D7.1 EVALUATION METHODOLOGY

Stimmuli for Social Change

PROJECT

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Contents

1. INTRODUCTION

1.1. About SE4Ces

The SE4Ces project aims at addressing the puzzle of Higher Education Institutions (HEIs) connectedness to society, along with the objective of involving social actors in developing innovative and socially-driven curricula, focusing on real-life societal challenges and the development of transversal skills and competences. Adopting an EU policy perspective that approaches HEIs as open and inclusive organizations that promote citizens' active engagement, SE4Ces employs various innovative collaborative techniques designed to bring together social actors involved in the field of Social Economy, with the purpose of developing educational programmes, which are in line with contemporary community challenges and the demand for specialized skills in the SE sector.

Based on the values of Connected societies, Community development, Co-creation of knowledge and Collaborative educational practices, the project introduces Living Labs methodologies, mobilizing educators, students and entrepreneurs involved in the SE sector, to collaboratively design, produce and test material, which will be used for establishing an international Master programme on "Social Economy and Community Development Strategies". Drawing from the conclusions of i) a *State of the Art and Needs Analysis*, ii) Pilot living labs reports, iii) Co-creation workshops and iv) the SE Living Labs framework, the project partners are engaging in collaboratively developing educational material and activities, which will become the basis of the international Master programme. Taking into consideration the innovative nature of the employed educational practices, a series of Living Labs sessions and a Service-Learning scheme will be launched as a pilot phase of the project, through which the study material will be refined and readjusted to be introduced in the Master's programme.

1.2. Objectives of D7.1

This deliverable was developed in the context of Task 7.1 of WP7, which is focused on developing a methodological framework that will be used for evaluating:

"*The successful implementation of the SE Living Labs pilot phases*

- *Teacher's Professional Development in service-learning methodologies and collaborative learning and teaching practices (co-teaching, co-creation of knowledge)*
- *SE organization members/representatives' professional development in terms of collaborative skills building and practice of innovative approaches (service learning, co-teaching, co-creation of knowledge)*"

Therefore, the purpose of the current deliverable is to establish the framework for evaluating the SE Living Labs pilot cases. The framework sets the overall evaluation criteria, as well

as specific objectives and parameters, which are used for constructing evaluation tools tailored to the particularities of SE4Ces. Taking into account that the implementation of the SE Living Labs framework involves various objectives, techniques and actors, the evaluation plan considers several parameters, contributing to the successful implementation of the framework, and adopts an evaluation approach that assesses the project's impact from multiple perspectives with the introduction of various tools and methods. Moreover, in line with the project's co-creation philosophy and the principles of Social Economy, the evaluation plan employs an empowerment evaluation approach that is grounded on collaboration, reflection and the active engagement of all stakeholders in evaluation activities. More specifically, the evaluation plan is based on the establishment of multiple cycles of evaluation and reflection, through the deployment of various quantitative and qualitative evaluation tools, aiming to not only assess the implementation of the SELL framework but also to enhance the stakeholders' capacity in self-evaluation and impact assessment.

The deliverable is addressed to SE4Ces partners, who will be in charge of implementing the SE Living Labs framework, and its main objective is to provide them with a comprehensive evaluation plan, including guides, templates and timelines. The plan contains step by step instructions for the procedures that will be employed for data collection and evaluation of the SE Living Labs pilot phase. Overall, the current deliverable serves as a comprehensive guide for all parties involved in the implementation of the SE Living Labs framework, aiming at clarifying the principles dictating the SE4Ces evaluation methodology, its tools and its procedures.

1.3.   Methodological approach of D7.1

The development of this deliverable is grounded on the outcomes of SE4Ces project preliminary activities, focusing on identifying the needs and requirements for the development of a post-graduate programme that adheres to the core principles and practices of the social economy sector. Stimmuli, as the lead beneficiary of the SE4Ces WP7, conducted a comprehensive analysis of the project's findings and identified a set of parameters that dictate the successful implementation of the SELL framework. Specifically, based on the analyses of D3.1 State-of-the-art and cross-country needs analysis, D4.1 Social Economy Living Labs Framework and conclusions drawn from preliminary Living Labs and co-creation workshops reports, specific axes of evaluation and a set of appropriate parameters for their investigation, were identified. Moreover, in line with the recommendations of SE4Ces SAC member, Professor Peter North, this deliverable incorporates the principles of the empowerment evaluation approach, adopting an iterative evaluation and reflection process, along with a procedure for the gradual deployment of evaluation activities.

Consequently, in close collaboration with all partners involved in the Living Labs pilot implementation phase, an overarching plan has been laid out for integrating evaluation

actions within the Living Labs pilot activities. Specialized guides for the implementation of evaluation activity were developed and related templates are included in the current document. The following section outlines the logical framework of the evaluation methodology, summarizing the main lessons learnt and conclusions drawn from preliminary phases of the project, outlining the core elements of empowerment evaluation that are incorporated in the SE4Ces evaluation plan, and establishing the main axes, on which the evaluation methodology is grounded.

2. LOGICAL FRAMEWORK

The current section establishes an overarching framework that will be dictating the rationale behind the development of the methodological approach, objectives and tools of the SE4Ces evaluation methodology. Firstly, the main conclusions and lessons learnt from preliminary SE4Ces activities are reviewed, aiming at identifying the most significant challenges for SE education, as they have emerged during the early stages of the project. Subsequently, the main evaluation components, which will form the backbone of the evaluation methodology, are drawn. Finally, the core principles of the empowerment evaluation approach are outlined, along with a discussion on its relevance for SE4Ces and its introduction in the project's evaluation methodology.

The analysis in this section is based on the core findings drawn from SE4Ces deliverables D3.1 State-of-the-art and cross-country needs analysis, D4.1 Social Economy Living Labs Framework. Furthermore, the main conclusions presented in four Living Labs case studies, and four respective co-creation workshops, reports were also utilized in order to acquire more in-depth insights, regarding the elements that drive the success of any endeavour to develop innovative educational approaches, which embrace the principles of Social Economy and promote collaboration between HEIs and SE enterprises.

2.1.   Lessons learnt from SE4Ces early stages

The main puzzle that SE4Ces aims to address is the lack of specialized study programmes, focusing on the particular nature and needs of the Social Economy sector. As a matter of fact, the need to develop educational programmes, which address contemporary challenges of the SE sector and adhere to the collaborative and community-based character of social economy, emerged as a core issue in the SE4Ces State-of-the-art and needs analysis report. In the same vein, survey results included in the SELL framework point towards significant SE students' dissatisfaction rates with their study programmes, reinforcing the view that innovative educational approaches are required in order to raise students' awareness of SE principles and requirements and equip them with essential skills for addressing the problems faced by SE enterprises.

Most of the concerns regarding existing programmes revolve around the limited development of specialized resources capturing the values of democracy, social justice, solidarity, cooperation, local development and sustainability, which are at the core of SE enterprises. Similarly, much of the students' discontent originates from dissatisfaction with traditional pedagogical approaches employed in existing courses, which impede the familiarization with alternative business models and fail to address societal and communal challenges. Furthermore, evidence from the SE4Ces survey and Living Labs suggest that both educators and SE actors have limited experience in collaborative teaching and co-creation methodologies, as connections between HEIs and SE organizations are underdeveloped and joint activities occur only circumstantially. More specifically, much concern is caused by the fact that traditional teaching methods allow little room for collaboration between HEIs and SE actors, while most of the involvement of SE representatives is limited to the delivery, rather than the design and development, stage of study programmes.

These findings, manifested in SE4Ces state-of-the-art analysis and corroborated by empirical data drawn from the SE4Ces survey and Living Labs sessions across four countries, affirm the need to create more collaboration and communication opportunities among HEIs and SE organizations, while the active involvement of students in the educational process through the introduction of innovative teaching methods is also expected to contribute significantly to the advancement of SE study programmes. Notably, engaging SE actors in collaborative activities for creating educational material offers them the opportunity to influence academic curricula, so that they a) address particular problems faced by the SE sector while maintaining the values of SE, b) focus on communal and societal challenges and c) promote the development of particular skills and competences of future employees to cover unmet needs of the sector. Moreover, it is commonly accepted that teaching methods which promote experiential learning, could have significant impact on SE education as they i) offer students the chance to apply the knowledge they acquire into practice and the opportunities to ii) familiarize themselves with SE real-life challenges and iii) expand their networks and develop valuable connections for their future professional development.

Aiming to address these challenges, the SE4Ces project has hosted Living Labs sessions in four countries, where educators, students and SE actors exchanged ideas and concerns around four main themes related to SE, namely i) incentives that drive involvement with the SE and particularities of running a SE organisation, ii) essential skills contributing to the development of SE organizations, iii) supporting structures for SE enterprises and iv) value creation and assessment. Additionally, co-creation workshops were held in each case study country, where the participants explored innovative methodologies for collaborative teaching and knowledge creation to support the development of the SE4Ces educational material. The exchange of ideas among the stakeholders revealed a number of insights on the elements that are crucial for developing a study programme, which would adhere to the principles of SE, connect all involved stakeholders and help the SE sector overcome the challenges it faces. In order to facilitate the evaluation process, the authors of this deliverable have thoroughly examined the main findings of SE4Ces preliminary activities

and identified the main components serving as basis for the Living Labs pilot phase, which will also dictate the evaluation tools that will be deployed, and are summarized in the next section.

2.2   Main axes of the Evaluation Approach

Probably the most significant issue that emerged from SE4Ces State-of-the-art and needs analysis report, is the fragmentation of the community, involved in SE education. Lack of communication channels and limited joint activities between HEIs and SE actors, absence of SE representatives and students from study programmes' design and underdeveloped networks between SE enterprises and student communities, have been documented as significant points of concern in all SE4Ces preliminary activities. Therefore, one of the core objectives of SE4Ces Living Labs and Co-creation workshops, was to bring together individuals from three stakeholder groups (educators, students, SE representatives) and engage them in a process where each party could raise their concerns and share their ideas for designing a study programme, focusing on SE education and dealing with the challenges faced by the SE sector. An analysis of Living Labs reports further confirms the view that a fragmented community impedes any effort for development in SE education, and that the engagement of all stakeholders is essential for developing study programmes, which will be in line with SE values and requirements and would promote social and communal interests. In that respect, the SE4Ces project adopts an evaluation approach that accounts for stakeholders' mobilization, involvement in collaborative knowledge creation processes and activities that promote community-building and the development of communication and collaboration networks.

Another theme, that occupied much of the discussions in the Living Labs sessions and Co-creation workshops, is the requirement for educational material that captures the values of Social Economy and innovative teaching methods that promote the development of abilities, which are in line with these values and compatible with the needs of the SE sector. The particularities of SE enterprises, such as their orientation towards addressing social needs, rather than profit, and their democratic and collaborative organizational structures, require an alternative understanding of how business is conducted and how value is created, as well as specialized skillsets that are compatible with the SE entrepreneurial approach. Empirical evidence from the SE4Ces survey point towards particular types of skills that are considered essential for the development of SE enterprises. More specifically, abilities related to democratic decision-making and participatory governance, communication and networking skills, along with soft skills and impact assessment competences have emerged, in SE4Ces Living Labs and in a survey with educators and SE representatives that was conducted in four case study countries (Greece, Italy, Spain, UK), as the most essential skills that can contribute to the advancement of SE study programmes. Moreover, results from the SE4Ces Living Labs emphasize the importance of promoting the development of expertise (including financing, business planning, decision-making and impact

assessment), based on an alternative conceptualization of value creation, which considers social, environmental, financial and quality of life, rather that purely profit-based, aspects of value. In accordance with this, a second pillar for developing the SE4Ces' evaluation approach will be focused on assessing the extent to which the material and innovative teaching methodologies implemented in the SE4Ces pilot Living Labs contribute to the <u>development of this kind of skills and competences that are essential in the field of SE</u>.

Finally, all stakeholder categories involved in SE4Ces early stages, have underscored the importance of students' active engagement with the SE sector's real-life processes and everyday routines. More specifically, action-learning methodologies, particularly Service Learning, are believed to contribute into linking academic research and market labour and are expected to be mutually beneficial for both students and SE organizations. Notably, survey participants contended that Service-Learning methodologies offer SE enterprises the opportunity to shape student learning and train potential job candidates, while students can acquire practical knowledge, expand their networks, build partnerships and gain intercultural and civic competences. In a similar vein, the value of experiential learning possesses a central role in innovative teaching methodologies, as it offers students experiences that are impossible to reproduce in the class context, thus the implementation of teaching methods that promote student's active engagement with SE everyday routines are expected to contribute significantly to the success of the programme. On the other hand, some concerns have been raised regarding the implementation of SL as institutional barriers, lack of resources and lack of time for students due to demanding academic schedules might hinder the application of service learning and other action-learning practices within the SE4Ces context. Taking into account these considerations, the SE4Ces evaluation approach will be concentrated on the implementation of SL and other action-learning methodologies, which are understood as a third component of our evaluation approach, aiming to explore whether they meet their objectives and how they contribute to the participants' development and engagement with the programme's activities.

Overall, the SE4Ces evaluation will be focused on assessing the project's activities along the axes described in this section. Collaborative activities and community development, innovative teaching approaches that foster essential skills and values for the sector and practices that promote students' active involvement with SE processes, will be guiding the development of the methodological framework and evaluation tools. Moreover, in order to be in line with the project's co-creative and reflective philosophy, the SE4Ces evaluation methodology also incorporates an empowerment evaluation approach that encourages stakeholders' active involvement with and the democratization of evaluation processes. The following section focuses on the main concepts of empowerment evaluation and how they relate to the context of the SE4Ces project.

2.3   Empowerment evaluation within the SE4Ces context

Taking into consideration that the main objective of the SE4Ces evaluation is to assess the material of the SE Living Labs and its implementation, one of the most significant challenges, while developing this deliverable, was to ensure that the evaluation plan is appropriate for producing results, which will contribute to the refinement of the material for the SE Master programme. In order to achieve that objective, it is essential that the evaluation approach corresponds to the core values of Social Economy, while taking in to account the SE sector needs, so as to produce meaningful outcomes for the final phases of the project. In that respect, the evaluation methodology developed in this deliverable adopts an empowerment evaluation approach that combines inclusiveness with a focus on improvement and is tailored for collective learning endeavours.

2.3.1. Overview of the Empowerment Evaluation approach

Empowerment evaluation is a stakeholder involvement approach aiming to promote self-determination and sustainability. Its purpose is to provide groups with the essential tools and support, so that they can self-evaluate their performance and achieve their goals. Wandersman and his colleagues define empowerment evaluation as "*an approach that aims to increase the probability of achieving program success by (1) providing program stakeholders with the tools for assessing the planning, implementation, and self-evaluation of their program, and (2) mainstreaming evaluation as part of the planning and management of the program/organization*" (Wandersman et al, 2005: p. 28)[1].

Rather than adopting a result-driven approach, which is typical for assessing the impact of interventions in the realm of traditional economy, empowerment evaluation is driven by a set of 10 principles which include: Improvement, community ownership, inclusion, democratic participation, social justice, community knowledge, evidence-based strategies, capacity building, organizational learning and accountability. From that perspective, this type of evaluation is ideally suited to the evaluation of comprehensive community-based initiatives, such as the SE Living Labs, as it offers the advantage of assessing outcomes that extend beyond a typical profit-driven approach. In fact, the close resemblance of the empowerment evaluation principles with those of Social Economy, allows for the development of an evaluation plan that incorporates the collaborative approach of SE4Ces into the evaluation methodology, by promoting stakeholders' involvement in the evaluation procedures in an inclusive and democratic manner. In order to achieve this, empowerment evaluation approaches employ procedures and assign roles, in a manner that encourages stakeholders to engage, act and reflect as a community, in order to accomplish their goals. The following section outlines the main concepts and processes that are combined to achieve this result.

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[1] Wandersman, A., Snell-Johns, J., Lentz, B., Fetterman, D.M., Keener, D.C., Livet, M., Imm, P.S., and Flaspohler, P. (2005). The Principles of Empowerment Evaluation. In Fetterman, D.M. and Wandersman, A. (2005*). Empowerment evaluation principles in practice*. New York: Guilford Publications

2.3.2. Empowerment evaluation components

One of the most significant differences of empowerment evaluation from typical evaluation models, is related to the role of the evaluator. While in most established evaluation approaches, which Hanberger (2004)[2] labels autocratic, evaluators are typically understood as outsiders or expert advisors, who operate independently of the project's stakeholders, in democratic evaluation approaches, such as empowerment evaluation, the evaluator is conceived as a *Critical Friend*, a trusted colleague who guides stakeholders through the evaluation steps, facilitates the process, provides constructive feedback and ensures that the evaluation process is well-organized.

Moreover, empowerment evaluators are focused on supporting the development of a *Culture of Evidence*, which is the second component that comprises empowerment evaluation. In their account on the implementation of Stanford Medical School's empowerment evaluation programme for the school's curriculum, Fetterman and his colleagues (2010)[3] underscore the importance of rapid dissemination of data and feedback to inform decision-making. Establishing the practice of using evaluation evidence, as a means to support proposals for changes in the curriculum, until it becomes a cultural norm within the institution, is emphasized as a key tool for the empowerment evaluation process, the importance of which is apparent also for SE4Ces. Without doubt, setting up a meticulous reporting process, which ensures that evaluation data are readily available to all involved parties, becomes an essential element for the application of this practice.

One of the advantages of establishing such a routine of continuous dissemination of evaluation evidence, is that it generates an abundance of structured opportunities for analysis, decision-making and implementation, based on evaluation findings. By encouraging this kind of *Cycles of Reflection and Action*, evaluation is incorporated in the implementation of the programme and becomes part of its planning and management. Within the SE4Ces context it allows to dynamically approach SE Livings Labs, monitor the programme as it rolls out and develop action plans to facilitate its refinement and evolution.

Through this process, a dialectic relationship is developed among the project's stakeholders, who learn to operate as a *Community of Learners*, share and value each perspective and learn from each other, regardless of their role in the project. Taking into account that one of the main concerns that emerged in SE4Ces preliminary activities is the lack of communication among actors involved with the SE community, promoting this kind of dialogue and discussion among stakeholders through which they can deepen and broaden their understanding, can become an additional contribution in the effort of strengthening the SE community.

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[2] Hanberger, A. (2004, October). *Democratic governance and evaluation.* Sixth EES (European Evaluation Society) conference, Berlin, Germany. Retrieved from https://www.diva-portal.org/smash/get/diva2:574322/FULLTEXT02
[3] Fetterman, David M. PhD; Deitz, Jennifer MA; Gesundheit, Neil MD, MPH. Empowerment Evaluation: A Collaborative Approach to Evaluating and Transforming a Medical School Curriculum. Academic Medicine: May 2010 - Volume 85 - Issue 5 - p 813-820. doi: 10.1097/ACM.0b013e3181d74269

By immersing stakeholders in the evaluation process, through fostering participation and reflection, empowerment evaluation advances the development of patterns of continuous reflection, both to individual stakeholders and to the community as a whole. Through this procedure individuals become *Reflective Practitioners*, who know how to make informed decisions based on evaluation evidence, and who, by enhancing their own capacity can also contribute to the community's potential to exchange opinions, deliberate and devise joint action plans and activities. Considering that one of the central topics of the SE Living Labs focuses on creating and assessing value, this aspect of empowerment evaluation is expected to offer a supplementary benefit for the programme's participants.

In accordance with these considerations, the SE4Ces evaluation methodology aims to exploit the emancipating potential of empowerment evaluation and implement an evaluation process that reflects the project's collaborative outlook, while it contributes to stakeholders' development by enhancing their capacity to monitor and assess their own performance. Therefore, this deliverable establishes evaluation procedures that adhere to the principles and adopt the main components of Empowerment evaluation, as described above and in a similar fashion to the method followed by Fetterman and his colleagues (2010) in evaluating Stanford Medical School's curriculum, adapted to the particularities of the SE4Ces context.

The process, described in detail in the following section, involves the introduction of regular evaluation activities throughout the implementation of the SE Living Labs activities, and a structured process for reporting data, reflecting and revising the evaluation process and the programme itself.

3. METHODOLOGICAL FRAMEWORK

Assessing the implementation of the SELL framework as well as its impact on various levels, is a complex procedure as it involves the achievement of several objectives, the application of various tools and techniques and the accounts of multiple actors. In order to account for all aspects of this intricate procedure, this section takes a closer look at SE4Ces findings and objectives and identifies specific sets of relevant variables, which will be used to evaluate the successful implementation of the Living Labs Framework and its effects. The following section outlines the parameters that were identified and will be investigated in order to assess the pilot Living Labs implementation, along with some proposed tools for the investigation of each dimension.

Furthermore, applying an Empowerment Evaluation approach in the SE4Ces methodology, requires the introduction of an elaborate scheme, which will include numerous evaluation activities, along with an iterative process of data collection, analysis, reporting, reflection and action. Section 3.2 discusses how the Empowerment Evaluation principles discussed in section 2.3 come together to form an evaluation scheme, and outlines the main steps and procedures that will be followed to design and implement it.

3.1. Evaluation parameters

Aiming to design evaluation tools that could efficiently assess the success of pilot Living Labs, Stimmuli has conducted an analysis of i) the project proposal, ii) the Needs analysis report, iii) Living Labs reports, iv) Co-creation workshops reports, v) the survey and lessons learned sections included in the SELL framework, and identify a series of parameters that need to be assessed in order to reach an overall evaluation conclusion. The analysis has identified several parameters that must be taken into consideration for evaluating the SE4Ces Living Labs framework, which are presented in Table 1. Each parameter that is introduced in the evaluation methodology relates to one or more of the evaluation axes described in section 2.2, and corresponds to the one or more of the quantitative and qualitative indicators established in Annex I of the SE4Ces quality assurance and risk management plan (D2.1: p. 15). The methodological framework contains generic variables, which can be adapted to the evaluation of any training programme, as well as specific variable categories, which are tailored according to the particularities of the SE4Ces Livings Labs and are focused on identifying the elements that are crucial for its evaluation.

Table 1 - Evaluation parameters

	KPIs	Survey/ Questionnaires	Qualitative assessment
Attendance	●		
Engagement		●	●
Satisfaction		●	
Attitudes		●	●
Community-development		●	●
Co-creation methodologies		●	●
Innovative teaching methods	●	●	●
Skills & Value creation		●	●
Professional development		●	●

Attendance

The successful implementation of the framework will require certain number of participants to attend the activities, as well as the involvement of a significant number of educators and SE representatives in the co-creation and co-teaching processes. High attendance rates increase the likelihood that SE education challenges are addressed from multiple perspectives, while they also encompass more collaboration and networking opportunities

for involved stakeholders. Evaluating attendance is a straightforward procedure that can be accomplished with the quantitative KPIs established in D2.1, which include:

- Number of stakeholders participating in the 2 ignition meetings > 50

- Number of educators participating in the SE Living Labs > 50

- Number of SE organization members participating in the SE Living Labs > 50

- Number of SE students participating in the SE Living Labs > 50

- Number of local actors participating in the SE Living Labs > 50

Engagement

The effectiveness of all educational activities is often a function of the participants' level of engagement. Collaborative activities and action learning methodologies (such as Co-creation, Living Labs and Service Learning), which depend on participants' active involvement and interaction, seem more likely to be affected by participants' engagement levels. A set of close-ended items based on the guidelines established by Kirkpatrick's training evaluation methodology[4], which will be introduced in various forms in the project's activities, will be used for measuring participants' engagement. Moreover, if quantitative data suggests that a deeper understanding is needed, items related to engagement may be included in qualitative evaluation instruments.

Satisfaction

Participants' satisfaction with an activity is often indicative of whether the activity has achieved its objectives. Within the SE4Ces context, measuring participants' satisfaction with the Living Labs pilots is critical, as students' dissatisfaction with existing programmes is established and documented in the project's preliminary tasks. As with measuring participants' engagement, various quantitative items will be used to measure participants' satisfaction with the activities.

Attitudes

Participants' attitudes towards an objective (such as how important they consider it, how confident they are that they can implement it, and how committed they are in adopting it) are essential for an activity's mid and long-term impact, as they are exhibitive of how participants

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[4] Kirkpatrick, J. &Kirkpatrick. W.K. (2021). "An introduction to the New World Kirkpatrick Model". Available at: https://www.kirkpatrickpartners.com/wp-content/uploads/2021/11/Introduction-to-the-Kirkpatrick-New-World-Model.pdf

will perform in the long run. If participants are hesitant or unwilling to integrate collaborative knowledge creation and teaching techniques in their regular work routine, it is more likely that the activity impact will be limited to short-term effects. This set of variables can also be investigated through quantitative measures, however it can also be explored in more depth with qualitative techniques, if necessary.

Community-development

As discussed above, the fragmentation of the SE sector and lack of established relations among stakeholders have emerged as a point of great concern, during the SE4Ces preliminary analyses. Thus, building partnerships and developing communal relations, with the active engagement of students, educators and SE community actors, to facilitate all involved stakeholders to get composed in a concrete community, is crucial for the advancement of SE education and for overcoming the challenges of the SE sector. Several elements contribute in the development of a SE community, such as joint activities, network development, addressing societal challenges and collective action to overcome institutional barriers. Considering the multiplicity of factors that influence communal relations, this dimension should rather be investigated through combined quantitative and qualitative measures, which would not only account for the presence (or absence) of these factors within the programme, but also for the dynamics between stakeholders, the community as a whole, as well as and external actors.

Co-creation methodologies

Absence of collaborative knowledge creation for SE academic curricula is one of the core issues that kept emerging in all the SE4Ces preliminary phases, as one of the main obstacles for the advancement of SE education. Limited partnerships and communication between SE organizations and HEIs, almost inexistent involvement of SE actors during the planning, development and refinement phases of educational programmes and educators' lack of motivation and experience, were recorded as factors that contribute significantly to the slow development of the field. This lack of co-creation initiatives is closely related to the underdeveloped condition of the SE community discussed above, since strong relations between stakeholders would create more opportunities for collaboration. Nevertheless, considering the core role of co-creation methodologies in the SE4Ces project, the current evaluation plan adopts an approach that examines co-creation separately, combining diverse quantitative and qualitative tools to thoroughly examine how these methodologies are applied and how they are perceived by involved actors.

Innovative teaching methods

As revealed in the project's early stages, the most important sources of students' dissatisfaction with their study programmes are traditional teaching methods and lack of opportunities to apply theoretical knowledge into practice. In that respect, the application of innovative teaching approaches fostering collaborative teaching, with the active involvement of SE actors, and action-learning, where students have the opportunity to acquire hands-on experience on real-life cases, is essential for the success of any endeavour to advance SE education.

Taking into account that the implementation of such approaches involves complex processes, diverse activities and multiple actors, SE4Ces adopts an elaborate evaluation approach, combining multiple evaluation methods and measures, in order to account for the numerous parameters involved. More specifically, KPIs measuring the numbers of activities performed and other quantitative measures exploring the participants' degree of involvement and contributions can be used to quantitatively assess whether the project's objectives are achieved. Furthermore, in depth interviews and/or focus groups can be employed for gaining more insights from involved parties, which can then be used to refine the material and teaching methodologies that will be introduced in the master's programme.

It should be noted here that, although Action Learning methodologies include Service Learning, particular attention is paid to assessing the implementation of SL since is constitutes one of the core components of SE4Ces, as discussed above.

Skills & Value creation

Given the particular nature of the SE sector, in terms of its value framework, participatory governance and societal and communal orientation, the need for specialized skillsets and a different conceptualization of value creation, which are in line SE requirements, has emerged and been discussed in all preliminary SE4Ces activities. The application of co-creation approaches in the development of the study programme, as well as the introduction of collaborative teaching and action learning methodologies, are expected to shape the curriculum in a way that fosters the mobilization of skills such as democratic decision-making, conflict resolution, networking, community-building, social impact assessment, as well as specialized managerial skills adapted to the particularities of SE. Moreover, it is equally important that skills development is linked and tailored to serve a conceptualization of value creation which reflects SE principles. From this perspective, an evaluation of the Living Labs pilot phase should also account for the kind of skills development that is fostered and assess the extent to which particular learning approaches contribute to advance specific types of skills. The development of skills can be investigated quantitively through questionnaires or similar tools; however, a qualitative evaluation approach will be required, in order to explore in more depth how these skills promote and support an alternative business model, based on a different understanding of value creation.

Professional development

Besides students' skills development through participating in the Living Labs pilot phase, SE actors and educators are also expected to benefit from their involvement in co-creation activities and collaborative teaching methodologies. Institutional barriers and lack of communication channels and joint activities, between SE enterprises and HEIs, have over time prevented both SE actors and educators from engaging in mutually beneficial collaboration exchanges. Consequently, significant percentages of both educators and SE representatives have stated that they have limited or no experience with co-creation and co-teaching methodologies, in all the case study countries analysed by SE4Ces. Nevertheless, participation in co-creation, co-teaching and action-learning activities is expected to enhance skills and competences, which will help both educators and SE organizations representatives evolve professionally. Evaluation of educators' and SE representatives' professional development are outlined as distinct objectives of Task 7.1, and the SE4Ces evaluation methodology will introduce various assessment activities throughout the implementation phase.

3.2. Introducing an Empowerment Evaluation plan in SE4Ces

Developing a structured empowerment evaluation programme for the SE4Ces Living Labs is an intricate procedure, as the involvement of all stakeholders in every phase of the evaluation process is essential for the success of the task. The theoretical framework of empowerment evaluation, outlined in section 2.3 provides the foundations for designing the evaluation plan. This section aims to clarify the procedures that must be followed for its practical implementation in the SE4Ces context.

3.2.1 Steps for designing the empowerment evaluation plan

a) *Establishing the mission*
A prerequisite for the implementation of an empowerment evaluation approach is the involvement of all stakeholders in every step of the evaluation, including the designing phase. The first step in this procedure is to ensure that the group of stakeholders shares a common understanding on the goals and values of the project.
Within the context of the empowerment evaluation approach, the SE4Ces project has already completed the required activities to collectively establish the mission of the SE Living Labs, during the initial stages of the project, from which a set of four core themes was decided to comprise the backbone of the training programme.

b) *Taking stock*

This step aims at providing stakeholders the opportunity to evaluate their efforts within the context of their shared vision, to establish their priorities and concerns and express their views regarding the programme's strengths and weaknesses.

Considering that the SE4Ces Living Labs aim at pilot testing the material for a programme that will be implemented in the future, thus there is no past experience of the programme's advantages and limitations, the *Taking stock* stage will be focused in giving each individual stakeholder the chance to express their perspectives on the priorities, concerns and expectations the SE Living Labs pilot implementation. In order to achieve this goal, all stakeholders will be invited to participate in a *Postcard to the future self* activity, which should be concluded until the first days of the SE Living Lab, where they will have the opportunity to contribute their perspectives and which will be used to calibrate the evaluation strategy throughout the Living Labs pilot. Moreover, the postcards can serve as reference for later stages of the evaluation process during the SL reflection sessions.
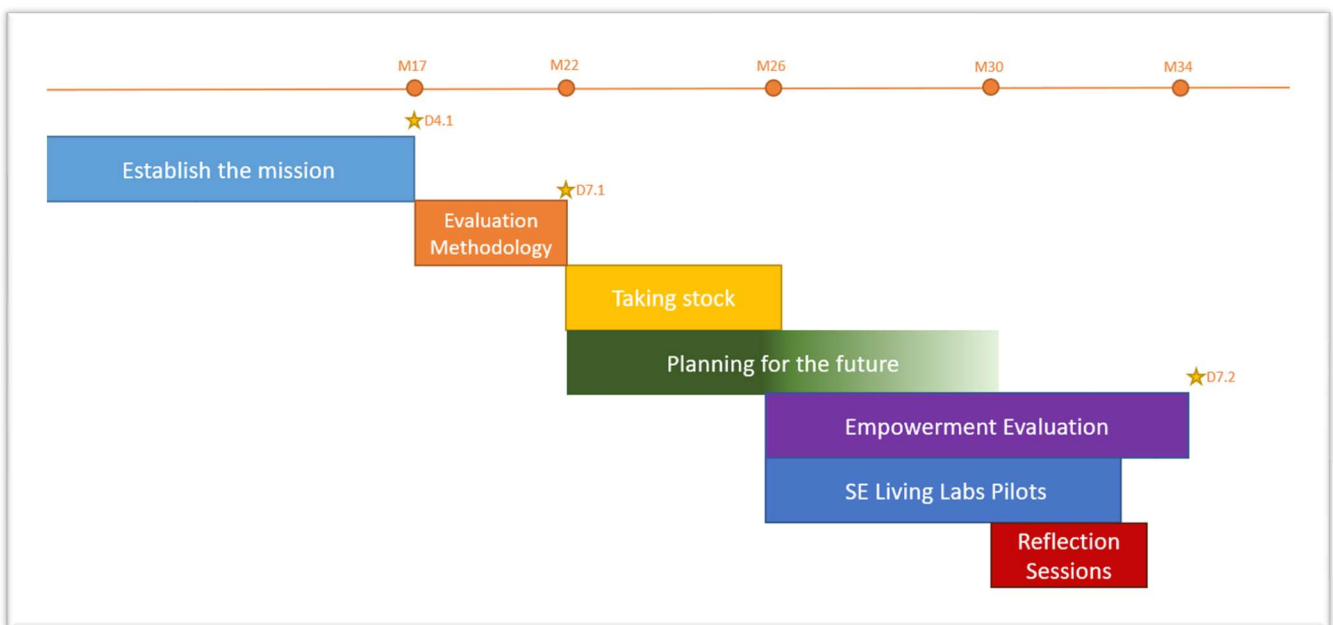

Figure 1. SE4Ces Empowerment evaluation Timeline

c) *Planning for the future*

After the project mission is established and the evaluation priorities are set, the next phase of the design focuses on setting up specific goals, strategies, as well as the tools that will be used to measure whether the goals are achieved and the strategies implemented. Strategies and goals should ensure that the implemented activities serve the project's mission, and also emerge from the Taking stock phase discussed above.

Therefore, a long collaborative procedure is established in order to devise sufficient strategies and tools to evaluate SE4Ces Living Labs. First, a set of evaluation questions is developed by Stimmuli (an initial draft is included in Annex I of the current deliverable), based on the evaluation parameters discussed in section 3.1. The questions aim at assisting stakeholders identify the aspects of each evaluation parameter that need to be explored, in order to measure the Living Labs performance against established goals.

Subsequently, a strategy for introducing evaluation activities is formulated, in close collaboration between Stimmuli and the partners responsible for developing the Living Labs material, in order to ensure that the evaluation goals match the Living Labs learning and other objectives, and that evaluation goals are introduced in the appropriate timing. It should be noted that all the processes described in this deliverable remain dynamic throughout the duration of the project, so that stakeholders can revise the implemented strategies mid-course if this is considered appropriate. In that respect, the strategies developed at this staged are not set in stone, but they can be reviewed and calibrated if evidence points towards another direction.

3.2.2 The SE4Ces empowerment evaluation implementation

Implementing an empowerment plan for SE4Ces requires the introduction of various evaluation activities and the establishment of a mechanism that will allow all involved parties to participate, reflect and calibrate the study programme according to the findings produced in each evaluation cycle. The objective of this process is to allow partners to evaluate the SE Living Labs implementation in several cycles, so that they will have the opportunity to gradually refine the study material, take corrective action and test its effects while the programme is still ongoing.

In order to achieve that, the current evaluation plan establishes a structured and iterative process involving i) frequent evaluation activities, ii) regular reporting, iii) reflection and action on evaluation findings, as outlined in Figure 2.

Figure 2. The SE4Ces empowerment evaluation process

More specifically, after the initial planning phase is completed, <u>weekly evaluation activities</u> are introduced in the SE Living Labs schedule, which are prepared by Stimmuli in

collaboration with the partners responsible for the development of the study material. The purpose of these weekly evaluation tasks is twofold: firstly, it allows the collection of evaluation data on Living Labs study programme from the very early stages, while at the same time it contributes to the development of a *Culture of Evidence* among the participants, which is crucial for the successful implementation of the empowerment evaluation approach. In order to enhance engagement with the evaluation activities, the initial tasks will be short, simple and will adopt gamification elements, if possible. As the implementation of the Living Labs pilots progresses and the *Culture of evidence* is established among the participants, evaluation tasks will become more elaborate and demanding, and will incorporate elements from previous cycles of action and reflection.

The Stimmuli team, who will play the role of the *Critical friend* described in section 2.3, composes a <u>monthly report</u> summarizing the findings and conclusions of each month's evaluation activities, and disseminates it to SE4Ces partners to <u>discuss, reflect</u> upon it and <u>make adjustments</u> on the Living Labs material, the evaluation strategy and/or upcoming evaluation activities, as they see fit. This cyclical process will be repeated for the whole duration of the pilot Living Labs and its produced results will feed into the following cycles, as well as into the Reflection sessions, which will be implemented during the four final months and where the main volume of data for producing the final evaluation report (D7.2) will be collected.

4. CONCLUDING REMARKS

The current deliverable outlines the approach and procedures that will be followed for the evaluation of SE4Ces Living labs pilot activities. The evaluation methodology was developed with a focus on producing results that will contribute to the improvement of the SE living labs material and teaching methods. Therefore, an empowerment methodology approach was adopted, as it provides a flexible framework that relies on collaboration and reflective procedures, and offers numerous opportunities to take corrective action to improve the study program.

Moreover, the evaluation methodology is grounded on a comprehensive analysis of the project's preliminary findings, providing a solid foundation for developing evaluation instruments that address the project's needs and priorities, as they emerged from SE4Ces early exploratory stages. In the same vein, the evaluation plan proposed in this deliverable, corresponds to the project's established targets, as they are outlined in the SE4Ces quality assurance and risk management plan, to ensure that the evaluation produces measurable outcomes that are appropriate to assess the project's performance.

Nevertheless, the decision to employ a flexible evaluation approach, such as empowerment evaluation, entails that it is not possible to include conclusive evaluation instruments in the current evaluation methodology. Thus, the current document is constrained in providing

some generic drafts, which will gradually evolve to specific tools, based on the development of the study material and needs that emerge as the pilot phase progresses.

5. ANNEX – EVALUATION ITEMS TEMPLATE

This section includes an indicative guide of the topics that will be explored for the evaluation of the SE4Ces Living Labs. The list is not exhaustive, nor it entails that all the items included in it will be implemented in the actual evaluation plan. Instead, as discussed in the previous sections and in line with the empowerment methodology approach, this list aims to serve as a guide for SE4Ces partners involved in developing the SE4Ces material. The purpose of this guide is to inform interested parties about the types of questions that the evaluation plan will be based on, and the range of topics involved in the original planning of the evaluation methodology. The final evaluation tools, which will be implemented during the SE Living Labs' evaluation, will be decided in close collaboration with the partners designing the Living Labs' study programme and according to the evaluation findings of each cycle of reflection and action, as it is outlined in section 3.2.

	KPIs	Quantitative methods	Qualitative assessment
Attendance	• Number of stakeholders participating in the 2 ignition meetings > 50 • Number of educators participating in the SE Living Labs > 50 • Number of SE organization members participating in the SE Living Labs > 50 • Number of SE students participating in the SE Living Labs > 50 • Number of local actors participating in the SE Living Labs > 50 • 20 university teachers trained in learning mobility • 50 university teachers trained in local training seminars • 5 training staff trained in learning mobility • 30 SE entrepreneurs trained in learning mobility • 50 SE entrepreneurs and SE trainers participating in local trainings		

Engagement		● Thinking about the courses you attended, please indicate to what degree you agree with each statement [5-point scale]: a) I was engaged with what was going on during the program b) The classes were so interesting that it was very easy to stay focused with what was going on. c) I felt excited to attend and participate in the classes d)The courses structure made it easy to interact with i) the teachers, ii) the students e) The material we used was very interesting ● Please rate this week's activities according to how engaging they were [List of activities with star rating system] ● Poll: Vote for the most/least engaging activity you attended this week	● If you were teaching class, what is the one thing you would do to make it more engaging for all students? ● How do you compare the course you attended to other courses you experienced in the past, in terms of how engaging it was?

Satisfaction		● Thinking about the courses you attended, please indicate to what degree you agree with each statement [5-point scale]: a) I would recommend this program to my colleagues b) The program material will contribute to my future success c) The programme met my expectations d) The course material was very easy to use ● Overall, how would you rate your experience with the programme (so far)? [Star or emoji rating system] ● Indicate with activities you liked the most/ least	
Attitudes		● How confident are you that you can apply what you learned in your (future)work? ● How committed are you to try and implement what you learned in your work. ● Indicate how much you agree with the following statements [5-point scale]: a) What I have learnt is important for i)my work, ii) achieving my future goals b) I will implement what I have learnt in my work c) I am confident I can use the knowledge I acquired from these courses	● From what you learned what do you plan to apply in your work and why is it important? ● What is the most significant take away you got from these courses? ● Will you do things different than before after attending these courses?

| Community-development | | ● Thinking about your experience with SE4Ces, indicate how much you agree with the following statements:
a) My involvement with the programme, helped me establish connections with people involved in SE outside my organization
b) I plan to organize joint activities with people outside my {stakeholder group}
c) Through my involvement with SE4Ces I have managed to build new collaborations
d) The SE4Ces collaborative activities, have convinced me that HEIs, SE actors and students must work together
e) SE can overcome its challenges through collaboration between HEIs and SE actors
f) I believe that this type of programme can help strengthen the SE community

● Indicate how many people you have met through SE4Ces [separately for Academics, Students, SE actors]. With how many of them are you expecting to work in the future? | ● How has SE4Ces contributed to strengthening the SE community?
● How can collaborations between SE actors, students and HEIs contribute in overcoming institutional barriers for SE?
● What you would you change in the programme to improve its community-building potential? |

| Co-creation methodologies | | ● In your opinion, how important was the contributions of all stakeholders in the development of the material?
• Thinking about you experience with the material, please indicate to what degree you agree with each statement [5-point scale]:
a) The introduction of co-creation methodologies has helped the material address issues that would be otherwise left untouched.
b) The contributions of SE actors/students are apparent in the produced material
c) Co-creation of the material makes the programme stand out from other courses I have attended

● After your experience with SE4Ces, how willing are you to implement co-creation methodologies in the future? | ● How do you think the introduction of co-creation methodologies has affected the quality of the material?
● How do you think co-creation of the material has affected the quality of the course? |

| Innovative teaching methods | • Number of service-learning projects designed and implemented by students > 50 | ● Rate the teaching methods you have experienced during the SE4Ces Living Labs: [List of innovative teaching methods]
● Thinking about your experience with SE Living Labs/ Service Learning, please indicate how much you agree with the following statements:

I) relevant for students:
a) The teaching methods implemented in the SE Living Labs has helped me gain practical experience on the SE sector
b) During my SL experience, the SE organization has dedicated sufficient time to me
c) SL has helped improve my social awareness
d) Through SL I have built partnerships for my future career
e) I had the opportunity to deal with real-life challenges

II) relevant for SE actors:
a)I had the opportunity to get involved in teaching students about the SE sector
b)SL has given us the chance to train a potential candidate,
c) we have addressed unmet needs through SL

III) relevant for educators:
a) The participation of SE actors in teaching has raised the quality of the courses
b) the students benefited from action-learning methodologies
c) I am satisfied from the introduction of innovative teaching methods in my class | ● What do you think about the methods introduced in the Living Labs? What difference did they make in improving the training quality?
● Has the Service-Learning experience met your expectations? What would you change, if you had to do it again? |

Skills & Value creation		● Thinking about your involvement in SE4Ces Living Labs, indicated how much it has helped you: a) Develop i) communication skills, ii) Networking skills, iii) conflict management skills, iv) impact assessment skills b) understand social needs c) understand differences between SE and traditional management	● According to your experience, how does SE Living Labs contribute in promoting a different conception of value creation? ● What would you change in the programme to improve its skills development potential?
Professional development		● Thinking about your experience with SE4Ces, indicate how much you agree with the following statements: a) (Educators) My involvement with the programme, helped me improve my skills in i) teaching, ii) design a training programme, iii) using innovative methods in my courses, b) (SE actors) My involvement with the programme has helped me i) address challenges I encountered in my business, ii) build partnerships and expand my network, iii) better understand how to operate my business	● Do you think that your involvement with SE4Ces will have a positive impact in your professional development? What is the most important contribution of the programme for you? ● Is there any experience you had from your involvement with the programme that you want to keep as something important for your career in the future?