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

SOCIAL INNOVATION ACADEMY

Intellectual Output 5

Digital Learning experience: innovative ways to increase materials' outreach and usability

Version: FIN

September 2021

Lead organisation for this deliverable: Limitless

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

SOCIAL INNOVATION ACADEMY

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

Project co-funded by the European Commission ERASMUS+ Programme	
Contract number: 2019-1-LU01-KA202-050096	
Start date of the project: September 2019	Duration: 2 years

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

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CONTENTS

1. OBJECTIVES OF IO5 4

2. TASK 1 - Review of recent technological developments in online learning. 5

2.1. OBJECTIVES 5

2.2. METHODOLOGY 5

2.3. RESULTS 5

3. TASK 2 – Adjust platform navigation, technological backend solutions and graphic design to new learning modes, content, and channels. 14

3.1. OBJECTIVES 14

3.2. METHODOLOGY 14

3.3. RESULTS 15

4. TASK 3 – SEO for the platform 15

4.1. OBJECTIVES 15

4.2. METHODOLOGY 15

4.3. RESULTS 16

5. TASK 4 – Turning all learning content into downloadable and printable materials. 16

5.1. OBJECTIVES 16

5.2. METHODOLOGY 16

5.3. RESULTS 17

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1. OBJECTIVES OF IO5

The goal of this IO was to implement innovative ways to improve the digital learner's experience. With online learning technologies developing fast, there is an increasing potential to better fulfil the potential of social innovation training online. The aim of this IO was to leverage the potential of ICT / digital technology to improve the findability (and thus reach) of our materials online, to adjust the platform navigation, technological backend solutions and graphic design to new learning modes, content and channels, and to help learners access the learning content even if they are not online, or even not working on their computers at all (e.g. while commuting, or in the classroom) by allowing for downloadability and printability functionalities.

The impact of such seemingly mundane improvements can be enormous. For instance, an average Click Through Rate (CTR) of the first Google search result is 32%, diminishing to approx. 5% for the first position, and 1 % and below for the second page of search results (SmartInsights, 2018). In practice, only improving SEO (Search Engine Optimisation) of a learning module or the Academy itself could increase the reach 32 times, increasing the target audience reach 33 times as well, without any changes in the dissemination effort. This is huge potential impact. Similarly, producing the written and podcast versions of the videos could even double or triple the reach of the Academy, as all three were promoted through different search algorithms and on different channels.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2. TASK 1 - Review of recent technological developments in online learning.

The role of this task was to review the newest developments and thus opportunities in online learning, with the ambition of increasing our reach, improving the learning experience, and bring social innovation training in an attractive form even to people who have not yet dealt with the topic before. The task was carried out by We4You and guided by Limitless.

2.1. OBJECTIVES

Review of recent technological developments in online learning.

2.2. METHODOLOGY

We4You, supported by Limitless, has reviewed recent trends by the desktop research online, combined with both companies professional experience in the field.

2.3. RESULTS

1. **Trends in online learning in general**

In 2017it was estimated that all human knowledge doubles every 13 months. By 2020,it will double twice a day.[1]There are many ways to acquire knowledge. However,in many ways, tec hnology has profoundly changed education. Lectures and seminars no longer haveto be confi ned to the classroom. Using technology for learning, social innovators, and others interested in social innovation can achieve better performance by upskilling their knowledge.

A lot of people already use online learning. In 2018 there were more than 20M students of MOOC (Massive open online course) courses worldwide.[2]

The size of the global MOOC market was estimated at €3, 4Bn in 2018. It is a growing market and in anticipation of a greater disruption[3]. The report predicts that by 2023, the market will grow with a 40,1% average annual growth rate and will reach a value of €18,8Bn.[4]

[1] Fuller, Buckminster; Richey, Dr. Michael. 2015. The Boeing Company. https://www.nap.edu/read/25038/chapter/5#80

[2] https://www.classcentral.com/

[3] https://www.fosway.com

[4] https://www.marketsandmarkets.com/Market-Reports/massive-open-online-course-market-237288995.html

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The majority of the knowledge acquired through MOOCs is applied to the current job of the learner (as shown by HBR of almost 1,500 employed learners at MOOC).[5] On the other hand, studies show that the big problem with current online courses is that the drop off rate is more than 80%, this means that people start courses but do not finish them and consequently never fully develop new skills.

While in best case scenario completion rates can approach 40% (and occasionally exceed it), the current average completion rate for MOOCs is approximately 15%.[6]

2. **Online training for social innovation and social entrepreneurship**

The future of online learning is changing rapidly.

Technological innovation, content scalability, and widespread mobile adoption have enabled online courses to be a competitive option for those who want to know more about social innovation and social entrepreneurship.

Technology is transforming jobs and skills faster than organizations or people can adapt. Coursera's Global Skills Index 2019 found that two thirds of the world's population is falling behind in critical skills. Research from the World Economic Forum suggests that the core skills required to perform most roles will change by 42% on average by 2022.

At this level of disruption, companies are scrambling to identify and source the skills they ne ed to stay competitive. The availability of key skills is now one of the top three business thre ats for CEOs globally, according to a recent PwC survey.[7]

What does it mean for those who want to broaden their knowledge of social innovation?

One option is a set of online courses that enable learners to close specific competency gaps or add particular skills needed for potential and successful social innovators.

[5] https://hbr.org/2018/01/can-moocs-solve-your-training-problem

[6] http://www.katyjordan.com/MOOCproject.html

[7] https://hbr.org/2019/10/where-online-learning-goes-next

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

As part of the SOCIA Project (the predecessor of Social Innovation Academy 2.0), a set of both potential and successful social innovators had been interviewed and discussed in depth their preferred learning approach.

More in detail, both potential and successful social innovators stated that they prefer online tools with as much practical attitude as possible.

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.
- **Majority of social innovation trainings are not entirely online.** Online trainings can be more affordable option than traditional learning.
- **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.
- **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.
- **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.
- **Majority of social innovation trainings are not built around** the widely accepted Social Innovation Process model.
- **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.
- **In most researched cases the online learning teaching techniques could be added or improved.**
- **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.
- **Current trainings do not rely on community building and are mostly focused at delivering the content through one chosen method.**

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Since the last research of social innovation training available online, we should add some other issues to consider in the future. That's because there are some specific barriers to learning online, such as lack of trust for the source, lack of self-discipline, low retention rates, and completion rates, lack of good time-management skills and lack of the social aspect of regular classes.

There are therefore some online learning considerations to be taken into account.

- **Online learning content must be mobile-friendly.**

It is necessary since we are in a digital age. As technology advances, online learning methods must also advance. Most online students have a smartphone or tablet, and the majority are likely to use these tools throughout their studies. They prefer not to stay in one place to access the internet, and modern students are doing it all on the go.

- **The importance of video content**

We intend to incorporate video content to remain competitive and relevant. Video content is well-liked for many reasons. Here are just a few of them:

- It is easier for the audience to absorb the information from the videos.
- Video content is more sharable and engaging.
- 58% of consumers trust a brand with videos more than a brand without.[8]
- Including video in your email marketing increases CTR (click-through rate) by 63%.
- 64% of consumers are most likely to buy a product after watching a video about it.[9]
- 78% of people watch online videos every week, and 55% view online videos every day.[10]

[8] https://martechseries.com/video/video-marketing/animoto-social-video-trends-report-forecasts-growing-demand-video-marketing-2020/

[9] https://www.socialmediatoday.com/news/12-video-statistics-to-guide-your-2020-online-marketing-strategy-infograph/562271/

[10] https://blog.hubspot.com/marketing/video-marketing?__hstc=4273004.6dca435f45a79c9564fcaa51da776d0c.1547689825317.1547689825317.1547696706583.2&__hssc=4273004.1.1547696706583&__hsfp=2440387509

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- Video marketers get 66% more qualified leads per year.[11]

We will thus include the use of video to grow our network and user base.

- **Content accessible for hearing impaired**

According to the World Health Organization, right now, over 5% of the world's population (around 466 million people) has a disabling hearing loss (432 million adults and 34 million children). Also, it's estimated that by 2050 over 900 million people (1 in 10 people) will have a hearing impairment and that means, more attention to how the audio content is presented.[12]

Most of our content on the website Social Innovation Academy is accessible to people with hearing impairment because the material presented in there is usually visual. We mostly have images and text. Videos on our youtube channel are using zubtitle subtitles.

- **Content accessible for seeing-impared**

Globally, it is estimated that at least 2.2 billion people have a vision impairment or blindness, of whom at least 1 billion have a vision impairment that could have been prevented or has yet to be addressed.[13]

285 million people are estimated to be visually impaired worldwide: 39 million are blind and 246 have low vision.[14]

We are aware that people with visual impairment also browse websites, and there is a great need for designing websites that are accessible to them. Because there is more than one type of visual impairment (some are blind, others have color blindness) is a challenge to design a website that is accessible to all kind of users.

There are several principles of accessible website.

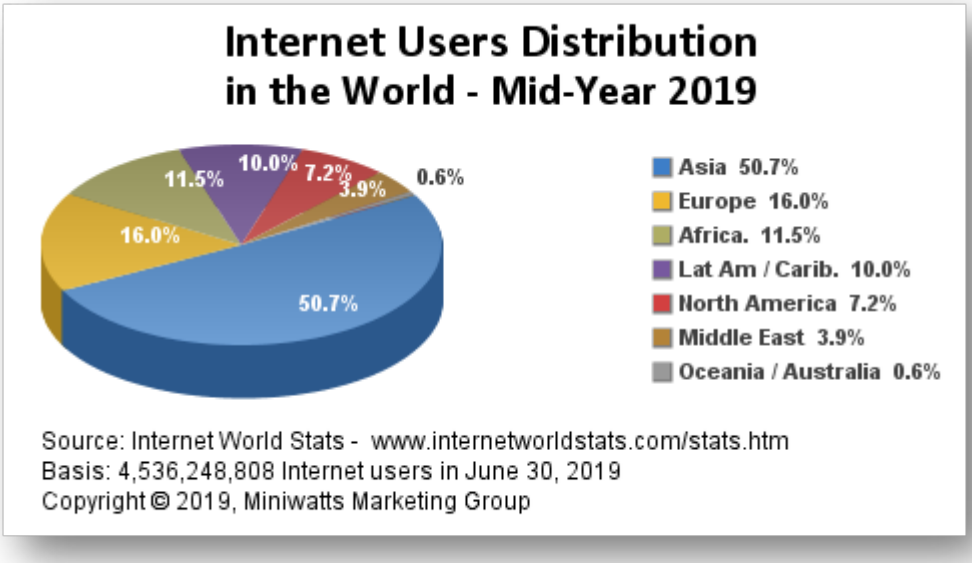
[11] https://optinmonster.com/video-marketing-statistics-what-you-must-know/

[12] https://uxdesign.cc/web-accessibility-for-hearing-impairment-3f49fc7b5a34

[13] https://www.who.int/en/news-room/fact-sheets/detail/blindness-and-visual-impairment

[14] https://www.who.int/en/news-room/fact-sheets/detail/blindness-and-visual-impairment

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



According to W3C WCAG 2.0 Guidelines, a website must be perceivable, operable, understandable and robust to be accessible for disabled users (including visually impaired users).[15]

- **Content available for those with limited internet access**

Last year, the world reached a major modern milestone – as of 2018, half of the world's population is online with some form of internet connection. The bad news is that, despite this progress, this status quo still puts billions of people on the wrong side of the digital divide. Leaving half the world without access to the electricity of today's age – internet access, and increasingly at broadband speeds – means that existing inequalities, poverty and insecurity will persist, worsen and become increasingly difficult to address.[16]

As part of IO4, the initial intention was to address part of this need by developing and testing an offline training in social innovation. This plan was verified by the global pandemic. Nevertheless, there are tens of downloadable content piece on our website now so at least with a temporary internet access, learners can access them later.

- **Complementarity with existing materials**

There are some new trainings that have emerged in the field of social innovation and social entrepreneurship. While some overlap will always remain, it has always been an important

[15] https://www.w3.org/TR/WCAG20/

[16] https://blogs.microsoft.com/on-the-issues/2019/10/07/the-path-to-prosperity-through-access-to-high-speed-internet/

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

part of our philosophy at the Academy to try to be complementary to these developments as much as possible. Some of them are listed below.

- **Social Innovation Management:** https://amaniinstitute.org/what-we-do/social-innovation-management/
- **Master in social innovation for sustainable development:** https://www.itcilo.org/courses/master-social-innovation-sustainable-development-ed-2020-2021
- **Master in social Innovation for Sustainable Development:** https://www.masterstudies.com/Master-in-Social-Innovation-for-Sustainable-Development/Italy/TSD/
- **Online diploma in social innovation:** https://centre.upeace.org/online-diploma-in-social-innovation/
- **MSc Social Innovation and Entrepreneurship:** http://www.lse.ac.uk/study-at-lse/Graduate/Degree-programmes-2020/MSc-Social-Innovation-and-Entrepreneurship
- **Executive Program in Social Entrepreneurship:** https://www.gsb.stanford.edu/exec-ed/programs/executive-program-social-entrepreneurship
- **Social Innovation. Create positive and lasting change:** https://www.sfu.ca/continuing-studies/programs-and-courses/area-of-study/community-building/social-innovation.html
- **Executive Program in Social Impact Strategy:** https://csis.upenn.edu/executive-program/sis/
- **Higher education as an engine for social innovation:** https://ashokau.org/exchange/
- **University of CapeTown (UCT) Bertha Scholarships in Social Innovation and Entrepreneurship 2020 for African Students:** https://www.afterschoolafrica.com/14090/uct-bertha-centre-scholarship-for-social-innovation-and-entrepreneurship/
- **Graduate Social Innovation & Sustainability Leadership:** https://www.edgewood.edu/academics/programs/details/social-innovation-and-sustainability-leadership/graduate
- **Exploring Social Innovation: https://viaprograms.org/expand-your-boundaries/social-innovation-design-thinking/exploring-social-innovation/**
- **Social Entrepreneurship (Online):** https://www.conted.ox.ac.uk/courses/social-entrepreneurship-online
- **Master of Arts in Social Entrepreneurship and Change:** https://gsep.pepperdine.edu/masters-social-entrepreneurship-and-change/
- **Social Innovation and Sustainability and 21st Century Social Work HGW503:** https://www.utas.edu.au/courses/cale/units/hgw503-social-innovation-and-sustainability-and-21st-century-social-work
- **Social Innovation (Master of Arts):** https://www.agnesscott.edu/graduateprograms/social-innovation/index.html

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

- **Graduate Certificate in Corporate Social Innovation:** http://www.royalroads.ca/prospective-students/graduate-certificate-corporate-social-innovation
- **MSc Sustainability and Social Innovation:** https://www.hec.edu/en/master-s-programs/specialized-masters/msc-sustainability-and-social-innovation/admissions
- **Graduate Certificate in Social Change and Development:** https://www.newcastle.edu.au/degrees/graduate-certificate-social-change-development

Preferred length of content pieces for online learning content

When one of Google's quality raters manually evaluates content, they are to determine if pages "achieve their purpose."If Google sees that the content is beneficial to searchers then it will rank regardless of how long or short it is.[17]

We need to find a balance between long content and the availability of our expert co-creators. Before we create online content, it is better to ask ourselves how to match our content to our audience's needs and our business goals. It is necessary to create content that helps people.

What should we take into account when deciding what the best length for the article and blog post is? There are two fundamental questions we should think about:

1. Who is our target audience?
2. What should the length of the text be to successfully explain the material in a way that resonates with the target audience?

Free vs. paid online learning content

Before we create any online learning content, it's essential to consider if we intend to offer a paid or free online learning content in the market.

The main idea of offering an online learning content for free is to generate traffic.

There are several reasons why to offer a free online learning content:

1. Free online learning content create awareness of the content and the organization that provides it.

[17] https://www.searchenginejournal.com/google-word-count-does-not-equal-quality-content/262963/#close

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2. A free online learning content is as a kind of lead magnet to attract enrollments.
3. Free online learning content help convert students to paid users.
4. Free online learning content can provide the author with other income opportunities otherwise (affiliate marketing, promotion of paid online learning content, and website located elsewhere, etc.).
5. Free online learning content can serve as a minimum viable product. It is especially relevant in competitive arenas such as technology where competition is fierce.

There are also some arguments against offering online learning content for free.
Some of them are:

1. Free online learning content doesn't generate any money initially.
2. Users of free online learning content often perceive the content as low value.
3. Free online learning content drive less awareness than they used to. Teachinguide's analysis of "engagement" for free online learning content on Udemy shows that engagement for paid online learning content is nearly three times more than for free online learning content. The average engagement for free online learning content is about 2.55% vs. 8.4% for paid.[18]

With that in mind, we offer all content accessible for free, but for those who prefer track their progress and gain a certificate of completion, there is a Premium version of this content to be followed on a popular on-demand training platform. Again, those who prefer free Access can do so through our website. This is a freemium model.

The preferred format of an online learning content

In the case of distance education, things inevitably fall into monotony and disuse. If there is always the same type of material offered, online learning content become predictable, and the interest of the users will probably fall. Therefore it is necessary to invest in various content formats to get the attention of the public. The variety allows attracting more people, and it is also necessary to differentiate yourself from the competition.

Some of the preferred formats of online learning content are:

1. Infographics

[18] https://teachinguide.com/blog/offering-free-online-courses-good-or-bad-idea/

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Within the last 3 years, infographics have emerged as a novel solution to keep information concise and present it in an appealing way. And according to the latest Google Trend numbers, it has been trending upwards ever since: search volume for "infographic" and "infographics" has increased by 800% since 2010.[19]

2. Podcasts
   In a survey[20] conducted on 300,000 podcast listeners, it was found that 63 percent of the respondents had bought what the host had promoted. This indicates that podcasts can be used to engage the audience and influence their buying decisions positively.[21]

3. Video
   There are many reasons why we should use video for online courses. Video can be highly effective for users in many ways (helps them to learn, supports different learning styles, increases student's achievement levels, etc.).

3. TASK 2 – Adjust platform navigation, technological backend solutions and graphic design to new learning modes, content, and channels.

3.1. OBJECTIVES

Taking into account the new co-created content as well as the new multimedia part of the learning, the objective was to use new technological backend solutions, graphic solutions, and system integration issues to deal with to ensure better learning experience, taking into account the new learning modes and channels.

3.2. METHODOLOGY

These activities were partially done in-house by Limitless and partially subcontracted to relevant external subcontractors. Limitless, having successfully worked with external website developers and programmers in the past, managed this task, supported by We4You. All partners provided feedback on the new functionalities and tested them with their local target audience representatives.

[19] https://piktochart.com/blog/15-reasons-to-use-infographics/

[20] https://www.inc.com/larry-kim/5-reasons-your-business-needs-to-be-podcasting.html

[21] https://smallbiztrends.com/2017/01/benefits-of-podcasting.html

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

3.3. RESULTS

Many large and small-scale improvements have been made. Some of them are listed below:

- Improved the design of the homepage of the website and social media pages;
- Introduction of a coherent colour scheme of the website and social media pages;
- Many improvements to the navigation, such as redesign of the menus, use of permalinks coherent with the content titles, use of coherent portfolios according to pre-defined keywords and categories;
- Inclusion of new features such as carousels;
- Addition of footers;
- New functionalities for content download;
- Large-scale integration of the above with the Mailchimp lists;
- Separate landing pages for (seasonally) featured content such as the 2020 Events Calendar, 2020-2030 Social Innovation Trends Report, COVID-19, or co-creation call page;
- Introduction of the new community page linking to the LinkedIn group;
- Experimentation with YouTube-based infographics;
- Introduction of new content type – video interviews (IO3) accompanied by written introductions, keywords and captions for accessibility support, as well as downloadable mp3 podcasts to improve the access to content in conditions of limited internet network.
- Short and long term lectures and interviews following a certain sequence (if desired, but also working as stand-alone pieces) produced as part of IO4 and available on our website.

4. TASK 3 – SEO for the platform.

4.1. OBJECTIVES

As demonstrated in the previous section, SEO (Search Engine Optimisation) can have a multiple-fold impact on the training's content organic reach online. Good SEO means that the Academy's learning modules, learning pieces will be well findable for years to come, even if no dedicated dissemination or paid promotion and advertising efforts would be done at all (which of course will not be the case).

4.2. METHODOLOGY

Limitless worked with a well-rated SEO software, mostly in-house and partially with the support of subcontracting, to accomplish this task. Every single post was carefully tested to achieve either green, or – only if not possible without compromising the quality of the content – a yellow SEO score. No single post was ever published with a lower SEO score or any serious SEO deficiency.

We've carefully filled out not only the keywords, but also the meta-tags, as well as SEO snippets for Google.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Where possible, we have also completely manually re-tagged our blog posts' photos in Wordpress for SEO purposes (and improved accessibility), which was an exercise including tens of photos.

In addition, SEO strategy was implemented in every single co-created content piece. In practice, this meant briefing of tens of authors about the SEO requirements, coaching them about the correct use of SEO in their titles, introduction, texts and keywords. Limitless paid special attention to the review of SEO matters in every final review of each content piece as well.

In addition, SEO in the form of hashtags was heavily used on social media as well, with targeted keywords used for each and every post promotion.

4.3. RESULTS

We are very proud of the results as we have been able to achieve very high positioning for a range of social innovation keywords with 100% organic and 100% white hat SEO. In other words, we didn't need any paid SEO positioning campaigns to be still able to achieve very high positioning for relevant keywords.

5. TASK 4 – Turning all learning content into downloadable and printable materials.

Finally, to ensure that the learning content remains accessible for learners also beside the online sessions, we worked with an external provider to produce downloadable and printable versions of the learning materials, to be used in individual learning off-line or in face-to-face group training contexts. Besides the documents themselves, online functionalities on the website needed to allow direct download while tracking the download statistics.

5.1. OBJECTIVES

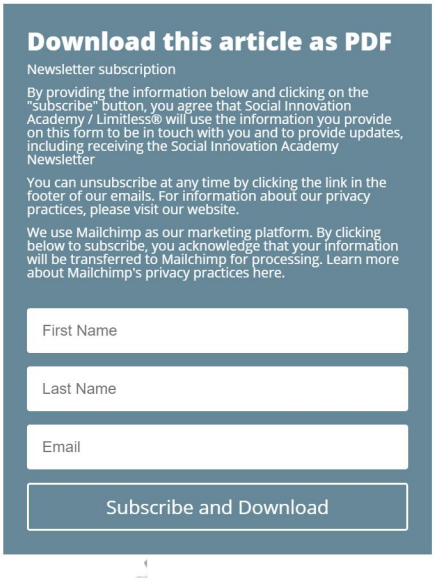
Make main content categories currently available as online posts also downloadable as pdfs that could be then be accessed online.

5.2. METHODOLOGY

The task was led by Limitless, subcontracting the technical part of the task. All other partners were asked to test the functionality and provide not only their own feedback, but also that of the target audience representatives. The conversion of the learning materials into downloadable and printable format is divided into three steps.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1. **Collection:** we collected the documents and organized them in categories (articles, interview, skill card). Then, we formatted and edited them in preparation for downloadable format conversion.
2. **Conversion:** all documents were submitted in doc format and after we collected the documents, we converted them to pdf format to make sure that when we transferred them to WordPress for upload the formatting would not be affected.
3. **Publishing:** once all documents were converted to pdf format, they were ready to be transferred for online publication. To do this, we prepared the subscription form layout that would allow users to click on the download button.



All files had to be uploaded in the WordPress Media Library first. Then we linked the file source of the document to our download login server via Mailchimp, this is a very important step in the publication because it allows us to monitor how many downloads and visitors we have on the website.

5.3. RESULTS

We have converted 98 learning content into downloadable and printable materials, 48 were under Articles, 33 written interviews and 17 skill cards. The learning content pieces can be downloadable on the website. The learning materials were converted into pdf forms for easy download.

Overall, more than 800 people have downloaded the content through a trackable sign-up form (818 as per 6th of October 2021). Taking into account that most content is fully accessible without the download functionality needed, so only a very small fraction of the audience

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

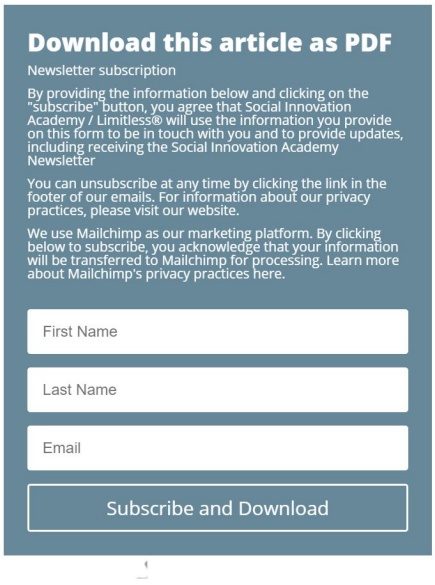
(maybe a couple of percent, typically) would actually need to download it instead of read it online, this is a very successful result. Mailchimp report proof below:

Current audience

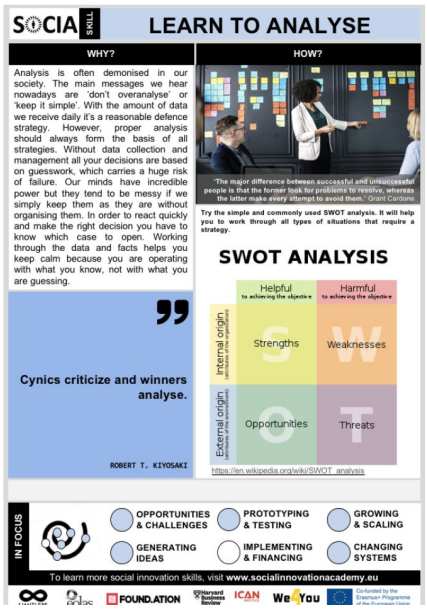
Social Innovation Academy Download

This audience has **818** contacts. **790** of them are subscribers.

Sample Converted learning materials are presented below:



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Download this Skill Card as PDF

Newsletter subscription

By providing the information below and clicking on the "subscribe" button, you agree that Social Innovation Academy / Limitless® will use the information you provide on this form to be in touch with you and to provide updates, including receiving the Social Innovation Academy Newsletter

You can unsubscribe at any time by clicking the link in the footer of our emails. For information about our privacy practices, please visit our website.

We use Mailchimp as our marketing platform. By clicking below to subscribe, you acknowledge that your information will be transferred to Mailchimp for processing. Learn more about Mailchimp's privacy practices here.

First Name

Last Name

Email

Subscribe and Download

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Learning content: Article pdf sample

How to Turn Dreams into Action

Erik Trefftz

While doing our research we realised that there are two skills that always go hand in hand when talking about any type of project management – analysing and goal-setting. In order to see the link, just remember Napoleon Hill's quote: 'Goals are dreams with a deadline.' There's nothing wrong in thinking big, quite the opposite in fact: only those who have the courage to dream, have the strength to go the extra mile and reach those dreams. However, it's pretty obvious that this beautiful vision comes with a price attached – that of anxiety and fear. People react to stress in different ways but it's never constructive in the long run and can actually trigger serious health problems. In order to cope with negative emotions, try to make them smaller and simpler. It doesn't matter whether you're a mathen stereotype, analysing and compartmentalising should be yo

Here are eight tips to help you turn dreams into action, no n

1. Evaluate

Try assessing your level of commitment. It's crucial for yo you. Create a makeshift scale for yourself. If your commitn scale it's definitely worth translating into a goal. If it doesn' you'd like to come back to and check on later in life.

2. Analyse

Assuming you've got your priorities straight and you've s they're SMART (that's Specific, Measurable, Achievable, SMART test means your goal is specific and actionable en you can now create a list of sub-goals. This is basically a st the plan on a daily basis. Realising the big dream is actuall the biggest challenge of the whole process, so it's worth p the situation. It also serves to verify the starting point – you try setting a realistic timeline for each step. If you fail to mee

8 tips for lelarning to prioritise if you want to change the world Anna Bogumil

In the ever-expanding, ever-moving, globalised arena that is modern life, information circulates at vertiginous speeds; along with it, tasks and obligations come and go, often leaving us feeling stranded and overwhelmed, attempting to make sense of it all. In the meantime, opportunities fly past as we're busy drowning in a sea of hectic work, leaving us wishing we could have managed our time just a little better. Prioritising tasks will no doubt prove helpful in navigating our workload, but how exactly do we do this when everything seems super urgent? In situations like these, it is important we don't forget to pause, take a step back and breathe. Luckily, there are a few handy tips we can use to help us get our tasks in order.

1. Reflect:

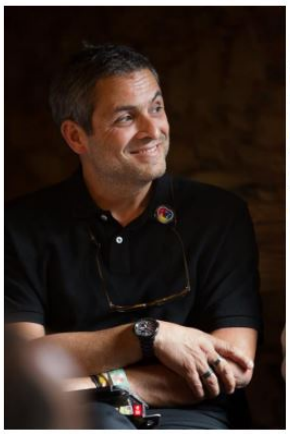
A moment of introspection is always welcome, especially when it comes to decluttering our minds. Consider whether the tasks you need to perform hold an equal amount of relevance to you or if,

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Learning content: Interview pdf form sample

Get inspired with a social innovation to tackle colour blindness: insights from ColorADD's creator, Miguel Neiva

Luísa Bernardes



Learn more about the story of 'ColorADD – Color is for all', from its creator, Miguel Neiva. ColorADD is a unique, universal, inclusive and non-discriminative language that enables the colour-blind to identify colours, with a wide, infinite spectrum of use in companies/entities wherever colour is a factor of identification, orientation or choice. It is estimated that 350 million people (about 10% of the male population worldwide) are colour-blind.

ColorADD website

1. What is the social innovation ColorADD about?

How to come up with a social innovation to tackle communication barriers: insights from EKUI's creator, Celmira Macedo

Luísa Bernardes

Learn more about the Story of 'EKUI - For a world without communication barriers', from its creator, Celmira Macedo. EKUI is a line of playful and didactic material for more inclusive communication, without barriers. EKUI was designed to develop language and communication, psychomotor skills, critical thinking, social and emotional intelligence and imagination and creativity.

Celmira Macedo will provide some advice and share the critical stages of the project since having the idea for a new solution to overcome the barriers of communication she faced working in her profession – as a special education teacher for people with disabilities – up to the development of a new, disruptive methodology of Inclusive Literacy and Accessible Communication, which has since been implemented in nearly two hundred Portuguese schools over just two years.

EKUI WEBSITE

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Learning content: Skill card pdf form sample

SOCIAL SKILL

MANAGING RISKS

WHY?

Risk management is an absolute must that comes with the prize of having an innovative organisation. Every new initiative obviously involves a certain level of risk. There are those types of projects that are easily manageable, even in the event of failure, but there are also those where the 'sink or swim' approach isn't necessarily the best choice. Risk management is a huge struggle for all types of organisations in today's world, mainly because it's getting harder and harder to foresee what's coming. But there are options to dig deeper and feel prepared.

Successful investing is about managing risk, not avoiding it

BENJAMIN GRAHAM

HOW?

'If you don't invest in risk management , it doesn't matter what business you're in, it's a risky business.' Gary Cohn

Harvard Business Review' shares **a technique called Screening with R-W-W [Real-Win-Worth]**. It comprises a list of questions primarily designed to address doubts about products, but is as easily applied to any business-related decision-making.

1. Is it real?
   - Is the market real?
   - Is the product real?
2. Can we win?
   - Can the product be competitive?
   - Can our organisation be competitive?
3. Is it worth doing?
   - Will the product be profitable at an acceptable risk?
   - Does launching the product make strategic sense?

The team shouldn't answer 'maybe'. Try investigating all

IN FOCUS

OPPORTUNITIES & CHALLENGES

GENERATING IDEAS

To learn more social innovation skills

LIMITLESS eolas FOUND.ATION

SOCIAL SKILL

LEARN TO DELEGATE

WHY?

Letting go might be one of the toughest elements of a manager's job. If you're used to taking responsibility you might find it hard delegating any tasks, not to mention a whole important project. However, having trouble granting rights and sharing responsibility will impede growth in your team. The only way to support development is to encourage independent thinking and stimulate people's impact on the organisation. Keeping all tasks for yourself also prevents you from learning and expanding since there's never time to take on new opportunities. In order to remain sane and ensure projects are handled successfully, you need a simple solution: measurement and KPIs that will prove the delegation process works.

Never tell people how to do things. Tell them what to do, and they will surprise you with their ingenuity.

GENERAL GEORGE S. PATTON

HOW?

'Delegation requires the willingness to pay for short term failures in order to gain long term competency.' Dave Ramsey

The five rules of successful delegation as outlined by Harvard Business School' should serve as a starting point:

1. Make yourself let go
2. Ask, don't tell
3. Match tasks to people
4. Cultivate independent thinking
5. Link people with resources.

1. Johnson, L.K. (2004). Do you know when to delegate? https://hbswk.hbs.edu/archive/do-you-know-when-to-delegate
2. The Delegation (2014). 5M model of delegation. https://thedelegationcoach.wordpress.com/tag/5m-model-of-delegation/

IN FOCUS

OPPORTUNITIES & CHALLENGES

PROTOTYPING & TESTING

GROWING & SCALING

GENERATING IDEAS

IMPLEMENTING & FINANCING

CHANGING SYSTEMS

To learn more social innovation skills, visit **www.socialinnovationacademy.eu**

LIMITLESS eolas FOUND.ATION Harvard Business Review ICAN INSTITUTE We4You Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.