



SE4Ces

International Learning Mobility

Training for teachers:

**“Running and starting a Social
Economy organization”**



Silvia Mazzoccoli (UNIBO) and Elena Barison (UNIBO)



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA
DEPARTMENT OF MANAGEMENT

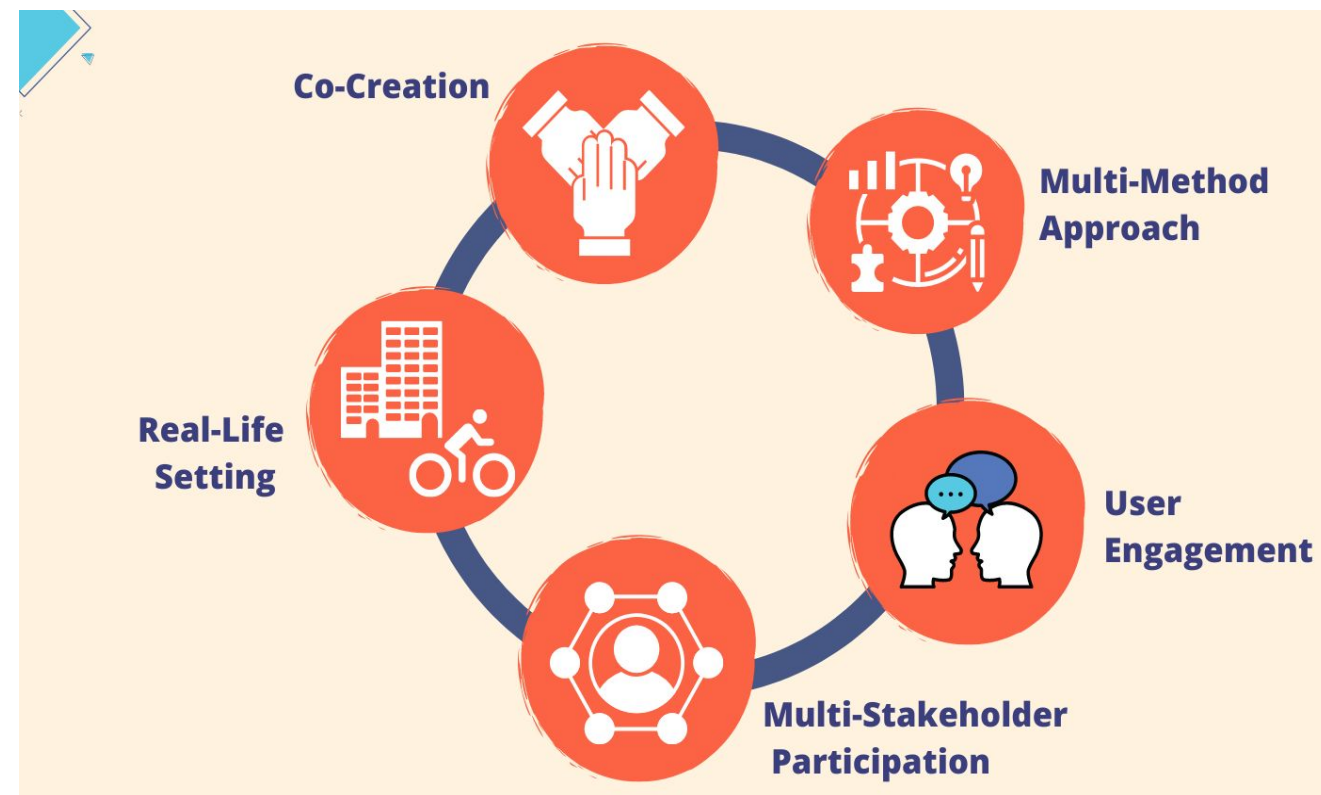


YUNUS
SOCIAL
BUSINESS
CENTRE

SE4Ces – Living Labs

Training needs of the social economy

- **Skills mismatch** between educational offer and needs of social economy organizations
- **Poor collaboration** between universities, students and social economy stakeholders
- Need for a **common EU framework** for social economy training



Living Labs implementation

Living Labs are social innovation spaces that **co-create** solutions to social and sustainability challenges related to a **specific territorial context**, adopting a **multistakeholder and interdisciplinary approach**

SE4Ces – literature review

Living Labs in Higher Education Institutions

- According to literature review, Living Labs take a role in **sustainability training and support skill development**.
- **Co-creation of the educational offer** and development of innovative and collaborative teaching methodologies → **needs of students and social economy organizations and stakeholders**
- **Improve communication** between university, students and stakeholders

Barriers to Living Labs implementation

- lack of communication channels
- lack of expertise
- difficulty in implementing a bottom-up process
- difficulty in engaging participants

Innovative educational tools

CO-PRODUCED IN CO-CREATION WORKSHOPS

1° GROUP

GAMIFICATION

They designed a series of **virtual tours in SE organizations**. These tours would be done by one student equipped with a camera, while the others would follow from the class in real time. The class would have a **goal**, such as **guessing the roles of the different people in the organization**, and would give instructions to the f2f student to get hints and complete the mission.

2° GROUP

PODCAST

The students will be asked to realize **5 podcast episodes** (15 minutes each) that focus on **different aspects** and points of view on the **corporate welfare**.

3° GROUP

ROLE-PLAYING

Students would take part in a **role-playing, simulating** the creation of a strategic **partnership between different actors** (public entities, SE organisations, enterprises, umbrella organizations, social actors) to meet specific social needs.

4° GROUP

CASE STUDIES

Students would be guided through all the steps by a combination of traditional lessons and debates about **pros and cons of different assessment methods** (to learn the theoretical aspects) and of case studies to solve. The goal is to define the right assessment method for each specific situation and to have strong communication with the organization.

Innovative educational tools

FOCUS ON THE PODCAST

TOPIC:

**ORGANIZATIONAL
WELFARE**

WHY:

All interlocutors agree that organizational welfare is one of the most discussed topics among workers but **least discussed in the classroom**.

The **goal** is to analyze different organizations to understand **how they practice organizational welfare** and **how workers perceive it**.

HOW:

Students will select a limited number of organizations and define with them some interviews with HR manager and workers.

As a result, students will realize a **5-episode podcast** focusing on:

- Legal framework;
- Interviews with workers, managers and operators of services about their perspective on organizational welfare;
- a final debate among the different actors.

Innovative educational tools

FOCUS ON ROLE-PLAYING

TOPIC:

**CO-DESIGNING A
PUBLIC FUNDING**

WHY:

All stakeholders agree that students need **more hands-on exercises** in the classroom.

The **goal** is to match students with public and private actors by **simulating a real public funding co-design call**.

HOW:

The **lecturer provides** a real public funding **co-design call** and a **list of organizations** interested in participating.

Students simulate a professional role for each organization, while the lecturer simulates the role of a public actor and coordinates the discussion.

The simulation is intended to get **students** to support a discussion and **propose a negotiation**. In addition, the experiment aims to show students how real dynamics can influence the outcome of the announcement (e.g. Bargaining power, credibility and trust of the public administration).

Innovative educational tools

FOCUS ON ASSESSMENT TOOL

TOPIC:

IMPACT INVESTMENT READINESS

WHY:

Possibility to offer insights to students on how to analyse the processes in an organization.

Validating a tool to adopt during **business planning, internships, service-learning.**

HOW:

Validation with a variety of stakeholders:

- How would you adjust the tool according to your professional experience and to the discussion in your group?
- Do you think the tool is useful for evaluating the Impact Investment Readiness of an organization?
- Do you see other functions for this tool? For instance, for strategic orientation and decision-making?
- Would you adopt this tool to train current and future professionals?

Then, we will adopt it for educational purposes in:

- business planning activities
- internships and service-learning

Module on “Running a SE organization”



STRUCTURE

Starting from a **real-life need** of the local community, students will build a Business Plan, in groups, in order to answer to this challenge. They will explore different types of organizations.



CONTENT

- Management in social economy organizations
- Management Accounting in social economy organizations
- Finance in social economy
- Fundraising
- Business Plan



INNOVATIVE ASPECTS

The module will be a combination of theoretical and practical experiences and will be run throughout the whole semester with the intent of developing a business plan.



SE4Ces

International Learning Mobility

Practical cases



Daniela Bolzani (UNIBO) and Barbara Petracchi (UNIBO)



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA
DEPARTMENT OF MANAGEMENT



YUNUS
SOCIAL
BUSINESS
CENTRE

SE4Ces

International Learning Mobility

Coffe break

11:00 – 11:15





SE4Ces

International Learning Mobility

Training for teachers:

**“Creating and assessing value
in Social Economy”**

George Kokkinidis (ESSEX) and Valerie Fournier (FEBEA)



University of Essex

febea

EUROPEAN FEDERATION OF ETHICAL AND
ALTERNATIVE BANKS AND FINANCIERS

SE4Ces

International Learning Mobility

Light lunch

12:45 – 13:15





SE4Ces

International Learning Mobility

WP7: Evaluation Activity

Christina Galani (Stimmuli for Social Change)



Objectives of the LM evaluation tasks

- ❑ Evaluate participants' experience in the Learning Mobility event
- ❑ Assess participants' satisfaction with the educational package
- ❑ Explore what the participants have gained from the event
- ❑ Identify participants' expectations from their involvement with the project



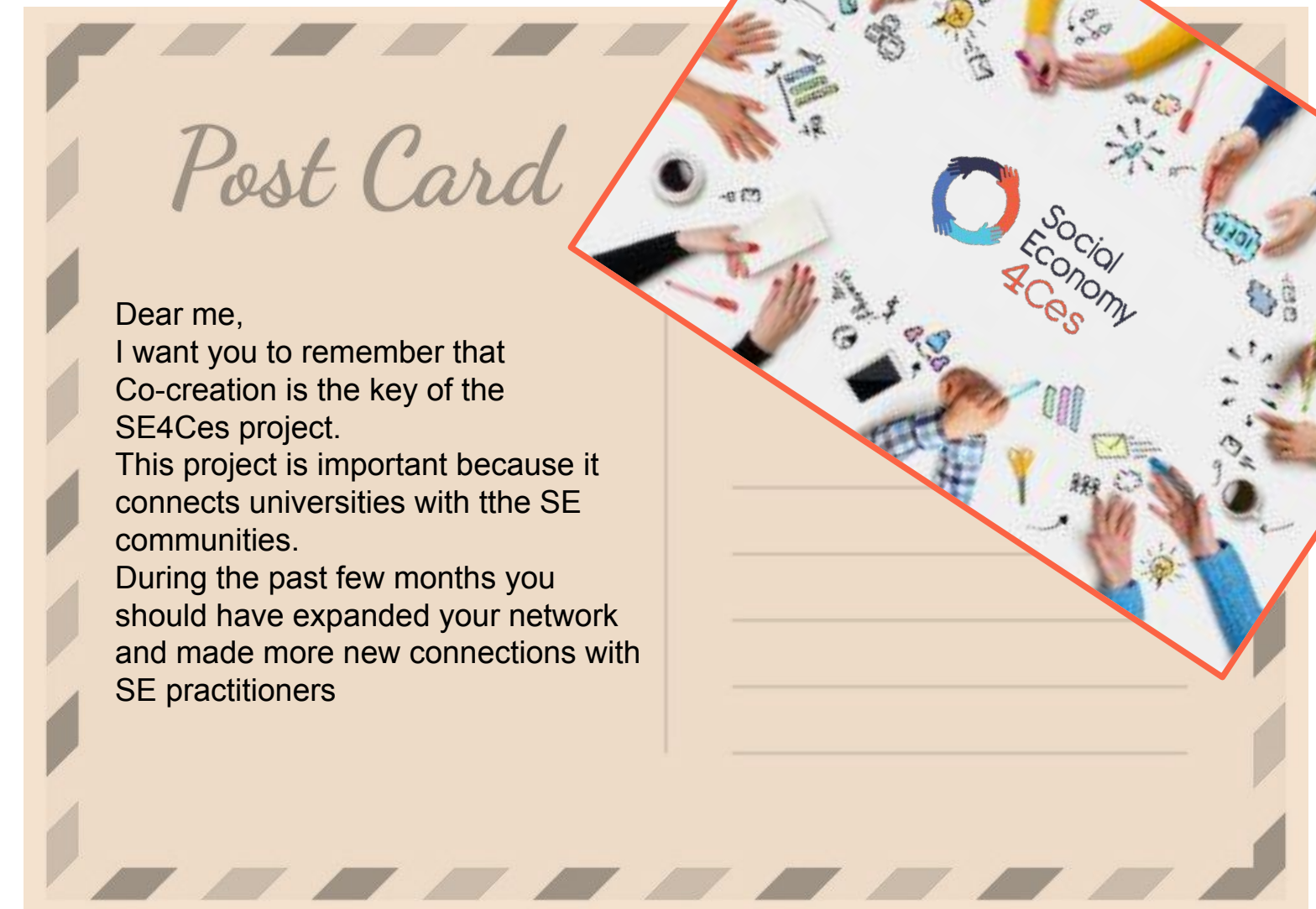
LM evaluation tool #1: Online poll



- ▢ **An online poll will be distributed to the participants via a link & QR code**
- ▢ **The poll contains 12 close-ended questions answered in a 5-point scale**
- ▢ **The poll measures: a) overall satisfaction with the event, b) satisfaction with the educational package & c) attitudes towards the educational material**

LM evaluation tool #2: Postcard to the future

- ❑ Participants will fill an online form containing 3 open-ended questions
- ❑ The postcards are used to measure: a) what the participants have gained from the LM event, & b) their expectations from their involvement with the project
- ❑ Responses will be automatically compiled to postcards through a python programme, and will be content-analyzed to identify attitude trends and themes for further exploration
- ❑ Postcards will be sent to respondents a few months later along with a questionnaire investigating whether expectations have been met



Next Steps



1 Evaluation planning

What:

Design evaluation activities for upcoming events

How:

Evaluation planning template



2 Analyze results

What:

Extract preliminary findings from evaluating project activities

How:

Analyze data from initial evaluation activities



3 Report to partners

What:

Partners are updated on preliminary findings & adjust evaluation strategy if needed

How:

Stimmuli issues a monthly evaluation report for the partners before each monthly meeting

Check out our tools!

Evaluation poll



Postcard to the future



Stay in touch. Scan the QR!



or go to our website
socialeconomy4ces.auth.gr

@SE4Cesproject



SE4Ces

International Learning Mobility

For those who have booked,

See you for dinner at

Locanda delle donzelle

at 19:30

Via Polese 7A, Bologna

Follow us on Twitter 🖱️ <https://bit.ly/3tUTW1w>
Or on LinkedIn 🖱️ <https://www.linkedin.com/showcase/se4ces/>
Subscribe to our newsletter to stay updated on the project
<https://socialeconomy4ces.auth.gr/news>

Goodbye!
Thank you



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

