Entrepreneurship

Estimated time: 9 hours	Hours
Preparation readings/observing	5
F2F or online sessions	3
Assignment - individual	5

Training material: Ikigai template for home assignment and it's optional to create PowerPoint for the introduction to the course or to use existing material like the curriculum.

This module starts with a course introduction and theoretical framework for social innovation and entrepreneurship. Defining key concepts, intrapreneurship/entrepreneurship, legal frameworks for the social enterprise and good practices. Prior to the session participants will have to read course material and the WELFARE GAP analysis report to familiarise themselves with key concepts, policies and legal frameworks of social innovation and entrepreneurship. The Ikigai tool is used for self-discovery that links societal needs through the "what the world needs" section of the Ikigai, results that will then be used to develop societal insights and challenges that groups then ideas and solutions to.

Learning objectives and expected outcomes

The objective and outcomes of this module is to enhance participants' understanding of key concepts, policies and framework of social innovation and entrepreneurship in Europe and their country as well as using self-reflection to position themselves as innovators or social entrepreneurs.

Following the implementation of this module students should:

- know the meaning of the key concepts of social innovation, entrepreneurship/ intrapreneurship.
- know the framework and possible legal structures of the social enterprise
- have acquired skills related to self-realisation and self-reflection on whether or not to strive to be a social entrepreneur by developing a personal profile using Ikigai.

Lesson plan and preparation

Prior to attending participants will have been encouraged to read through course material for this module and develop Ikigai (3 hours). Following is a lesson plan for a 2 hour face to face or online session.

Topic	Material/Method	Time
Introduction to the course, set up, assignments and course evaluation	Referring to curriculum, course material, assignments and evaluation.	20 min
Questions and discussions	Encouraging questions and discussion on the curriculum.	20 min
Presenting the Ikigai exercise (how to leverage one unique skill for the benefit of society and my own fulfilment) This can either be followed up by implementing the exercise or if homework reflects upon the results.	Teacher/facilitator briefly presents the Ikigai concept and demonstrates how the Ikigai exercise works using him/herself as an example. Discussion of the ikigai exercise that participants have already filled in (if homework)	20 min
Ice-Breaker, participant introduction	Circle introduction: Name, field of interest and why this course, referring to the results from their Ikigai exercise? (30 sek per person) .	30 min
Presenting and discussion key concepts	Considering questions such as: What is Social Entrepreneurship and Innovation? Should one strive to be a Social entrepreneur, intrapreneur or innovator?	20 min.
Presenting homework for next session	See module 2	10 min

1. Assignment (individual work) 5%

The homework assignment (implemented before or during the session) is to develop a personal profile using the Ikigai concept and methodology. Each participant should then use the exercise/form for self-reflection and realisation. Estimated time for finalising the exercise is 1-2 hours. See exercise (link). The deadline to turn in the assignment is the day before the session starts. **The evaluation of this assignment will be passed/failed.**

Other Resources

- Online lecture on Social innovation and entrepreneurship
- WELFARE: Comparative GAP analysis and National GAP analysis
- Masgo, E. (2020). *Redefining purpose with Ikigai*. Management 3.0.
- Animation video by Improvement Pill "The Japanese formula for happiness"

- Further reading: The Open Book of Social Innovation. (Murray., Gaulier. and Mulgan, 2012)

Assignments templates

- Ikigai template

Reference material

- Video from the Future, Whiteboard Session: How to find and do work that you love.
- Ikigai demonstration video "What is your reason for being?"
- Country reports/fiches from the report "A European ecosystem for social innovation" for Iceland, Greece, Lithuania and Belgium.
- Ronning, R. & Knutagard. (2015). Innovation in Social Welfare and Human Services. Routledge. New York.
- Emes International Research Network. https://emes.net/ for additional reading.

3.2 Module 2: Societal Challenges

Estimated time: 11 hours	Hours
Preparation readings/observing	3
F2F or online sessions	3
Assignment - group	10

Training material:

1. Content and learning objectives
2. PPT – Sustainable development goals
3. PPT – Problem framing & social impact
4. Handout – Problem tree

This module builds upon the introduction to global challenges through the Sustainability goals of the United Nations (Agenda 2030) and their local implication and implementation.

The main goal of the session is formation of groups (teams) with common aspirations towards changing or improving the world (solving or mitigating societal challenges). During the F2F session, national and international good practices tackling one or more SDGs will be explored, mapped and clustered as the basis for group formation. This is the first module where participants work in groups on developing insights and identifying root causes to societal challenges using the problem framing tree analysis. Developing insights can be done by looking at triggers and inspirations and investigating the problem (Murray et al., 2012) in order to learn and understand a societal challenge and its context. The problem tree analysis is a method of mapping causes and effects to understand the relations between causes and circumstances that lead to current societal challenges (Wageningen, e.d.). The concepts wicked problem, problem framing and social impact are introduced, and students are challenged to reflect on their ”why”.

Learning objectives and expected outcomes

The objective and outcomes of this module is to enhance participants' understanding of societal challenges and needs, both globally and locally. Considering where a person can make social impact, building upon referring to participants' own self-realisation exercise using Ikigai (cf. Module 1).

Following the implementation of this module students should:

- know sustainable development

- know the Sustainable Development Goals and their history
- know how social entrepreneurship might respond to the SDGs and their societal challenges
- know theory and be able (skill) to use tools regarding problem solving and social impact
- develop their skills in collaboration and teamwork
- be able (skill) to develop critical thinking and problem framing
- develop an attitude of social and civic responsibility
- believe (attitude) that individual/group action for change is relevant

Lesson plan and preparation

Prior to attending, participants will have been encouraged to watch the online lecture that introduces the concept of sustainable development, digs into a brief history on the Millennium Development Goals and the Sustainable Development Goals, and explains how social entrepreneurship can be used as a vehicle to tackle the SDGs. Further, participants need to prepare a 1-minute elevator pitch video in which they pitch one national and one international good practices of enterprises that provide an answer to the challenge of their choice. Following is a lesson plan for a 3 hour session focusing on problem framing and social impact.

Topic	Material/Method	Time
Pitches and mapping homework	Facilitating discussion on the pitch video assignment the participants prepared at home, gathering feedback and mapping what participants defined as (inter)national societal challenges. Creating topics from social challenges that the teams will work on solving or mitigating.	30 min
Group formation and selection of societal challenges	Based upon the mapping, form groups/teams of 4-6 participants working on identified societal challenges. Create a selection method (1-3 topics selected by each participant). Using post-it for selection so that all participants will be allocated in groups of interest.	30 min
Get to know your team	Teams start with an icebreaker exercise to get to know each other, each participant presents themselves to the group (name, super hero, superpower and kryptonite). Next, each team uses the team canvas to discuss how they want to collaborate as a group, to create awareness about the group composition/multidisciplinarity, to align their expectations, to communicate about their personal goals.	30 min

Problem framing and problem tree analysis	Introduction to problem framing and its particular importance in dealing with wicked problems. Students are familiarised with the problem tree template. They work in groups on the problem tree method for their societal challenge. (template with instructions will be distributed to the teams). Each group pitches their problem tree.	40 min
Social impact	Introduction to social impact (concept; the power of visualisation). Each group starts from their societal challenge, discusses their "why" and works on a visualisation that captures their why/social impact.	30 min
Recap	Reflect on the module and the course today. Briefly introduce the preparation required for the next class. Allow students to ask questions.	20 min

Other Resources

- The 17 Sustainable Development Goals (United Nations, e.d.)
- The UN Country profiles for tracking progress and trends on achieving the SDGs
- The global indicator framework with 231 unique indicators linked to one or more SDGs
- Social Enterprise UK (2015). Think global, trade, social. How business with a social purpose can deliver more sustainable development. British Council.
- Sinek, S. (2010). How great leaders inspire action [video].
- Venngage, Canva, Piktochart, Infogram: Free tools to create infographics, visualise impact …
- Problem tree, a way to explore the causes and effects of a particular issue (Wagenigen, e.d.)
- Egolf, D. B. (2001). Forming Storming Norming Performing: Successful Communication in Groups And Teams. Lincoln: Successful Communication in Groups And Teams.pdf

Assignment templates

- Problem tree template

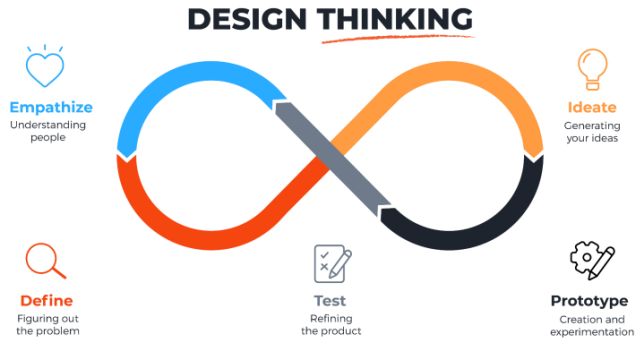
Reference material

- Apostolopoulos, N. et al. (2018). Entrepreneurship and the Sustainable Development Goals (1st ed.). Emerald Publishing Limited.
- Cox., N. (2021). Bootcamp Responsible Entrepreneurship. VIVES.

- Design Thinking Workshop (2022). Wicked problems: Wat zijn het? 10 kenmerken & voorbeelden.
- Mural (n.d.). Problem tree analysis template.
- Levi, D. (2011). Group Dynamics for Teams. Washington DC: Sage. Group dynamics for teams by Daniel Levi.pdf
- OECD /DAC (2002). Development co-operation report 2002. Efforts and policies of the members of the development assistance committee.
- OECD (2021). Applying evaluation criteria thoughtfully.
- OECD (2022). The short and winding road to 2030. Measuring distance to the SDG targets.
- Stauffer, M. & Seifert, K. (2021). A very short guide to decision-making on wicked problems. A Joint Publication by the Simon Institute for Longterm Governance & the Geneva Science-Policy Interface.
- Studio Dott (n.d.). Design Thinking.
- Sustainable Development Report (2023). Country profiles.
- Sustainability Illustrated (2014). Triple bottom line: Sustainability in business [video].
- The Team Canvas (2015). Team Canvas: Get your team on the same page.
- UN (1987). Our common future.
- UN (2017). Sustainable development goals: Improve life all around the globe [video].
- UN Sustainable Development Group (n.d.). Universal values. Principle two: Leave no one behind.

3.3. Module 3 – Design Thinking: Empathise & Define

Estimated time: 13 hours	Hours
Preparation readings/observing	3
F2F or online sessions	3
Assignment - group work	10



Training material:

1. Content and learning objectives
2. PPT – Human centred design & design thinking
3. PPT – Design thinking model – Empathise
4. Handout – Research plan & empathy map
5. PPT – Design thinking model – Define & focus
6. Handout – Persona

The aim of this module is to present human centred and – more specifically – design thinking approaches to social innovation and entrepreneurship, focusing on those affected (users), key stakeholders, collaborators and gatekeepers. Design thinking is often approached in five phases or stages, see picture (Karl S., 2020). Design thinking is a nonlinear process used to understand user needs, challenge assumptions, define problems and create solutions and the five stages are (Interaction Design Foundation, 2002):

1. Empathise: explore users' needs, objective being to gain empathetic understanding of the problem you are trying to solve or mitigate, the process emphasis is on setting aside assumptions to gain real insights to real problems affecting real people.
2. Define/Focus - problem statement: _____ needs to _____ because _____
   (user) (user needs) (insight)
3. Ideate - generation of ideas, creative and "out of the box" thinking.
4. Prototype - production of inexpensive versions of the solution using paper, role play etc.
5. Test your solutions reflecting on previous stages and iterate your solution.

In this module the focus will be on the first two stages (the research phase) of the design thinking process.

Learning objectives and expected outcomes

Prior to the module participants will get an introduction on human centred design and the design thinking model. The research phase (or the first diamond) of the DTM is explored in depth in this module. Students prepare and conduct a research plan before they come to class (empathise) and summarise their research findings and insights in the empathy map canvas. During the F2F session, participants are familiarised with tools and approaches to work towards their design challenge (define and focus).

Following the implementation of this module students should:

- know human centred design
- know design thinking and the design thinking model
- be able (skill) to approach societal challenges from a human centred perspective
- be able (skill) to apply human centred design and design thinking for their social enterprise
- know theory and be able (skill) to use tools regarding empathising and defining the design challenge
- approach (attitude) societal challenges with insightfulness and objectivity
- be able (skill) to set up and conduct a research plan and use empathy maps for defining user need and perspective
- develop skills like active listening, pitching their results and critically feedback

Lesson plan and preparation

Prior to attending, participants will have been encouraged to watch the online lectures that introduce human centred design and the design thinking model. This module focuses on the first steps in the design thinking approach in particular, being empathise and define/focus (problem statement/research phase). Before coming to class, students prepare their research plan, conduct their research, summarise/prioritise their results with the empathy map canvas and prepare to pitch their canvas. Following is a lesson plan for a 3 hour session focusing on the define and focus phase.

Topic	Material/Method	Time
2 minute pitch empathy map	Students pitch their research results by using the empathy map canvas they prepared. All participants listen and observe. Reflection questions may facilitate discussion and challenge students to think critically.	30 min
Recap DTM	Recap the design thinking model and the steps students took thus far, to clarify how the modules are intertwined/built on	10 min

	each other (starting in Module 1 with problem framing and preparing before class with a research plan).	
DTM – game rules	Before heading to the next steps in the DTM, take a moment to familiarise the participants with the game rules of design thinking. These not only apply to this module, but also to the exercises in Module 4.	20 min
Define	Introduction to the define step in the DTM. Students get to know the "what" and "why" of defining, and are introduced to how persona can be used as a tool in this step. They work in groups to develop 3 persona or users, to learn to look through their eyes to the challenge. Use a white board (online/offline) to demonstrate how to do the persona.	60 min
Focus/Refine	How to develop an actionable problem statement? Explain to the students how they may come to a focused, specific, clear design challenge. Groups are asked to reformulate/narrow down their challenge in one sentence ("How might we …?"; "Our solution should … for … in order to …"; "… needs to … because).	25 min
Recap and conclusion	Ask each team to share the design challenge they created and will work on in the next module. Reflect on today's class and module 3 as a whole.	20 min

Assignment 20%

Homework group assignment is to develop and conduct a research plan using the template. Groups need to think about their research questions (what do you know?; what do you think I know?; what do you not know?), which stakeholders to get in touch with, which methodology they will use and how they will translate their results into insights to build on in the next modules. Assignment is due the two days before the session and groups will receive feedback from trainers/facilitators on their results. The assignment will be graded 1-10 based upon predefined descriptors.

Other Resources

- Mads Soegaard. (2002). The Basics of User Experience Design, free copy from the Interaction Design Foundation.
- May, T. (2002). Qualitative research in action. SAGE.
- Gray, D. (2017). Empathy map.
- IDEO –DESIGNTHINKING
- IDEO. What's the difference between human centered design and design thinking?
- Service Design Tools (n.d.). Personas.
- Free online training programmes: Acumen Academy

- Free online templates: Design Kit, IOT Design Kit Studio Dott, Design Thinking Templates (dt-toolbook.com)

Assignment template

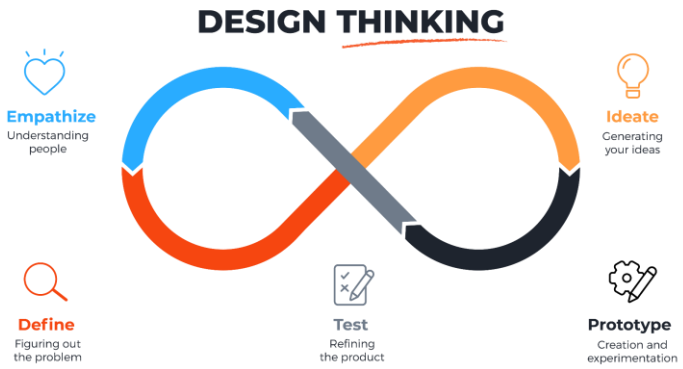
- Research plan template, including empathy map canvas
- Persona template

Reference material

- Cox., N. (2021). Bootcamp Responsible Entrepreneurship. VIVES.
- Design og arkitektur Norge (2022). What is the double diamond design process? [video]
- Design Thinking Workshop (2022). Wicked problems: Wat zijn het? 10 kenmerken & voorbeelden.
- Gamestorming (2017). Empathy map canvas.
- Hoover, C. (2018). Human-centred design vs. design-thinking: How they're different and how to use them together to create lasting change.
- IDEO.org (2015). What is human centred design? [video]
- IDEO Design Thinking, https://designthinking.ideo.com/
- Information Design (2014). Wicked problems [video].
- Liedtka, J. et al. (2017). Design Thinking for the Greater Good: Innovation in the social sector. New York: Columbia University Press.
- Studio Dott (n.d.). Design Thinking.
- Studio Dott (2018). 6 design thinking principles.

3.4. Module 4: Design Thinking - Ideation, Prototyping and Test

Estimated time: 13 hours	Hours
Preparation readings/observing	3
F2F or online sessions	3
Assignment - group work	10



Training material: Ideation and prototyping guidelines. Online lecture.

In this module groups will continue to use the Design thinking approach to develop solutions to the problem statement and based on the insights and information they obtained in the empathy and define stage, reviewing the results of interviews with users and building upon their problem statement.

Participants will work in groups on the 3rd - 5th stage of Design thinking, ideate, prototype and test. The ideation and prototyping stages can be implemented in following steps and rules:

1. Brainstorming, aim for quantity? refrain from judgement, there are no stupid or unrealistic ideas, “quantity breeds quality” sorting process comes later. Encourage weird ideas and participants to build on other people's ideas.
2. Selection process includes sorting of ideas and final selection of 1-2 ideas for each group’s community challenge.
3. Developing ideas, innovate and prototype if possible. Develop a description and if possible build (using cardboard and other available building material) prototypes. If it is a service, demonstrate it using roleplay with classmates.
4. Presentation of solutions and feedback from fellow participants and teachers, preferably community/stakeholder representatives if possible.
5. Testing with users as follow up from classroom sessions.

The final output from this module is a more finalised solution/product aimed at solving a specific societal challenge that can then be tested with potential users as homework.

Learning objectives and expected outcomes

The objective and outcomes of this module is to present participants with tools and approaches for creating and presenting ideas on solutions of the societal challenge selected.

Following the implementation of this module students should:

- Gain knowledge on Design Thinking process in particularly ideation and prototyping
- enhance their creative and out of the box thinking skills
- develop skills in rapid prototyping and testing
- develop attitude of openness and creativity
- become more solution oriented (attitude)

Lesson plan and preparation

Prior to the module participants will recap and read about Design thinking as well as groups will build upon their empathy mapping and problem definition. The ideation and prototyping stages will be implemented in the session while participants will test the solutions on potential users as homework.

Topic	Material/Method	Time
Re-cap from homework ideation and selection	Reviewing and discussing results from ideation and selection of 2-3 ideas for prototyping. What methods were used, were everyone involved and what came as a surprise. Going through rules of brainstorming and discussing the importance that everyone participates and comes up with weird, wacky and wild ideas.	20 min
Design thinking - prototyping	Groups do rapid prototyping for selected idea(s) using easy to access materials like paper, cardboards, role-play etc. **More difficult to implement online… zoom rooms and perhaps groups can be together and join online.**	90 min
Coffee break to be implemented after 60 minutes		10 min
Design Thinking - testing	Initial testing and presentation and feedback on prototypes from classmates or other teams.	50 min
Sum up and homework	Discussion on today's work and next steps that include further developing prototypes and ideas behind them by gathering potential user feedback (testing) as homework.	10 min

Assignment/questionnaire 5%

The homework of this module is to conduct ideation and selection before session and to test prototypes of 1-2 solutions with potential users after session, preferably those already interviewed in the empathise stage and gather their feedback to further develop or iterate them. Write down results and prepare a presentation of the solution. Groups answer a short questionnaire on the prototyping/interviews, deadline two days before next session. **The evaluation of this assignment will be passed/failed.**

Other Resources

- Mads Søgaard. (2002). The Basics of User Experience Design, free copy from the Interaction Design Foundation.
- Hamid, M. (e.d.) Open Educational Resources: *Design thinking for social innovation.* Academia.

Assignment guidelines

- Ideation/Brainstorming guidelines, link
- Prototyping guidelines, link

3.5 Module 5: Social Business Model

Estimated time: 12 hours	Hours
Preparation readings/observing	3
F2F or online sessions	3
Assignment - group	10

Training material: Templates for social business canvas, stakeholder analysis, and pestel analysis.

In this module participants will present the solution to the class, facilitators and possibly to a panel of stakeholders (if included). The objective is to receive feedback to further develop the solution and identify possible stakeholders by defying the external factors that may affect your business.

Participants will then start developing their business model using Social Business Canvas, exploring possible funding options and how to create a sustainable social business model. During the sessions participants will start to work on a stakeholder analysis for their project/solution, then the Pestel Analysis, before starting to work on their Social Business Canvas.

Learning objectives and expected outcomes

The objective and outcomes of this module is to present participants with tools and approaches to go from ideas to implementation and create social business ideas in relation to the societal challenge selected. Following the implementation of this module students should:

- have knowledge about key stakeholders
- develop lobbying and networking skills, being able to contact and work with different stakeholders
- be confident (attitude) and able to communicate and lead discussions effectively

Lesson plan and preparation

Prior to the module participants will use testing of prototypes to present and gather feedback on their solution and points related to stakeholders and funding opportunities.

Topic	Material/Method	Time
Re-cap and introduction	Discussion on prototyping and testing assignment and the organisation of the group presentations.	10 min.
Group presentations	Groups present their solution including presentation of the group, insights, users and prototypes. All participants provide feedback. Allocated time for each group is 5 minutes. (If there are more than 12 groups there is an option to split the group into two sessions).	70 min
Coffee break		10 min
Stakeholder analysis	The facilitator presents on a whiteboard (or online whiteboard) an example of stakeholder analysis, and groups work on stakeholder analysis and fill out the relevant Handout, in class	30 min
Pestel Analysis	The facilitator presents an example of pestel analysis, and groups work on pestel analysis by using the relevant template and filling in the sectors separately in class.	30 min
Social Business Canvas	Discussion, questions and answers on the Social Business Canvas and groups start working on it if there is time.	20 min
Sum up and homework	As an assignment, provide the students with the handout WELFARE_Module5_SBMC to work at home within their teams.	10 min

Assignment 20%

The assignment is the presentation of the solution to fellow students or participants, great to include as well stakeholders or social entrepreneurs or innovators to provide feedback. The assignment will be graded 1-10 based upon predefined descriptors.

Other Resources

- Hyper Island Toolbox: Stakeholder Analysis.
- The Lang Centre for Civic and Social Responsibility. Social Business Model Canvas, "How to fill out" on Mural.
- Resources for social entrepreneurs - The School for social entrepreneurs UK

Assignment guidelines

- Handout: WELFARE_Module5_Stakeholder Analysis (For Classroom)

- Handout: WELFARE_Module5_Pestel (For Classroom)
- Handout: WELFARE_Module5_SBMC (For Homework)

3.6 Module 6: Social Business Plan (Part 1:Financing, budgeting, and Marketing)

Estimated time: 12 hours	Hours
Preparation readings/observing	3
F2F or online sessions	3
Assignment - group	10

Training material: Social business plan template, Market Analysis Template, Fundraising Plan Template

In this module, participants will continue to develop their social business idea and plan including budgeting, identifying funding options and ways to create a sustainable operation/business. Groups will build upon their social business canvas and interviews with stakeholders.

Groups need to gather information on costs, prepare a budget for their social enterprise, and then work on finding possible funding resources by working specific budgets for at least the first year of the business operation.

Learning objectives and expected outcomes

The objective and outcomes of this module are to present participants with tools and approaches for obtaining knowledge on how to form business ideas, including budgeting and funding options, and learning to elaborate on identified stakeholders and their possible involvement, prepare a budget, and start implementing a social business plan.

Following the implementation of this module students should:

- gain knowledge on business or operation model for their project/enterprise
- know about available support and funding for social entrepreneurship relevant to their project
- be able (skilll) to apply organisational models and management structure to their idea
- be able (skill) to prepare an implementation or a business plan for their project
- demonstrate a belief and commitment to the project, its relevance, impact and viability.

Lesson plan and preparation

Prior to the module participants will use to present and gather feedback on their solution and points related to stakeholders and funding opportunities.

Topic	Material/Method	Time
Re-cap	Discussion on the social business canvas.	20 min.
What will it all cost?	Discussion on how to gather information on costs and prepare a budget for a project or the startup of a social enterprise. (The facilitator should pass each section of Market Analysis by sharing with the students the Handout and filling in the sectors separately in class.)	60 min
Coffee break		10 min
How do we finance our project / social enterprise?	The facilitator should pass each section of the Fundraising Plan by sharing with the students the Handout and filling in the sectors separately in class. ● What is my funding message? ● Where can I find available funding resources? ● How can I define my funding goals? Groups use their budget as the basis for making a financing plan for their enterprise. Grants, services, sales, fundraising, fees, etc., that they can finally use when they fill out their own Social Business plan	60 min
Coffee break		10 min
Social Business or implementation Plan	Discuss and reflect on what you have done until now that would be useful when you complete a Social business Plan.	20 min
Sum up and homework	Share with the students the Handout of the Social Business Plan and the spoken PowerPoint of Module 7 to work at home within their teams.	10 min

Assignment 5%

The groups turn in the social business canvas and start to develop a draft project or a business plan, including an implementation plan and funding options both as start capital and operational cost, see template. The deadline for the social business canvas is two days before the next session. **The evaluation of this assignment will be passed/failed.**

Other Resources

- Resources for social entrepreneurs - The School for social entrepreneurs UK
- ProPel-nonprofits. Social Enterprise Business Plan

Assignment template and guidelines

- Handout: WELFARE_Module7_SocialbusinessPlan
- Handout: WELFARE_Module6_Market Analysis Plan
- Handout: WELFARE_Module6_Fundraising Plan

3.7 Module 7: Social Business Plan (Part 2: Work on the Plan)

Estimated time: 12 hours	Hours
Preparation readings/observing	3
F2F or online sessions	3
Assignment - group	6

Training material: Social business plan template. Online lecture (Spoken Presentation)

In this module the groups will be continuing to work on their project or social business plan, defining steps taken in the implementation, setting goals, objectives, defining legal and management structures and creating a timeline including main tasks and milestones.

The session will include presentations from social entrepreneurs sharing their experience of setting up a social enterprise or implementing a social innovation project idea.

Learning objectives and expected outcomes

The objective and outcomes of this module is to empower and support participating groups in their development of an operational or a social business model, including step by step implementation plan.

Following the implementation of this module, students should:

- gain knowledge on how business or operation model for their project/enterprise
- be able (skill) to prepare an implementation plan or a business plan for their project
- promoting attitude of resilience and endurance in implementing social innovation projects or starting a social enterprise

Lesson plan and preparation

Prior to the module participants will have started to work on their project or social business plan and use the time to further elaborate, get guidance from facilitators and social entrepreneurs and innovators.

Topic	Material/Method	Time
Re-cap	Discussion on the project plan and social business plan.	10 min.

Short presentations from mentors	This module will include a short presentation from 2-3 social entrepreneurs or innovators who have either started a social enterprise or implemented a social innovation project. The presenters will then become mentors to the teams/groups providing insights and assistance. In case you cannot find a social entrepreneur to visit the class, you can use the Documentaries from OERs as inspiration.	40 min
Coffee break and discussions		10 min
How do we put this all together?	Groups work on their project or social business plan, getting feedback and assistance.	60- min
Coffee break		10 min
Finalization	Introduction and discussion on the setup for the final presentations and final assignment (Guidelines "How to Pitch Your Business ?", Module 1~~Module 8~~)	30 min
Course	Evaluation of the course will be implemented in this module as the next session will be focused on project presentations.	20 min

Assignment 20%

Finalisation of the project or social business plan and presentation in the next session. The deadline for this assignment is in the next session for the presentation and a week later for the project or social business plan. **The assignment will be graded 1-10 based upon predefined descriptors.**

Other Resources

- Examples of a social enterprise business plan and a project implementation plan.
- Resources for social entrepreneurs - The School for social entrepreneurs UK
- ProPel-nonprofits. Social Enterprise Business Plan

Assignment templates

- Social business plan template
- Handout: WELFARE_Module7_Guidelines "How to Pitch Your Business ?"

3.8 Presentation and Feedback (Pitch)

Estimated time: 12 hours	Hours
Preparation readings/observing	3
F2F or online sessions	3
Assignment - group	5

The final session is not a module as it is dedicated to the final presentations of social innovative ideas developed in the course, providing feedback and recognition of the outcome. Included in the session is participants' peer evaluation conducted at the end of the session.

Lesson plan and preparation

Prior to the session participants will have finalised their presentation and draft of their project or social business plan. If more than 12 groups are presenting you may have to split into two parallel sessions.

Topic	Material/Method	Time
Re-cap	Presenting panel of mentors giving feedback.	10 min.
Group presentations	Each group gets 7 minutes to present their project and Then 3 minutes are given for feedback and questions.	60 min
Coffee break and discussions		10 min
Group presentations	Each group gets 7 minutes to present their project and Then 3 minutes are given for feedback and questions.	60 min
Coffee break and discussions		10 min
Peer evaluation	Online personal and peer reflection on teamwork and individual work.	20 min
Conclusion and reflection	A nice send off, perhaps offer some refreshments.	10 min

Assignment 20%

Peer evaluation will be conducted at the end of the last session using an online form. It includes both personal and peer reflection on if the teamwork worked or didn't work. Group members evaluate each other's performance anonymously. Each participant will be graded on the scale 1-10 by their group members and needs to take part to receive the grade.

Course assignments and evaluation

The course is based almost solely on group work except for one individual assignment, filling in the Ikigai and then grade given for team work skills. Participants will then evaluate the course, training and training content at the end of the project as well as trainers will gather feedback from participants during the piloting.

Course assignment and grading

The grade for the course is composed of 8 interrelated assignments that each are thought of as preparation before the next step. A numerical grade will be given for the course on the scale 1-10 and is built upon 3 assignments each weighing 20% and peer evaluation weighing 20%. Other assignments are passed or failed and can affect the grade only if failed resulting in -0.5 to the grade for each of the 4 pass/fail assignments.

No.	Smaller assignment topic	%	Grade
1	Ikigai - template/guidelines provided	5%	pass or fail
3	Prototyping and testing	10%	pass or fail
5	Social Business Canvas - template/guideline provided	10%	pass or fail

Following is the evaluation framework for graded assignments, peer reflection and evaluation.

Assignment no. 2 – Research and user profile 15%

Descriptor	Excellent	Good	Poor	Total
Know the meaning of social innovation entrepreneurship and enterprise				2
Know the social challenge being solved or mitigated				3
Know the Sustainable Development Goals (SDGs)				2
Know the Design Thinking process				2
Skills in critical thinking and problem framing				2
Skills in empathy mapping and user profiling				2

Attitude of empathy, social and civic responsibility				1
Attitude of insightfulness and objectivity				1
Total				**15**

Assignment no. 4 -. Our solution 10%

Descriptor	Excellent	Good	Poor	Total
Know solutions already implemented and can identify innovative elements of their solutions				2
Skills in ideation, brainstorming, brainwriting, selections				2
Skills in rapid prototyping				2
Skills in out of the box thinking and creativity				2
Skills in linking and applying the SDGs to their solution				2
Total				**10**

Assignment no. 6 - Final project business plan

Following evaluation framework for both by trainer/facilitator and mentors if applicable.

Descriptor	Excellent	Good	Poor	Total
Know how to use APA 7 reference style				2
Know the legal structure for social enterprises and entities				2

Know the financial structure and funding options				2
Know the welfare system and relevant stakeholders				2
Skills in organisation management				2
Skills in budgeting and financial management				2
Skills in stakeholder mapping				2
Skills in entrepreneurship (initiative and action)				2
Skills in defining possible conflicts and presenting solutions				2
Clear definition of social impact				4
Attitude of confidence and leadership				2
Good grammar and presentation				2
Presentation convincing and relevant				4
Total				**30**

Assignment no. 7 - Personal and peer evaluation 20%

Grade given based upon peer reflection of group members as well as it a prerequisite that participants finalise their evaluation to get the grade.

Descriptor	Excellent	Good	Poor	Total

Skills in self-efficacy and realisation				2
Skills in collaboration, communication and teamwork				2
Skills in entrepreneurship (taking action)				2
Skills in active listening and reflection				2
Attitude of being humble				2
Attitude of openness and creativity				2
Attitude of resilience and endurance				2
Attitude of confidence and leadership				2
Attitude of solution orientation				2
Attitude of empathy and thoughtfulness				2
Total				**20**

Course evaluation

The course evaluation will occur parallel to the pilot training to adjust the curriculum and training content for future use. Trainers involved will log in short reflection after each session and answer evaluation questionnaires after course finalisation. Participants will be encouraged to make suggestions and comments throughout the training as well as answering evaluation questionnaires in the 7th session.

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