**Upskilling Rural**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Module Title:*** | **Social Entrepreneurship – part 1** | | | | |
| ***Session n. 1*** |  | | | | |
| ***Duration*** | *1 h* | | | | |
| ***Delivery method*** | Blended ☒ | Face to face □ | | Online learning □ | Distance learning (Learning Platform) □ |
| Time: | | Time: | Time: |
| Notes on the choice:  \**The trainer will choose the course delivery method taking into account the interest of students, location, the available teaching space and resources, social situation, etc.* | | | | |
| ***Intended learning outcomes:*** | * Define the meaning of social entrepreneurship in the countryside. * Provide examples of social and economic benefits of rural activities. * Recognise diverse forms of social entrepreneurship in rural areas. | | | | |
| ***Session Details:*** | **Lesson Item:** | | **Method(s) and instructions for trainers:** | | **Required Resource(s):** |
| **Introduction** | | The tutor will briefly introduce the topic and the objectives of the lesson. The exemplary exercises are proposed below.   * *Case study* – the students present a case study of a well-known social enterprise, discussing its mission, impact, and business model. * *Brainstorming session* – students identify a social issue and propose innovative business solutions that address it. * *Role-playing activities* – the students pitch their social enterprise ideas to a panel of ‘investors’ who ask challenging questions to refine their concepts. * *Debate* – the students discuss on the differences between traditional entrepreneurship and social entrepreneurship can help clarify the unique aspects of social entrepreneurship. | | * PC/ Laptop & Video * Conferencing platforms (Zoom, Teams or ClickMeeting) – for online lessons * Paper, pens, post-it – for face-to-face sessions |
| Activity 1**:** | | After the introductory exercise, the tutor can lead the Activity related to the aspect *“What influences the attractiveness of rural areas for tourists”.*   * *Impact Mapping*: the tutor proposes to the students to choose a social issue in a rural area and develop a hypothetical social enterprise that addresses this issue. They should create an impact map outlining the expected social and economic benefits of their enterprise’s activities.   **Objective**: This exercise encourages creative thinking and helps students understand the potential ripple effects of social entrepreneurship on society and the economy.   * *Debate*: the tutor organises a debate where students are divided into two groups. One group argues the social benefits, and the other argues the economic benefits of a specific social entrepreneurship activity. After the debate, have a discussion on how these benefits are interconnected.   **Objective**: This promotes critical thinking and helps students appreciate the balance and interaction between social and economic benefits in social entrepreneurship. | | * PC/ Laptop & Video * Conferencing platforms (Zoom, Teams or ClickMeeting) – for online lessons * Projector – for face-to-face sessions * Micro-credential “Social entrepreneurship – part 1” PowerPoint. |
| Post-Activity Discussion | | At the end of the lesson the tutor will discuss the following aspects:   * *Which social and economic benefits discussed surprised you the most? Why?* * *Can you think of a local issue that could be addressed by a social enterprise? What would be the potential social and economic benefits?* * *How can social enterprises ensure they balance social impact with financial sustainability?* | |  |
| ***Evaluation methods*** | Informal non-formal evaluation | | The tutor can use feedback circles (the conduction of regular feedback circles where participants openly share their thoughts on the course activities, content, and their personal growth. This promotes a culture of continuous improvement and active participation). On the other hand, the tutor can apply peer review method (the implementation of a peer review system where participants evaluate each other's contributions and progress. This can provide diverse perspectives and foster a supportive learning environment). | | |
| ***Didactic materials*** | Face to face: power point presentation, paper, pens, projector. | | | | |
| Distance learning – PowerPoint presentation. | | | | |
| ***Additional notes and tips for trainers***  The tutor has to engage the participants in all times. It is important to always keep attention and motivation high. The use of digital tools or other resources depends on the delivery method chosen and on the characteristics of the participants of the classroom. It is important therefore to understand well the classroom in order to adapt the method of training. | | | | | |