Gabriella Márton

25-06-2021

SAGA Project

IO1 – Learning Approach and Curriculum

2020-1-NL02- KA204-259AFC28

DOCUMENT CHANGE RECORD

Issue date	Version	Author	Sections affected / Change
25-06-2021	1	Gabriella Márton, KONTAKT	
25-06-2021	1.5	Gabe van der Zwaag INQ	

TABLE OF CONTENT

1. INTRODUCTION

SAGA offers a learning programme tailored to the needs of adults in rural areas which represents the so-called "Empty Europe", and provide them with quality training that allows them to acquire skills and competences to set up a (collaborative) social enterprise.

SAGA´s target group are those living in rural areas considered "Empty Europe", with pressing issues such as unemployment and economic and social revitalisation. An important part of the direct target group are persons which belong to disadvantaged groups (being it social, economical or geographical disadvantages).

The project will develop 3 Intellectual Outputs:

- O1 SAGA learning approach and curriculum
- O2 SAGA (blended) learning programme
- O3 SAGA Experiences and training guidelines

The activities leading to Output 1 are:

- O1/A1 Methodological approach for curriculum design
- O1/A2 Mapping case studies
- O1/A3 Skills and competence framework
- O1/A4 Mapping the training landscape
- O1/A5 SAGA learning approach & curriculum

The SAGA Learning approach and curriculum can serve as a basis for the rest of the project as it developed the overall learning approach, learning objectives, skills and competence matrix, curriculum and assessment methods based upon an evidence- and research-based analysis related to the core skills and competences. During the research we analysed the project context and scanned the participating countries for relevant examples of social enterprises in the targeted food, gastronomic and culinary sector, and we mapped the training landscape.

The SAGA approach, competence matrix, curriculum and assessment method can be transferred to any other training or educational setting in which the identified topics and the need for (collaborative) social enterprise is apparent. It can be transferred to more formal educational settings, where the topics concerned are relevant, e.g. the co-creation, co-sharing and collaborative skills could be offered as part of the education and training for future staff or entrepreneurs in the targeted sectors, e.g. hospitality, gastronomy, food production, tourism etc.. This can be both on VET as well as Higher Education levels.

2. TARGET GROUP

The primary target group of SAGA Learning Programme is the population living in "Empty Europe", i.e. in rural areas in Europe which upfront demographic challenges (ageing population, emigration to urban areas, low birth rates) and economic challenges (high unemployment rates; low activity rates; high representation of primary sector in GDP), but who at the same time have a rich culinary heritage and/or food production.

The SAGA Learning Programme is targeted to

- (Potential) Individual social entrepreneurs belonging to disadvantaged groups (due to social, economical or geographical disadvantages).

- (Potential) Individual entrepreneurs from the food, gastronomic and culinary heritage sector who want to align their business idea to the social challenges identified.

Special attention and effort will be made to address women of these areas (directly or through NGOS working with/for them), as they are underrepresented in the employment or economic activity rates, have higher levels of unemployment and frequently have additional labour market barriers due to their caretaking role (e.g. for young children or elderly family members).

Other potential target groups are NGOs and civil society organisations working directly with and for the primary target groups. For instance staff from an NGO working with rural women can use the training programme to acquire skills and competence to create a social enterprise to provide employment opportunities to their beneficiaries, but also to support them in the creation of their

3. SKILLS AND COMPETENCE FRAMEWORK

The **O1/A3 Skills and competence framework** defined the skills and competencies to be acquired by learners in the SAGA Training Programme. The preliminary needs analysis conducted at proposal stage and the additional research of the preparation activities were checked for updates through a desk research, and mapped against the skills and competences identified in A2. Based on this the consortium defined the learning objectives and competence framework, which is presented to a sample of representatives of the target group, topic experts and relevant stakeholders.

SAGA project partners used the results and lessons learned from interviews and case studies to map the knowledge, skills and competencies needed to successfully establish and operate a social enterprise, to create Skills & Competence framework
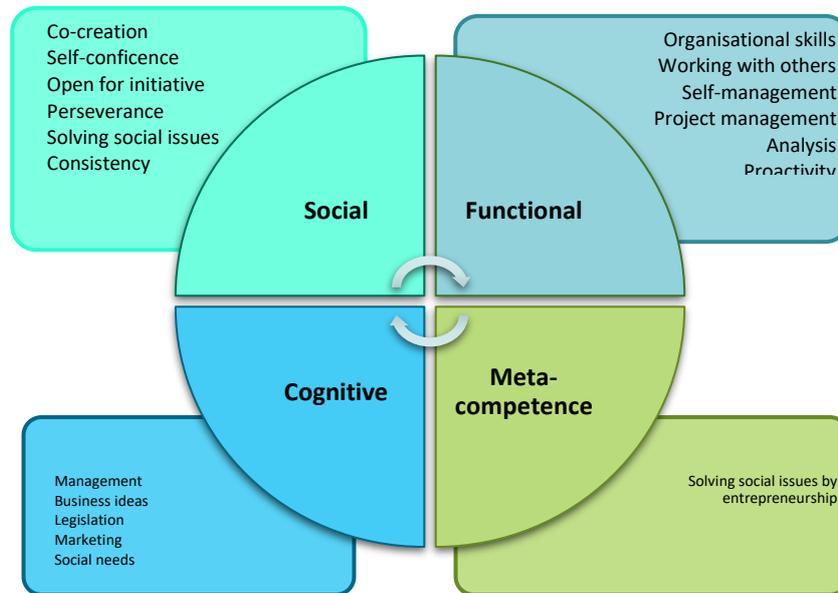
Based on the selection criteria (identified in O1A1) project partners identified and selected 18 examples/practices of social entrepreneurship from five participating countries (HU, ES, BG, NL and RO).

Starting from the preliminary needs analysis conducted at proposal stage as well as research on existing projects and initiatives (EU, national and regional) related to SAGA, the project consortium compiled a preliminary competency framework.

The framework below is filled with competences and skills that are generally considered valuable with regard to social entrepreneurship. Within this framework, a distinction has been made between four overarching concepts. These are social, cognitive, functional and meta competences. The various skills and competences are housed here.

Dimension	Definition	Description
Cognitive competence	Theoretical and practical knowledge	• Identifying opportunities for personal, professional or social business activity development. For example in business ideas, economy, finance, taxation, legislation, marketing, organisational management, projects, psychology, social needs, sociology
Functional competence	Skills and know-how, what a person knows and how to execute or demonstrate	• Organisational skills • Project management • Working with others • Identifying a person's strengths and weaknesses • Proactivity • Handling risks
Social competence	Behaviour and attitudes, knowing how to behave	• Openness to initiative • Openness to innovation • Openness to change • Openness to entrepreneurship
Meta competence	Overarching qualities and abilities, element that facilitates the acquisition of other competences	• Learning, doing good, responding to social needs, sharing, being passionate about solving community problems, offering leverage and tools to the members of the community, being involved in creating a just world

After the framework has been designed, an analysis was made of the information gathered by the SAGA-partnership. For example, case studies and interviews were conducted with social entrepreneurs to identify the most essential skills and competencies according to them. We have examined these on the basis of the previously identified skills and competences. The complete analysis can be found in O1/A3 Annex A. As expected, almost all skills and competences were mentioned, some more often than others. Ultimately, we want to arrive at a total of 15 skills and competences. The 15 most named during our research are highlighted as an essential part for a social entrepreneur. Below the most important skills and competencies

Co-creation
Self-confidence
Open for initiative
Perseverance
Solving social issues
Consistency

Social

Organisational skills
Working with others
Self-management
Project management
Analysis
Proactivity

Functional

Cognitive

Meta-competence

Management
Business ideas
Legislation
Marketing
Social needs

Solving social issues by entrepreneurship

More details about the skills and competence framework in O1/A3 Skills & Competence framework material.

4. MAPPING THE TRAINING LANDSCAPE

The aim of **O1/A4 Mapping the training landscape** was to identify the training gaps of current programme with regards to the skills and competences as defined in A3. The project consortium carried out a transnational in-depth analysis in five participating countries (HU, ES, BG, NL and RO) in order to give an overview of the

1) general situation concerning collaborative social entrepreneurship in the food, gastronomic and culinary sector in partner regions in focus for in-depth research, to identify good initiatives, as well as training offers, and on

2) specific training needs so to boost development of social enterprises in the food, gastronomy and culinary heritage fields by using co-creation and co-sharing techniques.

Regions to focus on during in-depth research: partner regions of SAGA (areas considered "empty Europe", who upfront specific and related challenges such as: demographic ones (ageing population, emigration to urban areas, low birth rates) and economic ones (high unemployment rates; low activity rates; high representation of primary sector in GDP) and a lack of public services).

In O1/A1 "Guidelines for desk research – Collaborative social entrepreneurship State of Art in regions of "empty Europe" identified several viewpoints for analysing education and training landscape in partner countries.

Partners identified professional training offers by academic and VET bodies as well as continuous training activities (e.g. summer schools or specialisation courses).

Partners provided an overview of current social entrepreneurial skills development training offer for adults running/planning to run social enterprises – more specifically focus on co-creation, co-sharing, etc competence areas – skills' focus in existing programmes in formal and non-formal training, as well as in current national and regional initiatives; forms and methods implemented. The identified gaps, benchmarked against the result of A3, generate the baseline for the curriculum.

Detailed training landscape in the project partner's countries you can find in the O1/A4 Mapping the training landscape output.

With regards to past or existing Erasmus+ projects, with a wide range of projects related to social entrepreneurship; rural entrepreneurship, or food, gastronomy or culinary heritage, however none of the identified ones present an innovative combination of the elements of social entrepreneurship, the food, gastronomic or culinary heritage sector and rural areas and their challenges and collaborative social enterprises as SAGA does.

By comparing the existing range and the materials to be developed, we see that there is certainly still room for improvement within social entrepreneurship in rural areas. The curriculum and the associated modules are further elaborated in activity 5 of Intellectual Output 1. In this, the coherence between the modules can be clearly distinguished, with the end result being the stimulation of social entrepreneurship with a specialisation in rural areas.

5. GOALS OF SAGA LEARNING PROGRAMME

Goal of SAGA learning programme is to offer a quality training programme tailored to the needs of adults in rural areas which represents the so-called "Empty Europe", that allows them to acquire skills and competences to set up a (collaborative) social enterprise.

Main aim of the SAGA project is

- to train and support the learner to move through the different stages of ideating and creating a collaborative social enterprise,
- to offer the opportunity to the learners to develop key competences in the field of social entrepreneurship,
- to ideate, create and set up their collaborative social enterprises,
- fostering their social, educational, economical and personal development, and
- increase their opportunities for employment.

The **final aim** of the approach is that the learner by going through the process and doing the exercises and assignments, finalises with a business plan for the social enterprise and a roadmap with concrete steps they will take to actually create the enterprise. These plans are revised by the trainers and experts involved in SAGA, creating a hands-on and non formal validation of the learning.

We approach the development of the Learning programme transnationally and the aim is to build a programme which is applicable and coherent across Europe, but it allows the possibility of adapting to country specific features.

6. METHODOLOGICAL APPROACH

In SAGA Learning Program we are planning with **Blended learning** methodology. The blended learning approach by SAGA increases the learners access as it provides a combination of on-line digital learning, with flexible face-to-face activities, which can be implemented and/or adapted by the training provider or trainer to the specific needs of the learners with regards to space, time and learning preferences (e.g. short seminars, workshops, (small) group mentoring).

An innovative concept to be employed is the so-called single-concept learning or **"thin slicing",** which focuses on one behaviour change, one narrow concept and one slim goal at a time. The SAGA learning programme will thus be made of small e-learning "snacks" that demonstrate how specific concept works in different situations. Then the learning experience will be integrated into a blended learning intervention, which will provide multiple paths for participants to get the message.

During specifying our methodological approach we considered that people learn in different ways, and we should cater for those different needs in our learning program. From the answer about Adult learning is significantly influenced by the features of the adult's job, social challenges, family and other responsibilities, and the available time. With the methodology we have chosen, they can learn individually, flexibly, at home, in leisure time, in comfortable conditions, according to their own schedules, choosing the small units or larger themes according to their knowledge and needs.

Blended learning ensures that e-learning will be complemented by traditional face-to-face elements using training methods. By providing face-to-face sessions it is possible to work with a variety of methods in a collaborative way, especially during particularly skills development. Through personal and online consultation it is possible to strengthen individual learning.

An important consideration was that the web-based educational content should be flexible structured with information bundles structured around well-defined goals.

Adults are situational-minded, have a large life experience and learn better and easier through practical tasks. This is why this form of blended learning is effective, combining a small slice of information and knowledge, a so called learning snack with case studies and group collaborative exercises.

In adulthood motivation, awareness, responsibility, and realistic self-assessment are stronger, so we consider this methodology will be the most effective for our target group.

6.1. DETAILS OF LEARNING – TEACHING TYPES

BLENDED LEARNING

No single, reliable definition of blended learning exists, or even a universal agreement on the term itself. Many use terms like hybrid, mixed, or integrative to describe the same trend. But the trend is significant. In 2000 an estimated 45,000 K-12 students took an online course, but almost a decade later more than 3 million took courses that way, many of them using computers in the schools themselves.

Blended learning is a term increasingly used to describe the way e-learning is being combined with traditional classroom methods and independent study to create a new, hybrid teaching methodology. It represents a much greater change in basic technique than simply adding computers to classrooms; it represents, in many cases, a fundamental change in the way teachers and students approach the learning experience

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

The terms "blended learning", "hybrid learning", "technology-mediated instruction", "web-enhanced instruction", and "mixed-mode instruction" are often used interchangeably in research literature.

There are many components that can comprise a blended learning model, including "instructor-delivered content, e-learning, webinars, conference calls, live or online sessions with instructors, and other media and events, for example, Facebook, e-mail, chat rooms, blogs, podcasting, Twitter, YouTube, Skype and web boards"

A learning model in three parts

There is a general consensus among education innovators that blended learning has three primary components:

1. In-person classroom activities facilitated by a trained educator.
2. Online learning materials, often including pre-recorded lectures given by that same instructor.
3. Structured independent study time guided by the material in the lectures and skills developed during the classroom experience.

A course created in a blended learning model uses the classroom time for activities that benefit the most from direct interaction. Traditional education (especially at the college level) tends to place an emphasis on delivering material by way of a lecture, while in a blended learning model lectures can be videotaped ahead of time so the student can watch on their own time. The classroom time is more likely to be for structured exercises that emphasize the application of the curriculum to solve problems or work through tasks.

Blended learning redefining teaching roles: In some situations, the move to blended learning has inspired educators to redefine traditional roles. The word "facilitator" has emerged as an alternative to "teacher," bringing with it a slightly different focus. The facilitator places an emphasis on empowering students with the skills and knowledge required to make the most of the online material and independent study time, guiding students toward the most meaningful experience possible.

Advantages

- Blended instruction is reportedly more effective than purely face-to-face or purely online classes.

- Blended learning methods can also result in high levels of student achievement more effective than face-to-face learning.

- Blended learning allows students to work at their own pace, making sure they fully understand new concepts before moving on."

- Blended learning facilitating student learning,

- With blended learning method people can communicate ideas effectively,

- Blended learning shows respect for students,

Challenges

- Unless successfully planned and executed, blended learning could have disadvantages in technical aspects since it has a strong dependence on the technical resources or tools with which the blended learning experience is delivered. These tools need to be reliable, easy to use, and up to date, for them to have a meaningful impact on the learning experience.

- IT literacy can serve as a significant barrier for students attempting to get access to the course materials, making the availability of high-quality technical support paramount.

- Other aspects of blended learning that can be challenging is group work because of difficulties with management in an online setting.

- Reportedly the use of lecture recording technologies can result in students falling behind on the materials.

- Another critical issue is access to network infrastructure. Although the digital divide is narrowing as the Internet becomes more pervasive, many students do not have pervasive and ubiquitous access to the Internet.

- From an educator's perspective, most recently, it has been noted that providing effective feedback is more time-consuming (and therefore more expensive) when electronic media are used, in comparison to traditional (e.g. paper-based) assessments.

THIN SLICING

An innovative concept to be employed is the so-called single-concept learning or "thin slicing", which focuses on one behaviour change, one narrow concept and one slim goal at a time.

Malcolm Gladwell has written a book called "Blink" (2005) in which he discusses this hidden brain activity and attempts to make this process seem a lot less mysterious. In this book he ignores such words as hunches, insight and intuition in favour of rapid cognition and what he calls thin slicing.

Thin slicing is about isolating thin slices of learning and delivering powerful insights from very limited information. Thin slicing starts small—it isolates a narrow, compelling insight and expands it into a bite-size learning module. Thin slicing is more impressionistic than linear learning event. It's more emotional than logical. And it's incomplete by design.

The research shows that digital natives—and even older workers who are comfortable with technology—want to absorb information in short, compelling, and disjointed bursts.

Single-concept learning differs from other strategies for creating short-form e-learning such as chunking and learning compression, both of which start with a large body of learning and deliver it in smaller segments. Single-concept learning takes the opposite track. "It's the discipline of 'starting small,' " said Meyer. "It's about identifying a 'thin slice' of learning, a single compelling idea that's designed to change one behaviour and lead to one specific outcome."

Advantages

- This approach increases user engagement because learners are less reluctant to engage in a learning journey that's narrowly defined and lasts just six to 10 minutes.

- Managers are more likely to use single-concept learning modules as coaching tools because they feel they have the skillset to coach people on a single learning concept and believe they can accomplish that goal with a limited time commitment.

- People learn best when training is focused on a discrete, narrowly defined concept where learning goals are clearly defined. When training is delivered in small packets, the brain can easily absorb, remember and apply what it learns

6.2. ASSESSMENT METHODOLOGY

The skills acquired are validated in a practical and concrete manner through the Social Enterprise Business Plan and implementation roadmap.

The learner, participating in SAGA will be trained and supported to move through the different stages of ideating and creating a collaborative social enterprise, the final aim of the approach is that the learner by going through the process and doing the exercises and assignments, finalises with a business plan for the social enterprise and a roadmap with concrete steps they will take to actually create the enterprise.

These plans are revised by the trainers and experts involved in SAGA, creating a hands-on and non formal validation of the learning.

The assessment method for the evaluation of the skills and competences acquired by the learners, based upon the outcome of O1 is also developed. It consists of self-evaluation (for the on-line learning): e.g. quizzes, assignments, self-reflective questions, etc.. The guide on the assessment for the trainers who implement the face-to-face activities, is developed as part of the effort of O3 and a wider guide on the use of the SAGA by trainers.

7. LEARNING OUTCOMES

Learning outcomes on general level

- Improved cooperation -locally/regionally- among (social) enterprises in the field of gastronomy, food and culinary heritage, NGOs/civil society organisations,
- Improved cooperation among business associations public bodies and VET organisations,
- Understanding and promoting the role of social enterprises in developing the "empty Europe",
- Establishment/ improvement of relationship among social enterprises and local communities related to "empty Europe",
- Improved product design, promotion and cooperation skills and capacities of social enterprises in empty Europe,
- Increased knowledge base and staff competences of all partners, because all partners are involved in all IOs. This will have a spill over effect on all their activities and to all their beneficiaries, partners or clients,
- Transferred knowledge to other educational sectors (through their transformation/adaptation).

General result of the learning program and the project will be that70% of the 100 participants who will be involved in the validation of the program will prepare and complete a business plan that will allow them to set up their own social enterprise in the future.

Learning outcomes on personal level:

- Learners by moving through the different stages of ideating and creating collaborative social enterprise will learn step by step the theory and practice of business planning
- they become able to create their own business plan, thereby establishing their own social enterprise
- all the skills needed to set up and run a business will be developed, namely:

Dimension	Definition	Description
Cognitive competence	Theoretical and practical knowledge	• Identifying opportunities for personal, professional or social business activity development. For example in business ideas, economy, finance, taxation, legislation, marketing, organisational management, projects, psychology, social needs, sociology
Functional competence	Skills and know-how, what a person knows and how to execute or demonstrate	• Organisational skills • Project management • Working with others • Identifying a person's strengths and weaknesses • Proactivity • Handling risks
Social competence	Behaviour and attitudes, knowing how to behave	• Openness to initiative • Openness to innovation • Openness to change • Openness to entrepreneurship
Meta competence	Overarching qualities and abilities, element that facilitates the acquisition of other competences	• Learning, doing good, responding to social needs, sharing, being passionate about solving community problems, offering leverage and tools to the members of the community, being involved in creating a just world

8. MODULES OF THE SAGA LEARNINGPROGRAM

The content is based upon a combination of **theory, examples, case studies, assignments and tips & tricks** relevant to social entrepreneurship and the targeted field. The case studies, identified in O1/A2 are integrated in the learning materials.

MODULE 1 – Inspiration for Social Entrepreneurship

Educational goal of the module

This module, Inspiration for Social Entrepreneurship, provides tools to gain inspiration for a social enterprise. Among other things, we go deeper into recognising opportunities and letting an idea mature.

Content

- Identifying opportunities
- Market analysis
- Social needs

Learning outcomes

Learn how to do a market analysis and identify opportunities for personal, professional or social business activity development

MODULE 2 – Defining your Social Business

Educational goal of the module

In this module, Defining your Social Business, the idea is converted into a business model based on the Business Model Canvas. This includes Key Partners, Key Activities, Key Resources, Value Propositions, Customer Relationships, Customer Segments, Cost Structure and Revenue Streams.

Content

- (Social) Business Model Canvas
- Finance
- Legislation
- Marketing

Learning outcomes

Learn how to create a business model and related subjects as marketing

MODULE 3 – Functional Competencies

Educational goal of the module

In this module, Functional Competences, practical competences are learned for the daily work within the Cafe Europe location. Think, for example, of management and collaboration skills.

Content

- Organisational skills
- Cooperation skills
- Project management
- Self management
- Risk management

Learning outcomes

Learn how to organise your workload, provide leadership to volunteers and how to manage day-to-day work, projects and risks.

MODULE 4 – Social Competencies

Educational goal of the module

In this module, Social Competencies, the emphasis is on co-creation, social problems and leadership.

Content

- Co-creation
- Leadership
- Self-confidence
- Social issues
- Determination
- Open for initiative
- Open for change

Learning outcomes

Learn about behaviour and attitudes, knowing how to behave and how others behave.

9. STRUCTURE AND PROGRESS OF SAGA LEARNING PROGRAMME, LEARNING PATH

Around **20 units** will be created reflecting the different phases leading up to the actual creation of the envisaged (collaborative) social enterprise.

The learning programme will developed with the **"thin-slicing"** approach, it means that the whole learning material will be divided into small learning units, focussing on a specific concept and topic. This approach allows the learners to study the contents and lessons that are relevant, important and useful to them and fits in with previous experience and prior knowledge.

Each lesson can be completed **independently**, the learner can choose. This provides flexibility for the learner, which is essential for the curriculum to be developed for adult learners.

The content will be specifically developed for the selected target field related to gastronomy, food and culinary heritage.

The learning programme is expected to be practical, modular, with sufficient examples and useful tools, to apply easily in practice. The potential participants of the learning programme are ready to allocate several hours per week to improve their marketing knowledge.

More detailed elaboration will continue in O2.

10.   REQUIREMENTS FOR THE E-LEARNING SPACE

detailed in O2