SOCIA

Co-funded by the Erasmus+ Programme of the European Union

IO2. Social innovation training handbook

Version: 2

May 2018

Lead organisation for this deliverable: We4YOU

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Project co-funded by the European Commission ERASMUS+ Programme	
Contract number: 2017-1-LU01-KA202-023925	
Start date of the project: September 2017	Duration: 2 years

Dissemination Level of the document		
PU	Public	
PP	Restricted to other programme participants (including the Commission Services)	X
RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium (including the Commission Services)	

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CONTENTS

1. EXECUTIVE SUMMARY....4
2. OBJECTIVES OF IO2....5
3. TASK 1....5
3.1. OBJECTIVES....5
3.2. METHODOLOGY....5
3.3. RESULTS....8
4. TASK 2....12
4.1. OBJECTIVES....12
4.2. METHODOLOGY....12
4.3. RESULTS....28
5. TASK 3....30
5.1. OBJECTIVES....30
5.2 METHODOLOGY....30
5.3 RESULTS....35
6. TASK 4....35
6.1. OBJECTIVES....35
6.2. METHODOLOGY....35
6.3. RESULTS....36
7. Appendix....40

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1. EXECUTIVE SUMMARY

1. The aim of this IO was to formulate concrete methodological and design guidelines for online social innovation training approach for VET context in general and for the online Social Innovation Academy concept specifically. Conducted work was divided into 4 broader phases, each containing several tasks as summarized below.
2. Task 1 was dedicated to analysis of European social innovation training landscape and offer. Partnership started with development of the methodology to identify key social innovation training providers and solutions. Data were collected on both local levels in 5 partner countries and on a European level. We compiled detailed overview of social innovation training opportunities in 5 partner countries, consisting of 36 offerings.
3. Gathered information were further used as an input to second task which was dedicated to identification of key social innovation training gaps. Partnership identified the gaps in existing training and educational programs, with regards to the "ideal" skill set and framework. We developed a complex matrix which consisted of 36 trainings and 31 under-represented skills. List of elicited skills and guidelines on how these should be delivered at most attractive and engaging way are described in section 6 – Social innovation training handbook.
4. Within third task we have identified the representatives of the expert community (a specific group within the larger SOCIA community) to be invited to activities of IO3, IO4, IO5 and IO6. With use of innovative technology, we have examined 750 in total, at the level of partner country and EU. Upon the analysis partnership has agreed which experts we will try to engage.
5. In final task we designed concrete methodological and design guidelines for online social innovation training concept. These guidelines, presented in 10 points, will serve as an input for Social Innovation Academy Train the Trainer Guide (to be developed in IO5) and as a guideline to develop the online Social Innovation Academy concept (IO3).

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Among other they also recommend the ultimate list of highly important yet under-taught social innovation skills, to be included into SOCIA curriculum.

2. OBJECTIVES OF IO2

The aim of this IO was to formulate concrete methodological and design guidelines for online social innovation training approach for VET context in general and for the online Social Innovation Academy concept specifically.

3. TASK 1

3.1. OBJECTIVES

Analysis of the European social innovation training landscape & offer.

3.2. METHODOLOGY

We4YOU with the input from Eolas and Limitless has developed the methodology to identify key social innovation training providers and solutions. Data were collected on both local levels in 5 partner countries and on a European level.

To carry out an in-depth analysis of the currently available training offer we have determined following parameters:

- Training provider name
- Training provider type
- Training title

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- Topic description
- Target audience
- Delivery mode
- Certification options
- Certification details
- Price
- Price details
- Web site

Further on, each of the determined parameters were detailed with following values:

Parameter	**Value**
Training provider name	organization's / individual's name
Training provider type	professional trainings run by academic bodies (individual or institutional), practitioners (both individuals and organizational), public/governmental bodies and non-profit/civil society organizations, intermediaries (chambers of commerce, hubs, labs, technology parks), other
Training title	event's name
Topic description	brief explanation of the event
Target audience	students, teachers, trainers, adults, general public, social entrepreneurs, NGO management, governmental representatives, business owners, corporate clients, unemployed

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Delivery mode	conference / seminar, summer school, workshop, roundtable mentorship, live presentation, on-line training, blended learning
Certification options	no certification, certificate of attendance, exam-based certificate
Certification details	title obtained
Price	approx. in EUR
Price details	per module, subscription-based, limited access, discounts
Web site	link to the event

After parameters and values were defined, data collection template (see appendix) was prepared by We4You together with Limitless and distributed among all of the 5 partners by We4YOU. Each of the partners was asked to collect and 3-5 training offers (smaller countries like Luxembourg and Slovenia 3 as there were simply no more social innovation trainings offered in these countries, others 5).

Additionally, analysis covering a sample of the European level was carried out through desktop research by Limitless outside of the partner countries.

We4YOU then collected and combined the data from all 5 partners.

Tables prepared by each partner are presented under results section. Due to size of tables developed, each table is also attached as a separate document (see related Appendix, documents #3- #7).

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3.3. RESULTS

Main results of presented task are:

- Detailed overview of social innovation training opportunities in 5 partner countries, consisting of 36 offerings.

Offering Landscape Luxembourg

Training provider name	*Training provider type	Training title	Topic description	*Target audience	*Delivery mode	Training duration	*Certification optio	Certification details	Price in EUR	Price details	Website of the event
University of Luxembourg	Academic bodies	Certificate in Sustainable De	Target audience for study programme: for professionals and students from all levels and degree programmes, as additional activity compatible with full time employment and enrolment in a Bachelor, Master or Ph.D. programme. The Certificate aims to provide a better understanding of the complex challenges that societies, organisations and individuals face as we approach the limits of the biophysical carrying capacity of our planet. Sustainability and Social Innovation are inseparable: Active involvement of both citizens and science is necessary for guiding and monitoring the innovations that promise to protect or improve our lifestyle standards. The study programme offers tools for social learning to tap into the collective intelligence of stakeholders and experts. Issues such as energy, water and food production, waste and recycling, sustainable housing and transport are covered. The courses provide an overview on the most recent insights from academics and practitioners relating to global change and to transformational learning for sustainability.		Other	Courses start last w	Exam-based certificate		200/semester		https://wwwfr.uni.lu/form
The International Labour (	Public/governmental bodies	9th ILO Academy on Social a	will feature discussions on a variety of topics including digitalization of work, the creation of decent work for refugees, SSE organization incubation and acceleration, alternative & complementary economies, such as the circular economy, silver economy, and collaborative & sharing economy, and more. Discussed subjects: The following topics will be tackled during the Academy: • Digitalisation of work • Circular economy • The creation of decent work for refugees through the SSE • The future of work for all • Training / Education / New skills • Collaborative & sharing economy • Innovative experiences in SSE organization incubation and acceleration • Silver economy Description: The main objective of the Social and Solidarity	(leaders and managers of social and solidarity economy organizations); - Policymakers from different government ministries (labour, social affairs, cooperatives, women's entrepreneurship, youth); - Workers' and employers' organizations; SSE promoters (UN organizations and development partners, foundations, SSE networks); - Researchers interested in getting practical	Conference	25-29 Sept 2017	Certificate of attendance		free (sponsored by ULESS)		http://www.uless.lu/er
6zero1	Intermediaries	Incubation for social impact	1. BOOTCAMP AU LANCEMENT DE CHAQUE NOUVELLE SESSION D'INCUBATION Bootcamp Business Model Canvas (2 days bootcamp) ● Développement de la clientèle ● Lean Management ● Modèle financier ● Mesure d'impact et investissement 2. IMPACT Mesure d'impact social ● Panorama des méthodologies existantes et compréhensions des grands principes qui les sous-tendent	(potential) social ent	Other	from several days (individual training) to	unknown		4500 for the whole incubation, individu	http://www.6zero1.lu

Offering Landscape Slovenia

Training provider name	*Training provider type	Training title	Topic description	*Target audience	*Delivery mode	Training duration	*Certification optio	Certification details	Price in EUR	Price details	Website of the event
Mladinski ceh	NGO / CSO	School for Social Entreprene	At the School of Soc	Unemployed	Mentorship	8 sessions + 3 hours	No certification	/	210 EUR for for maxin	Price for 8 sessio	http://www.mladinski-ceh.si/content/231
International School for So	Academic bodies	Inclusion of Roma and Migra	The main aim of this project is thus to support better integration of Roma and migrant children in education through various activities.	Teachers	Seminar	2 days	Certificate of attendance		Free of charge	/	http://www.europedirect.si/si/novica/proje
Climate - KIC	Public/governmental bodies	The Journey Summer School	The Journey summ	Students	Summer School	5 weeks	Exam-based certific	Participants completing	No fee	For EU applicant	http://ssum.um.si/2018/02/poletna-sola-po

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Offering Landscape Greece

Training provider name	*Training provider type	Training title	Topic description	*Target audience	*Delivery mode	Training duration	*Certification optio	Certification details	Price in EUR	Price details	Website of the event
DEI College	Academic bodies	Social Innovation	This degree works to help you develop your ideas, scale up an organisation, developing new markets, accessing appropriate investment and developing your leadership capacity and competence. The Social innovation Master's degree has been designed to offer a distinctive, innovative qualification that builds skills and competence within the social enterprise sector, alongside developing investable and marketable socially enterprising solutions which address unmet social needs in original and innovative ways.	Students	Other	12 months full time	Exam-based certificate	Master of Arts	-	-	http://www.dei.edu.gr/en/studies/master-degrees/social-innovation.html
Arsakeia-Tositseia Schools	Academic bodies	Social Innovation Relay	The Social Innovation Competition is an interactive, on-line educational program designed to encourage students to develop innovative business ideas and solutions to social problems such as unemployment, poverty, racism, etc. At the same time, students to cultivate skills to become socially responsible professionals in the future. This program is being implemented on-line and also begins in March and is completed in June.	Students	On-line training	4 months		After evaluation the top 10 teams will participate in the Final Greek Online Contest	Free		http://www.arsakeio.gr/gr/graduates/167-greek/schools/psychico/psychico-high-school-a/events-activities/18751-programma-koinwnikhs-kainotomias-social-innovation-relay
University of Piraeus	Academic bodies	Social Entrepreneurship	After successfully completing the course, the trainee will be able to understand the complex dynamics of social entrepreneurship as a global phenomenon. They will be able to recognize and critically evaluate alternative ways of developing business beyond traditional boundaries while creating social value. It will acquire the skills necessary for the foundation, financing and sustainable development of the social enterprise.	Students	On-line training	3 months	Certificate of attendance	At the end of the quarter, trainees should deliver a 5-10-page job, with a short business plan based on the mission-based business plan. That is, trainees should submit a plan for a social enterprise or an innovative social project that involves a profit-making or non-profit organization serving a community, the arts, the environment or some other social purpose. Trainees, if they so wish, can submit their work in video format.	Free		http://elearning.ec.unipi.gr/elearning/wp-content/uploads/2016/11/1-koinwnikh-epixeirhmatikothta.pdf
Impact Hub Athens	Intermediaries	Social Entrepreneurship	Impact Hub Athens presents an online fast-track training program in social entrepreneurship. Do Business Yourself - Online is a new, online seminar designed to offer new and future social entrepreneurs the basic skills to understand the concept, dynamics and challenges of the social economy and entrepreneurship today , on the other hand, to be able to design their own social enterprise.	Adults	On-line training	9 months	Certificate of attendance	The evaluation of the participants will be based on the successful completion of the exams, as well as their weekly participation in the forum discussions.	120 euro		https://athens.impacthub.net/virtual-social-entrepreneurship-school/
British Council in Greece	Public/governmental bodies	Educating Greece: social entrepreneurship in the classroom and beyond	Our Life Skills programme consists of two modules: Life Skills: Life Skills: Developing Active Citizens, which consists of six one-hour workshops for children and teenagers aged 10 to 16. Developing Social Entrepreneurs, which consists of six one-hour workshops for young adults aged 16 to 24. Both modules are available to schools and vocational education and training (VET) institutions in Greece completely free of charge. The modules can be delivered by a British Council trainer or a local educator.	Students	Workshop	6 1 hour workshops	Certificate of attendance		Free		https://www.britishcouncil.gr/en/life-skills

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Offering Landscape Poland

Training provider name	*Training provider type	Training title	Topic description	*Target audience	*Delivery mode	Training duration	*Certification optio	Certification details	Price in EUR	Price details	Website of the event
Warsaw Centre for Socio-E	Public/governmental bodies	Masters, education for foreigners, international education, Themes of the Forum: - Parents' role in creating the school's climate - Developing and supporting talents in children - a partnership between parents and teachers. - Do we want democracy at school? - To teach and to raise: the cohesion of educational and formative activities at school and at home - Do the today's youth need authorities? - School self-governance	Socio-Educational Innovation and Training (WCIES) is a local government-operated teacher development facility, an institution providing knowledge and education, whose work is perfectly reflected by the motto "Warsaw – the City of Education". The Centre was established on 10 July 2008 by a resolution of the Warsaw City Council, upon the initiative of the Education Section of the Warsaw	Other	Workshop	depends on course	Certificate of attendance		0	all courses are fr	https://www.wcies.edu.pl/component/k2/item/1041
Warsaw Centre for Socio-E	Public/governmental bodies			General public	Mentorship	individual	No certification		0	mentorship is fre	https://www.wcies.edu.pl/component/k2/item/1041
Sedzimi Foundation	NGO / CSO	E-learning for social innovat	Project financed by t	General public	On-line training		Certificate of attendance		0	both e-learning a	http://www.sendzimir.org.pl/en/node/999
Ashoka Poland	NGO / CSO	mentorship and law and project support		General public	Mentorship	individual	No certification		0	mentorship is fre	http://ashoka-cee.org/poland/
Laboratory of Social Innov	Public/governmental bodies	start-up zone, laboratory of social innovation, co		General public	Workshop	conference, semina	Certificate of attendance		0		http://ppnt.pl/pl/innowacje-spoleczne
Laboratory of Social Innov	Public/governmental bodies	start-up zone, laboratory of social innovation, co		General public	Conference	conference, semina	Certificate of attendance		0		http://ppnt.pl/en/centrum-konferencyjne
									0		http://ppnt.pl/en/centrum-konferencyjne

Offering Landscape Spain

Training provider name	*Training provider type	Training title	Topic description	*Target audience	*Delivery mode	Training duration	*Certification options	Certification details	Price in EUR	Price details	Website of the event
INDITEX UDC	Academic bodies	Social Responsibility Specialization Course	It facilitates the specialization of professionals from the business sector, public and non-profit sectors and also from graduates from various disciplines, on key issues for a better governance and sustainable development of societies and good management of the organizations.	Students Social entrepreneurs Business owners	Other	625h	Certificate of attendance	Specialization in Resposibility and Social Innovation	600	Subscription	http://www.catedrainditex.com/
Gestionándote / Posible +	Practitioners	Virtual and free course about entrepreneursip and social innovation	Course to analyze the concepts and characteristics of entrepreneurship and social innovation, social innovation projects development and business models around social entrepreneurship.	Social entrepreneurs	On-line training	own pace	No certification	n/a	Free	n/a	https://gestionandote.org/curso-virtual-gratuito-emprendimiento-e-innovacion-social/
ESADE Business School	Academic bodies	Liderazgo e Innovación Social- Social Innovation and Leadership	Course that aims to develop competences to ONG management in a globalized world	NGO management	Other	15 days	Certificate of attendance	n/a	2150	Subscription	http://www.esade.edu/research-webs/esp/socialinnovation/formacion/LIS
Essencials. by Socialab	Practitioners	Social Innovation Collections	Online course about innovation and social entrepreneurship divided into 5 modules: collaboration for transformation, from the idea to the entrepreneurship, how to be a B corporation, generating an impact movement and from the traditional model to a company with a mission	General public	On-line training	own pace	Certificate of attendance	Socialab certificate	71	Subscription	https://essentials.socialab.com/coleccion-innovacion-social/
Miríadax	Other	Social Innovation and Entrepreneurship	It is designed to introduce the student to all aspects of the social business creation process. The contents include the evaluation of opportunities, business models in the social sector, the acquisition of the necessary financial resources to develop a new company and the exchanges between financial profitability and social profitability	General public	On-line training		Certificate of attendance		Free		https://miriadax.net/web/emprendimiento_innovacion
UNED	Academic bodies	Social Innovation and Entrepreneurship	Through the course students can look into the advantages and disadvantages of applying business tools to the social sector. The course is intended for professionals and young graduates interested in creating their own social enterprises, working in social enterprises or applying social entrepreneurship concepts for the development of more innovative Social Responsibility	Students Social entrepreneurs	On-line training	6 months	Exam-based certificate	Master/Specialization diploma/Expert Diploma & Training Certificate from	1300	Subscription and materials for the course	https://formacionpermanente.fundacion.uned.es/tp_actividad/idactividad/9919
TRANSIT Project	Other	Training tool on social learning for Transformative Social Innovation	The tool consists of three modules or parts. The first part is theoretical/analytical; the second part consists of set of instruments to be used for designing and planning learning for social innovation and the third part is practical using audio-visual materials.	Adults	On-line training	own pace	No certification		Free		http://www.transitsocialinnovation.eu/resource-hub/training-tool-on-social-learning-for-transformative-social-innovation-in-spanish

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- **Social innovation training analyses at EU level (see next page).**

Training provider name	*Training provider type	Training title	Topic description	*Target audience	*Delivery mode	Training duration	*Certification options	Certification details	Price in EUR	Price details	Website of the event
Danube University Krems	Academic bodies	MeA in Social Innovation	The university course "Master of Arts in Social Innovation" offers a one of a kind professional master's programme for individuals who want to develop sustainable and peer-to-peer media based social innovations in politics, economy and society. Graduates of this study programme will be able to work in the development, planning and realisation of social transformation processes in organisations as well as in consulting and supervision industry. The "MA in Social Innovation" puts special emphasis on the potential of social determined innovations in digital and interactive media, in which the latter not only serve as a by-product but as major driver for social change processes.	Executives, employees and freelancers who want to qualify for invention, implementation, evaluation and supervision of social innovations in enterprises or other organizations.	Blended learning	5 terms	Exam-based certificate	MeA	> tuition €EUR 13.800 + living		https://www.donau-uni.ac.at/en/studies/master_of_social_innovation/index.php
University of Utrecht	Academic bodies	Sustain. Business & Innovation	As part of this two-year Master's programme in Sustainable Business and Innovation, you will learn about sustainability challenges and the technological and other options that businesses can use to work in a more environmentally and socially friendly manner. By reviewing the academic literature and theory, real-life examples, and business case studies, you will acquire insight into the behaviour of organisations, including processes of organisational change and innovation.	full-time students	Other	2 years	Exam-based certificate	MSc	> tuition €1,984 / year x 2 = €3,968 + living		https://www.uu.nl/masters/en/sustainable-business-and-innovation
University of Cambridge	Academic bodies	Master in Social Innovation	The Master of Studies in Social Innovation is an academically rigorous part-time programme designed for practitioners from the business, public and social sectors who wish to lead innovative solutions to pressing social issues. Students on the programme are outstanding individuals who wish to build on their work experience and expertise collaborating with colleagues across sectors.	students	Blended learning	2 years	Exam-based certificate	MSc	> tuition £15,000 / year x 2 = £30,000 + living		https://www.jbs.cam.ac.uk/programmes/professional-practice/mst-social-innovation/
Oxford's Skoll Centre for Social Entrepreneurship	Academic bodies	MBA	The Skoll Scholarship is a competitive scholarship for incoming MBA students who pursue entrepreneurial solutions for urgent social and environmental challenges. The Scholarship provides funding and exclusive opportunities to meet with world-renowned entrepreneurs, thought-leaders and investors. Once selected, these students are known as Skoll Scholars.	students	Other	2 years	Exam-based certificate	MBA but not only in SI	> tuition £50,200 / year x 2 = £100,400 + living but free with the scholarship		https://www.sbs.ox.ac.uk/faculty-research/skoll/skoll-scholarship
Duke University	Academic bodies	Global Social Innovation summer programme in London		students	Summer School	a couple of weeks	Certificate of attendance		> $2925 + travel & accommodation		https://dukemagazine.duke.edu/article/global-policy-and-governance-programs-heads-to-london
Centre for Social Investment Ruprecht-Karls-Universität Heidelberg	Academic bodies	executive training	expert social investment & impact	The impact of social investment is increasingly becoming of interest - within civil society itself and in politics, the economic sector and the public. As a result, organizations in the third sector begin to address issues of impact assessment.	• Executives and senior staff with a strategic inte- rest in impact measurement • Professional staff with responsibilities for evalua- tion, impact and public communication • Board members with a personal interest in the is- sues • Professional staff responsible for corporate social responsibility affairs • Representatives of social investors and innovati- on- nancial intermediaries	Seminar	3 days	Certificate of attendance		> €1200 + travel & accommodation		https://www.csi.uni-heidelberg.de/lehre/Info/fb-uni.pdf
ESADE	Academic bodies	Leadership and Social Innovation	teaching methodology used as it does to the content. This is a fundamental element of the program structure. The program's focus is essentially on experience. Learning takes place more readily with a practical, hands-on approach, rather than using traditional teaching methods. Participants will analyze concrete realities, diagnose problems, contrast and debate different points of view and interact with other participants. The course is structured as intensive seminars to make this focus more plausible. The program dedicates significant time to analyzing both national and international case studies, carrying out simulations, teamwork and open debates, and the professors are especially dedicated to stimulate individual and collective learning. In terms of format, the program also takes into account the difficulties NGO executives have in participating in training programs as these take time away from their work. To minimize these difficulties and though the program requires participants' to attend classes, the program offers a lighter format which includes five-intensive modules lasting three days each.	The program is aimed at those who: • Currently hold positions of responsibility in NGOs • Have extensive professional experience in the area of NGOs • Wish to improve their managerial skills	Certificate of attendance	4x 3 days		> €2,000 + travel & accommodation		http://www.esade.edu/executive-education/eng/open-programs/liderazgo-innovacion-social-organizaciones-no-gubernamentale
University of Cape Town via Coursera	Academic bodies	Becoming a changemaker: Introduction to Social Innovation	This free 6 week course is for anyone who wants to make a difference. Whether you are already familiar with the field of social innovation or social entrepreneurship, working for an organization that wants to increase its social impact, or just starting out, this course will take you on a journey of exploring the complex problems that surround us and how to start thinking about solutions. We will debunk common assumptions around what resources are needed to begin acting as a social innovator. We will learn from the numerous examples of social innovations happening all over the world. You will be challenged to get out of your comfort zone and start engaging with the diverse spaces around you. By the end of the course, you will have formed your own approach to social innovation, and you will have begun to develop the concepts, mindset, skills, and relationships that will enable you to start and evolve as a changemaker.	Who is this class for: This class is for you! If you've always wanted to create social impact in your community or your business but didn't know where to start, the skills, tools and methodologies will help you get going. If you are already involved in a social business and want to take it to the next level, you'll find a supportive community, examples and case studies to inspire you. This course is suitable for business students, business owners, start-ups, entrepreneurs and professionals in any sector seeking to bring about social change.	on-line training	6 weeks of study, 2-3 hours per week	exam-based certificate	Certificate is optional and can be purchased at the end of the course. Financial aid available for those not able to pay for the certificate.	unknown		https://www.coursera.org/learn/social-innovation#faqs
HEC	Academic bodies	Master in Sustainability and Social Innovation: training "realistic idealists"	environmentalists; it affects the price and availability of raw materials. For example, "a drought in New Zealand will affect a cow's diet in the meadow, which may impact milk quality, thus causing a shortage on the market of high-quality milk, which in turn will have an impact on global pricing," says Carolin Schmidt, a global buyer of dairy ingredients for Danone. Her ambition when she started at Danone was to join the milk team, because it is at the very core of the business and at the same time faces significant sustainability issues, such as climate change, greenhouse gas emissions, and fair work for farmers. Carolin Schmidt is also a graduate of HEC's MSc in Sustainability and Social Innovation (SASI), and her pragmatic mindset – keen to address sustainability issues, but from the business side – is very typical of the kind of students attracted to the program: strategists and entrepreneurs, with a cause. The ambition of HEC's one-year SASI program is to train future change-makers and leaders to acquire a global vision of sustainable management in order to lead the transformation of corporate strategies and build a resilient economy through innovative models. "Entrepreneurs with a cause" But why offer a degree specifically geared towards	This program is aimed at high-level applicants who thrive to become change makers. Whatever the size of the company, the function or the sector they will work in, graduates will have acquired the specific skills and mindset necessary to implement changes in business, innovation, and human resources management. SASI graduates shape the world of tomorrow.	other	10 months	exam-based certificate	MSc	€ 23 350		http://www.hec.edu/Masters-programs/Master-s-Programs/One-Year-MSc-MS-Programs/MSc-Sustainability-and-Social-innovation/Key-Features
Kingston Hub	Other	Social Innovation Programme	The Social Innovation Programme (SIP) is a unique paid opportunity for students to address challenges in the local area through research and consultancy. No prior experience or knowledge of consultancy is necessary, this is a chance to gain some! Whatever your skills and interests, we'd love to hear from you. Whilst we're interested in knowing what experience you would bring to the team, we're ultimately interested in motivation, enthusiasm and potential. What is the role? Work with a team of students as external consultants for a client. Spend six weeks solving a brief outlining the challenge. Work with a client charity or social enterprise Write a report of recommendations based on your research Pitch this to your organisation	only open for undergraduate students	Other	6 weeks		A paid traineeship and consulting / training	people actually get paid: Get paid £9.07 per hour for about six hours of consultancy work a week (including one hour of training per week)		https://www.kingston.hub.org/activities/social-innovation
GCU Students' Association	Other	Social Innovation Training	The social innovation training is a three hour session which develops the competencies (skills, knowledge and behaviours) you need to become an effective change maker within your community. The training is open to all students. Core elements of the training will include: Action based community mapping (participatory) Human centered design Problem solving How to build a community project Reflecting on local and global approaches to innovation Experts from various external organisations will be in attendance to provide mentoring and support.	all students	Workshop	3 hours		unknown	free		https://www.gcustudents.co.uk/socialinnovation
Energiak	Public/governmental bodies	Social Innovation Community Summer School: Social innovation in the public sector	Innovation Community (SUMSIC) will be held in San Sebastian at the end of June 2018. The topic chosen for this edition is the role of Social Innovation in the Public Sector. During three days, researchers, policy-makers, practitioners and people interested in the connections between social innovation and public innovation will have an opportunity to debate and exchange knowledge and information about trends and challenges of these topics. The objectives of this summer school are: · Introducing the Social Innovation Community project from the relationship between Social Innovation and Public Innovation · Deepening methodologies, resources and perspectives related to Public Innovation, ICTs and Social Innovation in the local and urban environment · Exchanging knowledge and information that can help generating a network of Social Innovation in the public sector · Co-creating and co-designing new strategies for informing and boosting innovation in public policies	researchers, policy-makers, practitioners and people interested in the connections between social innovation and public innovation		3 days 27-29 June 2018	Certificate of attendance		unknown		https://www.socialinnovationexchange.org/insights/social-innovation-community-summer-school-social-innovation-public-sector

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Gathered information were further used as input to task T.2.2 - Identification of key social innovation training gaps as described in subsequent chapter.

4. TASK 2

4.1. OBJECTIVES

Identification of key social innovation training gaps. This task has identified the gaps in existing training and educational programs, with regards to the "ideal" skill set framework.

4.2. METHODOLOGY

The individual training offers identified and analyzed in the previous task were compared to the social innovation skill-set and framework resulting from IO1, both in terms of the training content (specific needs development) and delivery mode / learning approaches.

For the purpose of gap identification, we have conducted the following main steps:

a) We followed a structured methodology to select the social innovation skills to include in the training / skill gap identification
b) We developed a complex matrix which consisted of all 36 trainings (1st column) and most relevant selected skills (1st row)
c) Case-by-case analyses of each training curriculum to establish if a skill is being addressed.

Parameters to decide upon relevant skills for gap identification

Baseline for this task was input (skill analyses, see example bellow) from IO1. After discussion with Limitless we have decided on two key parameters to elicit the most relevant skills to be addressed by the training:

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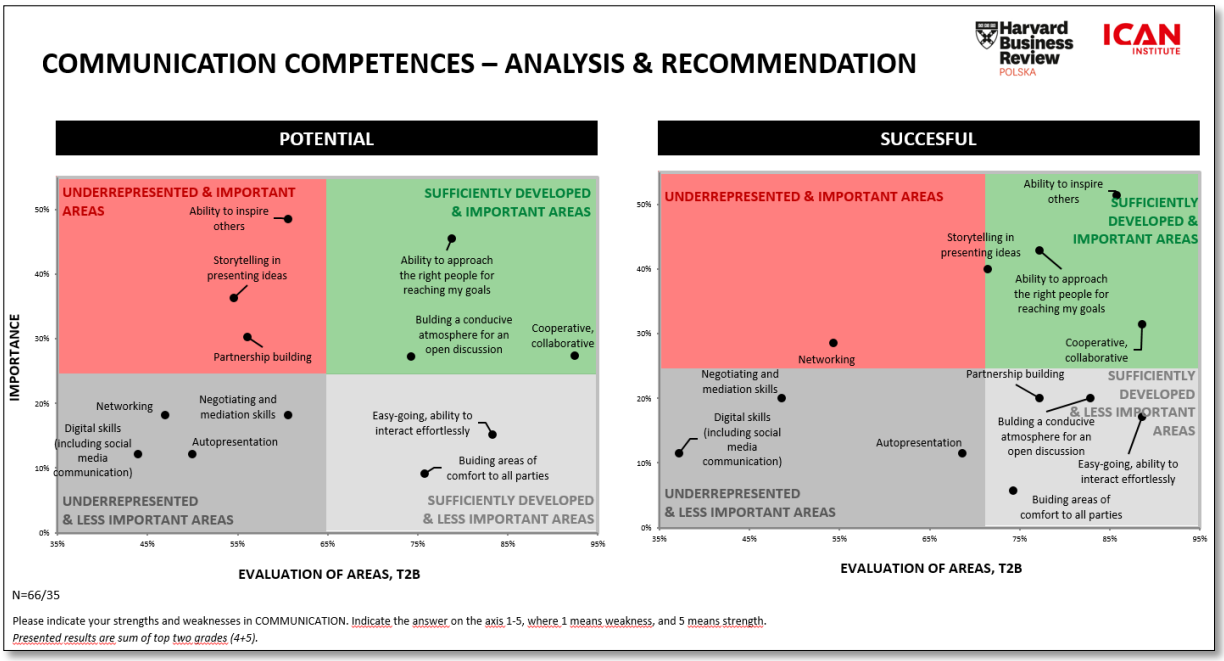
- Skill should be considered as **important** from the perspective of potential and successful social innovators
- Skill should be considered as **underrepresented** in current training offering from the perspective of potential and successful social innovators.

The above listed two parameters were selected as we aim for SOCIA to be highly relevant and with high added value to our target groups.

As a baseline for the 'importance' criterion, 31 key skills were elicited. The list is presented under "Results" section.

Example of skill selection: Red and green quadrant which represent important and underrepresented skills. The matrix used as the starting point of the analysis is one of the results of IO1.



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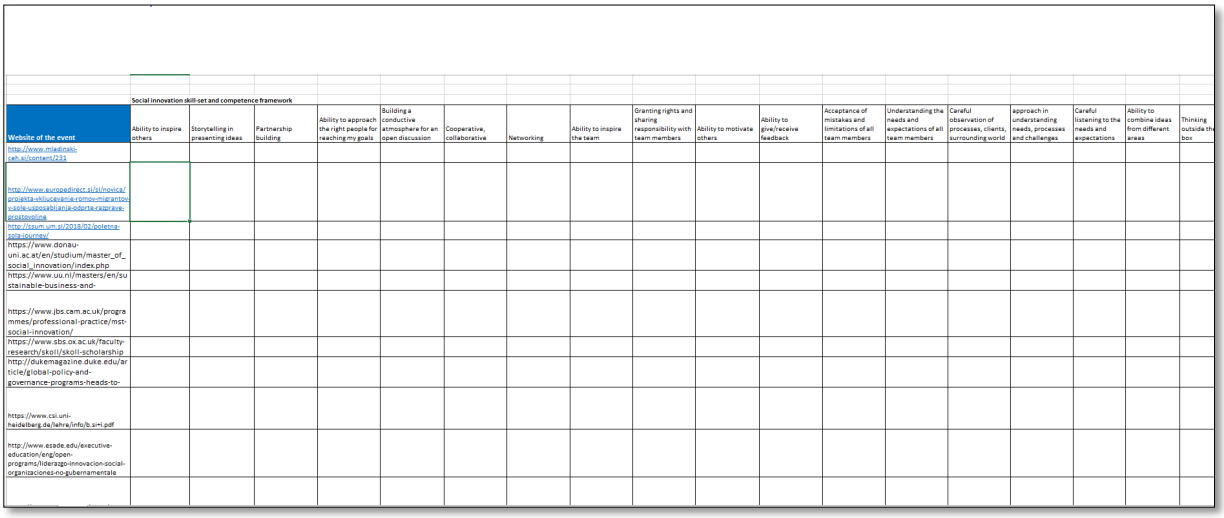
Matrix to conducts training-offer gap analyses

We have developed a complex matrix to perform an in-depth analysis. Within the matrix we have included 36 identified training offers from 5 participating countries and other EU countries as rows and 31 skills identified based on the results of IO1 as columns (excerpt bellow, while the full filled-out matrix is available in the Appendix, see attachment #8).



	Social innovation skill-set and competence framework																	
Website of the event	Ability to inspire others	Storytelling in presenting ideas	Partnership building	Ability to approach the right people for reaching my goals	Building a conductive atmosphere for an open discussion	Cooperative, collaborative	Networking	Ability to inspire the team	Granting rights and sharing responsibility with team members	Ability to motivate others	Ability to give/receive feedback	Acceptance of mistakes and limitations of all team members	Understanding the needs and expectations of all team members	Careful observation of processes, clients, surrounding world	approach in understanding needs, processes and challenges	Careful listening to the needs and expectations	Ability to combine ideas from different areas	Thinking outside the box
http://www.mladinski-cah.si/content/231																		
http://www.europedirect.si/si/novica/projekta-vkljucevanje-romov-migrantov-v-polje-sposobljanja-odlocitev-razpravo-prostopolina																		
http://szum.um.si/2018/02/poletna-sola-journey/																		
https://www.donau-uni.ac.at/en/studium/master_of_social_innovation/index.php																		
https://www.uu.nl/masters/en/sustainable-business-and-																		
https://www.jbs.cam.ac.uk/programmes/professional-practice/mst-social-innovation/																		
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https://www.csi.uni-heidelberg.de/lehre/info/b.si+i.pdf																		
http://www.esade.edu/executive-education/eng/open-programs/liderazgo-innovacion-social-organizaciones-no-gubernamentale																		

Case-by-case analysis of each curriculum to establish if a skill is being addressed

After the matrix was developed and confirmed by the partners, each of the training was carefully inspected. We have visited each of the training offering websites and examined the curriculum in detail. According to our findings, we have marked whether certain skill is or isn't explicitly addressed within the curriculum. In case of doubt, we have concluded that a skill isn't sufficiently focused on. Of course, we are fully aware of the inherent limitation of this approach meaning that a skill could possibly still be developed to some degree in the training even if the training description does not explicitly state so. An alternative method of interviewing 36 training providers was not foreseen in the proposal because of the limited time and resources available for IO2. Despite this limitation, our approach remains fully valid for our research purpose as it clearly demonstrates 1) the **focus** of each training and 2) the

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positioning towards potential training participants. In other words, we paid attention to whether 1) the training organizers themselves recognize the importance of a given skill is the social innovation training context and 2) whether the training aims to address the people who wish to learn a certain skill.

Further on, we have decided to focus further development of SOCIA learning content into skills which are underrepresented in at least minimum 50% of time.

We focused our work on narrowing the selection of social innovation related skills, which we will include in Social innovation academy training. In-depth research revealed that 22 training were relevant for further research, due to possibility to validate data. In the table below, we are presenting how 31 elicited skills are part of examined trainings (marked with YES/NO).

Skills included in social innovation training curriculums

Skill	Yes	No
Ability to inspire others	7	15
Storytelling in presenting ideas	3	19
Partnership building	15	7
Ability to approach the right people for reaching my goals	11	11
Building a conductive atmosphere for an open discussion	12	10
Cooperative, collaborative	18	4
Networking	19	3
Ability to inspire the team	4	18
Granting rights and sharing responsibility with team members	3	19
Ability to motivate others	4	18
Ability to give/receive feedback	4	18
Acceptance of mistakes and limitations of all team members	20	2
Understanding the needs and expectations of all team members	3	19
Careful observation of processes, clients, surrounding world	14	8
Analytical approach in understanding needs, processes and challenges	10	12
Careful listening to the needs and expectations	12	10
Ability to combine ideas from different areas	12	10
Thinking outside the box	13	9
Looking at the problem from different perspectives	14	8
Openess to different ideas and perspectives	13	9
Ability to carry out tests and to draw conclusions	9	13
Understanding the social background	20	2
Enterpreneurship	14	8
Businessplan building, budgeting, sheduling	10	12
Strategic thinking	18	4
Flexibility in adapting to changing conditions	11	11
Ability to prioritize	3	19
Ability to obtain sponsors (including crowfunding, fundraising)	8	14
Ability to be objective about the project and its potential	6	16
Risk management on different stages of developing ideas	5	17
Staying goal-oriented	6	16

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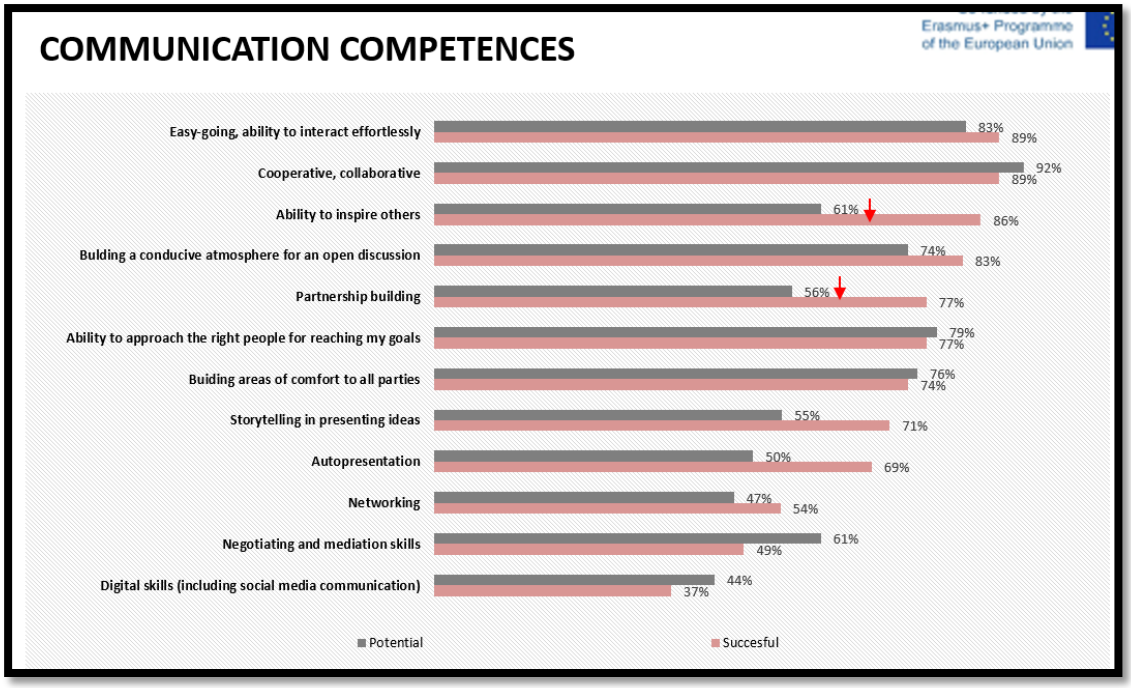
With following slides, we are demonstrating how we selected skills which will be included in the Social Innovation Academy. Process applies to each defined category from IO1.

1) Baseline for selection of communication competences was list of all identified skills in IO1.



2) Our focus was narrowed to important yet underrepresented skills (details in Task 2).

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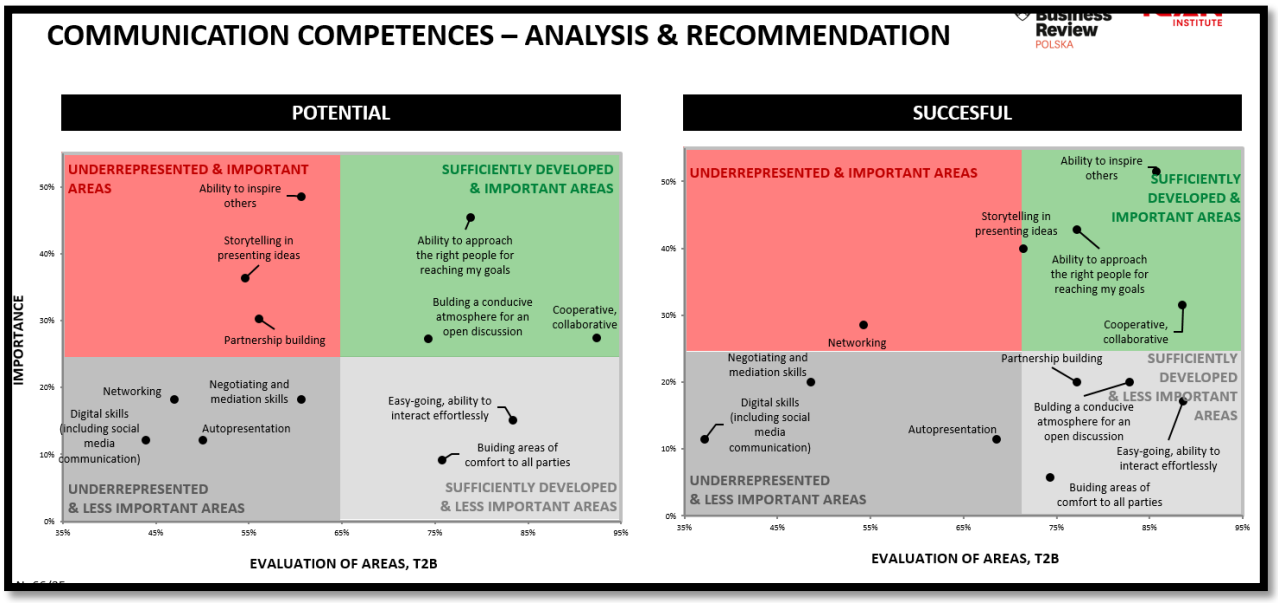

3) We selected 2 skills which are utterly under-taught in each category and thus have received most "no's" in our research. This are marked with yellow color.

Skill	Yes	No
Ability to inspire others	7	15
Storytelling in presenting ideas	3	19
Partnership building	15	7
Ability to approach the right people for reaching my goals	11	11
Building a conductive atmosphere for an open discussion	12	10
Cooperative, collaborative	18	4
Networking	19	3

4) From Communication competences two skills were recommended to be included in Social Innovation Academy:

- Ability to inspire others
- Storytelling in presenting ideas

The process was repeated for each category as presented in subsequent pages.

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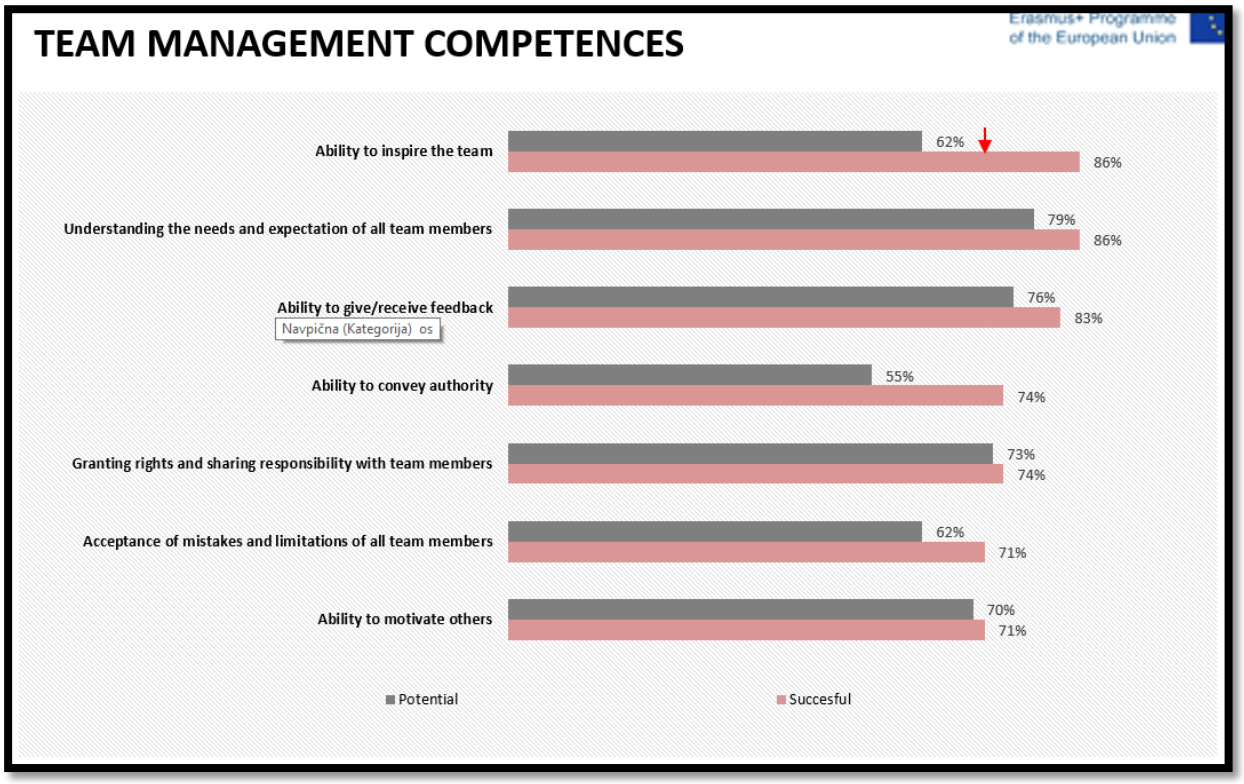
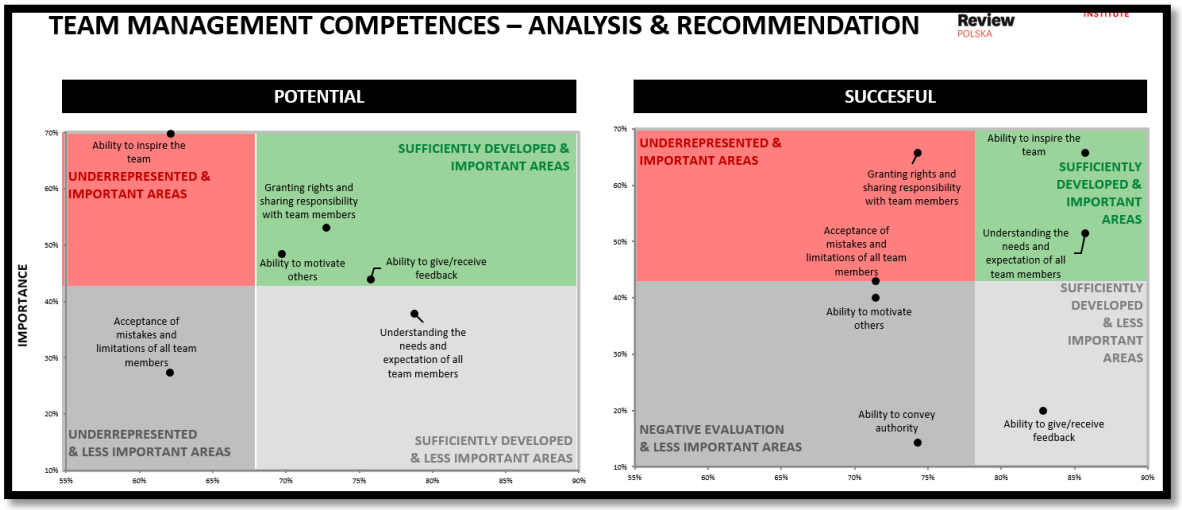
1) Baseline for selection of communication competences was list of all identified skills in IO1.



2) Our focus was narrowed to important yet underrepresented skills (details in Task 2).



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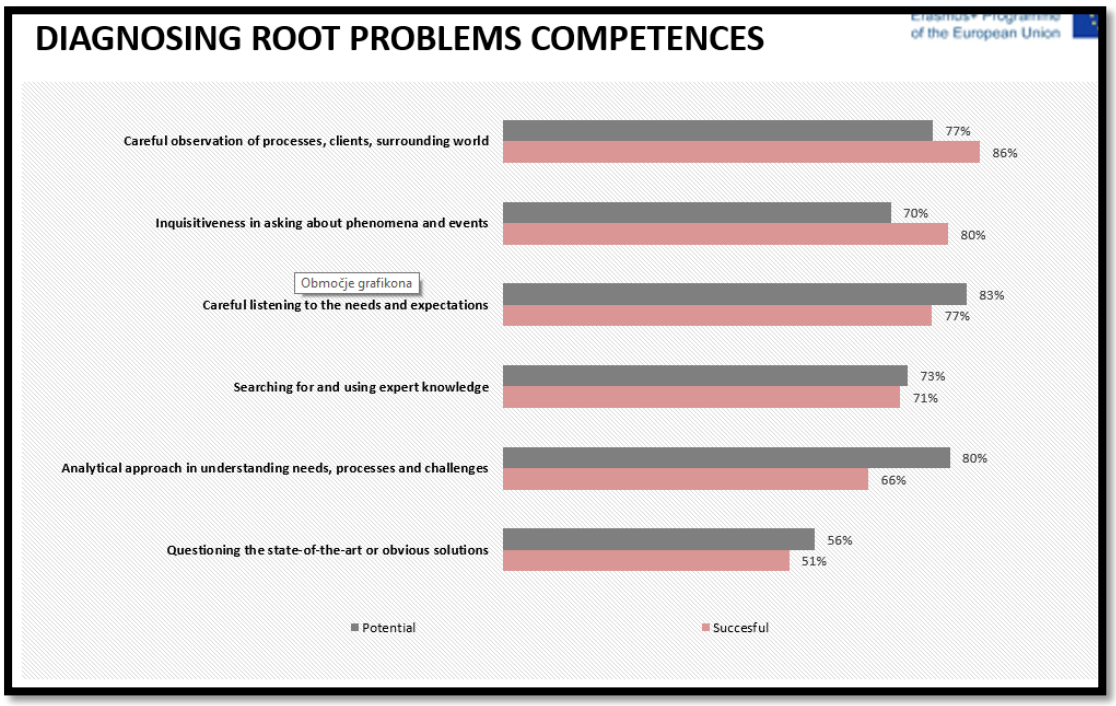
3) We selected 2 skills which are utterly under-taught in each category and thus have received most “no’s” in our research. This are marked with yellow color.

Skill	Yes	No
Ability to inspire the team	4	18
Granting rights and sharing responsibility with team members	3	19
Ability to motivate others	4	18
Ability to give/receive feedback	4	18
Acceptance of mistakes and limitations of all team members	20	2
Understanding the needs and expectations of all team members	3	19

4) From Team management competences two skills were recommended to be included in Social Innovation Academy:

- Granting rights and sharing responsibility with team members
- Understanding the needs and expectations of all team members

1) Baseline for selection of communication competences was list of all identified skills in IO1.



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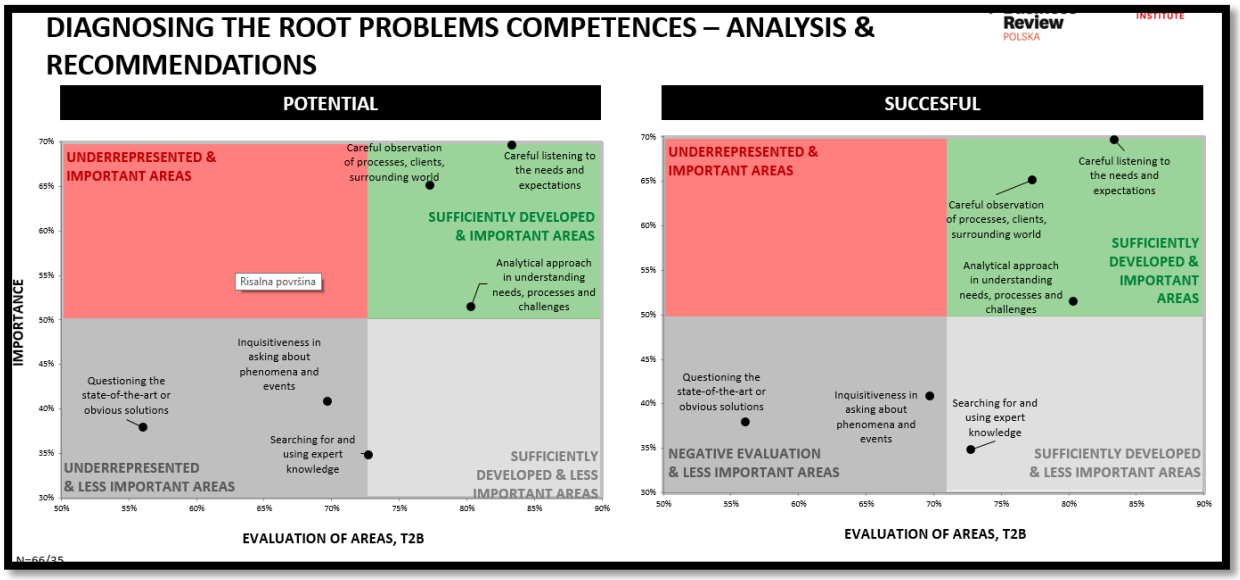
2) Our focus was narrowed to important yet underrepresented skills (details in Task 2).



3) We selected 2 skills which are utterly under-taught in each category and thus have received most “no’s” in our research. This are marked with yellow color.

Skill	Yes	No
Careful observation of processes, clients, surrounding world	14	8
Analytical approach in understanding needs, processes and challenges	10	12
Careful listening to the needs and expectations	12	10

4) From Diagnosing root problem competences two skills were recommended to be included in Social Innovation Academy:

- Analytical approach in understanding needs, processes and challenges
- Careful listening to the needs and expectations

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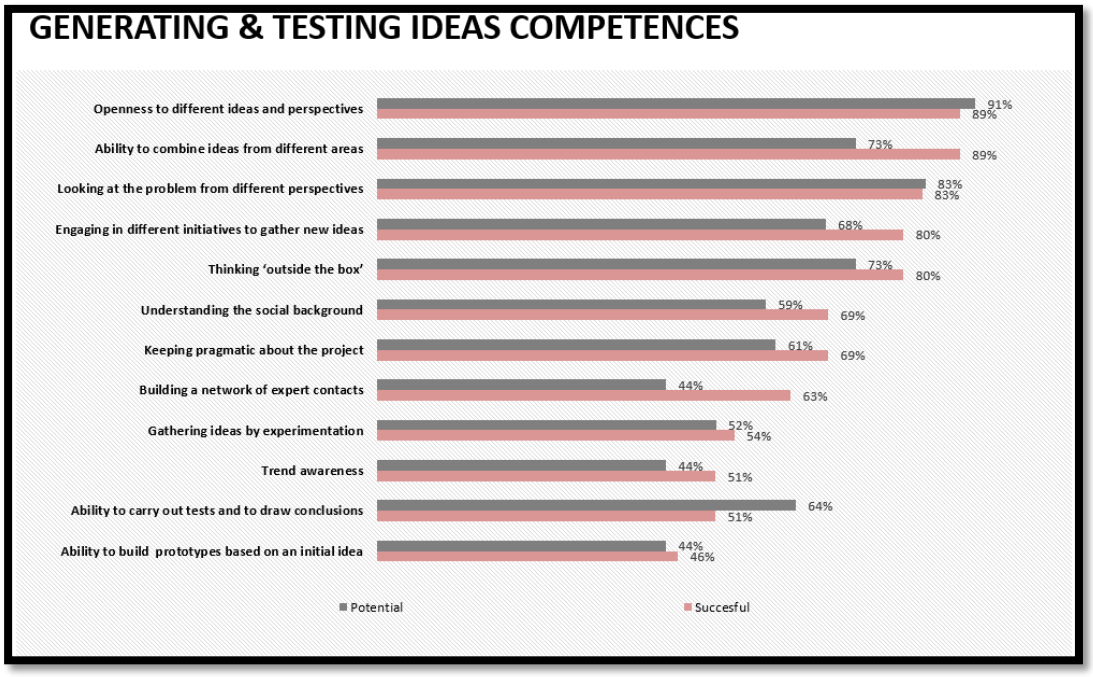
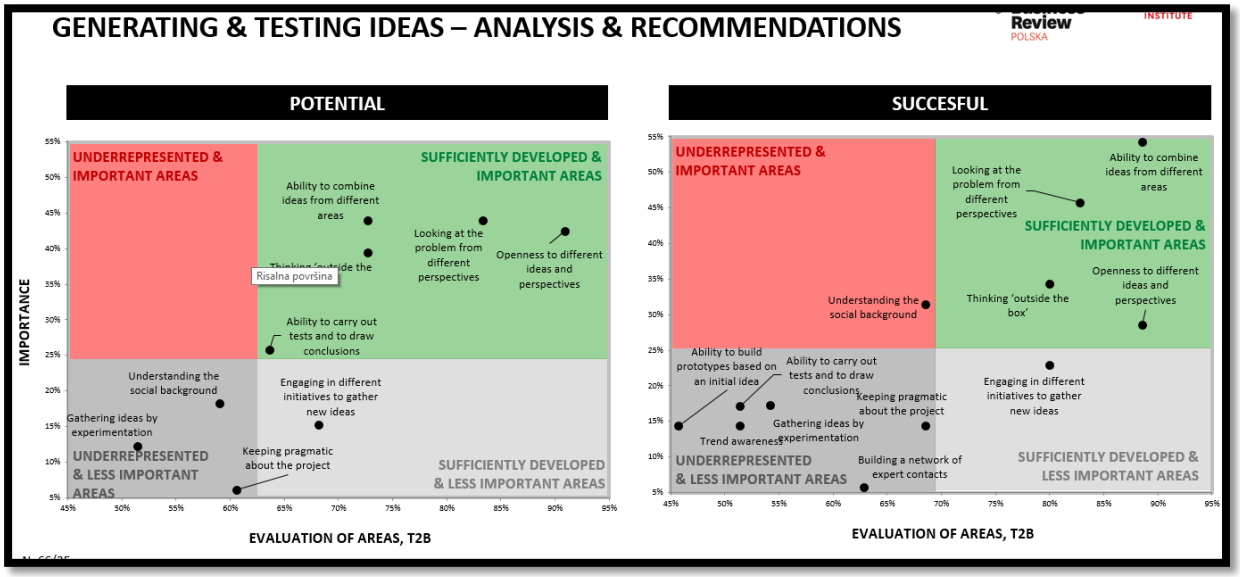
1) Baseline for selection of communication competences was list of all identified skills in IO1.



2) Our focus was narrowed to important yet underrepresented skills (details in Task 2).



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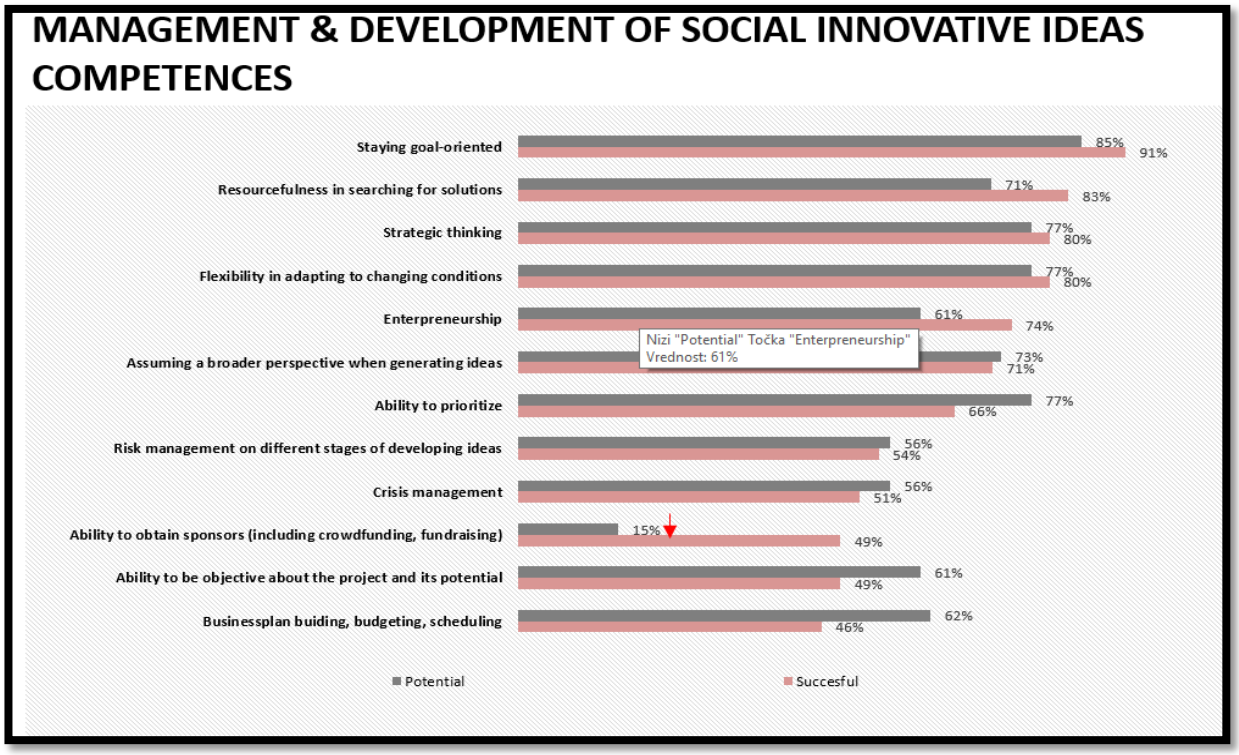
3) We selected 2 skills which are utterly under-taught in each category and thus have received most “no’s” in our research. This are marked with yellow color.

Skill	Yes	No
Ability to combine ideas from different areas	12	10
Thinking outside the box	13	9
Looking at the problem from different perspectives	14	8
Openess to different ideas and perspectives	13	9
Ability to carry out tests and to draw conclusions	9	13

4) From Generating and testing ideas competences two skills were recommended to be included in Social Innovation Academy:

- Ability to combine ideas from different areas
- Ability to carry out tests and to draw conclusions

1) Baseline for selection of communication competences was list of all identified skills in IO1.



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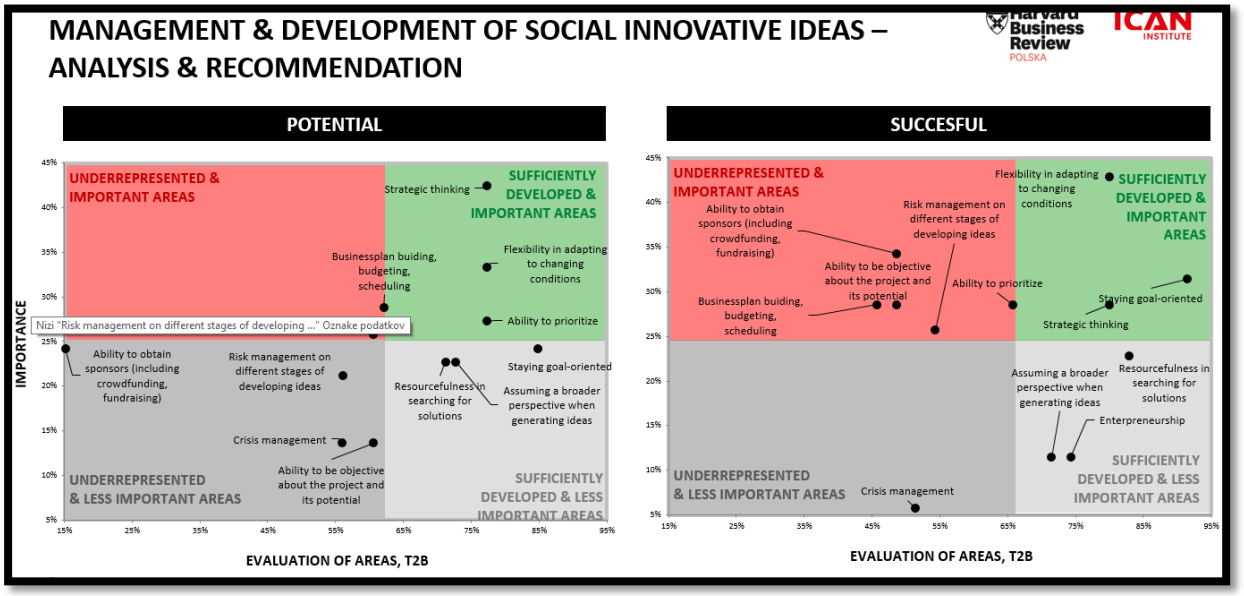
2) Our focus was narrowed to important yet underrepresented skills (details in Task 2).



3) We selected 2 skills which are utterly under-taught in each category and thus have received most “no’s” in our research. This are marked with yellow color.

Skill	Yes	No
Understanding the social background	20	2
Enterpreneurship	14	8
Businessplan building, budgeting, sheduling	10	12
Strategic thinking	18	4
Flexibility in adapting to changing conditions	11	11
Ability to prioritize	3	19
Ability to obtain sponsors (including crowfunding, fundraising)	8	14
Ability to be objective about the project and its potential	6	16
Risk management on different stages of developing ideas	5	17
Staying goal-oriented	6	16

4) From Management and development of social innovative idea competences two skills were recommended to be included in Social Innovation Academy:

- Ability to prioritize
- Risk management on different stages of developing ideas.

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Complete list of social innovation skills that research indicated as highly important yet under-taught:

1. Ability to inspire others
2. Storytelling in presenting ideas
3. Granting rights and sharing responsibility with team members
4. Understanding the needs and expectations of all team members
5. Analytical approach in understanding needs, processes and challenges
6. Careful listening to the needs and expectations
7. Ability to combine ideas from different areas
8. Ability to carry out tests and to draw conclusions
9. Ability to prioritize
10. Risk management on different stages of developing ideas

Final skills matching and development of final list or relevant social innovation skills

To produce the ultimate list of highly important skills for our curriculum we cross-checked two factors:

a) Which skills are the most relevant according to IO1?
b) Which skills are under-thought according to IO2? (explained above)

a) Within IO1 we have produced the list of elicited competencies which was examined and divided into stages of social innovation process based on the concept introduced by Murray, Mulgan and Caulier[1], which are:

- prompts to ensure that the root causes are addressed;
- proposals which begin with generating ideas for remedies
- prototypes to test the concept's adequacy

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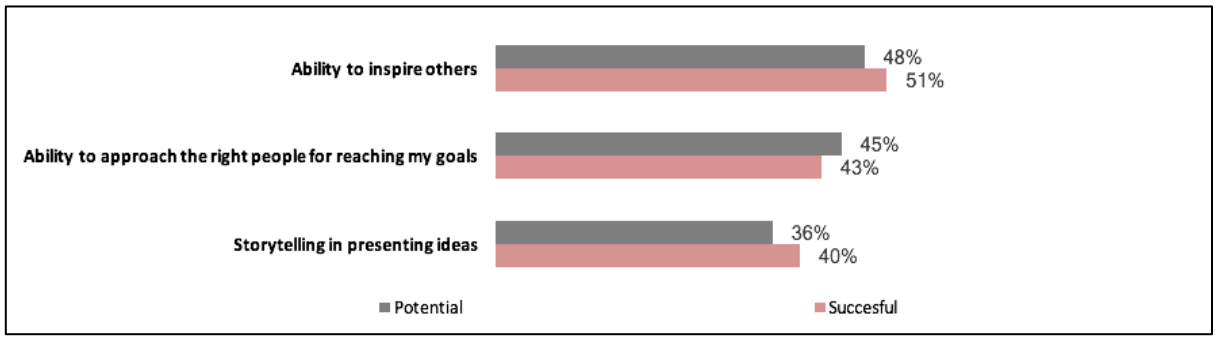
- and development of the social innovation by sustaining, scaling and even introducing systemic changes.

We have also added a separate two areas for groups of competences required in general communication and project management, as they are critical for the success on all stages of the process.

Within each category we focused on those specific skills that previous research highlighted as most important. These are presented for each category as follows:

Category 1: Critical communication skills for social innovations' success

For social innovators it is vital to be able to inspire others, but also to approach the right people in order to reach set goals. Storytelling seems to social innovators as a means to achieve these goals.



Category 2: Critical team management skills for social innovations' success

As indicated in communication skills area, also for desired team management critical is ability to inspire others. As social innovators are very much focused on other parties of the process, they put a strong pressure on granting rights and sharing responsibilities, as well as understanding needs of team members.

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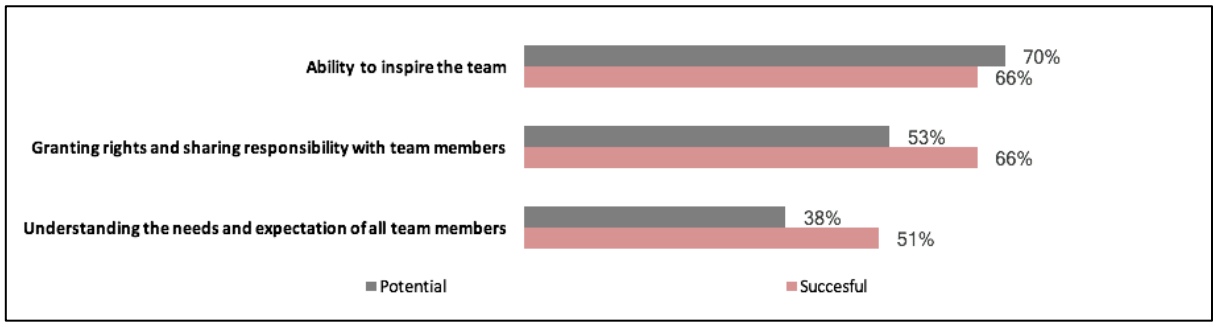
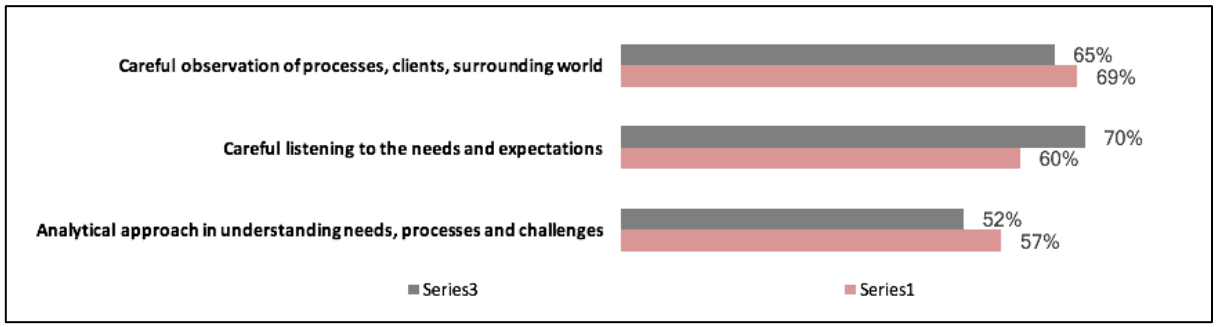


Category 3: Critical skills for diagnosing the root problems of successful social innovation

Attitude characteristic for social innovators stresses the responsibility they feel for the consequences of the project. Analyzing and deep listening understood as a careful observation of the project environment and team expectations, as well as analytical approach in tackling them are top 3 skills underlined by social innovators for good and effective team cooperation.



Category 4: Critical skills for generating & testing successful social innovations

Social innovative ideas come from the ability of taking a broad perspective. A recipe for a social innovation comes with the ability of synthesizing concepts from different areas and taking a different perspective. Also, put simply, successful social innovators leave behind conventional thinking.

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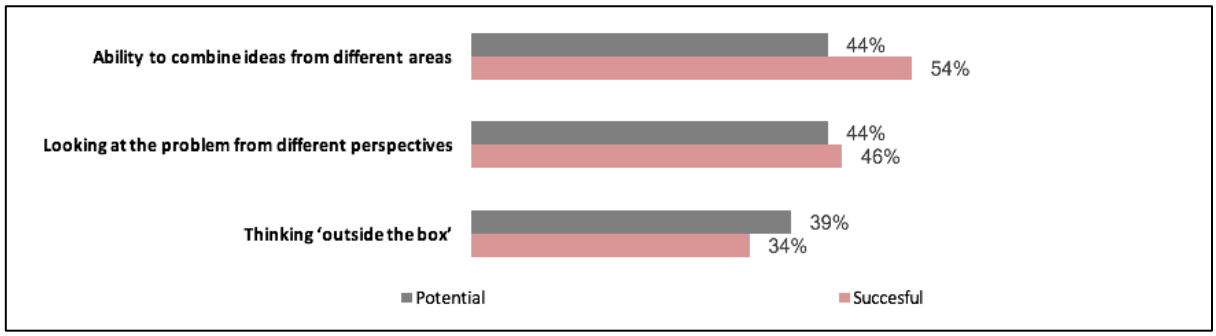
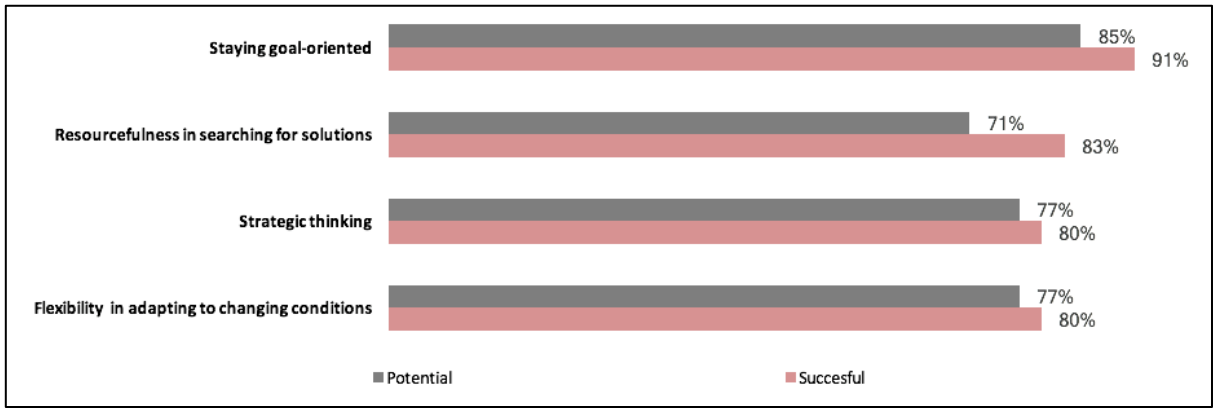


Category 5: Critical skills for social innovation successful management & development

However, to secure the development of the innovation, being people- and value-oriented is not enough. A challenge is to stay focused on the goal. Indeed, staying goal-oriented has turned out to be the most important skill according to social innovators. Could this mean that a broader concept of resilience could be at play here as one of the core underlying skills for social innovation success?

Fundamental for not losing sight of it is being resourceful and possessing the ability to adapt to changing conditions since social innovators often meet unexpected problems, especially with obtaining sufficient funding for the sustainability of the project. Apart from resourcefulness and flexibility, which tackle with *ad hoc* challenges, strategic thinking is critical to limiting the potential obstacles to the minimum.



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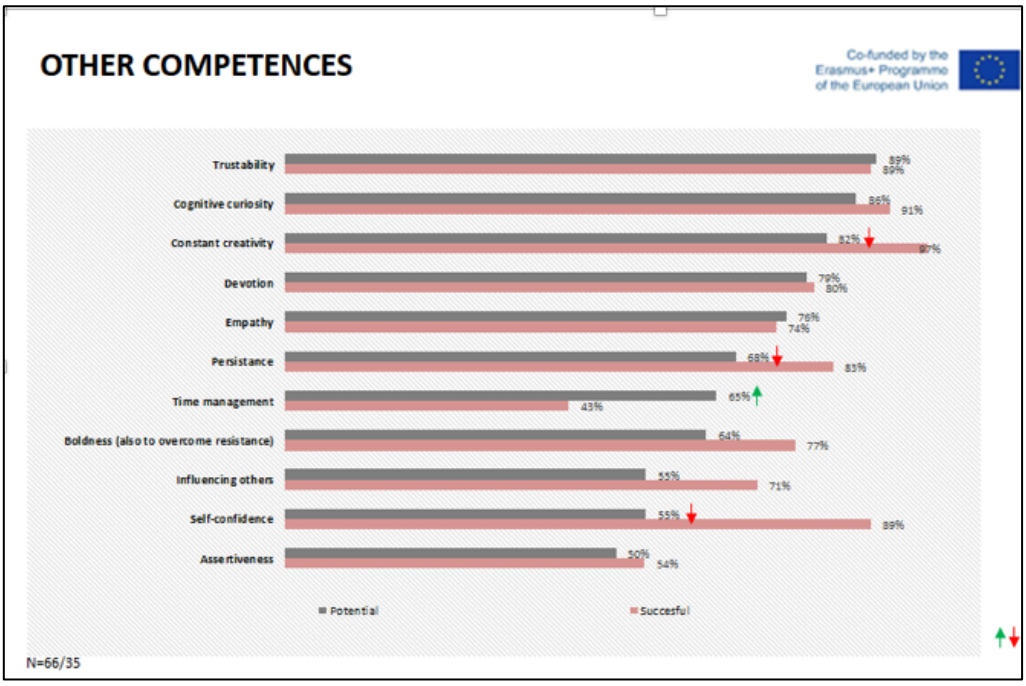

[1] Murray, Mulgan and Caulier (2010), „The Open Book of Social Innovation".

In our attempt to create ultimate list of highly important yet under-taught social innovation skills we have combined findings from both IOs (IO1 and IO2).

4.3. RESULTS

In-depth research revealed that from 31 important skills important for successful and aspiring social innovators 10 were underrepresented.

List of important yet underrepresented skills:

1. Ability to inspire others
2. Storytelling in presenting ideas
3. Granting rights and sharing responsibility with team members
4. Understanding the needs and expectations of all team members
5. Analytical approach in understanding needs, processes and challenges

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6. Careful listening to the needs and expectations
7. Ability to combine ideas from different areas
8. Ability to carry out tests and to draw conclusions
9. Ability to prioritize
10. Risk management on different stages of developing ideas

In addition, building upon findings from IO1 following list presents most important skills (even if not underrepresented):

List of 9 important skills:

1. *Ability to approach the right people for reaching my goals*
2. *Ability to inspire team*
3. *Careful observation of processes, clients, surrounding world*
4. *Looking at the problem from different perspectives*
5. *Thinking "outside the box"*
6. *Staying goal oriented*
7. *Resourcefulness in searching for solutions*
8. *Strategic thinking*
9. *Flexibility in adapting to changing conditions*

Hereby we are presenting a full list of social innovation related skills that should represent the baseline for our further content development. List of elicited skills and guidelines on how these should be delivered at most attractive and engaging way are described in section 6 – Social innovation training handbook.

1. Ability to inspire others
2. Storytelling in presenting ideas
3. Granting rights and sharing responsibility with team members
4. Understanding the needs and expectations of all team members
5. Analytical approach in understanding needs, processes and challenges

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6. Careful listening to the needs and expectations
7. Ability to combine ideas from different areas
8. Ability to carry out tests and to draw conclusions
9. Ability to prioritize
10. Risk management on different stages of developing ideas
11. *Ability to approach the right people for reaching my goals*
12. *Ability to inspire team*
13. *Careful observation of processes, clients, surrounding world*
14. *Looking at the problem from different perspectives*
15. *Thinking "outside the box"*
16. *Staying goal oriented*
17. *Resourcefulness in searching for solutions*
18. *Strategic thinking*
19. *Flexibility in adapting to changing conditions*

5. TASK 3

5.1. OBJECTIVES

Within this task we have identified the representatives of the expert community (a specific group within the larger SOCIA community) to be invited to activities of IO3, IO4, IO5 and IO6.

5.2 METHODOLOGY

According to project plan we compiled a list of core social innovation experts including successful social innovation practitioners and trainers, respectively. This list spans several dimensions: local experts from partner countries (identified by all 5 partners under the coordination of Eolas and We4YOU) vs. European-level experts (identified by Eolas and

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Limitless), as well as general social innovation experts vs. topic-specific experts. A starting point of this task was the IO6/T1 & T2 mapping exercise. All actions related to data gathering and processing were aligned with GDPR requirements.[1]

Development of core social innovation expert list:

We have agreed that it would be most efficient if such lists are centrally developed and sent to each partner to inspect it and mark most prominent names within targeted field.

It was agreed that small countries like Luxemburg and Slovenia would each review a list of 100 experts, while bigger countries' (Poland, Spain, Greece) lists would consist of 150 experts per country.

Our work was conducted by using two technologies:

- LinkedIn Sales Navigator
- Linkhelper

Both of technologies are highly sophisticated algorithms which enable detailed search by using pre-selected key words and export of data into csv.file. Later needs to be transformed into excel file in order to manually inspect each of the found expert candidate.

[1] As a processor of special categories of personal data, Limitless has, in accordance with the General Data Protection Regulation, implemented all appropriate technological protection and organisational measures to ensure protection of personal data at the highest level and thus prevent their accidental, deliberate or otherwise unlawful destruction, alteration, loss, unauthorized disclosure, access or otherwise unauthorized processing. To this end, when necessary, we enable encryption of personal data, as well as measures to ensure the continued confidentiality, integrity, accessibility and resilience of processing systems and services.

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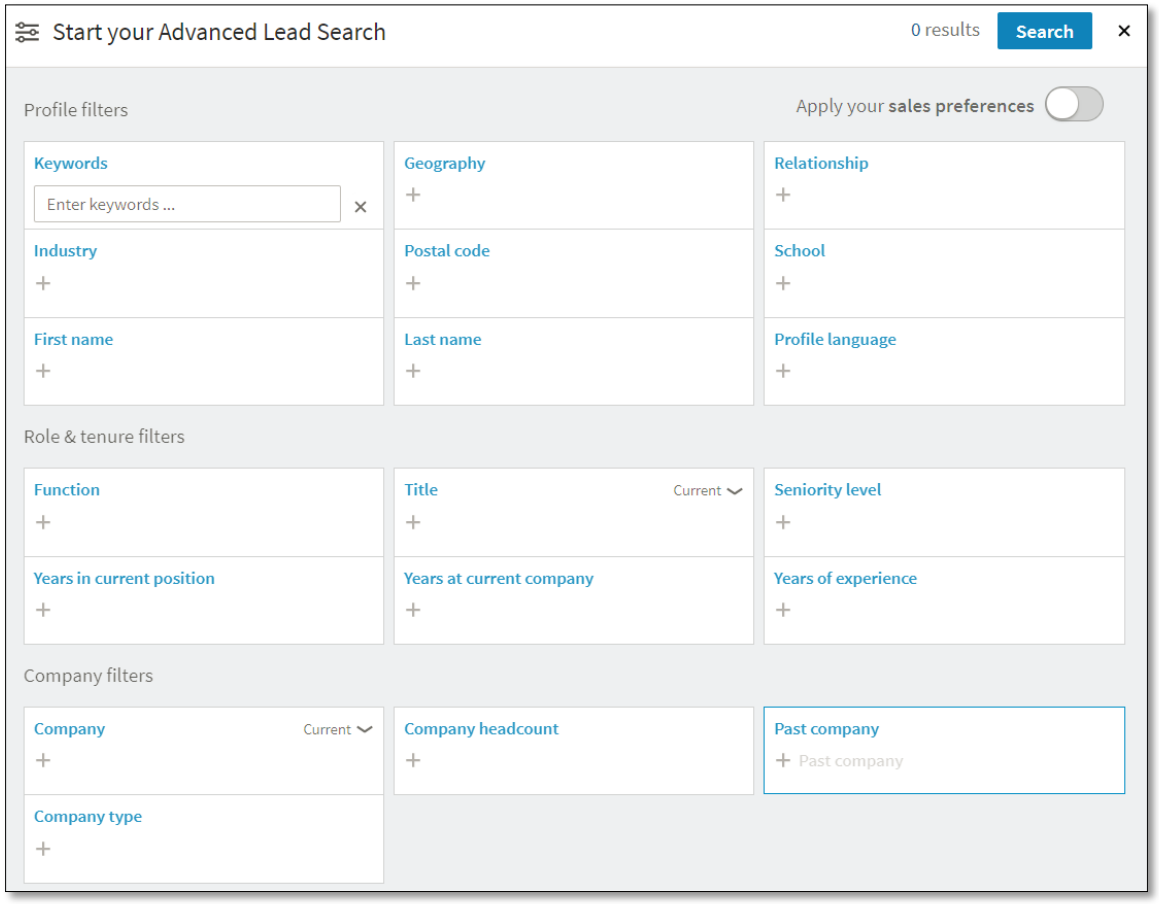
Sales Navigator Lead search:



Lead search is enabled through specific browser as presented above. By providing specific key words, list of matching profiles is generated. Generation of such list can be done per country, per several countries or even larger scale.

For the purpose of this task we have agreed to limit the lists to a maximum of 150 (or 100) experts.

The following parameters and key words were used:

- Keyword: social innovation

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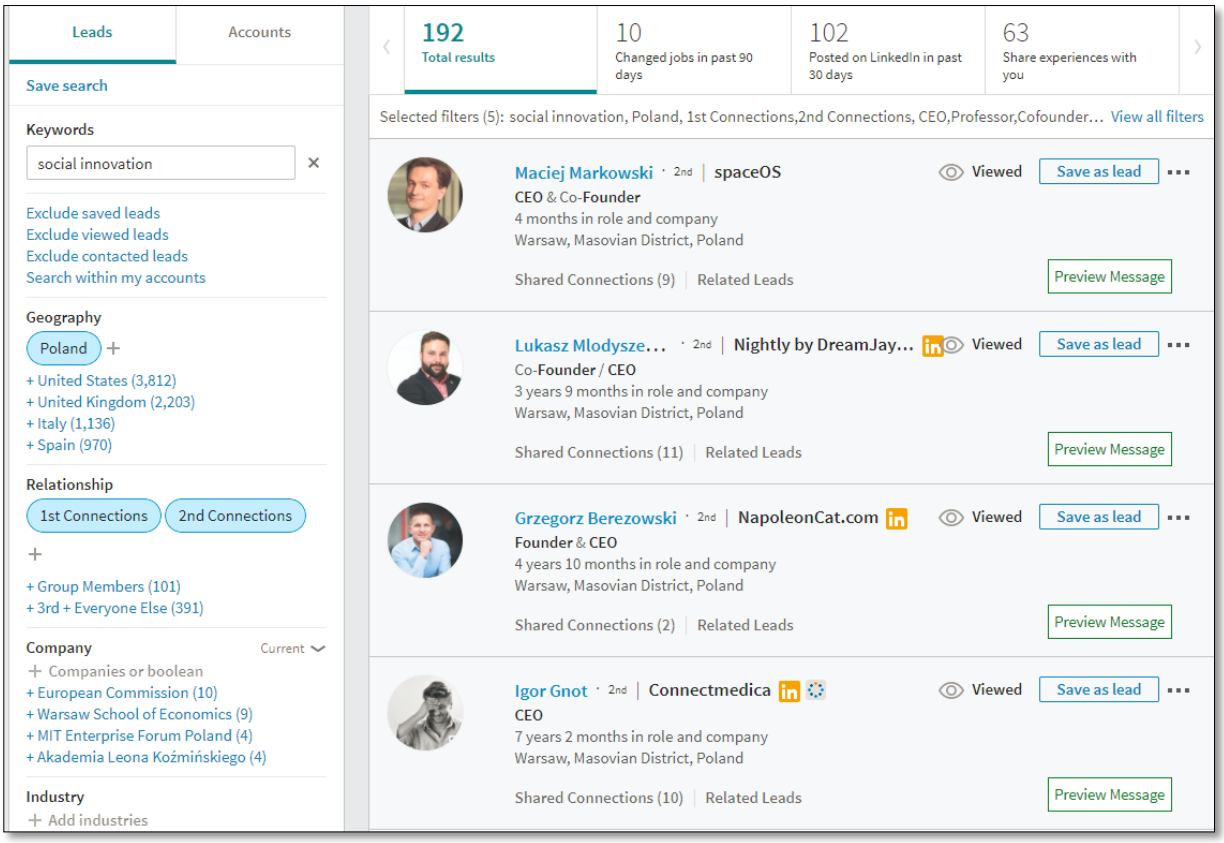
- Geography: partner country or EU (without partner countries)
- Language: English
- Relation: 2nd and 1st degree connection
- Title: CEO, Professor, Founder, Co-Founder, President

As a result, various lists were produced, as seen on example bellow:



Following this exercise, list was compiled in a csv file, using Linkhelper tool:

1. Lists per country were created
2. Contacts were collected and extracted
3. Contacts were exported into csv. File.

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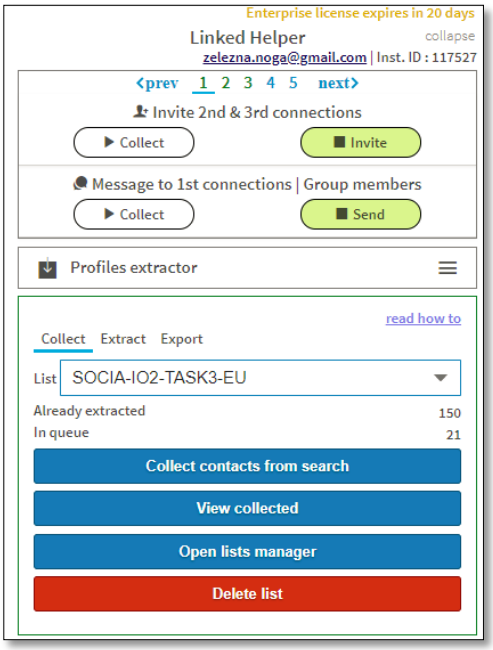

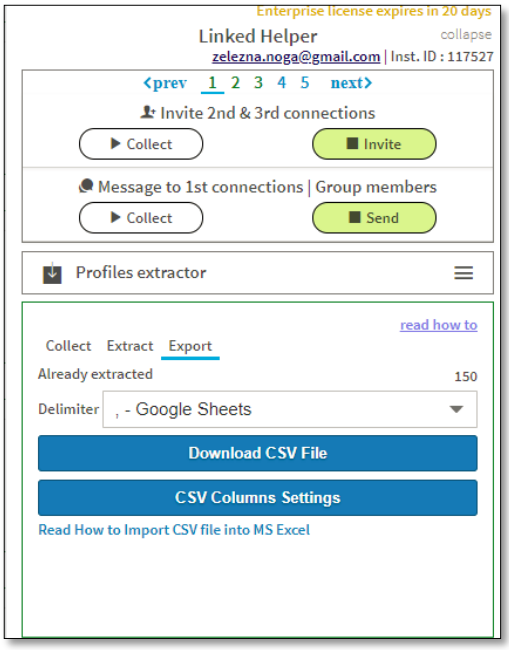

Generated csv files were transformed into excels format. Tables had following common parameters:

- 150 (or 100) profiles / country
- Gathered data (all are publicly available): Full name, profile url, title, location, summary (see print screen below).

Full name	Profile url	Title	Location	Summary
Lukasz Mlodyszewski	https://www.linkedin.com/in/lukaszmlodyszewski/	CEO & co-founder at Nightly	Warsaw, Masovian District, Poland	Entrepreneur, ex
Maciej Markowski	https://www.linkedin.com/in/maciej-markowski/	CEO & Co-Founder at spaceOS	Warsaw, Masovian District, Poland	Chosen as #9 wor
Grzegorz Berezowski	https://www.linkedin.com/in/grzegorzberezowski/	Founder & CEO @ NapoleonCat.com	Warsaw, Masovian District, Poland	Digital marketing
Pawel Bochniarz	https://www.linkedin.com/in/pawelbochniarz/	CEO at Foundation for Technology Entrepreneurship.	Warsaw, Masovian District, Poland	I've worked in ca
Anna Hejka	https://www.linkedin.com/in/annahejka/	Founder and Managing Partner	Poland	I am passionate a
Bartosz Majewski	https://www.linkedin.com/in/bartmajewski/	We build software to digitalize Energy & Utilities Industry. CEO & Founder @Codibly - Exceller	Cracow, Lesser Poland District, Poland	As CEO and founc
Henryk Kulakowski	https://www.linkedin.com/in/hkulakowski/	CEO, co-founder at PHONEID	Masovian District, Piaseczno County, Poland	Innovator and inv
Jan Kastory	https://www.linkedin.com/in/jankastory/	Co-founder & Head of Innovation Culture	Warsaw, Masovian District, Poland	Innovation Hacke
Adam Jesionkiewicz	https://www.linkedin.com/in/jesionkiewicz/	Founder, CEO at LifePlanet Sp. o.o.	Warsaw, Masovian District, Poland	Designer, visiona

Generated lists were then distributed among partners to perform manual check and mark profiles as:

Green = we will individually invite the person proactively to join the relevant project activities (such as joining the newsletter, Friends, Advisory Board, testing, multiplier events, shared dissemination opportunities);

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Yellow = potentially interesting for later but not in the first instance

5.3 RESULTS

Within presented task 750 profiles were examined within partner countries and 150 at EU level. Upon the completed activities, partnership has agreed to actively approach the targeted social innovation experts. Specifically, as part of the agreement made at the consortium meeting in Athens, each partner (besides Limitless who has been managing the community daily) was requested to bring in 5 new SOCIA Friends, ideally organisations rather than individuals, to join the SOCIA online. The lists identified in IO2 Task 3 would serve as a basis for this activity, to complement the partners' personal networks.

6. TASK 4

6.1. OBJECTIVES

Objective of this task was to design concrete methodological and design guidelines for online social innovation training concept. Guidelines will serve as an input for Social Innovation Academy Train the Trainer Guide (to be developed in IO5) and as a guideline to develop the online Social Innovation Academy concept (IO3). We4YOU would carry out the task with input from Eolas and Limitless.

6.2. METHODOLOGY

To complete this task, we have analysed the framework of IO1 and the offer of IO2 in order to derive the relevant guidelines. We examined different features of existing trainings which are important for the training to make it engaging, of high value and accessible. The following parameters were explored:

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- Relevance to different target groups (namely existing and potential social innovators)
- Accessibility of a training and its ease of use
- Engagement and use of modern ICT media
- Value of a training – a combination of both theory and practice
- Credibility of a training, including clear curriculum structure, use of highly relevant citations and expert involvement
- Community building to facilitate the debate beyond the learning environment and increase visibility of a training.

6.3. RESULTS

Guidelines to develop the online Social Innovation Academy concept

Based on finding deriving from conducted work, we have developed guidelines to develop Social Innovation Academy concept.

Hereby we present main findings deriving from examined training offer, supported by social innovation theory and conducted research in IO1:

1. **None of the existing training covers the majority of core social innovation skills.** This means that the trainings currently available on the market do not reach the full learning potential relevant to social innovation. **In order to** offer high value to our users and learners, both potential and already successful ones, Social Innovation Academy concept should address all the highly important skills (see previous sections) to fill the gap which is currently existing on the market and ensure the most relevant skills are covered.

2. **Majority of social innovation trainings are not entirely online.** Online trainings can be more affordable option than traditional learning. That means there are no commuting

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costs, no travel-related CO2 emissions, no facility costs and sometimes there is also not any required course materials such as textbooks because those are often available for free online. Online classes can also improve your technical skills. Even the most basic online course requires the development of new computer skills, as students learn to navigate through different learning management systems and programs. The skills students learn to participate in their online courses translate to many professions, including creating and sharing documents. These are just a few of the many advantages of taking online classes. Students in online classes are also able to manage their time, learn the materials that are presented, and complete assignments on their own schedules. Thus, Social Innovation Academy needs to be fully online.

3. **Majority of social innovation trainings do not include practical examples / case studies.** Practical examples / case studies can add a huge level of authority. They are important to focus on your audience's problems. Thus, Social Innovation Academy needs to provide practical examples / cases studies.

4. **Many of social innovation trainings don't have a clear, consistent methodology and outline.** In order to create an intentionally inviting online environment, courses need to have a clear and consistent structure. That means they have to offer intuitive navigation, but at the same time offer flexibility to learners in what they do and do not wish to learn, based on their own individual training gaps. The course design has a huge role in usability and student success. Thus, Social Innovation Academy needs a clear course methodology and content outline.

5. **Majority of social innovation trainings do not rely on recent, highly trusted expert citations & quotes.** Credible sources help to tell a story and enhance the credibility of a content included within online training. Citations and quotes can strengthen training's position, and improve both the quality of the writing and the strength of the

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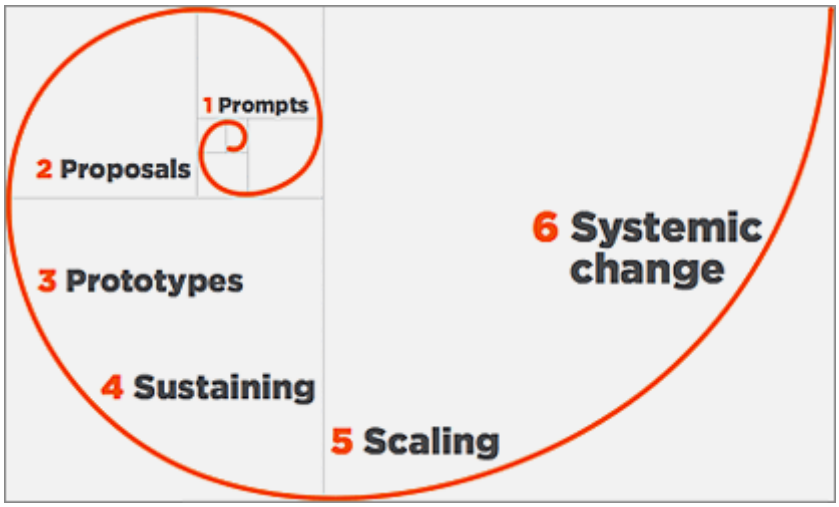
arguments. Thus, we believe Social Innovation Academy needs to build on best expert material and engage authority figures (either directly or by citations and quotes) to build credibility.

6. **Majority of social innovation trainings are not built around** the widely-accepted Social Innovation Process model shown in the graphic below. It is the most commonly accepted social innovation framework in Europe, endorsed by anyone from social innovation gurus (Mulgan Moulaert, Nicholls etc.), to best social innovation promoters (Nesta, SIX, The Young Foundation), to European Commission itself. However, in existing trainings, typically (or we dare to say in vast majority of the cases), a full social innovation cycle is not introduced to learners. Fragmented understanding hinders holistic implementation of social innovation process. Thus, Social Innovation Academy needs to properly deliver content built around the Social Innovation Process model.



7. **Majority of social innovation trainings are not engaging.** To engage students who are not in the room during a lesson, the online course should mix a variety of delivery modes to keep the learners interested. Thus, the Social Innovation Academy should be

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based on an engaging mix of delivery modes or content types (e.g. articles, PPT, interviews, cases etc.).

8. **In most researched cases the online learning teaching techniques could be added or improved.** Online trainings can be even more effective if they:

- optimize student engagement and success;
- foster interaction between student and content;
- facilitate learning through providing intellectual stimulation, salient questions and resources for further inquiry;
- offer ways to sort out, recognize, and enhance students' unique qualities, interests, and skills;
- allow for critical and reflective thinking, real-world application of concepts and skills, as well as encourage additional dialogue and seeking of assistance. Thus, the Social Innovation Academy needs flexible and visually attractive on-line infrastructure to enable optimal content delivery.

9. **Most of social innovation trainings do not include (explainer) videos.** Video or explainer video is the future of online learning. Video transforms online course from "words on a page" into a multi-sensory experience. It makes your information engaging, effective, and incredibly valuable. In any form, it's more powerful than basic text. Video is also easier to consume than other types of content. Thus, Social Innovation Academy needs to include at least one introductory video as a media to incite user's interest in more learning.

10. **Current trainings do not rely on community building and are mostly focused at delivering the content through one chosen method.** In order to increase its reach and impact, the Social Innovation Academy should build a broader network of experts and friends to rely on. Public support of both will increase authority recognition of the

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training but also pave the path towards broader interested public, thus increase influence on all involved parties.

7. Appendix

1. Social Innovation Training Offering Template Survey

2. Gathered information on Social Innovation Training Offering - Luxembourg

3. Gathered information on Social Innovation Training Offering - Slovenia

4. Gathered information on Social Innovation Training Offering - Greece

5. Gathered information on Social Innovation Training Offering - Poland

6. Gathered information on Social Innovation Training Offering - Spain

7. Gathered information on Social Innovation Training Offering - Europe

8. Filled-out gap analyses matrix

9. Social Innovation Experts Data Collection Template

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