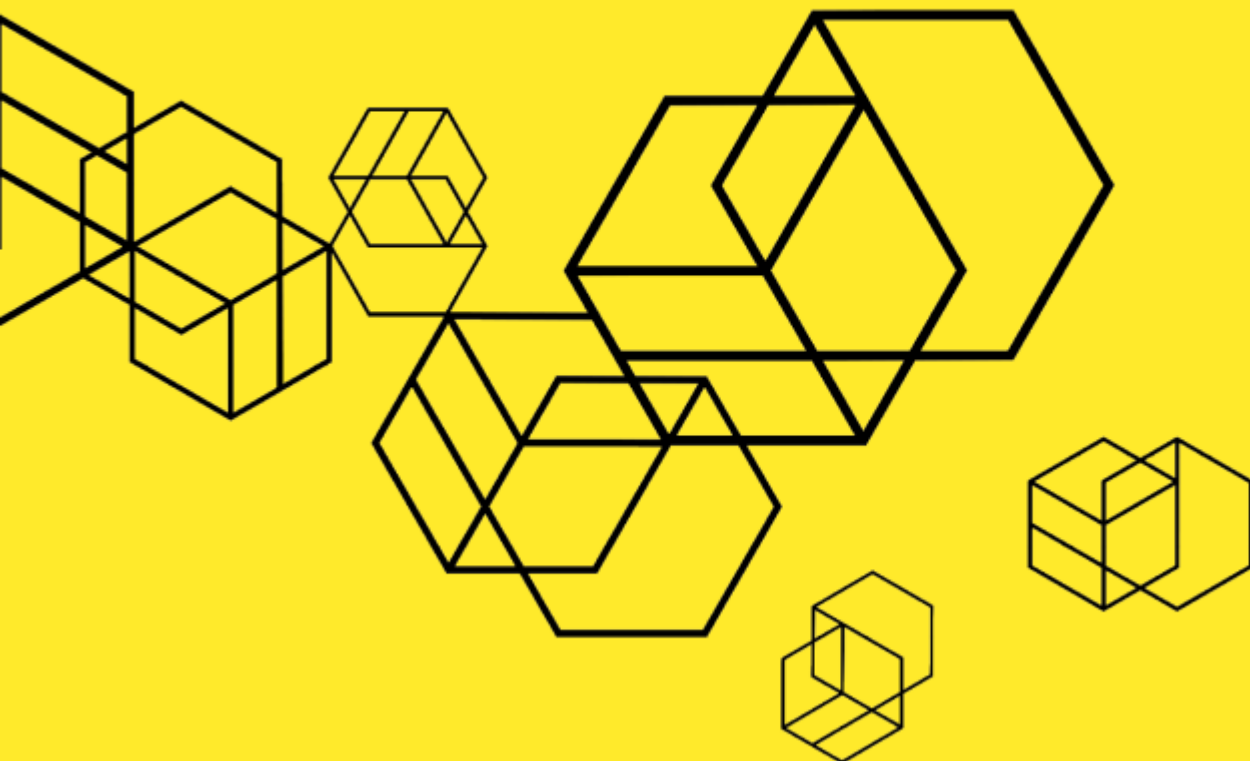




**SOCIAL
INNOVATION
COMMUNITY**

Report on SIC Learning Principles and Processes

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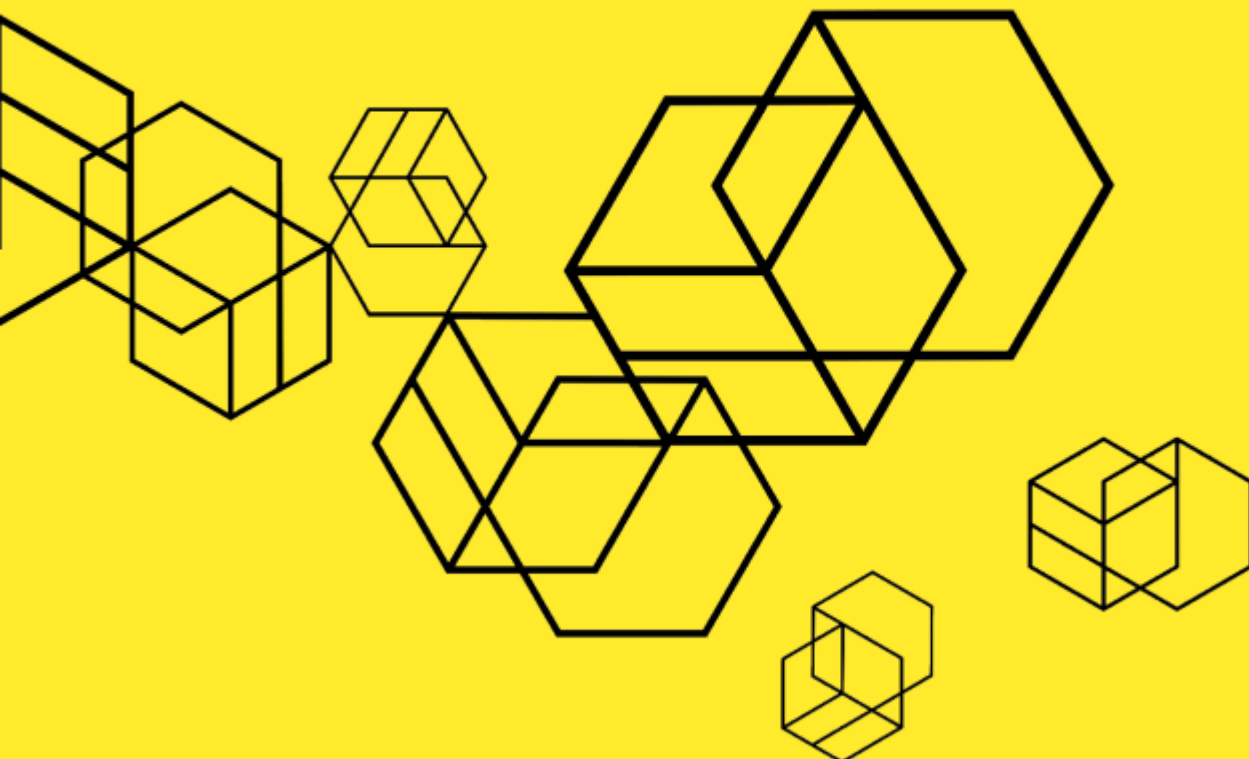
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RATIONALE AND OBJECTIVES OF THE REPORT

The aim of this report is directed towards establishing strong synergies and closing gaps between theory and empirical evidence on the issue of social innovation (SI) education.

Hence, the report will provide an initial grounded theory of learning in the context of social innovation, based on the analysis of 14 real-life case studies and their discussion with the support of diverse learning theories. The report thus bridges findings coming from the analysis and discussion of case studies with literature review, trying to capture the multifaceted aspects of learning in the context of SI.

Moreover, the report analyses gaps in the current education of social innovators and operators in the field of SI, providing advice and guidance on gaps and possible ways of filling them.

What emerges is an understanding of the gaps in SI education as well as its opportunities and a set of guidelines about how to exploit these opportunities within the SIC framework and beyond.

Learning in SI is a subject scarcely investigated until now despite the relevant role of different competences and knowledge in establishing and making SI robust and sustainable. Much research and many projects have already demonstrated that successful SIs are those supported by previous knowledge on a set of different domains from management to human resources, from legal frameworks to specialised knowledge on SI application sectors.

The SIMPACT project Deliverable 3.2 - *Comparative Report Across Social Innovation Across Europe* (Terstriep et alii, 2015) has already discussed the need to encompass the vision on SI as something that cannot be designed due to its bottom-up spontaneous nature suggesting, thanks to the evidences coming from 26 SI business case studies, that economically sustainable social innovation very much relies on the level of know-how and the absorptive capability of the underpinned organisation, individuals, and ecosystem.

Current literature on learning in SI is basically confined within the boundaries of the phenomena of social entrepreneurship and social enterprise/social economy (SE). As a consequence, the majority of the education programmes that today cover the area of SI are mainly developed around areas such as: management of social enterprises and cooperatives, social enterprises and cooperative legal forms, non-profit sector characteristics and market, and social economy principles and dynamics.

Contrary to this trend, there is a new tendency that has emerged during the last years which is emphasising many more areas of competences and tools that specifically address the problem of how to conceive and develop SI: how to individualise a promising idea, how to transform an idea into an innovative process, product or services, how to conceive an effective user experience for SI costumers and beneficiaries, and how to design a sustainable business models. As a confirmation for this tendency



we can observe the proliferation of SI design toolkits that exploit methodologies and tools coming from the area of design thinking and service design, innovation and new product development, and action-based research – to mention a few – to offer learning tools for social innovators, intermediaries and organisations who wish to establish a SI.

Then the question is: what are the learning mechanisms and processes that are in action in SI contexts and that better work to support these learning needs? What are the gaps between the practice of SI and how SI is faced in educational programmes around Europe? And finally, which guidelines are coming from the SI fields that should be adopted in SI education programmes?

The overall goal of this Deliverable is to empirically analyse the learning factors at work in different SI contexts, to classify and discuss them against the theoretical research on learning and to produce a set of recommendations to fulfil the gaps that already exist in the field of formal SI education.

To reach this goal T4.1¹ has been developed along three main lines of activities:

Sub-task 1. Understanding the learning principles that may (or may not) work in social innovation. For this sub-task, we have conducted a review of the literature on the main learning frameworks. This review, reported in section 1, has supported us to have a larger set of principles and processes of learning, with respect to the framework of the social entrepreneurs, against which to discuss real case studies.

Sub-task 2. Extrapolating learning processes from real SI case studies. For this sub-task, we have applied the qualitative methodology of the case study. We developed 14 SI case studies to cover different contexts and meaningful processes. For each of the cases, those learning mechanisms at work have been detected and discussed.

Sub-task 3. Analysing the current SI education offering within the EU boundary. For this sub-task, we have selected different program typologies: formal education programs (master degrees); not formal education programs (intensive courses, post-degree courses, courses that are not officially recognised

¹ This task aims to understand what learning means for researchers, social innovators, citizens and policymakers in SI and how it is fostered in institutional/top down environments (universities, schools, public agencies and organizations) and in non-institutional/bottom-up contexts (intermediaries, facilitators, makers). By analyzing how different types and levels of learning relate to how social innovation actors solve social problems or challenges and scale-up local solutions the task will offer insights on how learning works in several SI contexts: in a) SI incubators and accelerators across Europe; (b) in SI cases; and (c) in the SI ecosystem. These efforts will be connected with on-going EU FP7-funded research projects (SI DRIVE, TRANSIT, BENISI, TRANSITION, SIMPACT and CRESSI). Together with WP Strategy Development and Impact Measurement, and WP Research, this task will assess what works and what does not in terms of learning principles, processes and contents. Results will be directly used for setting up T4.3 (Summer School), and T4.4 (Social Learning Workshops)."



in the EU university education system); on line courses, and educational paths offered by networks operating for the diffusion of SI.

The learning processes and principles at work in real SI contexts have been individualised, classified and compared with the general principles of learning in 4 domains (individuals, organisations, communities and networks and ecosystem) and compared to those applied in SI education programs.

The final results we provide with are:

- The SIC learning framework: a general model of learning to be exploited in designing SI education programmes;
- An overview of the main education offerings available in Europe and beyond on SI; and
- Gaps and opportunities for the next generation of SI education programmes in terms of both new content and areas of learning and new trajectories of development.

1. OVERVIEW OF LEARNING THEORIES

Literature on learning in SI is still very scarce and it is even more difficult to find scientific work on learning in SI contexts. However, a larger body of literature on social entrepreneurship education and scientific work on social economy and on social entrepreneurship has taken centre stage for decades. “Theoretical Approaches to Social Innovation – A Critical Literature Review”, the first constitutive publication of the research project SI-DRIVE analyses different concepts related to SI and shows how according to these multiple foci SI is related to social change (Howaldt, Butzin, Domanski, & Kaletka, 2014). The review reaffirms the assumption that the concept of SI cannot be limited to one focus, be it social entrepreneurship or social economy, and demonstrates that widening the perspective is crucial for understanding SI. Hence, it makes an important contribution in terms of liberating SI from the silo of the third sector and opening up to other areas of society. To avoid the lenses of the uni-sectoral perspectives or also that of actor-centred approaches on SI learning, this deliverable focuses on the larger amount of literature on learning theories and processes with the aim of providing a starting point from which the SIC project can identify learning principles and processes in different SI contexts to avoid the silo of social entrepreneurship and social economy rather than giving an overview of relevant literature from all these related fields of research. Therefore, this literature review looks for different research contributions in the field of learning that will help to approach the main results observed in the SI case studies presented in sections 4 and 5.

The review stresses four areas of research on learning:

- Innovation Ecosystems;
- Organisations;
- Communities/networks; and
- Individuals



and synthesizes the main results and models of how learning works in these contexts with the idea of exploiting the main findings from these areas to explain the processes and principles that have emerged in the case studies.

Learning in ecosystems

Many evidence-based findings are showing the power of the concept of innovation ecosystems for explaining cooperative innovative activities that traditional innovation models are not able to explain (Yawson, 2009). The fundamental assumption behind the concept of ecosystems is to expand the capabilities of one actor beyond its own boundaries and transfer knowledge into innovation in collaboration with others (Adner, 2006; Mercan & Göktaş (2011).

The concept can be distinguished by its use of analogies with that of biological ecosystems (Lansiti and Levien, 2004; Moore, 1993, 1996). According to Moore (1993), a key feature of any ecosystem is co-evolution. Thus, in the case of a business ecosystem, the activities of any single organisation cannot be considered in isolation. They are caught up in a whole network of interdependencies, whereby change in one part of the system can have far-reaching, and often unexpected effects, in other parts of the system.

Thus, a systemic approach to innovation focuses on the interfaces of the so far differentiated and largely separate self-referential societal sectors of state, business, civil society and academia, of their corresponding rationalities of action and regulation mechanisms and at the associated problems and problem-solving capacities (Howaldt, Domanski, & Schwarz, 2015). With regards to the question how these interfaces can be reconfigured in the sense of sustainability-oriented governance, established steering and coordination patterns are complemented, extended and shaped by aspects like self-organization, cross-sector co-operation, networks, and new forms of knowledge production (Howaldt, Kopp, & Schwarz, 2015). Associated processes of “cross-sector-fertilization” (Phills, Deiglmeier, & Miller, 2008) and convergence of sectors (Austin, Guitierrez, Ogliastri, & Reficco, 2007) increasingly make possible “blended value creation” (Emerson, 2003).

Such collaborations are picked up by at least two different heuristic models, the quadruple helix (see Wallin, 2010) on the one hand, where government, industry, academia and civil society work together to co-create the future and drive specific structural changes, and in the field of SI the social innovation ecosystem (see Sgaragli, 2014) on the other hand, which also asks for interactions between the helix actors, but adds the notion of systemic complexity and looks at both the serendipity and absorptive capacity of a system as a whole. Academic knowledge on social innovation ecosystems is very scarce and the concept is still fuzzy. Once again, a key question is about the roles and functions of different societal sectors as well as relations and interactions among them.

In this context, we find it useful to distinguish between what we call a macro and a micro perspective.



This approach helps to better understand different challenges for learning in such ecosystems.

The macro perspective has to do with an understanding of learning in terms of adaptive imitation. Hence, it is neither about copying nor about inventing. This is especially important regarding the question of how SIs diffuse, how they are adopted, imitated or scaled. The micro perspective emphasizes the importance of agency and capacity-building within innovation ecosystems on the regional and local level. The macro perspective refers to how scaling out usually manifests itself across time and places; the micro level refers to strategies for achieving the goal of scaling-out.

Learning in organisations

Senge (1990) defines a learning organization (LO) as one where “people continuously expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continuously learning how to learn together”.

Watkins & Marsick (1996) identified eight shared characteristics of LOs:

- 01** Learning organization focus on organizational learning and transformation; it is not enough for individuals to learn.
- 02** Structures and systems are created to ensure that knowledge is captured and shared for use in the organization’s memory.
- 03** Leaders and employees at all levels think systematically about the impact of their decisions and work within the total system.
- 04** Learning is built into work structures, policies, and practices.
- 05** Learning is transformative in some way, although it is unlikely that some new learning will also be adaptive.
- 06** Learning has a greater impact when it involves a greater percentage of the employee population.
- 07** Organizational systems and policies are structured to support, facilitate and reward learning for individuals, teams and the organization.
- 08** Measurement systems benchmark current knowledge and culture and monitor progress toward becoming a learning organization.

In broad terms, a LO can be viewed as a social system whose organizational members have acquired the processes for continually generating, retaining and leveraging individual and collective learning. The organisational learning process can also be simplified into a sequence of three phases: information acquisition, information interpretation, and behavioural and cognitive changes. Organisations that have developed a strong learning culture, have in turn gained an important asset: the capacity to create, acquire and transfer knowledge, as well as modify behaviour to reflect the new knowledge and insight. LOs first acquire information, interpret it to fully understand its meaning and transform it into knowledge.



Consequently, LOs must implement the behavioural and cognitive changes if they want to reap the benefits of the learning and understanding processes. In the end, the successful realization of the aforementioned steps will lead to behaviour changes that can improve performance (Senge, 1990; Garvin, 1993).

Much of the literature on organization knowledge builds on Polanyi's distinction between knowledge that is "tacit" as opposed to knowledge that is "explicit" (Brown, Collins, & Duguid, 1988; Lave & Wenger, 1990; Nonaka & Takeuchi, 1995; Polanyi, 1966). Tacit knowledge refers to knowledge that one has but cannot explain (Polanyi, 1966). This kind of knowledge includes intuitions, values, and basic assumptions (Argyris & Schon, 1978), as well as "artistry" (Schon, 1987), and Zen mastery and expertise (Schon, 1983). Explicit knowledge involves knowledge that can be explained and codified. For example, facts, theories, recipes, standards, and procedures are all examples of explicit knowledge (Nonaka & Takeuchi, 1995). It is important to distinguish tacit and explicit knowledge because research indicates that more than half of the knowledge in organizations is tacit, and that an even greater proportion of the most valuable knowledge in organizations is tacit (Prahalad & Hamel, 1990).

Effective knowledge transfer focuses on transferring skills, experience and personal knowledge with others. LO as an intelligent organization, should be designed to utilise the intellectual power of all its organizational members. As a whole, knowledge transfer becomes a strategic component of a LO when it is effectively implemented to enhance organizational competitiveness.

Furthermore, social capital (i.e. the ability of actors to secure benefits by virtue of membership of particular social networks) is an additional mechanism for enhancing knowledge transfer both within and between organizations (Rhodes et alii, 2008). Social capital is a jointly owned set of resources that accrue to an individual or group by virtue of their social connections and can be significant in knowledge acquisition and transfer between network members. The structural dimension of social capital reflects that members can be positioned either on the network-core or the network-periphery whilst transferring knowledge both formally and informally. These variables impact the ability of individuals to engage others in the network to seek out resources and knowledge. Individual actors connect and share information with other actors to provide content and meaning in knowledge transfer; they create and maintain relationships with each other to enable collective and purposeful action to take place.

The 4I learning framework (Crossan, Lane & White, 1999) is an attempt to describe the complex connection between individual, collective (collaborative) and organisational learning. According to this framework, learning occurs at multiple levels through four socio-psychological processes that link learning from the individual to the organization: intuiting, interpreting, integrating, and institutionalising. The tension between introducing new knowledge (exploration) versus using the existing one (exploitation) (March, 1991) works as a learning trigger, shifting from the individual level to the group and the organisation as a whole. In this sense, tracing borders between the different levels seems quite difficult



and improper. and major organisational learning frameworks individualise connections among them. Crossan, Lane & White (1999) make one step ahead, describing how knowledge shifts from individuals to groups and organisations, and vice versa. *“A basic assumption is that insight and innovative ideas occur to individuals – not organizations. However, knowledge generated by the individual does not come to bear on the organization independently. Ideas are shared, actions taken, and common meaning developed. Complex organizations are more than ad hoc communities or collections of individuals. Relationships become structured, and some of the individual learning and shared understandings developed by groups become institutionalized as organization artefacts. There is a reasonable degree of consensus that a theory of organizational learning needs to consider the individual, group, and organizational levels.”* (p. 524).

Learning in communities and networks

In contrast with many learning theories that involve abstract knowledge, Jean Lave (1988) argues in a pragmatist tradition that learning is situated: learning is embedded within activity, context and culture. It is also usually unintentional rather than deliberate. Entering a new and unfamiliar field, learning often occurs in a process of “legitimate peripheral participation” (Lave and Wenger, 1990) from which people gradually move into more central roles. Acquiring professional or craft skills in a system of apprenticeships traditionally occurs through such a process leading eventually to full membership in a community of practice. Situated learning *“takes as its focus the relationship between learning and the social situation in which it occurs”* (Willman, Lave and Wenger 1991).

Usually the knowledge is presented in authentic contexts — settings and situations that would normally involve that knowledge. The social interaction and collaboration that comes with this form of learning are essential components — the learner becomes involved in a “community of practice” which embodies certain beliefs and behaviours to be acquired. In the case of the social festivals, the knowledge is communicated by each individual participant who gets involved in the community. At the same time, in developing their ideas and projects, the participants share and even develop common beliefs or values.

An even more important aspect in this theory is that the beginner moves from the periphery of a community to its centre with the effect that he or she becomes more active and engaged within the community (and eventually assumes the role of an expert). This aspect covers exactly the aim of the social festival, thus should be highly in the focus of the organizers. As many theories, also the Situated Learning Theory has been further developed. Brown, Collins & Duguid (1989) emphasize the idea of cognitive apprenticeship: *“Cognitive apprenticeship supports learning in a domain by enabling students to acquire, develop and use cognitive tools in authentic domain activity. Learning, both outside and inside school, advances through collaborative social interaction and the social construction of knowledge.”*

Given the fact that some funded projects might involve several committed stakeholders that share a



concern or a problem and interact on a regular basis for some time, also the concept of Communities of Practice (CoP) might become relevant for the Social Festival. Jean Lave and Etienne Wenger (1991) [10] hereby emphasize that the three components of (1) the domain, (2) the community, and (3) the practice are required in order to count as a CoP. In case of the Social festival, a group of people would find an identity defined by the shared issue they are taking up and the aim of finding solutions to that problem (1). The community (2) would be built by members of each project, interacting and engaging in shared activities, helping each other, and sharing information with each other. They build relationships that enable them to learn from each other. The core are people who interact and learn together in order for a CoP to be formed. If the members actively develop a shared repertoire of resources which can include stories, helpful tools, experiences, stories, ways of handling typical problems, etc., the developed project can be considered as a CoP.

Individual learning

Individual learning is thought of as an “acquisition and integration” process of new ideas and concepts based on an accumulative knowledge. This represents a cognitive and individual process type. Knowledge is “information without context” and is acquired, obtained and shared and is able to be transferred to a diversity of contexts more easily. The learning has a universal dimension. In this perspective, the notion of explicit knowledge (codified) always prevails. (Polanyi, 1967, Nonaka and Toyama, 2003).

But, knowledge is thought as a “participation and co-creation process” of new ideas and concepts based on a participation process. This represents a collective and constructive process type. Knowledge is “embedded information in the social context” of a specific practice, it is not universal but rather situational and the learning doesn’t exist before the practice. In this perspective, the tacit notion of knowledge always prevails. (Polanyi, 1967, Nonaka and Toyama, 2003).

Hence, these two streams differ from each other by the mechanism of learning: one of them individual (cognitive) and the other one collective (collaborative). In one of the mechanisms, something new is “acquired” while in the other it “takes part” in something new.

Therefore, the cognitive approach emphasises the individual mechanisms of the learning process (learning by acquisition) where the individuals own new knowledge while the constructive approach emphasises the collective interaction mechanisms of learning (learning by participation) where the individuals are the actors of the new knowledge through the creation of communities (impossible to know without creating the context for learning). (Brown et al., 1989, Brown and Duguid, 1998, Lave and Wenger, 1991, Sfard, 1998, Cook and Brown, 1999).

Research on learning styles is rooted in psychological types, and moves from the assumptions that



individuals may perceive and process information in very different ways: how much they learn has more to do with whether the educational experience is geared toward their particular style of learning than whether or not they are “smart” (Lawrence, 1993).

In literature, numerous learning styles and learning style models exist. The differences among definitions and models result from the fact that learning is achieved at different dimensions and that theorists define learning styles by focusing on different aspects. Shuell (1986) explains that “different ways used by individuals to process and organize information or to respond to environmental stimuli refer to their learning styles”. Jensen (1998) defines learning style as a sort of way of thinking, comprehending and processing information. To Kolb (1984), learning style is a method of personal choice to perceive and process information. In this sense, learning style is, on one hand, sensory and, on the other hand, mental. Kolb states that Experiential Learning Theory, which defends that learning is a combination of experience, cognition, perception and behaviour, lays the foundation of the Learning Style Model (Kolb, 1984). Kolb’s model of learning styles distinguishes concrete perceivers (those who absorb information through direct experience, by doing, acting, sensing, and feeling) and abstract perceivers (those who take in information through analysis, observation, and thinking); active processors (those who make sense of an experience by immediately using the new information) and reflective processors (those who make sense of an experience by reflecting on and thinking about it).

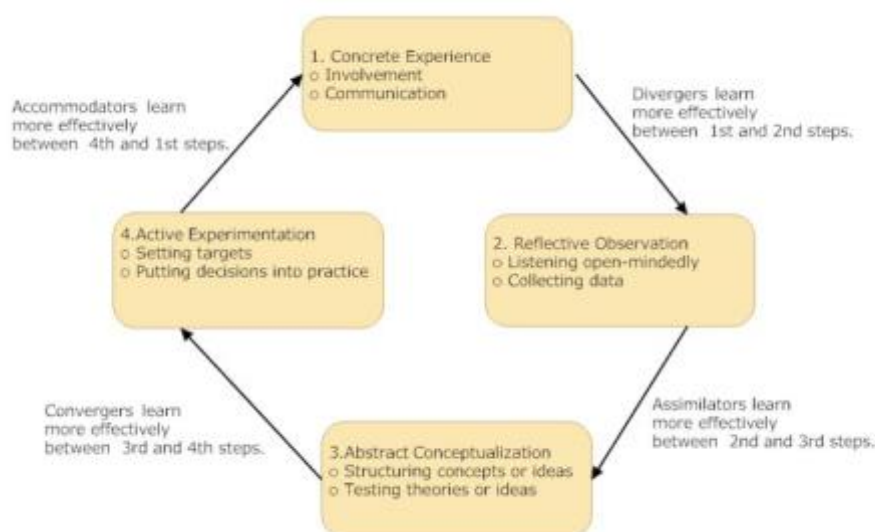


FIG. 1. KOLB’S CYCLE OF EXPERIENTIAL LEARNING. KOLB, D. A. (1984). EXPERIENTIAL LEARNING: EXPERIENCE AS THE SOURCE OF LEARNING AND DEVELOPMENT. ENGLEWOOD CLIFFS: PRENTICE HALL KOLB, D. A. (1985). LEARNING STYLE INVENTORY, REVISED EDITION. BOSTON, MA: HAY GROUP, HAY RESOURCES DIRECT.

Research on learning styles also states that traditional education tends to favour abstract perceiving and



reflective processing, in contrast with emerging educational approaches that put emphasis on intuition, feeling, sensing, and imagination, in addition to the traditional skills of analysis, reason, and sequential problem solving.

Honey and Mumford (1992) developed experiential learning further in learning styles theory, proposing four behavioural learning modes: activism, reflection, theorising and pragmatism. Mumford (1995) suggested that learning could be reactive or deliberate, and responsive or proactive, based on the level of conscious intent, and usefully confirmed that learning is both the process by which knowledge, skills and insight are developed as well as the end result of the content which is learned.

2. OVERVIEW OF THE CURRENT SI EDUCATIONAL PROGRAMMES

Societies across the globe are increasingly faced with challenges that cannot be solved by the current and dominant ways of organising, knowing and framing. Social innovation is often mentioned as a promising solution for these challenges as it can contribute to societal change by offering new ways of organising, knowing and framing. The knowledge, skills and competencies that are needed for social innovation are often not part of the education that the people have followed or are currently following.

Social Innovation education has a big role to play in developing the knowledge, skills and competencies of all types of actors involved with social innovation processes. It can provide opportunities to learn about and for social innovation, creating environments for peer-to-peer learning and knowledge exchange. Social Innovation has emerged as a relatively new topic and practice to be offered in Higher Education programmes and Continued education, or in any case under the header as such. In recent years, there has been a steady increase in the number of degree programmes, stand-alone courses and professional education on offer.

In this section of the deliverable, we aim to capture some of the diversity of the current offer in social innovation education in Europe, to distil insights from the course descriptions and curricula in terms of multiple aspects such as the learning approaches, methods, thematic focus, types of programmes and types of learners and to identify gaps and opportunities.

We do this by developing a longitudinal analysis of a range of courses and programmes focusing on Social Innovation and related topics such as Social Entrepreneurship, Social Change and Innovation & Sustainability. For this analyses we compared 32 European courses and 7 networks, in order to get an understanding of what is currently on offer. The overview of this transversal analysis of the selected courses is shown in Appendix 1. We purposefully chose not to include learning in the form of incubators and accelerator programmes, as these are examined in different tasks and activities within SIC (see D3.1 Findings from stocktaking will be incorporated into a joint curriculum).



We then selected a number of courses that give a good representation of the range in learning approaches, methods, focus and types of programmes on offer and we describe them in terms of (1) the thematic focus area; (2) Learning approaches (traditional <-> innovative); (3) institutional context and (4) typologies of learners. On the bases of this information, we compiled a couple of mappings that illustrate the ranges in learning approaches.

The overall structure of this section of the deliverable is as follows. We start by presenting a number of the findings that are clustered in terms of thematic focus, learning approaches and typologies of learners. Some of these are illustrated by a visual mapping of the courses we looked at. We then present an overview of the twelve courses that we highlighted and five networks. In this overview, we have clustered the course according to its category: full degree programmes; university courses; summer schools; post-graduate and non-formal education and online courses. For each highlighted course, we provide a short description and summary of its focus area, target audience, learning approaches and methods, unique feature and its institutional context.

Findings and mapping

Degree of innovation in approach and organisation

In this paragraph, we present our findings in terms of the degrees to which the courses on offer are innovative. We consider courses 'innovative' not just in terms of their content, but especially in terms of their learning approaches, methods and tools used, as well as the impact they have on society in terms of solving wicked problems, creating new societal collaborations and changing current structures, norms and practices. As can be seen in our course descriptions in section 2, the majority of the courses not only include social innovation as a theme but are (socially) innovative themselves.

The map below gives a visual impression of the degree to which the courses are innovative. Courses score higher along the axis of innovation when either being particularly innovative in one or more ways.

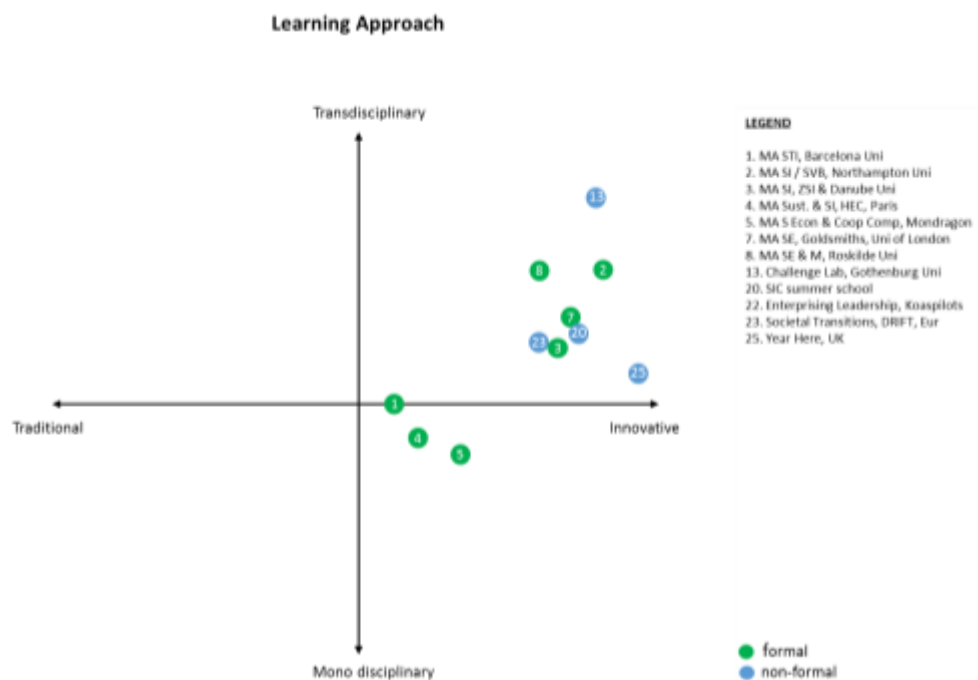


FIG. 2 MAPPING OF SI COURSES AND PROGRAMMES IN TERMS OF THE DEGREE OF INNOVATION AND DEGREE OF INTER- AND TRANS-DISCIPLINARITY

This mapping captures the first result, most of the courses on offer are relatively innovative:

- 01** SI programs often differ in their learning approaches from more traditional educational approaches by combining theory and practice, working on concrete challenges in teams and combining experiential learning with theoretical understanding and critical reflection. The combination of theory and practice is, for example, a core element of the Master of Design in Social Innovation at Ravensbourne University and the Master in Social Innovation at University of Northampton.
- 02** They also differ in that they support students to develop soft skills such as leadership and communication skills, team work capacities and self-reflection and positive attitudes. This might be done by working together on real cases, placements and/or combining part-study with actual social entrepreneurship. And reinforces the need to be innovative in the type of learning approaches and methods that are used. Some of the educational programmes, such as +ACUMEN and Kaospilot focuses on the development of leadership skills. Other programmes, like Challenge Lab at Chalmers University, the Masterclass Societal Transition of DRIFT and the School of System Change emphasise on system thinking and self-reflection. Others, such as the MA in Social Entrepreneurship at Goldsmiths, University of London and the MSc in Social Enterprise at Stirling University particularly encourage entrepreneurship skills.



- 03** Some educational programmes are (socially) innovative because they enable collaborations between multiple societal stakeholders and support new synergies and configurations among societal sectors and domains such as university, business, NGOs, local communities and administrations. This provides students an innovative learning environment. In this way, the course might also directly contribute to social change in the longer term. The courses that are like this are often either operating on the fringes of the educational institution they are connected to, or as in the Northampton case (and to a degree Roskilde University) are part of an institution that has put social innovation as a core value across the institution.

Degree of inter and transdisciplinarity

In our analyses, we found that most of the courses are interdisciplinary and/or transdisciplinary in their approach. The mapping on the previous page shows the ranges that we found. The courses that score high on the list are those that are not just interdisciplinary in terms of their learning approach, student population and teachers, but also include innovative partnerships across sectors. Examples of this last category are the Challenge Lab and Roskilde's MA in Social Enterprise and Management. In the first case of Challenge Lab, students interact with regional stakeholders in order to understand the system from different perspectives and therefore recognise critical leverage points to take into account to solve local issues. The MA in Social Enterprise and Management at Roskilde University is an international programme and it is part of an international network of universities in Asia, Latin America and Europe that allow the exchange of knowledge and experiences between students and teachers worldwide.

Many of the courses we looked at explicitly argued for the need to take an interdisciplinary approach with regard to the type of problems that social innovation aims to address. As our overview and course descriptions suggest, the majority of the programmes are strongly implying a multitude of interconnected themes and topics such as intrapreneurship and entrepreneurship, sociology, system complexity, management and leadership skills, etc. One very interdisciplinary course identified in our research is the Master in Social Entrepreneurship and Management at Roskilde University that combines multiple disciplines such as sociology, social innovation, social enterprise, organization leadership and governance, CSR and social accounting. Another very interdisciplinary programme is the Master in Social Innovation at Ravensbourne University where students work with a cross-disciplinary team of professionals and dive in multiple themes related to social innovation such as sustainability, corporate social responsibility, community resilience, venture philanthropy and organisational agility.

Degree of Theoretical versus Experience based learning

One of the findings we observed is the difference among courses is in terms of knowledge and skills



related to theoretical understanding, researching, and analysing SI versus experiential knowledge and skills related to the real practices of SI in context. The map below shows the degree to which a course focuses on either or both of these learning approaches.

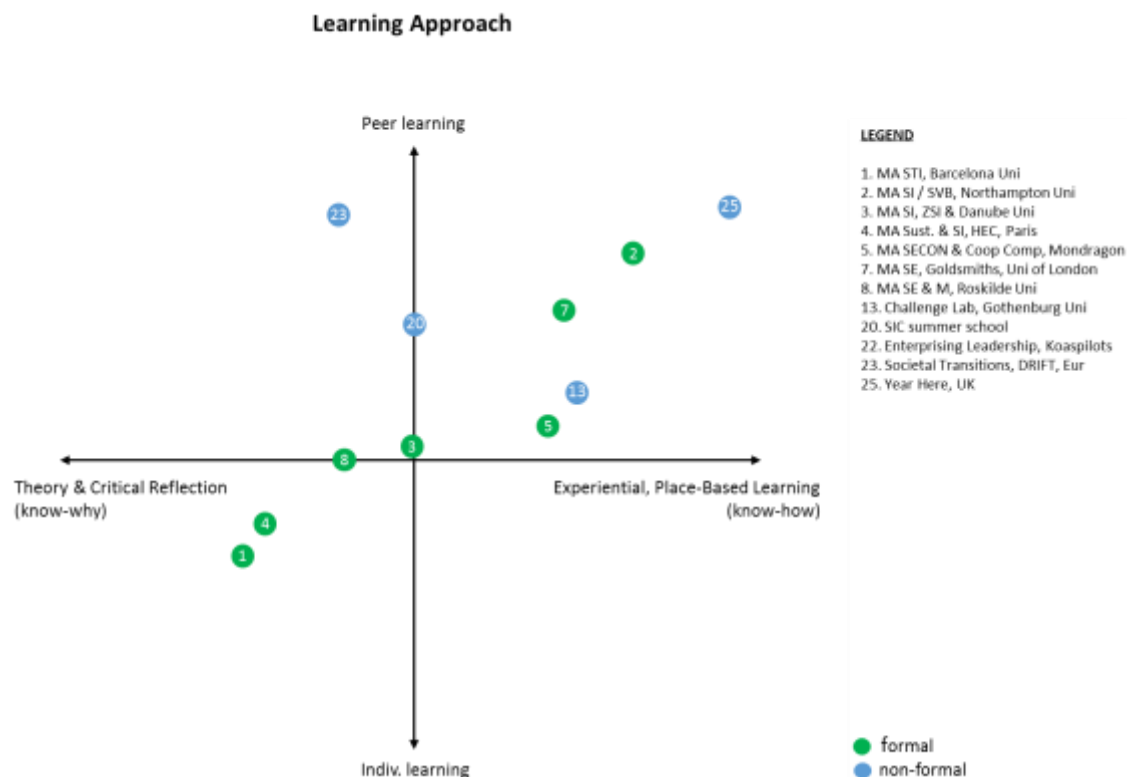


FIG 3. MAPPING OF LEARNING THEORIES AND LEARNING MODES

As the map above shows, there certainly is a wide range in focus from theory to practice. Courses such as Barcelona’s Social Transformations and Innovation and the MA in Sustainability and Social Innovation at HEC focus more on theoretical understanding, research skills and analysing social innovation. Many of the courses and programmes however emphasize the importance of non-traditional, ‘place-based’ and experiential learning experiences. As such, the courses we looked at differ from an average university course or degree.

Most courses offer a combination of both, i.e. learning about and for SI. Examples of programmes that combine both relatively equally are the MA degrees offered by ZSI, the SIC summer school and DRIFT’s Societal Transitions masterclass. There are also examples that focus predominantly on the practice of SI by different (groups of) actors. YearHere, with its placement programme, consultancy work and incubator programme has the strongest focus on experiential learning. Of course, the exact balance of the two will end up varying per individual learner in the programmes, based for instance on the type of casework they bring into the programme.



Intuitively it seems that this range would be closely related to the learning approaches that are used in the sense that traditional forms of knowledge transfer are more common in the courses which focus on theory and research. If one looks at both maps, we can see that this is generally the case, but that there are also exceptions such as the MA in Social Entrepreneurship and Management at Roskilde University. In this case, in fact, students do not learn only theories and concepts but also practices related to social entrepreneurship and on how to manage and organise a social enterprise. Through experiencing leadership and management processes in complex contexts and multi-dimensional organisation, students are promoted to develop the skills 'for initiating, analyzing and managing social innovation processes'.

Typologies of learners

Mixed target audiences and emphasis on peer-to-peer learning

Many of the programmes on offer are open to a wide variety of students. The identified courses are not targeted only to youth willing to develop a career and enter the job market but also to professionals with the interest to deepen in their knowledge and skills and especially learn about processes related to social innovation. For example, the MA Social Enterprise at Stirling University is aimed both at professionals working within social enterprises, consultancies, (governmental) organisations and other institutes and those wishing to develop a career in social enterprise.

In the case of non-formal education courses, such as +ACUMEN and Year Here, students to be admitted to the courses need to be highly motivated to contribute to transformative change. This means that they should be driven by an intrinsic motivation and they should be already aware of the current societal challenges to face.

In many of the identified courses the participants have very different background and have experience in different societal domains such as business, third sector, government, academia, etc. and from different societal sectors. The Masterclass Societal Transitions at DRIFT, for example, is targeted at a diverse combination of professionals, researchers, government officials and other change makers.

The high diversity of the participants in term of background and experiential knowledge permit them to learn from each other and exchange their experiences working in different societal spheres. Peer to peer learning is therefore highly encouraged and accelerate the learning process of the participants.

Thematic focus areas & Institutional contexts

When we were compiling the course overview we searched for education programmes that were explicitly focussed on SI. We also looked for programmes that are similar in their content and skill development,



but might use a different language and/or have a different thematic focus. In the following section, we discuss some findings related to the thematic focus areas of the investigated courses.

Entrepreneurial and business development

Many programmes and courses take entrepreneurship and business development as main thematic areas. This means that the courses focus on the development of social entrepreneurship skills and on learning theories and methods needed to start-up companies and social enterprises. Some of the analysed courses, such as the MA Social Entrepreneurship at the London University, supports students to develop their own social enterprises that can belong to different sectors like health, environment, education, etc. Students learn how to identify and build relationships with stakeholders, how to measure the impact of the social enterprise, as well how to communicate clearly and effectively. Other courses focusing on social entrepreneurship as a thematic area are, for example, the Master in Social Entrepreneurship and Management at Roskilde University in Denmark and the MSc Social Business and Microfinance at the Glasgow Caledonian Yunus Centre in UK.

Systemic social transformation processes

Other courses focus on social change as the main thematic area. This means that the educational courses support students on learning how to foster, stimulate and evaluate SIs and social change. The MA in Sociology: Social Transformations and Innovation of University of Barcelona, for example, focuses on processes of social transformation and innovation, and considers these processes at different scales: the local, regional and global level. The MA in Social Innovation at ZSI and Danube University Krems gives particular emphasis on social transformation processes in organisations, consulting and the supervision industry.

Another very interesting program in this area is the one offered by the School of System Change delivered by Forum for the Future and partners. The seed program consists of a three-month 'learning journey' where students are instructed to use systems thinking to solve real-life complex sustainability challenges and to implement systemic change in the student context.

Sustainable development

Some of the investigated courses directly connect SI to sustainability, in all its environmental, social and economic domains. Projects are intended to solve wicked problems finding strategic sustainable solutions and innovations. The students are therefore encouraged to learn both SI and sustainable development principles and to put their knowledge into practice. Some of the courses that give a particular emphasis to the sustainable development theories and practice are among the formal education courses the master on sustainable business at Utrecht University and the extra curricula course and programme called



Challenge Lab at Chalmers University. Among the non-formal education programmes, the masterclass Societal Transitions (SOTRA) combines sustainability transitions and transition management process with several other topics such as social entrepreneurship and/or intrapreneurship skills, leadership, power and empowerment, actor analysis and personal development. The Master in Sustainability and Social Innovation at HEC in Paris (France) gives particular emphasis on the creation of more environmentally friendly and sustainable business models.

Skills developed

Social innovation education encourages the development of multiple soft skills. In this section, we describe some of the main soft skills that we encountered in our analysis of courses on social innovation.

Entrepreneurship

Entrepreneurship has been defined as the process of designing, launching and running a new business. Social entrepreneurship is the process of starting up, developing, funding and implementing companies aimed at strategic solutions to social, cultural, or environmental issues of society. Entrepreneurship capacity is consequently the capacity and willingness to develop, organize and manage a business by innovation and risk-taking. Many of the identified courses pay particular attention on the development of entrepreneurship skills. For example, the Master in Social Entrepreneurship and Management (SEM) at Roskilde University promotes the development of skills for initiating, analyzing and managing social innovation processes and for running, shaping and transforming social enterprises and innovation-led organisations. Other courses put particular emphasis on the development of entrepreneurship skills are the MSc in Social Enterprise at Stirling University, the MSc in Social Business and Microfinance at the Glasgow Caledonian Yunus Centre and the master in Social Entrepreneurship, Social Innovation and Sustainability at the Malmö Centre for Social Entrepreneurship.

Creative problem solving

Social innovation is often seen as response to pressing social issues and ‘wicked problems’ that require new ways of thinking and perceiving the world. Creative problem solving is the capacity to find new, innovative and creative solutions to problems. These solutions are independently searched and created. Many of the identified courses specify the importance of the ability to identify and solve problems using new and innovative approaches and solutions. This is the case, for example, of the Master of Design in Social Innovation at Ravensbourne University and the School of System Change of Forum for the Future.



Leadership

Leadership skills refer to the ability to lead effectively a group. The courses that we analysed often identify or assume a different type of leadership that is needed for social innovation processes, under headings such as creative leadership, collective leadership and transformative leadership. Transformative leaders are able to motivate and empower the people around and create a (work) environment characterised by trust, enthusiasm and respect. Many of the analysed courses take leadership skills into consideration through teaching theories about leadership and related topics but especially allowing the students to learn by doing through their active engagement with external stakeholders and through peer-learning and group projects. DISL and +ACUMEN, for example, particularly focus on leadership skills and in their courses and workshops support the development of transformative leadership skills. Kaospilots's Enterprising Leadership Programme takes leadership to the core of their educational approach. Students learn by doing how to be effective leaders and how to initiate and run a social enterprise as well as creative and sustainable processes.

System thinking

System thinking is a skill closely related to creative problem solving. Students are encouraged to 'think out of the box' and to look at reality in a more critical way, going beyond the status quo and envision the future in an alternative and innovative way. Perceiving the world in a different way is key for them also in order to find strategic, more effective and long term solutions. Being able to look at the holistic and systemic picture of a certain context allows them to find rooted and deeper problems and therefore go beyond the superficial resolution of them. Additionally, systems thinking allows to find connections and interrelations between different domains and therefore understanding how a system is working as a whole. Challenge Lab at Chalmers University and the Masterclass Societal Transitions at DRIFT give particular emphasis to system thinking and critical self-reflection.



Programmes typologies

The identified courses are very different in terms of the institutional context. Some courses are part of the university curricula and are therefore fully embedded in the institution while other courses are extra-curricular.

Formal Degree programmes

MA in Sociology: Social Transformations and Innovation, University of Barcelona

Course link: [MA in Sociology: Social Transformations and Innovation](#)

Focus. The main aim of the master's degree in Social Transformations and Innovation is to train scientists and professionals to lead the study and practice of social change at different levels (e.g. local, regional, global) and from different sectoral spheres. Participants are encouraged to create social technologies, finds innovative solutions to collective challenges and become experts in social, institutional and organizational change. Through the course, students have the opportunity to learn about current social challenges and to develop transferable skills for the scientific analysis of processes of social transformation and innovation, as well as to acquire skills on designing and evaluating intervention models and solutions.

Target audience. Students holding a bachelor's degree in sociology or in any other discipline that encompasses study of areas of sociology, or in related disciplines in the social sciences and humanities and health sciences. The programme aims to form highly skilled researchers and professionals at international levels of excellence by developing their skills and capacities to analyse processes of change and social transformation and to find innovative solutions within and between organizations.

Learning approach / methods/ principles. The master programme builds knowledge and skills to take on leadership roles and to become innovative social researchers. The programme includes training for the planning, design and implementation of social transformation and innovation initiatives. It offers a solid base of theoretical knowledge and technical competences in the field of sociology and the analysis of social transformation and innovation. One of the focuses of the programme is the diagnosis and analysis of the complexity of social transformations through the use of specific models and methods. Additionally, methods are used for the identification and evaluation of options for change, strategies of interventions fostering creativity, innovation and new possibilities. For a full breakdown of the course materials and modules please see the [MA Social Innovation NILE site](#).

Unique feature(s). The formation of experts and researchers in social and organizational change, combining leadership skills, understanding of social complexity and analytical skills in order to solve



challenges and find innovative and transformative solutions in the public, private or tertiary sector.

Institutional context. The MA is part of the University of Barcelona (UB), Spain's leading research university.

MA in Social Innovation, ZSI and Danube University Krems

Course link: [MA in Social Innovation](#)

Focus. [Social Innovation, digital & interactive media, management of SI] This Master of Arts degree in Social Innovation is designed for professionals and aims to provide them the opportunity to learn how to stimulate, accompany, manage and evaluate social innovations “in order to contribute to the social dimension of economic and technological change”. Participants of this course will build knowledge related to the development, planning and implementation of social transformation processes in organisations as well as in the consulting and supervision industry.

Participants are trained as independent innovators or as consultants and supervisors of social innovations in multiple types of organisations and institutes such as private enterprises, social, political, cultural or educational institutions and non-profit organisations (NPOs).

Target audience. Professionals such as executives, employees and freelancers aiming to qualify for invention, implementation, evaluation and supervision of social innovations in enterprises or other organisations.

Learning approach / methods/ principles. The degree modules are delivered through a blend of online distance learning and a set of face-to-face sessions held at Danube University Krems. The programme combines knowledge of social innovation theory and the development of practical projects supporting the professional development of students.

Unique feature(s). This part-time MA is specifically designed for professionals and focuses particularly on the potential of social innovations in digital and interactive media, that play a role not only as a product, but especially as a driver for social change processes. Participants can also choose to take a less demanding study load of 72 ECTS which gives them an Academic Expert certificate.

Institutional context. The MA is part of the Department for Interactive Media and Educational Technologies and the Zentrum für Interaktive Medien at Danube University Krems, Austria.

MA in Social Innovation/SVB, University of Northampton

Course link: [University of Northampton – MA in Social Innovation, / SVB,](#)



The MA Social Innovation/Social Venture Builder (SVB) programme combines a social venture incubation methodology with an accredited programme, that builds skills in social innovation. The programme is highly interdisciplinary focusing on innovation and commercialisation. The programme aims to understand the challenges of the current time and the complex social problems in order to find strategic solutions. The course builds competences on social entrepreneurship in order to find strategic and innovative solutions in the social market. The course is very multidisciplinary including economic related topics (e.g. finance and accountants), policy science, and social innovation theories. The programme includes both theoretical and practical-based courses (e.g. social Innovation in practice and a work-based project). An additional value of the programme is the inclusion of courses related to personal development and leadership skills.

Target audience. Perceptive, entrepreneurial and creative applicants who are self-motivated, passionate and enthusiastic about social Innovation.

Learning approach / methods/ principles. The programme is built on 20 credit modules focusing on different themes related to social innovation and a 60 credit synthesis module including a dissertation or a project of the students' choice referring to a specific application of social innovation. The entire programme is based on a social venture incubation programme that aims to develop not only the skills and competences of the students but also to set up a real social venture both investable and marketable. To achieve this goal, students receive continuous tutoring, business support, mentoring, and online resources. More information about the course content can be found [here](#).

Unique feature(s). The Social innovation Master's degree has been designed to build skills and competence within the social enterprise sector and developing investable and marketable socially enterprising solutions, addressing unmet social needs in original and innovative ways.

Institutional context. The MA Social Innovation/ Social Venture Builder (SVB) is a programme run by the School of Social Sciences, in conjunction with Northampton Business School. In 2013, Northampton was the first European University to obtain the 'Changemaker Campus' label. This designation, awarded by AshokaU, recognizes educational institutions as hubs of social innovation, with pioneering programs, partnerships, and curriculum in social entrepreneurship. Northampton researchers have been publishing on social innovation and changemaker education throughout and beyond the process of attaining the 'Changemaker Campus Label'.

MA Social Entrepreneurship, Goldsmiths University of London

Course link: [MA Social Entrepreneurship, Goldsmiths, University of London](#)

This international MA provides practical and sociological tools to individuals motivated to design novel



solutions to profound societal challenges. Students learn how to develop alternative economic practices and frameworks to address these challenges through, for example, social enterprises, collaborative innovation networks, hubs, digital platforms, support intermediaries and/or policy proposals. The programme is designed to encourage students to further develop or create their own social enterprises, which might be research-based, policy-based, practice-based, or a combination of such. The aim is to provide them the required managerial or entrepreneurial skills for a strong social, and where appropriate, financial return on investment.

The programme consists of both theoretical foundations of entrepreneurship, innovation, social problems and policy (with organisational sociology as the base discipline) while supplying practical tools in relation to entrepreneurial modelling and SROI.

Target audience. Current social entrepreneurs (many part-time while working in the field); undergraduates aspiring to become social innovators and changemakers; intrapreneurs interested in organisational transformation within the creative (or other) sector(s); support organisation/infrastructure architects and policy makers; academic researchers.

Learning approach / methods/ principles. Predominantly small-group seminars/workshops, with significant levels of individual tutorial support, particularly for independent projects. A significant amount of the learning will be delivered through group projects. An interactive peer-review process is used to raise the quality of student output. Students as well as teachers bring in international perspectives and case examples.

Unique feature(s). A declared focus on creative, cultural and social processes. The combination of a deep examination of the theoretical and practical foundations of social innovation. A learning community more closely linked to the creative and cultural sector compared to traditional business/management-driven courses.

Institutional context. The MA is part of the Institute for Creative and Cultural Entrepreneurship (ICCE) department of Goldsmiths University. Goldsmiths is a renowned provider of creative education spanning the arts, humanities, social sciences, cultural studies, computing, business and management. The ICCE department focusses on entrepreneurship, cultural management and policy education within the creative and cultural sectors.

MA in Social Entrepreneurship and Management, Roskilde University (DK)

Course link: [MA in Social Entrepreneurship and Management](#)

The Master Programme Social Entrepreneurship and Management (SEM) is inter-disciplinary and draws upon areas such as sociology, organization leadership and governance as well as research in social



innovation, social enterprise, CSR and social accounting. The focus is on gaining skills for initiating, analyzing and managing social innovation processes. The aim of this two year Msc programme is to prepare academically-oriented practitioners for running, shaping and transforming the next generation of social enterprises and innovation-led organisations. The programme combines theoretical, empirical and practical knowledge with the aim of enabling students to analyse present and future challenges of the public, private and third sectors and to lead change. It also has a strong international focus.

Target Audience. Students that have completed their bachelor degree and are interested in becoming change agents and process facilitators in private, public and social enterprises.

Learning approach. Students learn through case-studies, problem-oriented learning, individual and project based group work. In the project work students can create or help develop a social enterprise or facilitate a social innovation process within and across the public, private and third sector. The degree has established a network of businesses and social enterprises from the private and public sector as well as the civil society which enables students to work with contextual knowledge and gain experiential understanding of the interconnectedness of innovation with organizational practices and financial opportunities.

Unique Feature. The combination of a strong social focus with management, leadership and innovation skills. Students can do a track that is focussed on 'social accounting' as a different approach.

Institutional context. The degree is offered by Roskilde University, whose primary objective is to contribute to experimental, innovative forms of research, learning and problem-solving that contribute to society. The institution employs an interdisciplinary approach and project and problem-oriented approaches to knowledge creation are central.

Other Full Degree programmes

- Ravensbourne UK, **Social Innovation MDes**. Social Innovation and Design
- HEC – Master in Sustainability and Social Innovation - <http://www.hec.edu/Masters-programs/Master-s-Programs/One-Year-MSc-MS-Programs/MSc-Sustainability-and-Social-Innovation/Key-Features>
- Utrecht University, MA in **Sustainable Business and Innovation**. Social Entrepreneurship and business.
- **MSc Social Business and Microfinance**. Glasgow Caledonian Yunnus Centre. Social Entrepreneurship and business.



- MSc in Social Enterprise. Stirling University. Applied Social Sciences. Social Entrepreneurship and business.
- BA in Social Enterprise, Ulster University organisational development programme for social enterprise businesses.

University Courses and Summer Schools

Challenge Lab course: leadership for Sustainability Transitions, Chalmers U, Gothenburg, Sweden

Course link: [Challenge Lab Course](#)

Leadership for Sustainability Transitions is a 7.5 credit master-level course, that equips students with relevant tools to explore, lead and act upon global challenges that face us in the 21st century. The aim of this course is to provide students with perspectives, methods and tools that are useful in taking on and leading challenge-driven sustainability transitions. The challenge lab is an innovative, inter- and transdisciplinary course focusing on societal challenges and systems thinking. The course is not directly on SI, but offers very relevant skills and competencies for students wanting to continue in that direction.

Learning approaches. Back-casting from sustainability principles is a key methodology during the whole course. It helps break free from path-dependency and to develop a holistic approach in dealing with complex global challenges. Students are introduced to tools to understand complex systems and to find critical leverage points as to understand where to intervene in the system. They will also learn and apply tools related to ideation, design thinking, self-leadership and multi-stakeholder dialogue.

Unique. During the course, students will connect with stakeholders from academia, government and industry on a strategic level to get an overview and understand the system from different perspectives. (e.g. researchers in the Areas of Advance at Chalmers University of Technology, civil servants in the City authorities, and industry representatives). During the course students also work towards formulating a transformative project that they can take up in a second phase outside of the course.

In the Master thesis in Challenge Lab, the will gain hands-on experience in transformative and co-creational projects - with students from other educational backgrounds and nationalities.

Other university courses and summer schools

- Social Entrepreneurship. Social Innovation and Sustainability, a 7.5 ECTS course that is part of a 1 year MA degree on Leadership for Sustainability.



- [Social innovation/Mobile applications](#), Copenhagen University. A 7.5 ECTS course, with a focus on ICT to push development in third world countries.
- [Entrepreneurship Course \(Innobandis\)](#), DEUSTO, San Sebastian. A specialization course on Innovation and Entrepreneurship. Students can take this course simultaneously to their degrees and double degrees at the San Sebastian Campus. MA in Social Innovation (by Deusto Social Innovation in collaboration with the Social and Human Sciences Faculty) offers a specialized, interdisciplinary and advanced training on research, consultancy and social innovation.
- [SIC summer school on Social Innovation](#). In 2016 the first of three SIC Summer Schools was organised as a participatory learning event on 'Urban Social Innovation'. The summer school was conducted in collaboration with Tilburg University's European Social Innovation Week 2016 / NL. The programme offered a balanced mix of theory and practice with a mix of in-class lectures, case studies and interactive workshops, all addressing urban challenges. The lectures and tools are accessible [via this link](#).
- [OIKOS Summer School in Social Entrepreneurship and Social Innovation](#). In 2015 OIKOS organized a Summer School on Social Entrepreneurship and Social Innovation (2015) for international and Georgian participants, focusing on the SE process from idea-generation to the prototype design, testing and validation of a business case. **Unique feature:** setting (Georgia) and connection to leading student organization in the field of sustainable economics and business: OIKOS.

Post-graduate / executive courses; non-formal ED

Enterprising Leadership, Kaospilot | Aarhus

Course link: [KAOSPILOT | AARHUS](#)

KAOSPILOT | AARHUS school in Denmark consists of non-formal learning programs for social innovation leadership and design. One of the programs is a 3-year program titled "Enterprising Leadership". The programme is rooted in action, students join a training arena aiming to make them develop the skills, mindsets and knowledge needed in a world of constant change. Practical experience is key; therefore, the programme is project driven and involves external clients with high expectations.

Through the programme the students take responsibility for their learning process and they dive into the complexity of problems, challenging them to develop awareness and management skills and find new possibilities and opportunities for change.

Target audience. Anyone seeking inspiration, new challenges and perspectives and willing to learn and develop new skills and a to become more aware of personal potential.



Learning approach / methods/ principles. The learning process includes both individual and group coaching. The main learning outcomes of the programme are the development of leadership skills, capacities to build a viable business, initiate and run sustainable and innovative projects and design change processes for different clients. The programme is based on experimental learning: the students are challenged to work on multiple projects and assignments. More information about the learning outcomes and the structure of the course can be found [here](#).

Unique feature(s). The course takes into account the practice of Enterprising Leadership that uses a combination of leading theories, methods, tool and frameworks to address existing problems. The students will use and adapt all of the different methods and practices into their projects and work and therefore they will learn how to adapt a practice to the unique context of each work or assignment. Students will have the opportunity to learn through experiences such as facilitating a multi-stakeholder process, developing a new product, starting a new business, organizing a cultural event, etc.

Institutional context. Kaospilot is a hybrid business and design school, based on a multi-sided education in leadership and entrepreneurship, located in Aarhus in Denmark.

Masterclass on Societal Transitions, DRIFT's Transition Academy & IHA

Course link: [Masterclass in societal transitions](#)

This post-graduate masterclass combines a critical perspective on societal change with pragmatic tools and insights from transition management and entrepreneurial practice. It does so by tapping into the latest research and practice on social innovation and sustainability transitions. The course is divided into different modules focusing on multiple topics and themes connected to transition thinking, transition management, social intrapreneurship and/or entrepreneurship, power and empowerment, stakeholder mapping and personal development and self-reflection.

The masterclass combines theory and practice of social innovation and aims to empower change makers to think and act for transformational change. The students work both individually and in groups during the masterclass and they have to prepare an assignment and experiment in order to put into practice the learning outcomes of the course.

Target audience. A diverse combination of (young) professionals, researchers, policy makers, government officials active in multiple fields and contexts that would like to improve their knowledge, skills and empower themselves as change makers.

Learning approach / methods/ principles. The course is interdisciplinary and combines theory and applied action learning as well as individual and group works. The masterclass combines transition theories and transition methods with other methods related to social intra/entrepreneurship,



empowerment, self-reflection, etc. It strongly encourages peer-to-peer learning and deep critical reflection. It also challenges students to apply the theoretical lenses directly to their own change projects,

Unique feature(s). Unlike other courses there is a strong focus on long-term transformative change and the role that social innovation can play in this. The course aims to empower participants to connect their work efforts and projects to systemic change. The masterclass offers students a variety of theoretical lenses to better understand the field and practice of social innovation. And stimulates them to discover their personal goals and formulate their own narrative of change.

Institutional context. The masterclass is organised in collaboration between DRIFT's Transition Academy and the Impact Hub Amsterdam, which both operate as a social enterprise. This collaboration sprang forth from previous involvement within the TRANSIT research project, but is run without any external subsidy.

Year Here, London, UK

Course link: [Year Here](#)

Year Here is a postgraduate course in Social Innovation based in London. The focus is on learning in the real world rather than in a lecture hall. Through three major projects in very different contexts, students have multiple opportunities to build a smart, scalable response to some of society's toughest challenges. The focus is on societal challenges such as isolation and inequality and the aim is to help fellows address these issues, *with* and not *for* people. In addition to the project work, students receive a crash course in social innovation, from design thinking to social investment, through five week-long bootcamps. They learn the ropes of subjects like service design, business model development and community organising with partners like [IDEO](#), [Bain & Co](#) and [Citizens UK](#).

Approach. Experiential and place-based learning are a core component of the learning approach. This ranges from: 1) placement in a social service organisation, in which students are challenged to lead an innovation project; 2) gaining experience operating as a consulting team for a government client; 3) starting a social venture from scratch, and pitching it at a crowdfunding event. Students will also receive regular coaching and mentoring sessions.

Unique. This programme is immersive, action-oriented – and grounded in the daily experience of those at the frontline of inequality. Unlike many other programmes, this programme offers in depth acquaintance with the different institutional spheres that are relevant for social innovation through experiential learning in the form of placement, a consulting project and an incubator.

Institutional Context. Year Here is a social enterprise based in London. The five week-long bootcamps are run in partnership with leading innovation players and a social venture incubator that will take them



through the building blocks of a social business.

Other post-graduate and executive courses

- Thnk. School of Creative Leadership. THNK's Creative Leadership Program focuses on creativity, business model innovation, and entrepreneurship for social impact. It's learning approach is fully focused on learning-by-doing. Instead of lectures and academic study cases, participants work together on business concepts and open innovation projects to discover new avenues of perspective and potential. During the programme, participants work on innovation projects that address large-scale, complex societal issues with a technology dimension and lend themselves to enterprise solutions and collective initiative. THNK is a privately funded social enterprise with campuses in Amsterdam, Lisbon and Vancouver.
- ASVI, Social Change School. The Social Change School is an international non-profit and non-governmental institution active in 'social transformation' since 1997, based in **Europe** (London, Madrid, Milan, Rome) It's focus is on training management for social innovation in the Non Profit sector and Civil Society Organizations. It used to run a master on SI, Start Up and Social Business, but it doesn't seem to exist anymore.
- The Master of Studies in Social Innovation, University of Cambridge, Judge Business School. This part-time, post-graduate programme is designed for practitioners of the business, public and social sectors who wish to lead innovative solutions to pressing social issues. The programme provides an overview and understanding of social innovation and approaches to address social, cultural, economic, and environmental challenges and opportunities. It examines key concepts, theories, frameworks, and emerging ideas for creating, developing, and enabling social innovation in the public, private and social sectors in the UK and internationally.
- URise. Master in urban regeneration and social innovation, Istituto Universitario di Architettura (IUAV), Venezia, Italy. Taught by a mixture of academics, social entrepreneurs and representatives of local institutions, the U-RISE degree aims to foster a critical and action oriented perspective on urban regeneration through social innovation practices. By combining lectures and workshops with practical fieldwork in urban labs participants learn about about co-creation processes, active citizenship and fundraising and gain experience in managing partnerships in the increasingly complex relationship between public and private.

Networks delivering or stimulating Social Innovation education

There are also several networks active in the field of Social Innovation that either offer educational programmes about and for social innovation or stimulate universities to included social innovation into



their curricula and in some cases explicitly aimed at institutional change.

DSIL – Designing for Social Innovation and Leadership. The DSIL Course is a professional development program designed for individuals from all sectors and disciplines who want to gain knowledge and skills in Innovation and Design Thinking. It combines live DSIL Virtual Classrooms with 10-day field immersions across Asia. Participants will build an expanded network of individuals, progressive start-ups, social enterprises and for-profit companies that dedicate their work to social impact over the course of 5 dynamic months.

Ashoka - Changemaker Campuses. An interesting and influential network in the field of social innovation education is AshokaU, which explicitly takes an institutional change approach to social innovation education. They do this by collaborating with colleges and universities to break down barriers to institutional change and foster a campus-wide culture of social innovation. Exemplary institutions are awarded the status of ‘Ashoka Changemaker Campus’². This designation recognizes institutions as hubs of social innovation, with pioneering programs, partnerships, and curriculum in social entrepreneurship. By creating examples that can inspire more universities and colleges to create similar learning environments, their aim is to build a movement of institutional change.

School of System Change, Forum for the Future, UK. Forum For the Future is developing a school of system change that aims to become a global community of change agents with the capacity to lead system change initiatives addressing complex sustainability challenges. The School will offer flexible access to the best learning experiences, tools, case studies - both from selected partners and the Forum’s own offers. This innovative training program is currently in development. Read more about it in [this brochure](#).

+ACUMEN is a global learning community for social change makers. Their mission is to change the way the world tackles poverty. They contribute towards this goal by providing emerging leaders around the world with the skills and the ‘moral imagination’ they need to meet the complex challenges of our time and be more effective at changing the way the world tackles poverty. The organisation offers a broad selection of online masterclasses and tutorials with a strong focus on leadership development.

² There are currently over 30 Ashoka Changemaker Campuses - public and private institutions that range in size, institutional type and geographic location. In an interview with Rahin Kanani of WISE (‘Driving Social Innovation in Higher Education’, accessed 20 May 2016), Ashoka U director Marina Kim explains that their theory of change is to empower innovators from within higher education as experts, to advance social innovation ecosystems at their institutions.



Online courses

Iversity - Social Innovation MOOC (EN)

Course link: [Iversity - Social Innovation MOOC \(EN\)](#)

Focus. Iversity's MOOC on social innovation aims to support participants with knowledge and understanding of social innovation. The students will learn the most important theories and debates related to social innovation as well as the methods and tools to develop, implement and scale social innovations. Students are supported to reflect and develop their own ideas and experience for themselves social innovation through the use of methods and exercises. They will learn to change their perspective and challenge the status quo in order to recognise opportunities to solve societal problems with social innovations.

Learning Approach /methods/principles. Design Thinking and Lean Start-up will be explained and tools provided to help participants design social innovations together with (future) beneficiaries. They also get acquainted with the importance of some techniques for effective storytelling. Through case examples participants learn from other social innovators, typical mechanisms of social value creation and how to overcome resistance.

Skills and competencies. Opportunity recognition, understanding, challenging status quo

Other online courses

- University of Oxford (continuing education) – [Social Entrepreneurship \(Online\)](#)
- **+ACUMEN's** Global learning community for social change makers offers a wide range of courses. See for instance the course on [Networking Leadership 101 course](#).
- **UPEACE Centre for Executive Education, [Diploma in Social Innovation](#)**

Discussion: Development in the field

One thing that has stood out while making our overview and mapping is (still) a strong focus on the entrepreneurial and business development aspects of SI even in the degrees whose name suggest a broader focus. We find that in many examples there seems to be substantially less attention given to other aspects of SI such as questions around governance, partnerships, policy, social inclusion and social movements. This certainly has something to do with the institutional context from which these programmes emerged and the development of the field in general. Those degrees not directly linked to business departments, such as the Goldsmiths MA offer a broader focus.



In her blog '4 Evolutions in Social Innovation Education Happening Now and the 4 Evolutions to Come' Marina Kim tells us that AshokaU's 2014 censuses has shown that a shift in terminology is taking place in the field of SI education, from "Social Entrepreneurship" to "Social Innovation". Kim argues that this shift has allowed for a greater variety of disciplines and approaches to get involved, as entrepreneurship "can be polarizing for non-business disciplines, who feel it doesn't relate to them".

Based on our study of the offer in Europe, it seems to us that this shift is in its early stages. Our overview suggests that there is (still) a strong focus on the entrepreneurial and business side of SI. Other import aspects such as movement building, systemic change, collaborative leadership etc. are often included to a lesser degree or not at all.

The AshokaU censuses also revealed a shift in skill development: from narrow skills for launching a venture to broad tools and methodologies for creating 'maximum social impact'.

*"Increasingly campuses are looking to create "student pathways" and "learning journeys" that allow students to learn about a range of social change and community development methodologies, in a focused and deliberate manner. There are lots of relevant insights students gain by participating in a service-learning experience, followed by a design thinking training, then using their new skills and mindset to create a community engagement project, and finally finding a role within the social innovation ecosystem. This community-based learning journey, paired with an understanding of social innovation methodology gives students a more robust framework to create social impact."*³

There are not yet many programmes that offer such a comprehensive learning journey. Year Here and the School of System Change seem to be front runners in this regard.

Something like the Ashoka Changemaker Campus label can have an accelerating effect in this regard: as Universities who want to apply are encouraged/inspired not only to develop individual programmes, but have to show how they are integrating SE (and SI) into their core curriculum. In Europe, the University of Northampton and Dublin are examples of institutions that are reorganising and reorienting their core activities to the capacities required for social innovation.

³ Marina Kim, '4 Evolutions in Social Innovation Education Happening Now and the 4 Evolutions to Come', Ashoka U, 2015 <<http://ashokau.org/blog/4-evolutions-in-social-innovation-education-happening-now-and-the-4-evolutions-to-come/>> [accessed 31 May 2016].



3. HOW WE INVESTIGATED SI LEARNING PRINCIPLES AND PROCESSES IN CONTEXT

The overall research was conducted through a mix of bottom-up and top-down research methods, to achieve the expected objective of individualising the SI learning principles and processes within different contexts. By following such an integrated approach - from the general analysis of literature to the more concrete and specific analysis of SI processes in context - the report provides evidence-based knowledge on how learning works in SI practices.

The construction of this analysis followed the below-described process:

- 01** The first step - based on desk research activity - was meant to investigate the learning principles and models elaborated in 3 different areas: individual and organisational learning, communities of learning, and learning in ecosystems (see section 1);
- 02** In the second step leading questions meant to investigate SI learning processes in real-life contexts were extracted from the analysis of literature carried out in step 1;
- 03** The third step was dedicated to the development of in-depth case studies – adopting a unique template - primarily focused on investigating the learning processes in place in each of the individualised learning areas;
- 04** The fourth step - based on triangulation of data and bridging of extant theories and practical observation – led to the development of the SIC learning framework, which links learning principles and processes with different aspects and levels of the SI process;

At the end of this process the conclusions have been produced primarily in the form of advice and possible trajectories and opportunities to revise and complement the current training curricula to bridge the gap between the required knowledge and the one currently developed within extant training pathways.

First step. Desk research on learning principles and processes

Desk research, based on results of previous projects on SI and on a literature review on learning principles and processes, was conducted to map learning principles, models and frameworks useful to enhance learning on SI.

The main areas of analysis were:

- theories and frameworks of individual and organisational learning;
- theories and frameworks of learning in communities;



- theories and frameworks of learning in ecosystems.

Second step. Development of guiding questions

The results of the desk literature research produced a set of guiding questions for the construction of the case studies, and a selection of learning principles and models that can be applied to SI, even though primarily developed with other objectives and in other contexts.

The unique set of guiding questions developed include specific questions for each area of learning. This ensured the possibility of having both a set of comparable cases and an in-depth investigation of different learning areas and typologies of cases.

Third step. Development of case studies as instruments to extrapolate SI learning processes

The case studies, which will constitute also self-standing research outputs meant to enrich the SIC learning repository, verified learning principles in action and documented learning processes in real SI contexts.

SI learning case studies are descriptions of cases of SI learning processes that occurred across Europe during recent years. Their construction was based on case study methodology, as a research frame particularly appropriate for examining a «(...) contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident» (Yin, 2014), or else to give answers to «how» and «why» research questions within an environment rich with contextual variables. Such a qualitative approach «(...) explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information» (Creswell, 2013).

SIC learning cases advanced the understanding of the learning aspects of already-known and described cases, by means of deep qualitative desk research (Strauss & Corbin, 1990; Denzin & Lincoln, 1994), during which the authors collected and compared information coming from different sources: scientific publications, non-scientific publications, interviews or presentations of the case initiator(s), leader(s) and funder(s), and websites of the initiatives among others. The use of multiple sources enabled the exploration of complex situations, allowing for the gathering of multiple perspectives. The selection of cases was conducted through the application of a set of criteria such as, among others: the quality of the documentation, the correspondence of the cases to the previously-listed areas of investigation, and their capacity to provide an account of the different stages of the SI lifecycle (prototyping/piloting, implementation, scaling).

The template for the preparation of the cases was articulated in 2 sections. The first reported objective



information, avoiding judgements and conclusions, as far as possible. The second section, dedicated to the discussion, included the interpretation of the authors, or else subjective information. Both the development of cases and their discussion and interpretation were constructed following a sound methodological process, adopting clear guidelines and a standardised structure to facilitate their comparative analysis.

Fourth step. Design of the SIC learning framework

The design of the SIC learning framework links principles and processes on the basis of different process models of SI. Desk research results and insights from case studies will be triangulated to obtain the SIC learning framework.

4. SIC LEARNING CASE STUDIES IN A NUSHTELL

SIC developed 14 case studies with the aim to analyse and point out how learning occurs in SI development and which characteristics it shows with respect to the nature and contexts of SI. Cases have been classified on the basis of 4 different SI contexts:

- 01** Social Innovators. A SI led by an entrepreneur who has founded it;
- 02** SI organisations. A SI initiated and led by a public or a private organisation;
- 03** Community/network based SI. A SI initiated and developed by a community;
- 04** SI ecosystem. A favourable context for SI flourishing

Shifting from the first to the last typology, a relevant change in the learning framework occurs, as we progressively move from a well-defined and concrete learner (the individual and the organisation) to a more undefined (or difficult to be defined) and abstract learner (the community and the ecosystem at large).



Social Innovators	SI organisations
1. Progetto Quid 2. Solartaxi 3. Taste of Home 4. Nova Iskra	1. Humana (No profit organisation) 2. Agintzari (Social Cooperative) 3. Girls education Challenge (Public organisation) 4. Lernhaus (Third sector Organisation)
Network based SI	- SI ecosystem
1. Koopera (Network of Cooperatives) 2. Project based learning (network of intermediaries) 3. Social festival - Keep the ball rolling (community based SI)	1. Emilia Romagna Region (Regional Ecosystem) 2. Greening Technical Vocational Education and Training (Industrial Ecosystem) 3. Realising ambitions (Public ecosystem) 4. Dynaklim (Regional Ecosystem)

FIG. 3. THE MAP OF THE SIC LEARNING CASE STUDIES

In the following we report a synthesis of each of the developed case with a short description of the learning processes observed in the process of establishing and leading SI. The long version of each of the cases is available in the appendix 2 of the deliverable.

HUMANA NOVA	Humana Nova is a social cooperative with the mission to employ disadvantaged persons in the labour market through recycling and redesigning discarded textiles. The foundation of the social enterprise started with the ESCO project, initiated by the non-government organization ACT (Autonomous Centre Cakovec). The project provided initial funding for purchasing the sewing, ironing, washing and drying machines, as well as computer and office equipment. Moreover, one of the project activities was requalification training, enabling eight disabled persons to gain sewing skills and an accompanying certificate. As the non-government association ACT is one of the leading civil sector organizations in Croatia dedicated to the support of social entrepreneurship, the decision to start the cooperative came easy and naturally. Today, the NGO runs six social enterprises covering different areas from accounting, graphic design to organic farming. Processes of learning occurred at different levels and they focused on both knowledge and competences related to the management of the cooperative, the market and the customers as well as knowledge, competences and skills related to production. For both, explicit and implicit process of knowledge acquisition have been activated. Of particular interest is the management of disadvantaged human resources. For this issue, explicit education does not exist and the management
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	applied a trial and error strategy to establish a fruitful human relationship within the organisation.
Nova Iskra	Nova Iskra is an educational and research platform for design, architecture, new technologies, social theory and practice and a fully independent venture. At the same time it is one of the first co-working spaces for the professionals related to creative industries in Serbia. Relying on design-thinking methodology as the basis for conceiving, developing and testing contemporary ideas and concepts, Nova Iskra supports the development of innovation through the exploitation of design thinking approach. A foremost driver of the learning process was the fulfilment of needs coming from professionals from the creative industries that emerged as consequences of both economic crises and the general lack of support. However, none of this would be possible without constant capacity building of the core team of Nova Iskra. Although one part of the learning process included proactive learning that occurred during the ideation of the platform, the majority of acquired knowledge was the result of the strong interaction with the clients and other stakeholders. Their collaboration and cooperation resulted in the new services that were offered to the creative community. Constant interaction with the local community led to the development of new solutions for their unmet needs. Partnerships with many stakeholders working on various issues or projects at the local, regional and global level supported Nova Iskra to develop know how in different creative sectors and develop interdisciplinary teamwork based on the combination of fragmented knowledge through dialogue and the involvement of users.
Taste of Home	The collective 'Taste of Home' gathers 30 refugees and volunteers/activists and is primarily supported by the Centre for Peace Studies (CPS), an NGO based in Zagreb. A Taste of Home started as a culinary-cultural-research project that introduces the culture, customs and societies of origin of the refugees in Croatia by recording their memories of home, smells and tastes of their cuisine. The collective has grown into a social cooperative now. While it still gathers asylum seekers and collects personal memories and refugee experiences, it is mainly focused on the development of a cooperative that emancipates refugees and



	migrants as both a reality for some and a sustainable model for others. Additionally, the need to help develop and promote skills amongst the refugee/immigrant population could be applicable and beneficial to the domestic economy meant that cooking was a natural fit as there is a general deficit of quality cooks in the country, particularly during the tourist season. Taste of Home is an interesting example of an implementation of a deliberate strategy of learning elaborated on the basis of the analysis of the lacks of competences, knowledge and skills of all the people involved from initiators to the groups targeted by the project. Diversifying skills sets amongst individual members developed into an important aspect as a result. There were two primary strategies of diversifying skills. One aspect was developing skills of management in the cooperative from macro (cooperative as an inclusive social entrepreneurship business with a clear vision and strategies) to middle (human resources, infrastructure, cooperation) to micro-management (managing the kitchen and marketing of catering business). The Second aspect covered developing cooking and serving skills for catering as a primary small business established with the cooperative. All our cooks have therefore enrolled in courses at Pučko Otvoreno Učilište.
Koopera	Koopera is a Social Network of Cooperatives and not-for profit companies officially defined as Koopera Social Network Gizarte Sarea. The network emerged in 2008 in Bilbao as a social cooperative of public utility, although most of the associations and cooperatives that compose the network today have been active since the 1990s. The objective of the network is the employability and social reintegration of people in situation of risk and social exclusion through activities focused on the provision of environmental services, reuse and recycling, sustainable consumption, training programs, and other activities, which help support this objective. The learning process of Koopera has not been easy. Koopera as a network emerged in 2008 when the economic crisis had just exploded. Funding and services provided by city councils were substantially reduced, which significantly slowed Koopera's growth in activities where they traditionally were having an important impact, such as selective recollection of wastes and sustainable mobility. They tried to overcome this situation in what is now one of the main aims of the organization's expansion strategy, that is to say, dedicating a great effort to establish new connections with companies of their own environment to facilitate the integration into the market of



	people trained by the network. In this sense, the learning and expansion processes have been based in the progressive integration of social companies that wanted to join the network's cooperative model, by grouping the different labels and companies through a single name (Koopera), and in the process favouring the expansion and visibility of the network. Other challenges have been found in the environmental sector where increased expertise, technological progress, public regulations favouring bigger companies, and little public awareness in the importance of environmental care, have been a significant barrier. This knowledge has been part of the learning process that has helped the network of social cooperatives grow into a perfectly coordinated chain of production, which has evolved from the process of just waste recollection, to the recycling and production of new goods that are later sold in the Koopera chain stores (cross sectorial knowledge transfer between the different companies that are part of the Koopera network have been crucial in their expansion and in the growth of the social cooperative. Finally, the scaling to a wider and more complex context of operations (in Chile and Romania) triggered other learning processes on how to adapt to the challenges and constraints found in the changing context.
Agintzari	Agintzari is a social cooperative of public utility that has been located in Bilbao (Basque Country) since 2000. Although deeply engaged in social movements and community development since 1977, the organization didn't grow to become a social cooperative until 2000. This change was seen as an important step towards growing professionalization and expertise inside their context. The cooperative has mainly focused its work in community development through publicly funded socially innovative projects, community training programs, and delivery of social services oriented towards the social needs of vulnerable and socially excluded sectors of the population. Agintzari holds three important lines of work. The first line of work is related to Community Intervention, which manages socio-educational and psychosocial services. The second line of work is related to Fostering and Adoption, which manages programs of infant protection through a service called Arlobi Adoptia that is promoted by the cooperative. The third line of work is linked to Intervention in Violence and Relational Conflicts. It manages services, which are part of the Policy Social Services of the Basque Country.



	The majority of the knowledge gaps in the innovation process of Agintzari have been related to its process of expansion and the management and on-going re-adaptation of the organization. These gaps have been fought through the involvement in networks, the creation of self-managed teams and the importance of marketing and communication strategies. Learning has been acquired basically through the innovation process, that is, they have been learning as they have been growing as an organization. In this sense, the learning process has been mainly reactive to the problems they have encountered. These problems have been mainly related to the need to achieve more funding and influence inside public administrations, the diffusion of the impact of our activities, the engagement with new actors/agents, and improving the management of the organization as it was evolving.
Dynaklim	Dynaklim (Dynamic adaptation of regional planning and development processes to the consequences of climate change in the Emscher-Lippe region) was a project funded by the German Federal Ministry of Education and Research (BMBF) running from 2009-2014. It aimed at enhancing the knowledge about the effects on climate change for the geographic region of Emscher-Lippe (located in the German Federal State of North Rhine-Westphalia) and setting up an inclusive strategy for dealing with them. The project was rather complex, as it tackled many (also technical) aspects related to water management, including the development of future climate scenarios, used different activities to increase outreach and tangibility of such an abstract topic, including the creation and implementation of pilot projects, whereby the single activities and tasks were interdependent. The core idea of Dynaklim was initially to develop a climate change adaptation strategy for the project region. During the course of the project, the Roadmap process gained more importance, as it was used to develop a common strategy for the region using a participatory format involving actors from different institutional and disciplinary backgrounds. Therefore, the core idea was still the same, but realized in a broader sense. The contemporary problem Dynaklim mainly addressed was the lack of cooperation between relevant stakeholders. With the road-mapping process, Dynaklim was able to get them closer. The Roadmap 2020 process, which was used to develop a common strategy for the region using a participatory format involving actors from different institutional and disciplinary backgrounds, was of primary interest.



	As Dynaklim is such a big project, the networking factor is fundamental in the description of the learning processes occurring in the context. The project required cooperation between actors who normally did not work together. Examples for this were the nine networking workshops, concentrating on different specialisations, connecting scientists and practitioners. The project coordinator's ability to jump back and forth between different types of partners (partners from technical sciences and from social sciences as well as practitioners) and keep them on the same track was also quite important. This ability made it possible to serve the needs of science and research as well as those of the practical application and political framework. So, this part of networking did work quite well, thanks to the project coordinator.
GT VET	In the project "Greening Technical Vocational Education and Training" (GT VET) a pilot training module on green skills has been developed which is supposed to accelerate the implementation of industry-relevant qualifications in company related training and national VET systems continuously. It contains four elaborated sub-modules on topics directly relevant for green skills and ecological awareness: Energy, Waste, Noise, and Raw Materials. This European training module helps to obtain comparable European learning outcomes in the field of green skills and sustainable awareness within technical VET (focusing on preventing pollution and securing occupational health and safety). The module was adapted and tested by four steel companies (ThyssenKruppSteel, TataSteel, ArcelorMittal Poland and Acciai Speciali Terni) in four member states (Germany, United Kingdom, Poland, and Italy). All steel companies were GT-VET project partners, along with research institutes in the respective countries ("tandem approach"). In GT-VET, a sectoral learning ecosystem has been initiated. While the implementation of learning in this case takes place on the regional and local level in the four participating steel companies' countries, GT-VET has implemented a cascading learning approach for promoting green skills. The main result of all these efforts is a European Framework Module on Green Skills and its sectoral integration, which will be developed further by ESTEP (the European Steel Technology Platform), with an ECVET approach, as a basis for continuous



	adjusting of the existing module against the background of new skills demands. While the primary target audience was and still is the European steel industry, cross-industrial transfer has always been part of the envisioned learning loop. So a secondary audience are neighbouring industries in which the introduction of green skills is also becoming more and more relevant. In the meantime, a transfer project has started which builds upon the GT-VET learning approach and develops green skills in the automotive industry.
Progetto Quid	The case describes the learning process in the establishment of Progetto QUID, a social cooperative based in Verona that trains and employs marginalized women to make clothes from discarded material coming from top fashion companies. The fashion brand is led by two young founders, Anna Fiscale and Ludovico Mantoan, and was officially founded as a social cooperative in 2013. The social innovation (SI) gained a lot of traction in its initial stages, winning several SI competitions, both on the national and European level, which provided the team with mentorship, networking possibilities, seed capital and credibility. The SI also strongly benefitted from being set in the fashion industrial district of the Veneto Region, allowing the team to tap into industrial know-how and expertise. The main evidences and insights drawn from the case are that: (1) the majority of the skills needed to start up the SI came from the experiences had throughout the innovation process; (2) the academic background of the team in economics was useful towards its initial development, also in terms of idea generation; and (3) the context in which the SI developed was key towards the SI's successful growth in terms of providing resources, skills and know-how. The case also confirms that teams in SIs are constructed without focusing too strongly on the skills required and a condition of unbalanced competences seems to emerge as a core trait of most newly established social ventures.
Emilia Romagna Region	The case describes four examples of social innovation in Emilia Romagna. Emilia Romagna is a territory with a high number of social innovation experiences representing specific learning processes. The analysis of the cases, of their evolution and of their learning process will help to understand if their success depends on specific and local dynamics or whether a social innovation ecosystem can be identified. This provides also the basis for a brief discussion of the factors which could promote a real ecosystem of social innovation in Emilia Romagna.



	The main features which have emerged, such as the replicability, the learning processes, the hybridization, and the different kinds of partnerships between the State, the private for profit and non-profit organisations make this region a useful case to discuss.
Girls' Education Challenge	This case analyses the processes of learning by which the UK Department for International Development has evaluated the Girls' Education Challenge (GEC). The Challenge Fund was launched in 2012 with the intention to disburse £300 million to 37 different projects across 18 different countries. This is an example in which a government intervention is utilising the tools and methods of social innovation- namely the challenge fund model- in order to engender social change. It is therefore an example of government operating as a social innovation 'intermediary'. This is a very large project constituting the largest donor funded programme on girls' education. The initial business case for the project stated that the monitoring, evaluation and learning (MEAL) processes were planned to be ambitious because of the size of the project, its innovative character and the opportunities to fill gaps in knowledge for future policy makers and donors. The MEAL had three different dimensions⁴: (1) An independent external evaluation conducted by a consortium led by COFFEY International- selected through competitive tender (2) The Fund Manager, a consortium led by PwC, who will support projects in monitoring and evaluation (3) Individual projects also have the responsibility to collect some of their own monitoring and evaluation data. The programme was subject to logical frameworks from the start and the business case defined a set of expected results and critical success criteria. The project was also subject to continual learning and adaptation processes which meant that learning could inform the functioning of the project, this has been managed through an annual review process. Key aspects of learning have been the following: (a) assisting in developing the broader evidence base around best practice in extending educational provision in developing country contexts; (b) understanding emerging critical intervention areas within education; and (c) learning from the programme implementation in order to be able to adapt the programme to achieve better

⁴ Girls Education Challenge (2012) Business Case v.4.
http://iati.dfid.gov.uk/iati_documents/3717197.odt



	outcomes. In particular, learning how to better adapt frameworks to context.
Project based learning	The case describes the processes of learning involved in the 'Learning Through REAL Projects' programme developed by the Innovation Unit and the Educational Endowment Foundation (EEF). £906,000 of funding was given by the EEF to investigate the efficacy of project-based learning in raising educational attainment and engagement in UK schools. This case can be seen as an example of multiple intermediaries cooperating in order to design, pilot, implement and evaluate a project of work. In particular, it demonstrates social innovation in the field of education, through the implementation of an approach which had not previously been attempted in the UK context. It illustrates some of the challenges of intermediary-led research with randomised elements. The project protocol has been refined to reflect some of the budgetary and time-related challenges relating to the RCT phase, as well as practicalities which have changed. The learning methodologies applied during the intervention are mirrored by some of the processes of learning for intermediaries, demonstrating the value of situated learning for all stakeholders. This also provides an interesting insight into real-world research with accessible output and dissemination of findings. The learning processes involved in this case operate on two different levels. Firstly, the learning process of the programme leads (researchers from Innovation Unit together with staff at the schools) about the effectiveness of project-based learning as an educational intervention. Secondly, the learning of the students involved in the programme and the innovative methods by which they gained knowledge brought to an understanding of the effectiveness of the Project based learning approach in supporting pupils engagement in their regular education activities.
Realising ambition	The case describes the learning process within the Realising Ambition programme in the UK. Realising Ambition is a funded 5 years programme providing support to organisations which replicate evidence-based or promising interventions aimed at preventing young people entering the pathways into crime. The programme was developed to embed learning both within the 22 organisations delivering interventions but also within the consortium partnership delivering the programme. Learning is focused not only on what works in youth crime prevention but, and



	distinctly for the Realising Ambition programme, on what works in replicating interventions in new geographies or with new populations and the support necessary for organisations to successfully do so. The main insights drawn from this case are that: (1) the scale of the learning gathered around what it takes to successfully replicate to enhance future practice (2) embedding a learning process from the outset and gathering learning through a variety of methods and from a range of sources enabled learning which is relevant and can be targeted to specific audiences; and (3) having an influencing communications plan which included the delivery sector and commissioners, funders and policy makers has allowed the programme to not only develop and share learning about best-practice at the delivery level but also to influence practice at the institutional level. Realising Ambition is an interesting case of learning processes within an intermediary due to its multi-faceted approach to learning and its scale. Reflection amongst consortium partners at the end of Year One about the process through which learning was captured led to the development of a Learning Log. Each partner would complete and share the Learning Log prior to the 6-weekly consortium Operational Board Meetings. These Learning Logs included information about successes, challenges, lessons learned and reflections. The introduction of this sought to enable the consortium to be more agile in its reaction to any challenges and to embed a process of regular reflection in its working. Intermediary learnt how to better support SI projects, processes and policy.
Social festival - Keep the ball rolling	This case study describes the learnings of the organisational team in the implementation of an Austrian social innovation: the social festival, Keep the Ball Rolling. The goal of Keep the Ball Rolling is to encourage people living in the respective hosting region to come up with ideas, to reflect on their environment and develop new or enhance already existing thoughts and strategies that could help to improve individual living conditions and those within their communities. The festival provides a framework for socially relevant activities; these activities, however, are expected to come from the people concerned, to be derived from their own experience and expertise. All social festivals were accompanied by a research team. Main evidences in the cases show that learning occurred at 2 different levels. From the first festival edition to the last one, the research team learned: how to manage the process of entering a community and mobilising it through a large framework project based on the



	engagement of people; how to help people in conducting small scale projects; how and to what extent the festival was effective in mobilising the communities in a process of change of their everyday life. People from the communities learned how to manage small projects starting from a problem and looking actively for its solution together through a process based on problem solving and learning by doing.
Solartaxi	The case describes the learning process in the establishment and upscaling of the Solartaxi Heidenreichstein. Austria's first e-taxi powered with electricity from solar power plants offers low-fare mobility services in a small Austrian municipality. For the price of 2 EUR or 2 Waldviertler (the region's complementary local currency which has been a success in promoting local business so far) passengers may ride anywhere within the municipality of this small village in Austria's economically, socially and infrastructure-wise weakest region. Thus, affordable and sustainable mobility is offered to the not-so-well off and also the necessity of owning more cars per household (this region also has the highest car per capita ownership in Austria due to its weak infrastructure) is lessened. The SI is well embedded in the region's solidary economy system and well connected with key stakeholders. However, getting to this point was not easy and the project team had to undergo a steep learning process, especially in the initial phase of the implementation process. The learning process during the implementation of the social innovation was a multidimensional one. A key requirement to understand the specific learning processes in innovative projects is to know about the history and personal experience of the key players in the innovation. For this case, the key innovator, Karl Immervoll, was the driving force behind the efforts to establish Solartaxi in Heidenreichstein. The project developed thanks to different types of learning processes occurring during (and before) the project implementation that were crucial to the success of the project. These learning processes are mediated through different forms of knowledge acquisition and distribution, from identifying local needs through researching new subjects such as legal matters to developing enriched and innovative service roles and competencies) and are fundamentally connected to both personal and regional development.
Lernhaus	The Lernhaus, established in 2011, is an institution run by the Red Cross in Austria where children and youth between six and 15 years receive teaching aid and



	tutoring free of charge. Families in disadvantaged groups frequently struggle to assist their children in school matters, either because the parent generation is poorly educated or because they lack other social or financial means or space and time to look after their children's homework. The guiding principle of Lernhaus is to assist children to graduate from compulsory school and thus build capacities and opportunities for socially and/or economically disadvantaged groups. Even though the project does not exclusively target groups of migrants and/or refugees, a significant share of Lernhaus-children belong to these groups. The actual residency or citizenship status of children is of no concern for the Lernhaus organization. Lernhaus started out as a top-down initiative of socially responsible companies and executives seeking for an issue to address. It is a distinct and somewhat new project of a large NGO that is active in many fields. Entering a new and emerging field with a combination of externally hired project creators, fairly young project managers and volunteers, the project soon established its own domain, and managers enjoyed considerable discretion - but at the cost of some overburdening and staff turnover. Stakeholders had to learn to balance their targets and publicity benefits against the operational logic of the project, and project managers learned to better transfer knowledge and also to formalise some procedures and practices: having disadvantaged youths negotiate targets with project managers, monitoring their progress with a software tool and improving both children's and volunteers' attendance through the introduction of a contract are new practices and methods with roots in new public management, consultancy and pedagogy. Lernhaus emerged as more of a top-down charity initiative by established large partner organisations, and strategic adaptations of target groups and expectations took place on this level. Operations are run by Red Cross and since it is a new activity in the organisation, the Lernhaus locations enjoy considerable discretion in running and adapting their activities. Managers of the sub-projects made most decisions themselves and checked for approval later. This eventually led to an actual division of decision-making processes between the global strategic questions, which are discussed within KAA and decisions on the operative level which are taken by the respective local project managers. Learning also occurred on these levels separately: with its top-down character, the project's learning chiefly consisted in negotiating partners' different interests, identifying an attractive and meaningful
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	cause, and balancing CSR, upscaling and target orientations. On the operative level, project managers and employees developed the voluntary and informal learning and support settings in interaction with the respective local environments. However, the operative level managed to shift the focus of partner organisations somewhat to a focus on end-users and quality support rather than top-down target setting.
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5. SI LEARNING PRINCIPLES AND PROCESSES AT WORK

In this section we describe the main learning processes we observed at work in the 15 cases studies. As a general result, learning mechanisms in SI do not differ significantly from those at work in other contexts of innovation as already pointed out in the literature on learning theories (as reviewed in section 2 of the deliverable). Despite this evidence, really few studies have tried until now to correlate or apply this knowledge on the learning processes that work in SI contexts and to exploit the results to address the question of how social innovation education can be advanced.

The issue of SI education has been formally faced until now mainly in the areas of social entrepreneurship and social impact where consistent research as well as educational programmes already exist.

A relatively new trend is the introduction of the design thinking approach in SI as an area of education/learning based on learning by doing mechanisms. Design thinking and learning by doing would be the best process and approach to support the development of SI from inception to impact, where the single innovation has scaled enough to produce changes in the system in which it takes place (Murray, Caulier-Grice and Mulgan, 2010; Bates, 2012).

Even though this trend represents a consistent and interesting trajectory to be observed and further developed in the way in which it is actually implemented it presents some limits:

- contrary to its production the SI development model - described by existing frameworks as a rational and structured sequence of prompts, proposals, prototyping, sustaining and scaling - actually takes place in constrained contexts and typically develops as a frugal answer to a social problem (Terstriep et alii, 2015). Also our cases show how SI is characterised by a much less formalised process, in which some of the phases described in the ideal models do not exist and some of the objectives are not seen as relevant by the innovators (e.g.: the emphasis on scaling up that we find in SI literature). From this perspective, transferring design thinking produces conflicts and gaps that have to be further addressed:
- each stage of the model necessitates different skills, structures, resources and most likely actor constellations. This consideration brings the idea that design thinking and learning by doing are not enough to support the process of SI development as described by the model.



In the following, the main results observed in the analysis of 15 cases of diverse SI typologies. The cases showed how learning mechanisms in SI do not differ from other innovation contexts and do not differ among typologies.

Differences in the learning mechanisms depends on: the main learning actor; the contexts in which learning occurs, the specific goal pursued through the activation of the learning activity, the actors involved, the scale at which learning occurs and the occurrence of similar learning processes.

In the following we report the main learning mechanisms detected in the case studies and for each of them we report a detailed discussion and examples.

Collaborative learning

All the cases analysed are based on network developing activity. Networking is a central area of competences in SI and it has different aims. When networking works as a mechanism of learning, it supports the principle of knowledge sharing, mutual learning and collaboration in the process of SI development. Collaborative learning works from SI innovators to SI ecosystems, adapting along the typologies: the scope of the collaborative learning activity, the groups/networks of learners among which it occurs and the modalities through which actors learnt.

SI often develops thanks to a process of learning that occur by establishing collaboration and co-design activities with beneficiaries and customers.

Working with the involvement of the beneficiaries and or the customers is one of the most well recognised features of SI. Those that will benefit from the SI are often those that produce, at a certain degree of involvement, the SI. In addition, the involvement of end users and customers especially in the initial phase of any kind of innovation is a diffusing strategic asset for general growth and prosperity: information coming from this intensive learning processes are applied to better fit solutions to the customers and beneficiaries needs as well as to evolve continuously the portfolio of solutions that is offered.

In the case of Nova ISKRA a transdisciplinary platform and a fully independent venture that connects the creative community to potential partners and supports the realization of their ideas on the market, both mechanisms were at work. The idea was initiated by two young professionals with vast experience in cultural management, product design, creative industries and project management. Their previous knowledge about the sector gave them understanding of the unmet needs of the young professionals and creatives regarding the supporting environment for their professional development. However, awareness about the needs was not sufficient. In order to find an appropriate way to fulfil these needs a conduction of a research on customer need and expectation was conducted before the implementation of the platform in its ideation process. The platform services then developed and adapted thanks to the continuous



feedback of their users (reactive learning).

In the case of Solartaxi the concept is a non-profit taxi service offering sustainable e-mobility services (a taxi powered with mostly solar and a bit of wind energy) to citizens in Austria's least developed region. It has the organizational form of a club and only members of the club can use the services of the two taxis, which are operated by part-time working professional drivers. For this case the key innovator was Karl Immervoll who was the driving force behind the efforts to establish the Solartaxi in Heidenreichstein. As a first step in the learning process he confronts the people of the project region with his ideas or even gets his ideas for innovations just by talking to ordinary people. Through this first step he makes sure that the planned innovation fits the needs of the population and does not artificially create an innovation where there is none needed or where other problems are more pertinent. He used surveys, newspaper announcements and presence in local market places to present the idea and to learn about the specific needs of the people.

SI organizations often benefit from collaborative learning with the actors with whom they coproduce value.

Collaboration among all the actors of the value chain is a well-recognized practice in the for profit field. SI is quite advanced in establishing collaboration with those partners with whom it shares social value but it should become more capable to take advantages and learnt also from those partners with which it collaborate to produce real services, the process the product it delivers. Establishing strong collaborations with stakeholders that can help in the production of SI can bring a consistent learning improvement in the core competence of the organization.

In the case of **Humana nova** a social cooperative with the mission to employ disadvantaged persons in the labour market through recycling and redesigning discarded textile, the partnership with the Croatian design brand ELFS was useful in several ways. Due to ELFS, the cooperative had to restructure its production process in order to be able to fulfil their demands and had to become more flexible and able to deliver orders in a short time. Moreover, because ELFS is a popular brand in the higher price range, Humana Nova had to raise the quality of its services and introduce quality standards.

In the case of Progetto QUID, a project of production of fashion items from recycled textile, the innovators had the chance to learn from the specific industrial context in which the project growth (in fact the project developed in Regione Veneto one of the most competitive Italian district for clothes production) as well as from the fashion brand with which they established collaboration and commercial agreements.

In SI ecosystems, collaborative learning mechanisms take the forms of explicit knowledge sharing and explicit knowledge transfer.

Contrary to a community, an ecosystem is composed of different typologies of actors that differ from each



other for their scope, motivation, kind of competences and knowledge. In an ecosystem, collaborative learning supports processes of explicit knowledge transfer and cross-sectorial knowledge transfer. The aim of these kind of mechanisms is to develop a common level of knowledge within the ecosystem with respect to a macro scale issue that needs a multidisciplinary perspective and support all the actors of the ecosystem to improve their overall level of awareness on the faced issue.

In the case of **Dynamlink** a large framework programme to develop a climate change adaptation strategy for the Ruhr region the problem was how to face a cross-cutting issue affecting a variety of public institutions and actors. Hence, addressing it adequately, it required cooperation between actors who normally did not work together. The cooperation was centrally coordinated by the project leader, but the different actual actors also networked among themselves. This group consisted mainly of experienced practitioners and researchers who were not involved in their organizations' board or coordination of working groups which gave them the freedom to act relatively independent. Generally, there was a high exchange of knowledge and important interaction. This also was influenced by the actors' background and high level of competences. As every actor brought a specific knowledge, the project benefited from these extensive facilities.

In the case of Realising ambition a 5 years programme to provide support to organisations which replicate evidence-based or promising interventions aimed at preventing young people entering the pathways into crime. One of the main insight drawn from this case is that of the scale of the learning gathered around what it takes to successfully replicate to enhance future practice This processes was explicitly designed on mechanisms of knowledge sharing, transfer and collaboration among all the supported projects.

Experiential learning/ Learning by doing

Concepts of experiential and organisational learning can usefully be applied here. Experiential learning (Kolb, 1984) is a holistic perspective that combines "concrete experience, reflective observation, abstract conceptualisation, and active experimentation" (Moon, 2004). It is dedicated to the development, testing, evaluation and re-design of actions addressing issues that have been identified in diagnosis. Indeed, on both the executive and operative levels, stakeholders and managers inevitably learned "by doing" and interacting with their target groups, peers and the wider institutional environment. SI exhibits a high occurrence of not planned learning by doing. In fact, many evidences and case studies have already shown the casual nature of SI development which often relies on a bricolage attitude of the innovators or on reactive mechanisms to gaps that exist in especially the public service sector (Terstriep et alii, 2015). In line with these findings also the SIC cases show that learning by doing is a process that occurs in the practices and that it is supported by mechanisms such as trial and error, problem solving and reactive learning.



Social innovators exhibit mechanisms of learning by doing based on reactive and trial and error learning mechanisms.

In the case of **Progetto Quid** a SI based on recycling textile to produce new branded fashion items, the SI has codified some of the learning through training sessions, but the majority of the experience-based learning is double-looped, in which the two founders test various methods and change their strategy based on corrected assumptions made on customers, products, services and/or strategies (Argyris and Schön, 1996). The knowledge acquired is then shared with the core team and new strategies are devised. For example, the decision to make co-branded products and have them distributed in their partner's distribution channels was the result of having made an incorrect assumption on the product and the production process. It was also made due to a more accurate analysis of customer needs. The decision to change involved the entire team as it involved the whole organization. While the input was given by Anna, the learning process involved the whole team.

In the case of **Agintzari social cooperative** The majority of the knowledge gaps in the innovation process have been related to its process of expansion and the management and on-going re-adaptation of the organization. Learning has been acquired basically through the innovation process, that is, they have been learning as they have been growing as an organization. In this sense, the learning process has been mainly reactive to the problems they have encountered. These problems have been mainly related to the need to achieve more funding and influence inside public administrations, the diffusion of the impact of our activities, the engagement with new actors/agents, and improving the management of the organization as it was evolving. Being a social cooperative of public utility implies that they had to follow and be consequent with what being a cooperative means in terms of salaries, the professionalization of the organization, etc. Among the different tools they have used to face the growth of the organization there has been the development of co-creation activities, extended leadership in the management of the different projects through new management teams, project teams, informative assemblies, screening activities and proposals. These are recognized by Agintzari as tools that serve the model of management and that they see as socially innovative tools since they involve different actors, agents, partners, social target groups, etc. Involving the different array of actors, institutions, partners, social groups, agents and social entrepreneurs has been crucial. Learning has been built through activities of collective creation among all the interested parties. In Mikel's words *"if you belief in what you do you are able to create, and if all parties aren't participating and are part of this creation it is very difficult that they belief, they have to be protagonists and feel they are part of something that is being collectively generated" (...)* *"if we conducted these activities through for example, social labs it would be very difficult to adapt the ideas generated in these labs to reality, social innovation cannot be built in a lab"*.



Situated learning

Following the premises of situated learning theory, in a “community of practice”, the context influences the learning capabilities of the group or the organizations through the development of its activities. This community shares a common set of problems, they learn about these problems and how to find solutions by mutually influencing each other, increasing in the process their knowledge and their level of expertise (Wenger, 1998).

But in SI, the strong level of context dependency of the solutions is higher than in other forms of innovation and the concept of situated learning can be applied to different SI typologies beyond the one based on communities. This characteristic is mainly due to multiple factors: while problems to be addressed tend to be quite transversal, ways in which they are addressed, resources employed in addressing them, and networks of actors who implement solutions tend to be reconfigured in relation to the specificities of the contexts in which SIs are introduced or diffused.

SI based on communities often exhibit situated learning mechanisms that support tacit forms of knowledge sharing and knowledge transfer

Implicit forms of collaboration occur in communities where people’s physical and emotional proximity make learning happen on the basis of mechanisms like doing things together, direct observation of each other and exposing people to the same kind of knowledge. Since proximity and observation are the basis of situated learning the knowledge shared is often procedural based on how to make things instead of abstract kind of knowledge liked with theories, principles, and facts. People in communities are often quite similar, they share the same concerns, values, wishes and desires.

In the case of the Social festival - Keep the Ball Rolling the key idea is to motivate people to think about (societal) needs and challenges within their region/community, and to support them in realising their ideas to bring about change. The knowledge is presented in authentic contexts — settings and situations that would normally involve that knowledge. In the social festivals, the knowledge is communicated by each individual participant who gets involved in the community through direct involvement. At the same time, in developing their ideas and projects, the participants share and even develop common beliefs or values. The knowledge of the local population is passed on to other players in the region as a source of inspiration. The relationships and exchanges between the community of practice and the other actors active in that territory is based on the transfer of explicit knowledge on the community as the basis on which to make the SI sustainable.

In the case of Koopera a network of cooperative operating in the field of environmental services the capabilities of the network to develop social innovations are more related to problem solving skills to create new knowledge, than on their learning capabilities; that is, their capability to assimilate existing



and new knowledge directly from the context where it operates (Cohen & Levinthal, 1990). In this context, the knowledge transfer modes inside Koopera have been based on their own experience and their close connection to the Basque context where it emerged; a process of tacit knowledge transfer where the proximity to other organizations (social companies, public administrations, social organizations) inside their environment potentially increased their “absorptive capacity” to openly grow and diversify their activities.

In SI organisations, situated learning mechanism refers to the process of knowledge acquisition from the context of production and consumption.

Path and context-dependency have been already described as connected to other forms of innovation, with particular reference to organisational behaviour and to the dynamics of innovation in local clusters. The idea that proximity and belonging to a local cluster may play a relevant role in the development of commercial firms has been widely discussed in different bodies of literature, ranging from that on industrial clusters, to that on technological paradigms and trajectories, and to that on organisational behaviour and change. Nonetheless, our cases show that SIs are most often configured as local solutions, widely influenced by the national and local institutional settings, and based on networks of actors that operate in specific socio-cultural environments.

In the case of **Progetto QUID**, as can be seen, the founders were given substantial support from their initial partners and benefitted greatly from the industrial district in which they are located, giving them access to a network of territorial actors with the know-how and experience able to support their development and bridge their gaps in skills, knowledge and experience.

In the case of Nova Iskra, the constant interaction with the local community led to the development of new solutions for their unmet needs. The partnerships with many stakeholders working on various issues or projects at local, regional and global level supported Nova Iskra to develop know how in different creative sectors and develop interdisciplinary teamwork based on the combination of fragmented knowledge through dialogue and involvement of users.

In the case of Lernhaus, a third sector initiative to support disadvantage children in their school activities, SI emerged more as a top-down charity initiative implemented by many similar projects. Learning also occurred on these levels separately: with its top-down character, the project’s learning chiefly consisted in negotiating with partners from the contexts their different interests, identifying an attractive and meaningful cause, and balancing CSR, upscaling and target orientations. On the operative level, project managers and employees developed the voluntary and informal learning and support settings in interaction with the respective local environments. However, the operative level managed to shift the focus of partner organisations somewhat to a focus on end-users and quality support rather than top-down target setting. On the project level, knowledge was exchanged continuously both with other, similar



projects and within the project. During the time the project was initiated, a comparable project ran in the Austrian city Graz, the 'Lerncafé' led by Caritas. The external expert, who was responsible for developing the Lernhaus project, was in close exchange with the Lerncafé. Some months prior to opening the Lernhaus, the 'Wiener Lerntafel' was founded in late 2010, which has a portfolio comparable to the Lernhaus, and Lernhaus employees visited on-site to see how work is done there. Generally, the operative, project-level employees working with children has been a major driver for the project to be successful.

Replicating/Adapting

The process of replication/adaptation of solutions is the learning mechanism through which SI diffuse and scale in different contexts to solve similar problems in learning. Evidences from many research projects show that problems to be faced are often not local, but depending on transversal macro-trends that are similar - although with different degrees of intensity depending on local conditions - all across the EU, and in most cases all over the world (Terstriep et alii, 2015, Concilio et alii, 2013). Populations of rural areas, integration of migrants, care of ageing population, job placement of young people, establishment of equal opportunities, climate change and other similar issues are transversal challenges affecting almost all EU countries. Nevertheless, while challenges and macro-trends affecting them are homogenous, at the meso- and the micro levels a variety of ways of solving problems and creating solutions to the challenges emerges. In other words, societal challenges are transversal, but solutions, or rather the specific configuration of SIs, tend to adhere to the characteristics of the meso- and micro-environment of innovation.

In other words, the same challenge may lead to different solutions in different places depending on the adaptation of a SI to the characteristics of the specific contexts in which it is replicated. The role played by local networks in establishing and in giving shape to SIs emerges as one of the most relevant reasons behind the context specificity of SI. The specific characteristics of the local networks and of the context in which they operate often call for a reconfiguration of the solution, which turns the SI into a sort of open platform of learning (in terms of offered services, ways producing them, subjects involved in the co-creation and co-production processes) to fit local conditions.

Replication is one of the learning mechanism through which SI diffuses.

In the case of Greening Technical VET, GT-VET "Greening Technical Vocational Education and Training" (GT VET) was created: a pilot training module on green skills developed to accelerate the implementation of industry-relevant qualifications in company related training and national VET systems continuously. The module was adapted and tested by four steel companies (ThyssenKruppSteel, TataSteel, ArcelorMittal Poland and Acciai Speciali Terni) in four member states (Germany, United



Kingdom, Poland, and Italy). All steel companies were GT-VET project partners, along with research institutes in the respective countries (“tandem approach”). Modules could not simply be copied from one country to the other, but they needed thorough adaptation, depending on the sector, the industry, the concrete target group, the resources available, and many other factors. As a result, different nationally adapted training modules for strengthening green skills during apprenticeship and beyond are now implemented in local and regional learning ecosystems in which the companies, VET institutions and social partners are playing key roles.

The case of Regione Emilia Romagna describes a SI enabling ecosystem where many examples of social innovation can be observed. Main characteristics of this ecosystem is the important role that the regional and local governments played to support SI not only by promoting policy in support of it but also by experimenting directly with new forms of private public partnership to implement social innovation. The case reports 4 examples of innovative PPPs:

The nurseries’ experience shows that a level of early childhood services adequate to the European targets has been achieved by social innovation thanks to an initial strong role of public institutions. Nowadays, the crucial dimension of social innovation is the creation of public private partnerships, typically with social economy organisations, for the management and the realization of new nurseries and services. The San Patrignano Community is an interesting example of how a social enterprise involved in social agriculture, producing goods and services of high quality is a tool for supporting a new life chance for the residents in the Community. In short, a leading experience with a strong orientation to the market and the building of a “positive economy”. Social innovation is the result of a strong commitment of a non profit institution in order to develop an effective and sustainable social enterprise as the instrument to educate residents to a new opportunity for their lives. The reuse of confiscated land in Forlì is a case of social innovation based on the ability to find an innovative solution for the management of a confiscated asset. Social innovation is related to a strong and innovative collaboration between the Municipality and two social cooperatives, implementing a national law but also introducing local original solutions. Moreover, a new direction for innovation is represented by the interactions with other third sector actors and the university, with a strong emphasis on the educational dimension of this experience.

The model of Social Street is a small but relevant case of success for the efforts of a community that wanted to recreate a link with its space/territory thanks to the support of social media. This social innovation produced by spontaneous interaction of people living the same street also spurred the recognition by the Municipality of Bologna that has been the first in Italy to introduce a possible guideline for the management of the city commons, like social streets.

The main features which emerges from the case are: the replicability, the learning processes, and the hybridization of the different kinds of partnerships between the State, the private for profit and non-profit organisations within the territory of the region.



In the case of Realising Ambition which is about the support to projects whose aims are the development of path of learning to prevent young people to enter crime paths one of the specific learning objective was to understand what it takes to successfully replicate an intervention in a new geography or with a new population makes it stand out in the field of intermediaries and scaling and growth programmes. Replication was then pursued through a designed learning process among funded project to share knowledge and cross-fertilising each other.

Reflective learning

Reflective learning is the process through which knowledge is extracted and shared from the observation of a phenomenon or a direct participation to it. There are various definitions of "reflective learning" and much has been written on the subject. Nevertheless, it is generally understood that reflection as it applies to learning is a skill, that can be summarised as: the ability to look back over an experience and break it down into its significant aspects, such as any factors affecting success or failure, a means of learning by making links between theory and practice (or learning and action), a means of improving performance, by using the outcome of reflection to inform future practice, a way of recognising, and maximising the personal value of a learning experience, a way of turning surface learning into deep learning. Even though it may occur as subsequent phenomenon of each of the learning mechanisms described until now we believe it is important to distinguish it explicitly as a learning modality that occur in some of the cases we analysed. In fact, it seems to be possible to recognise explicit and specific mechanisms of reflective learning in all SIs that implement processes of monitoring and measuring of the SI implementation process.

SI benefits from learning how to collect evidences.

In the case of project based learning, the description of the processes of learning involved in the 'Learning Through REAL Projects' programme developed by the Innovation Unit and the Educational Endowment Foundation (EEF) to investigate the efficacy of project-based learning in raising educational attainment and engagement in UK schools is reported. The project is an example of a very rigorous analysis of intermediary support. It has not only put in place good processes for baselining and for capacity building but it has also built in scope for adaptation to interim findings. We are currently at the stage where findings have formed the basis for recommendations and these must feed in to the project: (i) Learning on the challenge of the program: i.e. young girls' education; (ii) Learning on the performances of the funds distributed; (ii) Learning on the performance of the overall project. Data will be used to improve the programme as well as to give guidelines and recommendation for the development of new education tools and policy.



In the case Girls' Education Challenge of processes of learning by which the UK Department for International Development has evaluated the Girls' Education Challenge (GEC) is analysed. The GEC is a form of intermediary support that focuses particularly on supporting and scaling innovative ways of improving access to and quality of education. The articulation of support in the form of a challenge fund can be viewed as the direct use of a common social innovation tool. The aim of the project is not just to find new and innovative ways of tackling the gaps in girls' education but also to capture and share significant learning on how to improve access and quality of education for girls. As a result of this, significant time and resource has been put in to understanding the performance of the challenge funds, learning and adapting to that knowledge.

In the case of Realising Ambition it results to be distinct from many scaling intervention programmes as it moves beyond a pure focus on what it takes for the individual intervention or innovation to be successful and takes a broader, sectoral view of factors which influence successful delivery and replication. There is significant evidence to date regarding the success of individual interventions in the youth crime prevention field,⁵ where Realising Ambition progresses the field of learning is its focus on gathering evidence on what it takes to successfully replicate those interventions which have been shown effective in a particular context. Indeed prior to the programme there was limited evidence of replication of proven intervention.⁶ Realising Ambition, through its combination of practice and learning has gone some way to address both the gap in knowledge and the gap in delivery as identified by the Centre for Analysis of Youth Transitions:

"There is an urgent need to find the structures and modes of organization that will allow the findings of prevention science to be widely and successfully applied."⁷

The Realising Ambition programme, and its learning outputs contribute to our understanding of how to deliver future programmes that help to close of 'pathways to offending', and how to replicate programmes that work well.

⁵ Centre for the Analysis of Youth Transitions. (2011) Prevention and Reduction: A review of strategies for intervening early to prevent or reduce youth crime and anti-social behaviour

⁶ Ibid

⁷ Ross et.al (2011) Prevention and Reduction: A review of strategies for intervening early to prevent or reduce youth crime and anti-social behaviour. CATY. Department of Education



6. OTHER INSIGHTS ON SI POTENTIAL LEARNING SUBJECTS

In the following a list of subjects/issues identified in the case studies are reported that show some relevant areas of content in SI practices that should be integrated in current SI educational programs.

SI initiators and SI beneficiaries need to be supported with the development of different sets of skills, knowledge and competences.

Often SI involve beneficiaries as active actors in the process of SI delivery. Those that will benefit from the SI are also those that produce, at a certain degree of involvement, the SI. Beneficiaries are often vulnerable people (marginalised people, refugees, homeless, children or women victim of violence) that need to be reintegrated in the society through active mechanisms based on capacity building and development of emotional skills. In reality, many cases are showing that when beneficiaries are active resources of the social innovation solution they need to receive education on the core competences needed to perform their job as well as on other skills that can vary from language and cultural skills, to procedural and processes skills and legal and regulation knowledge. This is suggested from the following cases: Taste of Home, Solartaxi, Progetto QUID, Dynaklim, Girls education Challenge, Social festival - Keep the Ball Rolling.

SI benefits from learning how to manage complex participatory processes.

This recommendation comes from the evidence as in many of the cases analysed SI is not often the results of a process of alignment of complex set of stakeholders that can have different interest and needs and together with which it is important to find collaborate to come to the final solution. Cases such as Dynaklim, Koopera, Humana Nova, Solataxi, Lernhaus, Regione Emilia Romagna demonstrate the complex nature of the processes of networking and collaboration in SI. Contrary to this evidences today SI is plenty of co-creation toolkit to open participation to end users and scarce attention is devoted to the management of the complex networks of actors that are dealing with it.

SI benefits from learning how to influence public organisations and public decision making.

The importance of favourable policy for the development of SI is strategic. The capability that some of the actors to work together with the public sector and with actors representing the decision-making level of a context has been fundamental in many of the cases analysed: Koopera, Regione Emilia Romagna, Girls' education challenge, Social festival - Keep the Ball Rolling, Realising Ambitions.

SI benefits from learning about how to produce high quality products.

SI quite often is the expression of complex business models that rely on a fragile balance between its social and economic proposition. In addition, the stress that derives from the need to show immediate



social impact prevent SI to invest and take care of the quality of the product process or service delivered. As a consequence, the economic sustainability of the solutions can suffer from the scarce quality of the delivery. Some of the analysed cases show that SI sustainability is highly dependent from the quality of the delivered products: Koopera, Solartaxi, Progetto QUID, Agintzari, Humana Nova, Girls' education challenge, GT VET are all cases where learning about the need to produce high quality solutions has been a turning point for the success of the initiative.

SI benefits from communication and marketing competences.

Related to the previous recommendation there is the one which refers that SI benefits from learning how to communicate about the initiatives as well as from developing marketing and strategies and brands for the delivered products. Humana nova, Progetto Quid, Agintzari, Solartaxi, Social festival - Keep the Ball Rolling show how the integration of communication and marketing competences in their organisations has been strategic for the further development of SI.

HR competences related to disadvantaged people support the better development of SI.

Many definitions refer to the idea that SI main concerns would be the empowerment of vulnerable people through their active engagement in the SI solutions (Terstriep et alii., 2015). In the majority of the SI education programmes there is scarce attention on the vulnerable as active resources of the SI and human resources management is often faced as a classical management issue. Vulnerable people often represents a part of the working force of SI, employees that daily operate in SI organisations and interact with customers and with the other members of the organisations in the process of value creation. Cases such as Taste of home, Progetto QUID, Koopera, Agintzari have shown how learning about the modalities to rely with these people is fundamental for the SI internal efficiency. Specifically, the cases demonstrated how SI benefits from HR competences for the management of vulnerable people and of the learning paths towards to support their empowerment.

SI benefits from learning how to develop an adequate organisational structure.

In socially innovative terms, the satisfaction of human needs, the empowerment of marginalised social groups and communities or the change in power relations, cannot be achieved without an adequate internal and external governance model (Moulaert et. al., 2007). SI learning should focus on the growth of the organization directly related to its connections with stakeholders and other partners. Our cases of SI organisations like Koopera, Agintzari, Progetto QUID, Regione Emilia Romagna show the critical role for SI played by the integration of vulnerable people in the working places.



7. SIC LEARNING FRAMEWORK

Learning can be seen both as the process by which knowledge, skills and insight are developed as well as the end result of the content which is learnt.

A learning framework should thus consist both of learning processes and of learning contents, connected to specific learning targets and objectives. These elements may sometimes refer to separate research settings and bodies of knowledge, and can be split to facilitate the understanding of some aspects of the framework, but they are clearly interwoven and interdependent. We may investigate learning modes and processes in a wide perspective, but we have to connect them to learning topics and objectives to provide an overall coherent framework. If we assume the perspective of educators, we cannot say how to teach without first understanding what to teach to whom, and for which purpose.

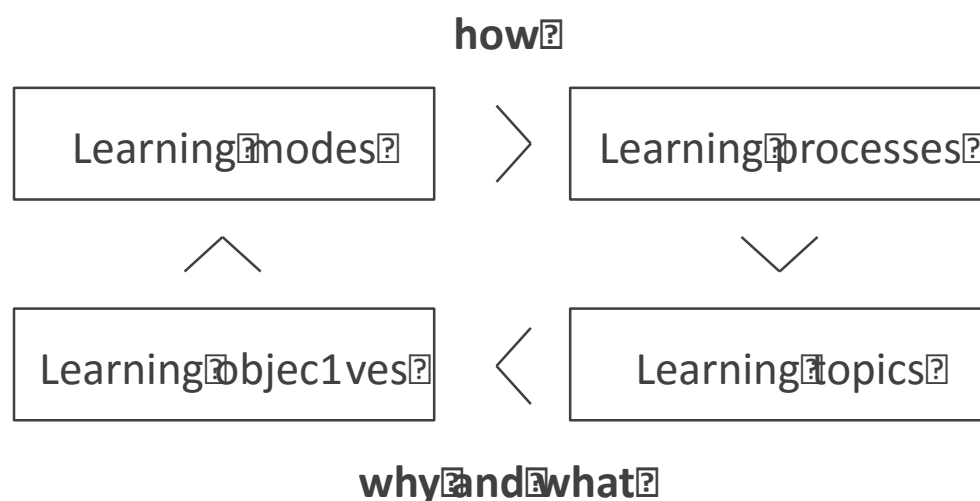


FIG. 5. LEARNING COMPONENTS FOR A SI LEARNING CURRICULUM

As our overall concrete objective is to understand learning mechanisms and principles for social innovation, the first question that we have to take into account is that we are operating in a quite recent and dynamic field, where knowledge is in progress. Existing curricula can only partially serve as references and sources of inspiration, as very few of them are really focused on social innovation. There is a vast educational offering in nearby fields, such as social economics, social entrepreneurship, social policy etc., while there are still few experiences explicitly focused on social innovation.

In formal education, social innovation is mainly treated as a theoretical question. On the contrary, in non-formal education, an experiential hands-on approach, primarily based on learning-by-doing, is common.



The emerging area of design for social innovation seems to work as a bridge between the two.

At the core of SIC learning framework resides the idea that innovation, organisational change, context transformation and learning are tightly interwoven, and that the experimentation of new practices can and should be integrated with a learning framework, engaging internal and external knowledge and resources, to establish a positive transformation of the context in which SI emerges (and of all the involved actors, who need to learn as much as they can do to play their role and address their objectives).

SIC learning framework thus proposes to combine SI advanced practices and development processes (knowing how) with a reflective process of knowledge extraction, using this combination to both analyse established and ongoing experiments (to draw insights and provide guidance), and to set up a learning environment (to provide a knowledge-creation space) in which to make possible for a range of diverse actors (from innovators to public administrations, from private organisations to communities and network) to experiment and find situated and tailored ways of integrating the new approaches and practices into the knowledge gaps/needs they have. In particular, we propose an experimentation/learning cycle, based on Kolb's experiential learning framework (1984) representing at the same time the core structure of a participatory design processes (which can be complemented with appropriate tools and applied to the co-creation of new SI) and of an organisational learning process (which can be complemented with appropriate structures and actions and applied to the introduction and integration of new knowledge).

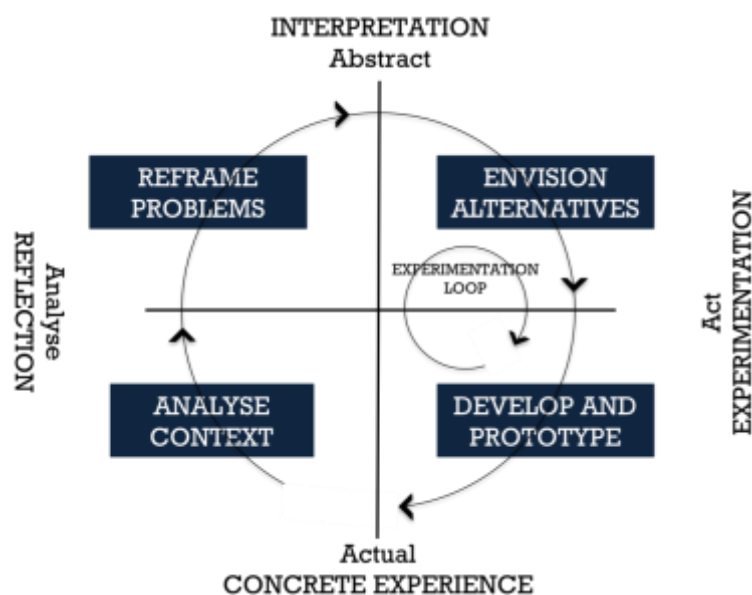


FIG. 6 THE SIC LEARNING FRAMEWORK



Fig. 6 depicts the SIC learning framework as the combination of the design thinking approach together with the Kolb's model of experiential learning: it suggests that design thinking can be exploited to design and pilot processes of experiential learning in SI.

The iterative nature of the design process based on loops of understanding-designing-and redesigning until when the faced problem is addressed is combined with the situated nature of the experiential learning that starts from the concrete experience of the current situation (actual) and moves to the design of an experimentation (act) by reflecting and interpreting. The act of experimentation is supported by the development of prototypes, those design artefacts that represent the concrete implementation of the alternative hypotheses formulated to change the initial experience and by the evaluation of their effectiveness.

The framework can be applied to a combination of diverse typology of learners as well as to different learning objectives.

By designing new solutions to unmet problems and challenges in a learning environment innovators, PAs, organisations, policy makers reflect and produce new knowledge in a process of continuous learning based on trial and error strategy, open to the resources of the contexts in which problems arise, tolerant with respect to failures, based on the culture of the engagement with potential users as co-designers and evaluators of the alternatives.

8. SI EDUCATIONAL PROGRAMMES: GAPS AND OPPORTUNITIES

Based on our study of the offer in Europe, it seems to us that this shift is in its early stages. Our overview suggests that there is (still) a strong focus on the entrepreneurial and business side of SI. Other important aspects such as movement building, systemic change, collaborative leadership etc. are often included to a lesser degree or not at all.

A relatively new trend is the introduction of the design thinking approach in SI as an area of education/learning based on learning by doing mechanisms. Design thinking and learning by doing would be the best process and approach to support the development of SI from inception to impact, where the single innovation has scaled enough to produce changes in the system in which it takes place (Murray, Caulier-Grice and Mulgan, 2010; Bates, 2012).

Even though this trend represents a consistent and interesting trajectory it is too much unbalanced in favour of the application of tools to support innovators to deal with the phase of challenge understanding and idea generation as the proliferation of a consistent number of toolkits demonstrates.

On the contrary the framework SIC suggests to build on the interplay and cross fertilisation between



practices based on experimentation and new knowledge acquisition based on reflecting and abstracting starting from the experiments.

Experiments to be conducted need prototyping and processes of data gathering and data monitoring. The processes of prototype development and data gathering trigger reflection and abstraction and activate the positive loop described in Fig. 6.

The envisioning of trajectories for future SI education starts from these assumptions and furthermore develops along at least two interesting lines:

- 01** The area of formal SI education is today mainly represented by the tracks and courses on social entrepreneurship and Social Economy. The programs that do address social innovation in its full breadth in many cases mainly address SI as a theoretical issue. As such, significant gaps emerge on competences and knowledge on how to develop SI that answers to real challenges existing in social contexts and how these could contribute to transformative change of the social systems that sustain them. Innovation in this area of offering should be to include learning by doing activities based on experimenting with processes of SI design, evaluation and prototyping and applying insights from theory to practice with regard to topics such as complex social change processes, cross-sectoral partnerships, movement building and collaborative leadership. If offered in the right format, these could also be an interesting add-on to existing degrees.;
- 02** The area of non-formal education is today mainly occupied by intermediaries for the support of innovators and entrepreneurs. SI intermediaries have played an important role until now with respect to the diffusion of the idea that SI can be better designed through the application of a set of tools along a development cycle. The SIC deliverable 3.1 has already shown what intermediaries have done to support hundreds of SIs to become robust solution and to be sustainable in real contexts. But what has been done by intermediaries in the area of innovators is still missed in other fundamental contexts such as the one of PAs and public actors in general that deal with the delivery of services to the citizens. Developing education courses and programs for public actors (including municipalities and other public administrations) on (the governance of) complex social change processes through social innovation, represents a big of opportunity to push SI at the core of the process of innovation of the Public Sector.



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APPENDIX 1 LIST OF THE ANALYSED EDUCATIONAL PROGRAMMES

MA Programmes - Social innovation	Context	Country	Focus
MA in Sociology: Social Transformations & Innovation,	University of Barcelona	Spain	Social innovation
MA in Social Innovation / SVB	University of Northampton	UK	Social innovation
MA in Social Innovation	ZSI and Danube University Krems (continuing education)	Austria	Social innovation & digital
Master in Sustainability and Social Innovation	HEC, Paris	France	Social innovation
MA Social Economy and the Cooperative Company	Mondragon	Spain	Social innovation
Social Innovation MDes	Ravensbourne UK	UK	Social innovation & design
MA Programmes in Social entrepreneurship			
MA in Social Entrepreneurship	Goldsmiths, University of London	UK	Social entrepreneurship
Msc in Social Entrepreneurship and Management,	Roskilde University	Denmark	Social entrepreneurship and management
MSc Social Business and Microfinance,	Glasgow Caledonian Yunnus Centre	UK	Social entrepreneurship
MSc in Social Enterprise,	Stirling University, Applied Social Sciences	UK	Social entrepreneurship
MA in Sustainable Business and Innovation	Utrecht University	Netherlands	Sustainable Business and Innovation
University courses & Summer Schools			
URise, Master in rigenerazione urbana e innovazione sociale	IUAV (Istituto Universitario di Architettura Venezia).	Italy	Urban planning and social innovation
Challenge Lab	Gothenborg University	Denmark	Sustainable change
Social Economy and Social Enterprise, 7,5 ECTS	Södertorn University, Stockholm	Sweden	Social Economy
Social Entrepreneurship. Social Innovation and	Malmö University	Sweden	Sustainability Leadership
University extension course in Social Economy and Cooperatives, Uni of Valencia		Spain	Social Economy, non-profit management
Module Social Economy	FH Vorarlberg, uni of applied sciences	Austria	Social Economy, non-profit management
Summer School in Social Entrepreneurship and Social Innovation	OIKOS	International	Social Entrepreneurship
Summer School Social Investments and Social Economy –Theory, Practice and European Policies	University of the Aegean Summer Schools	Greece	Social Economy
SIC Summer School on Social Innovation	SIC	Europe	Social Innovation
SIX summer School	SIX, ESSi	Columbia	Social Innovation
Continuing education & (non) formal education			
Enterprising Leadership	KAOSPLOT AARHUS	Aarhus, Denmark	Social entrepreneurship & leadership
Masterclass Societal transitions	Transition Academy, Dutch Research Institute for Transitions (DRIFT)	The Netherlands	Sustainability transition, SI & SE
ASVI, Social Change School	ASVI	International, some courses in London, UK	
Year Here	YEAR here	London, UK	Social innovation
Knowmads Lab	Knowmads lab	Spain	Social change



International Executive Master Program in Intrapreneurship and Open Innovation	Mondragon	Spain	Open Innovation, entrepreneurs (not so social)
Social innovation/Mobile applications	IT University Copenhagen	Denmark	Social innovation and technology
Master in Social Innovation	University of Studies Cambridge,	UK	Social innovation
Online courses			
Social Innovation MOOC	Iversity	Online	Social Innovation
Social Entrepreneurship (Online)	University of Oxford	Online	Social Entrepreneurship
MOOC in Social Entrepreneurship	Copenhagen Business School	Online	Social Entrepreneurship
Diploma in Social Innovation	UPEACE Centre for Executive Education,	Online	Social Innovation
Networks			
Danish Social Innovation Club (DANSIC)	DANSIC	Denmark	SE & SI
DSIL - DESIGNING FOR SOCIAL INNOVATION + LEADERSHIP	DSIL	International	Social innovation and leadership
Ashoka U	AshokaU	US, Europe,	
+ACUMEN - Global learning community for social change makers	Acumen	International	Social change
Forum for the Future, School of System Change	FFF	International	Sustainability, innovation and leadership
Social Innovation Community	SIC	Europe	Social Innovation
OIKOS	OIKOS	International	Sustainability and finance



APPENDIX 2 SIC LEARNING CASES STUDIES

Social Innovators

Progetto Quid
Solartaxi
Taste of Home
Nova Iskra

SI organisations

Humana (No profit organisation)
Agintzari (Social Cooperative)
Girls education Challenge (Public organisation)
Lernhaus (Third sector Organisation)

Networks and communities based SI

Koopera (Network of Cooperatives)
Project based learning (network of intermediaries)
Social festival - Keep the ball rolling (community based SI)

SI ecosystems

Emilia Romagna Region (Regional Ecosystem)
Greening Technical Vocational Education and Training (Industrial Ecosystem)
Realising ambitions (Public ecosystem)
Dynaklim (Regional Ecosystem)