YouthProAktiv

Co-funded by the European Union

AI-Enhanced Social Entrepreneurship

A Modular Curriculum and Toolkit for Youth Workers

2026

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1. About this Toolkit

- Why this toolkit?

Artificial intelligence is increasingly influencing how ideas are generated, information is accessed, content is created and work is organised. In entrepreneurship education, AI tools can support brainstorming, research, business planning, communication and the development of new products or services.

For youth workers, these developments create both opportunities and responsibilities. AI can make entrepreneurial learning more interactive, accessible and creative. It can help young people explore social challenges, compare possible solutions, formulate questions, organise information and develop initial project ideas. However, AI-generated outputs may also contain inaccurate information, reproduce bias, overlook local realities or create risks related to privacy, transparency and intellectual property.

Youth workers therefore need more than a list of digital tools. They need practical educational methodologies that help them integrate AI into youth entrepreneurship activities in a critical, responsible and inclusive way.

This toolkit has been developed to meet that need. It supports youth workers in facilitating social-entrepreneurship learning in which AI is used as a resource for creativity, research, analysis and planning, while young people retain ownership of their ideas and decisions.

The toolkit follows the main stages of social-enterprise development:

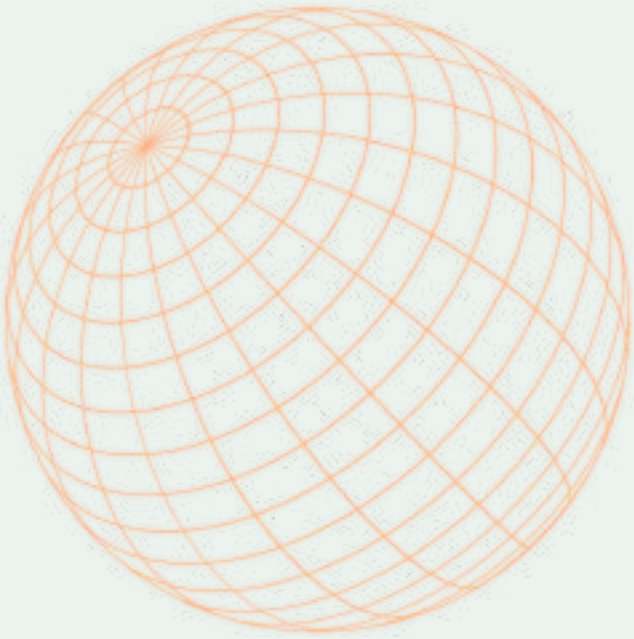
- identifying a social or community challenge;
- generating and selecting possible solutions;
- understanding customers, users and beneficiaries;
- defining a value proposition;
- researching the market and validating assumptions;
- developing a business and impact model;
- planning communication, operations and resources;
- preparing an implementation roadmap and final pitch.

Artificial intelligence is integrated throughout this pathway as a supporting tool rather than treated as a separate technical subject.

Who is the toolkit for?

The toolkit is designed primarily for:

- youth workers
- youth trainers
- facilitators
- mentors
- educators working in non-formal learning
- staff and volunteers of youth organisations
- professionals supporting youth entrepreneurship, employability or social innovation



Advanced technical knowledge of artificial intelligence is not required. The resource introduces key AI concepts in accessible language and provides practical guidance that youth workers can adapt to their level of experience.

The activities are intended to be facilitated with young people interested in entrepreneurship, social innovation, community action or the development of their digital and entrepreneurial competences. They can also be used with participants who have not yet decided whether they want to create a formal enterprise.

The resulting ideas may take different forms, including:



The toolkit is particularly attentive to the participation of young people with fewer opportunities. Facilitators are encouraged to consider differences in access to digital devices, internet connectivity, language, accessibility and previous experience with AI.

Participation should not depend on owning a personal device, paying for a digital subscription or already possessing advanced digital skills. For this reason, the activities can be adapted for group work, low-connectivity environments and, where necessary, delivery without AI tools.

- ## What does the toolkit provide?

The toolkit offers a modular learning pathway through which youth workers can support young people in developing a social-enterprise idea from its initial conception to a practical action plan.

It is organised into four modules:

Module 1: AI Basics, Ethics and Responsible Use
Youth workers introduce essential AI concepts and facilitate reflection on bias, privacy, misinformation, transparency and human oversight.

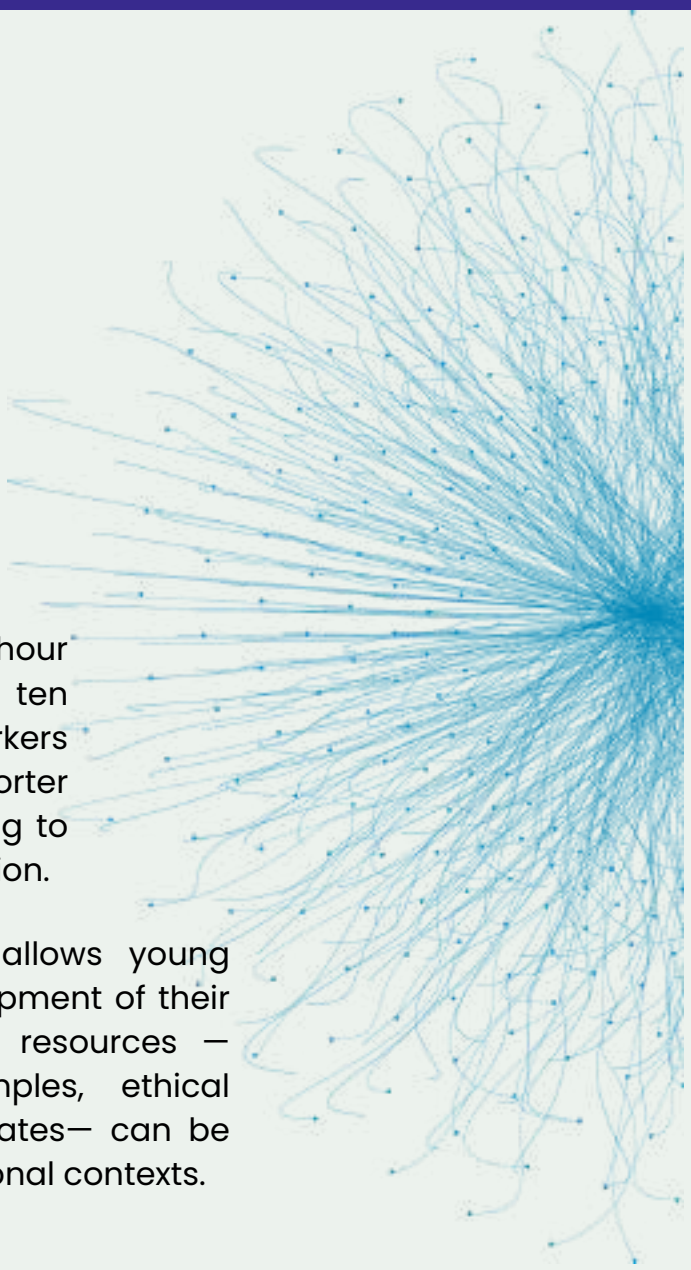
Module 2: AI-Supported Idea Development and Value Proposition
Participants explore social challenges, generate possible solutions, identify customers and beneficiaries, and develop an initial value proposition.

Module 3: AI for Social Entrepreneurship and Impact
Participants define the social purpose of their initiative, identify stakeholders, examine inclusion and accessibility, and develop an initial impact model.

Module 4: AI for Market Research and Business Planning
Participants investigate their market, test assumptions, develop a business model and prepare their communication, operations, funding, team structure and implementation roadmap.

Each module provides youth workers with:

- learning outcomes
- accessible thematic content
- practical non-formal education activities
- step-by-step facilitation guidance
- suggested AI applications and prompts
- questions for challenging AI-generated outputs
- ethical and inclusion considerations
- reflection and assessment suggestions
- options for adapting the activities



The full curriculum can be delivered as a 40-hour learning programme, with approximately ten hours dedicated to each module. Youth workers can also select individual modules, shorter workshops or standalone activities according to the needs of their participants and organisation.

An accompanying participant workbook allows young people to document the progressive development of their social-enterprise idea. Additional editable resources — including activity sheets, prompt examples, ethical checklists and venture-development templates— can be adapted to different national and organisational contexts.

The role of the youth worker

The youth worker plays a central role throughout the learning process.
The facilitator is not expected to provide every answer or make entrepreneurial decisions for participants. Instead, the youth worker creates the conditions in which young people can explore, experiment, collaborate and reflect.

When AI tools are used, the youth worker supports participants to:

- formulate clear and purposeful instructions
- question the first answer generated
- identify missing or excluded perspectives
- distinguish evidence from assumptions
- verify important information
- recognise possible bias or misinformation
- protect personal and confidential data
- decide what should be accepted, modified or rejected
- reflect on whether AI added genuine value to the task

The youth worker should also ensure that digital tools do not dominate the learning process. Direct discussion, teamwork, observation, interviews and engagement with real stakeholders remain essential elements of entrepreneurship education.

AI-generated customer profiles, for example, may help participants formulate initial assumptions, but they cannot replace conversations with actual customers or beneficiaries. Similarly, AI may suggest possible market trends or funding sources, but this information must be checked against reliable and current sources.

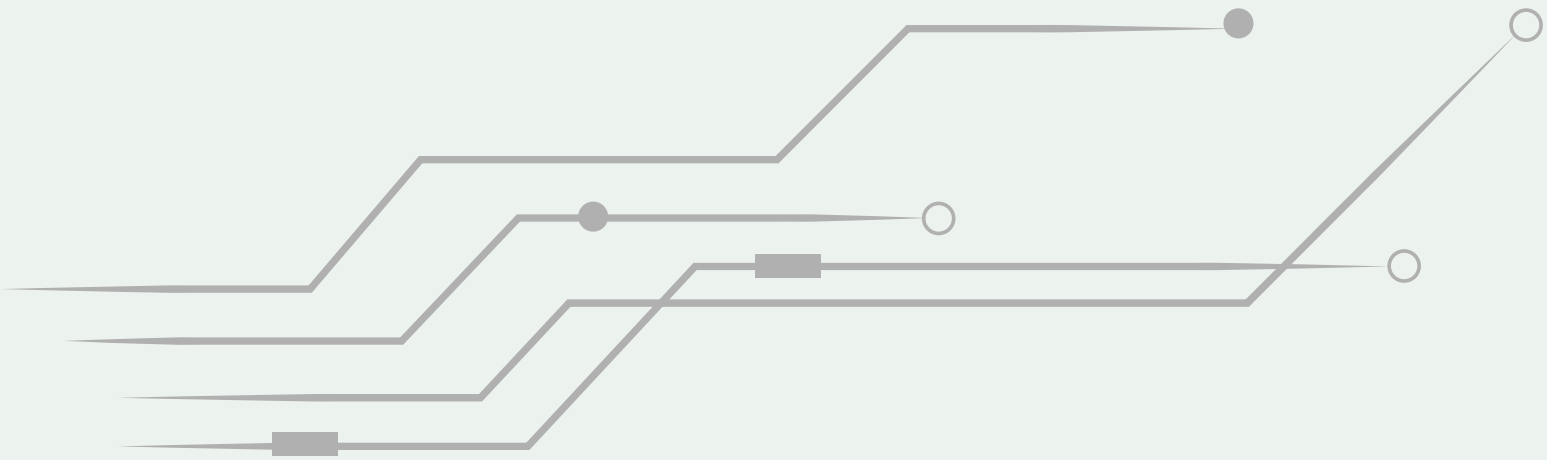
- Core educational principle

The toolkit is guided by one central principle:

Artificial intelligence can support creativity, research and planning, but social entrepreneurship education must remain human-led, critical, inclusive and connected to real community needs.

AI should not develop a venture on behalf of a young person. It should help young people explore possibilities, organise their thinking, test assumptions and improve their work.

The final responsibility for interpreting information, making decisions and defining the direction of an initiative remains with the participants. The youth worker's role is to ensure that this process is educationally meaningful, ethically responsible and genuinely youth-led.



2. How to use this Toolkit

This toolkit is designed to be flexible. Youth workers can use the complete learning pathway, select individual modules, or integrate specific activities into existing youth work, entrepreneurship, employability or social innovation programmes.

The four modules follow a logical progression, but the toolkit does not need to be delivered in exactly the same way with every group. Facilitators are encouraged to adapt the learning journey to participants' needs, previous experience, available time and local context.

- Choose your learning pathway

The toolkit can be used through three main pathways:

Full Pathway
All four modules are delivered as a complete learning programme of approximately 40 hours

Module Pathway
One or more complete modules are selected according to the needs and interests of the group

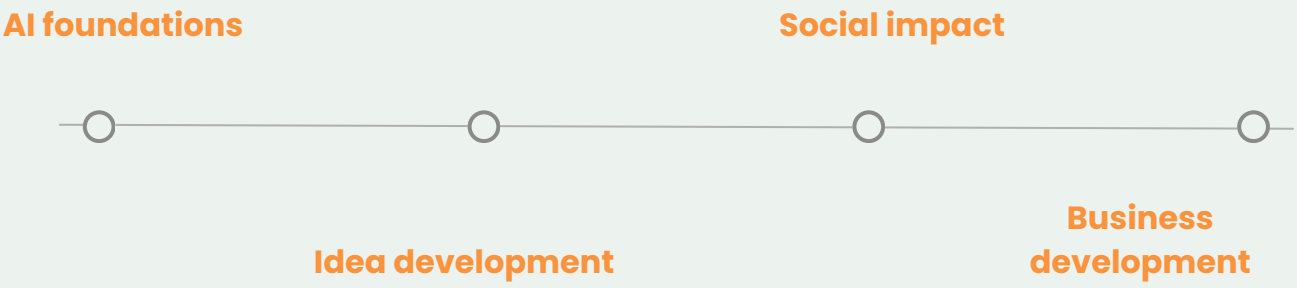
Activity Pathway
Individual activities are integrated into existing youth work or entrepreneurship programmes

FULL PATHWAY

The complete pathway takes participants through the development of a social-enterprise idea while progressively introducing different ways of using AI to support the process.

MODULE	FOCUS	SUGGESTED DURATION
Module 1	AI Basics, Ethics and Responsible Use	10 hours
Module 2	AI-Supported Idea Development and Value Proposition	10 hours
Module 3	AI for Social Entrepreneurship and Impact	10 hours
Module 4	AI for Market Research and Business Planning	10 hours
Total		40 hours

The pathway follows a simple progression:



The suggested duration is indicative. A ten-hour module does not need to be delivered as one continuous session. Youth workers can divide the content into shorter workshops, training days, online sessions, face-to-face activities or periods of independent project work.

When the full pathway is followed, it is recommended to deliver the modules in order. Each module builds on concepts and outputs developed previously.

MODULE PATHWAY

Individual modules can also function independently. For example, a youth worker may use:

MODULE 1

As part of a digital literacy programme

MODULE 2

Within an entrepreneurship incubator

MODULE 3

Within a social innovation or community-action programme

MODULE 4

Within business planning, employability or project-development training

When a module is delivered independently, facilitators may need to provide participants with some additional context or adapt activities that refer to work completed in previous modules.

ACTIVITY PATHWAY

Individual activities can be selected and incorporated into existing programmes.
This approach may be particularly useful when a youth worker wants to introduce one specific dimension of AI-supported entrepreneurship, such as idea generation, market research, social impact, responsible AI use or pitch preparation, without delivering an entire module.

Participants may develop their projects individually or in small teams. Team-based work can support peer learning and allow young people to bring different experiences and perspectives into the entrepreneurial process, while individual work may be more appropriate for participants who already have a personal venture idea.

- How the modules and activities work

Each module follows the same general structure so that youth workers can quickly understand how to navigate and facilitate the material.

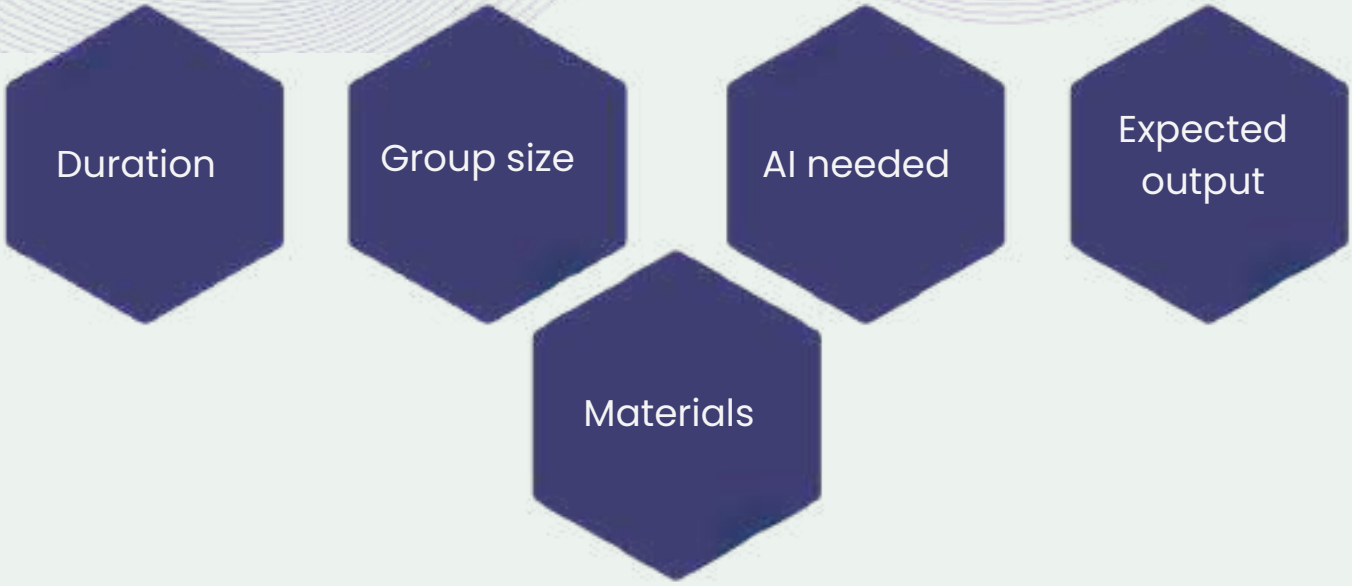
Modules include:

- a short introduction to the topic
- learning outcomes
- essential concepts for the youth worker
- a suggested learning sequence
- practical non-formal education activities
- reflection and assessment
- guidance for adaptation

The theoretical content is intentionally concise. Its purpose is to provide youth workers with enough background to facilitate the activities confidently rather than to offer an exhaustive introduction to artificial intelligence or entrepreneurship.

Activity format

Activities are designed to be practical and easy to navigate. At the beginning of each activity, a short information strip identifies:



The activity itself follows a simple and consistent structure:

Element	What you will find
Purpose	What participants are expected to explore, practise or produce
How to run it	Clear, concise steps for facilitating the activity
Reflect	Questions to help participants discuss the experience, identify learning and connect it to their entrepreneurial project
Facilitator note	Additional guidance when attention is needed around AI limitations, verification, inclusion, privacy or adaptation

Sample AI prompts are included directly within the activity when useful. They are intended as starting points rather than fixed instructions. Youth workers should encourage participants to adapt prompts, experiment with different formulations and compare the results they receive.

Not every activity requires AI. Some deliberately combine AI-supported work with discussion, interviews, observation or other non-digital methods so participants can compare different sources of information and ways of thinking.

- Building a social venture throughout the Toolkit

The activities are connected through an accompanying Social Venture Workbook.
Rather than completing a series of unrelated exercises, participants progressively develop one social-enterprise concept throughout the learning pathway. The workbook allows them to record their ideas, research, decisions and reflections as the project evolves.

The process can be visualised as follows:

MODULE 2 — FROM CHALLENGE TO IDEA

Social challenge → Problem analysis → Stakeholders → Possible solutions → Value proposition

Participants identify a challenge they want to address, explore who is affected, generate possible entrepreneurial responses and define the value their proposed initiative could create.

MODULE 3 — FROM IDEA TO SOCIAL IMPACT

Social mission → Beneficiaries → Impact pathway → Inclusion → Indicators

Participants examine the social purpose of their initiative, consider who may benefit or be excluded and identify how they could assess whether the venture is creating meaningful change.

MODULE 4 — FROM CONCEPT TO ACTION

Market research → Business model → Communication → Operations → Funding → Team → Action plan

Participants explore the practical viability of their idea and progressively transform it into a more structured entrepreneurial proposal.

By the end of the full pathway, the workbook provides the basis for a coherent social venture plan and final presentation.

AI can support different stages of this process, but participants should document and reflect on how it has influenced their work. The objective is not to produce an AI-generated venture plan, but to use AI selectively while maintaining human judgement, real-world validation and participant ownership.

- Before you start

Before facilitating a module or activity, youth workers should complete a few basic preparation steps:

- select activities and timing according to the needs of the group
- test any AI tools that will be used and check access requirements
- prepare the relevant workbook pages or templates
- consider language, accessibility and digital access needs
- prepare an alternative approach where AI use may not be possible or appropriate

AI tools can change quickly. Features, pricing, registration requirements and availability may be different from when this toolkit was developed. Facilitators should therefore test tools shortly before using them with participants.

Specific platforms included in the toolkit should be understood as examples rather than requirements. A tool may be replaced with another service that performs a similar function.
When selecting an AI tool, youth workers should consider whether it is:

- relevant to the learning objective
- easy enough for the group to use
- accessible on available devices
- affordable or freely available
- appropriate for the participants' digital confidence
- suitable from a privacy and data-protection perspective

The most advanced tool is not necessarily the most appropriate educational tool.

AI should be used when it contributes meaningfully to the learning process. If discussion, observation, direct research, teamwork or another method would achieve the objective more effectively, AI may not be necessary. It should also be avoided when its use would create unnecessary privacy risks or prevent participants from taking part on equal terms.

Whenever possible, youth workers should ensure that the learning objective can still be achieved if a particular platform becomes unavailable or participants cannot access it.

Adapt the Toolkit to your context

The toolkit is intended to be adapted. Youth workers know their participants, organisations and communities best. They are therefore encouraged to modify the material according to the context in which it is delivered.

Possible adaptations include:

- changing the duration of activities
- adjusting group size
- simplifying or expanding exercises
- translating materials
- replacing examples with locally relevant ones

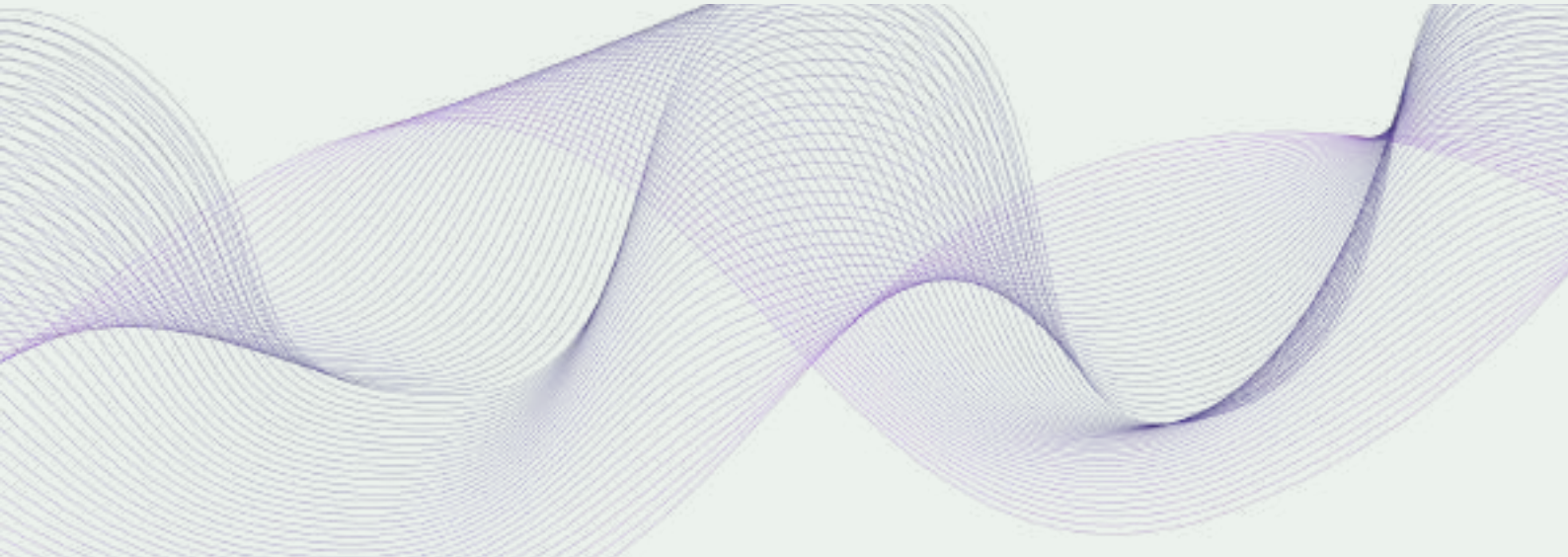
- selecting different AI tools
- using national or local entrepreneurship examples
- adapting activities for online or blended delivery
- modifying worksheets to meet accessibility needs

Facilitators may also adapt the level of complexity. A group encountering entrepreneurship for the first time may require more time for basic concepts, while participants who already have a venture idea may benefit from spending more time on validation, impact or business planning.

The tools and format may change, but several principles should remain consistent throughout the learning process:

- young people retain ownership of their ideas and decisions
- AI-generated outputs are questioned rather than automatically accepted
- important information is checked against reliable sources
- personal, confidential and sensitive information is protected
- participation remains accessible and inclusive
- AI simulations do not replace engagement with real people and communities
- the use of technology serves the learning objective rather than becoming the objective itself

The toolkit should therefore be treated as a **flexible facilitation resource rather than a fixed training script.** Youth workers are encouraged to select, combine and adapt its elements while preserving its central approach: using artificial intelligence purposefully and responsibly to strengthen, rather than replace, the human process of learning and social entrepreneurship.



3. Educational Approach and Responsible AI

This toolkit combines non-formal education, social entrepreneurship and responsible AI use. Its methodology is based on active participation, experimentation and reflection rather than on transferring large amounts of theoretical knowledge.

Youth workers are encouraged to create learning environments in which young people can explore real challenges, test ideas, question assumptions and progressively develop their own entrepreneurial responses. Artificial intelligence can support this process, but it should never replace discussion, creativity, critical thinking or contact with real people and communities.

- Learning by doing

Social entrepreneurship is best understood through practice. For this reason, the toolkit follows a learning-by-doing approach in which participants develop a social venture concept while acquiring new knowledge and competences.

The educational approach combines several principles:

Non-formal education, with participation, dialogue and learner ownership at its centre
Experiential learning, allowing participants to learn from action, experimentation and reflection
Project-based learning, connecting activities to the progressive development of a real venture idea
Peer learning, encouraging participants to exchange experiences and challenge one another's perspectives
Reflection, helping participants recognise what they have learned and how their thinking has changed

The **youth worker acts primarily as a facilitator** of the learning process. This means creating opportunities for participants to explore, make choices, test ideas and learn from both successful and unsuccessful attempts.

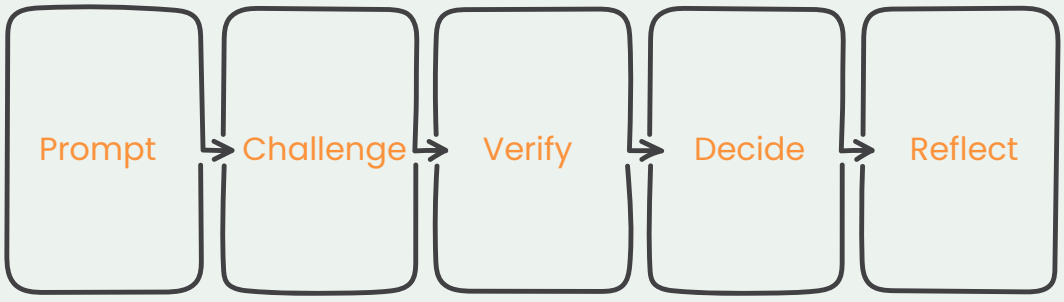
The facilitator does not need to provide every answer. Instead, their role is to ask useful questions, introduce appropriate methods, support critical discussion and help participants connect their learning to real social and entrepreneurial contexts.

This is particularly important when AI is involved. An AI-generated answer can easily appear complete or authoritative, which may discourage further thinking. Youth workers should therefore encourage participants to treat AI outputs as material to work with rather than conclusions to accept.

Throughout the toolkit, the emphasis remains on what participants discover, question, decide and create, not simply on what a digital tool can generate for them.

- ## The AI learning method

To support critical and purposeful AI use, the toolkit applies the same five-step method across all modules:



This process encourages participants to move beyond simply asking an AI tool for an answer. Instead, they learn to interact with AI critically and to remain responsible for how its outputs are interpreted and used.

STEP	WHAT IT MEANS	FACILITATOR FOCUS
Prompt	Give the AI enough context, purpose and constraints to produce a relevant response	Help participants explain what they need and why
Challenge	Question the first output by looking for weaknesses, alternatives, assumptions or missing perspectives	Encourage participants not to accept the first response automatically
Verify	Check important information using reliable sources, real stakeholders or additional evidence	Ask participants how they know the information is trustworthy
Decide	Accept, adapt or reject the AI-generated suggestions	Keep decision-making in the hands of participants
Reflect	Consider how AI influenced the task and whether its use was useful and responsible	Connect the experience to learning and future practice

PROMPT

Useful AI interaction begins with a clear purpose. Participants should be encouraged to provide enough context for the tool to understand the task. Depending on the activity, this may include information about:

- the problem being explored
- the target group
- the local context
- the intended objective
- relevant constraints
- the type of output required

A stronger prompt can produce a more useful result, but better prompting should not be confused with better judgement. Even a well-formulated prompt can generate inaccurate or inappropriate information.

CHALLENGE

The first AI-generated response should rarely be treated as the final one. Participants can challenge an output by asking questions such as:

- What assumptions are being made?
- What could be missing?
- Who might disagree with this?
- Which groups or perspectives have not been considered?
- What are the weaknesses of this proposal?
- What alternative approaches are possible?

This step is particularly valuable in entrepreneurship because ideas often improve when their assumptions are questioned.

VERIFY

AI-generated information may be incorrect, outdated or unsupported. Important claims should therefore be verified before they influence an entrepreneurial decision. Verification can involve:

- consulting reliable sources
- checking official information
- conducting interviews or surveys
- speaking with potential customers or beneficiaries
- comparing several sources
- seeking professional expertise when necessary

Participants should learn to distinguish between an AI-generated hypothesis and evidence.

DECIDE

AI can make suggestions, but participants remain responsible for deciding what to do with them. They may:

- accept a useful suggestion
- adapt it to their context
- combine it with another idea
- investigate it further
- reject it completely

The ability to reject an AI recommendation is as important as the ability to use one.

REFLECT

Reflection turns experimentation into learning. After an AI-supported activity, youth workers should invite participants to consider how the tool affected the process and whether it genuinely improved their work.

The repeated use of this five-step method throughout the curriculum helps participants develop a habit of critical AI use rather than passive reliance on generated outputs.

- Responsible AI in youth work

Artificial intelligence can support creativity and learning, but it also introduces risks that youth workers need to recognise and manage.

Responsible AI use does not require facilitators to become specialists in technology or AI regulation. It does require them to create learning conditions in which participants understand that AI systems have limitations and that their outputs require human judgement.

POTENTIAL RISK	WHAT THE YOUTH WORKER SHOULD ENCOURAGE
Inaccurate or invented information	Verify important claims before using them in research, planning or decision-making
Bias and stereotypes	Question whose perspectives are represented and whose may be missing
Privacy risks	Avoid entering personal, confidential or sensitive information into public AI systems
Over-reliance on AI	Ask participants to explain their reasoning and defend their own decisions

Lack of transparency	Encourage participants to recognise when AI has played a significant role in creating an output
Copyright and ownership concerns	Check whether generated or adapted material can be used appropriately
Outdated information	Confirm current information through reliable and, where appropriate, official sources
False confidence	Remind participants that a convincing response is not necessarily a correct one

Accuracy and hallucinations

Generative AI systems can produce information that is incorrect while presenting it confidently. They may also invent statistics, references, organisations, funding opportunities or other details.

Youth workers should therefore encourage participants to ask:
How could we verify this?

The more important the information is to the venture, the stronger the verification should be.

For example, an AI-generated suggestion for a brainstorming activity may require little verification. A claim about market size, legal requirements or available funding requires considerably more.

Bias and discrimination

AI systems learn from large amounts of existing data. As a result, their outputs can reproduce stereotypes, inequalities and dominant perspectives.

Participants should be encouraged to examine whether AI-generated recommendations:

- make assumptions about particular groups
- overlook people with different needs or experiences
- rely on stereotypes
- treat one cultural or geographic context as universal
- create barriers to inclusion

A useful facilitator question is: Who might be missing from this answer?

Privacy and personal data

Participants should not enter unnecessary personal, confidential or sensitive information into publicly available AI systems. This is particularly important when working with:

- information about beneficiaries
- personal stories
- contact details
- health or financial information
- confidential organisational information
- unpublished business ideas containing sensitive details

Where real information is not necessary for the learning objective, facilitators can encourage participants to use fictionalised or anonymised examples.

Transparency

Participants should understand when AI has meaningfully contributed to an output. Transparency does not mean documenting every minor use of an AI tool. It means avoiding the presentation of AI-generated work as entirely human-produced when AI has played a significant role in the process. This is particularly relevant for:

- research summaries
- written plans

- presentations
- visual materials
- communication content

Human oversight

AI should not make important entrepreneurial decisions for participants. This includes decisions about:

- which community problem is worth addressing
- which people should be targeted
- whether evidence is sufficient
- whether a solution is ethical
- whether a venture is inclusive
- what social impact should be prioritised

These decisions require human judgement, context and responsibility.

Inclusion and equal participation

AI-supported learning should not create new barriers to participation. Young people may differ significantly in their access to technology, previous digital experience, language skills and confidence using AI tools. Some may have used generative AI extensively, while others may be encountering it for the first time.

Youth workers should therefore avoid designing activities around the assumption that every participant has:

- a personal laptop or smartphone
- a stable internet connection
- an individual AI account
- access to paid features
- advanced digital skills
- confidence working in English

The core principle is simple:

No participant should be excluded from a learning activity because they cannot access or confidently use a particular AI tool.

Facilitators can support equal participation by:

- organising participants in pairs or small groups
- demonstrating tools collectively when individual access is limited
- offering non-digital alternatives where possible
- using clear and accessible language
- allowing additional time for participants with lower digital confidence
- adapting examples to different cultural and linguistic contexts
- choosing tools that are accessible on commonly available devices
- AI-generated information should also be considered from an inclusion perspective. A tool may perform differently depending on the language used or provide much more detailed information about some countries and communities than others.

Participants should be encouraged to recognise these limitations rather than assuming that the same tool will represent every context equally well.

- **Reflection and human judgement**

Reflection is an essential part of the toolkit because responsible AI use involves more than learning how to operate a tool.

Youth workers should help participants reflect regularly on how AI influenced their entrepreneurial thinking. Depending on the activity, facilitators can use questions such as:

- What did AI help us do?
- What did it fail to understand?
- Which assumptions did we notice?
- What information did we need to verify?
- What did we change or reject?
- What did another person contribute that AI could not?
- Did AI make the process better, faster or simply different?
- Would we use AI for this task again?

Participants do not need to answer every question after every activity. Youth workers can select the questions that best fit the learning objective and available time.

For longer programmes, participants can also use an AI Use Log to record how AI contributed to different stages of their venture. This can help them recognise patterns in their own use of technology and reflect on when AI was helpful, when it was misleading and when another approach worked better.

The objective of the toolkit is therefore not to measure how many AI tools participants can use or how quickly they can generate content.

The aim is to strengthen their capacity to make **informed, critical and responsible entrepreneurial decisions**, with artificial intelligence serving as one possible source of support.

4. Module 1 — AI Basics, Ethics and Responsible Use

Artificial intelligence can support many stages of entrepreneurship, from exploring ideas to organising information, preparing communication materials or testing different scenarios. Before young people begin using these tools in venture development, however, they need a basic understanding of what AI can do, where its limitations lie and how to use it responsibly.

This module gives youth workers a practical starting point for building that foundation. It is not intended as a technical introduction to artificial intelligence. Instead, participants learn through discussion, experimentation and reflection, developing habits they will apply throughout the rest of the toolkit.

- Module at a glance

MODULE 1	AI BASICS, ETHICS AND RESPONSIBLE USE
Purpose	Build the basic AI literacy participants need to use AI critically and responsibly throughout the entrepreneurial process
Suggested duration	10 hours
Previous knowledge required	None
Main outputs	Responsible AI Charter and first AI Use Log entry
Connection to the venture	Establishes the principles participants will apply when using AI for ideation, research, impact planning and business development

Learning outcomes

By the end of the module, participants should be able to:

- explain artificial intelligence and generative AI in simple terms
- recognise common uses of AI in everyday life and entrepreneurship
- identify important limitations of AI-generated information
- formulate clearer and more purposeful prompts
- recognise risks related to misinformation, bias and privacy
- decide when AI can support an entrepreneurial task and when another method may be more appropriate
- apply basic responsible AI principles in future activities

- What the youth worker needs to know

AI and generative AI

Artificial intelligence refers broadly to digital systems designed to perform tasks such as recognising patterns, analysing information, making predictions or generating content.

Young people may already interact with AI through:

- recommendation systems
- translation tools
- search and navigation services
- social media
- automated customer support
- image and voice recognition
- content-generation tools

Generative AI is a form of AI that can produce new content in response to instructions. Depending on the tool, this may include text, images, audio, video, presentations or other materials.

A user typically interacts with generative AI through a prompt, meaning the instruction, question or context provided to the system.

The quality of the prompt can influence the usefulness of the response, but an important principle should be made clear from the beginning:

A well-written prompt can improve an answer, but it cannot guarantee that the answer is accurate, fair or appropriate.

AI as support for entrepreneurship

AI can assist entrepreneurs in different ways. It can help them generate alternatives, structure questions, organise information, develop drafts or reflect on possible weaknesses.

ENTREPRENEURIAL TASK	POSSIBLE AI CONTRIBUTION
Exploring a challenge	Suggest questions, possible causes or perspectives
Generating ideas	Produce alternatives and variations
Research preparation	Help formulate questions or organise topics to investigate
Analysing information	Summarise material or identify recurring themes
Business planning	Help structure assumptions and preliminary scenarios
Communication	Support drafting, editing and initial content development
Reflection	Critique an idea and suggest possible weaknesses

AI should therefore be presented as a supporting resource, not as a source of automatic answers. An AI-generated response is not automatically:

- evidence
- verified research
- professional advice
- representative of a community
- a final entrepreneurial decision

AI does not automatically understand context

This is particularly important in social entrepreneurship. AI may produce responses that sound plausible while lacking knowledge of:

- local realities
- lived experiences
- cultural context
- recent developments
- economic constraints
- accessibility needs
- relationships within a community

For example, an AI tool might suggest why a particular group of young people does not use an existing service. That may help participants identify questions worth exploring, but it does not replace speaking with the people concerned.

A useful principle for the youth worker is:

AI can help generate hypotheses. Real-world engagement helps test them.

Practising critical AI use

Throughout the module, participants begin applying the five-step method introduced earlier:

Prompt → Challenge → Verify → Decide → Reflect

The activities below are designed to help young people practise these steps gradually rather than learning them only as theory.

- Learning journey

Activity 1 — Where Is the AI?

Duration — 60–75 min
Group size — Any size
Materials — Sticky notes or cards, board or flipchart
AI needed — No
Expected output — Group map of everyday AI uses

Purpose: Help participants recognise where AI may already appear in everyday life and connect these examples to possible entrepreneurial uses.

How to run it

1. Ask participants to think about digital tools and services they have used during the previous day.
2. Each example is written on a card or sticky note.
3. Create three areas: AI probably involved, AI probably not involved, and not sure.
4. Participants place their examples and explain their choices.
5. Discuss several cases together and ask how similar forms of AI might appear in entrepreneurship.
6. Conclude by asking participants where AI could be useful in a young entrepreneur's work.

Reflect

- Which uses of AI surprised you?
- Where might we use AI without noticing it?
- Which applications could support entrepreneurial work?

Facilitator note: Participants do not need to classify every example correctly. The purpose is to build awareness and curiosity, not to test technical knowledge.

Activity 2 — Human, AI or both?

Duration — 75–90 min
Group size — Small groups
Materials — Task cards and three signs
AI needed — No
Expected output — Principles for deciding when AI should support a task

Purpose: Help participants distinguish between tasks that can benefit from AI support and those that require human judgement, responsibility or direct interaction.

How to run it

1. Prepare three areas labelled Human, AI and Both.
2. Present entrepreneurial tasks one at a time.
3. Participants move to the category that best represents how they think the task should be approached.
4. Ask people in different areas to explain their reasoning.
5. Use the discussion to distinguish between what AI can do and what it should influence.
6. Finish by asking groups to complete two statements: AI is useful when… and Human judgement is essential when…

Possible tasks include:

- generating several possible solutions
- drafting interview questions
- interviewing a beneficiary
- summarising research notes
- identifying competitors
- drafting a social-media caption
- choosing a team member
- deciding whether an idea is ethical
- rehearsing a pitch
- making the final decision about which venture to pursue

Reflect:

- Which tasks created the most disagreement?
- What can AI technically do but should not decide?
- Which tasks require real human contact?

Facilitator note: There is not always one correct category. The educational value comes from participants explaining why they would or would not delegate part of a task to AI.

Activity 3 — From weak prompt to useful prompt

Duration — 90 min
Group size — Pairs or small groups
Materials — Internet-connected device and selected AI tool
AI needed — Yes, if available
Expected output — Improved prompt and critical comparison of outputs

Purpose: Introduce participants to clearer prompting while reinforcing that good AI use also requires questioning and judgement.

How to run it:

1. Begin with a vague prompt such as: Give me a business idea.
2. Compare several outputs and ask participants what information the system was missing.
3. Introduce five useful elements for improving a prompt:

Element	Question
Context	What situation should the AI understand?
Objective	What are we trying to achieve?
Target group	Who is involved or affected?
Constraints	What limitations or conditions matter?
Output	What kind of response would be useful?

4. Groups rewrite the prompt using these elements.
5. Compare the new responses with the original ones.
6. Ask participants to challenge the result with questions about assumptions, weaknesses, missing perspectives or information requiring verification.

For example:

- What assumptions are you making about the target group?
- What could make these ideas fail?
- What would we need to verify before using this information?

Reflect:

- What improved when more context was added?
- Did a stronger prompt automatically produce a strong answer?
- Which part of the response still required human judgement?

Facilitator note: Avoid presenting prompting as a fixed formula. The goal is not to create technically perfect prompts, but to help participants communicate their purpose clearly and engage critically with the response.

Activity 4 — Can we trust this?

Duration — 2 hours
Group size — Small groups
Materials — Prepared case cards and verification sources
AI needed — Optional
Expected output — Group verification checklist

Purpose: Help participants recognise that convincing AI-generated information can still be inaccurate, outdated, biased or unsupported.

How to run it:

1. Divide participants into small groups and give each group a short AI-generated case.
2. Each case should contain a potential problem, for example:

- an unsupported statistic
- an invented or outdated funding opportunity
- a stereotypical customer profile
- a market conclusion without evidence
- outdated legal or programme information

3. Ask groups to analyse the response using four questions:

Question	What to examine
What looks convincing?	Why might someone trust this answer?
What creates doubt?	Which parts seem unsupported or questionable?
What needs verification?	Which claims could influence a real decision?
How could we check it?	Which sources or people would provide stronger evidence?

4. Where possible, participants verify one or more claims using reliable sources.
5. Groups present their findings.
6. Finish by developing a simple verification principle together.

A useful conclusion is: The more important a claim is to an entrepreneurial decision, the stronger the verification should be.

Reflect:
Why can incorrect AI-generated information be difficult to notice?
Which types of information deserve the strongest verification?
When is real stakeholder input more useful than AI-generated information?

Facilitator note: The cases should feel realistic rather than obviously incorrect. Participants learn more when they initially find an answer convincing and then discover why it needs to be questioned.

Activity 5 — Our responsible AI charter

Duration — 90 min
Group size — Whole group and small groups
Materials — Flipchart or shared document
AI needed — No
Expected output — Collective Responsible AI Charter

Purpose: Transform the learning from the module into a practical set of principles participants will apply throughout the rest of the entrepreneurial programme.

How to run it:

1. Invite participants to identify one useful role for AI, one limitation, one risk and one responsibility they discovered during the module.
2. Divide the group into smaller teams and assign themes such as:

- purposeful AI use
- checking information
- protecting people and data
- keeping important decisions human-led
- transparency

3. Each group proposes several practical principles.
4. Bring the proposals together and remove repetition.
5. Discuss unclear or disputed principles.
6. Agree on approximately 8–10 statements that form the final charter.
7. Keep the charter visible and return to it in later modules.

Possible principles might include:
We use AI to explore possibilities, not to make our decisions for us.
We verify important claims before using them.
We do not share personal or sensitive information unnecessarily.
We speak with real people before making assumptions about their needs.

Reflect:

- Which principle matters most to you?
- Which principle may be hardest to follow?
- What situations might require us to update the charter?

Facilitator note: The group should create the charter themselves. A ready-made model may be included in the Resource Pack for inspiration, but it should not replace the discussion and decision-making process.

- Suggested learning sequence

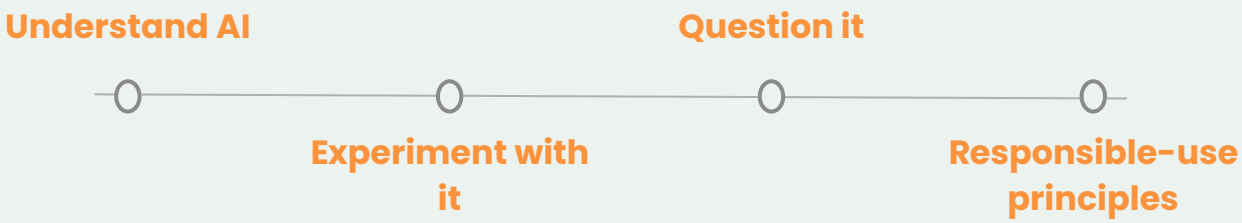
The module is designed for approximately 10 learning hours. The sequence can be divided across several workshops or training sessions.

Learning component	Suggested time
Activity 1 — Where Is the AI?	**1 h 15 min**
Essential concepts and discussion	**1 h**
Activity 2 — Human, AI or Both?	**1 h 30 min**
Activity 3 — From Weak Prompt to Useful Prompt	**1 h 30 min**
Activity 4 — Can We Trust This?	**2 h**
Activity 5 — Our Responsible AI Charter	**1 h 30 min**
Reflection and AI Use Log	**1 h 15 min**
Total	**10 hours**

For a shorter programme, the youth worker can prioritise:

Human, AI or Both? → From Weak Prompt to Useful Prompt → Can We Trust This? → Responsible AI Charter

This condensed pathway retains the central progression:



- Module outputs and reflection

Module 1 concludes with two practical outputs that participants will continue using during the rest of the learning pathway. The Responsible AI Charter should remain visible or easily accessible throughout the following modules. It can also evolve as participants encounter new situations and develop a more sophisticated understanding of responsible AI use.

OUTPUT	PURPOSE
Responsible AI Charter	Captures the principles the group agrees to follow when using AI throughout the entrepreneurial process
AI Use Log	Helps participants reflect at meaningful moments on why AI was used, what it contributed, what limitations appeared and how human judgement shaped the final decision

The AI Use Log does not need to document every interaction with an AI tool. Participants should use it when an interaction has meaningfully influenced their thinking, research or decisions.

To close the module, youth workers can invite participants to reflect on:

- What changed in the way you think about AI?
- When can AI genuinely support entrepreneurial work?
- Which risks will you pay more attention to from now on?
- What should always remain a human responsibility?

The aim is not for participants to become either enthusiastic advocates or sceptics of AI. They should leave the module with a balanced understanding:

AI can be a useful entrepreneurial resource when its limitations are understood, its outputs are questioned and people remain responsible for the decisions they make.

5. Module 2 — AI-Supported Idea Development and Value Proposition

Once participants have developed a basic understanding of responsible AI use, they can begin applying it to the entrepreneurial process.

This module supports youth workers in guiding young people from the identification of a social or community challenge to the development of an initial social-enterprise idea and value proposition. AI is used to broaden perspectives, generate alternatives and challenge assumptions, while real-world engagement remains essential for understanding whether an idea responds to an actual need.

The objective is not to ask AI to create a venture for participants. Instead, AI becomes one resource within a wider process of observation, creativity, discussion, research and human decision-making.

- Module at a glance

MODULE 2	AI-SUPPORTED IDEA DEVELOPMENT AND VALUE PROPOSITION
Purpose	Support participants in transforming a social challenge into an initial, evidence-informed social-enterprise concept
Suggested duration	10 hours
Previous knowledge required	Module 1 recommended, or basic familiarity with responsible AI use
Main outputs	Challenge statement, stakeholder map, selected venture idea, preliminary customer or beneficiary profile and value proposition
Connection to the venture	Establishes what the venture aims to address, who it aims to serve and what value it proposes to create

Learning outcomes

By the end of the module, participants should be able to:

- identify a relevant social or community challenge
- distinguish between a visible problem and some of its possible underlying causes
- identify key stakeholders connected to the challenge
- use AI to broaden and critically examine entrepreneurial ideas
- distinguish AI-generated assumptions from real-world evidence
- explore the needs of potential customers, users or beneficiaries
- formulate an initial value proposition
- identify what still needs to be validated before developing the venture further

- What the youth worker needs to know

From a social challenge to an entrepreneurial opportunity

Social entrepreneurship begins with understanding a challenge before deciding on a solution. Participants may quickly move from recognising a problem to proposing an app, service, platform or campaign, but this can lead them to design something before understanding what people actually need.

Youth workers should encourage participants to explore:

- what appears to be happening
- who is affected
- where and when the challenge occurs
- what may be contributing to it
- what responses already exist
- what is known and what is still assumed

AI can support this exploration by suggesting questions, possible perspectives or factors participants may not have considered. However, these suggestions should be treated as hypotheses rather than conclusions.

A useful question throughout the module is:

What do we know, and what are we still assuming?

How can AI support idea development?

AI can be particularly useful when participants need to broaden their thinking, compare alternatives or challenge an initial idea.

ENTREPRENEURIAL TASK	POSSIBLE AI CONTRIBUTION
Exploring a challenge	Suggest questions or perspectives to investigate
Looking at possible causes	Generate hypotheses that can later be tested
Generating solutions	Produce different products, services or approaches
Challenging an idea	Identify weaknesses, assumptions or possible barriers
Exploring target groups	Suggest questions about possible needs or experiences
Developing a value proposition	Help critique clarity, relevance and missing information

The objective is not to allow AI to select the venture. Participants should combine their own knowledge and creativity with AI-supported exploration.

A useful process is:



AI does not automatically know the people you want to serve

This limitation becomes especially important when exploring customers, users and beneficiaries.

In social entrepreneurship, these groups may be different. A young person may benefit from a service while a school, municipality or employer pays for it. Participants should therefore consider:

- beneficiaries, who experience the intended social benefit
- users, who directly use the product or service
- customers, who may pay for it
- other stakeholders, who can influence or support the initiative

AI can help participants create a preliminary persona or suggest possible needs and barriers. However, it cannot know how a real person experiences a challenge unless that information is provided through reliable evidence.

An AI-generated persona should therefore be used to prepare further investigation, not to replace it.

A synthetic persona helps us prepare questions. A real person helps us discover answers.

From the idea to the value proposition

Once participants have explored the challenge, generated possible responses and gathered initial stakeholder input, they can begin defining the value their venture intends to create.

A value proposition connects four elements:

ELEMENT	KEY QUESTION
Target group	Who are we trying to support or serve?
Need	What problem or need are we responding to?
Solution	What are we proposing?
Value	Why could this response be useful, relevant or distinctive?

A simple structure can help participants formulate their first version:

Our [product/service] supports [target group] who experiences [need/problem] by [how the solution responds]. Unlike [existing alternative], our approach provides [distinctive value].

At this stage, the value proposition is still provisional. It should evolve as participants collect more evidence and learn more about their target group, social impact and market.

AI can help critique the statement or identify unclear assumptions, but the final proposition should reflect the participants' own reasoning and the evidence they have gathered.

Applying the toolkit method

Throughout this module, participants continue applying:

Prompt › Challenge › Verify › Decide › Reflect

Here, the method becomes part of the entrepreneurial process. Participants use AI to explore possibilities, challenge the results, verify assumptions through real-world engagement, decide what is relevant and reflect on how their idea has evolved.

- Learning journey

Activity 1 — Community challenge map

Duration — 90 min
Group size — Small groups
Materials — Sticky notes, flipchart or shared workspace
AI needed — Optional
Expected output — Initial challenge map and selected focus

Purpose: Help participants identify a social or community challenge that matters to them and begin distinguishing between what they already know and what still needs further investigation.

How to run it

1. Ask participants to identify challenges they have experienced, observed or care about.
2. Place the ideas together and cluster similar challenges.
3. Small groups select one challenge they want to explore further.
4. Ask them to map what appears to be happening, who is affected, where or when the problem occurs, what they already know and what they are assuming.
5. Mark assumptions clearly so they are not confused with evidence.
6. If AI is used, ask it to suggest questions worth investigating rather than solutions.

For example:

We are exploring [challenge] affecting [group] in [context]. What questions should we investigate before deciding what the main problem is? Do not propose solutions yet.

Reflect

- Why did you select this challenge?
- Which parts are based on knowledge or experience?
- What still needs to be investigated?

Facilitator note: Participants may begin proposing solutions almost immediately. Encourage them to remain with the challenge during this activity. Better understanding at this stage will lead to stronger ideas later.

Activity 2 — Problem or symptom?

Duration — 90 min
Group size — Small groups
Materials — Challenge map, paper or worksheet
AI needed — Optional
Expected output — Root-cause map and stakeholder map

Purpose: Help participants look beyond the visible problem and explore possible factors contributing to it.

How to run it

1. Write the selected challenge at the centre of the page.
2. Ask participants: Why might this be happening?
3. For each response, ask whether another underlying factor may exist.
4. If useful, ask AI to suggest additional social, economic, individual or institutional factors that could be investigated.
5. Compare AI suggestions with the group's own ideas and remove anything that appears irrelevant to the context.
6. Mark all unverified explanations as hypotheses.
7. Identify the main people and organisations connected to the challenge and add them to a stakeholder map.

Participants then refine their challenge into a more focused statement, for example:

We want to better understand why [specific group] experiences [specific challenge] in [specific context].

Reflect

- How did your understanding of the challenge change?
- Which possible causes need real-world evidence?
- Which stakeholders should you speak to before drawing conclusions?

Facilitator note: The objective is not to identify one definitive root cause. Social challenges are often influenced by several interconnected factors. AI can broaden the discussion, but it cannot establish which causes are actually present in the participants' context.

Activity 3 — AI-powered ideation jam

Duration — 2 hours
Group size — Small groups
Materials — Challenge map, paper or shared workspace
AI needed — Yes, if available
Expected output — 2–3 shortlisted social-enterprise ideas

Purpose: Combine human creativity with AI-supported brainstorming to explore different entrepreneurial responses to the selected challenge. The objective is not to ask AI for the “best business idea”, but to expose participants to a wider range of possibilities before they make their own choices.

How to run it

1. Begin without AI. Give groups 10–15 minutes to generate as many possible responses as they can.
2. Review the ideas and identify patterns. Are they all digital? Are they all services? Do they focus on the same group?
3. Use AI to deliberately expand the possibilities by providing the challenge, target group, context and relevant constraints.
4. Ask for a range of approaches such as products, services, community models or low-cost initiatives.
5. Compare human and AI-supported ideas. Identify what is genuinely new, what repeats existing thinking and what appears unrealistic.
6. Challenge promising ideas by asking about weaknesses, assumptions, possible exclusion and practical barriers.
7. Shortlist two or three ideas according to relevance, potential social value, feasibility, distinctiveness and the group's motivation to develop them.

A useful prompt might be:

We are exploring [challenge] affecting [target group] in [context]. Suggest different social-enterprise responses, including products, services and community-based models. Do not assume that AI needs to be part of the solution.

Participants can then challenge selected ideas with questions such as:

- What assumptions does this idea make about the people it intends to serve?
- What could cause this idea to fail?
- Who might be excluded from this solution?

Reflect

- How did AI broaden or change your original thinking?
- Which AI suggestions did you reject, and why?
- What assumptions still need to be tested?

Facilitator note: AI may produce polished ideas that are generic, overly technological or disconnected from local reality. Encourage participants to value their own knowledge and lived experience alongside the suggestions generated by the tool.

Activity 4 — From AI persona to real person

Duration — 2 hours plus optional fieldwork
Group size — Pairs or small groups
Materials — Workbook, interview guide and optional AI tool
AI needed — Optional
Expected output — Preliminary customer or beneficiary profile and validation findings

Purpose: Help participants understand the difference between assumptions generated by AI and information obtained through real stakeholder engagement.

How to run it

1. Each group selects one important customer, user or beneficiary connected to its shortlisted idea.
2. Participants record what they currently believe about that group, including possible needs, frustrations, behaviours and barriers.
3. Mark each statement as known or assumed.
4. If AI is available, ask it to create a hypothetical persona and explicitly treat the output as a set of assumptions.
5. Examine the persona critically and identify stereotypes, generalisations or information the AI could not realistically know.
6. Use the exercise to prepare a short set of questions for real stakeholder engagement.
7. Where possible, participants conduct a brief interview or conversation with one or more relevant people.
8. Compare what AI suggested with what participants learned from real people.

A simple comparison can be used:

AI SUGGESTED	REAL STAKEHOLDER INPUT	WHAT WE LEARNED

Reflect

- What did a real person tell you that AI did not?
- Which assumptions changed?
- What do you still need to investigate?

Facilitator note: One conversation does not represent an entire target group. The purpose is to demonstrate the value of real-world validation and challenge assumptions, not to claim that a small number of interviews provides complete evidence. Participants should also avoid collecting unnecessary personal or sensitive information.

Activity 5 — Value proposition lab

Duration — 2 hours
Group size — Small groups
Materials — Previous activity outputs and workbook
AI needed — Optional
Expected output — Initial value proposition

Purpose: Help participants connect what they have learned about the challenge and target group with the value their proposed solution intends to create.

How to run it

1. Ask groups to review their challenge map, stakeholder analysis, shortlisted ideas and validation findings.
2. Identify which idea currently has the strongest combination of relevance, social value and participant motivation.
3. Ask participants to answer the four questions below.
4. Use the answers to draft an initial value proposition.
5. If AI is used, ask it to critique the participants' statement rather than write it for them.
6. Participants decide which feedback is relevant and revise their proposition.
7. Finally, mark the main claims as supported, partially supported or still an assumption.

QUESTION	WHAT TO DEFINE
Who?	Who are we trying to support or serve?
What need?	What problem or need are we responding to?
What solution?	What are we proposing?
What value?	Why could this response be useful, relevant or distinctive?

Possible AI questions include:

- What is unclear or too general in this value proposition?
- Which claims would need evidence?
- What questions might a potential user or customer ask after reading it?

Reflect

- What changed between your first idea and your value proposition?
- Which claim is currently supported by the strongest evidence?
- What is the most important assumption still to test?

Facilitator note: Encourage participants to favour clarity over impressive language. Terms such as innovative, empowering or transformative add little value unless participants can explain what they mean in practice.

The value proposition remains provisional at this stage. It should continue evolving as participants learn more about social impact, the market and the practical viability of their idea.

• Suggested learning sequence

The module is designed for approximately 10 learning hours. Some stakeholder validation can also take place between facilitated sessions.

LEARNING COMPONENT	SUGGESTED TIME
Community Challenge Map	1 h 30 min
Problem or Symptom?	1 h 30 min
AI-Powered Ideation Jam	2 h
From AI Persona to Real Person	2 h
Value Proposition Lab	2 h
Reflection and workbook review	1 h
Total	10 hours

If stakeholder interviews are completed between sessions, facilitators can treat them as additional project work.

For a shorter programme, priority can be given to:

Community Challenge Map → AI-Powered Ideation Jam → From AI Persona to Real Person → Value Proposition Lab

The condensed pathway retains the module's central progression:



- Module outputs and reflection

By the end of Module 2, participants should have developed the first substantial elements of their Social Venture Workbook. These outputs capture both the direction of the emerging venture and the questions that still need to be explored.

OUTPUT	WHAT IT CAPTURES
Challenge statement	A focused description of the social or community challenge and the aspects that still require investigation
Stakeholder map	The people and organisations connected to the challenge, including potential customers, users and beneficiaries
Selected venture idea	The proposed response, why it was selected and which assumptions remain

Preliminary customer or beneficiary profile	Current understanding of needs, experiences and barriers, distinguishing evidence from assumptions
Initial value proposition	The practical and social value the venture intends to create for a defined group

These outputs remain provisional. Participants should expect to revise them as they gather additional evidence and examine the social impact and practical viability of their venture in the following modules.

Participants should also complete another entry in their AI Use Log, selecting one meaningful interaction with AI during the module. They can briefly consider why AI was used, what it contributed, which assumptions appeared, what real-world input added and what they ultimately accepted, modified or rejected.

To close the module, youth workers can invite participants to reflect on:

- What do we understand about the challenge now that we did not understand at the beginning?
- Which assumption changed most during the module?
- What did real stakeholder input contribute that AI could not?
- What do we still need to learn before developing the idea further?

Participants should finish the module with greater clarity, but not artificial certainty. They now have an entrepreneurial direction and an initial value proposition, while also understanding which assumptions remain untested. Those unanswered questions provide the starting point for the next module, where the focus moves from the proposed solution to the social value and change the venture intends to create.

6. Module 3 — AI for Social Entrepreneurship and Impact

Once participants have defined an initial social-enterprise idea and value proposition, the next step is to examine the social change the venture intends to create.

This module supports youth workers in guiding young people from a promising idea toward a clearer social mission, impact pathway and preliminary approach to measuring change. Participants explore who may benefit, what outcomes they hope to contribute to, how inclusion can be considered and what evidence would be needed to demonstrate meaningful impact.

AI can support this process by helping participants explore possible outcomes, identify missing perspectives, suggest indicators and challenge assumptions. However, AI cannot determine whether social impact has actually occurred. That requires evidence, stakeholder engagement and human interpretation.

- Module at a glance

MODULE 3	AI FOR SOCIAL ENTREPRENEURSHIP AND IMPACT
Purpose	Support participants in defining the social purpose of their venture and identifying how it could contribute to meaningful change
Suggested duration	10 hours
Previous knowledge required	Module 2 recommended, or an initial social-enterprise idea
Main outputs	Social mission statement, impact stakeholder map, impact pathway, preliminary indicators and inclusion review
Connection to the venture	Clarifies what social value the venture intends to create, for whom and how progress could be observed

Learning outcomes

By the end of the module, participants should be able to:

- define the social or environmental purpose of their venture
- identify the people and groups who may benefit, influence or be affected by it
- distinguish between activities, outputs, outcomes and longer-term impact
- develop an initial impact pathway
- use AI to explore and challenge impact assumptions
- identify practical indicators linked to expected outcomes
- recognise possible barriers, exclusion and unintended consequences
- distinguish expected impact from evidence that impact has actually occurred

- What the youth worker needs to know

From a good idea to a clear social purpose

A social-enterprise idea should be able to explain not only what it offers, but also what positive change it intends to support.

Participants may begin with broad statements such as “we want to empower young people” or “we want to improve social inclusion”. These intentions are valuable, but they are difficult to translate into action or evidence unless the intended change becomes more specific.

Youth workers should encourage participants to consider:

- what social or environmental challenge the venture addresses
- who is expected to benefit
- what change the venture hopes to contribute to
- why that change matters
- how the proposed activities connect to the intended result

The social mission does not need to promise large-scale transformation. A realistic and focused contribution is more useful than an ambitious claim that the venture cannot demonstrate.

How can AI support impact thinking?

AI can help participants organise ideas, explore possible consequences and challenge an initial impact model.

IMPACT TASK	POSSIBLE AI CONTRIBUTION
Defining a social mission	Help identify vague language and suggest questions for clarification
Mapping stakeholders	Suggest groups who may benefit, influence or be affected
Building an impact pathway	Help organise possible links between activities and expected changes
Exploring assumptions	Identify conditions that may need to be true for change to occur
Developing indicators	Suggest possible ways of observing progress
Reviewing risks	Identify potential barriers, exclusion or unintended effects
Challenging impact claims	Ask whether a claim is supported by actual evidence

AI should be used to strengthen the questions participants ask about impact, not to create impressive claims on their behalf.

From activities to impact

Participants should understand that delivering an activity is not the same as creating social impact. A simple distinction can help:

LEVEL	KEY QUESTION	EXAMPLE
Activity	What do we do?	Deliver a mentoring programme
Output	What happens directly?	50 young people complete the programme
Outcome	What changes for participants?	Participants increase their entrepreneurial knowledge or confidence
Impact	What broader change may develop over time?	Greater participation in entrepreneurial or economic opportunities

The exact language can be adapted to the complexity of the group. The important point is that participants learn to connect what their venture does with what they believe may change as a result.

The connections between these stages also involve assumptions. Completing a training programme, for example, does not automatically lead to employment, business creation or long-term social inclusion.

AI can imagine impact more easily than it can prove it

Generative AI can produce convincing impact statements very quickly. It may suggest that a venture will "increase inclusion", "empower communities" or "transform opportunities" even when no evidence exists to support those claims. Youth workers should therefore reinforce a simple principle:

AI can suggest what might change. Evidence tells us what actually changed.

Participants should be encouraged to distinguish between:



This distinction will help them communicate their venture more responsibly and avoid exaggerating its expected contribution.

Inclusion and unintended consequences

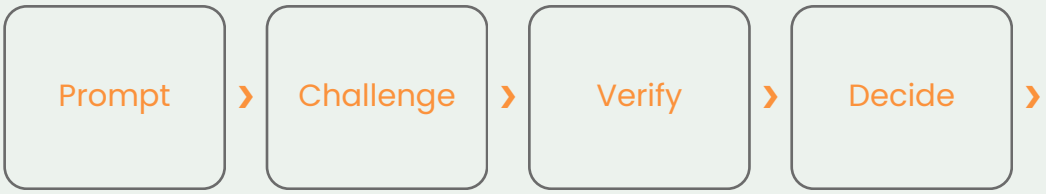
A venture with a positive social purpose can still create barriers or unexpected negative effects. Participants should therefore consider:

- who can access the solution
- who may be excluded
- whether cost, language or technology creates barriers
- whether the venture depends on assumptions about a particular group
- whether some stakeholders may experience negative effects
- whether the solution could reinforce an existing inequality

AI can help participants explore alternative perspectives, but its suggestions should again be treated as prompts for reflection rather than as complete knowledge of the community.

Applying the toolkit method

Throughout this module, participants continue using:



Here, the method is applied to impact assumptions. Participants use AI to explore possible changes and indicators, challenge those suggestions, compare them with stakeholder knowledge and evidence, decide what is relevant and reflect on what the venture can realistically claim.

- Learning journey

Activity 1 — What makes the venture social?

Duration — 90 min
Group size — Small groups
Materials — Venture idea and value proposition, flipchart or workbook
AI needed — Optional
Expected output — Initial social mission statement

Purpose: Help participants clarify the social or environmental purpose of their venture and distinguish that purpose from the product or service itself.

How to run it

1. Ask each group to revisit the venture idea developed in the previous module.
2. Participants answer four questions: What challenge are we addressing? Who should benefit? What change do we hope to contribute to? How does our venture contribute to that change?
3. Ask groups to identify any words that sound positive but remain vague, such as empower, innovate, include or transform.
4. If AI is used, participants can ask it to identify vague claims or questions that would help clarify the mission.

Groups rewrite their ideas as one concise social mission statement.
Ask another group to read the statement and explain what social change they understand from it. If the answer is unclear, the statement needs further refinement.

A useful AI prompt could be:

Review this social mission statement. Identify any vague or overly ambitious claims and suggest questions we should answer to make the intended social change clearer. Do not rewrite the statement for us.

Reflect

- Is the social change we want to support clear?
- Are we promising more than our venture can realistically influence?
- How is our social mission connected to the people we aim to serve?

Facilitator note: Encourage participants to define a contribution rather than claiming responsibility for solving an entire social problem. A focused mission is easier to understand, implement and assess.

Activity 2 — Who benefits, who might be left out?

Duration — 90 min
Group size — Small groups
Materials — Stakeholder map, paper or shared workspace
AI needed — Optional
Expected output — Impact stakeholder map and inclusion questions

Purpose: Help participants examine who may benefit from the venture, who may influence it and who could experience barriers or unintended effects.

How to run it

1. Ask groups to revisit the stakeholder map created in Module 2.
2. Reorganise stakeholders into four areas: direct beneficiaries, indirect beneficiaries, people or organisations that influence the venture, and people who may be excluded, negatively affected or overlooked.

3. For each important group, ask what they may gain, contribute or experience.
4. Use AI, if appropriate, to challenge the map by suggesting perspectives that may be missing.
5. Participants assess whether the suggestions are relevant to their context.
6. Identify two or three inclusion questions that the venture should continue investigating.

For example:

Looking at this social-enterprise idea and stakeholder map, which groups or perspectives might we have overlooked? Treat your suggestions as possibilities for us to investigate rather than facts.

Reflect

- Who benefits most directly from the venture?
- Who may find the solution harder to access?
- Which stakeholder perspective have we considered least?

Facilitator note: The purpose is not to create an exhaustive stakeholder list. Focus on groups whose experiences could meaningfully affect the social value, accessibility or implementation of the venture.

Activity 3 — Building the impact pathway

Duration — 2 hours
Group size — Small groups
Materials — Large paper, cards or workbook
AI needed — Optional
Expected output — Initial impact pathway

Purpose: Help participants connect the activities of their venture with immediate outputs, expected outcomes and longer-term social change.

How to run it

1. Ask groups to place their social challenge at the beginning of the pathway and their intended social impact at the end.
2. Identify the main activities the venture will carry out.
3. For each activity, identify the immediate output it could produce.
4. Ask what change participants expect to see for customers, users or beneficiaries as a result.
5. Arrange the elements in a pathway: Challenge → Activities → Outputs → Outcomes → Intended impact.
6. Ask participants to identify the assumptions connecting each stage. What needs to happen for an output to lead to an outcome?
7. If AI is used, ask it to challenge the pathway rather than complete it.
8. Participants revise the pathway based on the discussion.

A possible prompt:

Review this impact pathway. Which links depend on assumptions that may not hold? What additional evidence or conditions might be needed for the expected outcomes to occur?

Reflect

- Which link in the pathway feels strongest?
- Which link depends on the biggest assumption?
- What would need to happen for our activities to lead to the outcomes we expect?

Facilitator note: Participants may be tempted to create a perfectly linear pathway. Remind them that social change is rarely linear. The exercise is a planning tool that helps make assumptions visible, not a prediction of exactly what will happen.

Activity 4 — Can we measure what matters?

Duration — 2 hours
Group size — Small groups
Materials — Impact pathway and workbook
AI needed — Optional
Expected output — Preliminary set of impact indicators

Purpose: Help participants identify practical ways of observing whether the expected outcomes of their venture are beginning to occur.

How to run it

1. Ask groups to select two or three important outcomes from their impact pathway.
2. For each outcome, ask: What could we observe, ask or measure that would suggest this change is happening?
3. Participants propose possible indicators.
4. If AI is used, ask it to suggest additional indicators for comparison.
5. Evaluate each indicator according to whether it is: relevant to the outcome, realistic to collect, understandable, and proportionate to the size of the venture.
6. Distinguish between indicators that measure participation or activity and those that help observe actual change.
7. Select a small set of indicators rather than creating a long measurement framework.

For example, instead of measuring only “Number of young people attending a workshop”, participants might also consider “Percentage of participants reporting increased confidence in developing an entrepreneurial idea”, or another indicator directly connected to the intended outcome.

Reflect

- Are we measuring what is easy to count or what actually matters?
- Which indicator would tell us most about the change we want to see?
- What information could we realistically collect?

Facilitator note: Impact measurement should remain proportionate. Early-stage ventures do not need complex evaluation systems. A few meaningful indicators are more useful than a large number of measures that participants cannot realistically track.

Activity 5 — Impact stress test

Duration — 2 hours
Group size — Small groups
Materials — Impact pathway, stakeholder map and workbook
AI needed — Optional
Expected output — Inclusion and unintended-consequences review

Purpose: Challenge the venture from different perspectives and identify risks that may weaken or contradict its intended social impact.

How to run it

1. Ask participants to review their mission, stakeholder map and impact pathway.
2. Give groups a series of challenge questions: Who might not be able to access the solution? Could cost, language, location or technology create barriers? Which assumptions about beneficiaries may be incorrect? Could the solution create an unintended negative effect? Could one group benefit while another is disadvantaged? Are we claiming an impact that we cannot currently demonstrate?
3. If AI is used, ask it to act as a critical reviewer and identify possible risks or missing perspectives.
4. Participants decide which suggestions appear credible and which do not fit their context.
5. For each significant risk, identify one possible response or one question requiring further investigation.
6. If the venture itself uses AI, include an additional question: Is AI genuinely necessary for this part of the solution, and what new risks does it introduce?

A possible prompt is:

Act as a critical reviewer of this social-enterprise idea. Identify possible inclusion barriers, unintended consequences and unsupported impact assumptions. Explain what we should investigate rather than assuming these risks are definitely present.

Reflect

- Which risk had we not considered before?
- Is there anyone our venture may unintentionally exclude?
- Which impact claim are we currently least able to support?

Facilitator note: The purpose is not to discourage participants or prove that their idea is flawed. Stress-testing helps strengthen the venture by identifying issues early enough to respond to them.

• Suggested learning sequence

The module is designed for approximately 10 learning hours and can be delivered across several sessions.

LEARNING COMPONENT	SUGGESTED TIME
What Makes the Venture Social?	1 h 30 min
Who Benefits, Who Might Be Left Out?	1 h 30 min
Building the Impact Pathway	2 h
Can We Measure What Matters?	2 h
Impact Stress Test	2 h
Reflection and workbook review	1 h
Total	10 hours

For a shorter programme, priority can be given to:

Social Mission → Impact Pathway → Impact Indicators → Impact Stress Test

The condensed pathway retains the central progression:



- Module outputs and reflection

By the end of Module 3, participants should have developed a clearer understanding of the social value their venture intends to create and how that value could begin to be observed.

OUTPUT	WHAT IT CAPTURES
Social mission statement	The social or environmental purpose of the venture and the change it intends to support
Impact stakeholder map	The people and groups who may benefit, influence, experience or potentially be excluded by the venture
Impact pathway	The connection between activities, immediate outputs, expected outcomes and intended longer-term change
Preliminary impact indicators	Practical ways of observing whether expected outcomes are beginning to occur
Inclusion and unintended-consequences review	Possible barriers, risks and negative effects requiring further attention

These outputs represent the venture's current impact assumptions, not proof that social impact has already occurred. Participants should expect to revisit them as the venture develops and more evidence becomes available.

Participants should also complete another entry in their AI Use Log, focusing on a moment when AI influenced how they understood impact, inclusion or measurement. They can briefly consider what AI suggested, which assumptions were identified, what they accepted or rejected and what still requires real-world verification.

To close the module, youth workers can invite participants to reflect on:

- What social change is our venture actually trying to contribute to?
- Which link in our impact pathway depends on the biggest assumption?
- Who might benefit less than we originally expected?
- What evidence would convince us that meaningful change is occurring?

Participants now have a clearer understanding not only of what they want to offer, but also of why it matters and what change they hope to contribute to. The next step is to examine whether the venture can work in practice by exploring its market, business model, communication, operations, resources and long-term sustainability.

7. Module 4 — AI for Market Research and Business Planning

Participants have now identified a social challenge, developed an initial solution and value proposition, and clarified the social impact they want their venture to create. The next step is to examine whether the idea can work in practice.

This module supports youth workers in guiding participants through the practical development of their social venture. They investigate the assumptions behind their idea, explore the market and existing alternatives, develop an initial business model, consider how the venture will communicate and operate, and identify the resources required to move forward.

AI can support this process by helping participants formulate research questions, organise information, compare possibilities, test scenarios and challenge their plans. However, a professional-looking AI-generated business plan does not demonstrate that a venture is viable. The decisions developed during this module should remain connected to evidence, realistic resources and the context in which the venture intends to operate.

- Module at a glance

MODULE 4	AI FOR MARKET RESEARCH AND BUSINESS PLANNING
Purpose	Support participants in examining the practical viability of their social venture and developing an initial plan for implementation
Suggested duration	10 hours
Previous knowledge required	Modules 2 and 3 recommended, or an existing social-enterprise concept

Main outputs	Market evidence map, Social Business Model Canvas, communication approach, operational and resource outline, implementation roadmap and final pitch
Connection to the venture	Transforms the emerging concept into a more structured and actionable social-enterprise proposal

- Learning outcomes

By the end of the module, participants should be able to:

- formulate relevant questions for market research and validation
- distinguish market evidence from assumptions and AI-generated claims
- identify customers, competitors and existing alternatives
- develop and critically examine an initial business model
- identify how the venture will communicate with its priority audiences
- define key activities, resources, partnerships and team needs
- explore basic costs, income sources and funding possibilities
- translate the venture concept into an implementation roadmap and final pitch

- What the youth worker needs to know

From a promising idea to a viable venture

An idea can respond to a genuine social need and still be difficult to implement. At this stage, participants therefore move from exploring why their venture matters to examining how it could actually work.

Youth workers should encourage them to investigate questions such as:

- Is there evidence that people need or want the proposed solution?
- What alternatives already exist?
- Who might use the product or service?
- Who might pay for it?
- How will the venture reach the people it intends to serve?
- What activities and resources will be required?

- Which partners or team members may be needed?
- What will the venture cost to operate?
- Where might financial resources come from?
- What should happen first?

The aim is not to produce a perfect business plan. Participants are developing an early-stage model that helps them understand what appears realistic, what still requires evidence and what needs to be tested next.

A useful principle throughout the module is:

A business model should develop from evidence and tested assumptions, not simply from a convincing idea.

How can AI support venture planning?

AI can help participants structure different parts of the planning process and explore alternatives they may not have considered.

ENTREPRENEURIAL TASK	POSSIBLE AI CONTRIBUTION
Market research preparation	Help formulate questions and identify areas that need investigation
Competitor and alternative analysis	Help organise and compare information that participants have verified
Business modelling	Challenge assumptions and suggest possible alternatives
Communication planning	Generate draft messages, audience ideas and content options
Operational planning	Help structure activities, resources and possible risks
Funding exploration	Suggest funding categories or questions that participants can investigate

Team planning	Help identify possible skills, responsibilities and roles
Pitch preparation	Simulate questions and provide feedback on clarity

AI is particularly useful for organising thinking and asking additional questions. It becomes less reliable when participants treat generated market information, funding opportunities or financial figures as established facts.

The principle to reinforce is:

AI can help structure the investigation. It is not itself market research.

Market evidence versus market assumptions

Participants are likely to make statements such as: “Young people would use this service.” “There is growing demand for this product.” “There are no competitors in our area.” “Customers would pay €20 per month.”

Each may be a reasonable hypothesis, but none becomes evidence simply because an AI tool agrees with it.

Market evidence can come from different sources, depending on the question being investigated:

SOURCE	WHAT IT MAY HELP PARTICIPANTS UNDERSTAND
Interviews or focus groups	Experiences, needs, motivations and reactions to an idea
Surveys	Patterns in preferences, behaviours or intentions
Observation	How people currently experience or respond to a problem
Official statistics	Population, economic or demographic information

Sector reports	Trends and developments within a particular field
Competitor information	Existing products, services, prices and approaches
Public data	Relevant information from institutions or public authorities

Youth workers do not need to teach advanced market-research techniques. The central habit is to keep asking:

What evidence supports this assumption?

AI can help participants identify what they should investigate or organise information already collected. Important claims should still be checked against appropriate and reliable sources.

A business model explains how the venture works

Once participants have gathered initial market information, they need to examine how the different elements of their venture connect.

A simplified Social Business Model Canvas can help organise this thinking:

AREA	KEY QUESTION
Value	What are we offering and why is it useful?
People	Who benefits, uses or pays?
Delivery	How will the solution reach them?
Activities	What must the venture actually do?
Resources	What people, tools, knowledge or assets are needed?
Partners	Who could help make the venture work?

Income	Where could financial resources come from?
Costs	What will require money or other resources?
Impact	What social value is the model intended to create?

The canvas is not intended to produce definitive answers. It makes the assumptions behind the venture visible so that participants can examine how different elements depend on one another.

AI can build scenarios more easily than it can prove they are realistic

Generative AI can rapidly create budgets, marketing plans, revenue forecasts, staffing structures or funding strategies. These outputs may look detailed and professional even when the assumptions behind them are weak.

Youth workers should therefore encourage participants to treat AI-generated plans as scenarios to examine, not predictions.

AI can help build a scenario. Evidence determines whether the scenario is realistic. This is particularly important when working with:

- estimated costs
- customer demand
- pricing
- financial projections
- funding opportunities
- legal or regulatory information
- staffing requirements

Participants can use AI to identify questions or possible options, but information that could significantly influence a real entrepreneurial decision should be independently checked.

Applying the toolkit method

Throughout this module, participants continue applying:



Here, the method is used to test the practical assumptions behind the venture. Participants use AI to explore possibilities, challenge the resulting scenarios, verify important information, decide what fits their context and reflect on what remains uncertain.

- Learning journey

Activity 1 — Evidence or assumption?

Duration — 2 hours
Group size — Small groups
Materials — Venture workbook, research materials and internet access where available
AI needed — Optional
Expected output — Market evidence map and research priorities

Purpose: Help participants identify the market assumptions behind their venture and determine which ones require stronger evidence before important decisions are made.

How to run it

1. Ask participants to write down the main statements they currently believe about their venture. These may concern customer needs, demand, competitors, pricing, accessibility or existing alternatives.
2. Classify each statement as evidence, partial evidence or assumption.
3. Select the assumptions that would create the greatest risk if they were wrong.
4. For each priority assumption, identify what information would help test it and where that information could come from.

5. Ask participants to investigate existing competitors and alternatives. This should include not only organisations offering a similar product, but also other ways people currently respond to the same need.
6. AI can be used to suggest research questions, organise verified information or identify categories participants may have overlooked.
7. Groups finish by selecting a small number of market questions that should guide their next research steps.

A useful AI prompt could be:

We are developing [venture] for [target group]. Based on the assumptions below, suggest the most important questions we should investigate before deciding whether the idea is viable. Do not assume the statements are correct.

Participants can also ask AI to help organise competitor information they have already collected:

Using only the information provided below, compare these existing alternatives in terms of target group, offer, accessibility and possible gaps. Clearly indicate where information is missing.

Reflect

- Which assumption would create the greatest problem if it were wrong?
- What have we learned from existing alternatives?
- Which market question requires the strongest evidence?

Facilitator note: Participants do not need to complete comprehensive market research during this activity. The goal is to identify what is already supported and where additional investigation is most important. Encourage them to prioritise a few meaningful questions rather than collecting large amounts of information without a clear purpose.

Activity 2 — Build and challenge the business model

Duration — 2 hours
Group size — Small groups
Materials — Social Business Model Canvas, previous module outputs
AI needed — Optional
Expected output — Initial Social Business Model Canvas

Purpose: Help participants bring the different elements of their venture together and identify how they could create, deliver and sustain both practical and social value.

How to run it

1. Introduce the Social Business Model Canvas and briefly review its main areas.
2. Ask groups to complete a first version using what they have developed during the previous modules.
3. Encourage participants to identify which elements are supported by evidence and which remain assumptions.
4. Examine how the different parts connect. For example, does the proposed delivery model fit the target group? Does the income model support the activities required? Are the necessary partners realistic?
5. Use AI as a critical reviewer by providing the relevant elements of the canvas and asking it to identify weak assumptions, inconsistencies or alternative approaches.
6. Participants discuss the suggestions rather than incorporating them automatically.
7. Revise the canvas and highlight two or three areas requiring further validation.

Possible AI questions include:

- Which assumptions in this business model appear weakest or most dependent on information we have not yet verified?

- Suggest two alternative ways this venture could generate income while maintaining its social purpose. Explain what assumptions each alternative would require us to test.
- Which parts of this business model appear inconsistent with one another?

Reflect

- Which part of the model was easiest to define?
- Which part depends on the most uncertain assumption?
- What changed after we challenged the first version?

Facilitator note: The canvas should remain a working document. Participants should not feel pressure to fill every area with a definitive answer. An honest empty space or clearly marked assumption is more useful than an invented answer added only to make the model appear complete.

Activity 3 — How will people find and understand us?

Duration — 90 min
Group size — Small groups
Materials — Business model, stakeholder map and communication worksheet
AI needed — Optional
Expected output — Initial communication and outreach plan

Purpose: Help participants consider how the venture will communicate its value to different audiences and which channels may be appropriate for reaching them.

How to run it

1. Ask groups to identify two or three priority audiences. These may include beneficiaries, customers, partners, funders or other relevant stakeholders.
2. For each audience, define what they need to understand about the venture and what action participants would like them to take.
3. Develop one clear core message for each priority audience.
4. Identify appropriate communication channels based on how those audiences actually access information.
5. Use AI, if useful, to generate alternative versions of a message, suggest content formats or adapt tone for different audiences.

6. Compare the AI-generated options with the group's own communication and decide what feels accurate, respectful and appropriate.
7. Review all messages for exaggerated claims, stereotypes or promises that the venture cannot yet demonstrate.

Participants might ask:

Suggest three different ways of explaining this social-enterprise idea to [audience]. Keep the core information the same but vary the tone and format.

Or:

Review this message. Does it make any social-impact claims that appear stronger than the evidence provided?

Reflect

- What does each audience most need to understand?
- Did the same message work for every audience?
- How can we communicate social value without exaggerating our impact?

Facilitator note: Communication should reflect what participants genuinely know about the venture at this stage. AI can make messages sound polished very quickly, but polished language should not hide uncertainty or turn expected impact into proven impact.

Activity 4 — What does it take to make it work?

Duration — 2 hours
Group size — Small groups
Materials — Business model, planning worksheet and calculator or spreadsheet if useful
AI needed — Optional
Expected output — Operational, resource and funding outline

Purpose: Help participants translate their business model into the practical activities, resources, people, partnerships and financial considerations required to begin implementation.

How to run it

1. Ask groups to identify the main activities required to deliver their product or service.
2. For each activity, consider the resources required. These may include people, skills, equipment, technology, space, information or time.
3. Identify which skills already exist within the team and which roles or expertise may still be needed.
4. Map potential partners who could provide knowledge, access, resources or other forms of support.
5. Identify the main categories of cost involved in starting and operating the venture.
6. Explore possible sources of financial resources, such as customer revenue, grants, sponsorship, partnerships or other models appropriate to the venture.
7. Identify several practical risks and consider how the team could respond if they occur.
8. Use AI to challenge the plan, identify overlooked resource needs or suggest scenarios that participants can investigate.

Useful AI questions might include:

- Looking at these planned activities, which important resources or operational tasks might we have overlooked?
- What risks could prevent this venture from delivering its service consistently? Treat these as scenarios for us to assess rather than predictions.
- Suggest possible categories of funding or income that a venture of this type could investigate. Do not provide specific programmes unless they can be independently verified.

Reflect

- Which resource is most important for getting started?
- What do we need that we do not currently have?
- Which cost or funding assumption needs further investigation?
- What is the most important operational risk?

Facilitator note: Keep financial planning appropriate to an early-stage youth venture. The objective is to understand the main costs and possible resource sources, not to produce sophisticated financial forecasts.

Participants may also identify legal, regulatory, tax, data-protection or licensing questions during this exercise. Encourage them to record these questions for further investigation. AI can help clarify what they need to ask, but AI-generated legal or regulatory information should not be treated as professional advice or relied upon without verification.

Activity 5 — From plan to pitch

Duration — 90 min
Group size — Small groups
Materials — Completed venture materials, presentation materials if desired
AI needed — Optional
Expected output — Final venture pitch and implementation roadmap

Purpose: Bring together the work developed across the curriculum and help participants communicate their venture clearly while identifying the first realistic steps toward implementation.

How to run it

1. Ask groups to review the main elements developed throughout the programme: social challenge, target group, proposed solution, value proposition, social mission, intended impact, market evidence, business model, resources and delivery approach.
2. Participants prepare a concise pitch explaining the venture and why it matters.
3. Ask them to distinguish between what they know, what they expect and what they still need to test.
4. AI can be used as a simulated audience. Participants may ask it to generate questions from the perspective of a customer, partner, community organisation or potential funder.
5. Groups practise responding to the questions without relying on AI for the answers.
6. Peers provide feedback on clarity, credibility and unanswered assumptions.

7. Participants revise the pitch and identify the first three to five actions required to move the venture forward.

A possible pitch structure is:

Challenge → People affected → Solution → Value → Social impact → Evidence → How it works → What we need → Next step

Possible AI prompts include:

- Act as a potential partner listening to this pitch. Ask five questions that would help you decide whether the venture is credible and ready for further development.
- Identify which parts of this pitch sound like assumptions rather than evidence.

Reflect

- Which question was hardest to answer?
- Which part of the venture now feels strongest?
- What still needs to be tested before implementation?
- What should happen first?

Facilitator note: The final pitch is a learning exercise rather than a competition. Participants should not be rewarded for appearing more confident than the evidence allows. A strong pitch can acknowledge uncertainty while clearly explaining how the team intends to address it.

Suggested learning sequence

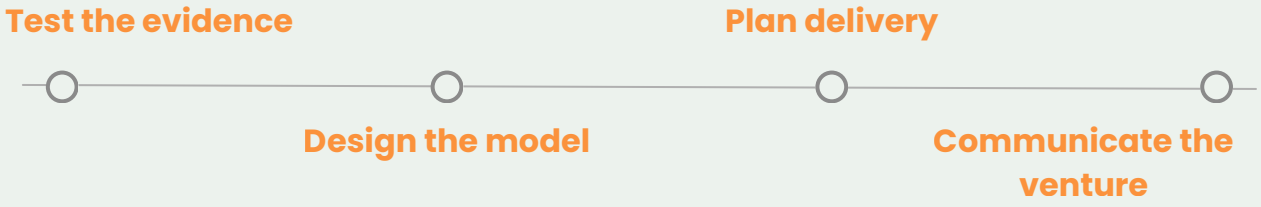
The module is designed for approximately 10 learning hours. Additional research or validation can take place between facilitated sessions.

LEARNING COMPONENT	SUGGESTED TIME
Evidence or Assumption?	2 h
Build and Challenge the Business Model	2 h
How Will People Find and Understand Us?	1 h 30 min
What Does It Take to Make It Work?	2 h
From Plan to Pitch	1 h 30 min
Reflection and workbook review	1 h
Total	10 hours

For a shorter programme, priority can be given to:

Evidence or Assumption? → Business Model → Operational Plan → Pitch

The condensed pathway retains the central progression:



- Module outputs and reflection

By the end of Module 4, participants should have transformed their initial idea into a more structured social-enterprise proposal. The resulting materials bring together the different elements developed throughout the learning pathway while also making visible the areas that still require validation.

OUTPUT	WHAT IT CAPTURES
Market evidence map	The key assumptions behind the venture, the evidence currently supporting them and the questions still requiring research
Social Business Model Canvas	How the venture intends to create, deliver and sustain practical and social value
Communication and outreach plan	Priority audiences, core messages and appropriate communication channels
Operational and resource outline	Key activities, resources, skills, partners, costs, possible income or funding sources and practical risks
Implementation roadmap	The first realistic actions required to move the venture from planning toward implementation
Final pitch	A concise presentation bringing together the challenge, solution, value, social impact, evidence and practical model

These outputs represent an early-stage venture plan rather than proof that the venture is fully viable. Some assumptions may have been strengthened during the programme, while others will require further research, testing or professional advice.

Participants should also complete their final module entry in the AI Use Log, reflecting on one moment when AI influenced an important planning decision. They can consider what the tool contributed, what information required verification, whether the initial output changed after being challenged and how the final human decision differed from the AI suggestion.

To close the module, youth workers can invite participants to reflect on:

- Which assumption about our venture still needs the strongest evidence?
- Which part of our business model changed most during the programme?
- What is the most important practical obstacle we need to address?
- What are the first three actions we should take after the programme?

The venture is no longer only an idea. Participants have developed a structured proposal, explored its social value and practical model, challenged important assumptions and identified what still needs to happen next.



8. Reflection, Recognition and Next Steps

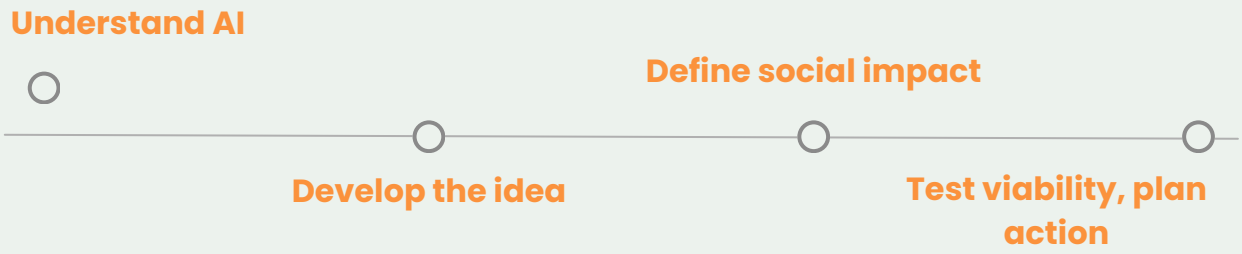
Completing the learning pathway does not mean that the social venture is finished or that every question has been answered. Entrepreneurship is an iterative process in which ideas continue to evolve as new evidence is collected, stakeholders are consulted and practical challenges emerge.

This final chapter helps youth workers bring the learning process to a meaningful close. Participants are invited to look back at how their venture and their use of AI have evolved, recognise the competences they have developed and identify realistic next steps for continuing their project.

The focus moves from developing the venture to understanding what has been learned through developing it.

- Looking back at the learning journey

Throughout the four modules, participants have moved through a progressive learning pathway:



The final reflection should give participants an opportunity to compare their starting point with the venture they have developed.

Youth workers can invite participants to revisit selected materials from their Social Venture Workbook, including their first challenge statement, initial assumptions, value proposition, impact pathway and final business model. They can then consider:

- How did our original idea change?
- Which assumption changed the most?
- What did we learn from customers, beneficiaries or other stakeholders?
- Which part of the venture became clearer?
- Which questions remain unanswered?
- Where did AI genuinely improve our work?
- Where was human knowledge or interaction more valuable?

The objective is not only to identify what participants produced, but also to recognise how their thinking developed.

Participants should also revisit their Responsible AI Charter and AI Use Log. Comparing their early interactions with AI with those recorded later in the programme can help them identify whether they became more critical, selective and purposeful in their use of technology. A useful final question is:

Are we using AI differently now than we did at the beginning of the programme? If so, what changed?

- Recognising the competences developed

The curriculum develops more than an entrepreneurial idea. Through researching, discussing, creating, testing and revising their venture, participants practise a range of entrepreneurial, digital, social and personal competences.

Youth workers can use the following areas to help participants recognise their learning:

COMPETENCE AREA	HOW IT MAY HAVE BEEN DEVELOPED
Entrepreneurial thinking	Identifying opportunities, developing ideas, testing assumptions and planning action
Critical thinking	Questioning information, assessing evidence and challenging AI-generated outputs

Digital competence	Using AI tools purposefully, critically and responsibly
Creativity	Generating alternatives and adapting ideas in response to new information
Social and civic awareness	Understanding community needs, stakeholders, inclusion and social impact
Communication	Interviewing stakeholders, developing messages, giving feedback and presenting a venture
Collaboration	Sharing responsibilities, negotiating ideas and making decisions with others
Learning to learn	Reflecting on uncertainty, mistakes, feedback and changing assumptions
Initiative	Moving from the identification of a challenge toward concrete action

Youth workers do not need to assess every competence formally. Participants can select the areas in which they feel they developed most and identify concrete examples from the learning process.

This reflection can also support Youthpass, where relevant, by helping participants describe what they learned rather than simply listing the activities they completed.

A useful prompt for reflection is:

What can you do, understand or approach differently now because of this learning experience?

- Final venture and learning review

Before moving to future action, participants should review the venture as it currently stands. The aim is not to prove that every component is complete. Instead, the review should distinguish between what has been developed with reasonable confidence and what still requires research, validation or adjustment.

WE HAVE DEVELOPED...	WE MAY STILL NEED TO TEST...
Social challenge and target group	Whether our understanding reflects a wider range of stakeholder experiences
Venture idea and value proposition	Whether customers, users or beneficiaries find the proposed value relevant
Social mission and impact pathway	Whether the expected outcomes actually occur
Preliminary impact indicators	Whether the indicators provide meaningful and practical evidence
Market evidence	Remaining assumptions about demand, competitors or alternatives
Social Business Model Canvas	Whether the model works under real conditions
Communication approach	Which messages and channels actually reach priority audiences
Operational and resource outline	Real costs, skills, partnerships and resource requirements
Implementation roadmap	What changes once implementation begins

Participants should be encouraged to see unanswered questions as part of the entrepreneurial process rather than as evidence that their venture has failed.

Completing the curriculum does not mean that every question has been answered. A strong entrepreneurial process also means knowing what still needs to be learned.

The final venture materials should therefore be treated as a working foundation that can continue to change through testing, feedback and experience.

- From learning to action

The final step is to translate the learning process into a small number of realistic actions.

Participants may have identified many things they would like to research, develop or improve. Attempting to address everything immediately can make the next stage difficult to manage. Youth workers should therefore help them prioritise.

Ask participants to identify the three most important actions that would move the venture forward:

NEXT ACTION	WHY DOES IT MATTER?	WHO IS RESPONSIBLE?	WHEN WILL WE DO IT?
1.			
2.			
3.			

Possible next actions may include:

- speaking with additional beneficiaries or customers
- testing a prototype
- validating a pricing assumption
- approaching a potential partner
- researching a legal or regulatory question
- estimating real costs
- exploring appropriate funding opportunities
- testing a communication message
- identifying missing skills within the team
- piloting the solution on a small scale

The actions should be specific and achievable. “Find funding” is too broad, while “identify three relevant funding sources and verify their eligibility requirements” gives the team something concrete to do.
AI can continue to support this stage by helping participants organise tasks, compare scenarios or prepare questions. The same principles used throughout the toolkit still apply: important information should be verified, decisions should remain human-led and technology should be used only when it adds value.

- Closing reflection

The learning pathway can conclude with an individual reflection, a group discussion or a combination of both. Youth workers can use the following questions:

- What are you most proud of developing during the programme?
- Which belief or assumption changed most?
- What did you learn about using AI critically and responsibly?
- What did you learn about yourself as an entrepreneur, collaborator or changemaker?
- What will you do next?

Participants may also be invited to share one principle they want to carry into future entrepreneurial or professional activities.

The final message of the programme should reinforce that neither entrepreneurship nor responsible AI use is a one-time process. Both require continued curiosity, experimentation, feedback and reflection.

Artificial intelligence can help people explore possibilities, organise information and challenge their thinking. It cannot replace the relationships, judgement, creativity and responsibility required to build solutions that respond meaningfully to real social challenges.

The venture developed during this curriculum is therefore both an entrepreneurial outcome and a learning vehicle. Whether participants choose to implement it, transform it or pursue a different idea, the competences developed through the process can continue to support their future initiatives.

Use AI to expand what is possible. Use evidence to understand what is real. Use human judgement to decide what comes next.

