



# IO3-A1: SOCIAL ENTREPRENEURSHIP COMPETENCE FRAMEWORK



# 3D2ACT

## 3D2ACT:

FOSTERING INDUSTRY 4.0 AND 3D TECHNOLOGIES  
THROUGH SOCIAL ENTREPRENEURSHIP: AN INNOVATIVE  
PROGRAMME FOR A SUSTAINABLE FUTURE

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# SOCIAL ENTREPRENEURSHIP COMPETENCE FRAMEWORK

## PROJECT INFORMATION

**PROJECT ACRONYM:**

3D2ACT

**PROJECT TITLE:**

FOSTERING INDUSTRY 4.0 AND 3D TECHNOLOGIES THROUGH SOCIAL  
ENTREPRENEURSHIP: AN INNOVATIVE PROGRAMME FOR A SUSTAINABLE FUTURE

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**CONSORTIUM: PARTNER LIST**

- **NATIONAL CENTER FOR SCIENTIFIC RESEARCH "DEMOKRITOS" (GREECE)**
- **EUROPEAN DIGITAL LEARNING NETWORK (Italy)**
- **POLITEKNIKA IKASTEGIA TXORIERRI S.COOP (Spain)**
- **A & A EMPHASYS INTERACTIVE SOLUTIONS Ltd (Cyprus)**
- **STICHTING INCUBATOR (Netherlands)**
- **REGIONAL DIRECTORATE EDUCATION OF CRETE (Greece)**
- **UNIVERSITY OF CRETE (Greece)**



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## 1 INTRODUCTION

The following Competence Framework regarding Social Entrepreneurship is basically the Syllabus of the 3D2ACT Project.

It is divided into two (2) distinct Modules, on Social Entrepreneurship and Becoming a Social Entrepreneur. There is also a final chapter related to Case Studies from all partner countries.

The following sections, present the modules and chapters in detail together with their durations for both VET teachers and students.

Finally, the Competence Framework (Syllabus) is presented analytically per level and chapter, analysing the following:

- Topic/Purpose
- Goals/Objectives
- Duration (Teacher/Student)
- Pre-requisites
- Expected outcomes (general and 3D technologies related)
- Knowledge & skills acquired
- Soft skills acquired
- Associated badge

The Competence Framework and Educational Pack are aimed at identifying the basic concepts that any student should know to be able to set a Social Enterprise. These materials will guide them into the social business world and will help them develop their social entrepreneurial skills.



## 2 MODULES AND TOPICS OVERVIEW

### **MODULE 1: SOCIAL ENTREPRENEURSHIP**

Chapter 1: What is social entrepreneurship?

Chapter 2: Why “social”? What is its added value?

Chapter 3: Social Business Model Canva

### **MODULE 2: BECOMING A SOCIAL ENTREPRENEUR**

Chapter 1: Introduction to the EntreComp Framework

Chapter 2: The Social Entrepreneur

Chapter 3: Ideas and opportunities - Ethical and Sustainable thinking

Chapter 4: Resources - Financial and Economic Literacy

Chapter 5: Into action! - Planning and Management

### **MODULE 3: CASE STUDIES IN PARTNER COUNTRIES**

Chapter 1: Greece

Chapter 2: Italy

Chapter 3: Spain

Chapter 4: Cyprus

Chapter 5: Netherlands

### 3 LEARNING ACTIVITIES DURATION

The Educational Pack will consist of 5 hours online learning, with interactive materials, videos, tests and quizzes.

More specifically, IO3/A1 learning activities and their duration are described in the following table:

Lesson plans	Duration	Notes
Module 1: Social Entrepreneurship	1 hour	Self-study
Module 2: Educational Pack for Becoming a Social Entrepreneur	4 hours	Self-study
Module 3: Case Studies in Partner Countries	N/A	Only for consultation as additional material
<b>Total</b>	5 hours	

**Associated Badge:**





## 4 CHAPTER DESCRIPTIONS

Module 1	
<b>Chapter ID</b>	1: What is social entrepreneurship?
<b>Topic/Purpose</b>	Introduce the students to the world of social entrepreneurship.
<b>Goals/Objectives</b>	Learn about the basic concepts of social entrepreneurship, famous examples of social entrepreneurship and its benefits and pitfalls.
<b>Duration</b>	15 minutes
<b>Pre-requisites</b>	<b>Knowledge:</b> None <b>Equipment:</b> Computer, internet access
<b>Expected outcomes</b>	At the end of this chapter, students must be able to: <ul style="list-style-type: none"> <li>• Identify the different concepts related to social entrepreneurship</li> <li>• Recognize the benefits of social entrepreneurship</li> <li>• Recognize the pitfalls of social entrepreneurship</li> <li>• Identify examples of social entrepreneurship</li> </ul>
<b>Knowledge &amp; skills acquired</b>	<ul style="list-style-type: none"> <li>• Basic concepts of social entrepreneurship</li> <li>• Benefits, challenges and advantages/disadvantages of social entrepreneurship</li> </ul>
<b>Soft skills acquired</b>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Divergent thinking</li> <li>• Critical thinking</li> <li>• Situational awareness</li> <li>• Focus on a specific task</li> <li>• Goal setting</li> </ul>

Module 1	
<b>Chapter ID</b>	2: Why “social” What is its added value?
<b>Topic/Purpose</b>	Learn the difference between entrepreneurship and social entrepreneurship.
<b>Goals/Objectives</b>	To identify the key aspects that makes a business be social.
<b>Duration</b>	15 minutes



<b>Pre-requisites</b>	<b>Knowledge:</b> Chapter 1 <b>Equipment:</b> Computer, internet access
<b>Expected outcomes</b>	At the end of this chapter, students must be able to: <ul style="list-style-type: none"> <li>• Identify the differences between entrepreneurship and social entrepreneurship</li> <li>• Identify the key aspects of a social business</li> <li>• Understand the added value of creating a social enterprise</li> </ul>
<b>Knowledge &amp; skills acquired</b>	<ul style="list-style-type: none"> <li>• Ability to identify the characteristics of a social enterprise</li> </ul>
<b>Soft skills acquired</b>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Divergent thinking</li> <li>• Information discovery</li> <li>• Critical thinking</li> </ul>

<b>Module 1</b>	
<b>Chapter ID</b>	3: Social Business Model Canva
<b>Topic/Purpose</b>	Development of a social business model Canva to identify all the activities/resources needed.
<b>Goals/Objectives</b>	How to develop a social business model Canva. How to identify all the activities needed. How to identify all the resources needed. How to use the Canva tool.
<b>Duration</b>	30 minutes
<b>Pre-requisites</b>	<b>Knowledge:</b> Chapters 1, 2 <b>Equipment:</b> Computer, internet access
<b>Expected outcomes (general and 3D technologies related)</b>	At the end of this chapter, students must be able to: <ul style="list-style-type: none"> <li>• Understand the functioning of the Social Business Model Canva</li> <li>• Identify the activities needed</li> <li>• Identify the resources needed</li> <li>• Learn how to use the Canva tool.</li> <li>• Understand the importance of the business model Canva.</li> </ul>
<b>Knowledge &amp; skills acquired</b>	<ul style="list-style-type: none"> <li>• Basics of Business Model Canva</li> <li>• Identification of resources and activities</li> <li>• Business Model Canva tool</li> </ul>
<b>Soft skills acquired</b>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Creativity</li> <li>• Resourcefulness</li> </ul>





	<ul style="list-style-type: none"> <li>• Divergent thinking</li> <li>• Organizational skills</li> <li>• Problem solving</li> <li>• Decision making</li> <li>• Critical thinking</li> <li>• Experimenting</li> <li>• Situational awareness</li> <li>• Focus on a specific task</li> <li>• Time management</li> <li>• Goal setting</li> </ul>
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Module 2	
<b>Chapter ID</b>	1: Introduction to the EntreComp Framework
<b>Topic/Purpose</b>	Global overview about the EntreComp Framework and included skills
<b>Goals/Objectives</b>	Understand in a practical way what exactly is the EntreComp Framework. Explanation of how the social impact can be integrated into EntreComp framework/skills.
<b>Duration</b>	30 minutes
<b>Pre-requisites</b>	<p><b>Knowledge:</b> Module 1</p> <p><b>Equipment:</b> Computer, internet access</p>
<b>Expected outcomes (general and 3D technologies related)</b>	<p>At the end of this chapter, students must be able to:</p> <ul style="list-style-type: none"> <li>• Have a deeper understanding of the EntreComp framework</li> <li>• Have a general vision of the skills included</li> <li>• Identify key skills for becoming a social entrepreneur</li> <li>• Understand how to integrate social impact into the skills</li> </ul>
<b>Knowledge &amp; skills acquired</b>	<ul style="list-style-type: none"> <li>• Familiarity with EntreComp Framework</li> <li>• Identification of the EntreComp skills</li> <li>• Integrate social impact into the skills</li> </ul>
<b>Soft skills acquired</b>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Creativity</li> <li>• Resourcefulness</li> <li>• Divergent thinking</li> <li>• Organizational skills</li> <li>• Problem solving</li> <li>• Decision making</li> <li>• Critical thinking</li> </ul>



Module 2	
<b>Chapter ID</b>	2: What do you need to become a social entrepreneur?
<b>Topic/Purpose</b>	Key aspect of a social entrepreneur.
<b>Goals/Objectives</b>	Introduction to basic skills set and competences needed to be a social entrepreneur with examples of famous social entrepreneurs, linking it to the skill sets and competences described first.
<b>Duration</b>	30 minutes
<b>Pre-requisites</b>	<b>Knowledge:</b> Module 1, Chapter 1 from Module 2 <b>Equipment:</b> Computer, internet access
<b>Expected outcomes</b>	At the end of this chapter, students must be able to: <ul style="list-style-type: none"> <li>• Identify the main skills related to social entrepreneurs</li> <li>• Know examples of social entrepreneurs</li> </ul>
<b>Knowledge &amp; skills acquired</b>	<ul style="list-style-type: none"> <li>• Deeper understanding of the Entrecomp framework</li> <li>• Deeper understanding of the basic skills and competences of a social entrepreneur</li> </ul>
<b>Soft skills acquired</b>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Creativity</li> <li>• Resourcefulness</li> <li>• Divergent thinking</li> <li>• Decision making</li> <li>• Critical thinking</li> <li>• Experimenting</li> <li>• Focus on a specific task</li> </ul>

Module 2	
<b>Chapter ID</b>	3: Ideas and Opportunities – Ethical and Sustainable Thinking
<b>Topic/Purpose</b>	Learn about sustainability and ethics in business and related topics such as circular economy and impact of the actions.

<b>Goals/Objectives</b>	3.1: What are sustainability and ethics in business? – Social, economic and environmental sustainability 3.2: Main features of Corporate Social Responsibility 3.3: Circular economy and its features 3.4: Rethink a business model according to the circular economy paradigm 3.5: Consequences and impact of the actions
<b>Duration</b>	1 hour
<b>Pre-requisites</b>	<b>Knowledge:</b> Module 1, Chapter 1&2 from Module 2  <b>Equipment:</b> Computer, internet access
<b>Expected outcomes</b>	At the end of this chapter, students must be able to: <ul style="list-style-type: none"> <li>• Understand the key ethical concepts that frame the moral philosophy of business</li> <li>• Show an understanding of sustainability practices</li> <li>• Identify ethical issues</li> <li>• Identify main features of Corporate Social Responsibility</li> <li>• Understand social, economic and environmental issues in a business context</li> <li>• Understand the consequences of the actions with regards to sustainability</li> <li>• Learn how to develop a responsible product according to the principles of circular economy</li> </ul>
<b>Knowledge &amp; skills acquired</b>	<ul style="list-style-type: none"> <li>• How to act ethically and sustainably in a business context</li> <li>• Application of social responsibility in business</li> <li>• Development of business models in line with circular economy and sustainable practices</li> </ul>
<b>Soft skills acquired</b>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Creativity</li> <li>• Ethical thinking</li> <li>• Sustainable thinking</li> <li>• Resourcefulness</li> <li>• Collaboration skills</li> <li>• Communication</li> <li>• Organizational skills</li> <li>• Problem solving</li> <li>• Decision making</li> <li>• Critical thinking</li> <li>• Flexibility/Adaptability</li> <li>• Experimenting</li> <li>• Situational awareness</li> <li>• Goal setting</li> </ul>

Module 2	
<b>Chapter ID</b>	4: Resources – Financial and Economic Literacy
<b>Topic/Purpose</b>	Gain knowledge on the basics of economics for setting up a social business.
<b>Goals/Objectives</b>	4.1: Understand economic and financial aspects  4.2: Budget – estimate the budget for simple activities; calculate revenues and expenses in a budget table; VAT rules; invoices and receipts; social insurance  4.3: Make a plan for the financial sustainability of a value-creating activity – share and protect ideas; different licenses  4.4: Find funding opportunities
<b>Duration</b>	1 hour
<b>Pre-requisites</b>	<b>Knowledge:</b> Module 1, Chapters 1 & 2.1 from Module 2  <b>Equipment:</b> Computer, internet access
<b>Expected outcomes</b>	At the end of this chapter, students must be able to: <ul style="list-style-type: none"> <li>• Understand basic economic and financial concepts</li> <li>• Estimate the budget of simple activities</li> <li>• Use budget tables</li> <li>• Identify VAT rules</li> <li>• Deliver invoices and receipts</li> <li>• Understand basic aspects of social insurance</li> <li>• Understand the concept of license and the different types</li> <li>• Identify potential business opportunities</li> </ul>
<b>Knowledge &amp; skills acquired</b>	<ul style="list-style-type: none"> <li>• Economic and financial concepts</li> <li>• Estimation of budgets</li> <li>• Development of budget tables</li> <li>• Development of invoices</li> <li>• Development of receipts</li> <li>• Establishing VAT rules</li> <li>• Identification of types of licenses</li> <li>• Resources for funding</li> </ul>
<b>Soft skills acquired</b>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Creativity</li> <li>• Resourcefulness</li> <li>• Divergent thinking</li> <li>• Communication</li> </ul>



	<ul style="list-style-type: none"> <li>• Coordination</li> <li>• Organizational skills</li> <li>• Problem solving</li> <li>• Decision making</li> <li>• Critical thinking</li> <li>• Flexibility/Adaptability</li> <li>• Situational awareness</li> <li>• Focus on a specific task</li> <li>• Time management</li> <li>• Goal setting</li> </ul>
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Module 2	
<b>Chapter ID</b>	5: Into Action! – Planning and Management
<b>Topic/Purpose</b>	Gain knowledge on planning, management, practical information, benefits.
<b>Goals/Objectives</b>	5.1: The importance of planning 5.2: Develop and update an action plan 5.3: Define priorities – tasks and resources to achieve set goals 5.4: Use a project management tool – paper and online 5.5: Coping with uncertainty, ambiguity and risk – risk matrix, risk assessment and action plan
<b>Duration</b>	1 hour
<b>Pre-requisites</b>	<b>Knowledge:</b> None <b>Equipment:</b> Computer, internet access
<b>Expected outcomes</b>	At the end of this chapter, students must be able to: <ul style="list-style-type: none"> <li>• Create action plans</li> <li>• Define priorities</li> <li>• Use management tools</li> <li>• Create risk matrix</li> <li>• Identify and assess risks</li> </ul>
<b>Knowledge &amp; skills acquired</b>	<ul style="list-style-type: none"> <li>• Establish priorities to define action plans</li> <li>• Use different types of project management tools</li> <li>• Create risk assessment plans</li> <li>• Identify risks</li> <li>• Face risks</li> </ul>



<b>Soft skills acquired</b>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Creativity</li> <li>• Resourcefulness</li> <li>• Coordination</li> <li>• Organizational skills</li> <li>• Problem solving</li> <li>• Decision making</li> <li>• Critical thinking</li> <li>• Flexibility/Adaptability</li> <li>• Experimenting</li> <li>• Situational awareness</li> <li>• Focus on a specific task</li> <li>• Time management</li> <li>• Goal setting</li> </ul>
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<b>Module 3</b>	
<b>Chapter ID</b>	Case studies in partner countries
<b>Topic/Purpose</b>	Analyze different social entrepreneurship businesses in partner countries.
<b>Goals/Objectives</b>	Analyze 2 relevant social businesses in each partner country  What does the social enterprise in your country?  What EntreComp competences are being used by the social entrepreneur here?  How is the case study inspiring for others? What is the innovative approach here?
<b>Duration</b>	N/A
<b>Pre-requisites</b>	N/A
<b>Expected outcomes</b>	N/A
<b>Knowledge &amp; skills acquired</b>	N/A
<b>Associated badge</b>	N/A