SOCIA

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IO4. Social Innovation Academy Validation & Testing

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1. OBJECTIVES OF IO4

The aim of IO4 is to develop the testing and validation methodology of the Social Innovation Academy Concept, which will then be tested by both experts and the target audience based on the preferred learning approach they had provided during IO1 and IO2 analysis. Their feedback will then be recorder in an aggregated report that will combine the results from the testing in the 5 partner countries, assisting on the further improvement of the SOCIA concept and learning environment. The validation process is based on an iterative process with the following steps:

APPLICATION TASK	VALIDATION PHASES	METHODOLOGIES
Task 1 – Developing Validation Methodology and Protocol	Phase 1 - The Service Design	• Independent verification and validation (IV&V) • Process Design Methodology • 5Ws and 1H Problem Solving Methodology
Task 2 – Social Innovation Academy Concept and Learning Environment Testing and Validation With Expert Group	Phase 2 - The First Test	• In depth interview and observation with 1-2 experts (Social Innovation expert) • Non-Parametric Statistical Analysis • Qualitative Analysis • Country and Aggregated Reports on the Feedback by the Expert Groups
Task 3 – Social Innovation Academy Concept and Learning Environment Testing and Validation With Target Audience	Phase 3 - The Validation Phase	• Online Tools Using as Much as Possible Practical Activities • Hackathon Approach Report on The Feedback by The Target Audience
Task 4 – Testing and Validation Results Summary		• Non-Parametric Statistical Analysis • Qualitative Analysis

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2. TASK 1 – DEVELOPING VALIDATION METHODOLOGY AND PROTOCOL

2.1. VALIDATION AND TESTING METHODOLOGY PREREQUISITES

2.1.1. TARGET GROUP CHARACTERISTICS

During IO1 a set of both potential and successful social innovators had been interviewed and discussed in depth their preferred learning approach, which was used as the starting point for the development of IO2 and IO3. Still, since the validation methodology also needed to consider their preferences in the designing phase, these defining issues are presented below. More in detail, both potential and successful social innovators stated that they prefer online tools with as much practical attitude as possible. Main difference between successful and potential social innovators is that potential innovators are less eager to pay for such training or they are ready to pay small amounts of money for access to it.

1. The above where then used as a basis to further deep into what the target group wants and based on their feedback and deep research, the following conclusions were drawn: **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 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.

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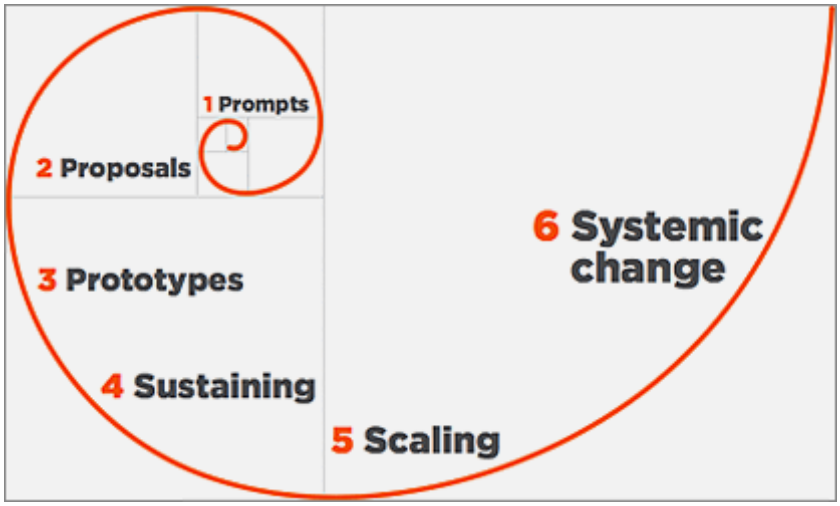
4. **Many of social innovation trainings don't have a clear, consistent methodology and outline.** In order to create an intentionally inviting online environment, courses need to have a clear and consistent structure. That means they have to offer intuitive navigation, but at the same time offer flexibility 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 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 based on an engaging mix of delivery modes or content types (e.g. articles, PPT, interviews, cases etc.).

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

2.2. METHODOLOGY OVERVIEW

Found.ation has developed the methodology to be adopted for the testing and validation process and then was shared with WE4You for additions/ improvements before receiving the feedback from the rest of the consortium. The methodology includes both quantitative and qualitative analysis techniques, including: non-parametric statistical analysis techniques, expert and target group testing step by step approach, validation reports templates, in-depth interviews guidelines, online evaluation forms and self-assessment forms. All different tools are presented as Annexes at the current report.

2.2.1. THE APPROACH ITSELF

The testing and validation methodology had been built around the principles relating to the IV&V and Process Validation methodologies. Both the above methodologies are described in detail in a) The Project Management Body of Knowledge (PMBOK) guide and b) the Process Validation Methodology. This methodological approach appropriately supports the strategic vision of the partnership to support a solid and sound **Social Innovation Academy learning environment** with practical experiences and know-how, leading to an output that can be used by the majority of Europe's Social Innovators. It is a methodology adapted and exercised by Found.ation during the launching process of several of its services and experience so far had proven that following this approach will safeguard the learning contents qualitative perspective. The suggested process through documented evidence, can provide a

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high degree of assurance that a specific process consistently produces a service that meets the predetermined learning outcomes, specifications and quality attributes. At this stage it needs to be noted that according to PMBOK guide there is a difference between validation and verification:

- *"Validation. The assurance that a product, service, or system meets the needs of the customer and other identified stakeholders. It often involves acceptance and suitability with external customers. Contrast with verification."*
- *"Verification. The evaluation of whether or not a product, service, or system complies with a regulation, requirement, specification, or imposed condition. It is often an internal process. Contrast with validation."*

In the framework of SOCIA the partnership will use the validation approach and not the verification one.

The suggested methodology activities consist of three interrelated and complimentary phases which are the ones already identified at the application phase:

Task1 – Developing Validation Methodology and Protocol (Phase 1 - The Service Design): At the service design phase, the service delivery process is defined using as main entry elements the knowledge, expectations and expected outcomes, already gained from the previous Tasks of IO1 – IO3 of the project.

Task 2 – Social Innovation Academy Concept and Learning Environment Testing and Validation With Expert Group (Phase 2 - The First Test): During this phase, through a testing and validation session with a small group of experts, the offered service is confirmed where or not is capable of producing the expected outputs and results. This phase ends with an aggregated report from the partners from their validation sites which include the positive and negative elements of the approach, along with areas for improvement both in terms of content and approach.

Task 3 – Social Innovation Academy Concept and Learning Environment Testing and Validation With Target Audience and Task 4 – Testing and Validation Results Summary (Phase 3 - The Validation Phase): During the validation phase the refined approach on the First Test Phase is tested at a larger scale including as many as possible target group members. Again, are tested the positive and negative elements of the approach, along with areas for improvement both in terms of content and approach. This phase will be combined with the Multiplier Events of the project, as it has been described at the application form.

2.2.1.1. Task 1 – Developing Validation Methodology and Protocol (Phase 1 - The Service Design)

Phase 1 aims to define the overall approach that will be followed and is basically Task 1 of IO4. In order to have a common understanding and approach between the partnership, the Five Ws and 1H approach is going to be used, meaning:

1. **Who** will validate the training material?
2. **What** will be validated?
3. **Where** the validation process will take place?

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4. **When** the validation will be implemented?
5. **Why** the validation is needed?
6. **How** will the tools be validated?

Who will validate the results? The results will be validated by two different groups. The first group will be constituted of 5-10 experts with at least 1 expert per participating country. The second group will be constituted of 5-15 representatives of the target audience per project partner.

What will be validated? Through an in-depth research the consortium concluded that the validation process should focus on whether or not, through the offered service, the following skills could be delivered successfully:

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
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*

The Social Innovation Academy learning environment will be validated in terms of qualitative point of view in relation to the following aspects:

- **Functionality** – does the learning experience has the expected functionality? Is the learning approach and the training material both easy to use and navigate?
- **Relevance** – is the content of the training material what users were expecting and relevant to the above topics?
- **Accessibility** – is the learning experience approached in such a way to provide easy access to the target groups?
- **Visual appeal** - do users find the learning experience visually attractive and enjoyable to participate in?

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- **Innovation level** – how does the learning experience stands compared to other courses/e-modules/learning platforms available?

In terms of quantitative elements, since the statistical sample is going to be extremely small in order to generalise the results, the best approach to use is an analysis based on nonparametric methods. Specifically, nonparametric methods were developed to be used in cases when the researcher knows nothing about the parameters of the variable of interest in the population (hence the name nonparametric). More in detail the validation process is going to examine differences between groups in terms of country, age, gender and between variables such as the different topics.

Where the validation process will take place? The validation process is going to be organized in a combination of on-line testing with face-to-face activities. The first part will be the participation of experts to the validation of the content – Task 2 through in-depth interviews and observation. The experts will through their interaction with the Social Innovation Academy learning environment will validate the approach and contents of the offered skills through in depth interviews based on a predefined set of questions that are presented in Annex 2. Afterwards each partner will write their country reports and an analysis will be made by the IO Leader, at which the key findings of the common report will be presented to the target audience. This part is going to be done during the national multiplier events or following them. Once feedback is collected will be incorporated at the course produced at IO3 and the validation process will be finalized through the production of Task 4 – testing and validation Results Summary.

When the validation will be implemented? The validation is going to be implemented according to the following timetable:

	November 2018	December 2018	January 2019	February 2019	March 2019
Activity					
Task 1 – Developing Validation Methodology and Protocol (Phase 1)					
Development of Validation Methodology and Protocol					
Methodology Finalization					
Task 2 - Social Innovation Academy Concept and Learning Environment Testing and Validation With Expert Group (Phase 2)					
Launching of the e-Academy (beta version)					
Selection & recruitment of experts					
Collecting Feedback by the experts					
Country-level reports					
Aggregated report from all countries					

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Task 3 - Social Innovation Academy Concept and Learning Environment Testing and Validation With Target Audience (Phase 3)					
Multiplier Event					
Full pilot study					
Evaluation & Questionnaire					
Task 4 - Testing and validation results summary (Phase 3)					
Aggregated validation report from all countries and conclusions					

2.2.1.2. Task 2 – Social Innovation Academy Concept and Learning Environment Testing and Validation With Expert Group (Phase 2 - The First Test)

During Phase 2, a beta version of the Social Innovation Academy learning environment is going to be tested with a small group of experts. The group consisting from 5-10 experts with at least 1 per partner country. After viewing the part of the Social Innovation Academy learning environment already online, the experts are going to share their opinion on whether or not the training material is capable of producing the expected outputs and results based on a predefined questionnaire. Their opinions are going to be recorder through in depth interviews using mostly open/ ended questions, which are going to be used by the project partners in order to develop their national reports. This phase ends with an aggregated report from the partners from their Phase 2 of their validation process which includes the positive and negative elements of the approach, along with areas for improvement both in terms of content and approach

The steps of this phase are:

- **Launching of the beta version of the e-Academy:** The partnership launches the beta version of the e-Academy environment that will be tested by the experts from each country of the project partners.
- **Selection & recruitment of experts:** All partner countries have already established contacts with experts until now, particularly through the activities of IO1, IO2 and IO6. These contacts are going to be invited through telephone or email to participate in the process and share their feedback on the beta items of the Social Innovation Academy.
  Collecting Feedback by the experts: The experts after viewing the material provided will share their feedback using a semi structured questionnaire that is located at Annex 2.
- **Country-level reports:** Each partner will provide a country-level report on the results of Phase 2, using the proposed structure below. The country report template is located as Annex 5.
  - Introduction to Task 2 – aim and focus
  - Participant list
  - Analysis of discussion based on individual questions, including quotes from participants
  - Conclusions and recommendations for improvement

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- **Aggregated report from all countries:** Once all partners provide their country reports these will be integrated and presented under Task 2 – Social Innovation Academy Concept and Learning Environment Testing and Validation with Expert Group

2.2.1.3. Task 3 – Social Innovation Academy Concept and Learning Environment Testing and Validation With Target Audience and Task 4 – Testing and Validation Results Summary (Phase 3 - The Validation Phase)

During Task 3, the refined results of Task 2 are tested at a larger scale including as many as possible target group members. At this stage are tested again the positive and negative elements of the approach, along with areas for improvement both in terms of content and approach. Phase 3 includes:

- **National Multiplier Events:** Each partner will organize their National Multiplier Event titled: ***Social Innovation Academy: a place to learn***. The events will have a duration between half and one day (according to each partner). The multiplier events will have as aim:
    - Increase awareness of the SOCIA project and its aims and objectives
    - Introduce the social innovation skill-set and competence framework, the social innovation training handbook and the social platform
    - To select group of interested individuals
    - To engage with the target group and the relevant stakeholders
    - To collect feedback from the participants and develop recommendations for improvement
    - To encourage 10 – 15 of the participants to go on to undertake the full pilot study

  Workshops can be organised at a date and time to suit each partner country but must be completed by end of January 2019 or the first week of February 2019 in order to allow time for feedback to be incorporated.

  All partners will be in charge of organizing the multiplier event in their respective countries according to the suggested guidelines and to the allocated budget. The tasks will be:
    - Compiling and elaborating all the materials needed for the multiplier event development;
    - Getting in contact with target audience members and getting their commitment to participate in the multiplier event;
    - Looking for the best place and time to carry out the multiplier event; being the multiplier event moderators, and assuring its development flow smoothly;
    - Suggesting interesting contents for discussions and achieving the expected impact;
    - Assuring the quality of the overall event and making sure all participants feel comfortable, participate actively and fill out the evaluation questionnaires after the multiplier event;
    - Assuring the multiplier event's right dissemination, widespread of the multiplier event information and contact the local media to request their presence at the multiplier event.

  The partners should follow the steps below:

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- Prepare a brief presentation document including a description of the project and its outcomes. Also, this should briefly describe the multiplier event's objectives and purposes, target group and planned contents.
- Make sure you bring this document to the multiplier event and leave a copy or even e-mail the document to the participants before the event.
- Identify the members of the target audience and get in contact with them preferably either by phone or e-mail to explain the event and the project and get their confirmation for participation at it. Please have confirmed around 30 participants minimum, since experience had shown that the tendency is around 50% of the confirmed attendees to participate finally at the event.
- Start working on a script or outline of the multiplier event defining the specific contents, presentations, discussions and speakers involved, everything coordinated by a moderator who will be a person from the organizing project partner. Also, set the estimated timings of each section. As soon as you have the script defined send it to each assigned speaker.
- Based on the activity script, prepare and have ready an agenda including the date and place, specific timing of the multiplier event and its sections, the subjects that will be addressed, the names of speakers in each section, and the breaks planned if any. Make sure all participants get a copy of the agenda before the event.
- Confirm and book the date and venue for the multiplier event.
- Organize coffee/drinks and some sort of appetizer for a break to ease the event development, since multiplier event will last minimum several hours.
- Have ready a brief evaluation questionnaire to request participants' feedback at the multiplier event to evaluate its organization, interest of the discussed subjects and final overall rating (Annex 4).
- For disseminating the multiplier event activity: Get in contact with the local media and inform them about the activity planned date/place/contents/participants and try to get their commitment to cover the event.

- **Full pilot study:** The country-level pilot study will be organised as the second level of validation. 5 – 15 participants will be invited to undertake the whole Social Innovation Academy content online. The approach to be followed can be one of the two following ones: a) Participants will access the Social Innovation Academy material in their own time (within a set time period) and will evaluate the offered knowledge based on set criteria. Following completion of the above approach, and if anything is still unclear based on the online responses, partners could hold a virtual group meeting to record opinions/feelings/impressions that could lead to further improvements of the Social Innovation Academy content and learning environment. Findings will be presented in the country-level report, b) Participants of the multiplier event could be asked to bring along their laptops and once the multiplier event is finalized, the participants following a hackathon approach, to work in one room simultaneously, testing the Social Innovation Academy learning environment. Debriefing could be done together on the spot instead of through a virtual meeting. The choice of the method (online vs face to face) is up to each partner to decide but in both approaches the same questions should be asked as presented in Annex 3.

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- **Evaluation & Questionnaire:** Each member of the pilot activity will evaluate the Social Innovation Academy learning environment using the questionnaire located in Annex 3.
- **Aggregated validation report from all countries and conclusions:** Once all partners provide their country reports these will be integrated and presented under Task 4 – Testing and Validation Results Summary

2.2.1.4. Responsibilities amongst the partnership

Found.ation will coordinate IO4 with the support from We4YOU.

Found.ation will be in charge of defining and elaborating the methodology and protocol, design of any tools needed for the realisation of the testing & validation. Limitless will review and adapt the draft methodology. Foundation will also be responsible for data aggregation, analysis and conclusions. However, each partner is responsible for realizing the national multiplier events and undertaking the full pilot in their own country at their chosen site. All partners will recruit the testing & validation participants in their countries and organise the process. They will formulate country reports (both for Task 2 and Task 3) and provide input and feedback for the aggregate reports.

We4You will prepare the aggregated report for Task 4 and Found.ation, will prepare for Task 3 with feedback from the rest of the partners based on the results of their countries, and will be responsible for the quality measurement as indicated in the Project Management and Quality manual.

We4YOU will measure the agreed indicators.

Eolas will participate actively in the discussions on the methodological approach and give feedback on the draft tools elaborated.

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3. TASK 2 – SOCIAL INNOVATION ACADEMY CONCEPT AND LEARNING ENVIRONMENT TESTING AND VALIDATION WITH EXPERT GROUP

3.1. Objectives

The following section describes the results from the testing and validation of SOCIA through interviews with the experts. In total 9 experts participated in the interviews from the 5 partner countries. This section provides insight into the overall results and summarizes and highlights these findings which were under consideration for the improvement of the Social Innovation Academy. The objective of the pilot and validation activity with the experts was to collect feedback on whether or not the training material was capable of producing the expected outputs and results, through the use of a predefined questionnaire.

3.2. The Interviews

In total 9 interviews were conducted, at which the opinions of the experts were recorded through in-depth interviews using mostly open/ ended questions. Some of the interviews were done via an electronic form, the questionnaire was sent to the experts and they had sent back the questionnaire filled with their answers. Also, not all experts answered all the questions. From a methodological point of view, the partnership launched the beta version of the e-Academy environment which was then tested by the experts. The expert participants, after viewing the part of the Social Innovation Academy learning environment online, shared their opinion. Out of the 9 experts, 7 were women and 2 men, between the age group of 29 – 60. All of the expert participants come from fields related to the social innovation theory and practice. Insightfully, the expert participants have years in the social innovation field. Academic research, leadership training, volunteering, along with financial provision to social innovation initiatives (through Fund & Ventures) and the engagement in social innovation projects characterize the profile of the majority of the expert participants.

3.3. Experts evaluation results

3.3.1. Social Innovation Academy Content Section

The first question that they were asked to take a standpoint was if they ***thought the approach adopted adequately covers all the stages of the social Innovation process***. Most of the experts felt that the approach was adequate and that it covers a wide range of topics related with social innovation process and also that it provides a fair coverage of all stages of the process, while serving as a good basis to anyone willing to become a social innovator. Overall, they felt that the material is strong on the relational, strategic and social purpose driven aspects of these organisations, but could do more on the operational practices and processes needed to sustain them. Some identified areas for improvement such as impact evaluation should be added and also information about barriers, like financial. The areas that the partnership should take into consideration for the final version are as

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quoted *"it looks like a collection of interesting articles about social innovation, however there is no methodology to use it in certain order"* and *"just that the material did not jump out at me in a logical order"*.

Secondly, they were asked to express their feeling ***on what extent the Academy covers the social innovation skills*** on a scale from 1 (low) to 5 (high). All of the areas were evaluated above 3,5 with the highest 3 sub criteria being a) Ability to inspire others, b) Staying goal oriented, c) Strategic thinking, all with an average of 4,625.

Ability to inspire others	4,625
Storytelling in presenting ideas	4,250
Granting rights and sharing responsibility with team members	3,500
Understanding the needs and expectations of all team members	3,750
Analytical approach in understanding needs, processes and challenges	3,875
Careful listening to the needs and expectations	3,625
Ability to combine ideas from different areas	4,250
Ability to carry out tests and to draw conclusions	4,250
Ability to prioritize	3,875
Risk management on different stages of developing ideas	4,000
Ability to approach the right people for reaching my goals	4,000
Ability to inspire team	3,875
Careful observation of processes, clients, surrounding world	4,000
Looking at the problem from different perspectives	3,875
Thinking "outside the box"	4,375
Staying goal oriented	4,625
Resourcefulness in searching for solutions	4,625
Strategic thinking	4,000
Flexibility in adapting to changing conditions	4,143

Thirdly, the experts were asked to comment how they ***evaluate the practical side of the training (references to practice rather than theory through case studies / practical examples / quotes from practitioners / explainer videos / real-life trends etc.)***. This question got as an overall very positive comments. Experts felt that the examples were very interesting, that could help the participants understand the concept of social innovation and how it could become a reality. Also, they felt that it includes a valuable list of funding sources, that the interviews section is excellent and inspiring, that it has good examples that makes it easier to the participant to understand the theory. In terms of recommendations one of the experts said that *"References are practical however it's difficult to search the area of your interest. Not all the quotes are relevant to all the types of social businesses"* and another one that would *"prefer more video than text, interviews etc. case studies should be not only about success stories but as well about defeat, barriers and way how to overcome them"*.

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The next question towards the experts was t**he Academy aims to make a learning experience flexible for its users. Could you select the learning modules that interest you quickly? Do you believe the structure used maximises the learning experience/ result.** Again, the responses were mixed on the specific question. Some experts felt that the structure was "*is clearly communicated*", "the structure allowed me to choose the modules I wanted and felt convenient with" and another that *"the structure is too chaotic"*. So, although the majority thought that the platform is very flexible and one can just take out what one needs, the most important element that the partnership needs to take into consideration are the recommendations. More detailed these are: a) the information should be provided in a practical step by step journey for someone to become a social innovator, b) *"other media contents, like video, could maximize the learning experience"*, c) the information should be provided in a way that *"Look at the problem from different perspectives"* should be enhanced, d) a summary of trends should be provided and finally, e) *"I was distracted by the social media/sharing invitations that kept popping up, as well as invitations to sign up".*

Afterwards they were asked **to evaluate the information presented related to expert citations and quotes in terms of relevancy and recency.** Participants demonstrated a positive evaluation of the information presented in relation to the expert citations and quotes in terms of relevancy and recency.

The last question of the specific section, was related to the whether they believe **the Learning Academy presentation is engaging and fosters interaction between the learner and the content.** Here all experts only provided positive comments and recommendations. None though it wasn't engaging. The approach of the small elements was considered as a positive aspect *"The learner can take as much as he/she needs from the platform. He/she is not forced to spent unnecessary time on the platform" and the "Call to Action approach"*. In terms of the recommendations that should be included these are: *a) "it should be more interactive, not just slide by slide. It's worth to add some introduction video", b) "there is a lack of links to primary sources if someone wants to deepen the knowledge", c) "I wish it can be even further developed in terms of content because it left me wanting more", d) "however there is a lack of links to primary sources if someone wants to deepen the knowledge" and finally e) "The key issue I see at the moment is UX / UI and interface. It makes sense to put it into a platform (not site) interface and involve some developers, designers".*

3.3.2. Competences Section

The part that the experts were asked to comment and share their ideas on after the Content Section, was the one related to the competences gained after using the Social Innovation Academy. The experts believed that the material does "a good job of introducing new knowledge and helping people think about the skills they need to acquire". They believed that it would be useful *"if the learning material extended to knowledge and skills in the design, implementation and change of social innovation organisations – perhaps presenting this over the organisational life cycle"*.

The specific section included three different questions, one related to new knowledge, to attitude change and finally to skills developed.

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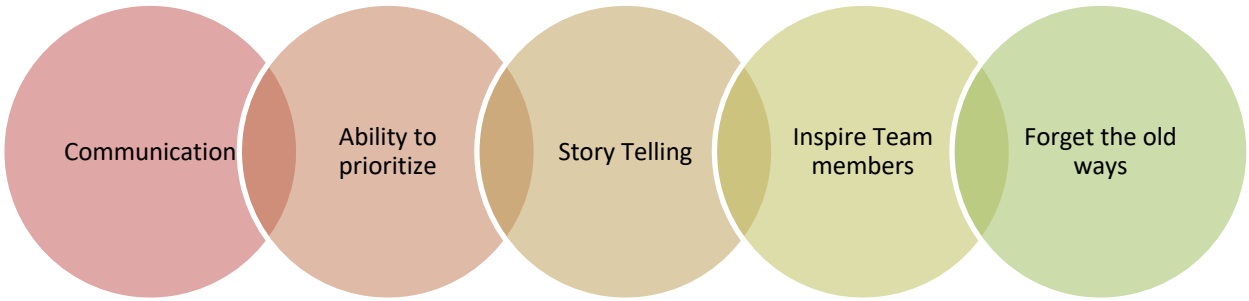
In terms of the first question **what new knowledge did you gain, and how well do you think you will be able to apply it,** experts found the content easy to understand, clear and concise and one said that *"The Academy helped me to better structure my processes".* They found that the Academy includes a lot of theory on Social Innovation, which will help them use it in their work and that *"examples of social innovations in various countries which may be interesting while developing my own projects"*. In terms of application, new knowledge could aid participants in exploring how processes of evaluation and measurement are integrated into a general business model suitable for social innovation companies.

The second question **did your attitude change, and in what way** was the one from the whole interviews that got the most negative answers. Almost all, except two, said that nothing had changed in their attitudes and that it just confirmed what they already felt/ knew. From the two that stated it changed their attitude, one said that her attitude *"became more straight forwarded and focused"* and the other that it helped him think about *"ideas that I've never thought"* before.

The last element that the experts were asked to comment was **the skills that were developed or enhanced**. Despite the fact that all of them were experts, they felt that Social Innovation Academy helped them either gain new skills or enhance the already existing ones. These were:



Experts supported that the learning material is structured in a thorough way, which aids in introducing new knowledge and helps users on examining in depth the skills they need to acquire. It should be noted that there was input by experts in regards with adjusting the contents to a main framework: values, glossary of definitions, theory of change, owning to the fact that a great plethora of authors uses terminology that is not consistent to the one of others.

3.4. Recommendations

In terms of the recommendations made by the experts, these can be found under each specific Section. The more generic ones are that: *a) the contents need more depth, b) some UI work would definitively improve the accessibility to the relevant info and c) it would be more beneficial to be able to access the information filtered around topics rather than forms (interviews, skills etc).*

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3.5. Conclusions

The results emerging from the pilot phase with the expert participants demonstrate high qualitative insights, originating from individuals that have been long employed into the social innovation theory and practice. The experts as an overall felt that *"a wonderful effort in organizing the information in a way that is structured"* was made and that the Social Innovation Academy includes al lot of interesting, state of the art and awakening information. All of the expert participants have a 100% familiarity with the social innovation concept, exercise social innovation, support people in learning about social innovation or study and teach on a topic related to social innovation. A notable outcome is that all the experts supported that the Social Innovation Academy learning platform adequately covers all the stages of the social innovation process, which validates the structured approach that has been developed and implemented by the consortium. The aforementioned outcome was also corroborated by the evaluation of the practicality of the training by the expert participants that demonstrated the ability of the learning modules to move from the social innovation theory to the social innovation practice. They believe that *"The idea of having the online academy, the mentors, the content categories"* is very good and definitely will help the participants on Social Innovation. Another noteworthy result is stressed on the ability of the Academy to create new learning outcomes for individuals that already have expertise in the social innovation field. The expert participants supported that the Academy provided them with new insights and a better understanding of the social innovation concept. Concluding, although the comments and recommendations of the experts where useful and insightful, still the consortium needs to take into account the available funding and resources in order to implement all of the suggested changes and agree which of all are critical for the success of the project.

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4. TASK 3 & 4 – TESTING AND VALIDATION RESULTS

4.1. Objectives

The following section describes the results from the testing and validation of the SOCIA piloting activities. This report provides insight into the overall results and summarizes and highlights these findings on country level which stand out with respect the other validation countries or with the average results. Each country has developed a country level report, on which the current report draws upon. The objective of the pilot and validation activity was to collect feedback on a variety of factors including content, technical issues, competences gained and make recommendations for potential improvements in order to ensure the Social Innovation Academy meets the needs of the end users.

4.2. The pilots

Although a specific period for the pilots was determined, each country planned the pilot in view of the particularities of their targeted sample, and in line with the need for a quality testing and result. As such all countries followed the same approach and had a specific deadline with regards to the finalisation of the pilot and the reporting back, but were flexible in the operational implementation of the pilot with regards to the timing for both workshops and the on-line testing. The sections below provide an overview of the timing of the pilots in each of the participating countries, and describes also the approach and any incidences if they occurred.

4.2.1. Poland

The pilot with the participants took place between the 5th of March 2019 and the 18th of March 2019. In total, **16 respondents from Poland participated**. The ICAN Institute has organized a business meeting breakfast to present the beta version of the SOCIA Academy. After the presentation participants were asked to evaluate the SOCIA platform. They received an e-mail with an invitation to complete the survey.

4.2.2. Greece

The pilot with the participants took place between the 23rd of January and the 5th of March 2019. In total, **17 respondents from Greece participated**. The participants were recruited in the following ways: a) through a multiplier event that was held and at which SOCIA was presented, and the participants were asked to view the platform and then complete the questionnaires, b) through personal contacts of Found.ation and finally, c) through Social Media, where an open call was made.

4.2.3. Spain

The pilot started on the 11th of February, and ended shortly after the Social Innovation Academy event was held in Spain on the 26th of March 2019 between 17:00-19:00pm. Participants in the event were invited to provide feedback, up to a few days after the event. **12 respondents filled the survey**. The pilot period started with an email to contacts who had expressed interest in participating in the testing

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and a post calling for participants on the Facebook page of EOLAS on the 11th of February. The call was repeated on the 22nd of March, with a follow up by email and during the multiplier event. Towards the end of the period an event was held on the 26th of March. The event began with a talk prepared by Manon van Leeuwen explaining the SOCIA Project and the platform of the Social Innovation Academy. After this presentation of the project, the speakers began to present their own projects: the Maimona Foundation and Magdalena Moriche Association, Las Tres Ridículas and the City Council of San Pedro de Mérida (in the province of Badajoz). This was followed by a round of questions from the participants and, afterwards, a panel discussion among all those attending the event. At the end, a survey was handed out, which the participants completed and handed in before leaving. Finally, there was a prize draw to win a T-shirt created by the event organizers.

At the start of the piloting the questionnaire was not working properly and some early testers indicated issues in registration or access to areas where registration was needed. These testers contacted us by email and the coordinator was informed. Unfortunately, these testers were lost for the full testing as they indicated they had already tried. Also, some participants entered the Academy but did not complete the questionnaire, most of them were indicated to have scanned through the content but due to a lack of time could not evaluate it properly and thus did not proceed, leading to a total of 4 incomplete questionnaires. During the event itself there were no incidents. The whole day went according to plan. The only point for improvement was time; all the participants demanded more time to talk about Social Innovation.

4.2.4. Luxembourg

The Introduction to Social Innovation Academy event was held in Luxembourg on the 24th of January 2019 between 18:00-21:30pm with **15 respondents**. The pilot started with the Limitless team welcoming the participants to the venue, followed by some introductory discussions among the participants. Then, Dariusz Sikora from the Limitless team welcomed everyone and provided an overview of the Social Innovation Academy. The only workshop activity of the pilot took place during the Social Innovation Academy event organized for the release of the beta version of the Academy, where participants were encouraged to write on Flipcharts about their professional backgrounds (e.g. academic, business, non-profit, government). After the event, a certain number of the target audience received email links enabling them to go online and evaluate the Social Innovation Academy platform and its learning modules. Projector malfunctions during the presentation of the Academy's learning modules were addressed in time, so the quality of the overall presentation was ensured.

4.2.5. Slovenia

The Introduction to Social Innovation Academy event was held in Ljubljana on the 15th of February 2019 between 09:00-11:00am with **15 respondents**. The pilot started with the We4You team welcoming the participants and then presenting the beta version of the Academy. They also invited some social innovators from Slovenia to give presentations, two of whom successfully introduced their own social innovations. After the event, a certain number of the target audience received email links

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enabling them to go online and evaluate the Social Innovation Academy platform and its learning modules0

4.3. The participants profile

All countries selected the participants based upon the criteria as set out in the methodology, however due to the different situation in the countries and expertise of partners with different representatives of the overall target group, there is a variety of participants representing different subgroups, making the results gain validity for different profiles of users of SOCIA.

4.3.1. Poland

The majority of the respondents were in the age bracket of 20-39 years old (56%), followed by 40-49 years old (25%), and then 20-29 (13%) and 50-59 (6%). In terms of gender the sample was female dominated, with females constituting 69% of the respondents and males 31%. The professional backgrounds of the participants were as follows: 39% are in the private sector, 39% work for NGOs, 8% belong to Business Associations, 8% are at University, college or high school, and 8% described their profession as 'other'. 63% are employed, 31% are self-employed and only 6% are students.

4.3.2. Greece

The majority of the respondents were in the age bracket of 40-49 years old (47%), followed by 20-39 years old (24%), and then 20-29 (11%) and 40-49 (12%) and only 6% in the 60-69 years old bracket. In terms of gender the sample was female dominated, with females constituting 59% of the respondents and males 41%. The professional backgrounds of the participants were as follows: 71% are in the private sector and 12% work for NGOs and Business Associations respectively. 71% are employed, 18% are self-employed and only 12% are unemployed. The participants who completed the survey varied in employment status, age and gender. 70% were employed, the majority of them coming from the private sector, and 32% stated that they are already involved in Social Innovation.

4.3.3. Spain

The people participating in the pilot test as the audience had an approximate age range between 20 – 50 years old, with 7 people in the range of 40-49 years old, and 6 people between 20 – 39 years old. 62% were women and 38% were men. The event audience had 10 women constituting 48% of the participants along with 11 men (52%). The participants in the on-line piloting come from different backgrounds, most are employed (12 respondents), with 1 self-employed, 6 in the private sector, 1 in an NGO, 1 in a social enterprise, 3 at University, college or school, and 2 belong to Business Associations. The participants in the event who completed the questionnaire come from different types of social innovation practices. Of the 12 participants who answered the questionnaire, these include associations, people who are starting to work on social projects, people involved in politics, etc. In general, they form a very wide group united by social innovation. As far as the field of work is concerned, approximately 20% of the people work in the public sector and the rest work in private companies. The target audience for the piloting had European and regional characteristics, while

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participants in the event came from regional backgrounds. Most of them participate in social innovation in one way or another: in companies, associations, municipalities, projects, etc

4.3.4. Luxembourg

The target audience had an approximate age range from 20-29 years old, with 11 women constituting 73% of the evaluators along with 4 men (27%). The target audience participants who completed the online questionnaire come from diverse fields that potentially include social innovation theory and practices. 15 participants completed the online questionnaire, of whom 40% are employed, 40% are students, 13% are unemployed and 7% are self-employed. Concerning the field of work, out of the sample 46% work in the private sector, 23% pursue academic studies, 15% are in the public sector, 8% are in the NGO/Third sector and 8% are in other fields. The target audience participants had a diverse cultural background, originating from Albania, China, Germany, Greece, France, Kenya, Luxembourg Nepal, Poland and Sweden, while all of them currently live and work either in Germany or Luxembourg.

4.3.5. Slovenia

The target audience had an approximate age range from 20-49 years old, with 10 women constituting 77% of the evaluators along with 3 men (23%). Two of the respondents did not respond to this question. The target audience participants who completed the online questionnaire come from diverse fields that potentially include social innovation theory and practices. 15 participants completed the online questionnaire, of whom 43% are employed, 14% are unemployed and 43% are self-employed. One respondent did not respond to this question. Concerning the field of work, out of the sample 67% work in the private sector, 17% are in the public sector, 8% work for NGOs and 8% are in other fields. Two of the target audience participants are unemployed. The target audience participants were from Slovenia.

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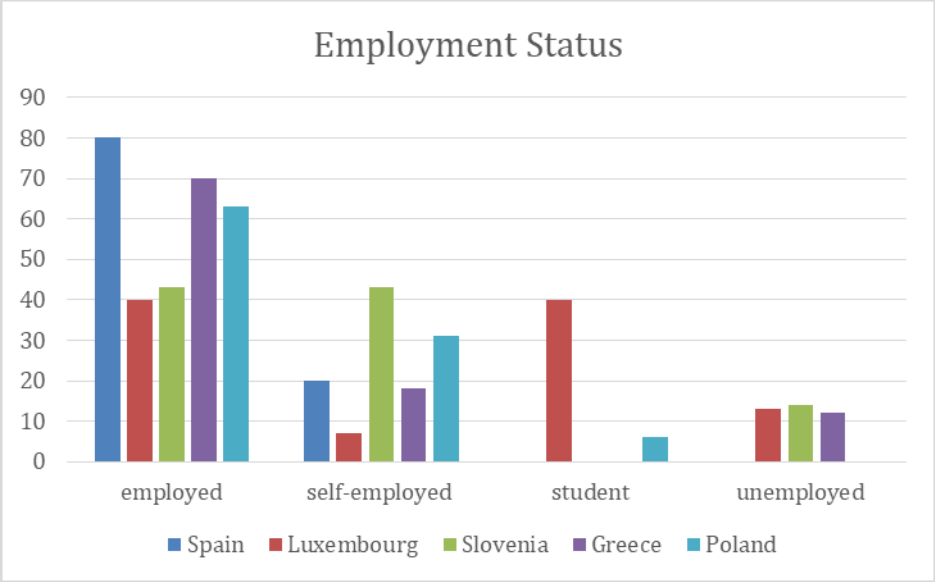
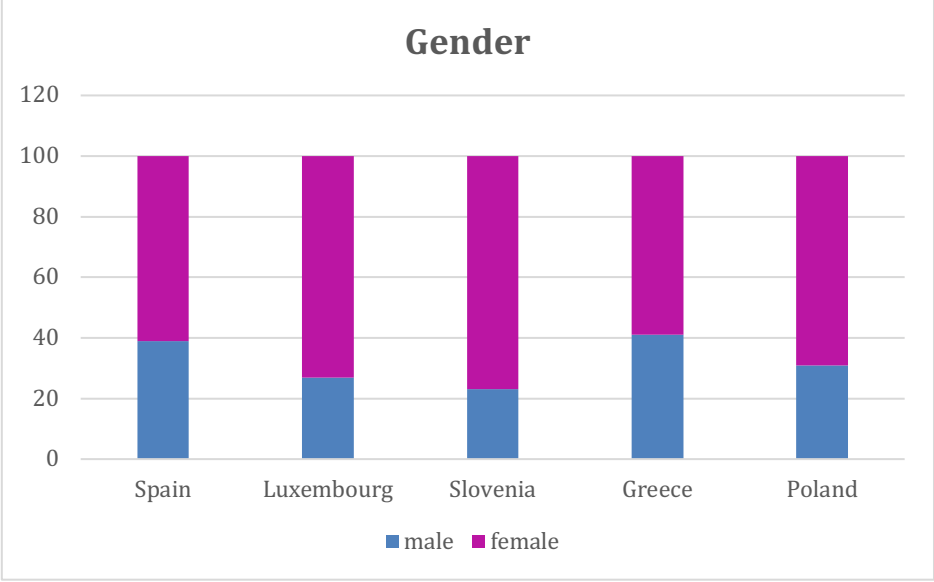
4.4. Target Audience Evaluation Results

4.4.1. General Section



Most of the participants were employed (56,9%) or self-employed (25,15%). Some of them were students (9,72%) or unemployed (8,24%).



Most of the participants were female (68 %) and 32 % were male.

Also, the participants were asked to express their experience with Social Innovation. Most of the respondents were interested in Social Innovation (51,8%). Some of them (18,58%) answered ‘’I

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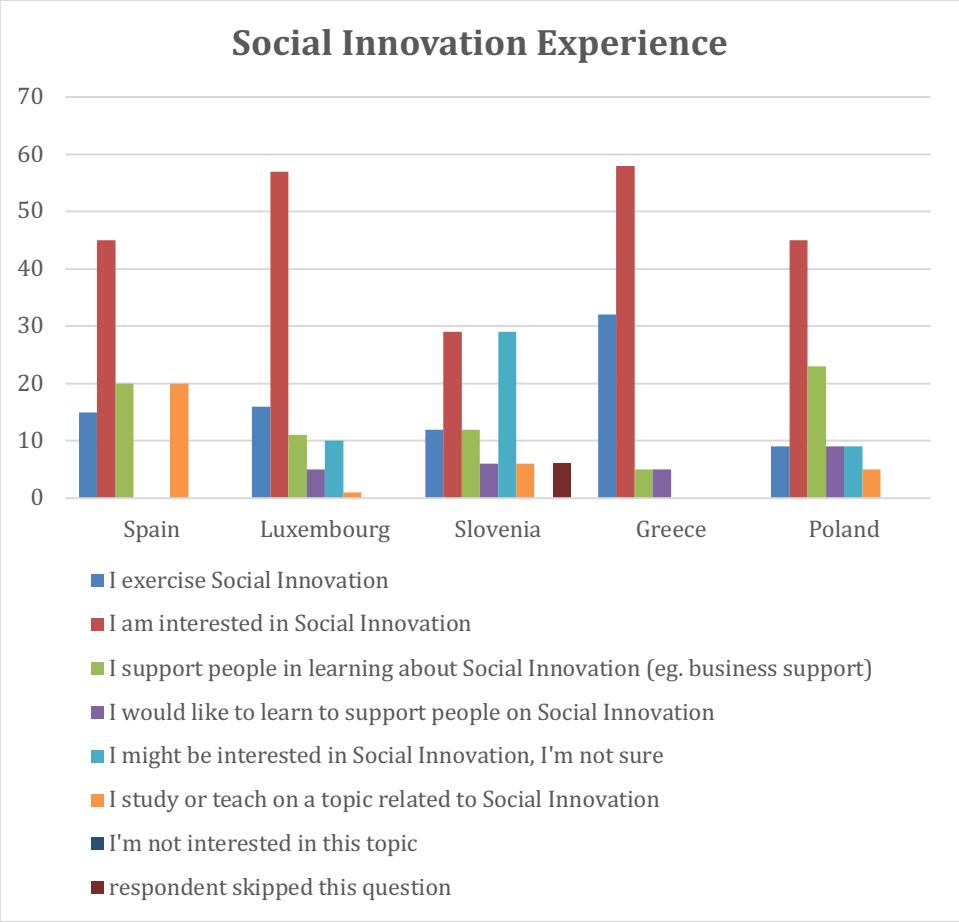
exercise Social Innovation''. 15,7% of the participants said ''I support people in learning about Social Innovation''. 5,53% of them said ''I would like to learn to support people on Social Innovation''. Only few of them (7,08%) said ''I study or teach on a topic related to Social Innovation''. 1,33 % of the respondents skipped this question.



The final question of the introductory section was related to the familiarity of the participants with the Social Innovation concept. Most of the respondents were little familiar with Social Innovation concept (51,8%). Some of them were very familiar (39,2%). Only few of them were unfamiliar (9%).

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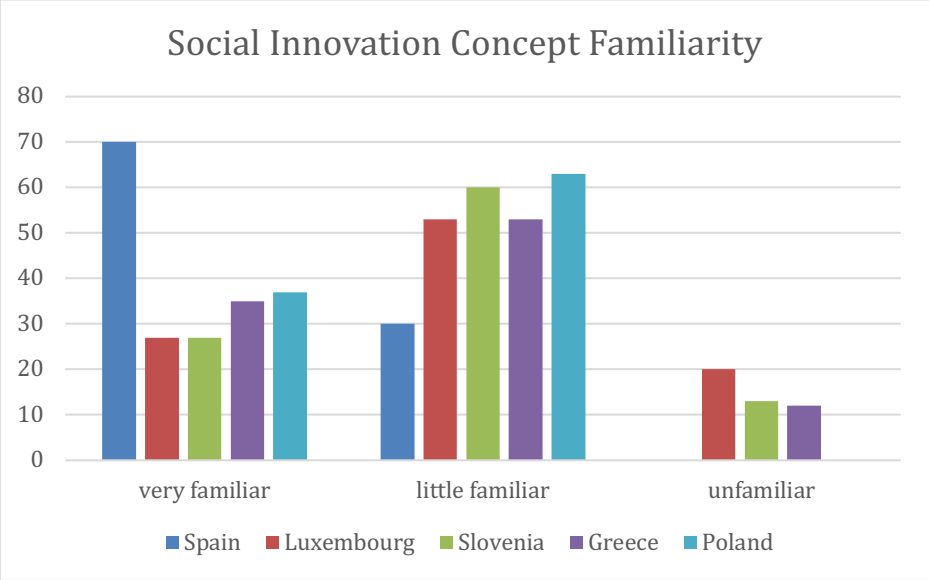
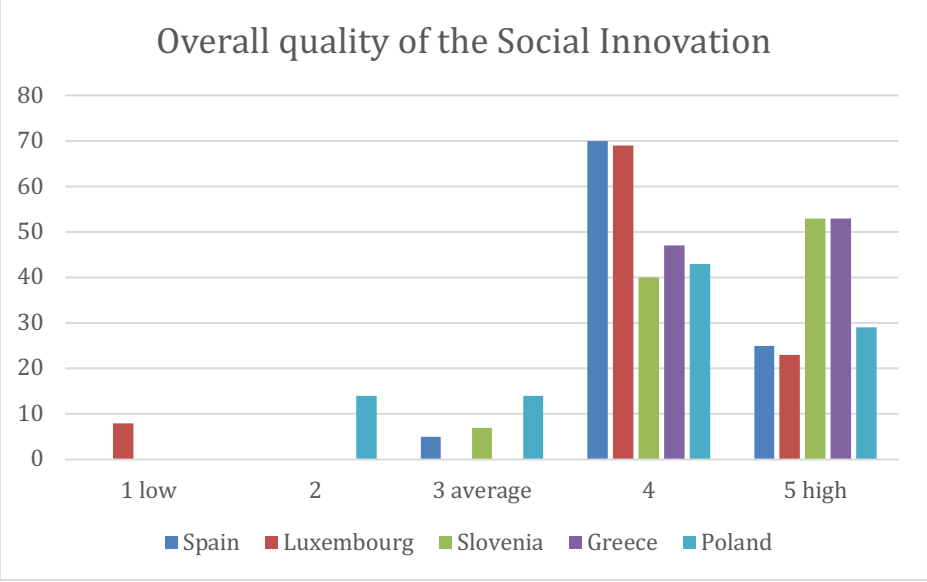


4.4.2. Content Section

For the quality of the content several aspects related to relevance, clarity, usefulness, difficulty, volume, way of presenting and materials were rated by participants from very poor to very good. In case of a rating of poor or below they were asked to clarify why they gave this rating.

At the first question related to overall quality of the Social Innovation Academy, majority of the participants were very or highly satisfied (90,4%). 5,2 % were satisfied, while 4,4 % suggested further improvements. One person rated the overall quality as low, but when asked the reasoning didn't provide an answer.



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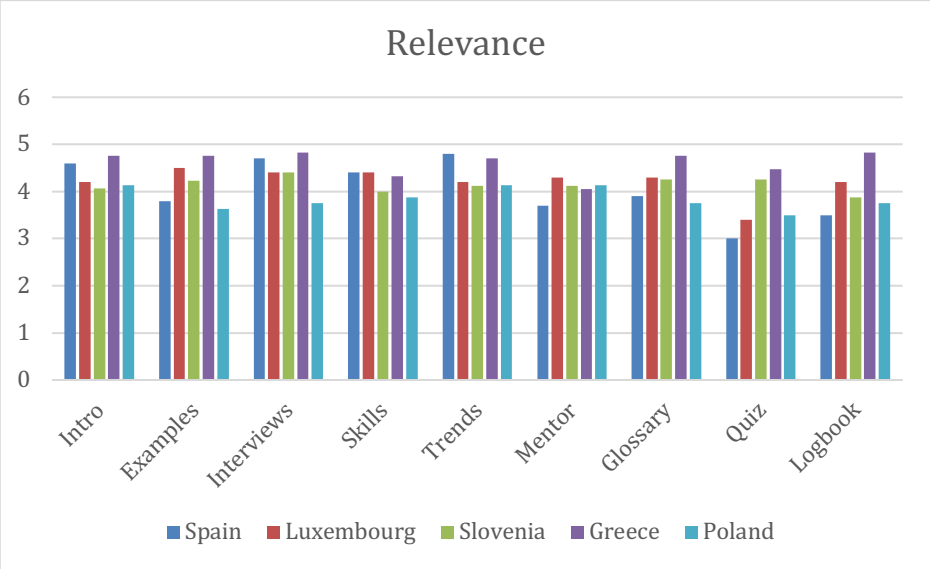
During the evaluation of the sub criteria, the table below, presents the overall situation from all the partner countries and the pies following, per country.

	Intro	Examples	Interviews	Skills	Trends	Mentor	Glossary	Quiz	Logbook
Relevance	4,35	4,18	4,42	4,2	4,39	4,06	4,19	3,72	4,02
Clarity of the content	4,42	4,54	4,42	4,35	4,31	4,17	4,36	4,08	4,16
Usefulness of information	4,28	4,3	4,3	3,97	4,22	3,87	4,36	3,93	4,12
Level of difficulty	2,65	2,95	2,6	2,61	2,6	2,68	2,66	2,44	2,53
Volume	4	4,14	3,81	3,77	3,79	3,75	3,83	3,6	3,7
Way of presenting Content	4,4	4,42	4,49	4,35	4,37	4	4,32	3,92	4,26
Support of materials by means of graphics, images and figures	4,28	4,12	4,25	4,23	4,04	4,03	4,15	3,88	4,13



The respondents evaluated the relevance of the content of the Social Innovation Academy. Average received score on a scale from 1 (low) to 5 (high) was 4,17.

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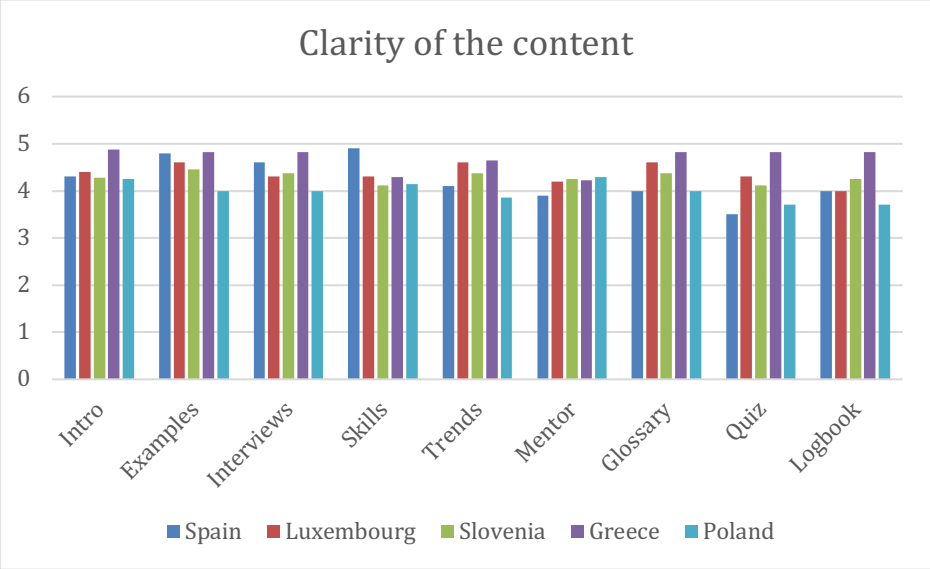
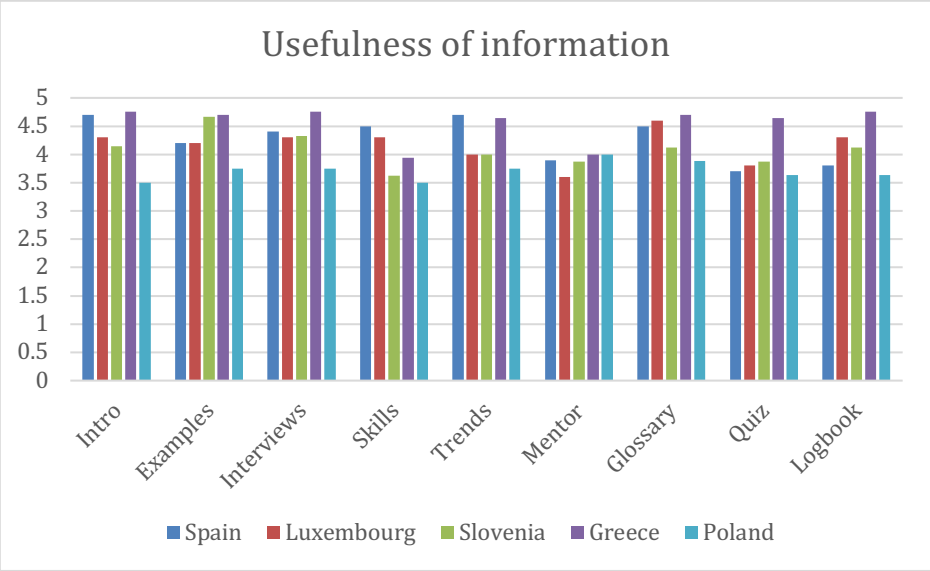


The respondents evaluated the clarity of the content of the Social Innovation Academy. Average received score on a scale from 1 (low) to 5 (high) was 4,31.



The respondents evaluated the usefulness of information of the content of the Social Innovation Academy. Average received score on a scale from 1 (low) to 5 (high) was 4,15

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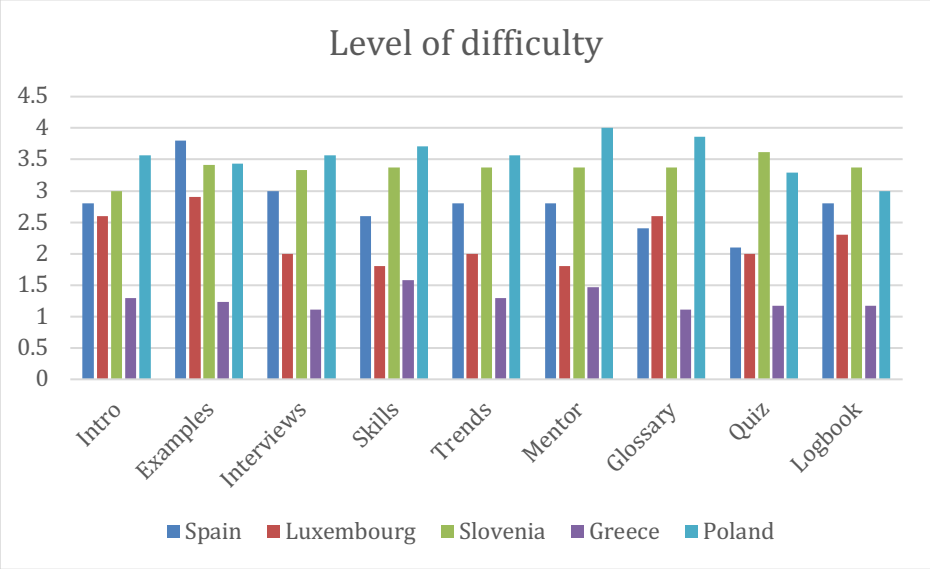
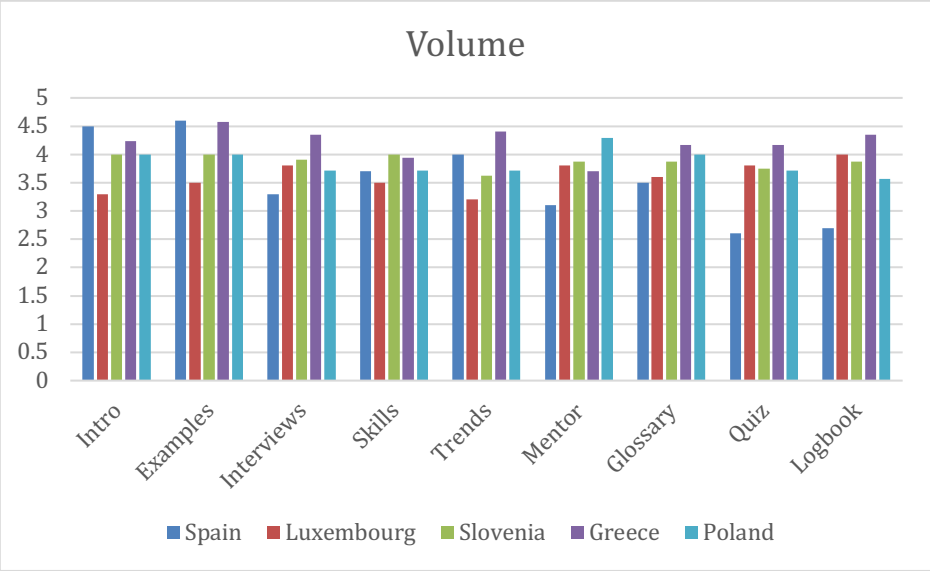


The respondents evaluated the level of difficulty of the content of the Social Innovation Academy. Average received score on a scale from 1 (low) to 5 (high) was 2,63.



The respondents evaluated the volume of the content of the Social Innovation Academy. Average received score on a scale from 1 (low) to 5 (high) was 3,82.

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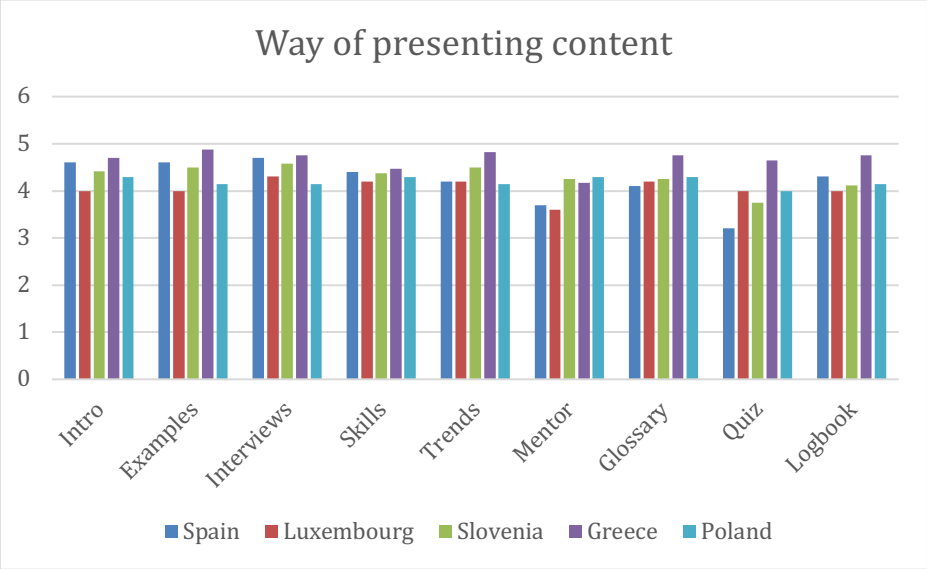
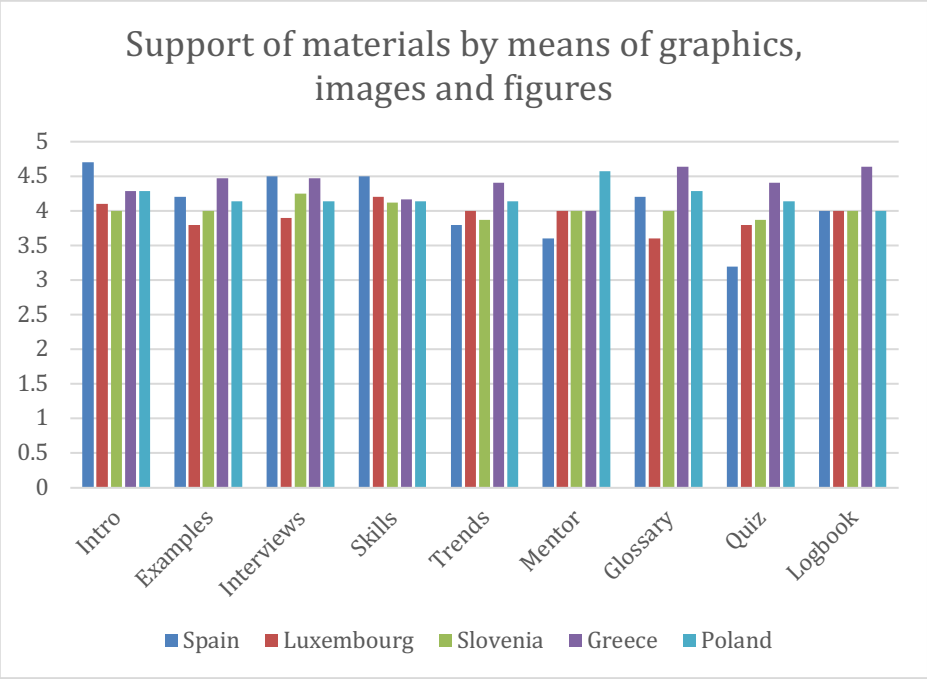


The respondents evaluated the way of presenting content of the Social Innovation Academy. Average received score on a scale from 1 (low) to 5 (high) was 4,28.



The respondents evaluated the support of materials using graphics, images, and figures of the Social Innovation Academy. Average received score on a scale from 1 (low) to 5 (high) was 4,12.

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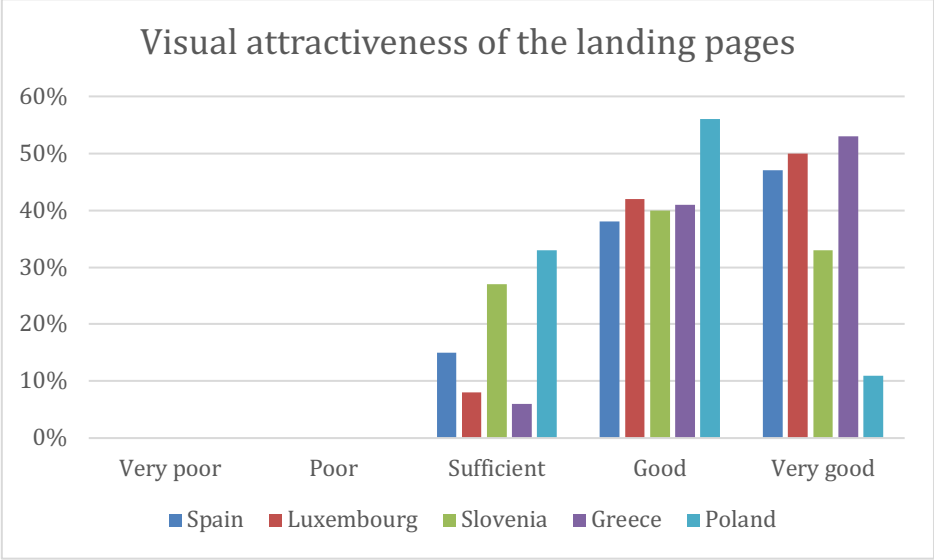
4.4.3. Technical Issues Section

Participants were also requested to evaluate the visual and more technical aspects of the Social Innovation Academy. Here most participants thought these were good to very good, with the most liked features being the visual attractiveness of Social Innovation Academy and the speed of access and downloads. Although there were 2 responses regarding the question of visual attractiveness of the unit pages as 'poor' and another 2 under ease of navigation, no clarifications or indications were provided justifying the answers.

	Very poor/ scale 1	Poor/ scale 2	Sufficient/ scale3	Good/scale 4	Very good/scale 5
Visual attractiveness of the landing pages	**0%**	**0%**	**17,8%**	**43,4**	**38,8%**
Visual attractiveness of the unit pages	**0%**	**2,8%**	**21,4%**	**37,6%**	**38,2%**
Ease of navigation	**0%**	**2,8%**	**23,2**	**27%**	**46,8%**
Speed of access, downloads	**0%**	**0%**	**12,6%**	**25%**	**62,4%**



Majority of the participants were very or highly satisfied (82,2%) with visual attractiveness of the landing pages. 17,8 % found them sufficient.

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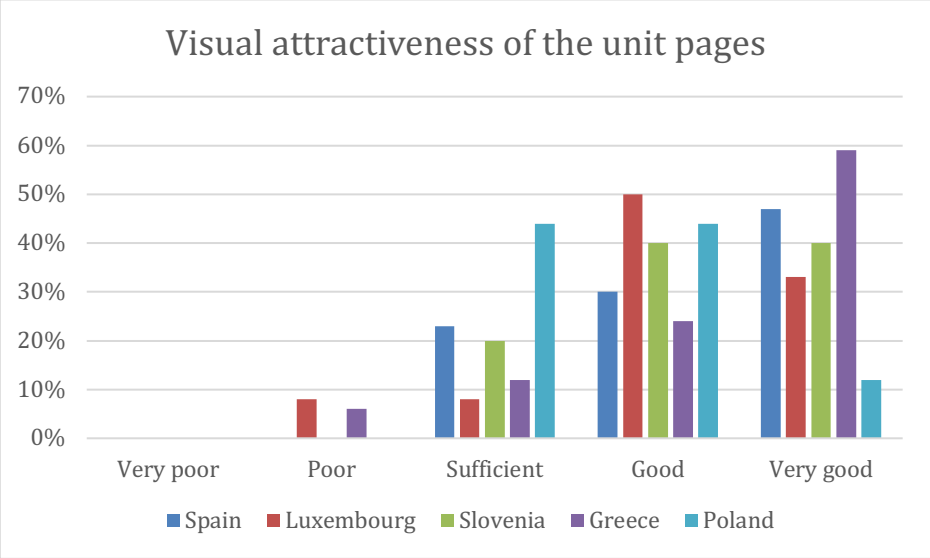
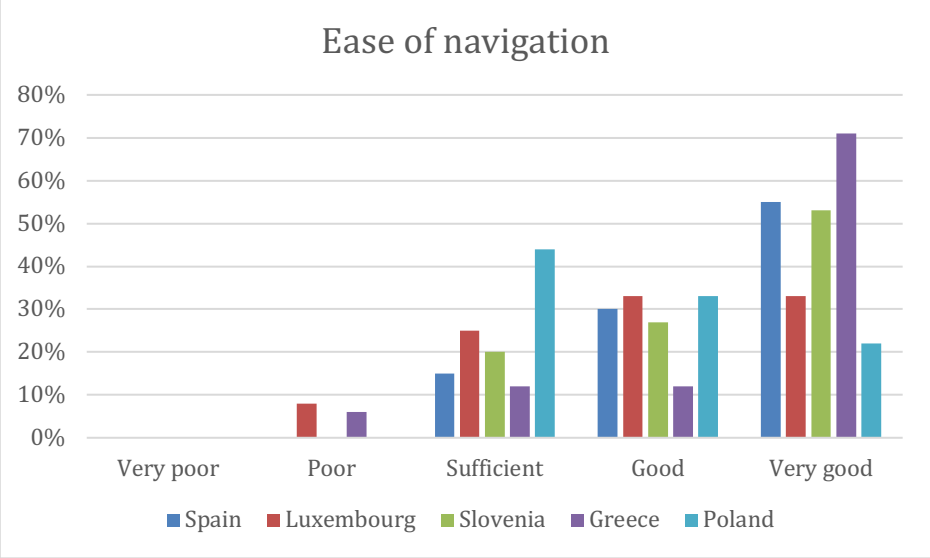


Majority of the participants were very or highly satisfied (75,8%) with visual attractiveness of the unit pages. 21,4 % found them sufficient, while 2,8% suggested further improvements.



Majority of the participants were very or highly satisfied (73,8%) with visual attractiveness of the ease of navigation. 23,2% found them sufficient, while 2,8% suggested further improvements.

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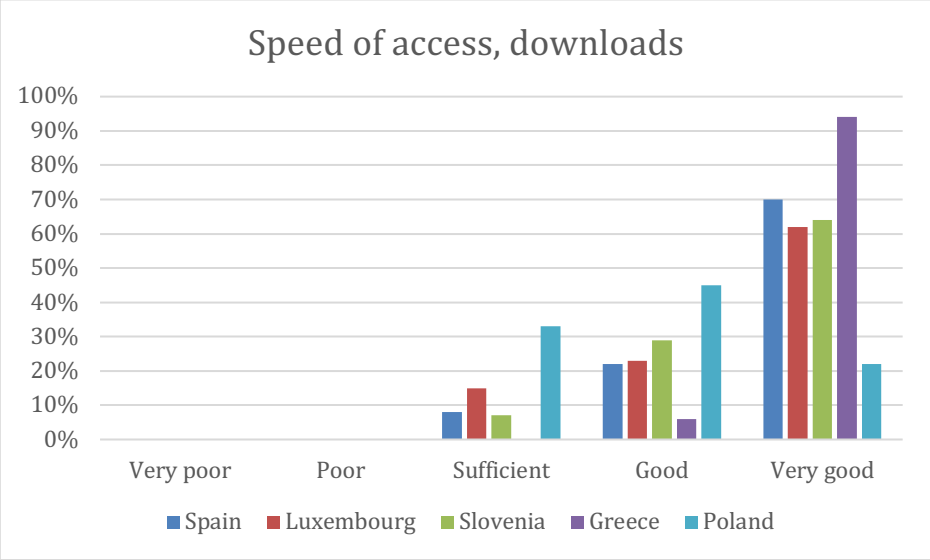

Majority of the participants were very or highly satisfied (87,4%) with visual attractiveness of the speed of access. 12,6% found them sufficient.

4.4.4. Competences Section

During the competences section, the participants were asked to evaluate if they had gained new knowledge, if anything in their attitude changed and what skills were developed if enhanced.

a) **What new knowledge did you gain, and how well do you think you will be able to apply it?** SOCIA helped the participants to consolidate their knowledge about social innovation, sharing their experiences in different areas of social innovation, practice and development of these projects. The participants benefited from several ideas that emerged from different debates and a support network of all attendees and organizers was created so that, in the near future, they will be able to continue learning from each other and sharing ideas and projects.
SOCIA aided participants in gaining a greater understanding of the social innovation concept, by providing several updates on social innovation purpose, practice and developments. Participants benefited from several insights emerging from different learning modules and the platform is considered as a necessary tool for idea implementation.

b) **Did your attitude change, and in what way?** In general, the participants increased their interest in social innovation and have better established the knowledge they previously had on this subject, which will help them launch new projects and ideas. Overall, it can be said that SOCIA aided in broadening their minds and created new interest in the social innovation field.

c) **What skills were developed or enhanced?** SOCIA contributed to the participation between companies, associations and public offices and helped in the resolution of problems together

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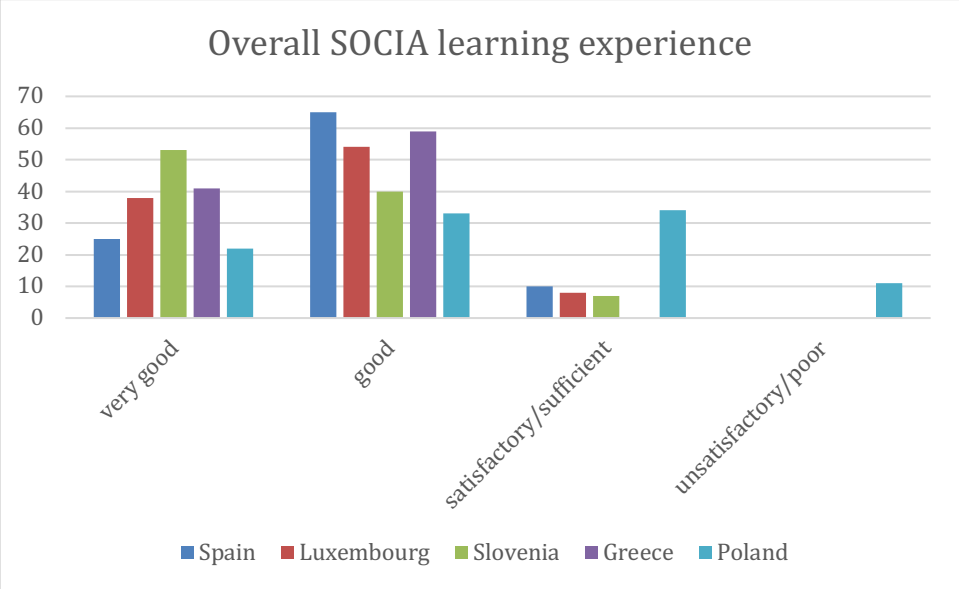
with the knowledge of the participants in the field of social innovation.

SOCIA also proactively increased the curiosity, analytical skills, confidence, strategic thinking, Interpersonal and problem-solving skills along with the knowledge of the participants in the social innovation field.

4.4.5. Overall Assessment



Majority of the participants were very or highly satisfied (86%) with the overall SOCIA learning experience. 11,8% found them sufficient, while 2,2% suggested further improvements.

They were asked as well, if they could change anything, what would it be. The recommendations of the participants focused on improvements in the layout of the platform, on the visual quality of the presentation, and on the adoption of more practical sessions. Some of them suggested more audiovisual content. At this stage, there was also encouragement to increase the volume of glossaries, examples and trends along with the use of less jargon and information about the interviewees, enhancement in the ease of navigation and the continuation of the project. There was also encouragement to cancel pop-ups and include more from videos. Some of the respondents suggested that SOCIA should provide opportunities for more practical knowledge and requested more theory to be provided in terms of skills.

The participants particularly liked the proposal to create a support network among all participants and organizers in order to continue sharing ideas and getting to know the projects carried out at a regional level. It also served as a link between different types of social innovation and to learn that whatever the nature of the project, we can help each other to continue the social work of innovation.

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The target audience participants supported the idea that they benefited from the Social Innovation Academy because it created better engagement for them with social innovation concepts, theory and practice. The Academy's platform and its learning modules increased the participants' familiarity with the social innovation field as well as increasing their curiosity in pursuing their innovative ideas

4.5. Recommendations

Poland: Overall evaluation of the SOCIA platform in Poland was very high (72% rated 4 and 5, the highest possible ratings). In comparison to the ICAN Institute research benchmark for education concepts it is a very good result. However, there is one area with room for improvement, which is typical in such a project. In future it is worth focusing on the usefulness of information provided, as this area was evaluated below average. This can be improved by developing case studies concerning problem solving which arises at different stages of the innovation process.

Luxembourg: At Limitless we perceive the learning and development training programs to not be static. Learning and development training programs should continually evolve and be enhanced, which can be achieved by examining how users' access and interact with the Social Innovation Academy learning platform. With the release of the beta version of the Academy, the consortium has the ability to evaluate the effectiveness of the Academy in delivering its goals and will be able to come to a decision on how to enhance the user experience even further. With that reasoning, the consortium can review online questionnaire results and comprehend if users are gaining familiarity with social innovation theory and practice. For instance, if many of the questions have been answered incorrectly, then the consortium could re-evaluate the content and determine whether it is adequate or not.

Greece: Since Social Innovation in Greece is gaining momentum, the training material should be easily adoptable and should continually evolve and be enhanced. The whole idea that the SOCIA experience is something unique and that nothing similar exists, should continue to be as such, and the consortium should find ways for the content to be continually developed and enhanced while at the same time adopting new trends, information and changes.

Slovenia: Based on participant feedback we could also provide more video content, this would be particularly welcome for the introduction of each topic. We believe that video content can help us create rapport with our audience and generate goodwill (provided the content is valuable to viewers). People engage with video more than any other form of content (written, audio, images, etc.).

4.6. Conclusions

Poland: The results show that there is great potential for developing knowledge and skills among social innovators in Poland. Most of the respondents think that they are not experts in this field and that they still have a lot to do. On the other hand, education in the field of social innovation in Poland is not yet developed. This suggests that the potential of using SOCIA Academy is high.

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Spain: Most users are interested in the platform and, in general, in social innovation. The rest of the people who participated in the pilot also study, support or dedicate themselves directly to these types of social innovation projects. More than half of them (70% approximately) were already familiar with social innovation and they found the application very useful when it comes to sharing knowledge and learning about this topic. Participants in the testing came from different countries, while a full pilot with participants from the Extremadura region was not possible due to the language barrier, with many not having a sufficient level of English to take full advantage of the available materials. All participants were satisfied with the approach and content, and rated the Academy overall as positive, despite their different backgrounds, professional situation and cultural differences. From the dialogues during the event it became clear there was a lot of interest in recognizing the challenges and problems faced in ventures by social innovators, and would-be social innovators appreciated the tips and tricks obtained during the open dialogue from the existing social innovators. They indicated that they would be interested in learning from the Academy´s content, but the fact that the content is not available in Spanish is a barrier for almost all. Some recommended including options for automatic translation with a disclaimer that at least they could get insight, as English-Spanish translation by automated translators is currently of a sufficient standard. All agreed that the most convenient option would be translation of the content into Spanish and with sufficient quality. One of the activities to explore is thus the acquisition and securing of funding for translation. Also, more localised content would be a plus in their opinion.

Luxembourg: The results emerging from the pilot phase with the target audience participants showcase some interesting insights, originating from individuals with diverse educational and professional backgrounds. The majority of the target audience participants are interested in social innovation and are either employed or are currently pursuing academic studies. Furthermore, a surprising result was that most of the target audience participants already have a little familiarity with the social innovation concept, which reflects the growing interest that social innovation theory and practices have gained in the last decade. Interestingly, 53% of the participants were a little familiar with the social innovation concept, followed by 27% who were very familiar and 20% who were unfamiliar with it. Other notable insights lie in the evaluation of the Academy's content and its learning experience, which represent the great effort achieved in creating high qualitative content that responds to the current needs of the individuals interested in the sector. The aforementioned outcomes can be confirmed by the individual insights that the participants given in response to the gaining of new competencies. For instance, *"I gained more insight into what social innovation is in society, in addition to what I already had in hand from my past experiences. I now have a wider view of the global challenges and how people go about addressing them."* (Beatrice Mugun, university student, 36 years old).

Greece: Once seen in detail, the answers from the pilot with the target audience in Greece can bring the following conclusions: a) the majority of the respondents that SOCIA had the biggest impact on were women, and b) SOCIA helped them think in a more innovative way that makes them feel more

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inspired. Since 58% of the respondents were interested in Social Innovation it is evident that the learning experience had the desired result. If this is taken into consideration with the recommendations made, not only in Greece but also in the other countries, SOCIA could become a really powerful tool that could help Social Innovators or potential Social Innovators throughout Europe. Also, as 53% of the respondents already have a little familiarity with the social innovation concept, this reflects the growing interest that social innovation theory and practice have gained in the last decade.

Slovenia: Most participants believe that knowledge of social innovation can bring about fresh thinking and a unique perspective in their social ventures. They believe social innovation is also a way to mitigate social problems, resulting in new or improved solutions for specific communities. Social innovation starts with an idea, but it's more than that. *"Innovation is not just about coming up with an innovative idea,"* said Eva Štraser, the co-founder of EveGreen. *"It's actually about launching the pilot, on the ground, in country, and seeing what comes of it."* Furthermore, a surprising result was that most of the target audience participants have little or no familiarity with the social innovation concept. Interestingly, 60% of the participants were a little familiar with the social innovation concept, followed by 27% who are very familiar with it, and 13% who are unfamiliar with it.

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5. ANNEXES

5.1. Flyer Content

SOCIA project is the first European, fully online management training programme focusing exclusively on social innovation. It attempts to provide the (aspiring) social innovators all around Europe with the appropriate skills, knowledge and know-how on what social innovation actually offers and, more importantly, how it can be done in practice.

We are seeking social innovators that want to be part of this initiative and help us shape together the content of the Social Innovation Academy. Are you the one we are looking for?

Why Participate? You will have an impact by helping is to shape the Academy for the benefit of every social innovator in Europe.

How long will it take? Your participation will take about 15 minutes.

Who is leading the training? This project is coordinated by Limitless in Luxembourg. The project partners are Found.ation (Greece), We4YOU (Slovenia), EOLAS (Spain) and ICAN (Poland). This program is co-funded by the Erasmus+ programme of the European Union.

How can I get involved in the project after the survey? All social innovators are welcome to participate in this project! Visit http://www.socialinnovationacademy.eu for more information or contact contact@limitless.lu Please contact us for more information.

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5.2. In Depth Interviews with the Experts

Section 1. Demographic information

- Age
- How do you identify your gender?
- Which country do you live in?*
- What is the country in which you were born?
- What is your employment status?
- What is your experience with Social Innovation?
- How familiar are you with Social Innovation concept?

Section 2. Social Innovation Academy

Do you think the approach adopted adequately covers all the stages of the social Innovation process?

[free text answer]

To what extent does the Academy cover the social innovation skills on a scale from 1 (low) to 5 (high) (See also http://www.socialinnovationacademy.eu/social-innovation-skills/)

Ability to inspire others	
Storytelling in presenting ideas	
Granting rights and sharing responsibility with team members	
Understanding the needs and expectations of all team members	
Analytical approach in understanding needs, procesesses and challenges	
Careful listening to the needs and expectations	
Ability to combine ideas from different areas	
Ability to carry out tests and to draw conclusions	
Ability to prioritize	
Risk management on different stages of developing ideas	
Ability to approach the right people for reaching my goals	
Ability to inspire team	
Careful observation of processes, clients, surrounding world	
Looking at the problem from different perspectives	
Thinking “outside the box”	
Staying goal oriented	
Resourcefulness in searching for solutions	
Strategic thinking	
Flexibility in adapting to changing conditions	

How do you evaluate the practical side of the training (references to practice rather than theory through case studies / practical examples / quotes from practitioners / explainer videos / real-life trends etc.) ?

[free text answer]

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The Academy aims to make a learning experience flexible for its users. Could you select the learning modules that interest you quickly? Do you believe the structure used maximises the learning experience/ result?
[free text answer]

How do you evaluate the information presented related to expert citations and quotes in terms of relevancy and recency? (on a scale from 1 (low) to 5 (high)?)
[free text answer]

Do you think the Learning Academy presentation is engaging and fosters interaction between the learner and the content?
[free text answer]

Section 3. Competences Gained
What new knowledge did you gain, and how well do you think you will be able to apply it?
[free text answer]

Did your attitude change, and in what way?
[free text answer]

What skills were developed or enhanced?
[free text answer]

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5.3. Online Evaluation Questionnaire with the Target Audience

Section 1. Demographic information

- Age
- How do you identify your gender?
- Which country do you live in?*
- What is the country in which you were born?
- What is your employment status?
- What is your experience with Social Innovation?
- How familiar are you with Social Innovation Concept?

Section 2. Social Innovation Academy

- How do you evaluate the overall quality of the Social Innovation Academy on a scale from 1 (low) to 5 (high)?
- How do you evaluate the content of the Social Innovation Academy on a scale from 1 (low) to 5 (high) in terms of ?
  [a table, with values 1-5 or a possibility to select 'I don't know']

	Intro	Examples	Interviews	Skills	Trends	Mentor	Glossary	Quiz	Logbook
Relevance									
Clarity of the content									
Usefulness of information									
Level of difficulty									
Volume									
Way of presenting Content									
Support of materials by means of graphics, images and figures									

- How do you evaluate the Social Innovation Academy website (learning platform) on a scale from 1 (low) to 5 (high)?
  - Visual attractiveness of the landing pages
  - Visual attractiveness of the unit pages
  - Ease of navigation
  - Speed of access, downloads
- How would you rate the overall SOCIA learning experience on a scale from 1 (low) to 5 (high)? *1-5 Scale and [free text answer]*
- How likely are you to recommend Social Innovation Academy or parts of it to others (e.g. potential Social Innovators or students, teachers, trainers, adults, general public, social

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entrepreneurs, NGO management, governmental representatives, business owners, corporate clients, or unemployed? Please pick a numerical score between 0 (low) and 10 (high)? *1-10 Scale and [free text answer]*

- Have you learned what you expected?
  [free text answer]
- If you could change something what would that be?
  [free text answer]

Section 3. Competences Gained

What new knowledge did you gain, and how well do you think you will be able to apply it?
[free text answer]

Did your attitude change, and in what way?
[free text answer]

What skills were developed or enhanced?
[free text answer]

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5.4. Multiplier event Evaluation Questionnaire

EVENT EVALUATION FORM

Event:

Date:

Your name (not compulsory):

Your company/organisation (not compulsory):

1. Which part of the event (if any) did you find:
   - Especially interesting? ….
   - Missing? ….
   - Not relevant? ….

2. Would you recommend this event to somebody else?
   - ❑ yes, because …
   - ❑ no, because …

3. Through which channel did you learn about the event?
   - ❑ E-mail
   - ❑ www.socialinnovationacademy.eu
   - ❑ LinkedIn
   - ❑ Facebook
   - ❑ Twitter
   - ❑ Media: which?
   - ❑ Other: which?

4. Give your average final judgement about this event:
   … /10
   0-2: unsatisfactory
   3-5: satisfactory
   6-8: good
   9-10: very good

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5. Evaluation:

	Not applicable	Weak	Average	Good	Very Good	Excellent
Event						
Content						
Organisation / logistics						
Suggestions:						
Host						
Intro						
Panel discussion						
Project presentation						
Answers to questions						
Suggestions:						
Panellists / Presenters						
Diversity						
Interesting opinions						
Pace						
Suggestions:						
Materials						
Quality						
Usefulness						
Suggestions:						

7. Other remarks and suggestions: suggestions:

Please return this form to:

Name – name@organisation.xx

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5.5. Experts Country Level Reports

5.5.1. Introduction

Describe the following items of your pilot in 1 page maximum and half a page minimum

- **Start and end-date**: The expert participants, after carefully viewing the part of the Social Innovation Academy learning environment online, started providing their feedback upon the end of the Introduction to Social Innovation Academy event in Luxembourg that took place on the 24st of January and continued the review until the 18th of February.
- **Profile of the participant(s)**: The expert participants have a diverse cultural background, originating from Brazil, Britain, Portugal, Russia and Slovenia, while currently some of them live and work in USA and Luxembourg.
- **Age groups**: The expert participants are between the age of 29 and 60 years old.
- **Professional background**: All of the expert participants come from fields related to the social innovation theory and practice. Insightfully, the expert participants have years in the social innovation field. Academic research, leadership training, volunteering, along with financial provision to social innovation initiatives (through Fund & Ventures) and the engagement in social innovation projects characterize the profile of the majority of the expert participants.
- Etc.
- **General description of the pilot, how did it start, did you do any workshop activities, did you do mentoring one-on-one etc**.: The expert participants, after viewing the part of the Social Innovation Academy learning environment online, shared their opinion as for the question of whether or not the online training material is capable of producing the expected outputs and results based on a predefined questionnaire. Limitless disseminated a semi structured questionnaire in order to record the answers of the participants, which was based on the use of mostly open/ ended questions. There were no workshop activities during the pilot phase.
- **Any incidences that occurred and how they were solved**: No incidents have occurred during the pilot phase of the testing.

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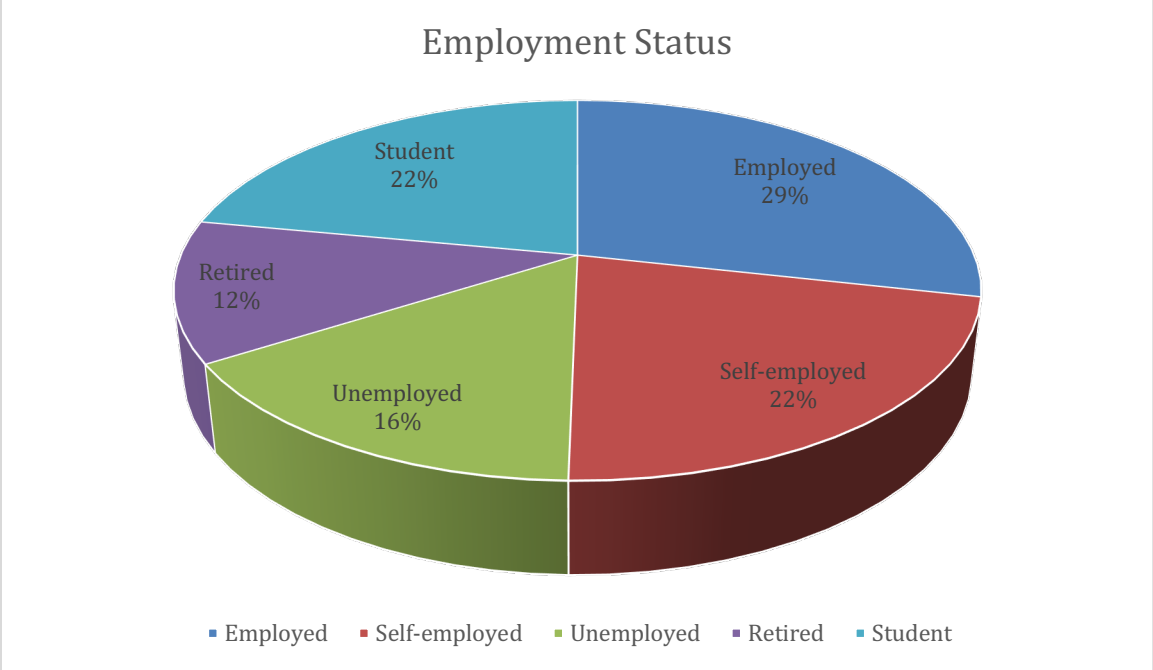
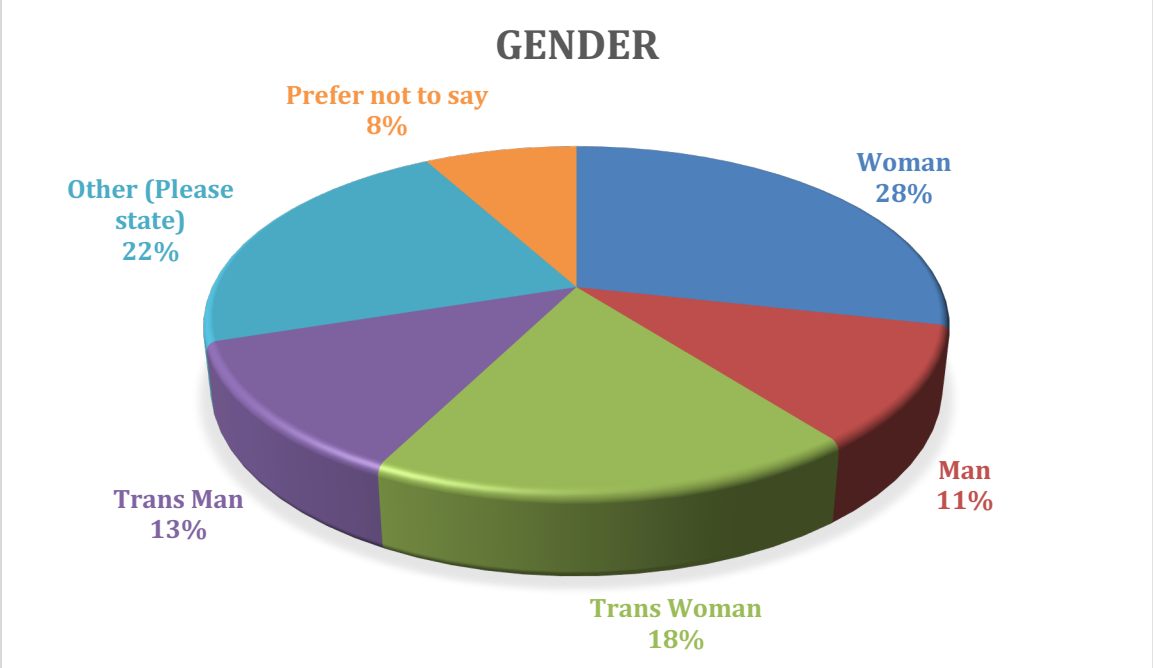
5.5.2. Pilot Evaluation by participants

General

1) What is your employment status?



2) How do you identify your gender?



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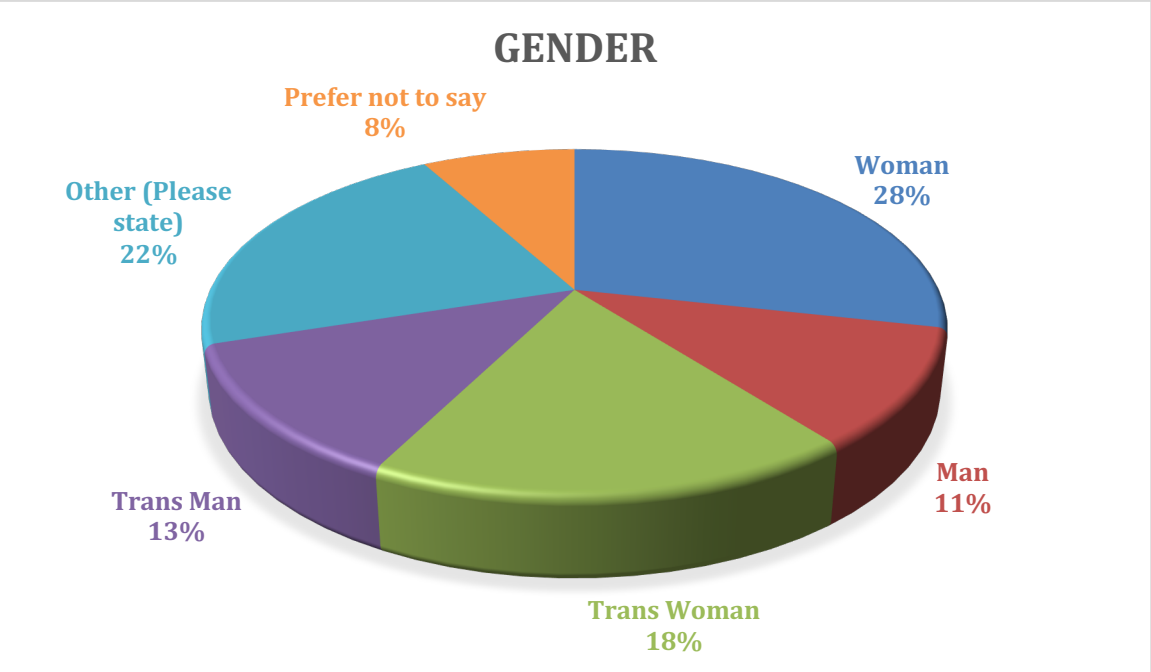
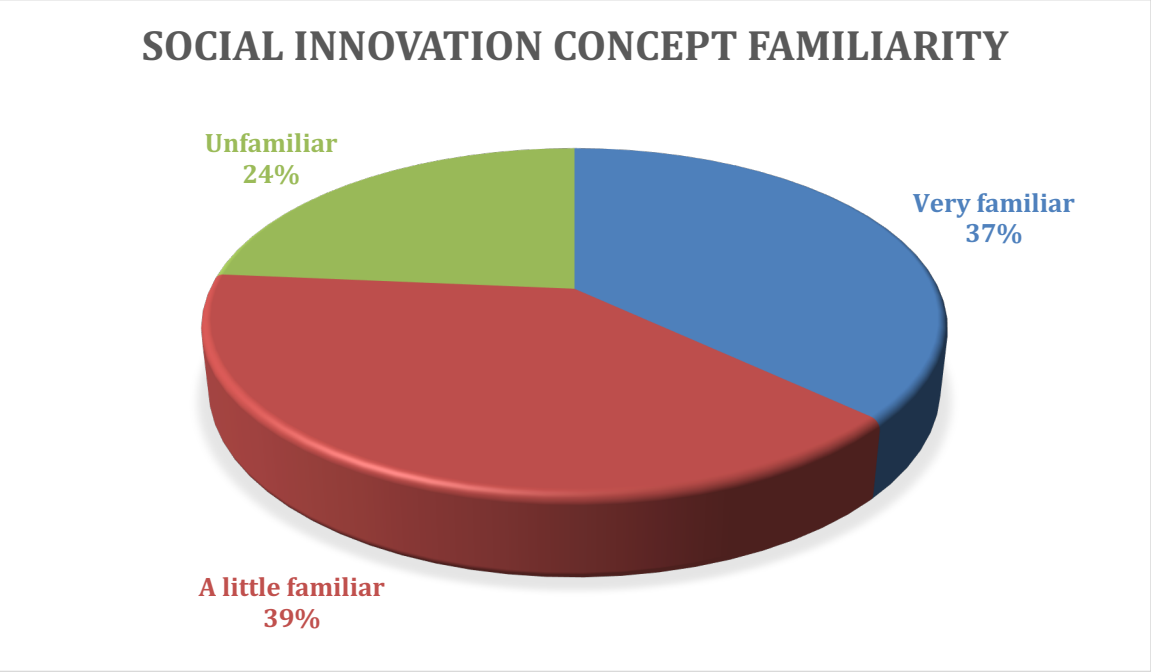
3) What is your experience with Social Innovation?



4) How familiar are you with Social Innovation concept?



Content

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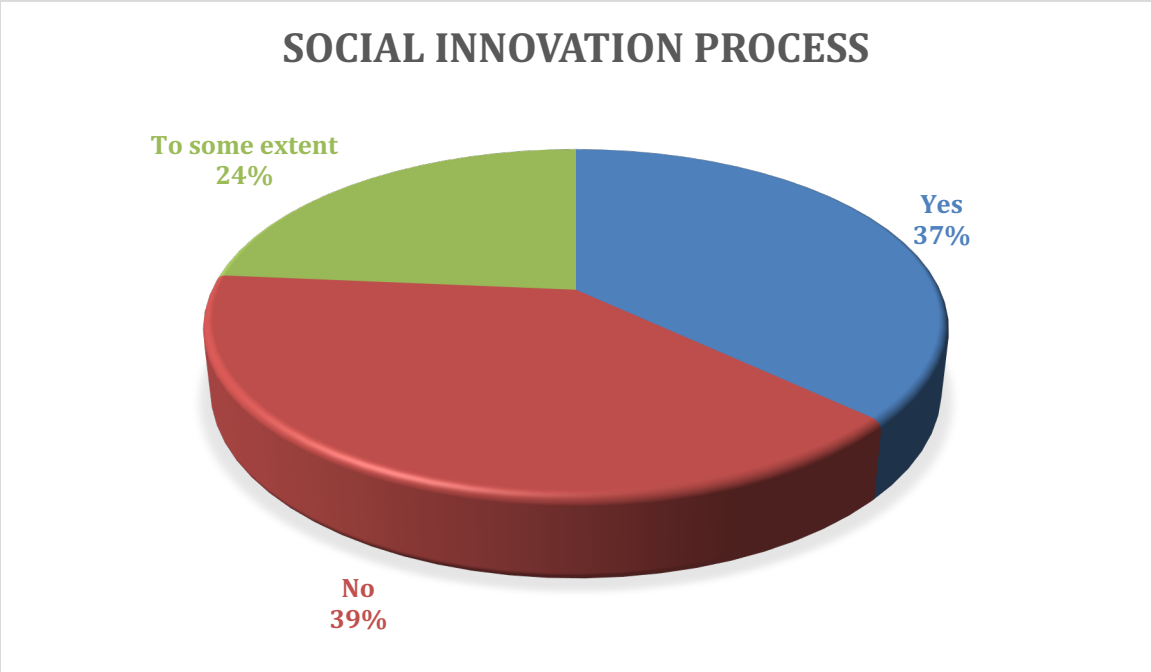
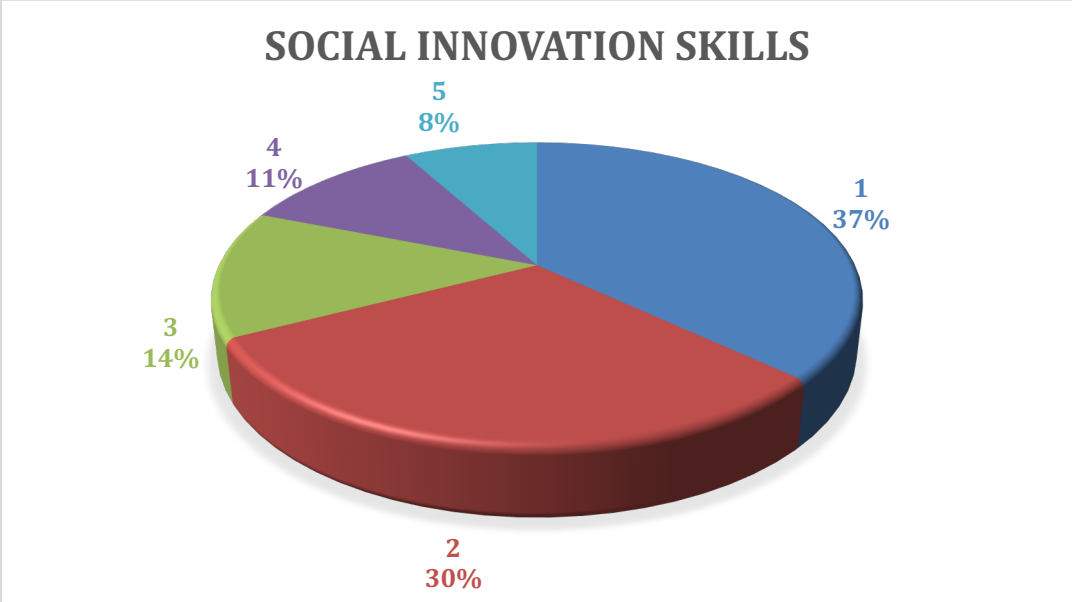
5) Do you think the approach adopted adequately covers all the stages of the social Innovation process?



- Please provide a summary in English of the answers of the participants, do not give individual quotes but analyze the answers given.

6) To what extent does the Academy cover the social innovation skills on a scale from 1 (low) to 5 (high)?



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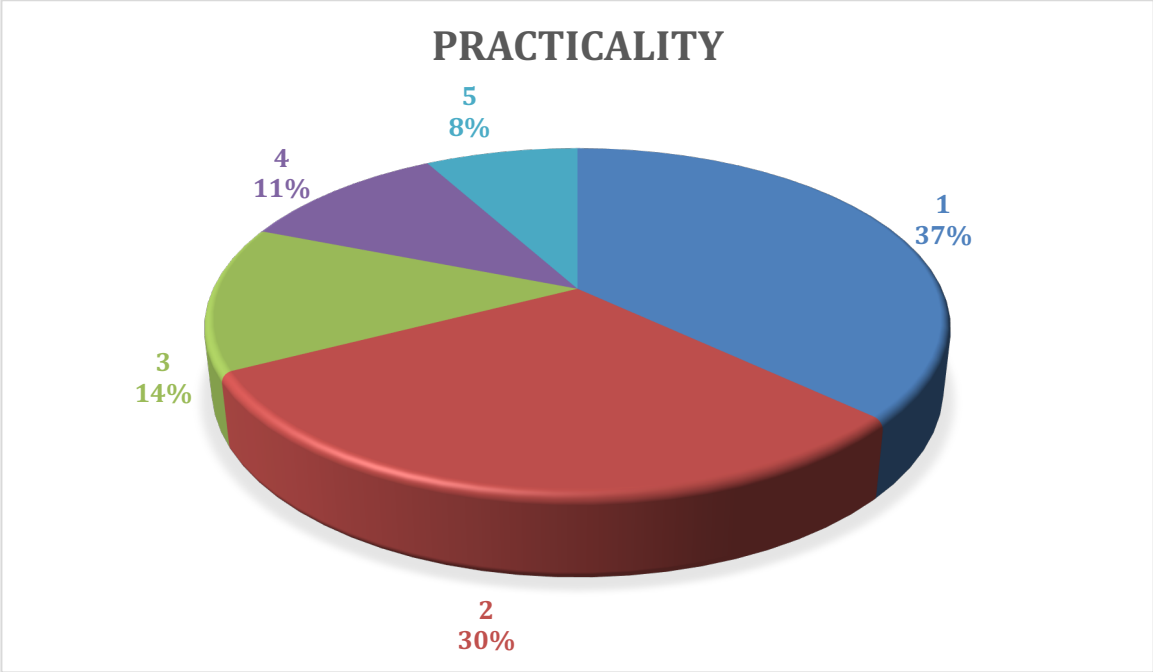
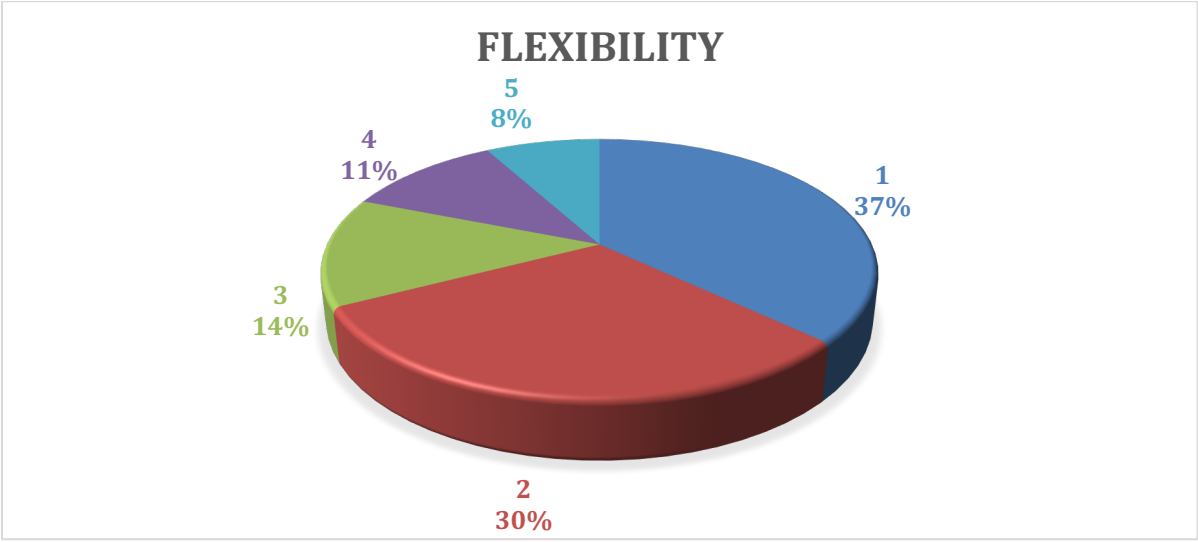
7) **How do you evaluate the practical side of the training (references to practice rather than theory through case studies / practical examples / quotes from practitioners / explainer videos / real-life trends etc.)?**



- Please provide a summary in English of the answers of the participants, do not give individual quotes but analyze the answers give.

8) **The Academy aims to make a learning experience flexible for its users. Could you select the learning modules that interest you quickly? Do you believe the structure used maximises the learning experience/ result?**



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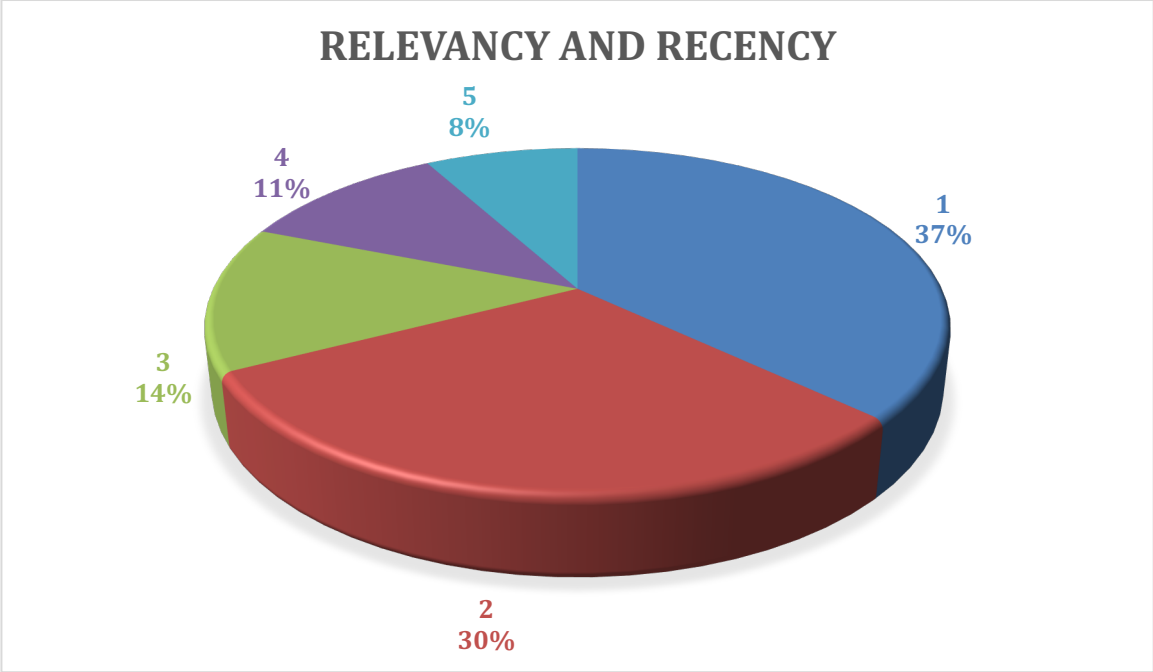
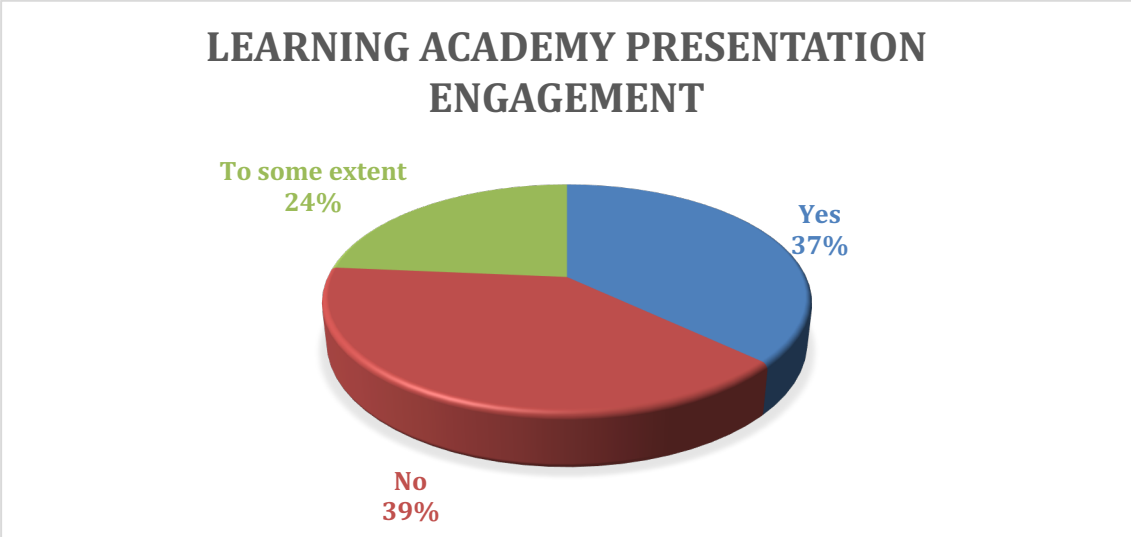
- Please provide a summary in English of the answers of the participants, do not give individual quotes but analyze the answers given.

9) How do you evaluate the information presented related to expert citations and quotes in terms of relevancy and recency? (on a scale from 1 (low) to 5 (high)?)



- Please provide a summary in English of the answers of the participants, do not give individual quotes but analyze the answers given.

10) Do you think the Learning Academy presentation is engaging and fosters interaction between the learner and the content?



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- Participants supported that the Learning Academy's presentation creates a good engagement and fosters interaction between the learner and the content, while there were references on future enhances in terms of content to foster greater interaction.

Competences Gained

1) **What new knowledge did you gain, and how well do you think you will be able to apply it?**

Please provide a summary in English of the answers of the participants, do not give individual quotes but analyse the answers given

2) **Did your attitude change, and in what way?**

Please provide a summary in English of the answers of the participants, do not give individual quotes but analyse the answers given.

3) **What skills were developed or enhanced?**

Please provide a summary in English of the answers of the participants, do not give individual quotes but analyse the answers given.

4) **Any additional comments:**

Please provide a summary in English of the answers of the participants, do not give individual quotes but analyse the answers given

5.5.3. Conclusions

- Analyse the results from the answers of section 2, highlight any issues or results that call your attention
- Give an opinion of how you as trainer/coordinator of the pilot perceive the satisfaction of the participants, and how mature you think they are in terms of Social Innovation and if the training has helped them.
- Provide recommendations for the improvement of the training and platform and ideas for future editions of the training course.
- Expected length is 1 page

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5.6. Target Audience Country Level Reports

5.6.1. Introduction

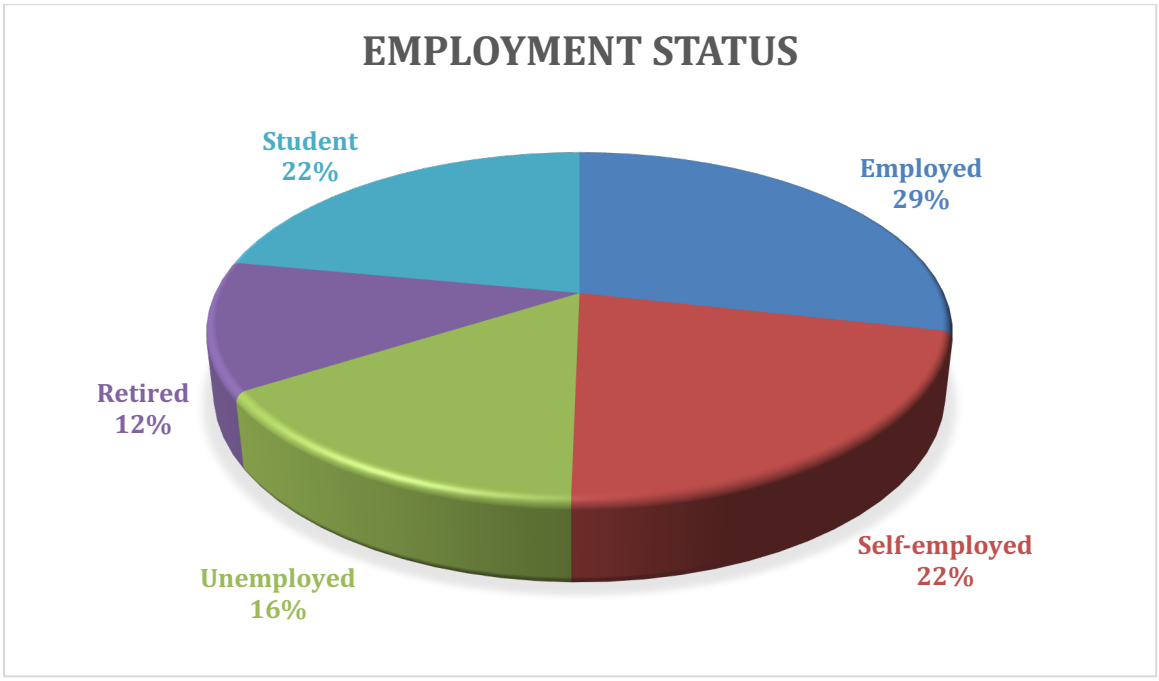
Describe the following items of your pilot in 1 page maximum and half a page minimum

- **Start and end-date**:
- **Profile of the participant(s):**
- **Age group**:
- **Professional background:**
- **Etc.**
- **General description of the pilot, how did it start, did you do any workshop activities, did you do mentoring one-on-one etc.:**
- **Any incidences that occurred and how they were solved:**

5.6.2. Pilot Evaluation by participants

General

1) What is your employment status?



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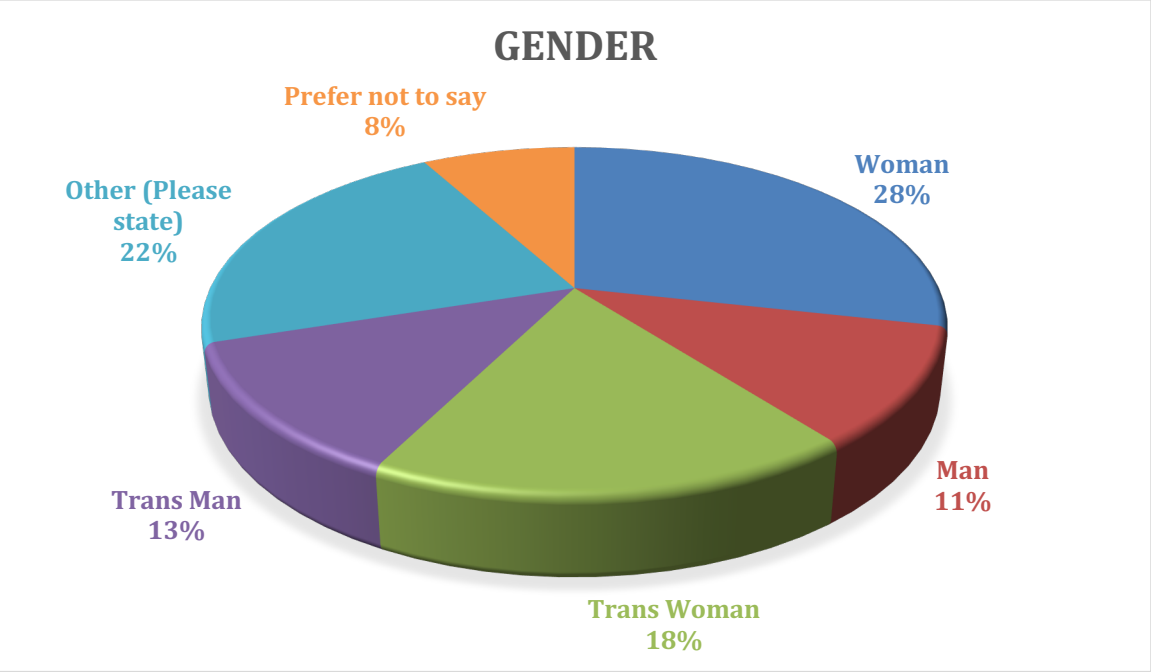
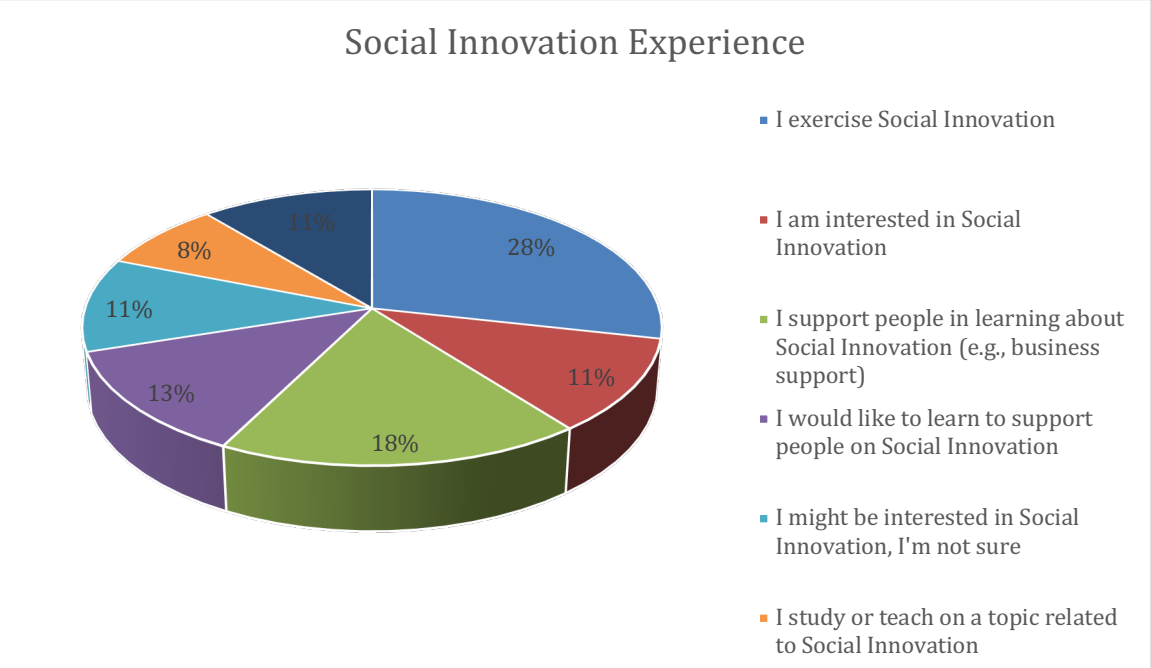
2) How do you identify your gender?



3) What is your experience with Social Innovation?



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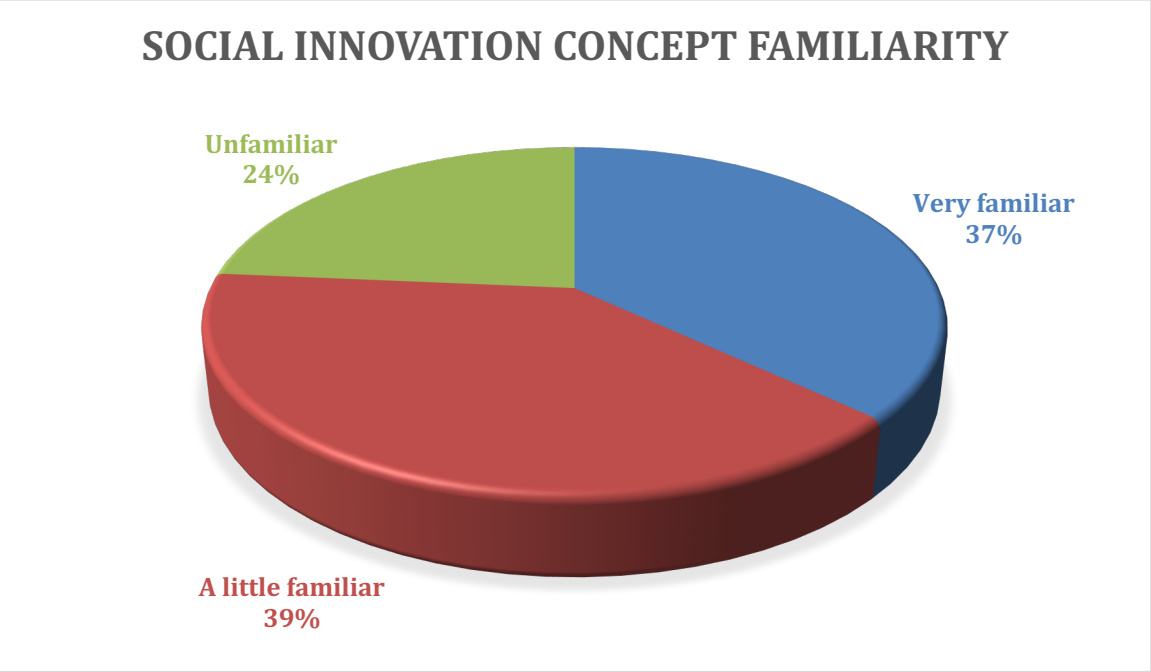
4) How familiar are you with Social Innovation concept?



Content

1) How do you evaluate the overall quality of the Social Innovation?

Indicate in the table below in % the number of participants that selected the particular option

	Intro	Examples	Interviews	Skills	Trends	Mentor	Glossary	Quiz	Logbook
Relevance									
Clarity of the content									
Level of difficulty									
Volume									
Pedagogical approach									
Support of materials by means of graphics, images and figures									

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2) How do you evaluate the content of the Social Innovation Academy?

Indicate in the table below in % the number of participants that selected the particular option

	Intro	Examples	Interviews	Skills	Trends	Mentor	Glossary	Quiz	Logbook
Relevance									
Clarity of the content									
Usefulness of information									
Level of difficulty									
Volume									
Way of presenting Content									
Support of materials by means of graphics, images and figures									

Technical issues

3) How do you evaluate the Social Innovation Academy website (learning platform)?

Indicate in the table below in % the number of participants that selected the particular option

	Very poor	Poor	Sufficient	Good	Very good
Visual attractiveness of the landing pages					
Visual attractiveness of the unit pages					
Ease of navigation					
Speed of access, downloads					

4) If you rated one or more items as poor or very poor, can you please explain why:

Please provide a summary in English of the answers of the participants, do not give individual quotes but analyse the answers given

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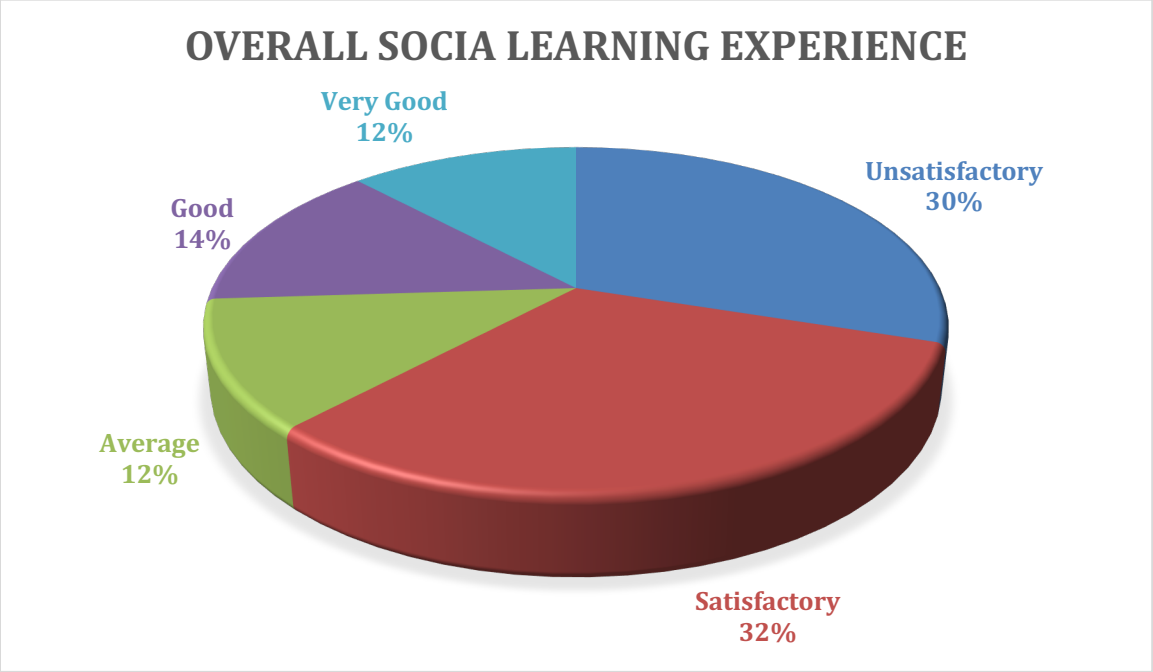
5) **How would you rate the overall SOCIA learning experience?**



- Please provide a summary in English of the answers of the participants, do not give individual quotes but analyze the answers given.

6) **If you could change something what that would be?**
Please provide a summary in English of the answers of the participants, do not give individual quotes but analyse the answers given.

Competences Gained

7) **What new knowledge did you gain, and how well do you think you will be able to apply it?**
Please provide a summary in English of the answers of the participants, do not give individual quotes but analyse the answers given.

8) **Did your attitude change, and in what way?**
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10) **Any additional comments:**
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5.6.3. Conclusions

- Analyse the results from the answers of section 2, highlight any issues or results that call your attention.
- Give an opinion of how you as trainer/coordinator of the pilot perceive the satisfaction of the participants, and how mature you think they are in terms of Social Innovation and if the training has helped them.
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