

2024

TOOLKIT FOR SOCIAL INNOVATION TRAININGS

Knowledge Transfer on Social Innovation & Social
Entrepreneurship to Innovation Ecosystem

This toolkit is based on the POSITIVE deliverable D2.3

The deliverable and other Results of the POSITIVE project can be found at: <https://cordis.europa.eu/project/id/101096390>

PREPARED BY

 POSITIVE



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HOW TO USE THIS TOOLKIT

This toolkit serves as a comprehensive guide for facilitators in organizations and individuals seeking to conduct a Social Innovation Training (SIT) for their local ecosystems. It is designed for those already possessing a fundamental understanding of social innovation and the ability to engage in meaningful discussions on the topic. **Please note that this toolkit does not provide ready-made presentations or complete texts. Instead, it empowers the facilitator to adapt the content and structure of the training to the specific circumstances in which it will be implemented.**

Drawing inspiration from the prototype trainings conducted in the POSITIVE project, the subsequent chapters will lead you through the essential steps of **setting up and executing a SIT in your region.**

For each step, you will discover comprehensive information derived from the cutting-edge knowledge in SI and SE, merged from the collective expertise of the POSITIVE partners. Moreover, we will enrich your understanding by illustrating each step with practical experiences drawn from the project's prototype trainings, providing tangible real-life references.

You will find these practical insights highlighted in the **bright blue** POSITIVE boxes.



Other noteworthy information will be highlighted in the **neon yellow** Information boxes.



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Abbreviations

NGO	Non-Governmental Organization
POSITIVE	Participatory Open Social Innovation Through Interlinking Valuable Ecosystems
SE	Social Entrepreneurship
SI	Social Innovation
SIT	Social Innovation Training(s)

Executive Summary

In response to global challenges, this Social Innovation Training toolkit has been developed to highlight the critical role of social innovation in driving positive change. Aimed at empowering individuals with the knowledge and skills to conduct Social Innovation Training, the toolkit addresses the gap in entrepreneurial and digital capabilities within many social enterprises. This gap is often due to limited support from traditional business organizations unfamiliar with the unique needs of social entrepreneurs.

Social innovation, particularly when combined with technological innovation, becomes a powerful force for scalable and sustainable solutions to global challenges. The integration of tech and social innovation not only promotes inclusivity but also bridges gaps, ensuring equitable distribution of benefits. The toolkit is a product of the Horizon Europe POSITIVE Project and originated from the collaborative efforts of the project social innovation partners Gruenhof in Germany, Lithuanian Social Business Association in Lithuania, and Trentino Social Tank in Italy.

Targeted at intermediaries, facilitators and consultants in social educational institutions, social businesses, and NGOs dedicated to positive societal change, the toolkit provides guidelines for hosting impactful Social Innovation Training sessions.

Whether you are part of a business organization, NGO, educational institution, government, community leader, or activist, the toolkit offers valuable insights and resources to foster social innovation.

The toolkit envisions a world where social innovation is as widely accepted as technological advancements, creating a ripple effect that influences individuals to become catalysts for positive change. The role of intermediaries and educators is emphasized as crucial in bridging the gap between the abstract concept of social innovation and its tangible impact on communities. The conclusion acknowledges the transformative potential of social innovation in reshaping societies, uplifting marginalized communities, and fostering a shared responsibility for societal well-being.

PART A: About this Toolkit

WHY WE WROTE THIS TOOLKIT

Amidst current global challenges, this Social Innovation Training toolkit was developed to address the importance of social innovation as a key driver of positive change. It serves as a **resource to empower individuals with the knowledge and skills necessary to give a Training about Social Innovation basics.**

Why is social innovation so important?

Tailored to address issues like inequality and environmental sustainability, social innovation prioritizes inventive, people-centric solutions. By fostering creativity, inclusivity, and collaboration, social innovation empowers communities to tackle systemic problems and promote sustainability. In a world facing pressing concerns, it serves as a vital catalyst for transformative ideas that not only address immediate issues but also pave the way for a resilient and equitable future.

Social innovation plays a crucial role in addressing societal challenges, but many social enterprises lack entrepreneurial skills and digital capabilities. This gap persists due to **limited support from business organizations unfamiliar with the unique needs of social entrepreneurs.** Therefore, social innovation as a response to global societal challenges gains significant momentum when coupled with the technological innovation ecosystem. This powerful fusion produces scalable and sustainable solutions that address pressing global issues. The expertise and know-how in the tech innovation sector can serve as a catalyst, enhancing the efficiency, accessibility, and impact of social initiatives. The integration of tech and social innovation not only enables inclusivity but also bridges persistent gaps, helping to reach marginalized populations and to ensure equitable distribution of benefits. To harness these advantages, the Horizon Europe POSITIVE Project was created.



What is POSITIVE?

POSITIVE is the acronym of the “Horizon Europe” project Participatory Open Social Innovation Through Interlinking Valuable Ecosystems, actionable between February 2023 and November 2024. The project seeks to transfer knowledge about social innovation and social entrepreneurship (SI/SE) to the tech innovation ecosystem. Interlinking the two innovation ecosystems on both regional and European levels through cross-fertilization within and between the three countries of Italy, Lithuania and Germany, POSITIVE will raise awareness about the benefits of social innovation and social entrepreneurship.

One measure to do that was to offer trainings about social entrepreneurship for business support organizations which will lead to better support for social innovators. Another measure will provide new opportunities for social entrepreneurs to digitize their products and services and to acquire new skills through the organization of an “Open Innovation Challenge” in Germany, Italy, and Lithuania. Ultimately, the POSITIVE project contributes to strengthening the social economy and enhancing the resilience of both the social and the tech innovation ecosystem to tackle important societal challenges.



More Information: <https://positivechallenge.eu>

 POSITIVE

HOW THIS TOOLKIT CAME TO BE

One essential task of the POSITIVE project was the conceptualization of Social Innovation Trainings. The three social partners of the project, Gruenhof in Germany, Lithuanian Social Business Association in Lithuania, and Trentino Social Tank in Italy joined forces to come up with a cohesive way to do that. Collaborating synergistically, these organizations, serving as intermediaries in their respective countries' social innovation ecosystems, pooled their expertise to craft a unified approach. The result was the implementation of nine impactful social innovation training sessions across Europe, seamlessly delivered both online and on-site. These training sessions, crafted from the collective knowledge and experience of the partner organizations, served as a prototype for the Toolkit for Social Innovation Trainings, which is now in your hands. The insights, learnings, and valuable experiences gleaned from the prototype sessions conducted in the partner countries of POSITIVE were gathered, summarized, and organized to create this manual, acting as a guideline for all those who want to foster Social Innovation in Europe.

Overall Realization: One does not fit all

Finding an appropriate balance between streamlining Social Innovation Trainings to provide comprehensive guidelines on their design and recognizing the regional disparities in circumstances, rules, regulations, and overall awareness of social innovation poses a significant challenge. The experience gained through the collaborative efforts in Italy, Lithuania, and Germany within the POSITIVE Project underscores the complexity of tailoring training programs to diverse contexts. While the aim was to create a universal toolkit, we came to the realization that the inherent variations in regional landscapes require a nuanced approach. Accommodating these differences without compromising the toolkit's effectiveness was a challenge. The collaboration with POSITIVE highlights the need for flexibility and adaptability, acknowledging that **a one-size-fits-all solution is impractical in the dynamic field of social innovation.**

This learning underscores the importance of considering local nuances and fostering a context-sensitive approach to maximize the impact of Social Innovation Trainings across diverse regions. Social innovation is perceived and supported diversely across European countries due to variations in cultural, economic, and regulatory contexts. In some countries, there may be a robust ecosystem that recognizes and actively supports social innovation, viewing it as a key driver for positive societal change. These nations often have established policies, funding mechanisms, and networks that facilitate the growth of social enterprises and innovative solutions. For example, Scandinavian countries are often recognized for their strong social welfare systems and supportive environments for social innovation. On the other hand, certain European countries may exhibit a more conservative or traditional approach, where social innovation might face challenges in gaining acceptance and understanding.



SOCIAL INNOVATION in Europe: same-same but different

Depending on the European country, the regional approach towards Social Innovation may be very different. This could be attributed to cultural norms, historical legacies, or economic priorities that prioritize more conventional business models. In these regions, social innovation may struggle to receive the necessary support, both in terms of funding and recognition.

Furthermore, differences in the level of awareness and understanding of social innovation contribute to varying degrees of support. Countries with a high awareness and appreciation for the social impact sector tend to foster a more conducive environment for social innovation to thrive. In contrast, regions where social innovation is less understood or undervalued may lack the necessary infrastructure and policies to support its growth.

The regulatory frameworks also play a significant role, as some countries may have more flexible regulations that encourage experimentation and innovation, while others might have stringent rules that inadvertently hinder the development of social innovation initiatives.

In essence, the perception and support for social innovation in European countries are shaped by a complex interplay of cultural, economic, regulatory, and historical factors. Recognizing these differences is crucial for developing tailored strategies and policies that can effectively nurture and promote social innovation across the diverse landscape of European nations.

FOR WHOM WE WROTE THIS TOOLKIT

DISCLAIMER

This toolkit is intended to provide a guideline to facilitators in organizations and individuals who intend giving Social Innovation Trainings and who already have a basic understanding of social innovation and are equipped to discuss it. It does NOT offer ready-to-use presentations or full texts, as content and structure of the training will have to be adapted by the lecturer to the specific circumstances in which it will be applied.

Here are some reasons why your organisation might want to give it a try to host a Social Innovation Training at your organisation:

You are part of a (social) business organisation, social entrepreneur or social startup:

Hosting a social innovation training is a strategic move for a social business organization, providing a platform to cultivate an innovative culture and empower individuals with the knowledge to address social challenges. It aligns with the organization's commitment to social impact, enhances its reputation as a thought leader, and fosters collaboration. By sharing insights into the relevance of social innovation, the organization not only educates but also builds a network of possibly impactful individuals dedicated to creating a legal, political and societal environment that fosters social innovation.

You are part of an NGO:

You might be driven by a mission to create positive social impact and could leverage social innovation to enhance the effectiveness of your programs and initiatives.

You are part of an educational institution:

You might engage in spreading knowledge about social innovation to equip the next generation of leaders with the skills needed to address complex societal issues.

You are part of the government or a policymaker:

For you, promoting social innovation as a tool for economic development, social inclusion, and sustainable growth. By fostering an environment conducive to social innovation, governments can address challenges such as unemployment, inequality, and environmental sustainability. Additionally, technology and innovation sector professionals may actively participate in spreading knowledge about social innovation to explore collaborative opportunities, recognizing the potential for innovative tech solutions to drive positive social change.

You are a community leader or activist:

With your passion for grassroots initiatives, you may find value in spreading knowledge about social innovation to empower local communities. By equipping individuals with the tools to develop creative, people-centric solutions, they contribute to building resilient and sustainable communities.

We are interested in taking an active part in spreading knowledge about social innovation and are driven by a shared commitment to creating a more inclusive, sustainable, and equitable future. We recognize the transformative power of social innovation in addressing complex societal challenges and are motivated by the potential for positive change on a local and global scale. **If you share these ideas, this toolkit is for you!**

PART B: The Toolkit for Social Innovation Trainings

How to realize SITs in 10 Steps:

Training Set Up:

1. Defining the Scope and Purpose
2. Identifying Target Group & Stakeholders
3. Assessing the Current State of Knowledge on SI and SE
4. Planning the Implementation
5. Promoting the SIT

Training Execution:

6. Refreshing your SI and SE Knowledge
7. Defining Learning Objectives
8. Compiling the Training Content
9. Including Best Practices and Effective Methods
10. Keeping Participants in the Loop & Raise your Impact

TRAINING SET-UP



Defining the Scope and Purpose

Specify the targeted area or context for Social Innovation training

Different social issues and contexts require unique solutions. By specifying the targeted area, social innovation training can be tailored to address the specific challenges and needs of that particular domain. This ensures that participants gain relevant knowledge and skills that can be directly applied to their work. Focusing on a specific area allows for a more in-depth exploration of the issues at hand.

Participants can delve into case studies, real-world examples, and practical scenarios that are directly related to the targeted context. This enhances the effectiveness of the training and provides a deeper understanding of the challenges and opportunities within that specific domain.

Practical Experience from POSITIVE:

The political and legal framework for social innovation, along with the awareness of the concept, exhibits significant geographical variations. In the POSITIVE project, which spanned Italy, Lithuania, and Germany, the diverse political landscapes and legal structures posed distinct challenges in conceptualizing social innovation trainings. Each country had its unique regulatory environment and political priorities, influencing the adoption and promotion of social innovation. Moreover, the level of awareness among decision-makers and the general population differed markedly. While some regions may have established policies and frameworks to encourage social innovation, others may be in the nascent stages of recognizing its potential. Tailoring training programs to align with these varying contexts became a critical aspect of the POSITIVE project, highlighting the importance of considering geopolitical factors when fostering social innovation on a broader scale.



According to this, specifying the targeted area allows for the establishment of clear goals and objectives for the social innovation training.

Clearly outline the objectives of your SIT

Intimately linked to defining the area and scope is the articulation of the goals you aim to accomplish with the SIT. Beyond the overarching and general objectives highlighted in the previous chapters, such as promoting awareness of the advantages of social innovation, consider identifying objectives that hold significance for you or are crucial to the success of your organization's initiatives. This process may lead to a significant shift in the target audience and stakeholders of your SITs, depending on the specific goals that are prioritized (also see the following chapter on identifying Target group and Stakeholders).

Possible Objectives when hosting a SIT

Organizations across various sectors can benefit from hosting a Social Innovation Training for distinct reasons.

Social business organizations, social entrepreneurs, and startups can strategically use it to foster an innovative culture, aligning with their commitment to social impact, enhancing their reputation as thought leaders, and building a network dedicated to creating a supportive environment for social innovation.

NGOs, driven by a mission for positive social impact, can leverage social innovation to enhance the effectiveness of their programs.

Educational institutions may engage in spreading knowledge about social innovation to equip future leaders with the skills to address complex societal issues.

Government entities and policymakers can promote social innovation for economic development, social inclusion, and sustainable growth, addressing challenges like unemployment and inequality. Community leaders and activists, passionate about grassroots initiatives, can find value in spreading social innovation knowledge to empower local communities, fostering resilience and sustainability. The collective goal is to actively participate in spreading knowledge about social innovation, driven by a shared commitment to creating a more inclusive, sustainable, and equitable future. The toolkit offered is tailored for those who recognize the transformative power of social innovation in addressing complex societal challenges, fostering positive change on both local and global scales.

Practical Experience from POSITIVE:

The main objective of the SITs in POSITIVE was to raise awareness and transfer knowledge about social innovation and social entrepreneurship (SI/SE) to the tech innovation ecosystem. Therefore, it aims at defining a common framework for SI and SE, build capacity within the closer circle of the POSITIVE consortium and train members of the tech innovation ecosystem about SI/SE so that they will be enabled to act as connectors between the two ecosystems.



One method that will effectively help you defining your objectives is the Stakeholder and Target Group Analysis, that is addressed in the next step.

2

Identifying Target Group & Stakeholders

Identifying Target group & Stakeholder entails methodically collecting information from pivotal individuals and groups who are either directly engaged or impacted by social issues within the designated area. | Innovation training

Your first step should be to **create a list of Stakeholders**. Ensure diversity in representation to capture various perspectives and interests within the community. These may include local residents, actives in the entrepreneurship community, community leaders, NGOs, government officials, businesses, business support organisations, academics, and any other relevant groups.

Once you've got your list ready, it is imperative to **differentiate between the Target Group, who are the primary beneficiaries of your training sessions, comprising the individuals actively participating, and the broader spectrum of stakeholders**. These stakeholders encompass individuals who exhibit an interest in, derive indirect benefits from, or contribute to the training in various capacities. Making this distinction allows for a more nuanced understanding of the diverse perspectives and roles within the social innovation community, ensuring that the training program is tailored to address the specific needs and concerns of both the training participants and the wider stakeholder community.

In a second step, you should invest the effort to prioritize the identified target group and stakeholders based on their:

- ▶▶ influence
- ▶▶ interest, and
- ▶▶ involvement in social issues.

This important step not only enhances the program's impact but also allows the hosting organization to make the most effective use of its time. By concentrating efforts on engaging key individuals with significant influence and a target group with a keen interest in addressing social challenges, the organization ensures that its resources are directed toward those most likely to drive meaningful change. This strategic prioritization optimizes the training's efficiency, enabling the hosting organization to achieve greater outcomes and foster collaborative efforts that align with the overarching goals of social innovation.

The following table gives you some ideas and reasons who to address. Please also take notice of the Target Group and stakeholders in the POSITIVE project at the end of the table. These groups might very likely also be relevant to you.

Target Group (Participants)	Stakeholders
<p>Who they could be:</p> <p>Entrepreneurs and Startups <i>Why:</i> Training entrepreneurs and startups directly influences the development of products and services. It encourages the integration of social impact considerations into their ventures, fostering responsible and socially conscious innovation.</p>	<p>Government Agencies: Relevant government bodies might not directly attend the training but could benefit from the innovative solutions proposed, aligning with their policies and objectives.</p>
<p>Tech Industry Professionals and Researchers <i>Why:</i> Professionals and researchers in the tech industry drive collaborative projects. Equipping them with an understanding of social innovation can lead to the development of technology that actively addresses broader societal challenges.</p>	<p>Philanthropic Foundations: Organizations providing funding or support for social initiatives may be interested in the training's potential impact and outcomes. Other than that they might also be funding partners for the SIT.</p>
<p>Other than that, also Government Representatives Involved in Innovation Policies, Investors and (Venture) Capitalists, Educational Institutions with a focus on innovation, (Tech) Industry Associations and Networks and Corporate Innovation Teams could take away valuable insights from the SIT and might be very suitable groups to target.</p>	<p>Community Leaders: Local leaders who may not directly participate can still benefit from understanding how social innovation can positively affect their communities.</p>
	<p>Media Outlets: Journalists and media organizations may find the training results newsworthy, contributing to the broader dissemination of innovative ideas.</p>
	<p>Investors: Individuals or organizations looking to invest in socially innovative projects might be interested in the training as a source of potential opportunities.</p>

Target Group (Participants)

Stakeholders

Technology Partners:

Companies providing technological solutions may find value in understanding how their products or services could contribute to social innovation initiatives.

Who they were in POSITIVE project:

Innovation Professionals in Tech Ecosystems

Why: These professionals serve as key connectors between tech and social innovation. Training them bridges the knowledge gap and empowers them to facilitate collaboration, ensuring that technological advancements align with broader societal goals.

Experts in supporting SMEs and startups

Why: BSOs play a pivotal role in guiding businesses. Training individuals in BSOs within the tech sector ensures that they can effectively support startups looking to incorporate social innovation, creating a more supportive ecosystem. By taking part in the SIT, business coaches and startup supporters were empowered to answer to the increasing interest in founders to create positive impact with their businesses.

Incubator and Accelerator Programmes Focused on Innovation

Why: These organizations shape the growth of tech startups. Training them enables the guidance of startups towards incorporating social impact into their business models, fostering a culture of responsible and sustainable innovation.

Collaboration and Networking at your SIT

Your SIT will provide an opportunity for participants with similar interests and goals and social innovation stakeholders to come together. It will facilitate collaboration and networking, hopefully creating a network of support, resources, and expertise that extends beyond the immediate participants. Networking at the SIT among individuals who share a passion for addressing specific issues can lead to the exchange of ideas, partnerships, and collaborative efforts to drive positive change in the targeted area. Be aware that this event might be a very productive starting point for the strategic implementation of social innovation support structures in your region – if the opportunity is seized appropriately and high level stakeholders are involved.

Also note: **Directly targeting individuals** and inviting strategic partners adds significant value to the training. This targeted approach ensures that key stakeholders and influencers are present, fostering collaboration and potentially expanding the impact of the social innovation initiatives beyond the training itself.

3

Assessing the Current State of Knowledge on SI and SE

In laying the foundation for a social innovation training program, it's crucial to start by figuring out what's missing and what hurdles exist in the social innovation landscape. This means **identifying gaps in knowledge and skills that might slow down progress and understanding the challenges stakeholders face in putting social innovation into action**. Once we've got a clear picture of these roadblocks, we can then compare how things are currently done with the best practices seen in similar situations. By looking at success stories and lessons from **comparable regions** (*benchmarking*), we gather valuable insights to shape our training approach. Also, we need to keep **an eye on the future by predicting trends and changes in society**. This involves spotting emerging social issues that can be tackled with innovative solutions. This whole process ensures that our social innovation training isn't just theoretical but is practical, informed, and ready to tackle real-world challenges.

How to Identify Knowledge Gaps a.k.a. What your SIT must include

1. Select a Data Collection Method:

Choose an appropriate method for your empirical enquiry, such as interviews, surveys, focus groups, expert discussions, participant and non-participant observation or others. Consider stakeholder preferences and accessibility. However, your hypotheses and research questions take precedence when determining the methodology of the study.

2. Develop Data Collection Instruments:

Create open-ended questions addressing the attributes, characteristics, elements, dimensions or processes within the Social Innovation Ecosystems that you need to know about. There are many techniques that may be shaped into empirical primary data collection instruments: Interview or Survey Questionnaires, Focus Group Guidelines etc. In many instances archival data (archival does not necessarily mean historic!) is already there, use it.

3. Collect Data:

Create and test data collection instruments. To ensure that data represents ecosystem or community diversity use convenience or intentional sampling. Drawing up a potential informant, respondent or research participant profile is one way to arrive at best possible data. If you intend to collect representative data then you must draw up a representative sample. Remember to ensure participants understand research purpose, scope, and potential outcomes of your survey. Obtain informed consent to uphold ethical standards.

4. Analyze Data:

Identify themes, patterns, and key challenges. Use qualitative or quantitative data analysis techniques as appropriate for the method-question fit.

5. Compile Results:

Summarize and present identified challenges and needs. Ensure results will find their way into your SIT, so that the gaps of knowledge can be closed. Sometimes enough is published about a particular SI Ecosystem that Data Collection is not necessary. If there are enough (eighteen or more) multi-case empirical studies on the same place and time published on any given SI, you might conduct a systematic review of empirical knowledge. This helps to narrow the gap and prepare for your actions within the scope of the SIT.

What might look like a lot of work at first glance can be done very practically, like done by the partner hosting the SITs in Germany. Their approach facilitated the gathering of valuable insights regarding participants' motivations, knowledge levels, and expectations as you can read here:

Practical Experience from POSITIVE:

We recommend to address the task of collecting data on knowledge gaps in social innovation by incorporating specific questions into the event registration process.

- What inspires your participation in the training?
- On a scale of one to five, how confident do you feel in providing advice on social innovation?
- Please evaluate your existing knowledge in social innovation. Choose one: I am well-informed, I have some basics, I don't know, I have limited prior knowledge, I know nothing about it.
- Which specific questions need to be addressed within the training for you to feel content and like it was worthwhile?



Assessing participants' current knowledge levels is crucial for securing the impact of the event. It allows trainers to **customize content to meet specific needs**, ensuring relevance for both beginners and those with existing knowledge. Identifying knowledge gaps enables targeted information delivery during the event, enhancing the learning experience and increasing knowledge retention. Additionally, this **assessment provides a baseline for post-event evaluation**, measuring the training's impact and guiding future initiatives. In essence, understanding participants' current knowledge is foundational for tailoring the event to diverse expertise levels and ensuring a meaningful, effective learning experience with lasting impact.

4 Planning the Implementation

Certainly, organizing and promoting an event like a Social Innovation Training requires a good understanding of the process. Most people are familiar with the basics, but the success of such an initiative often **depends on the resources available within the organization**. The allocation of tasks and responsibilities is closely tied to these resources.

In this context, we won't delve into a detailed breakdown due to the varying nature of each organization's resources. Instead, we aim to share **insights on aspects that proved challenging during our own implementation or are generally worth highlighting**.

It's essential to recognize that the effectiveness of promotion, execution, and overall success hinges on addressing specific hurdles or considerations unique to the regional contexts of the Social Innovation Training. Nevertheless, we recommend a time frame and some basic points in the following.

Practical Experience from POSITIVE:

The Time Frame of the Social Innovation Trainings

For POSITIVE, the Social Innovation Training was structured into three distinct units, consisting of two shorter 1.5-hour webinars and a full-day seminar. The initial webinar aimed to establish a shared understanding of Social Innovation and Social Entrepreneurship, laying the groundwork for a deeper exploration during the subsequent seminar, which was a full day event. The second short Webinar focused on practical exercises, applications, and discussions, effectively bridging the theoretical concepts established in the events before with real-world scenarios.

Between each of these events, we incorporated thoughtful breaks of a few days, varying based on the partner country's context, allowing participants time for reflection and assimilation. This approach accommodated diverse learning styles and ensured meaningful engagement with the material. Also, that way, the training was more adaptable to the individual schedules and working hours of the participants.

Regarding registration, participants had the option to sign up for individual units, promoting accessibility to a broader audience. Alternatively, committing to the entire series offered participants a more comprehensive learning journey, allowing for a thorough exploration of Social Innovation concepts and principles.

The success of this training model, as evidenced by positive experiences within the POSITIVE Project, highlighted its adaptability and effectiveness. The choice between individual unit participation and the comprehensive series commitment catered to varied goals and preferences, providing a tailored approach to Social Innovation learning.



Practical Experience from POSITIVE:

Optimal Group Size:

Identifying an optimal group size is crucial for effective training. Depending on the personnel resources you have available for the training, the number of participants should not exceed 15 people per trainer. This size allows for meaningful interactions, personalized attention, and a conducive learning environment. It strikes a balance between fostering collaboration and ensuring that each participant receives the necessary support and guidance.

Consideration of Registration Fee:

The consideration of a small registration fee adds value to the events and can contribute to the commitment of participants. While this fee may be symbolic, it communicates the importance and seriousness of the training, potentially leading to a higher level of engagement and attendance.

Inclusion of External Speakers:

Bringing in external speakers adds diversity and depth to the training. These speakers can provide unique insights, share real-world experiences, and offer a broader perspective on the social innovation ecosystem. Their expertise enhances the overall quality of the training and keeps participants engaged with fresh and valuable perspectives. Ensuring the involvement of reputable organizers and speakers with trust in the ecosystem is crucial for the success of the training. This builds credibility and instills confidence among participants, making them more likely to actively engage in the training sessions and trust the value of the content and discussions. Reputable figures contribute to the overall credibility and impact of the event. It also creates direct relationships between participants and these experts, facilitating further contacts for projects or other kinds of initiatives.

Checklists and Detailed “Show-Runners' Notes”:

Utilizing comprehensive checklists is essential for effective event planning. These documents help in covering all aspects of the Social Innovation Training, from logistical arrangements to technical requirements. Detailed show-runners' notes serve as a contingency plan, providing solutions for potential glitches that may arise during the event. This meticulous preparation ensures a smooth and well-executed training program.

Collaboration and communication within the Training-Team:

Regular team meetings before and after the event are crucial for coordination and communication. Pre-event meetings allow the team to align on responsibilities, troubleshoot potential issues, and ensure everyone is on the same page. Post-event meetings provide an opportunity for feedback and analysis, allowing the team to learn from the experience and improve future training sessions.



Practical Experience from POSITIVE:

Networking Opportunities During Breaks and Lunch:

Recognizing breaks and lunch as networking opportunities encourages participants to connect and collaborate. Informal interactions foster a sense of community among attendees, facilitating the exchange of ideas and potential collaborations. Networking breaks contribute to a more dynamic and engaging training environment.

Welcoming Start with Coffee Meetup:

Starting the training with a 30-minute coffee meetup creates a relaxed and friendly atmosphere. This informal gathering allows participants to socialize, build connections, and feel more comfortable before the workshop begins. A welcoming start enhances participant engagement and sets a positive tone for the entire event.



A pivotal question: Online or Offline?

Deciding on the format for your SIT involves weighing various factors. The complexity and depth of the content play a crucial role — complex topics may benefit from in-person sessions where immediate discussions and feedback can take place. On the flip side, online training enhances accessibility, breaking down geographical barriers and allowing for a broader reach, which is particularly advantageous for introductory webinars. Face-to-face sessions foster direct engagement, networking opportunities, and a deeper sense of connection, making them ideal for seminars featuring speakers and in-depth discussions. However, considerations of cost and time efficiency often favor online formats, especially for brief introductory sessions. Recognizing these dynamics, a balanced approach emerges as effective blend of online and in-person elements. We recommend: **Initiate with a short online webinar to engage a wide audience, followed by an in-person seminar for comprehensive exploration, including speakers and detailed discussions. Conclude with a second online webinar, delivering practical recommendations for seamlessly integrating social innovation into participants' daily business practices.** This hybrid model harnesses the strengths of both formats, offering a well-rounded and impactful Social Innovation Training experience.

5

Promoting the SIT

For effective promotion of Social Innovation Training, a strategic approach is recommended, targeting individuals and organizations with potential benefits for the social sector. Consider **inviting strategic partners** for a comprehensive exploration into the world of social enterprises, enhancing value for intermediaries and network organizations. **Leverage existing contacts and partnerships** for outreach, extending personal invitations to potential participants. Also, **collaborate with various partners to define a broad target audience**. The list of organizations we consider suitable includes:

- Chambers of Commerce and Industry
- Technology and Innovation Centers
- Start-up Offices at Universities
- Research and Transfer Institutions
- Start-up Centers Incubators and Accelerators
- Municipal Economic Development Agencies
- Cooperative Associations
- Freelance Start-up Consultants

Utilize **diverse communication channels**, including newsletters and social media platforms like LinkedIn, to broaden the reach and encourage engagement. Consider the use of multi-channel campaigns, combining email invitations, dedicated newsletter articles, and social media posts for comprehensive outreach.

We also recommend streamlining the registration process using online platforms, instead of using email. This gives the advantage of incorporating preemptive questions to understand participant motivations and tailor training content accordingly.

Finally, **measure your outreach** and impact by tracking participant engagement through registration platforms and collecting relevant data. This approach ensures an assessment of the effectiveness of promotional efforts.

In summary, a holistic strategy that combines targeted engagement, collaboration with partners, leveraging existing networks, and utilizing diverse communication channels is recommended for successful Social Innovation Training promotion.

TRAINING EXECUTION

6

Refreshing your SI and SE Knowledge

It will be important for facilitators to possess a basic understanding of the following topics in order to give an impactful SIT:

- ▶ Basic terms and definitions of Social Innovation and Social Entrepreneurship
- ▶ Social Business Models
- ▶ Impact Analysis
- ▶ Financing Strategies and Sources
- ▶ Examples and practical Cases of Current Societal Challenges and Innovative Social Approaches to Solve them

For comprehensive preparation and to establish a robust knowledge base for conducting training, we recommend familiarizing yourself with the resources suggested in PART C of this Toolkit.

7

Defining Learning Objectives

Defining learning objectives is pivotal in crafting a focused agenda for the SIT, providing participants with a transparent overview and a clear path forward. Striking a balance is crucial, avoiding overly ambitious goals that might overwhelm learners.

Choose learning objectives that lay a solid groundwork for diving into the dynamics of the social economy, honing-in on Social Innovation (SI) and Social Entrepreneurship (SE). **Your main goal might shift depending on how much awareness and or supporting structures social innovation has in your area.** According to that, objectives can either zoom out on spreading awareness without getting bogged down in specifics, or they can go the opposite route, zooming in on specific gaps in knowledge specific to your region or target group, like funding or legal structures.

In POSITIVE, the overarching goal of the SITs was to ensure participants gained a holistic and practical understanding of SI and SE. Therefore, the following learning objectives were set:

Practical Experience from POSITIVE:

Learning Goals

By the end of the Social Innovation Training, participants are proficient in:

- ▶ Distinguishing Social Innovation from other forms of innovation: Highlighting the unique aspects of social innovation (and social startups respectively) to foster a nuanced comprehension within the social entrepreneurship domain.
- ▶ Navigating SI/SE Financing and Legal Forms: Providing insights into the specialized aspects of financing and legal structures specific to social entrepreneurship, facilitating a deeper grasp of intricacies.
- ▶ Facilitating Networking Skills: Cultivating a strong emphasis on networking by developing skills and awareness, enabling participants to build meaningful connections within the social entrepreneurship sphere.
- ▶ Addressing Participant Inquiries: Clarifying participant questions, fostering a comprehensive understanding, and addressing uncertainties. (Utilizing an online whiteboard link for participants to share questions throughout sessions, addressed by the trainer using an online Feedback-tool at the end of each module).



Choosing precise learning objectives is crucial for expectation management in training and directly impacts participant motivation. Clear objectives serve as a roadmap, helping participants understand the purpose and anticipated outcomes of Social Innovation Training. This clarity not only keeps participants engaged but also fosters a sense of purpose, making the learning experience more meaningful and relevant to their goals. **In essence, well-defined learning objectives contribute to a dynamic and engaging training experience.**

Learning Objectives Defined: The Revised Bloom's Taxonomy Framework (1)

Bloom's Revised Taxonomy provides a structured framework for defining learning goals that address different levels of cognitive skills. It includes six levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. When designing learning goals, educators can use the taxonomy to ensure a comprehensive approach to define learning goals.

"Remembering":

Learning Goal: Recall key concepts and theories related to social innovation.

Application: Students should be able to remember and articulate fundamental ideas, models, and definitions associated with social innovation.

"Understanding":

Learning Goal: Explain the underlying principles of successful social innovation projects.

Application: Students should demonstrate comprehension by describing the core elements that contribute to the success of social innovation initiatives.

"Applying":

Revised Learning Goal: Apply social innovation strategies to address a specific community challenge.

Application: Students should use their knowledge to propose and implement innovative solutions to real-world social problems.

"Analyzing":

Learning Goal: Analyze the impact of social innovation on diverse communities.

Application: Students should break down information about various social innovation projects, examining their effects on different communities and identifying patterns or trends.

"Evaluating":

Example Learning Goal: Critically assess the ethical implications of a social innovation initiative.

Application: Students should make judgments about the ethical considerations involved in social innovation, evaluating the positive and negative consequences of specific projects.

Learning Objectives Defined: The Revised Bloom's Taxonomy Framework (2)

"Creating":

Learning Goal: Develop a comprehensive social innovation proposal for a chosen problem.

Application: Students should generate a new and well-thought-out plan for addressing a social issue, integrating concepts and strategies learned throughout the course.

When defining learning goals, it can be very helpful to consider the hierarchy of Bloom's Taxonomy. Start with lower-order thinking skills (e.g., remembering and understanding) and progress to higher-order skills (e.g., applying, analyzing, evaluating, and creating). This ensures a gradual and scaffolded approach to learning, allowing students to build upon their foundational knowledge before tackling more complex tasks.

Check out <https://www.celt.iastate.edu/instructional-strategies/effective-teaching-practices/revised-blooms-taxonomy/> to learn more.

8

Compiling the Training Content

Crafting the perfect set of talking points for a social innovation training proves to be a formidable challenge for several reasons. Firstly, the complexity of social issues varies significantly across different contexts — be it geographical or situational — and demands tailored approaches. Factors such as the availability of support systems, legal structures, and overall awareness greatly influence choice of what to include in a SIT that is supposed to cover the basics of Social Innovation. Secondly, the rather **narrow frame of a SIT** (as opposed to a monthlong educational program) necessitates prioritization, making it **challenging to distil a vast array of principles into a concise training curriculum**. Thirdly, the dynamic and evolving nature of the field requires **constant adaptation to emerging trends**.

Driven by the struggle and the collaborative efforts of three social innovation partners of the POSITIVE Project to face these challenges, we recognize the **importance of providing a foundational framework for Social Innovation Trainings** to aspiring changemakers like the readers of this toolkit.

By doing so, we encourage participants to critically reflect on how the talking points proposed in the following can be applied within their specific environments.

Talking points that generally inform and serve the purpose of building a basic understanding of Social Innovation can be found in PART C of this Toolkit. Those include, without claiming completeness:

- SI and SE: Definitions and Delimitation of Terms
- Mapping the Local social innovation ecosystem
- Social Business Models: from non-profit vs. not-for-profit vs. for-profit
- Social Impact: Definition and Analysis
- Financing of Social Innovation
- Legal Forms and Obligations of Social Entrepreneurship Organisations

The following list offers a **curated set additional of talking points suitable for enhancing the content of your Social Innovation Training (SIT)**. On the right-hand side, corresponding resources are available for a deeper exploration, allowing you to consider their inclusion in your training program:

Talking Point	Content
Definition of Social Innovation* (see Info-Box below)	Clearly define social innovation as the creation and implementation of new solutions to address social problems in a more effective and sustainable way.
Purpose and Impact:	Emphasize the goal of social innovation: creating positive and sustainable impact on communities and society.
	Understanding social issues is critical in social innovation as it forms the basis for effective solutions. Before proposing innovations, thorough identification and comprehension of the challenges are necessary. This process involves a human centered approach, focussing on marginalized parts of the society, in- depth research, community engagement, and considering diverse perspectives to grasp the problem's complexities. This understanding helps in addressing root causes, avoiding unintended consequences, and gaining community acceptance. By emphasizing empathy, research, and community involvement, social innovators can create impactful and culturally sensitive solutions that resonate with the communities they aim to serve.

Talking Point	Content
Human-Centered Design	Introduce the concept of human-centered design, emphasizing the need to involve and empathize with the communities affected by the issues.
Cross-Sector Collaboration	Collaboration among government, nonprofits, and businesses is pivotal in addressing complex social problems. Each sector brings unique strengths and resources to the table, fostering a comprehensive and sustainable approach to social innovation. By leveraging the expertise and resources of diverse sectors, a collaborative framework ensures that solutions are not only well- rounded but also more likely to have a widespread and lasting impact on the targeted social challenges.
Failure and Learning	Especially if you're lecturing to social entrepreneurs: Normalize the idea of failure as part of the innovation process and stress the importance of learning from setbacks.
Analysing Impact	Teach students how to evaluate the impact of social innovations. Discuss different methodologies for measuring success and sustainability. By emphasizing outcomes rather than profit, organizations can gauge the effectiveness of their initiatives and ensure long-term positive contributions to the communities they aim to serve. This focus on impact reporting not only enhances accountability but also allows for continuous improvement and adaptation of strategies for greater social impact.
Funding and Financing	Covering funding and financing involves presenting diverse funding models and strategies for social innovation projects. This overview equips participants to secure financial support, build partnerships, and ensure sustained impact. Exploring avenues like grants, impact investment, and strategic partnerships enables a holistic approach to project financial sustainability.
Policy and Advocacy	Highlighting the role of policy change and advocacy is crucial in scaling and sustaining social innovation efforts. By addressing how these elements contribute to the broader impact, participants gain insights into navigating the regulatory landscape and advocating for systemic changes to support the longevity and growth of their social innovation initiatives.

Bridging theory and practice: The application of social innovation concepts in real-world settings

On a general note, the incorporation of case studies into your Social Innovation Training proves invaluable, offering participants tangible examples of successful social innovations. These real-world scenarios not only illustrate key principles discussed in the training but also inspire and demonstrate the transformative potential of social innovation.

Additionally, integrating next Steps and action Planning is essential for translating knowledge into actionable strategies. By guiding participants in developing concrete plans to apply social innovation principles in their specific contexts, the training takes on a practical dimension. This approach not only empowers individuals but also ensures that the training goes beyond theory, fostering active engagement and equipping participants with the tools needed to contribute meaningfully to social change in their workplaces or communities.



Including Best Practices and Effective Methods

In designing a comprehensive training program for social innovation, a combination of interactive methods and best practices can greatly enhance the learning experience for participants. The following approach, leaning on the experiences of the POSITIVE project, aims to foster creativity, collaboration, and a deep understanding of social issues.

It might make sense, to apply the core principles of Social Innovation in a hands-on manner by designing the Training as an **Interactive Workshop**. Here, participants engage in brainstorming sessions and utilize design thinking principles. Problem-solving techniques are incorporated, encouraging students to develop their own social innovation ideas through hands-on activities.

You could also emphasize the importance of collaboration in SI and SE through incorporating **Collaborative Projects** into your SIT. By assigning group projects, participants are encouraged to work together, share ideas, and learn from each other's diverse perspectives. This collaborative learning environment contributes to a richer understanding of social innovation.

Most effective, though hard to realize in the narrow timeframe of the SIT, is **Real-world exposure through Field Visits** to social enterprises, non-profits, and innovation hubs. Experiencing social innovation in action deepens participants' understanding and serves as inspiration for their own projects.

Recognizing that social innovation often involves collaboration across various disciplines, the training program should adopt a **Multidisciplinary Approach**. Participants from diverse backgrounds are encouraged to contribute their unique perspectives, fostering a comprehensive understanding of social issues. Perspectives from fields such as sociology, economics, business, welfare and environmental studies all contribute to the exploration of social challenges.

To equip participants with effective problem-solving methodologies, the training might also take place in the form of a **Problem-Solving Workshop**. These workshops, focusing on methodologies such as design thinking or systems thinking, empower students to break down complex social issues, empathize with stakeholders, and develop innovative solutions.

Reflection and iteration are key components integrated into the learning process. Reflection Sessions encourage participants to assess the actual impact of social endeavours or their viability. It might also spark ideas for starting points to foster structural support for social innovation.

Unconventional or creative workshop methods can enhance participant engagement, collaboration, and the overall learning experience. These methods often go beyond traditional teaching approaches to create a dynamic and interactive atmosphere in educational settings and can include methods like ice-breaking games, check-ins, or check-outs or online / real-time interaction on whiteboards or through quick on-the-spot-surveys.

Establishing clear Working Rules within workshops is recommended to set expectations and ensure effectiveness. This approach creates a positive and productive learning environment, maximizing the impact of the any training program.

10

Keeping Participants in the Loop & Raise your Impact

Sustained participant engagement beyond the conclusion of SIT plays a crucial role in maximizing their impact. The establishment of a regular newsletter, enriched with insightful articles, success stories, and updates on emerging trends, ensures that participants remain well-informed and connected to the evolving landscape of social innovation. This continuous learning empowers participants to apply their knowledge dynamically, adapting to real-world challenges.

In essence, by nurturing an engaged and connected network, social innovation trainings transcend their immediate educational purpose, creating a sustained and positive influence on communities and society as a whole.





PART C: Collection of Resources

This part of the toolkit aims to provide you with both inspiration and essential background information for crafting impactful Social Innovation Trainings. The insights offered here are drawn from the rich array of resources utilized by the three partner organizations involved in the POSITIVE project to develop their individual training programs. Despite potential national variations, this comprehensive overview of available materials is designed to offer diverse perspectives on the contents needed to give a comprehensive overview on Social Innovation and Social Entrepreneurship.

The recommendations are organized into distinct chapters based on the content suggested above in Part B. Delve into these links and sources to gain inspiration and discover materials that may be relevant to your region and explore specific themes of interest. Notably, pay special attention to the EU materials listed, which hold universal relevance across all European regions.

Additionally, take note of the platforms and networks provided below, as they might guide you to influential organizations engaging in your region. It is crucial that when assembling your own Social Innovation Training, beyond these lists, a fundamental step involves mapping your local social innovation stakeholders (see Part B, Step 2). Leverage resources from your local networks and consider inviting external organizations as speakers or co-hosts to enrich your endeavour in establishing a robust Social Innovation Training.

SI AND SE: DEFINITIONS AND DELIMITATION OF TERMS

Suggestions from Italy (proposed by TST):

- ▶ Carini, C., & Fontanari, E., & Delvecchio, P., & Pisani, G., & Sforzi, J., & Spalazzi, A., & Mazzilis, M. C. (2023). *La cooperazione in Italia: Tratti distintivi e traiettorie di sviluppo*. Euricse Research Reports, (31|2023). Trento: Euricse.
- ▶ Euricse-Istat (2021), *L'economia sociale in Italia: dimensioni, caratteristiche e settori chiave*, Trento
- ▶ Borzaga, C., & Galera, G., & Franchini, B., & Chiomento, S., & Nogales, R., & Carini, C. (2020a). *Social enterprises and their ecosystems in Europe: Comparative synthesis report*. Publications Office of the European Union.
- ▶ European Commission (2021), *Building an economy that works for people: an action plan for the social economy*, Publications Office of the European Union, Luxembourg.
- ▶ Social Economy Europe (2021), *The Future of EU policies for the Social Economy: Towards a European Action Plan*, Brussels.

Suggestions from Italy (proposed by TST):

- ▶ Correa, M. E. (2019). *Sistema B y las empresas B en América Latina: Un movimiento social que cambia el sentido del éxito empresarial*. CAF.
- ▶ Malhotra, N. (Ed.). (2022). *Frontiers in Social Innovation: The Essential Handbook for Creating, Deploying, and Sustaining Creative Solutions to Systemic Problems*. Harvard Business Press.
- ▶ Portales, L. (2019). *Social innovation and social entrepreneurship. Fundamentals, Concepts, and Tools*. Palgrave Macmillan.
- ▶ Satalkina, L., & Steiner, G. (2022). *Social Innovation: A Retrospective Perspective*. *Minerva*, 60(4), 567-591.

Suggestions from Germany (proposed by GH):

- ▶ European Commission (2021). *Social Innovation*. Available at https://single-market-economy.ec.europa.eu/industry/strategy/innovation/social_en
- ▶ European Commission (2021). *Social economy in the EU*. Available at https://ec.europa.eu/growth/sectors/social-economy-eu_de
- ▶ Bundesministerium für Wirtschaft und Klimaschutz (BMWK) Bundesministerium für Bildung und Forschung (BMBF) (2023). *Nationale Strategie für Soziale Innovationen und gemeinwohlorientierte Unternehmen*. Available at https://www.bmwk.de/Redaktion/DE/Publikationen/Wirtschaft/nationale-strategie-soziale-innovationen-gemeinwohlorientierte-unternehmen.pdf?__blob=publicationFile&v=22

- Social Entrepreneurship Netzwerk Deutschland (Editor.) (2023). Deutscher Social Entrepreneurship Monitor 2023. Berlin. Available at <https://www.send-ev.de/wp-content/uploads/2021/03/DSEM-2020-21.pdf>
- Esteve, P., Fruchaud O., Hibbert, J., Kim, K., Le Viet-Clarke, C., Portmann M., Redard, M., Samyn, V., Schmidt, S., Slamovitz, H., Vaillant, S. (n.a.). THE GUIDE TO THE 7 KEY QUESTIONS SWITZERLAND ALL SOCIAL ENTREPRENEURS SHOULD ASK to have a clearer idea, develop THEMSELVES. Available at https://www.ashoka.org/sites/default/files/atoms/files/7qc-ashoka_switzerland-eng-web.pdf

CRITERIA FOR SOCIAL INNOVATION ORGANIZATIONS

Suggestions from Italy (proposed by TST):

- Domanski, D., & Kaletka, C. (2020). Social innovation ecosystems. In European Planning Studies, 28(3), 454-474. Taylor & Francis. DOI: 10.1080/09654313.2019.1639397
- Montanari, F., Rodighiero, S., Sgaragli, F., & Teloni, D. (2017). Le dimensioni dell'innovazione sociale per il design e l'implementazione di politiche pubbliche efficaci. Impresa Sociale, (10), 5-17.
- Howaldt, J., Kaletka, C., Schröder, A., & Zirngiebl, M. (Eds.). (2019). Atlas of Social Innovation. 2nd Volume: A World of New Practices. Oekom verlag.
- Busacca, M. (2013). Oltre la retorica della Social Innovation. Impresa Sociale, (2), 39-54.
- Borzaga, C., & Bodini, R. (2012). What to make of social innovation? Towards a framework for policy development. Euricse Working Paper, (036|12).

Suggestions from Germany (proposed by GH):

- Institut für Ökologische Wirtschaftsforschung, Senatsverwaltung für Wirtschaft, Energie und Betriebe Berlin(Editor.) (2021): Gutachten zur Definition von Unternehmen der Sozialen Ökonomie. Available at https://www.berlin.de/sen/wirtschaft/vielfalt-in-der-wirtschaft/soziale-oekonomie/alpha_version_booklet_final.pdf?ts=1705017672
- European Union (2024). Social enterprises. Available at https://single-market-economy.ec.europa.eu/sectors/proximity-and-social-economy/social-economy-eu/social-enterprises_en
- Social Entrepreneurship Netzwerk Deutschland (SEND e.V.) (2021). Definition & Kriterien. Available at <https://www.send-ev.de/social-entrepreneurship/definition-kriterien/>
- Bundesministerium für Wirtschaft und Klimaschutz (BMWK) Bundesministerium für Bildung und Forschung (BMBF) (2023). Nationale Strategie für Soziale Innovationen und gemeinwohlorientierte Unternehmen. Available at https://www.bmwk.de/Redaktion/DE/Publikationen/Wirtschaft/nationale-strategie-soziale-innovationen-gemeinwohlorientierte-unternehmen.pdf?__blob=publicationFile&v=22

MAPPING THE LOCAL SOCIAL INNOVATION ECOSYSTEM

Suggestions from Italy (proposed by TST):

- OECD. (2021). Building local ecosystems for social innovation: A methodological framework. OECD Local Economic and Employment Development (LEED) Papers, No 2021/06. <https://doi.org/10.1787/bef867cd-en>

Suggestions from Lithuania (proposed by LiSVA):

- European Commission [Europos komisija] (2018). Social enterprises and their ecosystems in Europe. Country report Lithuania. Available at <https://ec.europa.eu/social/BlobServlet?docId=20565&langId=en>
- European Commission [Europos komisija] (2020 a) Social enterprises and their ecosystems in Europe. Updated country report: Italy. Author: Carlo Borzaga. Luxembourg: Publications Office of the European Union. Available at <https://europa.eu/!Qq64ny>.
- European Commission [Europos komisija] (2020 b). Social enterprises and their ecosystems in Europe – Comparative synthesis report. Available at <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8274&furtherPubs=yes>
- European Commission [Europos komisija] (2020 c). Social enterprises and their ecosystems in Europe. Updated country report: Spain. Authors: Millán Díaz, Carmen Marcuello and Rocío Nogales. Luxembourg: Publications Office of the European Union. Available at <https://ec.europa.eu/social/BlobServlet?docId=16383&langId=en>
- Kosmynin, M. (2022). Social entrepreneurship organisations and collaboration: taking stock and looking forward. International Journal of Entrepreneurial Behavior & Research, 28(2), 441-470.
- LiSVA & Diesis Network (2022). Pathways for development of Social Economy Ecosystem in Lithuania: Building on European experiences. Available at <https://lisva.org/socialinis-verslas/>
- LiSVA (2019). Socialinio verslo galimybių studija. Available at https://lisva.org/wp-content/uploads/2022/01/Socialinio_verslo_galimybiu_studija_final-1.pdf
- LiSVA (2021). Sociologinė studija: Socialinio verslo skatinimo Lietuvoje ekonominės, socialinės, politinės ir teisinės prielaidos, Vilnius. Available at <https://lisva.org/socialinis-verslas/>

Suggestions from Germany (proposed by GH):

- Dupain, W., Scharpe, K., Gazeley, T., Bennett, T., Mair, J., Raith, M., Bosma, N. (2022). The State of Social Enterprise in Europe – European Social Enterprise Monitor 2021-2022. Euclid Network. Available at file:///Users/vivien/Downloads/European-Social-Enterprise-Monitor-2022-Report-Web-version-Final%20(2).pdf

- <https://www.kartevonmorgen.org/m/main?c=49.7880%2C12.7520&z=5.65&search=&mapColorMode=gray>
- OpenStreetMap (ODbL) (2024). Karte von morgen. Available at <https://www.kartevonmorgen.org/m/main?c=50.2613%2C9.6460&z=5.00&search=&mapColorMode=gray>
- Bundesministerium für Bildung und Forschung (BMBF) (2021). Ressortkonzept zu Sozialen Innovationen. Available at <https://kompetenzzentrum-soziale-innovationen.com/>

SOCIAL BUSINESS MODELS: FROM NON-PROFIT VS. NOT-FOR-PROFIT VS. FOR-PROFIT

Suggestions from Italy (proposed by TST):

- Business Model Zoo. (n.d.). Home. Available at <https://www.businessmodelzoo.com/>
- Alter, K. (2007). Social enterprise typology. Virtue Ventures LLC. Available at <http://www.4lenses.org/setypology/pdf>

Suggestions from Germany (proposed by GH):

- Raith, Siebold, SEND E.V (Editor.) (2019). Finanzierungs- und Förderinstrumente für Social Entrepreneurship. Available at <https://www.send-ev.de/wp-content/uploads/2021/03/Finanzierungsbooklet.pdf>
- Change Creator (2021): 9 BUSINESS MODEL EXAMPLES FOR SOCIAL ENTERPRISES. Available at <https://changecreator.com/9-business-model-examples-social-enterprises/>
- SEND eV. (2021). Business Model Canvas für Social Entrepreneurs. Available at <https://www.youtube.com/watch?v=KBnD3L-TLw4>

SOCIAL IMPACT: DEFINITION AND ANALYSIS

Suggestions from Italy (proposed by TST):

- Coda Moscarola F., & Demarie M. (2020) L'approccio alla valutazione dei progetti. L'esperienza della Fondazione Compagnia di San Paolo. *Impresa Sociale* (4/2020). 12- 20 DOI: 10.7425/IS.2020.04.03
- Marc J. Epstein, Kristi Yuthas (2014), *Measuring and Improving Social Impacts. A Guide for Nonprofits, Companies, and Impact Investors*, Berrett-Koehler Publishers
- Musella M. (2020) La valutazione di impatto: versione forte e versione debole. *Impresa Sociale* (4/2020)

- ▶ Zamagni S., Venturi P., & Rago S. Valutare l'impatto sociale. La questione della misurazione nelle imprese sociali. *Impresa Sociale* (6/2015) 77 - 97

Suggestions from Lithuania (proposed by LiSVA):

- ▶ Singer, L. (2017). Blog Post. On the Diffusion of Innovations: How New Ideas Spread. Available at: <https://leif.me/on-the-diffusion-of-innovations-how-new-ideas-spread/>

Suggestions from Germany (proposed by GH):

- ▶ Kurz, B., SKala Campus (Editor.) (): *Kursbuch Wirkung*. Available at <https://www.skala-campus.org/werkzeug/kursbuch-wirkung/>
- ▶ Albrecht, K., Beck, S., Hoelscher, P., Plazek, M., von der Ahe, B., PHINEO gAG (Editor.) Institut für den öffentlichen Sektor e.V. (Editor.) (2013). *Wirkungsorientierte Steuerung in Non-profit-Organisationen*. PHINEO gAG.
- ▶ Social Reporting Initiative e.V. (2014). *Social Reporting Standard, Stand 2014*. Creative Commons BY-ND 3.0

FINANCING STRATEGIES AND SOURCES FOR SOCIAL INNOVATION

Suggestions from Italy (proposed by TST):

- ▶ Abba F., Bellione S., Magnoni S., & Zandonai F., Report on existing financial instruments. *Social Energy Renovations* <https://www.ser4impact.eu/>

Suggestions from Germany (proposed by GH):

- ▶ Petrick, S., Birnbaum, J., Bertelsmann Stiftung (Editor.) Phineo gAG (Editor.) (2016). *SOCIAL IMPACT INVESTMENT IN DEUTSCHLAND 2016: Kann das Momentum zum Aufbruch genutzt werden?*. In: *Projekt Social Investment: Wirkungsorientierte Finanzierung für gesellschaftliche Herausforderungen*
- ▶ Raith, Siebold, SEND E.V (Editor.) (2019). *Finanzierungs- und Förderinstrumente für Social Entrepreneurship*. Available at <https://www.send-ev.de/wp-content/uploads/2021/03/Finanzierungsbooklet.pdf>
- ▶ Krlev, G., Sauer, S., Scharpe, K., Mildenerger, G., Elsemann, K. & Sauerhammer, M. (2021). *Finanzierung von Sozialen Innovationen – Internationale Vergleichsstudie*. Centrum für soziale Investitionen und Innovationen (CSI), Universität Heidelberg & Social Entrepreneurship Network Deutschland e.V. (SEND).

LEGAL FORMS OF SOCIAL ENTREPRENEURSHIP ORGANISATIONS

Suggestions from Lithuania (proposed by LiSVA):

- OECD (2022) Designing Legal Frameworks for Social Enterprises: Practical Guidance for Policy Makers, Lokal Economic and Employment Development, OECD Publishing, <https://doi.org/10.1787/172b60b2-en>.
- LiSVA (2022 c). Socialinio verslo teisinio reguliavimo galimybių studija. Available at <http://lisva.org/wp-content/uploads/2022/12/Tyrimas.pdf>

Suggestions from Germany (proposed by GH):

- Wissenschaftlichen Dienste des Deutschen Bundestages (2016). Geeignete Rechtsformen für Sozialunternehmen in Deutschland Aktenzeichen: WD 7 - 3000 - 148/16 Abschluss der Arbeit: 12. Oktober 2016 Fachbereich: WD 7: Zivil-, Straf- und Verfahrensrecht, Umweltschutzrecht, Verkehr, Bau und Stadtentwicklung. Available at https://www.bundestag.de/resource/blob/483610/%209fa6b735a8d27e8b7efc8313f5586_007/wd-7-148-16-pdf-data.pdf
- Glock, P., Buric, E., Wunsch, M., Heilig, B., Social Entrepreneurship Netzwerk Deutschland e.V. (Editor), Luther Rechtsanwaltsgesellschaft mbH (Editor) (2024). Rechtsformen für Social Enterprises. Projekt "Fit für Sozialunternehmen", gefördert durch die KfW Stiftung. Available at <https://www.send-ev.de/wp-content/uploads/2021/10/Rechtsformen-fuer-Social-Enterprises.pdf>

EXAMPLES AND PRACTICAL CASES OF CURRENT SOCIETAL CHALLENGES AND INNOVATIVE SOCIAL APPROACHES TO SOLVE THESE

Suggestions from Lithuania (proposed by LiSVA):

- Goi, H. C., & Tan, W. L. (2021). Design thinking as a means of citizen science for social innovation. *Frontiers in Sociology*, 6, 629808. <https://doi.org/10.3389/fsoc.2021.629808>
- LiSVA (2022 a). 2022 metų Socialinio verslo ir inovacijų forumo ataskaita. Available at <https://lisva.org/>

- LiSVA (2022 b). Socialinio verslo teisinio reguliavimo galimybių studija. Available at <http://lisva.org/wp-content/uploads/2022/12/Tyrimas.pdf>
- LiSVA (2023). 2023 metų Socialinio verslo ir inovacijų forumo ataskaita. Available at <https://lisva.org/>

Suggestions from Germany (proposed by GH):

- Wunsch, M., Heilig, B., (2023). Soziale Innovationen. Lösungen, wie wir sie heute wirklich brauchen. Oekom Verlag.
- Social Impact gGmbH (2024). Jetzt gemeinsam die Zukunft sozial-innovativ gestalten . Available at <https://sozialeinnovationen.net/>

Outlook



Social innovation is not just a concept; it is a mindset that challenges conventional thinking, inviting us to reimagine solutions to complex issues. It is a call to action, urging individuals to break free from traditional ways and explore novel approaches that address urgent societal needs.

Beyond Technological Frontiers

While technological innovation has undoubtedly shaped our world, social innovation is equally transformative. It goes beyond the realm of gadgets and algorithms, focusing on human-centric solutions that touch marginalized lives at a fundamental level. As intermediaries and lecturers of Social Innovation Trainings, your and our role is to bridge the gap between the abstract concept of social innovation and its tangible, positive impact on communities.

A Concept Worth Spreading

Why advocate for social innovation? Because it holds the potential to reshape communities, uplift the marginalized, and foster a sense of shared responsibility. By embedding the principles of social innovation, we create a ripple effect, influencing individuals to become catalysts for change in their spheres of influence.

Embracing Change

Imagine a world where social innovation is as widely accepted as technological advancements. Picture a society where individuals, organizations, and governments collaborate seamlessly to tackle social issues with creativity and compassion. This is the vision we strive for — a world where innovation extends beyond profit margins to embrace the betterment of humanity.

Catalysts for Transformation

As intermediaries, you are the catalysts for this transformation. Your commitment to spreading the principles of social innovation equips individuals with the tools to become agents of positive change. It nurtures a mindset that views challenges not as insurmountable obstacles but as opportunities for innovation and improvement.

In embracing social innovation, we usher in a new era — one where the collective pursuit of societal well-being takes precedence. This paradigm shift has the potential to redefine success, placing emphasis not just on financial gains but on the positive impact on people and the planet.

Conclusion:

As we are closing our Toolkit for Social Innovation Trainings, consider the ripple effect your efforts can have. By spreading the knowledge and principles of social innovation, you contribute to a collective narrative that envisions a world where innovative solutions are as valued in addressing social challenges as they are in technological advancements. Your role as lecturers and intermediaries is instrumental in steering the course toward a future where social innovation is universally accepted, celebrated, and woven into the fabric of societal progress. Thank you for being champions of impactful change.

Deliverable Information

This Toolkit is based on the POSITIVE Deliverable D2.3

SI Training Toolkit submitted to the EC on 31.01.2024 by Grünhof e.V.

The deliverable and other Results of the POSITIVE project can be found at <https://cordis.europa.eu/project/id/101096390>

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