



**OPEN BUSINESS  
FOR COMMUNITY  
DEVELOPMENT**

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## *D3.2 Training Toolkit*



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## PROJECT SUMMARY

OBCD starts from the analysis of a new entrepreneurship paradigm based on the necessity of combining economic growth and social innovation, to contribute to creating more inclusive, creative, and sustainable societies and economies. The project will investigate how open business approaches applied to social entrepreneurship can contribute to local development. This concept leads to new challenges for education and training since it highlights emerging occupations as well as new knowledge, competences, and skills, for the development of the so-called social enterprises (SEs).

The general objective of the project OBCD is to foster innovation in higher education (HE), continuous vocational education and training (c-VET), enterprises and the broader socioeconomic environment, by investigating the potential of the open business model approach, developing, and testing new training modules addressing skill gaps in the SE sector.

OBCD will analyse the emerging skills and occupations, identifying the learning outcomes (LOs) which could be used and adapted for the development of 2 new curriculums (from EQF 5 to 6) and training modules that will be tested at HE and VET level. These LOs will be identified according to the specific knowledge of the consortium partners from 5 EU countries, coming from HE, VET and social economy fields, and this will ensure that skills to be developed will be consistent with the needs of an evolving labour market.

The project will also promote the co-creation of knowledge between HE, VET, research, the public sector and the business sector in order to contribute to innovation in business modelling and in education and training. This will be pursued by fostering the development of “knowledge triangles” (HE, VET, business) working together for the development of innovative education contents and tools, and business ecosystems in the field of SE, aiming to develop aware, sustainable and connected communities able to generate business value and sustainable development at local level through Open Business models.



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# 1 INTRODUCTION

## 1.1 About the Training Toolkit

The purpose of the Training Toolkit is to provide guidelines for implementing the two modular curriculums developed in the OBCD project, the curriculum for **Administrative Professionals of SEs** (EQF-5) and the curriculum for **Managers and Developers of SEs** (EQF-6). The training toolkit describes the applied training approach which is recommended by OBCD. It also suggests recommendations on how to employ the training in vocational education and training and higher education.

The document consists of four parts. The first part concerns the **training methodology** and presents the pedagogies and their principles applied in the delivery of the OBCD training. The developed training capitalises on the potential of three distinctive learning environments: online learning, face-to-face learning, and work-based learning (WBL), and employs a variety of learning methods and pedagogies including project-based learning. Their advantages and suitable techniques are described.

The second section presents the selected **assessment methods and tools**. As the training is designed for different learning environments and happens in three stages, the training utilises assessment of different learning outcomes for all learning environments.

The third part presents the **training material** for each curriculum. It includes the description of the training material of each module proposed to be used in each type of training (MOOC, face to face and WBL). The OBCD training material includes different types of material such as text, presentations, videos, links, case studies, exercises, peer activities, projects, articles, handbooks, etc. The training materials has been developed to be accessible to people with visual disabilities and difficulties by removing fundamental barriers, enhancing the accessibility of the content, and using the inverted pyramid writing style where possible.

The fourth part specifies the **accreditation framework** and the recommended procedures in each partner country to accreditate and validate the training. It elaborates the European quality frameworks EQAVET (European Quality Assurance in Vocational Education and Training), ESG (Standards and Guidelines for Quality Assurance in the European Higher Education Area) and EQF (European Qualification Framework), which support the appropriate quality of the developed trainings, standardise learning objectives of each training level, and ease the validation and accreditation of the training. It also presents suggestions on ways to accredit and validate the training in vocational education and training as well as in higher education in the OBCD countries.



## 1.2 Current Training on Social Enterprises Field

The offer of education and training in the field of social enterprises (SEs) has grown significantly in the EU in the past decades. However, many of the courses and programmes focus on SEs' activities rather than delving in their organizational functions and development. They lack skills on how to build long term profitability (Kickul et al., 2012) and competitive products and services (Tracey & Philips, 2007). The training for SEs should aim to cultivate competences that harmonise business knowledge and social impact (SocialB, 2020) and strategically allocate scarce resources to generate social value (Kickul et al., 2012). Also, it's crucial to equip individuals with the knowledge of how to connect SEs with key stakeholders (Tracey & Philips, 2007) and build collaborations (Kickul et al., 2012) is needed.

Previous research has shown that the training of social enterprises should focus more on practical skills and competencies and real-life challenges of SEs (SocialB, 2020). Incorporating innovative approaches to teaching and learning, such as cross-disciplinary teaching (Worsham, 2012; Zietsma & Tuck, 2012), experiential learning (Hockerts, 2018; Tracey & Philips, 2007), and involving social enterprises in the learning practice (Kickul et al., 2012) are some of the suggested elements for educating employees in the social economy sector and future managers of social enterprises.

Social enterprises play a vital role in addressing complex societal issues by striving to create both social and economic value, while also fostering the development of communities. To best prepare students for their career in the field they should be provided with a balanced interdisciplinary way with various sets of skills. The courses should teach relevant frameworks, present successful case studies, and develop analytic skills on both the business and social sides. Education should also address the distinctions inherent in social entrepreneurship, and help students to develop empathy, emotional intelligence, and a true understanding of both content and context when solving social problems (Worsham, 2012). To do this, educational institutions should include experiential components (Worsham, 2012) and utilise various resources and activities to educate the students' practical skills. Educators should develop curriculums that incorporate initiatives both within and beyond their schools and universities (Kickul et al., 2012). Educators are encouraged to create learning spaces that allow experiential learning, learning from reflections on one's own actual experiences and interacting with the real world, conversational learning, development of expertise, acting and reflecting, as well as feeling and thinking (Kolb & Kolb, 2009).

Vocational training providers and universities should create partnerships with the broad social entrepreneurship community (Kickul et al., 2012). Opportunities for entrepreneurship education should include learning through project work in authentic social enterprise environments. This will provide the learners with the opportunity to have "hands-on" experiences in managing relationships, exposing them to



integrative learning environments where they must draw upon what they have learned in theory (Tracey & Philips, 2007).

In general, entrepreneurship training has shifted the balance of teaching methods from classroom teaching to more interactive, hands-on, and experiential methods such as role playing, simulations, games, and short-term business start-ups. This makes entrepreneurship training more attractive to participants and offers realistic experiences (OECD & European Union, 2023). Teaching social entrepreneurship effectively is all about developing a balanced program that blends theory and practice and uses different learning environments and methods to develop the entire suite of skills (functional, green, digital, entrepreneurship, transversal, and soft skills) that learners will need to succeed. The goal of the present two new curriculums is to respond to the current training needs in social enterprises.

### 1.3 Audience of the Document

The audience of the OBCD Training Toolkit is: a) the OBCD project partners who shall undertake the implementation of the project's training, b) other HEIs and VET providers that could provide the full training scheme or implement parts of the training courses, and c) trainers who will deliver the training courses. The document serves as a source of the training to be implemented by the project participants in the piloting of the OBCD training and other institutions.





## 2 TRAINING METHODOLOGY

### 2.1 Learning Theories Applied in OBCD

Based on recent research there is a lack of substantial evidence-based knowledge about the appropriate learning theories applied in social entrepreneurship education (Corvo et al., 2022). Since social entrepreneurship draws on different scientific fields (e.g. entrepreneurship, sociology, economics and management science), relevant training should adopt a broad range of learning theories and pedagogies, where experiential learning and practice should prevail (Addae & Ellenwood, 2021).

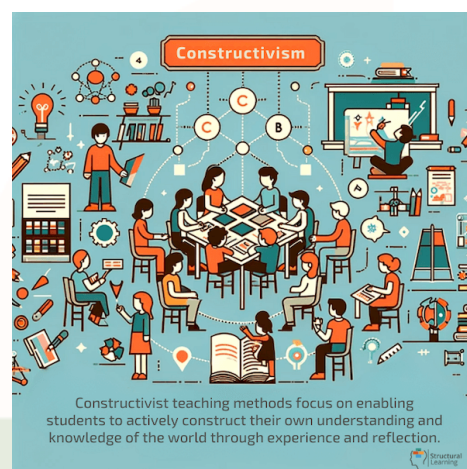
In the frame of the OBCD training approach, a range of learning theories are applied, as presented below, not only to address the multiple disciplines of the field but also the unique characteristics such as the hybridity, the accomplishment of both social and market goals, and the multiple identity challenges (Battilana & Lee, 2014). Social entrepreneurs and SEs' professionals strive to provide enterprising solutions for solving social problems (Howorth et al., 2012). One of the main challenges they face is the problem that arises when the positioning of trading as a route to sustainability undermines their social purpose. Managing both social and commercial goals can lead to confused identity, mission drift and sometimes might lead to failure.

Theories of learning provide empirically based accounts of the variables that influence the learning process and provide explanations of how this influence occurs. According to the sociocultural learning perspective, human learning is social and depends on a person's interaction with the environment (Kozulin et al., 2003).

#### The Theory of Constructivism

The theory of constructivism suggests that people learn through their material surroundings, through collaboration with others, and through their language and thoughts. In other words, knowledge is constructed based on one's experiences (Kozulin et al., 2003).

The theory of constructivism is based around the idea that learners are active participants in their learning process, constructing knowledge through making sense of it, rather than being passive recipients of information. The theorists of the model (Dewey, Piaget, Vygotsky, Gagne, and Bruner) state that as events occur, each person reflects on their experience and incorporates the new ideas with their prior knowledge and current base of understanding. The main principles of the constructivist theory that outline the learners' learning are the following:





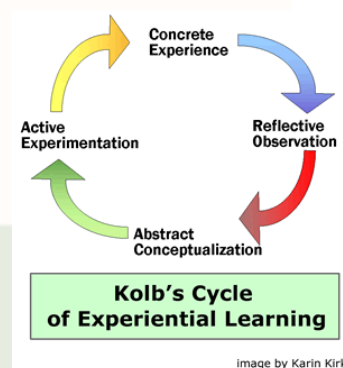


- *Knowledge is constructed.* Every learner starts the learning journey with some pre-existing knowledge and builds their understanding on top of that.
- *Learning is a social activity.* Interacting with others is vital to constructing knowledge. Group work, discussions, conversations, and interactions are all important in building understanding.
- *Learning is an active process.* Learners must actively engage in discussions and activities to construct knowledge. It is not possible for learners to take on a passive role and retain information.
- *Learning is contextual.* Isolation is not the best way to retain information. We learn by making connections between what we believe, and we already know. We reflect on the context of our life situations and organise the new information from our current perspective.
- *People learn to learn, as they learn.* As learners move through the learning journey, they become better at selecting and organising information. They become better at classifying ideas and creating more meaningful systems of thought.
- *Learning exists in the mind.* Hands-on activities and physical experience are not enough to retain knowledge. Active engagement, reflection and mental work are critical to developing understanding.
- *Knowledge is personal.* As each person's perspective is unique, so is the knowledge created. The theory of constructivist learning is based around everyone's own perspective and experiences.
- *Motivation is key to learning.* Like active participation, motivation is key to making connections and creating understanding. Learners cannot learn if they are unwilling to reflect on existing knowledge and activate their thinking process.

In the constructivist approach, the learners are in the centre of the learning process. Learners create and construct their own knowledge and they have considerable autonomy and control over the learning process. For learners to learn, they need to be motivated and actively involved in the learning process through reflection, problem solving and collaboration with peers.

### The Theory of Experiential Learning

The Experiential Learning Theory provides a comprehensive framework for understanding the learning process and adult development. In this theory the crucial role of first-hand experience in the learning process is promoted. The term "experiential" is used to prioritise cognition over behavioural theories of learning which deny the importance of subjective experience in the learning process (Kolb and Kolb, 2009). Kolb introduced a model of experiential learning consisting of sequential steps that aimed to enhancing the understanding of how individuals learn from their experiences. According to this model, learning is the



process by which knowledge is generated through the transformation of experience, with knowledge arising from the amalgamation of both grasping and transforming experiences.

Kolb's Theory includes several key concepts, including the focus on the learner, the critical role of experience, the initial inductive nature of learning, the importance of reflection in transforming experiences into learning, the spiral learning, the experience-based learning system, and autonomy-adaptation (Kolb, 1984). All training activities should balance the theoretical training with the learners' need for core competencies acquired through practical experience. In the field of social entrepreneurship training providers and trainers can utilise project-based learning through other tools such as design thinking, consultancy projects etc. (Addae & Ellenwood, 2021). Therefore, experiential learning can allow learners to transform immersive experiences into knowledge, encouraging them to identify problems and develop new ways of thinking (Addae & Ellenwood, 2021).

### The Social Learning Theories

Employing social learning theories is critical to providing a deeper understanding of learning within social entrepreneurship education. Social learning theories focus on the social engagement that provides the best context for learning (Howorth et al., 2012). Attention shifts from information processing to the participation and integration in real-world contexts, the social economy world and community engagement.



<https://www.pulselearning.com/how-to-apply-social-learning-theory-for-effective-elearning/>

Reflective thinking and communities of practice are developed under the concept of social learning theory to equip learners for their unique circumstances. Social learning theories help to understand the importance of learning as a socially situated activity and promote peer-to-peer learning. Some principles of social learning theories can be useful in social entrepreneurship education, such as (Howorth et al., 2012):

- ✓ They can facilitate a focus on the SEs professionals' identities as learners. This allows them to step outside their contested identities and focus on achieving their learning goals. The training approach

- ✓ They cultivate a community of practice by incorporating design principles, in public and private spaces, creating a rhythm of activity, ensuring value, and cultivating both excitement and familiarity.
- ✓ They build psychological safety. Positive, intensive experiences can be effective in building positive relationships, familiarity, and trust. Some SEs professionals may be reluctant to receive training; thus attention needs to be paid to developing psychological safety in the relationship with the trainers and the training providers.
- ✓ They create a culture of reflective thinking, which is valuable because it can enable learners to find creative solutions, step back from established situations and critically evaluate issues. Reflection is essential in developing learners' ability to make sense of the uncertain, unique and conflicting situations.

Social identity theory has also been employed in social entrepreneurship education and training (Smith & Woodworth, 2012). Based on social identity theory, people form social identities in the sense that they belong to a particular social category, which in turn influences a person's self-concept and behaviour (Sotiropoulou et al., 2022). An identity approach in the frame of social entrepreneurship education encourages the identification of the social entrepreneurship community as a social category in which learners become active members. Learners are given the opportunity to begin to identify themselves as members of this community and to develop consistent behaviour. Following this theory, the training approach can facilitate the identification process by defining the social category of learners, providing “prototypes” and examples that offer opportunities for active engagement of learners. Exposing learners to prototypes can help them understand how their own unique characteristics and qualifications can be used in social entrepreneurship practice and create social impact.



[https://stock.adobe.com/gr\\_en/images/word-cloud-for-social-identity-theory/47353557](https://stock.adobe.com/gr_en/images/word-cloud-for-social-identity-theory/47353557)



In the frame of OBCD the assumptions about learning are based on the above theories and provide a framework for the design of the training curriculum, the development of the training material and the development of the training and assessment methodologies. It establishes the link between the learning outcomes and the pedagogical approaches of the training, which are learner-centred and place the teaching and learning activities at the heart of the process.

## 2.2 Pedagogical Approaches Applied in the OBCD Training

Overall, the OBCD modular curriculums respond to many training needs in the field of SEs. They are targeted at the career goals of those entering the social economy sector and are useful for professionals already working in the field helping them to acquire entrepreneurial mindsets, problem-solving, business administrative and development skills.

The curriculums are based on the idea of a competence-based approach, which means that each curriculum focuses on the development of the learners' competences rather than on the purely conceptual knowledge and skills needed in the field of SEs. A competence-based curriculum emphasises learner-centred teaching and learning, which is applied in the pedagogical approaches of the training.

The **learner-centred approach** is based on the learning theory of constructivism. It emphasises the critical role of the learner in constructing meaning from new information and prior experience. Learner-centred learning aims to develop learners' autonomy and independence (Jones, 2007) by placing the responsibility for learning in the hands of the learners by providing them with skills and foundation to learn a particular topic or subject (Hannafin & Hannafin 2010).

In the traditional approach to teaching and learning, most of the time is spent with the trainers lecturing and the learners watching and listening. In teacher-centred pedagogy the focus is on the instructor controlling the conversation and making corrections to the learners' responses (Patel-Junankar, 2018). Learner-centred teaching methods shift the focus of activity from the trainer to the learners. Learner-centred teaching focuses on skills and practices that enable lifelong learning, independent problem-solving and group learning.

Other principles and pedagogies derived from the learning theories employed and included in the OBCD approach are:

- **Active learning**, where learners are required to do something — solve problems, answer questions, formulate their own questions, discuss, explain, debate, or brainstorm —that requires higher-order thinking. They also tend to place some emphasis on students exploring their own attitudes and values (Salcedo, 2010).



- **Problem-based learning**, where learners solve complex real-world problems. It can provide opportunities for working in groups, and developing thinking skills, problem solving, and communication skills. (Duch et al, 2001).
- **Project-based learning** in which learners are engaged in accomplishing meaningful projects and developing real-world products (Brundiers & Wiek, 2013) and work for an extended period of time to investigate and respond to authentic, engaging, and complex problems or challenges (PBLWorks, 2023)
- **Inverted learning**, where learners engage in independent learning outside of class, using time for collaborative activities and problem solving. Learners are provided with materials that promote self-directed learning, encourage collaboration and active engagement in class, emphasise the application of knowledge to real-world problems, and provide timely feedback to learners (Bergmann & Sams, 2012).

The overall training methodology of OBCD is also based on **practice-based pedagogies** (Neck & Greene, 2011) where teaching entrepreneurship is replaced by doing entrepreneurship, provides **process-oriented** rather than content-oriented teaching, **interaction** with the real world, and promote **creative thinking** and support **identity** and **psychological safety**.

## 2.3 Learning Environments and Blended Learning

The principles of learner-centred learning imply that **knowledge** is **constructed by the learner** and that the trainer is a **facilitator** of learning rather than a presenter of information. Learning is a process enacted by the learner in an environment that provides opportunities for learning. Therefore, as facilitators of learning, trainers should create and create spaces that provide the learners with the opportunity to act upon their learning needs, intentions, and interests, all supported and guided in a structured way (Damsa & de Lange, 2019).

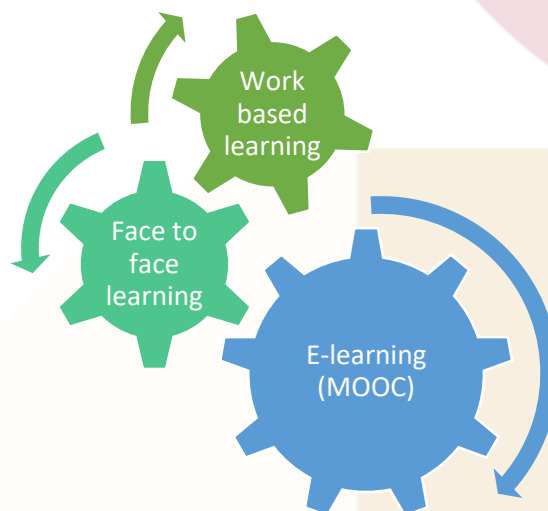
The **learning environments** should provide opportunities for learners to be active, engaged, explore, generate knowledge, and take responsibility based on sound pedagogical support and expert knowledge. For example, one environment would rely on individual use of technology to test and learn theories, while another would support collaborative activities to facilitate shared meaning of scientific practices (Damsa & de Lange, 2019).

An important element of the OBCD training is to **capitalise on various learning resources** and provide opportunities for learning online, through traditional classroom methods and project work, and in real work contexts. The training combines available online resources, face-to-face instruction and practical activities





and projects in real SE. In this way, **three different learning environments** and the training methods that support them are used in a structured way:



Designing and structuring the learning environments that place the learners at the centre and enhance and support their learning to make use of what is provided (activities, assignments, resources, tools, etc.) should be in focus. Learning resources and materials should meet learners' needs by supporting interaction through dialogue or activity, production of knowledge, or various forms of participation (Damsa & de Lange, 2019).

The widespread use and benefits of technology offer creative opportunities for trainers to deliver courses in a flexible and time-saving way. They can make information available to learners outside of the four walls of the classroom and mix online and face-to-face modes of learning (Stein & Graham, 2020). The delivery of a **blended course** should utilise and combine the strengths and weaknesses of each environment and provide activities best suited to each (Stein & Graham, 2020).

A key advantage of blended learning is that online content and activities do not have to be one-size-fits-all. They can go beyond the needs of the average learner and provide additional instruction of remediation for learners with less background knowledge. Trainers can create frameworks in which learners engage with the trainers or peers only as much as they need to. This allows learners to take greater control of their learning path and pace, and in some cases the flexibility and time-savings offered by technology can make ideas that were previously not possible in face-to-face classroom feasible in an online or blended mode (Stein & Graham, 2020).

Blended courses allow for the optimisation and maximisation of individual learner productivity during face-to-face sessions (Powell et al., 2015). Face-to-face learning in a blended course tends to be less teacher-centred and more active and practical for learners, with teacher- or peer-supported learning activities.

An effective blended course involves a careful selection of online and face-to-face components, based on their respective strengths and weaknesses in achieving learning outcomes (Stein & Graham, 2020).





Characteristics of this approach include: (a) learner-centred teaching, where each learner must be actively engaged with the content; (b) increased opportunities for interaction between learner and training provider/teacher, between learner and learner, between content and learner, and between learner and additional learning materials; (c) opportunities for formative and summative assessment to improve course delivery (Watson, n.d.).



<https://www.teachhub.com/teaching-strategies/2020/07/blended-learning-strategies-to-try-with-your-students/>

Trainers of a blended course should maximise the limited face-to-face time by focusing learners on activities that take advantage of the environment, including the fact that learners and trainers are face-to-face in real time. Technology can enable ideas that were not previously possible in face-to-face classrooms to be realised in an online or blended mode. One of the strengths is the ability to mix synchronous and asynchronous activities to maximise flexibility and achieve outcomes (Stein & Graham, 2020).

In the next section, the benefits and suitable methods and techniques for each learning environment are explained. The training structure of the OBCD training in the different environments is then presented.

### 2.3.1 E-learning

E-learning has become a fundamental resource within the education sector and is an integral part of today's educational system. Delivering courses online has many advantages. It helps to extend the reach of the programme to participants in hard-to-reach locations, such as rural and remote areas. It also improves the accessibility of training programmes by reducing barriers related to inaccessible locations and time constraints, as the online format facilitates easy access to learning materials (OECD & European Union, 2023).

E-learning can be described as a learning process that takes place through interactions with the digital delivery of content, network-based services and support from tutors (Liaw & Huang, 2013), and is mediated by internet technology to improve knowledge and performance (Arkorful & Abaidoo, 2015). Technology can be seen as a tool that helps to mediate the performance of a learning activity, or it can be seen as a structuring resource for learning and participation processes (de Lange, Møystad & Torgersen, 2018). E-learning can be seen both as a tool and as a simulated activity system in which participants are introduced to and learn to perform the actions and operations.



<https://elearningindustry.com/top-benefits-of-elearning>

Based on the constructivist theory, online resources can be used to support access to information-rich sources and collaborative interaction and dialogue. Online courses emphasize comprehension and interaction rather than memorisation and reproduction of facts (Rowe & Rafferty, 2013). Teaching and learning practices in e-learning are seen as being self-directed. E-learning is an active information procedure, since it generates information through personal experiences and interactions based on the environment in which learners exist (Liaw & Huang, 2013).

In e-learning learners gain the ability to control the content, learning processes and pace of learning, while also being able to tailor their experience to achieve their goals. It is characterised by personalisation, self-organisation, and flexibility (Arkorful & Abaidoo, 2015). Through e-learning, learners are exposed to an elevated level of simulation that can be personalised to each learner's ability. With unlimited access to the learning material, learners can learn at their own pace and make reviews of the material as often as they need. As they can engage in tailoring the learning material to their needs, learners can gain a higher level of control over their learning process and gain a better understanding of the material (Broadbent & Poon, 2015).

E-learning can be organised and led by a trainer or automated through a computer-based tutorial and instruction (Alenezi, 2020). In each case, the space should be structured in such a way that it supports working



with knowledge, interaction, reflection, and evaluation. E-learning portals and tools offer opportunities for different kinds of collaboration and interaction between learners, trainers, and peers. Often trainers act mainly as facilitators of learning. They can use and choose from a wide range of teaching and communication techniques such as case studies, videos, and group discussion to create an interactive online environment (Nelson et al., 2014).

An effective e-learning environment includes a variety of performance support and other resources to help learners pick up community practices and use the learning space. Learning factors should be presented in discrete units of instructional material and structured based on a particular learning objective which is used to create larger education material such as a lesson designed to meet the requirements of a specific curriculum (Rowe & Rafferty, 2013). These supporting elements and functionalities enabled by digital technology can include support for a) accessing and working with learning materials; b) communication and collaboration; c) knowledge production; d) assessment and progress; e) managing activities and materials; f) engaging with multimedia activities, and g) community building (Goodyear & Retalis, 2010).

The greater the use of e-learning materials and tools in an educational context, the higher is the performance of the learners and the efficiency of teaching practices. E-learning only takes place if the individuals involved are engaged and have the self-motivation and willingness to learn regardless of where they are located, in relation to the learning institutions. The level of motivation, computer literacy, communication skills and learning style are factors that can influence the results of e-learning. The main challenge for learners is usually their own lack of autonomy or inability to learn by themselves or to manage their own learning process. This usually depends on the attitudes of the learners, how they perceive the e-learning materials (as useful or not), how easily the learning materials can be used as well as the delivery medium (Alenezi, 2020).

### **2.3.2 Face to Face Learning**

Traditional face-to-face learning was throughout history the only form of instruction in which both trainers and learners were physically present in a classroom. In the traditional, teacher-centred lecture style, or passive learning, the trainer lectures, and comments, while the learners listen, take notes, and ask questions (Xu & Jaggars, 2016). Activity-based learning approaches challenge the trainer-dominated instruction. In the learner-centred and active learning, learners usually determine the dynamics of the classroom. They independently analyse the information, construct questions, and ask for clarification from the instructor (Salcedo, 2010).



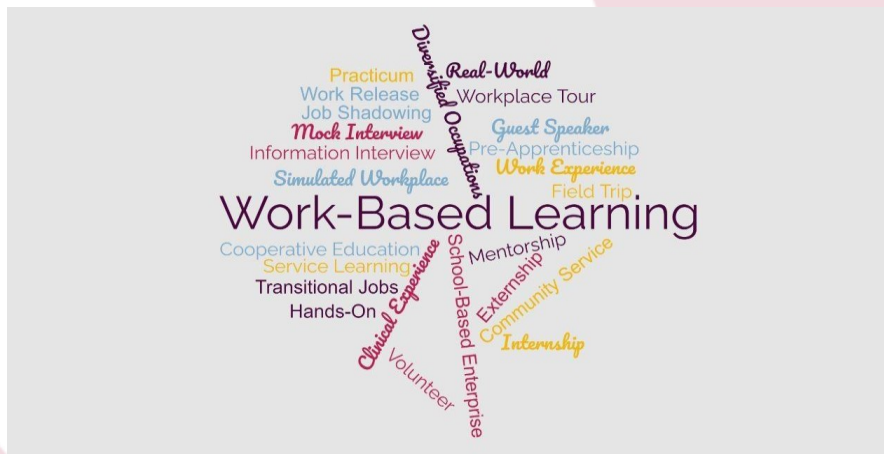
<https://www.caredocs.co.uk/training/face-to-face-training/>

In learner-centred and active learning, the trainer, not only the learner, listens, formulates, and responds. The environment provides an organic connection between learners and trainers that is not present in online learning (Rovai & Jordan, 2004). Teaching and learning provide in-person, real time interaction between trainers and learners, providing dynamic learning characteristics (Kemp & Grieve, 2014). Face-to-face instruction can spark innovative questions and conversations and learners have the opportunity to seek clarification or answers to their questions in the classroom (Paul & Jefferson, 2019).

Face-to-face teaching and learning takes place at a specific time and place according to a set schedule. Learners can be involved in face-to-face class discussions, group work and other activities. The classroom setting provides more engagement, encouragement, and guidance. Learners are also motivated to complete the course through interaction with the trainer and fellow learners. Face-to-face teaching provides the opportunity to adjust the structure and teaching style to improve learners' motivation and retention (Kemp & Grieve, 2014).

### 2.3.3 Work-Based Learning

The future employment and skills development of learners is now seen as central to the role of education and training providers, and they have begun to respond to the needs of industry and provide competent employees with relevant skills and competences (Huq & Gilbert, 2013). Any national competitive advantage is increasingly dependent on the skills base of the workforce, and the ability of both firms and individuals to engage in innovative activities and in new economic activities, and the need to provide practical skills and competences, and has been recognised in Educational Policy level. The Work Integrated Learning (WIL) Policy (2007) is intended to make a significant contribution to the work of graduates and industry readiness, in particular to the development of the core practical skills and competences. The policy focuses on students "learning by doing in context and with feedback", with the expectation that workplace experience will enhance their employability (Huq & Gilbert, 2013).



<https://www.linkedin.com/pulse/building-successful-work-based-learning-program-eduready360/>

Work-based learning (WBL) is a widely used term today, which emphasises the role of each sector in supporting and developing both local and national economic infrastructures and in developing employability skills for learners (Atkins, 1999). There is a growing interest in practice-based learning in countries with both advanced and developing economies. Much of this interest is directed towards the accumulation of learners' learning within higher education programmes or vocational programmes of initial occupational preparation or those for professional development (Billett, 2010).

WBL blends theory and action, as theory makes sense only through practice, but practice makes sense only through reflection enriched by theory (Raelin, 1997). If we believe that knowledge is constructed and transformed, then it is as much a dynamic as a static concept (Huq & Gilbert, 2013). The 'constructivist' view, which suggests that learners construct the meaning of their experiences according to the context in which they find themselves, supports WBL (Brodie & Irving, 2007). WBL is also supported by the experiential learning theory, as it provides an opportunity to learn theory in conjunction with practice (Huq & Gilbert, 2013).

WBL learning involves learning in a work context and learning in practice through work, for work and/or at work. WBL incorporates two fundamental dimensions: theoretical and practical modes of learning, and explicit and tacit forms of knowledge (Huq & Gilbert, 2013). Research into the potential of WBL has found that learners who participate in experiential or WBL exhibit a number of critical skills demanded by employers, including maturity and emotional intelligence, team-building, negotiation, communication and interpersonal skills. The wider contextual learning gained through work experience and extra-curricular activities; the parallel personal development of the graduates in terms of their personality, motivation, identity, and culture; as well as life experiences have all been identified as important drivers of employability (Huq & Gilbert, 2013.)

In entrepreneurship education there is an imperative to generate skills related to innovation and specific entrepreneurial skills related to the creation of new ventures. Entrepreneurship education programmes





should emphasize the importance of “employability” by creating more entrepreneurial individuals who act as independent entrepreneurs and by preparing individuals for a world in which they will increasingly need to manage their own careers and lives in an entrepreneurial way. Programmes should aim to achieve the following three objectives: learning to understand entrepreneurship, learning to be entrepreneurial and learning to be an entrepreneur (Hytti & O’Gorman, 2004).

## 2.4 The OBCD Training Structure

The OBCD training aims to fulfil the career aspirations of individuals entering the social economy sector, as well as professionals already working in the field. The two curriculums prioritize the development of the trainee’s competencies over purely conceptual knowledge and skills.

Each interdisciplinary curriculum incorporates relevant competencies in the field of Social Enterprises (SEs), blending **social** and **business** skills. Each training program consists of ten modules. Learners have the flexibility to choose and complete modules based on their interests and competency needs.

The training applies a learner-centred pedagogical approach where the trainer is the facilitator of learning. Learning is a process enacted by the learner in an environment that provides opportunities for learning where learners actively create their own knowledge (Damsa & de Lange, 2019.) The learning environment provides opportunities for learners to act on their learning needs and interests, all supported and guided in a structured way (Damsa & de Lange, 2019).

OBCD training is designed as a blended course, leveraging and intergrating the strengths and weaknesses of all the three learning environments (online learning, face-to-face learning, and work-based learning (Stenin & Graham, 2020). Through **e-learning** participants are introduced to key concepts, tools, and theories. They perform short activities and reflect on the provided material and online sources (Arkorful & Abaidoo, 2015; de Lange, Møystad & Torgersen, 2018). The material can be personalised to accommodate each learner’s proficiency level, granting them control over their learning process. Learners can review the learning material as frequently as necessary to deepen their understanding and customize it to align with their individual needs (Broadbent & Poon, 2015).

**Face to face** learning provides the opportunity for an organic bond with learners and trainers that is not present in online learning (Rovai & Jordan, 2004). In-person teaching, and learning enables dynamic learning attributes (Kemp & Grieve, 2014), which can spark innovative questions and conversations. Learners benefit from the opportunity to seek clarification or answers to their questions in the classroom (Paul & Jefferson, 2019).





Finally, **WBL** incorporates two fundamental dimensions: theoretical and practical modes of learning, and explicit and tacit forms of knowledge (Huq & Gilbert, 2013). Experiences gained in real work environments and through extra-curricular activities contribute to broader contextual learning. These experiences foster the development of learners' personality, motivation, emotional intelligence, team-building, negotiation, communication, and interpersonal skills. These skills have all been recognized as crucial drivers of employability (Huq & Gilbert, 2013).

**Project-based learning** is an inherent part of all the above three types of training. Project Based Learning (PBL) is *“a teaching method in which learners gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge”* (PBLWorks, nd). In OBCD short-term projects are used in all types of training (learning environments) as a means of providing learners with the essential knowledge and skills they need to learn. Successful project-based learning connects theory to practice and engage learners in direct action, thus it should be learner-centred and facilitated by instructors. Six criteria ensure the successful and high-quality implementation of project-based learning which are, the intellectual change and achievement (deep and critical thinking), authenticity (meaningful and relevant projects), public product (public display, discussion, and critique), collaboration (learners' collaboration and guidance from experts/mentors), project management (effective management from start to finish of the project), and reflection (throughout the project). OBCD tries to meet all these criteria.

The three types of training environments (online resources, face-to-face training, and practical activities in real work environments) employed in the OBCD training are combined in each module for both curriculums as presented below:

**Table 1. The learning environments(types) of the OBCD training.**

Curriculum structure and the training types in each module	
27 hours	<u>E-learning (MOOC)</u> <ul style="list-style-type: none"> <li>Asynchronous online individual learning.</li> <li>Studying and reflecting the course material, activities and working with peers through the online platform, activities, and short-term projects.</li> </ul>
54–81 hours	<u>FACE-TO-FACE LEARNING</u> <ul style="list-style-type: none"> <li>Synchronous teaching and learning in live or online environments.</li> <li>In-person instructions, group works, assignments and projects.</li> </ul>
	<u>WORK-BASED LEARNING</u> <ul style="list-style-type: none"> <li>Group works and projects in real SEs' environments.</li> </ul>



The staged approach and the utilization of different learning environments aim to offer learners diverse learning opportunities through engaging materials, activities, and projects. The learning outcomes (LOs) of each module are attained through active and practice-based learning methods, fostering problem-solving activities. Learners engage in problem solving activities and have the opportunity to formulate and answer questions of their choice through practical activities such as discussions, brainstorming sessions, and projects.

Applying these approaches, learners' problem-solving and entrepreneurial competencies are developed. Working with real challenges faced by SEs and exposing learners to practical experiences enables them to develop a sense of initiative, leadership, communication, and teamwork. The different activities also improve learners' transversal skills, soft skills, and creativity.

### E-learning (MOOC)

In the OBCD training approach basic concepts, main approaches, and theories of reference on the topic are provided by e-learning. These online learning resources and activities are **asynchronously**, allowing learners to engage with the material autonomously, at their **own pace**, and where and when they want within a specified timeframe. Learners also have the opportunity to construct **their own customized learning paths** based on their preferences. They can select what they want to learn which contributes to a sense of value and empowerment. The e-learning resources also provide learners with the opportunity to **interact** and **collaborate** with their peers through the e-learning content provided. Motivating, inclusive and guiding activities are offered on the e-learning platform, complemented by support from trainers. The MOOC includes all the content of each module which is divided into 3-4 units. The training methods applied are expositive, application and collaboration (SocialB, 2022).

**Table 2: Training Methods and techniques in OBCD e-learning**

Methods	Techniques
<b>Expositive methods</b>	<p>Give emphasis to the absorption of new information, and include:</p> <ul style="list-style-type: none"><li>✓ Simple learning content with no interactivity</li><li>✓ Interactive e-lessons using text, images, video</li></ul> <p>The OBCD e-learning content includes highlights in the text to draw learners' attention to new information and keep them motivated:</p>

	<p> <b>Check This Out!</b> This highlight provided links to interesting and relevant online resources on the topic. These could be videos, blogs, articles, or case examples of SEs.         </p> <p> <b>Did you know?</b> This highlight introduces an example or a stimulus aiming to raise curiosity among students about the topic.         </p> <p> <b>In a nutshell.</b> This highlight summarises a definition of a term or a concept.         </p> <p> <b>Focus.</b> This highlight indicates a significant part of the topic that students need to consider carefully.         </p> <p> <b>Recommendation.</b> This highlight includes recommendations of useful practices, tools, or other points on the topic that students can apply and need to remember.         </p> <p> <b>Extra reading.</b> This highlight offered additional resources for reading of the topic.         </p>
<b>Application methods</b>	<p>Give emphasis to the active processes where learners are involved in practical activities and can range from simple exercises to more complex activities and include:</p> <ul style="list-style-type: none"> <li>✓ activities with challenges to solve, either individually or in groups</li> <li>✓ Job aids such as checklists, technical glossaries, handbooks available as documents or as online tools</li> <li>✓ Interactive lessons</li> </ul> <p>The OBCD e-learning content includes highlights in the text to draw learners' attention to activities, or to make them <b>think</b> and reflect on the topics they learn, and to keep them motivated:</p> <p> <b>Test yourself.</b> Make learners answer questions or do small assignments or projects related to the topics they have learned         </p>

	<b>Stop and think.</b> Make learners reflect on the material and activate their own ideas and imagination related to the topic they have learned
<b>Collaborative methods</b>	<p>Give emphasis to the social dimension of learning and engagement of trainees in sharing knowledge and performing tasks in a collaborative way, and includes:</p> <ul style="list-style-type: none"> <li>✓ Collaborative work through peer activities</li> </ul> <p>The OBCD e-learning content includes highlights in the text to guide learners' attention to peer activities.</p> <p> <b>Work with peers.</b> Make the learners to network and communicate via the training platform and complete short-term activities, such as discussions and short projects assignments together.         </p>

### Face-to-face learning

During the face-to-face training, learners actively participate in in-person class discussions, group work and establish organic bonding with peers and trainers. In face-to-face training, innovative conversations are encouraged, and learners are given the opportunity to seek clarification or answers to their questions about difficult concepts. Based on the chosen pedagogies, outlined in the previous sections, and following the **principles of adult education**, the proposed training methods for delivering face-to-face training courses in alignment with the desired learning outcomes are as follows (SocialB, 2022):

Presentation of information	Exploration activities	Application in practice
New material is provided for the construction of new knowledge, attitudes, schemes	Representations, experience, and development of knowledge, involve reflection and critical thinking	Leads to the acquisition and consolidation of new competences and experiences

The training techniques that are proposed for each method are presented in the following table:



**Table3: Training techniques in OBCD face-to-face training**

<b>Exploration activities</b>	Representation exercises, Memory activation, Questions, Reflection, Brainstorming, Self-observation, Group activities, Group discussion, Self-assessment, Theory/paper critiquing
<b>Presentation of information</b>	Lecture, Presentation, Demonstration, Use of multimedia, Flipped learning, Support with handbooks or other material, Inviting guests, Interview/lecture from expert, assign reading text, Self-study, Learning platform, Group discussion
<b>Application in practice</b>	Brainstorming, Role-play, Simulation, Games, Exercises, Case study, Working in teams, Teambuilding and groups activities, Presentation by learner, Peer activities, Team exercises, Workshops, Moral dilemma exercises, Self-assessment, Reflection, Individual coaching session, Mentoring session, Consulting activities, Practise something, Action plan, Concept writing, Problem-solving activities, Group project, Assignments

Trainers have the flexibility to choose from the above techniques and to determine the frequency and extent of their use, considering the characteristics of the learners and their individual learning styles.

### Work-based learning (SE setting)

An important aspect of the OBCD training is the emphasis on WBL, aimed at enhancing learners' flexibility to adapt to the dynamic demands of labour market. WBL encompasses specific activities tailored for both Vocational Education and Training (VET) and Higher Education (HE) learners. It integrates theoretical knowledge with practical experience, requiring learners to engage in real projects under the supervision of a trainer. The incorporation of real-life cases and organisations from the social business sector enables learners to get in touch with the real world and provide them with the opportunities to learn by doing. It also allows them to witness challenges of everyday work firsthand. The proposed training methods and techniques are presented in the following table.



Table 4: Training methods and techniques in OBCD WBL

Learning methods	Techniques and activities
<ul style="list-style-type: none"><li>• Internships</li><li>• Job shadowing</li><li>• workshops</li><li>• study visits</li><li>• organisation of events</li><li>• work-based projects</li><li>• Mentoring</li><li>• Coaching</li></ul>	<ul style="list-style-type: none"><li>• problem solving activities</li><li>• practise something</li><li>• new concept application</li><li>• collection of data</li><li>• reflective journals</li><li>• experiential activities, e.g., writing a reflective note after completing another activity</li><li>• consultation</li><li>• modelling</li><li>• supervision</li><li>• observation</li><li>• demonstration</li><li>• peer training</li><li>• job instruction training</li><li>• quality circles</li><li>• case-studies</li><li>• computer-assisted learning</li><li>• briefings</li><li>• unplanned opportunities</li></ul>

Trainers in SEs are free to choose from the above techniques, and to determine the frequency and the extent of their use taking into consideration the characteristics of the learners and their learning styles.



### 3 ASSESSMENT METHODOLOGY AND TOOLS

Assessment forms a crucial component of any teaching and learning system since it not only ensures acquisition of learning outcomes but also plays a pivotal role in shaping the design and structure of training environments (Benson, 2003; Comeaux, 2005). The more traditional view of assessment is that it is a “*process through which the progress and achievements of a learner or learners is measured or judged in compliance with specific quality criteria*” (UNESCO International Bureau of Education, IBE). Assessment is a process used to measure the effectiveness of training, with a focus on teaching methods, learning processes, and ultimately, learning outcomes. The assessment process entails gathering data, and judgments are formed based on evidence relevant to the educational objectives (Harlen, 2004). In essence, it is a systematic method of using empirical data to document the levels of knowledge, skills, and competences achieved by learners.

For the OBCD project, the assessment methodology employed is grounded in constructivism theory, principles of adult education, and other previously recognized theories.



<https://elearningindustry.com/how-educators-connect-teaching-and-learning-with-end-to-end-assessment>

In constructivism, learning is seen as an open-ended process in which learners build knowledge based on their individual characteristics (Cedefop, 2010). It emphasises active engagement and focuses on how individuals construct meaning. Prior knowledge indeed holds a significant influence on learning new information, shaping how learners assimilate new concepts. Achievement is evident when learners enhance their comprehension of conceptual frameworks and proficiency in processing strategies. Thus, within the constructivist context, assessment should adopt a more subjective approach, focusing on the learning process rather than solely on outcomes (Cedefop, 2010). Thus, formative assessment becomes essential, particularly because new learning builds on existing knowledge. This type of assessment is performance-based, aiming to bridge the gap between current knowledge and new insights. Furthermore, since metacognition—reflecting on one’s own learning process—is vital (James, 2006) for the assessment is



essential to also include learner self-evaluation (Cedefop, 2010). In the constructivism approach, assessment is not viewed as an objective measurement but rather as a human interaction. This emphasises “Assessment as Learning”, and places more emphasis on learning practices in which learners not only receive but also seek for feedback (Dann, 2014). The aim is not merely to measure, but to understand the rationale behind assessment practices and to use assessment tools as means for promoting self-reflection, self-evaluation, and goal setting. Through this approach, assessment helps to gain a deeper understanding of the learners' needs, values, and abilities, and integrates assessment as part of the learning process rather than treating it as a separate entity.

The OBCD training is divided into three learning environments, each offering different techniques and opportunities for learning. Usually, assessment is carried out at the end of a programme, but the determined staged approach requires assessment also during the programme in all types (environments) of training.

The assessment of the OBCD training is divided into the following types.

- **Formative assessment** is a dynamic process of evaluating learners' progress while they are actively engaged in learning. It usually involves providing feedback on their assignments, participation in group work and discussion, and other tasks as they are being completed.
- **Summative assessment** aims to evaluate learning at the end of the learning process, and usually takes the form of a final exam, assignment, or project at the end of a study module. Summative assessment can also serve as a formative assessment when in-between tests are used in addition to the final exam in a study module.
- **Peer- assessment** is a method wherein learners assess their peers' performance by offering written or oral feedback. It's recognized as an innovative approach to formative assessment (Cestone et al., 2008). Peer assessment is particularly valuable for engaging learners in active learning and reflection, and in developing competences, such as initiative and entrepreneurship, learning to learn and social competences, as well as transversal skills such as critical thinking, creativity, problem-solving, risk assessment, decision-taking (Siarova et al., 2017).
- **Self-assessment** encourages learning by enabling learners to evaluate their own progress, which enhances the learning process, fosters awareness of perceived abilities, and motivates goal setting. By transferring ownership of learning to the learners themselves, self-assessment improves learner engagement. Integrating self-assessment activities enables learners to reflect on their progress and pinpoint areas for improvement.

When the learning outcomes are measured, assessment focuses on individuals' achievement of the stated learning outcomes (Biggs, 1996). This means that assessment is conducted in each stage of training. The



OBCD training's staged approach and the use of different learning environments require the use of different assessment methods and tools to measure and indicate the stated learning outcomes.

### Assessment in face-to-face training

To ensure effective assessment of the acquisition of learning outcomes in face-to-face OBCD training, a variety of assessment methods and tools are employed. The chosen techniques and tools are aligned with the principles of constructivism and adult education, encompassing both formative and summative assessments. The structure, techniques, and tools used in the assessment are detailed in the table below. Using a variety of assessment tools allows for a comprehensive evaluation of learners' knowledge skills and competences (SocialB, 2022). Both training providers and trainers have the flexibility to select the tools that best align with the specific characteristics and objectives of the assessment.

**Table 5: Assessment methods and techniques in OBCD face-to-face training**

Techniques/Tools	Formative assessment	Self-assessment	Summative assessment	Peer assessment
Observation checklists	x			
Case study	x	x	x	
Group work	x	x		x
Activities	x			
Reflection questions	x	x		
Portfolio	x		x	
Role playing	x		x	
Assignments/Presentation	x		x	
Quizzes and Tests	x	x	x	
Projects	x		x	

During the implementation of the assessment, it is crucial to clearly communicate the criteria, expectations, and intended outcomes to learners. Instructions and questions should be unambiguous and concise, supplemented by examples to enhance understanding. Trainers must consistently provide clear feedback on learners' assessments to support their progress and success. Moreover, active participation and engagement of learners are vital for effective assessment. Encouraging active involvement in class discussions and activities has been shown to improve assessment outcomes (SocialB, 2022).

### Assessment in e-learning

The OBCD e-learning assessment methods and tools are tailored according to the content, materials, activities, and learning techniques utilised in each module. This assessment includes formative, summative, and self-assessment approaches. Formative assessment is conducted through text-based exam questions, case studies, short projects, and quizzes, while summative assessment is conducted through quizzes. For self-



assessment, the OBCD digital platform offers learners practice quizzes and access to online learning tools that provide real-time feedback. It is crucial to clearly define and explain to learners the outline, criteria, and expected outcomes of each assessment. To achieve this, all questions and instructions are designed to be clear, concise, and free from ambiguities. In addition, it is important for trainers or tutors to provide regular and clear feedback on learners' assessments to facilitate continuous improvement and learning engagement. To serve peer assessment the learning content includes peer activities where the learners give and receive feedback, share ideas, and learn from each other in a supportive and informal setting.

### Assessment in WBL

The OBCD work-based learning assessment is based on the identification and ranking of learners' skills and competences as well as on portfolio-based assessment (Zegwaard et al. (2003). WBL trainers and social entrepreneurs are required to assess learners' performance at the end of the placement using various tools. These include templates, forms, questionnaires, discussions, task performance assessments and short projects. Portfolio-based assessment requires learners to synthesise and reflect on their evidence, identifying areas of strength and areas for improvement. Through the development of their portfolios, learners assume responsibility for collecting, reflecting on, and organising their work. This approach serves both formative and summative purposes, encouraging reflection and growth while offering evidence of the achievement of academic objectives.

## 4 THE OBCD TRAINING MATERIAL

The OBCD training material has been developed for both curriculums and includes different types of material such as text, presentations, videos, links, case studies, exercises, peer activities, projects, articles, handbooks, etc. The training materials have been developed to be accessible to people with visual disabilities and difficulties by removing fundamental barriers, improving the accessibility of the content, and using the inverted pyramid writing style where possible.



<https://www.atltranslate.com/articles/training-materials-translation-aspects>

In more detail:

The training material in the e-learning platform (MOOC) is structured in learning units and includes simple learning content and interactive materials, such as:

- ✓ Enriched texts with tables, graphs, pictures
- ✓ Linked pdf and word documents
- ✓ Links to interesting and relevant online sources, videos, blogs, articles etc.
- ✓ Examples
- ✓ Case studies
- ✓ Reflection questions
- ✓ Individual practical activities, simple questions, small assignments, and short-term projects
- ✓ Activities templates
- ✓ Peer activities
- ✓ Additional resources for reading

Each unit also includes a motivational introduction and assessment quizzes.

The training material for the face-to-face training includes PPT presentations enriched with practical assignments, tables, graphs, pictures, short-term projects, templates etc.



The training material for WBL includes short projects, instructions, resources, guidelines, templates for completing assignments.

The training material for each curriculum at module level is presented in the following sections.

## 4.1 Training material for the Administrative Professionals of SEs (EQF-5)

The curriculum for the **Administrative Professionals of SEs** contains ten study modules. The structure for the curriculum is the following:

**Table 6: Curriculum structure for Administrative Professionals of SEs (EQF5).**

Administrative Professionals of SEs (EQF5)	Hours	MOOC	Face-to-face	WBL
Administrative Processes in SEs	54	27	15	12
Innovation and Open Business Model in SEs	81	27	14	40
Social Impact and Sustainability in SEs	54	27	12	15
Good Governance and Green Transition in SEs	54	27	8	19
Diversity and Accessibility in Workplace in SEs	54	27	15	12
Financial Management of a SE	54	27	6	21
Internal and External Communication in SEs	81	27	14	40
Human Resources Processes in SEs	54	27	15	12
Digital Marketing and Digital Skills in SEs	81	27	14	40
Ecosystems and Networks of a SE	81	27	14	40
<b>Total</b>	<b>648</b>	<b>270</b>	<b>127</b>	<b>251</b>

The content of the material for each module is shortly presented.

### Module 1: Administrative Processes in SEs (VET01)

[LINK TO THE MATERIAL \(EN\)](#)

#### MOOC (27 hours):

Unit 1: Introduction to the Social Enterprise and Its Key Elements
In this unit learners learn what is a social enterprise and how it differs from traditional business organisations. They get knowledge about the mission of a social enterprise and different business models





they can apply. Also, internal and external environments as well as the legal and normative context of a social enterprise are presented.

### Unit 2: The role of management and administration in Social Enterprises

This unit introduces the role of management and administration activities of a SE. Learners also get acquainted with the five functions of management in social enterprises.

### Unit 3: Administrative Processes in SEs

In this unit learners understand the support functions of social enterprise management and the role of administrative support. They are introduced to the process of document management, and the essentials of organising accessible and sustainable meetings and assisting in board meetings. Finally, learners get knowledge about the principles of data protection.

### Unit 4: The Role of Quality and the Implementation of Quality Procedures and Protocols in SEs

This unit presents the special role of quality (quality procedures and standardised processes) in order to manage information and support effectively the management within the context of a social enterprise. In addition, learners get acquainted with the terminology and tools employed in the context of quality assurance processes so as to be able to use them effectively and efficiently in everyday activity.

#### FACE TO FACE LEARNING (15 hours):

Learners complete a class-based project, in which they apply the themes of the module. After completing the project, they present it in the class and get comments.

#### WORK-BASED LEARNING (22 hours):

Learners are invited to complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

## Module 2: Innovation and Open Business Model in SEs (VET02)

[LINK TO THE MATERIAL \(EN\)](#)

#### MOOC (27 hours):

### Unit 1: Social Entrepreneurship and Wicked Problems

In this unit, learners understand how social entrepreneurs act as problem-solvers and create positive changes in the society through innovation. They understand what wicked problems are and how social



entrepreneurs can address them through innovative solutions. Finally, they are introduced to the characteristics of social entrepreneurial mindset.

#### **Unit 2: Innovation**

In this unit, learners delve into the topic of innovation and learn about the different types of innovation. They familiarise themselves with the innovation process and obtain practical tools to nurture innovation within an organisation. Additionally, they explore the concept of open innovation and its effectiveness in social enterprises.

#### **Unit 3: Fundamentals of Open Business Approach in Social Entrepreneurship**

This unit provides valuable insights into open business and its three pillars of transparency, collaboration, and adaptability. Learners get knowledge about different open business models and explore the reasons why open business principles are essential in social entrepreneurship. Interesting case examples and typical open business strategies are presented. Finally, learners understand what the challenges and opportunities of an open business model are.

#### **Unit 4: Methods and Tools for Open and Social Business Development**

This unit introduces methodologies and tools that can be applied in new business development and co-creation. Learners understand the importance and functions of co-creation platforms for innovation and open projects in social enterprises. LEAN methodology and SWOT analysis are presented to boost effective business planning. To formulate coherent and actionable business plans, Business Model Canvas and Social Business Model Canvas and business plan are introduced.

#### **FACE TO FACE LEARNING (14 hours):**

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

#### **WORK-BASED LEARNING (40 hours):**

Learners are invited to complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

### **Module 3: Social Impact and Sustainability in SEs (VET03)**

[LINK TO THE MATERIAL \(EN\)](#)

#### **MOOC (27 hours):**



### Unit 1: Social Impact and Impact Management

In this unit learners understand the concept of social impact both in general and in a practical context. They are introduced to relevant concepts of social impact and the criteria and principles of impact management. Finally, the unit offers operational insights on how to maximise the social impact in social enterprises.

### Unit 2: Social Impact Assessment in Social Enterprises

This unit provides an overview of social impact assessment and its application in social enterprises. Learners understand social impact assessment in terms of concept, principles, and process. They are introduced to impact indicators and social impact assessment methods, such as Theory of Change and Social Return on Investment Model.

### Unit 3: Communication and Reporting of the social impact in Social Enterprises

In this unit learners will be introduced to the principles of social impact communication. They understand social impact communication strategies and tools. Finally, they learn about social impact reporting.

### Unit 4: Sustainable and Social Performance Management

In this unit learners understand the concept of sustainable and social performance management in both general and practical context. They are introduced to the ESG framework and how social performance is managed in social enterprises. They also learn how to Implement a social performance management system, with a particular attention on how to select KPIs. Moreover, some illustrative examples are presented by offering some operational insights on how to measure social performance.

#### FACE TO FACE LEARNING (12 hours):

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

#### WORK-BASED LEARNING (15 hours):

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

## Module 4: Good Governance and Green Transition in SEs (VET04)

[LINK TO THE MATERIAL \(EN\)](#)

#### MOOC (27 hours):



### Unit 1: Good Governance and Board Management

This unit presents the concept of governance and its importance in social enterprises as well as the board composition, its function and dynamics. This unit can assist administrative professionals to understand the roles and responsibilities of board members in social enterprises, and how to support the preparation of effective board meetings.

### Unit 2: Accountability, Transparency, and Democratic Procedures

In this unit the learners learn about the key principles of good governance and the content and key measures for transparency, accountability, and democratic procedures.

### Unit 3: Green Transition: The Role of Environmental Policies and Environmental Management

#### Support tools and SEs Practices

In this unit learners understand the role of environmental policy in guiding social enterprises to implement environmental issues into their operations. They are introduced to the particular role of Green Public Procurement and their contribution to green transition and SE development. Moreover, they have an overview of the different business responses to the numerous stimuli arriving from the institutional environment as well as management procedures and practices of social enterprises green transition.

#### FACE TO FACE LEARNING (8 hours):

Learners complete a class-based project, in which they apply the themes of the module. After completing the project, they present it in the class and get comments.

#### WORK-BASED LEARNING (19 hours):

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

## Module 4: Diversity and Accessibility in Workplace in SEs (VET05)

[LINK TO THE MATERIAL \(EN\)](#)

#### MOOC (27 hours):

### Unit 1: Understanding Diversity and Accessibility in the Social Entrepreneurship Context

This unit introduces the learners to the basic concepts of diversity, equity, inclusion and accessibility. They learn to recognise barriers and stereotypes and gain tools to overcome them and promote diversity.



Additionally, the unique characteristics of social enterprises (SEs) and their dual mission are addressed, offering insights that can impact the successful transition to a diverse and inclusive working environment.

#### **Unit 2: Accessibility and Inclusiveness in Practice**

In this unit learners gain a comprehensive understanding of diversity and accessibility in the workplace. They learn about the benefits of inclusivity and accessibility, including the necessary guidelines and standards. The unit also offers practical tools for implementing workplace policies that promote accessibility.

#### **Unit 3: The Fundamentals of Inclusive and Intercultural communication and the Importance of Accessible Customer Service in SEs**

In this unit, learners get knowledge about the fundamentals of communication and negotiation, as well as intercultural communication strategies. The unit focus on the importance and benefits of accessible customer service and inclusive communication in social enterprises. Learners also gain knowledge about the principles and strategies of providing accessible customer service and inclusive communication to people with different types of disabilities.

#### **Unit 4: Emotional Intelligence, Self-awareness, and Adaptability to Change**

This unit introduces the concepts of emotional intelligence, self-awareness, and adaptability to change. The goal is to help administrative professionals of social enterprises to understand the concepts of multiple intelligences, emotional intelligence, and self-efficacy accurately. They also learn how to use agile methodologies to diagnose and self-diagnose levels of intelligence. Additionally, they improve their soft skills such as resilience and adaptability to change and discover ways to enhance wellbeing in the workplace.

#### **FACE TO FACE LEARNING (15 hours):**

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

#### **WORK-BASED LEARNING (12 hours):**

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

### **Module 6: Financial Management of a SE (VET06)**

[LINK TO THE MATERIAL \(EN\)](#)



**MOOC (27 hours):**

**Unit 1: Financial Processes in Social Enterprises**

In this unit learners learn about the financial processes in the context of social enterprises. It is true that SEs are becoming a robust power for social change, trying to create sustainable solutions to social problems while producing income. Financial processes such as planning, forecasting, and reporting are important functions in SEs and can ensure the implementation of the social mission which can create a constructive influence on the society.

**Unit 2: Multisource Funding**

This unit provides the learners with understanding of sustainable financial models and the importance of having multiple income streams for social enterprises. The unit covers different funding sources such as EU funding, crowdfunding, social impact funding, and microloans. By exploring these diverse avenues, learners acquire the knowledge and skills needed to support financial sustainability and resilience of a social enterprise.

**Unit 3: Basics of Accounting and Taxation**

In this unit the fundamentals of accounting in social enterprises and taxation are presented. SEs operate as businesses and must achieve their social goals through financial efficiency and keeping track of their finances. For this purpose, SEs must maintain a strong bookkeeping and accounting system to help them monitor their business and provide relevant financial information for them through financial statements.

**FACE TO FACE LEARNING (6 hours):**

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

**WORK-BASED LEARNING (21 hours):**

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

**Module 7: Internal and External Communication in SEs (VET07)**

[LINK TO THE MATERIAL \(EN\)](#)

**MOOC (27 hours):**

**Unit 1: Internal and External Communication in SEs**





This unit introduces the key elements of organisation's communication. It presents the various stakeholders of a social enterprise and explains the essentials and differences between internal and external communication. Finally, learners understand the key elements of managing communication and how to create a communication plan.

### Unit 2: Effective Stakeholder Communication

In this unit learners understand how to effectively communicate with internal and external stakeholders. They learn how to craft a core message and choose the right channels for communication. Lastly, a list of useful digital communication tools for stakeholder communication and engagement are presented.

### Unit 3: Data Visualisation

In this unit learners understand the basics of data visualisation. They get to know why it is important in impact communication and how to choose good visualisations for data. They learn the data visualisation process and how to create effective visualisations. Finally, some useful visualisation tools are presented.

### Unit 4: Accessible Communication

In this unit, learners are presented to accessible communication, how it supports equality and what practices it includes. They understand how to monitor digital accessibility (web and content), and how to implement a policy for accessibility.

### FACE TO FACE LEARNING (14 hours):

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

### WORK-BASED LEARNING (40 hours):

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

## Module 8: Human Resources Processes in SEs (VET08)

[LINK TO THE MATERIAL \(EN\)](#)

### MOOC (27 hours):

#### Unit 1: Recruitment and Selection Processes of Paid Staff and Volunteers in SEs



In this unit learners are introduced to human resource planning in social enterprises. They gain insights into recruiting and choosing eligible candidates for different types of human resources such as employees, board members and volunteers, and how to draft respective job descriptions.

#### **Unit 2: Orientation of Human Resources in the Social Enterprise (Entry and Onboarding)**

In this unit learners are introduced to human resources orientation and learn concrete steps to plan an onboarding process for a new employee. They understand how to communicate and welcome the new arrivals. Finally, they learn how to carry out employment-related formalities.

#### **Unit 3: Promoting Diversity and Inclusiveness**

In this unit, learners delve into the topics of disability inclusion, legal frameworks, and global initiatives. They examine workplace obstacles and resolutions, with a focus on accessibility and accommodation. They also discover the advantages of employing individuals with disabilities, including better retention rates and enhanced innovation.

#### **Unit 4: Managing and Developing Human resources in SEs**

In this unit, learners learn about the legal aspects of hiring, such as what to consider when negotiating a contract with a new employee and what employers' duties are. They also familiarise themselves with human resource development and planning of continuous training programs for employees and supporting their wellbeing in the workplace.

#### **FACE TO FACE LEARNING (15 hours):**

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

#### **WORK-BASED LEARNING (12 hours):**

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

### **Module 9: Digital Marketing and Digital Skills in SEs (VET09)**

[LINK TO THE MATERIAL \(EN\)](#)

#### **MOOC (27 hours):**

#### **Unit 1: Principles of Digital Marketing**



In this unit learners understand why marketing and brand are important for a social enterprise and how to utilise digital marketing to create awareness of the organization. They learn the techniques and benefits of digital marketing and how to generate visitors to a webpage. The challenges of digital marketing for social enterprises are also discussed.

### **Unit 2: Digital Marketing Management**

In this unit learners get knowledge about digital marketing strategy and how to plan a digital campaign. They also learn how to define their target audience and choose the right digital channels to use. Finally, the essentials of measuring digital marketing activities is also presented.

### **Unit 3: Social Media for Social Enterprises**

In this unit learners understand the essentials of social media marketing. They learn how to create engaged communities on social media platforms. They are also introduced to the key components of social media marketing and advertising.

### **Unit 4: Digital Tools and Security**

In this unit learners are introduced to the basics of information and cyber security. They understand what the security policies and procedures are and why they should be in place and followed in every organisation. They learn about the digital risks that employees cause to an organisation. Finally, learners get acquainted on how to use social media channels in a secure way.

#### **FACE TO FACE LEARNING (14 hours):**

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

#### **WORK-BASED LEARNING (40 hours):**

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

## **Module 10: Ecosystems and Networks of a SE (VET010)**

[LINK TO THE MATERIAL \(EN\)](#)

#### **MOOC (27 hours):**

### **Unit 1: Introduction to Ecosystems**



In this unit, learners understand what ecosystems are and how they work. They learn the difference between a business and a field-specific ecosystem, such as a social entrepreneurship ecosystem in a particular country.

#### **Unit 2: How to Build and Maintain a Social Business Ecosystem**

This unit teaches learners how to plan ecosystem operations and how to evaluate and monitor their performance. It is based on ideas of the business ecosystem, taking into consideration the unique characteristics of social economy actors. The focus of this unit is on the level of the singular social enterprise ecosystem, which is a system or community of economic cooperation facilitated by one or a few central social enterprises and their cooperative partners.

#### **Unit 3: Basics of Networking and Networking Plan**

In this unit, learners understand the basics of networking and what are the types of networks. They learn the core of networking and how to develop a networking plan for a social enterprise. Learners get familiar with different ways of networking and understand why networking is valuable to SEs.

#### **Unit 4: Effective Networking Practises and Events**

This unit introduces the networking tactics and how to participate in and host networking events successfully. The learners get practical networking tips and learn how to develop their networking skills.

#### **FACE TO FACE LEARNING (14 hours):**

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

#### **WORK-BASED LEARNING (40 hours):**

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.



## 4.2 Training material for the Managers and Developers of SEs (EQF-6)

The curriculum for **Managers and Developers of SEs** includes ten study modules. The structure for the curriculum is the following:

**Table 7: Curriculum structure for Managers and Developers of SEs (EQF6).**

Managers and Developers of SEs (EQF6)	Hours	MOOC	Face-to-Face	WBL
Social Enterprise and its External Environment	54	27	7	20
Innovation Management and Open Business in SEs	81	27	14	40
Strategic Business Management in SEs	54	27	12	15
Governance and Good Governance Practices in SEs	54	27	20	7
Leadership and Diversity in SEs	54	27	15	12
Strategic Financial Planning of SEs	81	27	12	42
Social Impact Assessment and Communication of Social Impact	81	27	14	40
Human Resources Management in SEs	54	27	20	7
Strategic Marketing and Branding in SEs	81	27	14	40
Ecosystems and Networks of a SE	81	27	14	40
<b>Total</b>	<b>675</b>	<b>270</b>	<b>142</b>	<b>263</b>

The content of the material for each module is shortly presented.

### Module 1: Social Enterprise and Its External Environment (HE01)

[LINK TO THE MATERIAL \(EN\)](#)

#### MOOC (27 hours):

<b>Unit 1: Definition of Social Enterprise</b>
The unit is designed to help to grasp the concept of social enterprise and its fundamental components. The learners have the opportunity to become familiar with various types of SEs and their dual mission. Additionally, they are introduced to the cooperative relationships that many social enterprises leverage to their advantage.
<b>Unit 2: External Environment of a Social Enterprise</b>



The unit presents the diverse external factors that comprise the external environment of a social enterprise. The learners are introduced to micro and macro environments of a social enterprise, external environment models and the spatial levels of an external environment.

### Unit 3: External Factor Evaluation Tools

The unit presents the external evaluation tool PESTEL to identify and prioritise key external factors that can impact social enterprise' performance and success. The learners are familiarised with the tool's key elements, its application to social enterprises and the analysis process. Also, the application of data for strategic decision-making is introduced.

### FACE TO FACE LEARNING (7 hours):

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

### WORK-BASED LEARNING (20 hours):

Learners are invited to complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

## Module 2: Innovation Management and Open Business in SEs (HE02)

[LINK TO THE MATERIAL \(EN\)](#)

### MOOC (27 hours):

#### Unit 1: Social Entrepreneurship and Wicked Problems

In this unit, learners understand how social entrepreneurs act as problem-solvers and create positive changes in the society through innovation. They get knowledge about wicked problems and how social entrepreneurs can address them through innovative solutions. Finally, they are introduced to the characteristics of social entrepreneurial mindset.

#### Unit 2: Innovation

In this unit, the learners delve into the topic of innovation, social innovation and familiarise themselves with the innovation process. They also learn about the different categories of innovation and obtain practical tools to nurture innovation within an organisation. Additionally, they explore the concept of open innovation and its effectiveness in social enterprises.

#### Unit 3: Fundamentals of Open Business Approach in Social Entrepreneurship





This unit provides valuable insights into open business and its three pillars of transparency, collaboration, and adaptability. Students get knowledge about different open business models and explore the reasons why open business principles are essential in social entrepreneurship. Interesting case examples and typical open business strategies are also presented. Finally, students understand what the challenges and opportunities of an open business model are.

#### Unit 4: Methods and Tools for Open and Social Business Development

This unit introduces methodologies and tools that can be applied in new business development and co-creation. Students understand the importance and functions of co-creation platforms for innovation and open projects in social enterprises. LEAN methodology and SWOT analysis are presented to boost effective business planning. To formulate coherent and actionable business plans, Business Model Canvas and Social Business Model Canvas and business plans are introduced.

#### FACE TO FACE LEARNING (14 hours):

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

#### WORK-BASED LEARNING (40 hours):

Learners are invited to complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

### Module 3: Strategic Business Management in SEs (HE03)

[LINK TO THE MATERIAL \(EN\)](#)

#### MOOC (27 hours):

##### Unit 1: Business Strategy

This unit introduces the learner to business strategy and its significance, covering the 5 forces that shape strategy, distinctions between planning and strategy, Porter's Generic Competitive Strategies (ways of competing), and differences between strategic thinking and planning. These topics are clarified by concrete examples. Additionally, early insights into strategic thinking are also included.

##### Unit 2: Sustainable and Social Business Strategies

This unit introduces the learner to sustainable strategy and its main benefits; what a social enterprise is and the main differences between social enterprises and corporate social responsibility. Several



practical examples and what are the dominant features of non-sustainable business strategies will be discovered.

### Unit 3: Sustainable Business Model Innovation and Systemic Innovation

This unit introduces the learner to the concept of business model as well as sustainable and social business models. The unit provides meaningful insights on innovation for sustainability perspective and sustainable business model innovation. Operational tools are also provided.

### Unit 4: Social Value Chain Management, Scaling up and Internationalisation

This unit introduces the learner to supply chain, value chain and value network, what they are and how they differ. The unit will give a first idea of supply chain and value chain management and understanding of what the specifics of supply chain management for social enterprises are. Scaling up and internationalisation of social enterprise will also be presented.

#### **FACE TO FACE LEARNING (12 hours):**

Learners complete a class-based project, in which they apply the themes of the module. After completing the project, they present it for the class and get comments.

#### **WORK-BASED LEARNING (15 hours):**

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

## Module 4: Governance and Good Governance Practices in SEs (HE04)

[LINK TO THE MATERIAL \(EN\)](#)

#### **MOOC (27 hours):**

### Unit 1: Governance Concepts, Theories and Social enterprises

This unit covers governance in social enterprises, including structures and mechanisms. The learners get knowledge about theories such as agency theory, stakeholder theory, resource dependency theory, and stewardship theory. The goal is to highlight the importance of good governance for social enterprises.

### Unit 2: Board Composition Dynamics

This unit introduces the learners to the pivotal role of a strong board within a social enterprise, which fundamentally shapes its sustainability. The learners explore the indispensable skills required for an effective board, the responsibilities incumbent upon its members, and the criteria governing board composition in terms of size, representation, and diversity.



### Unit 3: Board Behaviour

In this unit learners understand how to orchestrate productive board meetings, including the formulation of agendas and the adoption of consent agendas to streamline discussions and allocate more time to address the most pressing issues facing a social enterprise. Additionally, they delve into the pivotal function of an influential board chair, tasked with guiding the board and fostering active engagement among its members during meetings through constructive dialogue. Lastly, the unit underscores the significance of board evaluation as a tool for continuous improvement.

### Unit 4: Good Governance Principles and Practices

In this unit, the learners understand the key components of good governance, including accountability, transparency, and democratic processes. The unit also delves into the unique challenges faced by social enterprises in this regard. It covers various forms and mechanisms of accountability, and it explains the concept of transparency and how to improve it.

#### FACE TO FACE LEARNING (20 hours):

Learners complete a class-based project, in which they apply the themes of the module. After completing the project, they present it for the class and get comments.

#### WORK-BASED LEARNING (7 hours):

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

## Module 5: Leadership and Diversity in SEs (HE05)

[LINK TO THE MATERIAL \(EN\)](#)

#### MOOC (27 hours):

### Unit 1: Fundamentals of Leadership

This unit introduces the learner to the key elements that constitute leadership in social organisations. Knowledge and skills are enhanced concerning the concept of leadership styles, the role of leaders in SEs, how personal values may affect leadership as well as other factors that determine leadership styles to be followed in a SE.

### Unit 2: New Contexts of Leadership

This unit introduces the learner to the characteristics of leadership in different contexts: teamwork, networking, virtual work, participation processes. Leadership models are presented, such as inclusive,



responsible and participative leadership. The role of communication in effective leadership is outlined as well as the different communication channels.

### Unit 3: Managing and Leading Diversity

This unit introduces the learner to diversity and accessibility in the labour market, and how organisations can include policies for accessibility and inclusion. The benefits of diversity and accessibility for both employers and employees are discussed. The unit presents the requirements and best practices for implementing a management system of universal accessibility and diversity management and leadership in organisations. It highlights the significance and relevant theories of diversity and creating inclusive work environments.

### Unit 4: Motivation, Motifs and Emotional Intelligence

This unit introduces the learner to basic concepts of motivation and motivators, discusses motivational strategies and the main motivational theories that enhance commitment and dedication of all the members involved in a social enterprise. The role of emotional intelligence as a key factor for inspiring SEs workforce is highlighted.

#### FACE TO FACE LEARNING (15 hours):

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

#### WORK-BASED LEARNING (12 hours):

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

## Module 6: Strategic Financial Planning of SEs (HE06)

[LINK TO THE MATERIAL \(EN\)](#)

#### MOOC (27 hours):

### Unit 1: Financial Planning

This unit provides the learners with an understanding of financial planning in the context of social enterprises. It covers topics such as taxation, budgeting, and cost estimation, as well as financial resources and how to create a cash flow statement.

### Unit 2: Multisource Funding



This unit provides a thorough understanding of sustainable financial models and the importance of having multiple income streams for social enterprises. The unit covers different funding sources such as EU funding, crowdfunding, social impact funding, and microloans.

### Unit 3: Public Procurements

In this unit, the learners understand the principles of public procurements, how to find these possibilities and how to participate in tendering procedures. It also provides information on socially responsible public procurements.

### Unit 4: Accounting and Financial Management

In this unit, the learners get knowledge about the basics of accounting and taxation in social enterprises. The principles and concepts about profit and loss statement, balance sheet and analysis of financial data and financial performance are presented.

#### FACE TO FACE LEARNING (12 hours):

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

#### WORK-BASED LEARNING (42 hours):

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

## Module 7: Social Impact Assessment and Communication of Social Impact (HE07)

[LINK TO THE MATERIAL \(EN\)](#)

#### MOOC (27 hours):

### Unit 1: Key concepts of Social Impact in Social Enterprises

This unit introduces the basic concepts of impact and social impact, as well as the importance of social impact assessment. The learners understand the principles and process of impact measuring and assessment. Finally, they learn some of the basic indicators.

### Unit 2: Social Impact Assessment Methods and Models

This unit introduces the social impact assessment models. Learners learn the concept of Theory of Change and have an overview of the various methods for social impact assessment, such as balanced



scorecard and SROI. Finally, the potential limitations and challenges to their implementation are discussed.

### Unit 3: Strategic Communication of the Social Impact of Social Enterprises

This unit delves into the significance of social impact communication and its communication strategies and tools. Learners will also be introduced to social impact reporting.

#### FACE TO FACE LEARNING (14 hours):

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

#### WORK-BASED LEARNING (40 hours):

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

## Module 8: Human Resources Management in SEs (HE08)

[LINK TO THE MATERIAL \(EN\)](#)

#### MOOC (27 hours):

##### Unit 1: Planning-Recruitment-Selection-Onboarding

In this unit learners understand human resource management for social enterprises. The material is structured into topics covering the main HR functions: planning, recruitment, selection, and employment orientation. The unit emphasises the interdependence of HR functions and their relevance to social enterprise.

##### Unit 2: Performance Management, Motivation and Human Resources Development

In this unit learners gain a deeper understanding of the individual and behavioural factors that impact personnel of social enterprises, and how these factors relate to motivation. Additionally, they learn how managers can encourage self-efficacy, mission and role engagement, and empower their staff to facilitate social change.

##### Unit 3: Promoting Accessibility and Inclusiveness

In this unit learners understand disability inclusion, legal frameworks, and global initiatives. They examine workplace obstacles and resolutions, with a focus on accessibility and accommodation. The





learners also discover the advantages of employing individuals with disabilities, including better retention rates and enhanced innovation.

#### Unit 4: Planning Work and Promoting Good Working Environment and Conditions in SEs

In this unit learners acquire essential skills for preventing and managing conflicts, negotiating effectively, and promoting teamwork. To foster a positive working environment, a manager must be proficient in communication, decision-making, goal setting, and encouraging a culture of accountability. Moreover, this unit covers identifying and handling mental health risks in the workplace.

#### FACE TO FACE LEARNING (12 hours):

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

#### WORK-BASED LEARNING (15 hours):

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

### Module 9: Strategic Marketing and Branding in SEs (HE09)

[LINK TO THE MATERIAL \(EN\)](#)

#### MOOC (27 hours):

##### Unit 1: Introduction to Strategic Marketing

In this unit learners gain knowledge about strategic marketing and its principles. The unit introduces marketing management frameworks and analysis techniques for strategic planning of marketing. The concept of ethical marketing is also presented.

##### Unit 2: Consumer Behaviour

In this unit learners explore the complexities of consumer behaviour and the various forces shaping it. The unit dive into psychology, social interactions, and economic aspects to understand how these factors impact what and why individuals buy. Moreover, this unit provides a detailed insight into decision-making processes within consumer contexts.

##### Unit 3: Basics of Branding for a Social Enterprise



In this unit learners acquire a comprehensive understanding of what a brand is and how to create one for a social enterprise from scratch. They learn how to develop a brand strategy for a social enterprise, which will serve as a potent tool for managing and growing a brand.

#### Unit 4: Digital and Social Media Marketing

In this unit learners understand the basic techniques and tactics of digital marketing and social media marketing. They understand how to create engaged audiences and communities on social media platforms through social branding. The unit also introduces the key components of social media marketing strategy and maintaining presence in social media.

#### FACE TO FACE LEARNING (14 hours):

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

#### WORK-BASED LEARNING (40 hours):

Learners complete a small project in/for a real social enterprise and apply the knowledge and skills achieved in the module.

### Module 10: Ecosystems and Networks of a SE (HE10)

[LINK TO THE MATERIAL \(EN\)](#)

#### MOOC (27 hours):

##### Unit 1: Introduction to Ecosystems

In this unit learners understand what ecosystems are and how they work. They get knowledge about the difference between a business and a field-specific ecosystem, such as a social entrepreneurship ecosystem in a particular country. The unit also presents how a business ecosystem can add value to several social enterprises simultaneously and, thus, benefit the entire social economy.

##### Unit 2: How to Build and Maintain an Ecosystem

This unit teaches how to plan ecosystem operations and how to evaluate and monitor their performance. It is based on ideas of the business ecosystem, taking into consideration the unique characteristics of social economy actors. The focus of this unit is on the level of the singular social enterprise ecosystem. This ecosystem is called in this unit social business ecosystem in order to make a difference to larger supporting ecosystems of social enterprises.



### Unit 3: Basics of Networking and Networking Plan

In this unit, learners understand the basics of networking and what are the types of networks. They learn the core of networking and how to develop a networking plan for a social enterprise. They familiarize with different ways of networking and understand why networking is valuable to SEs.

### Unit 4: Effective Networking

This unit introduces the networking tactics and how to participate in and host networking events successfully. Learners get practical networking tips and learn how to develop their networking skills.

#### FACE TO FACE LEARNING (14 hours):

Learners are involved with instructed lecture enriched by group works, group discussions and brainstorming activities to gain better understanding of the themes in the module and to test them through different activities in the class.

#### WORK-BASED LEARNING (40 hours):

Learners will complete a small project for a real social enterprise and apply the knowledge and skills achieved in the module.



## 5. RECOMMENDATIONS FOR THE VALIDATION, ACCREDITATION AND RECOGNITION OF THE OBCD TRAINING

### 5.1 Basic Conceptualization

Recognition of skills and qualifications is essential to facilitate mobility, lifelong learning, and career opportunities throughout the EU. It is considered as a fundamental principle in the development and implementation of training initiatives. **Validation** and **accreditation** procedures play a crucial role in ensuring the quality and credibility of training programmes in both Higher Education (HE) and Vocational Education and Training (VET). They also play a crucial role in facilitating the **recognition** of learning across different levels of education, training, and professional settings. Validation and accreditation are essential for assessing the effectiveness and relevance of training to ensure that meet the needs of learners and the labour market. They also play a significant role in promoting quality assurance and continuous improvement within education and training sectors. Validation and accreditation can identify areas requiring enhancement in training schemes and provide essential feedback to trainers and educators (Cedefop, 2020). This feedback is invaluable for refining educational programs. Moreover, validation and accreditation build trust and confidence (OECD, 2019). Accreditation assures learners, employers, and other stakeholders of the credibility and market value of qualifications. This not only boosts the reputation of educational and training institutions but also enhances the employability of graduates.

Validation and accreditation procedures for training schemes at HE and VET levels vary significantly across Europe due to the diversity of national education systems. These systems feature distinct qualifications, standards, and accreditation methods. While the European Union (EU) offers guidance and frameworks to standardise the validation and accreditation of HE and VET programs, implementation depends on

individual countries adapting these frameworks to align with their national education systems. This leads to a diversity of validation and accreditation processes across Europe.

In light of these differences, the OBCD project is dedicated to establishing appropriate guidelines and criteria aligned with the EU standards. This initiative aims to streamline validation and accreditation processes, ensuring the recognition of training validity across markets and governments in line with applicable standards. In addition, the OBCD Project advocates for the use of tools, as described below, which enhance the transparency and compatibility of training outcomes. This not only benefits participants within the OBCD countries but also facilitate the recognition of qualifications across the EU.



<https://www.freepik.com/>



Since the establishment of the Bologna process in 2004, considerable progress has been made in quality assurance as well as in other lines of the action such as qualifications frameworks, validation, accreditation, recognition, and the promotion of the use of learning outcomes, all contributing to a paradigm shift towards learner-centred learning and teaching. Several European instruments have been developed to facilitate the transparency and recognition of skills and qualifications during the last decade to achieve a stronger integration of skills and qualifications in the European area.



<https://www.linkedin.com/pulse/what-soft-skills-do->

The learning outcomes approach plays an important role in this context and the principle has been systematically promoted in the EU policy agenda for education, training, and employment. The principle binds together several initiatives taken in recent years, such as the European Qualification Framework (EQF), the European Credit Transfer and Accumulation System (ECTS) and the European Credit System for Vocational Education and Training (ECVET). The learning outcomes approach has the potential to make qualifications more transparent, to enable greater links between education and training and the labour market, and also to act as a 'binding agent' between different European transparency tools.

Furthermore, other frameworks such as the European Quality Assurance in Vocational Education and Training (EQAVET) and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) urge further explicit links between the learning outcomes approach and quality assurance principles in order to support coherent implementation at European level and to provide clear guidance to countries in the implementation of the various European tools. Both frameworks are a broad acceptance of all standards as a precondition for creating a common understanding of quality assurance in Europe.

Defining quality is not straightforward. Definitions of quality vary and are influenced by different perspectives held by individuals and society (Harvey & Green 1993). These perspectives shape how quality is understood and valued within various contexts. In educational contexts, quality primarily arises from the interaction between trainers, learners, and the institutional learning environment. It should ensure that the learning environment, including program content, learning opportunities, and facilities, is suitable for its intended purpose. Achieving quality education requires a more student-centred approach to learning and teaching, which embraces flexible learning paths and recognising competencies acquired outside formal curriculums. Additionally, quality assurance is a comprehensive concept that involves the continuous evaluation, assessment, monitoring, guaranteeing, maintenance, and improvement of the quality of higher education systems, institutions, or programs (Vlăsceanu et al., 2004), and needs to take into account these different perspectives including stakeholders. Both frameworks are generic in order to ensure that they are



applicable to all forms of provision and provide a framework of common principles, indicative descriptors and indicators that may help in assessing and improving the quality of education.

The most important challenge in dealing with learning outcomes is transitioning from expectations to actual outcomes, and quality assurance can be instrumental in supporting this transition. Learning outcomes orientation has provided a common, transparent language for the design of programmes and for assessing the level and coherence of programmes. It has also contributed to the development of clear standards for describing the level of a programme. Learning outcomes provide a more holistic view of study programmes and can help enhance their transparency and credibility. Labour market representatives play an important role in the quality assurance of the relevance of study programmes.

This link between quality assurance and learning outcomes is crucial. Existing quality assurance arrangements need to take into account how learning outcomes are defined and how they are going to be transformed into actual outcomes of learning. As for the expectations towards learning outcomes, the emphasis at policy level is clearly on promoting the transparency, quality and relevance of education and training, and on facilitating the validation of non-formal and informal learning. At practitioner level, the expectations have a different focus and are more targeted towards the added value for the individual learner (setting clear learning targets, improving motivation, promoting flexible learning pathways), providing better guidance for trainers, and a clear reference point for assessment.

International recognition of qualifications is based on transparency through a common agreement on the learning outcomes included in the curriculums' development and their identification and validation among partners and relevant stakeholders in each country. The development of the two OBCD curriculums has been implemented in trans-national cooperation between HE, VET and SE organisations representing experts in the social economy field in Greece, Italy, Spain, and Finland. The two curriculums in question are competence modular curriculums, that do not lead to a full degree.

## 5.2 The Inclusion of EQAVET

Since 2009 the EQAVET framework has guided member states in developing and improving the quality of their VET systems. Each Member state's approach to system level quality assurance is different. The framework has been used for national and regional quality assurance systems covering initial and continuing VET. EQAVET is based on a quality assurance and improvement cycle (planning, implementation, evaluation/assessment, and review/revision) and a selection of descriptors and indicators applicable to quality management at both VET system and VET provider levels.

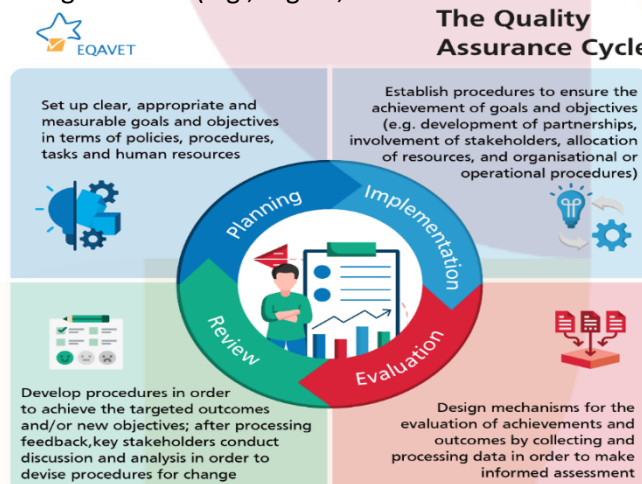
The EQAVET Framework can be used by VET providers and in VET systems to support the quality assurance of: learning environments (e.g., school-based provision, work-based learning, apprenticeships, formal,





informal and non-formal provision), all types of learning contexts (e.g., digital, face-to-face and blended), public and private sector VET providers, VET awards and qualifications at all levels of the European Qualifications Framework (EC, 2022).

In the frame of the OBCD curriculums development process, the following descriptors at the provider level were applied for developing the VET curriculum tailored to the administrative professionals is SEs:



<https://ec.europa.eu/social/main.jsp?catId=1546&langId=en>

- The identification and analysis of emerging competences, and the development of the LOs and curriculums were carried out with the involvement of relevant stakeholders.
- Social partners and other relevant stakeholders are invited to offer consultations for the identification of the training needs.
- OBCD partners engaged in collaborative initiatives with relevant stakeholders for the design and peer review of the training curriculum.
- OBCD training enables learners to attain the expected learning outcomes and become actively involved in the learning process.
- The learner- centred approach is applied as a method in the OBCD training.
- OBCD training promotes innovation in teaching and learning methods, supported by the use of online-learning tools, as well as face-to-face interactions and workplace experiences.
- OBCD training employs valid, accurate and reliable methods to assess individual learning outcomes.

### 5.3 The Inclusion of ESG

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Framework was adopted by the Ministers responsible for higher education in the European Higher Education Area in 2015. A key goal of the ESG is to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders. The ESG is a reference document for internal and external quality assurance systems in higher education and it plays an important role in the development of national and institutional quality assurance systems in higher education. They are not standards for quality but provide guidance for successful quality provision and learning environments in higher education. The ESG



should be considered in a broader context that also includes qualifications frameworks. The ECTS standard of awarding credits at post-secondary institutions and diploma supplement also contribute to promoting the transparency and mutual trust in higher education. It is an essential framework to guarantee automatic recognition of the training (EHEA, 2015).

In relation to the OBCD curriculums development process, the following internal quality assurance standards were applied for the development of the HE curriculum for the Manager and Developer in SEs:

- The identification and analysis of emerging competences, and the development of the LOs and curriculum were carried out with the involvement of relevant stakeholders.
- The curriculum is designed to meet the objectives set, including the LOs
- The qualification aligns with the appropriate level of the Framework for Qualifications of the European Higher Education Area, and consequently, with the national qualification's framework for higher education (EQF-6).
- The OBCD HE training encourages students to take an active role in shaping the learning process and the assessment of students reflects this approach.

## 5.4 The Inclusion of the European Qualification Framework (EQF)

The European Qualifications Framework (EQF) is a European tool developed to describe competences. It facilitates the comparability of the education and degree systems in different countries. The EQF framework was agreed by education ministers of the intergovernmental Bologna Process in 2005 and it operates in compliance with the EQAVET and ESG. The EQF was set up in 2008 and revised in 2017. In the framework the qualifications and competences are allocated on eight reference levels, and it covers all types and all levels of qualifications. All the countries of the European Economic area are involved in implementing the EQF.

The learning outcomes-based framework serves as a translation tool between different national qualifications frameworks. It helps improve transparency, compatibility and portability of people's



European  
Qualifications  
Framework

qualifications and makes it possible to compare qualifications from different countries and institutions. (Council of the European Union, 2017.)

Each qualification level describes the educational qualifications in terms of knowledge (theoretical and practical), skills (cognitive and practical) and

<https://www.cedefop.europa.eu/en/projects/european->

competences (responsibility and autonomy). The use of learning outcomes makes it clear what a person knows, understands and is able to do.



The EQF system level descriptors have been used in the process of developing the two OBCD curriculums. Through the identification of the EQF level and the VET and HE curriculum mapping against EQF, the project aims to facilitate the recognition and transparency of qualifications, and the validation of non-formal learning among project countries and also at European level. For the Administrative professionals in SEs the EQF level 5 and for the Managers and developers in SEs the EQF level 6 have been used. The qualifications are described in the following table.

**Table 8. European Qualifications Framework (EQF) levels EQF5 and EQF6 (Council of the European Union, 2017).**

EQF Level	Knowledge	Skills	Competence Responsibility and autonomy
	In the context of EQF, knowledge is described as <b>theoretical and/or factual</b> .	In the context of EQF, skills are described as <b>cognitive</b> (involving the use of logical, intuitive and creative thinking) <b>and practical</b> (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF, competence is described in terms of <b>responsibility and autonomy</b> . Responsibility and Autonomy are described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.
<b>Level 5 Relevant LO:</b>	<b>Comprehensive, specialised, factual and theoretical knowledge</b> within a field of work or study and an awareness of the boundaries of that knowledge.	<b>A comprehensive range of cognitive and practical skills</b> required to develop creative solutions to abstract problems	<b>Exercise management and supervision in contexts of work or study activities</b> where there is unpredictable change; review and develop performance of self and others
<b>Level 6 Relevant LO</b>	<b>Advanced knowledge</b> of a field of work or study, involving a <b>critical understanding</b> of theories and principles	<b>Advanced skills, demonstrating mastery and innovation</b> , required to solve complex and unpredictable problems in a specialised field of work or study	<b>Manage and transform work</b> or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the <b>strategic performance of teams</b>



## 5.5 The inclusion of European Credit Transfer and Accumulation System ECTS

The European Credit Transfer and Accumulation System (ECTS) is a standard system used by universities and other education institutions across Europe to measure and compare students' learning outcomes and workload across different programs and countries. The European Credit Transfer and Accumulation System (ECTS) makes teaching and learning processes more transparent and understandable to all parties involved.

The ECTS system facilitates the accumulation and transfer of credits enabling students to move easily between institutions. ECTS credits reflect the workload required to achieve the intended learning outcomes of a course or program. The workload includes both the time spent in class and the time spent on independent study, such as reading, research, and assignments. ECTS credits are awarded to students upon successful completion of courses or programs in which they have achieved the specified learning outcomes. The ECTS system facilitates the recognition of training achievements and ensures the quality of education in both formal (official) and non-formal educational settings. Additionally, ECTS provides essential information on program design and plays a crucial role in maintaining educational quality.

In the context of the OBCD project for each module of the HE and VET curriculums, specific numbers of ECTS are attributed. In the frame of OBCD 1 ECTS corresponds to 27 hours of various learning activities, including face to face sessions, e-learning, and WBL. The VET curriculum comprises 24 ECTS and the HE curriculum comprises 25 ECTS. Each module is assigned between 1 to 3 ECTS based on its learning objectives.

## 5.6 Recommendations for the Accreditation and Validation of the OBCD Training in Partner Countries

The validation and accreditation procedures for training schemes at Higher Education (HE) and Vocational Education and Training (VET) levels vary across the EU countries and particularly between the OBCD countries. Based on the review of the partner countries status from the Eurydice Network<sup>1</sup> and partners own research, a comprehensive description of the procedures at both the HE and VET levels for each country is presented below.

At the higher education (HE) level, all project countries place a significant emphasis on aligning educational programs with European standards and ensuring they adhere to both local and international quality benchmarks. These processes are designed to foster transparency, adaptability, and continuous improvement in higher education, supporting student mobility and employability across the EU. However,

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<sup>1</sup> <https://eurydice.eacea.ec.europa.eu/national-education-systems>



validation and accreditation procedures demonstrate diverse approaches aligned with each country's specific educational frameworks and regulations, ensuring that higher education institutions maintain high standards of quality and relevance in their programs. Universities and their departments possess the authority to propose new study programmes following the foreseen accreditation procedures as well as new courses following their internal procedures according to the needs and objectives of their existing curriculum which is reflected in their curriculum manual. In some countries (Italy, Finland and Greece) the procedure for adding individual courses in formal education settings is more flexible than in the others. More information about the validations and accreditation processes in each country can be found in ANNEX I.

At VET Level, while the specific processes and responsible bodies vary across the OBCD countries, there is a common emphasis on ensuring that VET systems are closely aligned with both European and national standards and the needs of the labour market, supported by a robust framework for quality assurance and accreditation. In Italy, the development and accreditation of professional profiles and curriculum are managed regionally, following specific regional procedures that are aligned with the national ones. Italy also recognizes 'certifiable competences,' which individuals can acquire through various paths and have formally recognized in their 'citizen's training booklet. In Spain, the responsible authorities regulate and authorise new VET training curriculum and this process involves collaboration with autonomous communities. The design of curriculum must meet specific criteria, including professional competences and training content, which are adapted by the autonomous communities and implemented by authorised training centres that meet quality standards. In Greece, the responsible national body manages the accreditation and certification system for initial and continuous VET. For initial VET the process emphasises the creation and recognition of occupational profiles and VET student's certification embeds national examination procedures. Regarding continuing VET, all vocational training programmes should be accredited by the national authority. However, the procedure to be followed has not yet been announced. Finland operates under a system where authorised VET providers award qualifications that are closely linked to the needs of the labour market. The sectoral Qualification Committees assess the qualifications, which are designed and developed in collaboration with business sectors. VET institutions are allowed considerable local autonomy in curriculum and course decisions. More information about the validation and accreditation processes in each country can be found in ANNEX I.

In the frame of the OBCD project the following procedures are proposed to be followed in each country.

### **In Italy**

As far as higher education is concerned, there are at least two levels of accreditation in Italy:

High-level accreditation, which consists in the authorisation by the Ministry of Universities and Research to activate Locations, Schools, Courses of Study (three-year, master's degree, single-cycle master's degree, PhD)





following ANVUR's verification that they meet the qualification requirements of teaching, research, structural, organisational and economic-financial sustainability defined by the reference legislation;

Ordinary accreditation. As in the case of the University of Tor Vergata, School of Economics, a degree course that has already been accredited (despite the need to periodically update the accreditation, according to the regulations in force) is not obliged to be re-accredited in the event of a change in a single teaching, especially if it is additional. In such cases, a request must be submitted to the Course Council and, after an initial validation, a second one by the Departmental Council. If, on the other hand, more credits are requested or a new curriculum is created, high-level accreditation must be carried out.

Nevertheless, it is possible to state that in Italy, at HE level, some modules of the OBCD could be integrated as new teaching courses in the undergraduate (Bachelor) and master of science (Master of Science) curriculum of any university, following the specific procedures established.

At VET level a new training programme could be accredited in any region following the specific procedure. In the Umbria Region, the regulatory framework regulates the Integrated System for the Certification of Competences and the Recognition of Training Credits, creating directories of professional and training standards. These directories categorise qualifications into professional standards and training standards required for the Regional Single Catalogue of Learning Provision. The process of validation and accreditation of new VET programmes involves coordination with ARPAL Umbria.

### **In Greece**

At the higher education level, some of the OBCD modules could be integrated into the undergraduate curriculum of any university (e.g. UPatras) as new course(s), following the specific procedures foreseen. The OBCD modules could also be offered through the Lifelong Learning Centres of Universities (e.g. University of Patras). These types of programmes are foreseen with a specific number of ECTS and are accredited through specific institutional procedures. The successful completion of the Modules can lead to the issuing of certificates. Their accreditation is based on a simple procedure managed by the Hellenic Authority for Higher Education (HAHE). In the context of continuing vocational training, the OBCD modules can be offered by any accredited training provider (e.g. Olympic Training). For the accreditation of a corresponding training programme at c-VET level, the Greek law foresees that the VET provider should submit the relevant documentation to the national accreditation authority (EOPPEP) in order for it to be accredited, but this procedure has not yet started.

### **In Spain**

At higher education level the OBCD modules could be integrated into the postgraduate curriculum as new course(s), following the specific procedures foreseen. At VET level the process of validation and accreditation foreseen could be followed. The MEFP must approve the design of the official title, which includes the





professional competences, the training contents, the evaluation criteria and the access requirements. Then, the autonomous communities must adapt the curriculum of the title to their needs and establish the authorised VET centres (e.g. IMPULSA) to deliver it. The VET centre must meet certain requirements in terms of material, human and organisational requirements to guarantee the quality of the training. A recognition of the OBCD training could be pursued as non-formal training offered by universities or other training institutions. This approach would require adherence to each institution's internal regulations and securing their approval. The primary advantage of this option is that it allows for greater flexibility and autonomy in designing and delivering the OBCD training. In Spain, there are examples of social enterprise training, predominantly at the Master's level. Furthermore, many universities offer what are known as "own degrees," which are university-regulated programs, they are simpler to launch and feature a similar duration of 60 to 90 hours.

### **In Finland**

OBCD courses can be seamlessly integrated into the curriculum of higher education institutions (e.g., DIAK) and vocational training providers (e.g., HBC). It is the responsibility of the institutions, encompassing both higher education (HE) and vocational education and training (VET) providers, to ensure the successful implementation of national guidelines and they can choose independently new courses to the curriculums. This involves designing practical teaching arrangements that prioritise experiential learning and community engagement.



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SocialB- O3.3 Report Training and Assessment Methodology

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## ANNEX I

**Table 1. National Authorities, and HE study programs accreditation in the Project Countries.**

Country	HE Accreditation body	Accreditation and validation processes that can be followed in the case of OBCD
Italy	<p>Ministry of University and Research</p> <p>National Agency for the Evaluation of the University and Research Systems (ANVUR)</p>	<p>ANVUR has defined a model of Quality assurance of universities and research institutes. This model also defines the requirements for the accreditation of universities and courses, initial and recurrent.</p> <p>The Initial Accreditation (high level accreditation) consists of the authorization by the Ministry of University and Research to activate Locations, Schools, Courses of Study (three-year, master's, single-cycle master's, PhD) following the verification by ANVUR of the possession of the qualification requirements of teaching, research, structural, organisational and economic-financial sustainability defined by the reference legislation.</p> <p>The definition of the educational offerings of Bachelor's and Master's Degrees, including five-year and six-year single-cycle degrees, of Universities goes through a process of accreditation of the Universities themselves, their decentralised branches and individual courses of study, the implementation part of which is defined every three years by a decree of the Minister of Education in implementation of the current legislation.</p> <p>The evaluation methodologies and criteria are identified by ANVUR in consistency with European standards and guidelines (Standards and guidelines for quality assurance in the European Higher Education Area), taking into account that new study courses must be established in compliance with the general guidelines of the three-year planning of the Universities and with the provisions of the D. M. in force regarding Self-Evaluation, Evaluation, Initial and Periodic Accreditation of sites and courses of study</p> <p>Individual teachings are not specifically "authorised" by this high-level procedure. A degree program that is already accredited (despite the need to periodically update the accreditation, according to current regulations) is not obliged to be re-accredited in case of a change of an individual teaching, especially if it is additional. In such cases, a request must be made to the Course Council and, after an initial validation, a second one is required by the Department Council. If, on the other hand, more credits are requested or a new curriculum is created, high-level accreditation must be implemented.</p>
Spain	<p>Ministry of Universities (MUNI)</p> <p>National Agency for Quality Assessment and Accreditation (ANECA)</p>	<p>The process of validation and accreditation involves several steps</p> <p>ANECA verifies the curriculum of the official title, which includes the objectives, competences, structure, methodology, evaluation system and internal quality assurance system. The verification is based on a report prepared by the university and evaluated by an external agency. Once verified, the title must be registered in the Register of University, Centers and Titles (RUCT). Accreditation processes in HE is lengthy in their approval process and have three important decision filters:</p> <p>In the case of the public university</p>





		<ol style="list-style-type: none"> <li>1. The university must prioritise the proposal, having a group of faculties or a centre to support its delivery.</li> <li>2. The Autonomous Community must validate and allocate funding for the provision of this teaching.</li> <li>3. The National Evaluation Agency (ANECA) must validate the Verification Report, which evaluates the quality of the curriculum and the teaching team committed to the delivery of the course.</li> </ol> <p>In the case of private universities, only steps 1 and 3 would be necessary.</p> <p>However, in Spain there is also the option of offering non-official training. This would entail following the internal regulations of each institution and obtaining their approval.</p>
Greece	Ministry of Education, Religious Affairs and Sports Hellenic Authority for higher education (HAHE)	<p>The HAHE provides regular quality accreditation for institutions of higher education both in respect of their internal quality assurance system and their study programmes. HE institutions can apply for the accreditation of study programmes. Study programme accreditation shifts the focus away from “input” evaluation to evaluation of quality outcomes, namely “output” and, in particular, to achieving objectives and learning outcomes.</p> <p>Under the directions of the HAHE, study programme accreditation includes the following:</p> <ul style="list-style-type: none"> <li>✓ Study programme accreditation proposal to be submitted by the Department</li> <li>✓ Study programme external evaluation carried out by a panel of independent experts, which usually includes a site visit to the institution</li> <li>✓ Submission to the HQA of the accreditation report resulting from the Study Program accreditation process</li> <li>✓ Publishing the accreditation decision of the HQA</li> <li>✓ Consistent follow-up of the Study Program operation by the Internal Quality Assurance Unit (QAU)</li> </ul> <p>Each HE department has an established internal quality assurance system (IQAS) to cover that the full range of functions and activities of the institution is formulated and implemented.</p> <p>The accreditation process makes sure that the study programme offered by the institution meets all quality standards of the HAHE and the institution, and that the performance and skills of the students graduating from this specific course (learning outcomes) are consistent with the intended professional qualifications that are required by society and the labour market.</p> <p>There are no separate instructions regarding the proposal to introduce a new course in a curriculum. There are general guidelines about the course outline and ECTS. Each university department has the authority to propose a new course according to the needs and objectives of the existing curriculum which is reflected in the Curriculum Manual of each Department.</p>

		Education training programmes can be offered also by the lifelong learning centres of HEIs. Any member of the academic community can submit a proposal for the delivery of an education programme by the LLL centres. This proposal must be approved by the HE council. The proposal includes several information including the learning outcomes, ECTS numbers, learners' evaluation etc.
<b>Finland</b>	Ministry of Education and Culture  Finnish National Agency for Education  Finnish Education evaluation Centre (FINEEC)	Individual universities and their departments are authorised to make the decision concerning the new curriculums and courses provided. HE providers are responsible for implementing national guidelines, practical teaching arrangements and the effectiveness and quality of the education provided. FINEEC supports HEIs in matters related to evaluation and quality management. There are no national directives regarding the methods of internal evaluation. The results of external evaluations may be used as guidelines for internal evaluation.

**Table 2. National Authorities and VET Accreditation Responsibilities in the Project Countries.**

Country	VET Accreditation body	Accreditation and validation processes that can be followed in the case of OBCD
<b>Italy</b>	Ministry of University and Research  Universities by the Minister of Education in implementation of the current legislation	<p>In Italy, the framing and updating of Professional Profiles is delegated to the individual Regions, which are the public bodies responsible for authorising new training in vocational training curriculums.</p> <p>The professional profiles and curriculums are then activated and processed with procedures <u>specific to each Italian Region</u> and, once the accreditation process is completed, these profiles and curriculums become part of the so-called Repertoires of professional and training standards of the reference Region, in implementation of the Ministerial Decree of 30 June 2015 (Definition of an operational framework for the recognition at national level of regional qualifications and related competences, within the National Repertoire of education and training titles and professional qualifications referred to in Article 8 of Legislative Decree 16 January 2013, no. 13.)</p> <p>These regional repertoires also go to implement the "National Directory of Education and Training Qualifications and Professional Qualifications", as envisaged by the National Qualifications Framework, through the National System for the Certification of Competences referred to in the Italian Legislative Decree of 08/01/2018 (Establishment of the National Framework of Qualifications issued under the National System for the Certification of Competences referred to in Legislative Decree 16 January 2013, No. 13) and the European Council Recommendation of 22/05/2017 on the European Qualifications Framework for Lifelong Learning.</p> <p>In addition to vocational profiles and curriculums, Italy has the concept of "certifiable competence", defined, pursuant to Article 1 of Italian Ministerial Decree No. 174 of 31 May 2001, as a structured set of knowledge and skills, usually referable to specific professional figures, which can be acquired through vocational training paths, and/or work experience, and/or self-training, which can also be assessed as training</p>



		credits through specific final examinations and Competence Balances. The competences certified in these ways must be included in the 'Libretto formativo del cittadino' (citizen's training booklet), set up as part of the implementation process of Italian Legislative Decree no. 276 of 10 September 2003 (BIAGI LAW), which defines it as the instrument for recording 'competences acquired during continuous training carried out throughout working life, as well as competences acquired in a non-formal and informal way according to EU guidelines on lifelong learning'.
<b>Spain</b>	<p>Ministry of Education and Vocational Training (MEFP)</p> <p>National Agency for Quality Assessment and Accreditation (ANECA) or the regional agencies</p>	<p>The authorities responsible for the authorization of new training in VET institutions' curriculums in Spain is the Ministry of Education and Vocational Training. The MENFP regulates the official titles of VET and establishes the minimum requirements for their delivery. The ministry relies on the collaboration of the autonomous communities and the evaluation and accreditation agencies, such as the National Agency for Quality Assessment and Accreditation (ANECA) or the regional agencies.</p> <p>The process of validation and accreditation involves several steps. The MEFP must approve the design of the official title, which includes the professional competences, the training contents, the evaluation criteria and the access requirements. Then, the autonomous communities must adapt the curriculum of the title to the needs and establish the authorised centres to deliver it. The centre must meet certain requirements in terms of material, human and organisational requirements to ensure the quality of the training.</p>
<b>Greece</b>	<p>Ministry of Education, Religious Affairs and Sports</p> <p>EOPPEP, National Organization for the Certification of Qualifications and Vocational Guidance</p>	<p>Accreditation authority responsible for VET in Greece is EOPPEP (National Organization for the Certification of Qualifications and Vocational Guidance). EOPPEP develops and implements the National Accreditation &amp; Certification System for non-formal education, including initial and continuing vocational training and adult education, and provides scientific support to Vocational Guidance &amp; Counselling services in Greece. It is also the national reference point for EQAVET.</p> <p>EOPPEP's principal fields of activity and responsibility are:</p> <ul style="list-style-type: none"> <li>✓ Accreditation of VET providers</li> <li>✓ Accreditation of Curriculums</li> <li>✓ Accreditation of Occupational Profiles</li> <li>✓ Certification of qualifications</li> <li>✓ Licensing of Providers for the certification of qualifications</li> </ul> <p>The certification of initial vocational training (IEK) graduates embeds a national exam procedure conducted at national and regional level by EOPPEP and based on the vocational training exam regulation framework per speciality.</p> <p>Upon successful examination results, Vocational Training Institutes (IEK) graduates are awarded the Vocational Training Diploma recognized both in Greece and in EU member states (for lower secondary education graduates) or the Certificate Level I (for upper secondary education graduates).</p>



		<p>Regarding the accreditation processes of any courses in initial and/ or continuing vocational education training the necessary precondition is the existence of the pertinent vocational occupational profile certified by EOPPEP. More specifically, at least 2 social partners are required to propose a vocational occupational profile and submit it for accreditation. For professions such a profile existed, there are two pathways to pursue accreditation. The first one is the accreditation of the course and the second one is the national exams for the acquisition of an accreditation required by the state. Such accreditation referred to EQF levels 3-5.</p> <p>Regarding continuing VET, according to the law 4763/2020 all vocational training programmes should be accredited by EOPPEP. The procedure to be followed has not been announced yet.</p>
<b>Finland</b>	<p>Ministry of Education and Culture</p> <p>Finnish National Agency for Education</p>	<p>VET providers are licensed by the Ministry of Education and Culture to award a qualification certificate to VET learners. Competence-based qualifications regulated by the Vocational Adult Education Act (631/1998) are awarded by the sectoral Qualification Committees who also assess the tests taken by the candidate. Vocational upper secondary education and vocational qualifications are closely linked to the needs of working life and the legislation requires cooperation between VET providers, businesses and other sectors of working life. All vocational qualifications and the vocational education and training at vocational institutions are designed, planned, provided, assessed and developed in close cooperation with the business and working life.</p> <p>Finland participates actively in European collaboration on quality assurance and acts in line with the principles of the European Standards and Guidelines and the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET). The principles of EQAVET have been considered for instance when the national quality assurance strategy for vocational education and training has been developed in co-operation with central stakeholders.</p> <p>Every individual educational institution is authorised to make the decision concerning the new curriculums and courses provided by the institution. In vocational education and training local autonomy is extensive. Education providers are responsible for implementing national guidelines, practical teaching arrangements and the effectiveness and quality of the education provided. Therefore, quality assurance is mainly at the responsibility of the education providers.</p>



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