



WP3

- WP3:
- Learning Model and Content

WP3

- Deliverable 4: SESP Curriculum and Content
- Vanda Sousa (AidLearn)

WP3

- May
- 2012

General Course Structure 3

The Mentoring Path 4

The Individual Path 5

The Group Path: 5

The Three Paths (mentoring, individual, group) 5

Course Objectives 7

Course Methodology 7

Course Elements 8

Introduction phase 8

Diagnostic tool 9

Learning contract 10

Seminars & distance learning 10

Starting with a module 11

Knowledge 11

Case for reflection 12

Gathering and analysing information 12

Suggestions for improvement 13

Level of competence/ certification 13

Final Project (management strategic plan) 13

On-site-mentoring 13

Peer-to-peer learning 14

The basic content of the training modules 14

Course duration 20

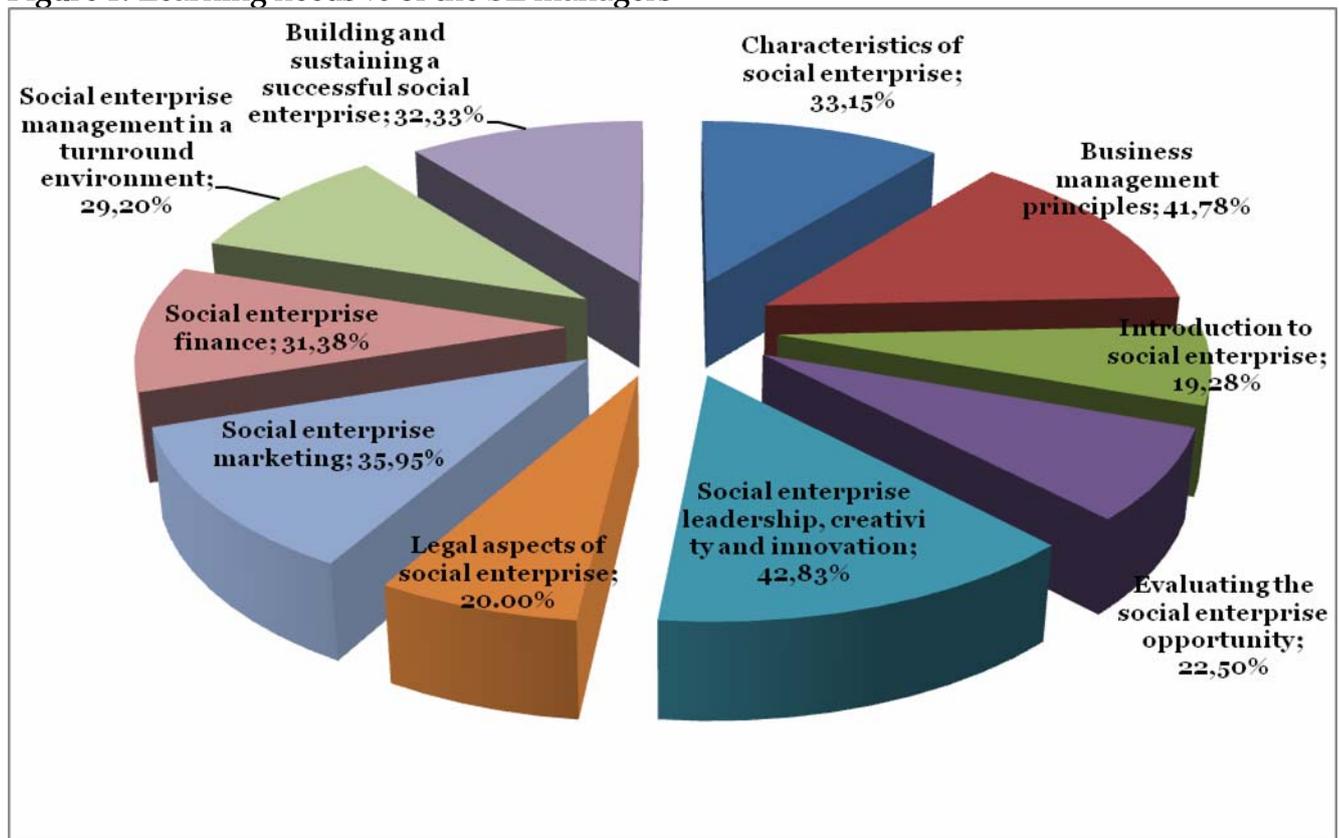
Working schedule and responsibilities 20

ANNEX A: Learning Contract 22

General Course Structure

SESP course aims to adapt *Strategy Train* learning model and curriculum using also the final models and guidelines of *TSEME* project and addressing it for management staff of/in to Social Enterprises (SE) and Social Entrepreneurship. SESP course will improve the readiness and qualifications to help managers of SEs in order to strengthen their business management capacity and according to identified learning needs (WP 2 Research) as in the figure 1:

Figure 1: Learning needs % of the SE managers



3

The SESP pedagogical methods derived from the theoretical backgrounds and practical experiences are integrated into the instructional design model which feeds into the content production elements and the module development (technical implementation).

The SESP course structure reflects the needs of managerial staff in SEs (short, up-to-the-point, ease navigation) and the key elements of the course are: online and on-site components, asynchronous communication, individual and collaborative learning scenarios, expert facilitation and andragogical approach, community learning and virtual study groups.

SESP course use a **blended solution**, combining the process of **self-based learning** with **online support**, **face to face sessions** (in seminars) and on-site mentoring. SESP modular structure makes possible that **each of the modules can be included in individual learning pathways** according to the identified learning needs.

The pedagogical team will have expertise on distance tutoring, face to face training and advising/consulting on the field of social enterprise management and strategy. **Preferably it is desirable that just one person (mentor) plays the three different roles that should be performed** (according to the moment and nature of the learning process). The roles are: **tutoring (at distance)**, **training (face to face)** and **advising/consulting (on-site)**.

The Mentoring Path

- **The mentor as a trainer** meet learners (**5/6 managers**) at **four seminars**, to: complement the other elements of the course; support learners who may be at different stages; easily adapt learning to the needs of the learners; provide “practical” experience; to know/discuss social enterprises cases and success stories. **The roles are: animate seminars, clearing up doubts on SESP training development, interchanging experiences and facilitate the case studies discussion, invite company’s representatives with success stories in the strategic management;**
- **The mentor as a tutor:** Attendance at distance the pedagogical of a unique learner, providing general support, making regular contacts, giving feedback; incentive a virtual support group, integrating all learners. **The roles are: clarification of expectations, stimulation of learner’s motivation, learner’s attendance and supervision, animation of the forum online, advising, adapting, discussing the learning modules, giving feedback, assessment;**
- The **mentoring** includes activities which are based on **direct advising and consulting**. Individual mentoring sessions on site mentoring support to the owner / manager to design and implement an individual action plan where to intervene in the SEs and within the curricular structure of the SESP programme. These activities **include only the mentor and the learner in private on site meetings at the SE location**. The focus of these activities is **direct consulting work, tailored exactly for the respective SE**. Additionally to **providing support and feedback on a one basis** throughout SESP course the mentor will be available for the definition

of the learning contract (based on the diagnostic tool) and for the provision of assistance to the SE during the formulation of their specific strategy.

The Individual Path

This path concentrates on individual learning using the platform and corresponding support material. It includes de **7 modules and the diagnostic tool** of the SESP course. During the individual path, participant will contact **most of the information and learning material available at the SESP platform**. This e-platform with the content of the modules will allow for self paced learning, which can be done by the learners whenever they have time available. The material is presented in a very concise way, focusing on explaining the more central concepts of social entrepreneurship and facilitate by a mentoring support.

Each module will tackle one specific area of social entrepreneurship management, as strategy, human resources, marketing, leadership, creativity and innovation and green policy for SEs.

5

The Group Path:

This path includes peer group activities. The formation of these groups is a very central element in SESP train. Peer groups should be quite small to allow for intensive mentor support and for in-depth knowledge exchange. The path includes four face to face seminar units, where the participants can work on their knowledge but also (perhaps even more importantly) on their strategy plans for the each Social Enterprises they are working on. The group will also exchange contacts and should support and call upon each other. The peer group support will also be facilitated through the exchange of ideas and corresponding feedback. In this way the social enterprise managers can learn from each other and synergies in social enterprise' strategy development process can be optimally used.

The Three Paths (mentoring, individual, group)

These three paths together form the curriculum of SESP training course and will be based in the following principles: to improve the readiness and qualifications to help the managers of SEs in order to strengthen their business management capacity and according to identified

learning needs; combining the process of self-based learning with online support, face to face sessions (in seminars) and on-site mentoring; and conceiving the modules in a way that it can preview a individual learning pathways according to the identified learning needs.

Course Objectives

The SESP learning Programme Objectives are:

- **Provide a training course for managers of SEs** up to 50 employees in order to strengthen the capacity of social business Management and Strategic Planning;
- **Provide knowledge about social entrepreneurship, analysis, formulation and implementation of strategies, leadership, creativity and innovation and social green business;**
- **Provide creative and innovative cases studies of social business life**, as a source of applied learning in management and strategic planning;
- **Support social managers to determine the current and future position of their social companies**, and deal with the environment in a pro-active way, anticipating the impacts of external changes (globalisation of the markets, legal, technological and demographic changes) in their organisation, setting priorities for action and action plans, in relation to the resources held.

7

Course Methodology

The methodology is focused on the training of the social manager and followed by an overall assessment of the needs and a strategic management development plan, to be in a contract. The action plan implementation will be supported by mentoring and training. **All the intervention is subject to the principle of the primacy of the social business reality on the theory; this should constitute itself as an intervention tool on the ground**, allowing the rationalization and scientific treatment of those realities, thus enabling the search for solutions technically validated.

Learning materials will be available online by a content management system (CMS) where the materials are created, stored, controlled, versioned and publish.

Course Elements

Figure 2: Course Elements



8

Introduction phase

The introduction phase is a part of the learning pathway. In a first step, the participants will be informed about the programme and will receive **introduction material** about SESP; then they will be asked to **use the diagnostic tool** and **discuss its results with the mentor** so as the main issues affecting the SE performance. The learner will use the information gathered to develop a **learning contract/action plan** in dialogue with the mentor. In the introduction phase there will be also a **seminar (group meeting)**, for introducing the peer group to each other and introducing the training team as well. During this first meeting, **the e-learning platform as well as the course material will also be introduced to the participants.**

Diagnostic tool

The **Self Assessment Tool** consists of a number of items, which are used to specify which elements of SESP course are complying with the issues identified by each individual participant. Each of these items will consist of three statements; each is connected to a specific learning content of SESP course. Depending on the answers, an automatic list will be generated suggesting which topics should be in the focus of attention of the participant.

Also the proposed alternatives (answers) to the questions are randomly presented. This type of form is to be filled out by checking exact one of the choices in a list.

After completing the **Self Assessment Tool**, learner immediately will see his/her own score by module and corresponding recommendation, as follows:

- A – You don't need to make the module
- B – We advise you to make the module
- C – We strongly advise you to make the module

The learner can get information about his/ her score (A, B or C) and the modules recommended to do. Learner, supported on the score, can decide, with mentor, to request dispensation for one of multiple modules. (The learning institution and/or mentor decides whether or not to grant this request, for certification purpose)

As a result of using this diagnostic tool, learner and mentor can determine which modules should be work on. During the first contact with the mentor it's very important that learner states his/her experience in the field of social entrepreneurship and the motivation for starting with the learning course (or specific modules). This is because learner can also choose not working through some of the modules and passing on the Final Action Plan (and certificate). Thus, learner determines the individual learning pathway in consultation with the mentor.

Another potential use for the diagnostic tool is to determine the progress after completing each module or even the entire course. It will help the learner and mentor preparing for the Final Action project.

The advantages of the Self-Assessment Tool:

- Previous findings state that adults prefer to define for themselves what and when to learn, what skills and knowledge they need to strengthen and when they need to accomplish it;
- Learners can adjust their study approach – and by extra effort – prevent loss of time (thanks to the prompt and regular feedback);

- Mentors may adjust the educational learning process on the basis of the interim measurements, by examining how effective their support provided is and whether additional measures are required;
- Mentors can adjust by difference in study pace or level of education. This may be necessary when there is substantial and generic level differences between learners.

Learning contract

At the first mentor contact (first face-to-face meeting) it will be decided which module(s) the learner will follow. This meeting will be concluded by a learning contract. The learning contract (Annex A) is seen both as a training strategy and an assessment tool used to encourage self-directed learning. It is a negotiation between learner and mentor/tutor. Learning contracts allow for shared responsibility of the planning and learning experiences. This allows for the learners to actively participate in the learning process from start to finish. Learners begin to feel the need to learn because the learning objectives become their own personal goals. In turn, learners begin to take responsibility and control over their own learning. In this way they are an effective teaching strategy in helping learners become intrinsically motivated and responsible for their own learning. By another hand, learning contracts provide flexibility for mentors to meet the individual needs of learners. They allow learners to work at different levels according to their own knowledge. Learners are not forced to do unnecessary tasks, but rather negotiate their work on what they need to learn, embodied in personalized learning pathways. This in turn, provides them with motivation to reach a goal instead of feeling that they are doing needless work or learning things that they already know.

10

The assessment tool will be used as the basis of the learning contract. **The learning contract demonstrates the willingness of parties, the mentor and the learner, to reach certain goals, including training on the topics that match the results from the diagnostic tool.** The contract is then agreed by both parties. SESP provides an automatically generated template (from the assessment tool), which can be developed in more detail by the mentor and the participants if they wish to do so. During the orientation period the individual learning contract will be designed for each participant.

Seminars & distance learning

There are eight hours (two weeks) for mentoring planned during the course (all modules). These sessions should be carefully planned, so that:

- they complement the other elements of the course;
- support learners who may be at different stages in the subject area;

- easily be adapted to suit the needs of the learners;
- provide experience and learning which otherwise would not occur (e.g., certain kinds of "practical" experience, the direct interaction of learners with one another);
- meet certain expectations, e.g., to know strategic planning success stories.
- Experts can be invited to participate, virtually or in person.

These meetings with mentor should all serve as an evaluation of the modules where the learners have worked on, a moment to assess practical parts and a preparation for the upcoming modules. They are also a privileged space for exchanging experiences and clarification of any doubts.

In the first meeting the upcoming study course and the use of the SESP platform will be explained.

The **modules provide knowledge about management for social entrepreneurship**, analysis, formulation and implementation of strategies, marketing, human resources management, leadership, creativity and innovation and social green business.

The online training solution will be organized in **7 modules (each manual of each module should have 10 to 20 pages)** with a **varying number of units each** (11 units in total).

11

The contents of units is very concise, presenting the basic principles involved using demonstrations and examples and providing all necessary explanations and sheets to integrate the newly gained knowledge in the development of SE's strategy. **To complete the all units available online, the learner needs between 20 to 40 hours (including examples and practical exercises)**. All learning content is presented on the e-learning platform.

Starting with a module

The modules include self-based learning supported on the content available online, mentoring and optional peer support.

Knowledge

The learner can gather his or her knowledge in different ways. The goal is to use the knowledge to complete the activities and cases enclosed within the module. The learner will be offered theory that will be obligatory; also he/she will attend seminars with mentor. During these meetings the learner can ask mentor and eventually invited experts (even through video conferencing) 'live' questions. Beside the obliged theory and meetings, the learner can also gather knowledge by reading literature, visiting a congress or interviewing people in their own surroundings.

Case for reflection

In each **case**, focusing a social enterprise, the level of competency from each learner will be assessed. Each **case** represents an authentic problem; learners have to come up with their own solution, based on knowledge, reflection and experience. The **social enterprise case** is built up typically as followed: (1) case description; (2) definition of problem; (3) questions to answer.

The goal of each **case** is to describe a solution / reflect on an authentic problem. To get to an adequate answer /solution learner must use the content of the module and other sources available (further readings suggestions, books, and interviews with experts, knowledge picked up at a seminar or educational movies).

It is possible to adjust the proposed **case** for reflection between the learner and the mentor in order it fits better to learners' social enterprise or learning goals.

If a learner has a similar problem in his/her social enterprise, it can be discussed to change the subject of a **case** into his or her own authentic problem. You'd be the judge of that. The goal is that the learner can process the content and use the theory and insight in the real **social enterprise**.

The mentor will help the learner to get to his or her own solution. Therefore, mentor can point out literature or expert interviews. It's important that the learner increases his or her level of critical thinking and develops a good way of reflecting on his or her own actions. The importance is focus in the way in which the learner got to this option.

12

The result of each **case study** is assessed by the mentor.

Gathering and analysing information

During the work on the cases, learner must use the theory available in the modules, as well as own sources as a website, magazine, articles or books. When digging through the theory, learner should have to filter out the relevant information for the specific case. It is important to distinguish different relevant aspects, but also link different parts of information.

Learner should be critical (at least) on what to use for own cases in the social enterprise they are involved. Learner can ask the following questions when analysing information:

- What does it mean exactly?
- Why the information does is presented in this way?
- Why is this solution for my problem?
- How does this work exactly?

By asking these types of questions learner can discover the essence of the information gathered and get to the core of the problem. It is relevant to look at the problem from

different angles to get a complete view. It is also pertinent to distinguish between main points and side issues, between symptoms and causes, between facts and opinions. First, learner should determine the outline and dive in the details later. In this way it is possible to see trends and patterns in different kinds of information. To work in a logical and systematic way is also essential. Make sure that you include arguments and opinions of others in your solution (and make a note that you do!); this will take you further than only an analysis on a theoretical base.

Suggestions for improvement

When a learner delivers a product, he or she will be given suggestions for improvement by the Mentor.

Level of competence/ certification

At the end of each module, the mentor, jointly with the learner, decide if all competences are at the right level (the Self Assessment Tool can be used again).

The completion of a module can be accomplished by the learner through providing a certificate of earlier proven competency or processing all the case. The certificate(s) should be shared with the mentor in the first contact meeting.

If he or she succeeds in the course, including the final project, a certificate will be given out to the learner by the learning institution.

Final Project (management strategic plan)

SESP learning course will help learners to develop practical knowledge and skills that can be used in the field of social entrepreneurship. Through working on practical **cases** and discussing with mentor and peers, learners can immediately use what they've learned for the benefit of their social enterprise.

In SESP course the learners' interests in social entrepreneurship and their needs are the core.

The final project (management strategic plan), should be closely related with the individual motivation to attend the course, and will facilitate the transfer of the knowledge acquired to their professional scope as social enterprise managers. The requirements for starting the final project is the completion of the modules of the SESP course included into the learning contract.

The Final project is a practical project and the outcome is/should be useful for the learners' social enterprise. Learners will demonstrate that they improved their competences. Before start with the Final project learner will consult the mentor, pointing out the subject of the proposed project.

On-site-mentoring

After the last module, the mentor and the participant are meeting again to finalize the management strategic plan: This meeting is planned for one day. After the implementation

planning each participant should finally be able to develop a strategy for their social enterprise.

Each social manager will develop a strategic plan for his/her enterprise taking into consideration the actual needs of business development and the topics worked out in the SESP course. This work will be supported by the mentor namely during the on-site support and consulting. For instance, one social manager can work mainly in a social green policy for his/her social enterprise, defining and implementing specific measures for a more sustainable business while another one is working on marketing, taken as the area where is more urgent to intervene and define a clear policy.

Peer-to-peer learning

Research indicates that social entrepreneurs learn faster and better when they learn from one another. The SESP learning model considers peer learning component. Collaborative learning may emerge as a resulting of the mix of ideas that benefits the whole.

A peer group connects managers of social enterprises who share similar issues through the processes of confirmation, collaboration, confidentiality, and connections

- (1) Confirmation: A peer group serves as an informal board of social enterprise managers who listen, advice, and validate managers' experiences. Besides obtaining new social business information, the managers' benefits range from decreased isolation to fresh social business strategies;
- (2) Collaboration: Joining a peer group widens the circle of contacts across diverse backgrounds and sectors. Social business alliances may be forged with other members. The participants of such groups commonly see increased revenues in their social businesses;
- (3) Confidentiality: Peer members trade solutions. They build strong bonds with other members and return to their respective work environments reenergized and revitalized and
- (4) Connections: Members of social entrepreneurial peer groups can develop strategic alliances and promote strategies for growing their social enterprise.

14

The basic content of the training modules

In each module you will find the following structure: **Entrance; Learning Objective; Estimated Time; Study Method; Introduction; Content development** (including exercises and questions for reflection...); **Case study based on a social enterprise; Summary of key points; References / Further Reading; Glossary; Annexes.**

The exercises and questions to answer will help learner to process the content and check his/her understanding of the available matter. The answers to these questions will not be part of the assessment of the modules, so learner can decide if want to complete or not this exercises and/or questions.

Each module is completed by a **case study** in which the learner uses the theory (and insight) to resolve the described problem. This way, learner proves the competency reached. The result of these **cases** will be assessed by the mentor.

Learner will complete his/her own learning pathway in an independent way. If learner run into a difficult part in the content or get stuck in another way, peer learners and the mentor can help on answering the learning questions, for instance by a forum. Learner can also send the question or request in a direct message to any of the available contacts. Learners can also meet with mentors *offline*, namely at the meetings. These meetings will provide learners with knowledge, insight and networking opportunities.

The main topics are explained in the following table. In the first column you will find the module name and number and in the second column, the units with a short description.

Table 1: Short description of the modules and units of the SESP course

Module 1 Social Entrepreneurship and Strategic Analysis	Unit 1: Introduction Introduction to SESP training programme: Orientation and Group Building	Unit 1: The concept of SESP is explained. The schedule and the corresponding modules are presented. The peer network and the mentors are introduced. The platform and its user interface is demonstrated in detail.. The learning contracts are established
	Unit 2: Social Entrepreneurship and Strategic Analysis ✓ What is Social Entrepreneurship ✓ Role of Social Entrepreneurship ✓ Analysis of the Environment ✓ Analysis of the Company ✓ Benchmarking Social economy in EU: importance and policies General policy of the social enterprise <i>Successful EU social enterprise: case study</i>	SZREDA To be done after having the first draft of the modules
Module 2 Social Enterprises' Management and Strategy Formulation	Unit 3: Evaluating your resources/strategic diagnosis ✓ Specific Management in Social Enterprises ✓ The External Environment: SWOT Analyses: Customers; Technology, Suppliers , Synercies; Competition/networks; Labour market; ✓ The Internal Environment:	SZREDA To be done after having the first draft of the modules

	<p> Business (operations) structure; SE resources; Skills and Knowledge; Motivation and Leadership Styles; <i>Successful EU social enterprise: case study</i> </p> <p> Unit 4 Formulation of Strategy ✓ Introduction to Business Strategy ✓ Elements of Strategic Management ✓ Formulation and Evolution of the Strategy ✓ Types and Models of Strategies ✓ Business Development ✓ Evolution of Business Development </p>	
<p> Module 3 Social Enterprises' Marketing </p>	<p> Unit 5: Defining Social Marketing, Marketing of products, services and causes </p> <p> Traditional marketing vs Social marketing Designing your marketing strategy Knowing your competitive advantages Community development approach to Social enterprise' marketing Understanding your market 4 p's - perfect starting point for marketing success Positioning Developing your message. Media mix </p> <p> <i>Social enterprise marketing: case study</i> </p>	<p> SAMARITANS </p> <p> To be done after having the first draft of the modules </p>
<p>Module 4</p>	<p>Unit 6: Human Resources Management</p>	<p>AidLearn</p>

<p>Social Enterprises' Human Resources Management</p>	<p>Key concepts for human resources management Remarks on the demand for lifelong learning Corporate strategy; working conditions conducive to learning Basic aspects of an assessment of demand</p> <p>Unit 7: Diagnosing learning needs Assessing the vocational training situation in a social enterprise Assessing individual transversal competencies Determination of further training needs Implementation of simplified workplace analysis Methods for vocational training Objectives for competencies development Skills assessment tools Strategy development and personnel planning Planning vocational training based on identified learning needs</p> <p><i>Assessment of training needs in a social enterprise: case study</i></p>	<p>To be done after having the first draft of the modules</p>
--------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------

<p>Module 5 Leadership, Creativity and Innovation in Social Enterprises</p>	<p>Unit 8: Creativity and Innovation approaches in Social Entrepreneurship. Business Leadership</p> <p>Creativity approach in providing products and services of a social enterprise. Competitive advantages. Social enterprise and social innovation approaches</p>	<p>SAMARITANS</p> <p>To be done after having the first draft of the modules</p>
------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------

	<p>Community development approach to Social Entrepreneurship Business Leadership and management Innovative social enterprise: case for reflection</p> <p><i>Innovative EU social enterprise: case study</i></p>	
<p>Module 6 Go green!</p>	<p>Unit 9: What is a green business</p> <p>Building a Green enterprise Operating green company: thinking and practices Green marketing and branding</p> <p><i>Green social enterprise: case for reflection</i></p>	<p>SARETAS</p> <p>To be done after having the first draft of the modules</p>
<p>Module 7 Social Enterprises' Management and Implementation of Strategy</p>	<p>Unit 10 - Strategy Implementation Implementation of Company Strategy Functional Rules/Policies Process Management Risk Management Crisis Management Change Management Innovation Policy and Management</p> <p>Unit 11 - Control and Quality Assurance Total Quality Management Continuous Improvement Process</p> <p><i>Social business plan and strategy: Case study</i></p>	<p>MERIG</p> <p>To be done after having the first draft of the modules</p>

Course duration

The average time needed for learners is calculated 63 hours (55 learning and 8 mentoring) and approximately 7 weeks (5 learning and 2 mentoring) for 5/6 learners (managers of social enterprises from different sectors of activity). The most probable it is that no learner will participate in all training units and that the amount of hours needed for the units is most probably smaller.

Most of the work on planning the strategy can be done all along the learning process, namely at the seminars. Nonetheless it is advisable for the managers to plan in some additional hours for further reading and also for their own strategy development. Usually the workload of the course should be manageable using Friday afternoon and/or Saturday.

Working schedule and responsibilities

<i>Activities</i>	<i>Partner</i>	<i>Date</i>
<i>Content development</i>	<i>All</i>	<i>31 October 12</i>
<i>Finalisation of the English version of the curriculum</i>	<i>SZREDA</i>	<i>30 Nov. 12</i>
<i>Translation</i>	<i>All</i>	<i>April-June 13</i>
<i>Deliverable nº 3: Learning Model</i>	<i>AidLearn</i>	<i>May-July 13</i>
<i>Deliverable nº 4. Curriculum and Content (Final versions, after piloting)</i>		

<i>Modules</i>	<i>Units</i>	<i>Partner</i>
Module 1: Social Entrepreneurship and Strategic Analysis	<i>Unit 1</i>	<i>SZREDA</i>
	<i>Unit 2</i>	<i>SZREDA</i>
Module 2: Social Enterprises Management and Strategy Formulation	<i>Unit 3</i>	<i>SZREDA</i>
	<i>Unit 4</i>	<i>SZREDA</i>
Module 3: Social Enterprises Marketing	<i>Unit 5</i>	<i>Samaritans</i>
Module 4: Social Enterprises Human Resources Management	<i>Unit 6</i>	<i>Aidlearn</i>
	<i>Unit 7</i>	<i>AidLearn</i>
Module 5: Leadership, Creativity and Innovation in Social Enterprises	<i>Unit 8</i>	<i>Samaritans</i>
Module 6: Go green!	<i>Unit 9</i>	<i>SARETAS</i>
Module 7: Social Enterprises Management and Implementation of Strategy	<i>Unit 10</i>	<i>MERIG</i>
	<i>Unit 11</i>	<i>MERIG</i>

21

ANNEX A: Learning Contract



Name (participant) _____

E-mail: _____ Mobile: _____

Name (Mentor): _____

E-mail: _____ Mobile: _____

Name (Learning Institute): _____

My Goal/Objective:

What I will do to meet this objective:

23

What do I need (from learning institute/mentor/peer learners):

Subjects/modules I will follow:

(First) ideas for the Final Project:

My SESP programme is ready before ((DD)-(MM)-(YYYY) _____ / _____ / _____

(My signature)

(Tutor's signature)

Date: _____ / _____ / _____