



IMPROVING SOCIAL INNOVATION COMPETENCIES OF SPORTS PROFESSIONALS THROUGH INCREASING QUALITY OF VET

A Course Curriculum on Social Innovation through Sport

April 2020

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1. Course Overview

The sport industry has had a growing impact on the global economy over the last 20 years with investment in public infrastructure, mobilizing resources and creating new professions and jobs. With its € 294bn contribution to EU gross value added and 4.5 million people employed, the sport sector is considered a significant driver of growth.

Sport constitute one of the most prominent social phenomena which especially young people are interested in. Today it is one of the professional sectors with the economic and social transforming, creating opportunities for many people who aspire to a future in the world of sports.

On the other hand, social innovation is the process of developing and deploying effective solutions to challenging and often systemic social and environmental issues in support of social progress. According to European Commission, social innovations are new ideas that meet social needs, create social relationships and form new collaborations. These innovations can be products, services or models addressing unmet needs more effectively.

The Commission's actions on social innovation stem from the Innovation Union initiative (2010) and of the Social Investment Package (2013). These actions facilitate the inducement, uptake and scaling-up of social innovation solutions. The main objectives are:

- promoting social innovation as a source of growth and jobs
- sharing information about social innovation in Europe
- supporting innovative entrepreneurs and mobilising investors and public organisations.

Sport as an industry is amongst the world's largest and affects other industries including health, education, tourism and media including social media which have an integral focus on social innovation and social entrepreneurship. Sport has been ingrained into the social fabric of most countries worldwide and provides a unique perspective of innovation.

Sport innovation is dynamic and affects areas such as sport management, emergence of new sports, social and community-based development in sport. Social innovation arises when sport organizations, groups or individuals (such as athletes and coaches) are faced with social issues that requires new and creative solutions. In this way, social innovation encourages solutions to complex social issues in sport contexts.

In addition to profit motives for sport innovation, corporate managers of sport-related companies can enhance their economic performance by harnessing the power of sport to deliver on community and social objectives.

The rapid growth of the sport industry in recent years and the fact that sport has become an effective tool for society has revealed the need for systematic approaches to the professional development of sport professionals in this area. Competent trainers/lecturers in the sport sector are crucial to ensuring the quality and labour market relevance of learning, both in VET institutions and in companies, and

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whether in classrooms, in workshops or at the workplace. Trainers and lecturers are responsible for strengthening the links between education and work, establishing new curricula, providing more, and high-quality, other forms of work-based learning, and applying the European tools. In the coming years, VET trainers in sport sector will be required to help shape quick and flexible responses to emerging needs for social issues such as social inclusion, gender equity, physical and mental health issues.

The SPIN-VET Curriculum focuses on the development of innovative solutions to social issues in society through the use of sport as a tool. It will help improve the social innovation skills and competencies of sports professionals and will contribute to the development of innovative products, services, models and processes for the solution of social issues. In addition, the curriculum and training course will provide a supportive and innovative educational resource for instructors, lectures and teaching staff in charge of the vocational education and training (VET) of sports professionals. Universities, higher schools and VET institutions will be able to integrate this syllabus into their curriculum if they wish. The curriculum and learning content are specifically tailored to the needs of sports professionals such as sports managers, coaches, trainers, physical education teachers etc. The SPIN-VET training course was developed based on findings from literature reviews in partner countries, surveys with sport professionals, interviews and focus group meetings with people responsible for their vocational education and training.

The transnational project consortium consists of prestigious organizations from Norway, Romania, Poland and Spain and addresses the challenges in developing innovative products and services needed for the implementation of the training course across Europe and for the solution of the social issues of sports professionals.

The training course includes 7 modules which sport professionals find critical and challenging to implement social innovation in their work. The course applies the most preferred training methods of sport professionals such as e-learning and gamified exercises.

Target Group

The target groups of the training course are consisting of sport professionals (sports managers, coaches, trainers, etc.). In addition, the curriculum and learning content provide supportive and innovative educational resources for VET staff (instructors, lecturers, teaching staff, etc.) in the sport field, sport organizations, VET organizations/institutions, universities, training providers, trainers/lecturers of these organizations.

Language of Delivery

English, Norwegian, Romanian, Polish and Spanish

2. Learning Objectives of SPIN-VET Training Course

The SPIN-VET training course aims to increase knowledge, skills and competences of sports professionals for the development of innovative products, services, methodologies and processes in

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order to provide contribution for social issues using sport as a tool. Upon completion of the course learners will:

- gain knowledge of facts, principles, processes and general concepts on how to develop innovative ideas for solving social problems by using sport as a tool, and transform these ideas into a product/service/process based on the social business model;
- gain a range of cognitive and practical skills related to social innovation processes in order to try solving social problems through sport by selecting and applying basic methods, tools, materials and information;
- acquire improved competences in planning and implementing successful social innovation management process through sport.

3. Course Methodology

SPIN-VET training course is based on four following methodological approaches:

Constructive Alignment

The basic theoretical foundation of the SPIN-VET curriculum design is provided by the Biggs constructivist alignment model, which can be defined as “an outcomes-based approach to teaching in which the learning outcomes that learners are intended to achieve are defined before teaching takes place” (Biggs, 2014: 5). The operational framework for this instructional design is based on three main areas (cf. 8):¹

1. The intended learning outcomes (ILOs) determine the objectives that the learner should learn in each module,
2. Teaching / learning activities (TLAs) describe what the learner does in order to learn,
3. Assessment tasks (ATs) assess how well learners meet their learning outcomes. This will be done through gamified exercises and final test. The SPIN-VET course will be graded on a pass basis. If more than 80 % of the answers is correct in the final test, learner could be rated as successfully passed.

Competence-Based Learning

The SPIN-VET training course as a whole has broader objects which are expressed as knowledge, skills and competences that should be developed. The desired knowledge, skills and competences are gained through the learning activities. Within EQF framework SPIN-VET course is aimed to be located at the level 4.

Following learning outcomes express what individuals should know, understand and be able to do at the end of a learning process at this level:

- Knowledge: Knowledge of facts, principles, processes and general concepts, in a field of work or study

¹ Biggs, J. 2014. Constructive alignment in university teaching. HERDSA Review of Higher Education, 1: 5-22.

- Skills: A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
- Competence: Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

The SPIN-VET curriculum development adopts similar process that has been used in the conversion of qualifications into the ECVET System. This process is available, for instance, in the Manual for the Conversion of qualifications into the ECVET System, and it is based on the following process:

- Identify Competences
- Identify/Propose Level
- Set Course Objectives
- Establish Learning Outcomes
- Knowledge, Skills, Competences
- Set Learning Activities Contact Hours
- Set Assessment of Learning.²

Practice Orientation

Structure of the SPIN-VET training course is built on three main phases of the social innovation management through sport: introduction, development and implementation. The course material includes practical information about these different phases and their key activities. This way the training seeks to provide a holistic and practical understanding of the topic to sport professionals. During the course participants will learn to apply different kinds of practical tools and methods to analyse and assess their own sport environment and social issues to focus on.

Gamification

SPIN-VET online training course is based on the competences developed while performing gamified exercises and other learning activities in e-learning platform. The online learning platform has been created as a gamified learning system, applying game elements and game design techniques to non-game context of continuing VET. It will help to boost learners' intrinsic motivation to engage in training for achieving their objectives. The learning materials and tools complemented by game-like exercises will foster creative thinking and help learners apply it to real-life business context. The SPIN-VET online learning platform represents an innovative learning environment providing an opportunity for individuals to learn anytime and anywhere. It provides an open educational resource in order to guarantee a better learning of sport professionals related to social innovation management.

4. Course Structure – Learning Content Blocks and Modules

Structure of the SPIN-VET training course has been developed on the principles of modular approach suggesting that each module represents a separate and complete learning unit leading to specific outcomes. The modular approach will make the SPIN-VET training more flexible, as it will provide for

² <http://eupa.org.mt/wp-content/uploads/2015/07/ECVET-Conversion-Manual.pdf>

personalized learning pathways addressing the learners’ needs. SPIN-VET training course consists of 3 learning blocks and 7 modules. The overall structure of the SPIN-VET training course is presented in the figure-1. More detailed information about each module is described in Annex-1 Syllabus including a module description, intended learning outcomes, learning activities and estimated duration and Annex-2 Module Contents.

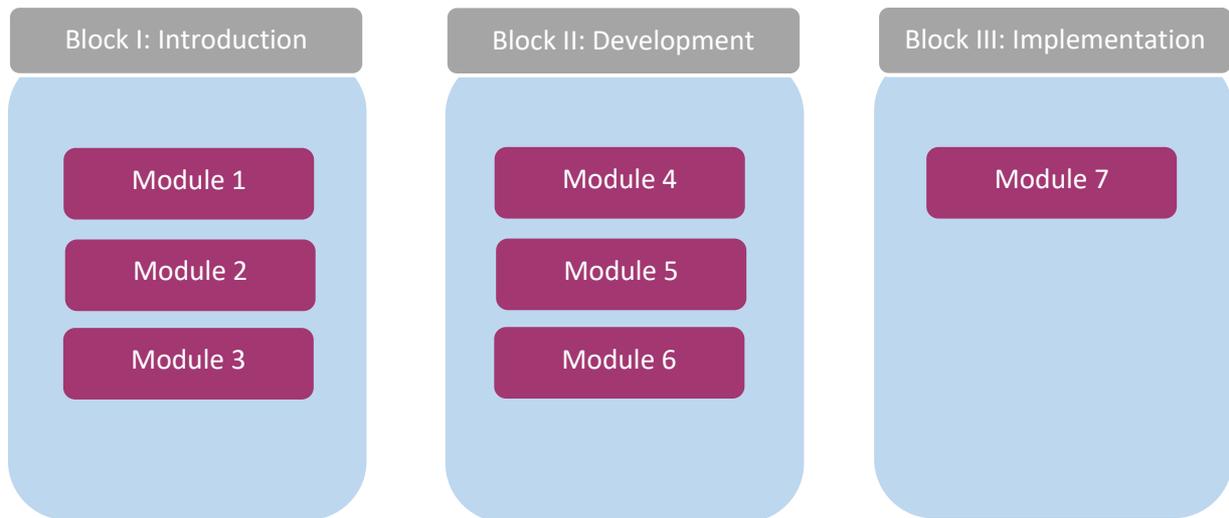


Figure-1. SPIN-VET training course structure

5. Learning Activities for Self-Paced and Trainer Guided Learning

The SPIN-VET training course can be performed as self-paced learning or trainer guided training.

Self-Paced Learning

The SPIN-VET training course has been planned as a continuing VET opportunity for sport professionals such as sports managers, coaches, trainers, physical education teachers etc. It has been designed in a way allowing for work-place learning with the only prerequisite of having a laptop or a computer connected to the Internet. All training materials are in open access after free registration on the SPIN-VET gamification-based e-learning platform.

Training method(s)	
	Self-paced learning takes place individually online. The learner follows the course structure and instructions performing modules and learning activities whenever and where-ever is most suitable for him/her.

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Learning activities	<ul style="list-style-type: none"> • Syllabus (mandatory) • Lectures video (mandatory) • Reading (mandatory) • Tools and gamification like exercises (mandatory) • Additional videos (optional) • Additional readings (optional) • Quiz (mandatory)
Estimated duration	The estimated time to complete a module is 2 hours. The learner can perform at own pace which prolongs or shortens the learning time. Additional learning material prolongs the time used for learning as well. With the average of delivering 2 modules per week, completing the course takes 3-4 weeks.
Assessment	Online assessment in the form of gamified exercises and final test. The course will be graded on a pass basis. It will be successfully passed, if more than 80 % of the answers are right in the final test.

Trainer Guided Learning

Trainer guided learning can be organised internally in an organization directly/indirectly active/involved in sport, a trainer can be invited or learners can take part in externally organised training by another organisation, for example a VET provider or a higher education institution. The benefit of trainer guided learning is that the learners get feedback and can reflect more on the tasks and exercises. The second benefit of trainer guided learning is that it provides more opportunities for evaluation of learning, and it can provide opportunities for working on the challenges of the own organisation.

Training method(s)	<p>In trainer guided learning the learner follows the provided course structure and instructions by the trainer: the trainer sets the training delivery methods including time, location, and learning activities. Trainer-guided learning has two ways of delivery:</p> <ol style="list-style-type: none"> 1. fully online, where the trainer can facilitate the learning via online platform; 2. blended learning with face-to-face meetings and online learning.
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<p>Learning activities</p>	<ul style="list-style-type: none"> • Syllabus (mandatory) • Lectures video (mandatory) • Reading (mandatory) • Tools and gamification like exercises (mandatory) • Additional videos and readings (optional) • Quiz (mandatory) <p>Any additional learning material and activities provided by the trainer such as mentoring, workshops, webinars, lectures/seminars and written assignments (optional).</p>
<p>Estimated duration</p>	<p>The estimated time to complete a module is 2 hours. Additional learning material prolongs the time used for learning. With the average of delivering 2 modules per week, completing the course takes 3-4 weeks. However, depending on the trainer and the aims of training and the learners, the training time can be organized differently.</p>
<p>Assessment</p>	<p>Trainer guided learning has two different alternatives for assessment:</p> <ul style="list-style-type: none"> • Online assessment in the form of gamified exercises and final test. The course will be graded on a pass/no pass basis. It will be successfully passed, if more than 80 % of the answers are right in the final test. • Trainer-based assessment can be adapted to the criteria of the organizing organization and country.

Annex-1. Syllabus

Module 1. Concept, Inspirations and Diagnoses

MODULE DESCRIPTION	In this module, the concept, definition and meaning of social innovation will be discussed, also providing information about the main topics, stakeholders and social problems to focus on. Finally, the last part of this module will be about how to make it real, as well as the main trends and opportunities.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • To watch the video tutorial • To complete the 3 interactive tasks mentioned in the video tutorial • To read about the subject
INTENDED LEARNING OUTCOMES	<ul style="list-style-type: none"> • To understand the concept, definition and meaning of social innovation. • To identify the main topics, stakeholders and social problems. • To know how to make it real; spiral model of social innovation process. • To analyse the current situation of social innovation in Europe; new trends, opportunities and reasons of its growing importance.
TRAINING SOURCES AND TOOLS	<ul style="list-style-type: none"> • Videos (x3). • Video transcripts (x3). • Readings. • Interactive tasks.

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EDUCATORS	<ul style="list-style-type: none"> • Academic staff • Experts • Trainers
ASSESSMENT And EVALUATION	<p>The competencies (knowledge and skills) gained by the beneficiaries during the training on the subject of “Sport and Social Innovation” are assessed by the criteria of assessment and evaluation.</p> <p>In order to ensure the validity and reliability of the assessment and evaluation, appropriate methods of measuring and evaluation are selected.</p> <p>The reasons for measuring and evaluation:</p> <ul style="list-style-type: none"> - Determining the level of preparedness among the target group and monitoring their development; - Providing feedback to the target group; - Determining the learning difficulties. - Determining the effectiveness of the teaching and the teaching materials; - Producing data for the planning of the future learning processes; - Finding out the strengths and weaknesses of the target group; - Producing information to be used in determining the adequacy of teaching programs; - Ensuring that both the students themselves and their teachers are aware of the abilities of students. <p>For this specific module, the following evaluation methods are used:</p> <ul style="list-style-type: none"> • Self-evaluation. • External evaluation. • Multiple choice test (final quiz). • Interactive tasks.
CERTIFICATION	<ul style="list-style-type: none"> • The beneficiaries participating in the training are given a certificate. • All subjects and modules learned by the beneficiaries are stated in the annex to the certificate. • The competencies and skills gained by the beneficiaries are stated in the certificate.
MODULE DURATION	2 hours.
EDUCATIONAL METHODS AND TECHNIQUES	<ul style="list-style-type: none"> • Lecture. • Discussion. • Problem solving. • Individual study. • Interactive learning.

TARGET GROUP	<ul style="list-style-type: none"> • Sports managers • Sport professionals: coaches, PE teachers, leisure time instructors. • VET trainers/lecturers in the sport field. • Partner organizations and their staff. • Training providers. • Trainers/lecturers of target organizations.
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Module 2. Detection, Proposals and Ideas: Sport and Social Innovation

MODULE DESCRIPTION	In this module, social innovation will be contextualized in the sports field, providing tools and specific knowledge to implement it in sports. Furthermore, several case studies will be analyzed, promoting creative thinking and problem solving.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • To watch the video tutorial • To complete the 3 interactive tasks mentioned in the video tutorial • To read about the subject
INTENDED LEARNING OUTCOMES	<ul style="list-style-type: none"> • To be able to characterize the relation between sport and social innovation • To be able to identify different social innovation actions in/through sports field
TRAINING SOURCES AND TOOLS	<ul style="list-style-type: none"> • The training classes • Computers • Projector • Photographs • Videos • Presentation (PPT) • Website • E-learning platform
EDUCATORS	<ul style="list-style-type: none"> • Academic staff • Experts • Trainers

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<p>ASSESSMENT And EVALUATION</p>	<p>The competencies (knowledge and skills) gained by the beneficiaries during the training on the subject of “Sport and Social Innovation” are assessed by the criteria of assessment and evaluation.</p> <p>In order to ensure the validity and reliability of the assessment and evaluation, appropriate methods of measuring and evaluation are selected.</p> <p>The reasons for measuring and evaluation:</p> <ul style="list-style-type: none"> • Determining the level of preparedness among the target group and monitoring their development; • Providing feedback to the target group; • Determining the learning difficulties. • Determining the effectiveness of the teaching and the teaching materials; • Producing data for the planning of the future learning processes; • Finding out the strengths and weaknesses of the target group; • Producing information to be used in determining the adequacy of teaching programs; • Ensuring that both the students themselves and their teachers are aware of the abilities of students. <p>For this specific module, the following evaluation methods can be used:</p> <ul style="list-style-type: none"> • Self-evaluation • External evaluation • Checklist • Multiple choice test
<p>CERTIFICATION</p>	<ul style="list-style-type: none"> • The beneficiaries participating in the training are given a certificate. • All subjects and modules learned by the beneficiaries are stated in the annex to the certificate. • The competencies and skills gained by the beneficiaries are stated in the certificate.
<p>MODULE DURATION</p>	<p>2 hours.</p>
<p>EDUCATIONAL METHODS AND TECHNIQUES</p>	<p>Lecture.</p> <ul style="list-style-type: none"> • Discussion. • Problem solving. • Individual study. • Interactive learning.
<p>TARGET GROUP</p>	

	<ul style="list-style-type: none"> • Sports managers • Sport professionals: coaches, PE teachers, leisure time instructors. • VET trainers/lecturers in the sport field. • Partner organizations and their staff. • Training providers. • Trainers/lecturers of target organizations.
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Module 3. Social Innovator Profile

MODULE DESCRIPTION	In this module, social innovator profile will be presented. Furthermore, a brief info on social entrepreneurship and competences of social innovator will be handled.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • To watch the video tutorial • To complete the 3 interactive tasks mentioned in the video tutorial • To read about the subject
INTENDED LEARNING OUTCOMES	<ul style="list-style-type: none"> • To be able to define the characteristics of social innovation • To be able to apply the empathy and leadership competencies required to initiate social innovation in the field of sports
TRAINING SOURCES and TOOLS	<ul style="list-style-type: none"> • The training classes • Computers • Projector • Photographs • Videos • Presentation (PPT) • Website
EDUCATORS	<ul style="list-style-type: none"> • Academician • Expert • Trainer
ASSESSMENT and EVALUATION	

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	<p>The competencies (knowledge and skills) gained by the beneficiaries during the training on the subject of “Social Innovator Profile” are assessed by the criteria of assessment and evaluation.</p> <p>In order to ensure the validity and reliability of the assessment and evaluation, appropriate methods of measuring and evaluation are selected. The reason why measuring and evaluation are carried out?</p> <ul style="list-style-type: none"> • Determining the level of preparedness among the target group and monitoring their development; • Providing feedback to the target group; • Determining the learning difficulties; • Determining the effectiveness of the teaching and the teaching materials; • Producing data for the planning of the future learning processes; • Finding out the strengths and weaknesses of the target group; • Producing information to be used in determining the adequacy of teaching programs; • Ensuring that both the students themselves and their teachers are aware of the abilities of students. <p>For this specific subject, the following evaluation methods can be used:</p> <ul style="list-style-type: none"> • Self-evaluation • External evaluation • Checklist • Multiple choice test • Completion (blank filling) questions • Graduated scoring test
CERTIFICATION	<ul style="list-style-type: none"> • The beneficiaries participating in the training are given a certificate. • All subjects and modules learned by the beneficiaries are stated in the annex to the certificate. • The competencies and skills gained by the beneficiaries are stated in the certificate
MODULE DURATION	2 hours
EDUCATIONAL METHODS and TECHNIQUES	<ul style="list-style-type: none"> • Lecture • Discussion • Problem solving • Individual study

TARGET GROUP	<ul style="list-style-type: none"> • Sports managers • Sport professionals • VET trainers/lecturers in the sport field • Partner organizations and their staff • Training providers • Trainers/lecturers of target organizations
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Module 4. Design and Development an Innovative Action in Sports Organization

MODULE DESCRIPTION	This module is focused on how to turn an opportunity into a real action of social innovation, starting by the most important issues to be considered for its implementation and how to create work teams and its successful management.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • To watch the video tutorial • To complete the 3 interactive tasks mentioned in the video tutorial • To read about the subject
INTENDED LEARNING OUTCOMES	<ul style="list-style-type: none"> • To know how to do a proper analysis of the needs. • To understand how to go from idea to implementation, learning how to make it real through setting objectives and tools. • To know how to create work teams and its successful management.
TRAINING SOURCES and TOOLS	<ul style="list-style-type: none"> • The training classes • Computers • Projector • Photographs • Videos • Presentation (PPT) • Readings • Interactive tasks
EDUCATORS	<ul style="list-style-type: none"> • Academician • Expert • Trainer

ASSESSMENT and EVALUATION	<p>The competencies (knowledge and skills) gained by the beneficiaries during the training on the subject of “Design and Development an Innovative Action in Sports Organization” are assessed by the criteria of assessment and evaluation.</p> <p>In order to ensure the validity and reliability of the assessment and evaluation, appropriate methods of measuring and evaluation are selected. The reason why measuring and evaluation are carried out?</p> <ul style="list-style-type: none"> • Determining the level of preparedness among the target group and monitoring their development; • Providing feedback to the target group; • Determining the learning difficulties; • Determining the effectiveness of the teaching and the teaching materials; • Producing data for the planning of the future learning processes; • Finding out the strengths and weaknesses of the target group; • Producing information to be used in determining the adequacy of teaching programs; • Ensuring that both the students themselves and their teachers are aware of the abilities of students. <p>For this specific subject, the following evaluation methods can be used:</p> <ul style="list-style-type: none"> • Self-evaluation • External evaluation • Multiple choice test • Interactive tasks
CERTIFICATION	<ul style="list-style-type: none"> • The beneficiaries participating in the training are given a certificate. • All subjects and modules learned by the beneficiaries are stated in the annex to the certificate. • The competencies and skills gained by the beneficiaries are stated in the certificate
MODULE DURATION	2 hours
EDUCATIONAL METHODS and TECHNIQUES	<ul style="list-style-type: none"> • Lecture • Discussion • Problem solving • Individual study
TARGET GROUP	<ul style="list-style-type: none"> • Sports managers • Sport professionals

	<ul style="list-style-type: none"> • VET trainers/lecturers in the sport field • Partner organizations and their staff • Training providers • Trainers/lecturers of target organizations
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Module 5. Social Innovation Management: Sustaining, Impact and Evaluation

MODULE DESCRIPTION	Once the social innovation action is done, it is time to face the challenge to maintain these actions over time, providing in this module tools and specific methodologies to measure and evaluate their impact.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • To watch the video tutorial • To complete the 3 interactive tasks mentioned in the video tutorial • To read about the subject
INTENDED LEARNING OUTCOMES	<ul style="list-style-type: none"> • To be able to characterize the impact as a characteristic of an innovative action • To be able to use proper tools to measure the impact of sport social innovative actions
TRAINING SOURCES and TOOLS	<ul style="list-style-type: none"> • The training classes • Computers • Projector • Photographs • Videos • Presentation (PPT) • Website
EDUCATORS	<ul style="list-style-type: none"> • Academician • Expert • Trainer
ASSESSMENT and EVALUATION	The competencies (knowledge and skills) gained by the beneficiaries during the training on the subject of “Social Innovation Management” are assessed by the criteria of assessment and evaluation.

	<p>In order to ensure the validity and reliability of the assessment and evaluation, appropriate methods of measuring and evaluation are selected. The reason why measuring and evaluation are carried out?</p> <ul style="list-style-type: none"> • Determining the level of preparedness among the target group and monitoring their development; • Providing feedback to the target group; • Determining the learning difficulties; • Determining the effectiveness of the teaching and the teaching materials; • Producing data for the planning of the future learning processes; • Finding out the strengths and weaknesses of the target group; • Producing information to be used in determining the adequacy of teaching programs; • Ensuring that both the students themselves and their teachers are aware of the abilities of students. <p>For this specific subject, the following evaluation methods can be used:</p> <ul style="list-style-type: none"> • Self-evaluation • External evaluation • Multiple choice test • Checklist
CERTIFICATION	<ul style="list-style-type: none"> • The beneficiaries participating in the training are given a certificate. • All subjects and modules learned by the beneficiaries are stated in the annex to the certificate. • The competencies and skills gained by the beneficiaries are stated in the certificate
MODULE DURATION	2 hours
EDUCATIONAL METHODS and TECHNIQUES	<ul style="list-style-type: none"> • Lecture • Discussion • Problem solving • Individual study
TARGET GROUP	<ul style="list-style-type: none"> • Sports managers • Sport professionals • VET trainers/lecturers in the sport field • Partner organizations and their staff • Training providers • Trainers/lecturers of target organizations

Module 6. Scaling and Diffusion

<p>MODULE DESCRIPTION</p>	<p>In this module, you will learn different ways to diffuse and scale your project to achieve impact and positive growth, as well as communication and marketing skills to increase social awareness about your topic and, in particular, your project.</p>
<p>LEARNING ACTIVITIES</p>	<ul style="list-style-type: none"> • To watch the video tutorial • To complete the interactive tasks mentioned in the video tutorial • To read about the subject
<p>INTENDED LEARNING OUTCOMES</p>	<ul style="list-style-type: none"> • To be able to characterize the impact as a characteristic of an innovative action • To be able to use proper tools to measure the impact of sport social innovative actions
<p>TRAINING SOURCES and TOOLS</p>	<ul style="list-style-type: none"> • Video • Video transcript • Readings. • Interactive tasks • Website • The training class
<p>EDUCATORS</p>	<ul style="list-style-type: none"> • Academician • Expert • Trainer
<p>ASSESSMENT and EVALUATION</p>	<p>The competencies (knowledge and skills) gained by the beneficiaries during the training on the subject of “Scaling and Diffusion” are assessed by the criteria of assessment and evaluation.</p> <p>In order to ensure the validity and reliability of the assessment and evaluation, appropriate methods of measuring and evaluation are selected. The reason why measuring and evaluation are carried out?</p> <ul style="list-style-type: none"> • Determining the level of preparedness among the target group and monitoring their development; • Providing feedback to the target group; • Determining the learning difficulties;

	<ul style="list-style-type: none"> • Determining the effectiveness of the teaching and the teaching materials; • Producing data for the planning of the future learning processes; • Finding out the strengths and weaknesses of the target group; • Producing information to be used in determining the adequacy of teaching programs; • Ensuring that both the students themselves and their teachers are aware of the abilities of students. <p>For this specific subject, the following evaluation methods can be used:</p> <ul style="list-style-type: none"> • Self-evaluation • External evaluation • Multiple choice test • Checklist
CERTIFICATION	<ul style="list-style-type: none"> • The beneficiaries participating in the training are given a certificate. • All subjects and modules learned by the beneficiaries are stated in the annex to the certificate. • The competencies and skills gained by the beneficiaries are stated in the certificate
MODULE DURATION	2 hours
EDUCATIONAL METHODS and TECHNIQUES	<ul style="list-style-type: none"> • Lecture • Discussion • Problem solving • Individual study • Interactive learning
TARGET GROUP	<ul style="list-style-type: none"> • Sports managers • Sport professionals • VET trainers/lecturers in the sport field • Partner organizations and their staff • Training providers • Trainers/lecturers of target organizations

Module 7. Final project. Become a Social Innovator in Sports

MODULE DESCRIPTION	This final module is designed to put into practice the findings, competencies and knowledge gained during this training. It will also contribute to the preparation of a social innovation proposal in sports.
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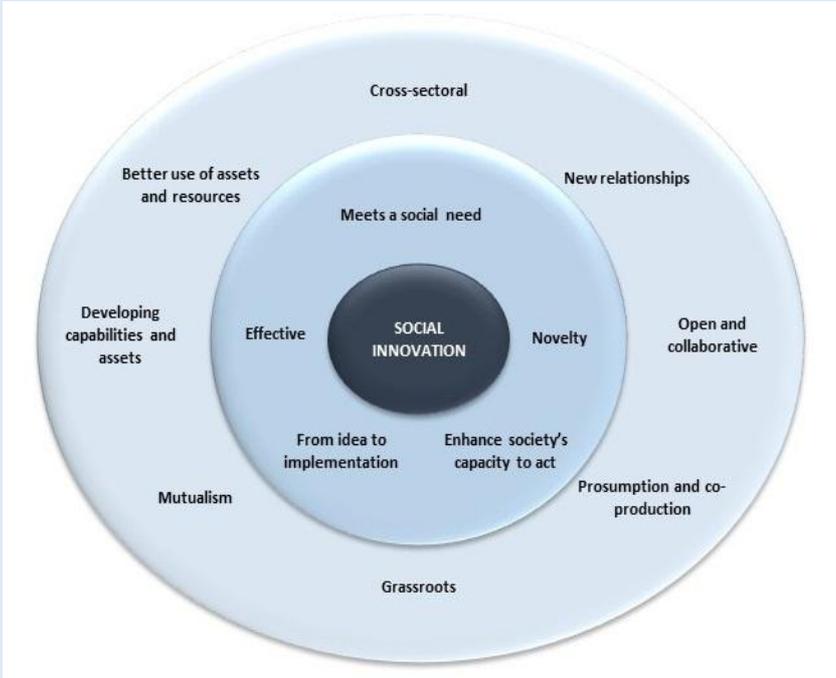
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LEARNING ACTIVITIES	<ul style="list-style-type: none"> • To watch the video tutorial • To complete the interactive tasks mentioned in the video tutorial • To read about the subject • To prepare a proposal of a project
INTENDED LEARNING OUTCOMES	<ul style="list-style-type: none"> • To understand The Logical Framework Approach • To learn the planning stages of a project • To prepare problem, goal, strategy and stakeholder analyses • To learn the processes related to monitoring and evaluation • To learn risk and quality management • To prepare an activity schedule • To create a resource and cost schedule •
TRAINING SOURCES and TOOLS	<ul style="list-style-type: none"> • Video • Video transcript • Readings. • Interactive tasks • Website • The training class
EDUCATORS	<ul style="list-style-type: none"> • Academician • Expert • Trainer
ASSESSMENT and EVALUATION	<p>The competencies (knowledge and skills) gained by the beneficiaries during the training on the subject of “Become a Social Innovator in/through Sports” are assessed by the criteria of assessment and evaluation.</p> <p>In order to ensure the validity and reliability of the assessment and evaluation, appropriate methods of measuring and evaluation are selected. The reason why measuring and evaluation are carried out?</p>

	<ul style="list-style-type: none"> • Determining the level of preparedness among the target group and monitoring their development; • Providing feedback to the target group; • Determining the learning difficulties; • Determining the effectiveness of the teaching and the teaching materials; • Producing data for the planning of the future learning processes; • Finding out the strengths and weaknesses of the target group; • Producing information to be used in determining the adequacy of teaching programs; • Ensuring that both the students themselves and their teachers are aware of the abilities of students. <p>For this specific subject, the following evaluation methods can be used:</p> <ul style="list-style-type: none"> • Self-evaluation • External evaluation • Multiple choice test • Checklist
CERTIFICATION	<ul style="list-style-type: none"> • The beneficiaries participating in the training are given a certificate. • All subjects and modules learned by the beneficiaries are stated in the annex to the certificate. • The competencies and skills gained by the beneficiaries are stated in the certificate
MODULE DURATION	2 hours
EDUCATIONAL METHODS and TECHNIQUES	<ul style="list-style-type: none"> • Lecture • Discussion • Problem solving • Individual study • Interactive learning
TARGET GROUP	<ul style="list-style-type: none"> • Sports managers • Sport professionals • VET trainers/lecturers in the sport field • Partner organizations and their staff • Training providers • Trainers/lecturers of target organizations

Annex-2. Module Contents

Module 1. Concept, Inspirations and Diagnoses

<p>Introduction Video Transcript</p>	<p>Hi! Welcome to the first module of this course. In this video we will talk about the concept, definition and meaning of social innovation. We will also discuss the main topics, social problems and stakeholders concerning social innovation, and how to make it real.</p>
<p>Video Tutorial Transcript</p>	<p>But, what do we mean by ‘social innovation’? Social innovation is considered as new solutions (products, services, models, markets, processes, etc.) that simultaneously meet a social need (more effectively than existing solutions) and lead to new or improved capabilities and relationships and better use of assets and resources.</p> <div data-bbox="635 1008 1471 1686" data-label="Diagram">  </div> <p>With the aim of providing a general approach, the core elements and main common features of social innovation are now going to be presented, according to the results of the project ‘The theoretical, empirical and policy foundations for building social innovation in Europe’.</p> <p>Let’s begin with the ‘core elements’!</p>

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- 1) **NOVELTY.** Originality!
 - 2) **FROM IDEAS TO IMPLEMENTATION.** Practical application is necessary!
 - 3) **MEETS A SOCIAL NEED.** Making things easier!
 - 4) **EFFECTIVENESS.** Measurable improvement in terms of outcomes.
 - 5) **ENHANCES SOCIETY'S CAPACITY TO ACT.** Changes in social and power relations.
- Apart from the core elements, we can distinguish also some 'common features':
- 1) **CROSS-SECTORAL.** Different sectors are involved.
 - 2) **OPEN AND COLLABORATIVE.** Inclusion as a main point.
 - 3) **GRASSROOTS AND BOTTOM-UP.** Distributed and local.
 - 4) **PRO-SUMPTION AND CO-PRODUCTION.** Social interactions.
 - 5) **MUTUALISM.** Individual and collective well-being.
 - 6) **CREATES NEW ROLES AND RELATIONSHIPS.** New roles for users and beneficiaries.
 - 7) **BETTER USE OF ASSETS AND RESOURCES.** Use of resources.
 - 8) **DEVELOPS ASSETS AND CAPABILITIES.** Inquire into needs.

After this brief introduction of what social innovation is and its main characteristics, it's time to provide you some examples to start putting into context this new concept.

Let's start with the main topics:

- ✓ **Engagement**
- ✓ **Entrepreneurship**
- ✓ **Integration**
- ✓ **Sustainability**
- ✓ **Responsibility**
- ✓ **Empowerment**
- ✓ **Collaboration**
- ✓ **Philanthropy**
- ✓ **Social needs**

Regarding the main stakeholders, they might differ depending on the specific field we are talking about. For example, in sport, we could mention coaches, physical education teachers, professors, instructors, sport managers, sport volunteers and more!

We are sure you know more topics to be included! Let us guess...

Social change, inclusion, solidarity, accessibility, bottom-up, equality, social relationships, social value, justice, well-being, ethics, social economy, local approach, poverty, etc.

Do you still think that is difficult to come up with new ideas to become a 'social innovator'? Remember, everything begins with an idea! But let us show you how to make it real!

Social innovation is considered not only as a concept but also as a process, by which new responses to social needs are developed in order to deliver better social outcomes. In this regard, Murray, Caulier-Grice and Mulgan (2010) identified six stages.



Let's start discussing each of the stages!

- 1) **PROMPTS, INSPIRATIONS AND DIAGNOSES.** This stage involves diagnosing the problem and framing the question in such a way that the root causes of the problem, not just its symptoms, will be tackled.
- 2) **PROPOSALS AND IDEAS.** This is the stage of idea generation. This can involve formal methods – such as design or creativity methods to widen the menu of options available.
- 3) **PROTOTYPING AND PILOTS.** This is where ideas get tested in practice.
- 4) **SUSTAINING.** This is when the idea becomes everyday practice. It involves sharpening ideas and identifying income streams to ensure the long-term financial sustainability of the firm, social enterprise or charity, that will carry the innovation forward.
- 5) **SCALING AND DIFFUSION.** At this stage there are a range of strategies for growing and spreading an innovation; from organizational growth, through licensing and franchising to federations and looser diffusion.
- 6) **SYSTEMIC CHANGE.** This is the ultimate goal of social innovation. Systemic change usually involves the interaction of many elements: social movements, business models, laws and regulations, data and infrastructures, and entirely new ways of thinking and doing.

Now you know the main steps to turn your idea into a real social innovation project.

Reading

Although finding solutions for human needs has been commonly regarded as a priority, in the last years, due to certain factors such as the economic crisis, ageing populations or climate change, it has become an issue of paramount importance, appearing the concept of social innovation as a proper way to solve these problems.

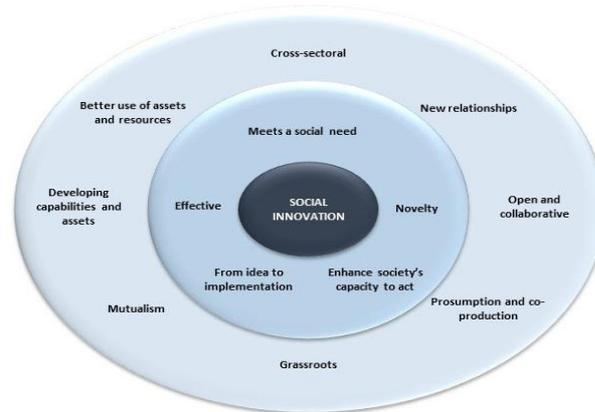
Trends such as the engagement of citizens and organizations in innovation, criticism of dominant business models and narrow economic outlooks on development, extensive declines in public spending, and the needs of developing economies, where innovation is not about cutting-edge technology but about solving social problems (Van der Have, & Rubalcaba, 2016) are the main reasons for its growing popularity, being stimulating innovation, entrepreneurship and the knowledge-based society at the core of the Europe 2020 Strategy (European Commission, 2013).

But, what do we mean by ‘social innovation’?

Social innovation is considered as new solutions (products, services, models, markets, processes, etc.) that simultaneously meet a social need (more effectively than existing solutions) and lead to new or improved capabilities and relationships and better use of assets and resources. In other words, social innovations are both good for society and enhance society’s capacity to act (Caulier-Grice, Davies, Patrick, & Norman, 2012). They are in fact innovations defined by their social goals seeking to improve the individual and collective well-being (OECD, 2018).

Although the term ‘social innovation’ is becoming increasingly well-known, there is not as yet a precise and worldwide accepted definition among the scientists, being still a diffuse, ambiguous and multidimensional concept (Hernández-Ascanio, Tirado-Valencia, & Ariza-Montes, 2016).

For this reason, and with the aim of providing a general approach, the core elements and main common features of social innovation are now going to be presented, according to the results of the project ‘The theoretical, empirical and policy foundations for building social innovation in Europe” (TEPSIE) (Caulier-Grice et al. (2012).



The 'core elements' are:

- 1) **NOVELTY.** Social innovations need to be new in some way, either new to the field, sector, region, market or user, or to be applied in a new way.
- 2) **FROM IDEAS TO IMPLEMENTATION.** Social innovation is concerned with the practical application or implementation of a new idea that need to be (or have the potential to be) financially sustainable in the mid- to long-term.
- 3) **MEETS A SOCIAL NEED.** One of the distinguishing features of a social innovation is that it is explicitly designed to meet a social need, understood as something that can cause serious harm or socially recognizable suffering when not met.
- 4) **EFFECTIVENESS.** Social innovation should be more effective than existing solutions by creating a measurable improvement in terms of outcomes.
- 5) **ENHANCES SOCIETY'S CAPACITY TO ACT.** The process of social innovation is important: in fact, the process of social innovation enhances society's capacity to act and often entails changes in social and power relations. It empowers beneficiaries by creating new roles and relationships, developing assets and capabilities and/or better use of assets and resources.

Apart from the core elements, we can distinguish also some 'common features':

- 1) **CROSS-SECTORAL.** Social innovations can cut across and occur in all sectors, move between sectors, and occur at the interfaces between the different sectors.
- 2) **OPEN AND COLLABORATIVE.** Social innovations are often inclusive and engage a wide range of actors.
- 3) **GRASSROOTS AND BOTTOM-UP.** Social innovations are often bottom-up, grassroots, distributed and local.
- 4) **PRO-SUMPTION AND CO-PRODUCTION.** In social innovations, boundaries between producers and consumers seem to be less defined, and individuals are not seen only as passive recipients of services anymore.

5) **MUTUALISM.** Notion that individual and collective well-being is obtainable only by mutual dependence.

6) **CREATES NEW ROLES AND RELATIONSHIPS.** Social innovations can also be identified by the type of relationships they create, and by new roles for users and beneficiaries.

7) **BETTER USE OF ASSETS AND RESOURCES.** Social innovation often recognizes, exploits and coordinates assets and resources, which would otherwise be wasted, under-used or not used at all. In some cases, these assets and resources can be latent intangible and/or physical.

8) **DEVELOPS ASSETS AND CAPABILITIES.** Many social innovations explicitly aim to develop the capabilities of beneficiaries enabling them to meet their needs over the longer term, highlighting human agency and advocating participation.

As you might see, the scope of social innovation is almost unlimited, so it is difficult to define the main issues addressed worldwide. However, there are some useful topics to start putting into context this new concept.

The main topics are:

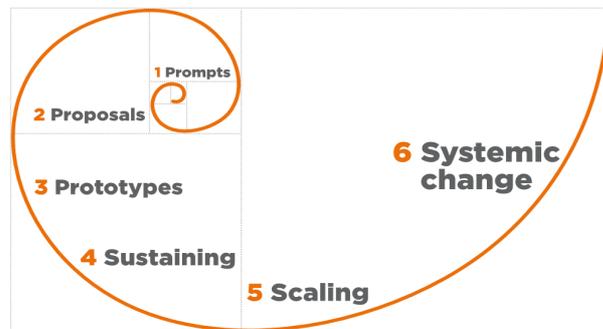
- ✓ **Engagement:** the fact of being involved with something
- ✓ **Entrepreneurship:** skill in starting new businesses, especially when this involves seeing new opportunities.
- ✓ **Integration:** to end the separation of people by race, sex, national origin, etc., in an organization or in society.
- ✓ **Sustainability:** economic, social and environmental.
- ✓ **Responsibility:** a duty to take care of something.
Good judgment and the ability to act correctly and make decisions on your own.
- ✓ **Empowerment:** the process of gaining freedom and power to do what you want or to control what happens to you.
Process of giving a group of people more freedom or rights.
- ✓ **Collaboration:** to work together with another person or organization for a particular purpose
- ✓ **Philanthropy:** the desire to promote the welfare of others, expressed especially by the generous donation of money to good causes.
- ✓ **Social needs:** such as acceptance, appreciation, belonging and companionship.
Essential for growth and development; preventing anxiety, depression and loneliness.

But also, others such as social change, inclusion, solidarity, effectivity, accessibility, disruption, corporate social responsibility, knowledge flow, bottom-up, equality, social relationships, social value, justice, well-being, ethics, social economy, local approach, poverty, new community, etc.

As social innovation wants to solve social problems, these topics could be also linked to specific ones such as gender equality, physical inactivity, natural environment, etc.

Regarding the main stakeholders, they might differ depending on the specific field we are talking about. For example, in sport, we could mention coaches, Physical Education teachers, professors, instructors, sport managers, sport volunteers and more!

Concerning how to make it real, social innovation is considered not only as a concept but also as a process, by which new responses to social needs are developed in order to deliver better social outcomes. In this regard, Murray, Caulier-Grice and Mulgan (2010) identified six stages through a spiral model, not always sequential, providing a useful framework for thinking about the different issues needed for innovation to grow.



- 1) PROMPTS, INSPIRATIONS AND DIAGNOSES.** In this stage we include all the factors which highlight the need for innovation as well as the inspirations which spark it. This stage involves diagnosing the problem and framing the question in such a way that the root causes of the problem, not just its symptoms, will be tackled.

In this stage we must take into account the European policies regarding social innovation, where we can find, through several reports, the main opportunities detected or even some inspirational guides. In regard, public authorities responsible for Cohesion Policy, considered the following six societal trends (European Commission, 2013):

- ✓ **Demography.** Migration and ageing of the UE population.
- ✓ **Environmental Trends.** Water, climate change and energy.
- ✓ **New Community Trends.** Diversity and the new community providing IT solutions (digital society).
- ✓ **Poverty-related Trends.** Poverty, social exclusion and child poverty.

- ✓ **Trends in health and well-being.** Health inequities, happiness and caring.
- ✓ **The trend of ethical goods and services.** Fair trade and local production.

In the same line, regulations related to Structural Funds 2014-20, offer new opportunities for social innovation:

- ✓ **Social inclusion.**
- ✓ **Migration.**
- ✓ **Urban regeneration.**
- ✓ **Social economy.**
- ✓ **Microfinance.**
- ✓ **Health and ageing.**
- ✓ **Incubators.**
- ✓ **Workplace innovation.**
- ✓ **Regional strategies.**

2) PROPOSALS AND IDEAS. This is the stage of idea generation. This can involve formal methods – such as design or creativity methods to widen the menu of options available.

The problems addressed by social innovation are not easy to solve and complex because most of them are ‘emerging issues’, not well defined and without a specific solution.

3) PROTOTYPING AND PILOTS. This is where ideas get tested in practice. This can be done through simply trying things out, or through more formal pilots, prototypes and randomised controlled trials. It’s also through these processes that measures of success come to be agreed upon.

There are at least four reasons for tackling the challenge of measuring social innovation (European Commission, 2014):

1. There is a need to prove that social innovation is an effective and sustainable way to respond to societal needs.
2. Justifying the allocation of public money as well as attracting other sources of public and private financing requires a shared understanding of what the ‘positive and measurable social effects’ of social innovations are.
3. Evidence-based policies require ex ante evidence of the expected impact of the actions involved.
4. Social innovations could open the way to developing a new competitive advantage for European economies, showing that social and environmental value creation is central to the human and ecological sustainability of societies.

This measurement must be done not only at the end but also during the program, defining indicators to facilitate a proper and effective evaluation.

4) SUSTAINING. This is when the idea becomes everyday practice. It involves sharpening ideas and identifying income streams to ensure the long-term financial sustainability of the firm, social enterprise or charity, that will carry the innovation forward.

5) SCALING AND DIFFUSION. At this stage there are a range of strategies for growing and spreading an innovation; from organizational growth, through licensing and franchising to federations and looser diffusion. Emulation and inspiration also play a critical role in spreading an idea or practice. Demand matters as much as supply: how market demand, or demand from commissioners and policymakers is mobilized to spread a successful new model.

6) SYSTEMIC CHANGE. This is the ultimate goal of social innovation. Systemic change usually involves the interaction of many elements: social movements, business models, laws and regulations, data and infrastructures, and entirely new ways of thinking and doing. Systemic change generally involves new frameworks or architectures made up of many smaller innovations. Social innovations commonly come up against the barriers and hostility of an old order. Pioneers may sidestep these barriers, but the extent to which they can grow will often depend on the creation of new conditions to make the innovations economically viable.

Readings and References

Caulier-Grice, J. Davies, A. Patrick, R., & Norman, W. (2012) *Defining Social Innovation. A deliverable of the project: "The theoretical, empirical and policy foundations for building social innovation in Europe" (TEPSIE)*. European Commission – 7th Framework Programme. Brussels: European Commission.

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European Commission (2015). *Social Innovation. A Decade of Changes. A BEPA report*. Luxembourg: Publications Office of the European Union. doi: 10.2796/27161

Hernández-Ascanio, J., Tirado-Valencia, P., & Ariza-Montes, A. (2016). El concepto de innovación social: ámbitos, definiciones y alcances teóricos. *CIRIEC-España, revista de economía pública, social y cooperativa*, (88), 165-199.

	<p>Murray, R., Caulier-Grice, J., & Mulgan, G. (2010). <i>The open book of social innovation</i>. London: National Endowment for Science, Technology and the Art.</p> <p>OECD/Eurostat (2018). <i>Oslo Manual 2018: Guidelines for Collecting, Reporting and Using Data on Innovation, 4th Edition</i>, The Measurement of Scientific, Technological and Innovation Activities, OECD Publishing, Paris/Eurostat, Luxembourg.</p> <p>Van der Have, R. P., & Rubalcaba, L. (2016). Social innovation research: An emerging area of innovation studies? <i>Research Policy</i>, 45(9), 1923-1935. doi: 10.1016/j.respol.2016.06.010</p>												
<p>Game-like interactive tasks</p>	<p>Interactive task 1</p> <p>In this task, and according to what you have learnt watching the video, we want you to carry out a deep reflection about the following questions:</p> <ol style="list-style-type: none"> 1. Regarding the main aspects that have been discussed about social innovation, could you provide your own definition of ‘social innovation’? 2. Your current definition of social innovation, is different concerning the one you had before starting this course? If so, please detail which aspects have changed and which ones have been consolidated. 3. Think about your personal and professional experience. Have you ever been involved in a social innovation project/activity? If so, please detail it briefly. <p>Interactive task 2</p> <p>In this task, you need to look for an existing example of social innovation project/activity, and fill the following chart:</p> <table border="1" data-bbox="580 1480 1519 1841"> <tr> <td>1. What is the project/activity about?</td> <td></td> </tr> <tr> <td>2. Which organization leads the project/activity?</td> <td></td> </tr> <tr> <td>3. What are the main goals to achieve?</td> <td></td> </tr> <tr> <td>4. What is the main topic addressed?</td> <td></td> </tr> <tr> <td>5. Detail the main stakeholders involved.</td> <td></td> </tr> <tr> <td>6. How did they get the funds to carry out the proposal?</td> <td></td> </tr> </table>	1. What is the project/activity about?		2. Which organization leads the project/activity?		3. What are the main goals to achieve?		4. What is the main topic addressed?		5. Detail the main stakeholders involved.		6. How did they get the funds to carry out the proposal?	
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4. What is the main topic addressed?													
5. Detail the main stakeholders involved.													
6. How did they get the funds to carry out the proposal?													

7. Could provide information of its impact on society?

Interactive task 3

In this task, you need to link each of the stages of the spiral model to the correct statement:

1	PROMPTS, INSPIRATIONS AND DIAGNOSES	3	This is where ideas get tested in practice
2	PROPOSALS AND IDEAS	6	This is the ultimate goal of social innovation.
3	PROTOTYPING AND PILOTS	5	At this stage there are a range of strategies for growing and spreading an innovation.
4	SUSTAINING	4	This is when the idea becomes everyday practice
5	SCALING AND DIFFUSION	1	In this stage we must include all the factors which highlight the need for innovation
6	SYSTEMIC CHANGE	2	This is the stage of idea generation.

Quiz

Read the following questions and select the correct answer:

- Social innovation is mainly about:
 - Solving social problems.
 - Cutting-edge technology.
 - Business.
 - Public investment.
- Regarding the concept of social innovation:
 - Is a concept well defined.
 - Concerns to a one-dimensional concept.
 - There is not a precise and worldwide accepted definition.
 - Is not a common approach nowadays.
- The 'skill in starting new businesses, especially when this involves seeing new opportunities' refers to:
 - Engagement.
 - Philanthropy.
 - Responsibility.
 - Entrepreneurship.

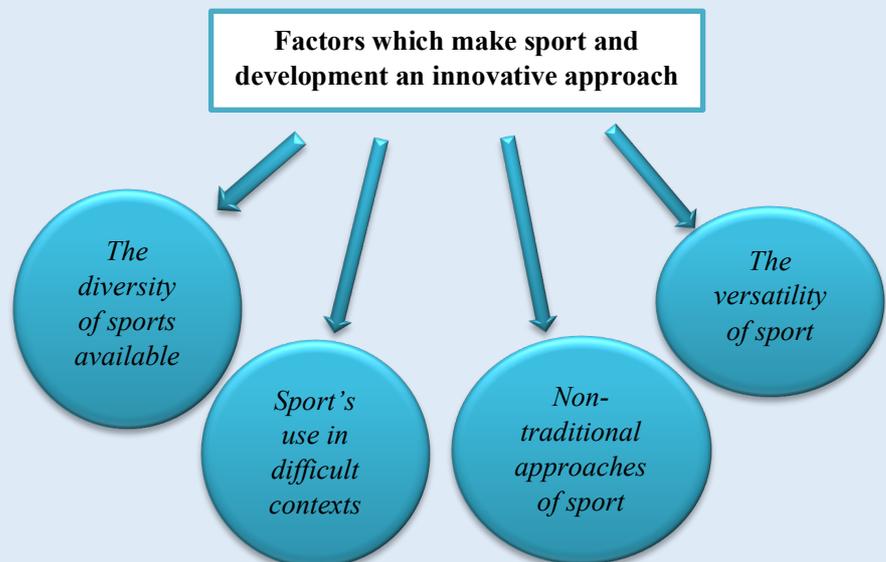
	<p>4. The problems addressed by social innovation:</p> <ul style="list-style-type: none"> • Are easy to solve. • Are complex. • Are well defined. • Have a specific solution. <p>5. Which of the six stages of the spiral model involves sharpening ideas and identifying income streams to ensure the long term financial sustainability of the firm, social enterprise or charity, that will carry the innovation forward?</p> <ul style="list-style-type: none"> • Proposals and ideas. • Sustaining. • Prototyping and pilots. • Systemic change.
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Module 2. Detection, Proposals and Ideas: Sport and Social Innovation

Introduction Video Transcript	<p>Hi! Welcome to Module 2. In this module you will understand the relation between social innovation and sport, and you will learn how to identify an opportunity to develop a social innovation action in or through sport. In the same time, you will discover the areas wherein sport can generate innovative actions and the stakeholders able to sustain these types of actions.</p>
Video Tutorial Transcript	<p>Now, let's have a look at the relation between sport and social innovation.</p> <p>While sport's contribution to human development is a deed, the widespread use of sport as a tool to address development goals of society is quite new. Still, examples of sport being used to solve social issues continue to emerge, expressing the innovativeness of <i>sport and development relationship</i>.</p> <p>We have to mention here 4 factors which make sport and development an innovative approach. Let's have a look at the figure below!</p> <ul style="list-style-type: none"> - <i>The diversity of sports available</i>, whether we are talking about the use of ice hockey in Northern Ireland to gather different religious believers, the practice of skateboarding to empower young girls in Afghanistan or the traditional rowing events in urban US cities, to strengthen the self-esteem of the young minorities. Obviously, this stands for an innovative field, worldwide. - <i>Sport's use in difficult contexts</i>, basically changes the traditional thoughts about this activity, transforming it into a way to cope with tragic realities, natural disasters or personal failures. When cyclone Haiyan hit the

Philippines, in a short while, images emerged, showing children and teenagers playing basketball, for finding healing and joy.

- *Non-traditional approaches of sport*, in terms of adapting it so that special populations can enjoy its benefits – global completion systems like Paralympics or Special Olympics, engaging lots of disabled people in competitive or recreational sports, in the pursue of health, fitness, demonstrating courage, experiencing joy, embracing skills and friendship with families and broader communities.
- *The versatility of sport*, by integrating immigrant populations, mitigating gender inequities, building relationships within and between communities or educating about major diseases, helps tackling serious social issues locally and globally.



In short, we resonate with Bund-Birouste (2013) idea, that mention “as long as human and social progress remains the priority, sport will remain an innovative tool for development”.

Now, let’s see which are the **main areas** where sport can play a major role, in various big societal challenges, such as physical inactivity, sustainable development and educational gaps. In the next figure we present these areas:

Innovation in products and services related to physical activity can have a significant impact on

Improving and maintaining health in the elderly

Reducing effects of a sedentary lifestyle,

Promoting health, fitness and wellbeing

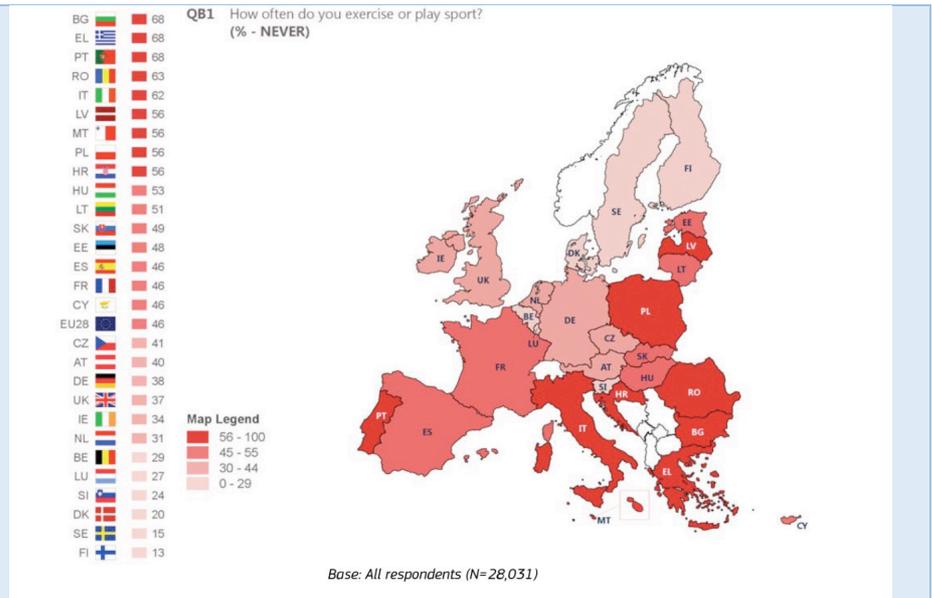
Enhancing training in elite sports

Providing fun on top of effort for exercising

Encouraging social inclusion

The innovation in products and services related to physical activity can have a significant impact on:

- **Improving and maintaining health in elderly.** This direction is a very important one, because the studies (as those presented in Eurobarometer on Sport and Physical Activities, published in 2017) show that the sedentary lifestyle becomes prevalent in this age group. Even if the most important benefits of physical exercises are all recognized, usually, the old population does not include the physical activities in their daily program.
- **Reducing effects of a sedentary lifestyle, especially obesity in children.** Most of the statistics provide worrying numbers about children with different morbidities, as obesity, asthma, cardiac disfunctions or endocrine-metabolic syndromes. In the same time, scientists refer to physical exercises as a natural medication against all noncommunicable diseases of modern society.
- **Promoting health, fitness and wellbeing.** As we aforementioned, the European statistics on physical activism doesn't look too encouraging. Of course, there are countries with a much more physically active population, as Finland, Denmark or Sweden, as well as countries with a low involvement in physical workout, like Bulgaria, Greece, Portugal or Romania.



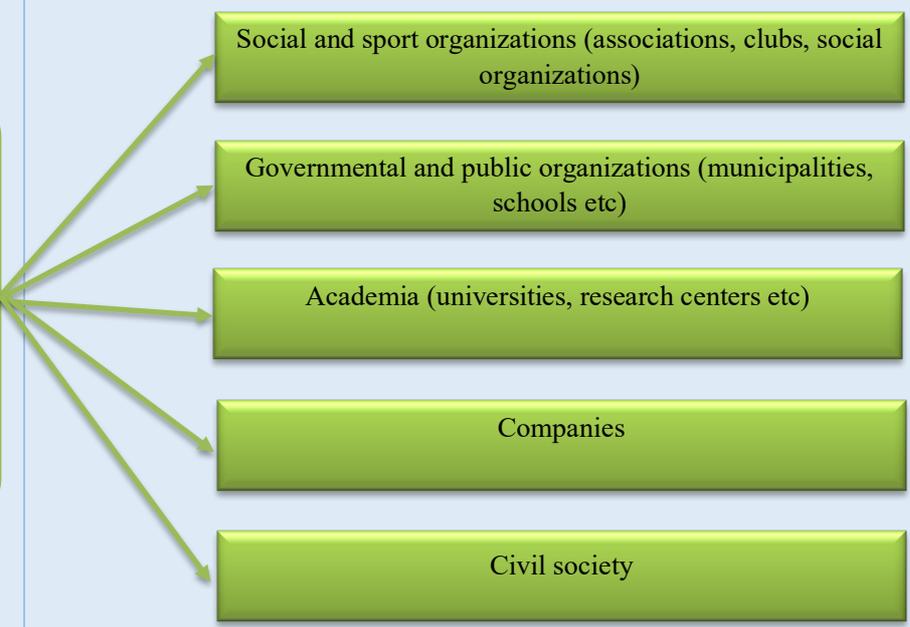
- **Enhancing training in elite sports.** The last years have brought important changes in training methodology and technologies' infusion in sport. New sport materials and IT devices, as well as technics and tactics innovation, have completely change the sports practice. More spectacular elements and more performing actions were influenced by the implementation of new and creative ideas in sports practice.

- **Providing fun on top of effort for exercising.** Nowadays society faces a high level of stress, determined by working and living conditions. Therefore, specialists have created new solutions for spending free time in a way that allows the individual to balance the intellectual or emotional demands, with practicing physical exercise for fun and leisure. The recreational and regenerative function of physical exercise is unanimously acknowledged.

- **Encouraging social inclusion.** More and more physical activities are becoming inclusive educational environments, open to different categories of people at risk. The positive effects of integrating in a group work, bring out communication skills and cooperation within practicing physical exercises, which happily completes the biological and psychological effects. Therefore, exercise is increasingly promoted as an educational tool for people with special needs.

So, having in mind all these aspects, we have to emphasize that innovative sport organizations interact with a range of different **external stakeholders: NGOs, funders, corporations, community members, and government agencies** in various capacities, as shown in the next figure.

Main stakeholders
connected in
innovation in or
through sport



- Social and sport organizations (associations, clubs, social organizations)
- Governmental and public organizations (municipalities, schools etc)
- Academia (universities, research centers etc)
- Companies
- Civil society

Social and sport organizations (associations, clubs, social organizations) usually act as promoters of new ideas and innovative educational frameworks.
Governmental and public organizations (municipalities, schools etc) usually promote good practice models at large scale.

Academia (universities, research centers etc) generate new ideas and innovative solutions to social demands, including sport practice area.
Companies usually offer the financial support to physical activities and promote the practice of physical exercise among their own employees.
Civil society defines needs and directions, and in connection with the other actors encourage the production of innovative ideas and actions.

As we can see, the social innovation represents a concrete solution to diverse community needs, social innovation in sports uses physical and sport activities as a response to challenges involving health, education, social cohesion or ecology areas. This opens new perspectives in terms of implementing innovative instructional contents, equipment, technology and human resources, capable of reshaping both sport concept and operational frame.

In the reading part, you can find some examples in the field of sports, related to these topics. Enjoy your reading!

Reading

In general terms, sport is a major social phenomenon, often perceived as a school for citizenship, a medium for transmitting solidarity values, self-respect and respect of others, moral values emphasized in a competition environment.

Sport claims for a consensus in terms of acknowledging its role in creating social cohesion, locally and internationally. Wherever social or political cleavages occur, sport makes unity and cohesion possible.

Even though public services like, healthcare, education and social security, may not generate profit they definitely influence the quality of life for a whole range of population. (Tidd & Bessant, 2017) It is also the case of physical education and sports. The various strategies for innovation applied by sport organizations hold the potential to radically change the way we play, view and organize sport. Although sport innovation is crucial for the improvement of athletic performance, new paradigms extend its role, assuming meaningful social outcomes and generating added values on a much larger scale than the sports arenas.

Also, at present, sport represents an *entrepreneurial process, as innovation and change* are key elements in its evolution. “The rapidly growing and developing sport marketing provides a basis in which one can understand how entrepreneurship occurs through innovation, pro-activeness and risk-taking activities.” (Ratten, 2011) From these perspectives, the specialists try:

- to link industry trends, customer needs, organizational practices, and the way innovation embraces the global sport industry;
- to imagine innovative solutions to real life problems, currently experienced in sport businesses, so that competitive advantage is gained when applying for certain positions in this area;
- to understand the impact of sport business on social levels, when economic and technological change is envisioned.

With sport being used around the world as a tool to achieve development goals (Reynard, 2013), we could ask ourselves what makes sport’s contribution to development innovative in society?

At the Educasport World Forum, sportanddev (a website dedicated entirely to sport and development, an online resource and communication tool), co-moderated a round table workshop on “*Education through sport: Is it a field of social innovation?*” The content of Reynard’s article reflects some of the ideas and opinions shared during this event. Innovation is a commonly used word and it needs to be justified if the claim is that sport and development are innovative.

By analysing current studies, it is obvious that sport innovation becomes a valuable tool to tackle demanding challenges in modern society, such as social exclusion. Therefore, in the area of special populations, “innovation and strategic management needs specific attention within the sport sciences.” (Tjønnndal, 2016)

Given its magnitude, sport could be shaped as a form of social policy, aiming at helping solving problems in society. (Ratten, 2011) The above-mentioned author stated that “participation in sport and recreation can lead to improved health, reduce crime levels, generate employment and encourage a more positive attitude towards education”.

Thus, sport proves to be an effective way to connect communities and build active citizens, by using different organizational forms including boards, charities, commissions, councils, networks and partnerships. (Grix, 2010; Gilchrist & Wheaton, 2011). Also, nowadays sport is acknowledged as an educational medium able to contribute to solving some of the social issues. The benefits of sport as a social inclusion means, as a way to understand, respect and tolerate the other, as a catalyst for local communities’ cohesion, integration of the refugees, are to be discussed in this work.

Examples of good practice and problem solving

In the following, we present some of the main best practices in sports area, connected to social innovation. **The main elements** emphasized in these models are: **objectives, target groups and sports activities.**

- Within the Study on the Contribution of Sport to Regional Development through the Structural Funds, 33 good practice cases illustrate in very concrete terms how projects, based on sport and physical activity, have made significant contributions to different aspects of regional economic and social development. Hopefully they will inspire sport organisations and others to develop new ideas for projects. Some examples below:

- Project ESPAD - Development of software measuring the performance of athletes which promotes “scientific excellence for technology transfer and society”
- ProFit is a project aiming at stimulating innovation and new business creation in the sports sector by developing an EU network of FieldLabs focused on sport. The FieldLabs will be located in urban communities where citizens can engage in innovative sport activities. The FieldLab setting can differ, and for example could be found in a park (green open space), indoors in a business area, or a square in an urban area. The FieldLabs will be dynamic, in the sense that it will be

refreshed regularly by new innovative products and services to be used and tested.

- The EU URBAN Initiative targeted neighbourhoods suffering from extreme deprivation to address the problems of isolation, poverty and exclusion of their inhabitants through interventions that improved the ensemble of their physical and social environment. The zone was characterized by a high environmental degradation, the absence of social spaces (e.g. schools, shops, parks, sport centres etc.) and the presence groups of a marginal population that is poorly integrated (e.g. migrants and Roma). The project is a very good example of how sports infrastructures can play an important role in urban regeneration and social integration.

- In September 2017, PLAY International opened the first collaborative platform, dedicated to social innovation through sport: the PLAYlab. This tool embeds co-creation and sharing knowledge about youth education, access to employment and managing humanitarian actions, in order to facilitate mobilizing expertise, networking and valuable contents for those interested in developing new ideas, new approaches connected to sport.

- "Terre des hommes Romania" Organization is a remarkable contributor to the development of social and economic **integration of the migrants**, emphasizing a good practice model project „Move together – Sport as social integration and inclusion tool for refugees“. The main directions of its programs are: “strengthening the child protection system to prevent abuse and exploitation; supporting children in situations of trafficking and migration; inclusion of Roma communities and other minorities”.

- The University College of Southeast Norway has established the SESAM research and development centre for social entrepreneurship, co-production and social innovation. Another example is the cooperation between Choice Hotels and the Introduction Program at NAV Grünerløkka, in Norway, with contributions about how to employ participants in the final phase of the Program. The objective was to facilitate the inclusion of newly arrived refugees into working life, as a part of the recruitment strategy for Nordic Choice's Norwegian hotels and to get more first track participants from the Introductory Program into a lasting job. Choice gained increased knowledge about motivating labour found through this channel. NAV experienced challenges in getting the candidates into permanent work after the introductory program-especially participants in the first track with little work experience, education and poor language skills. The parties agreed to build a cooperation and start a pilot project with information meetings, speed interviews and recruitment of trainees for three months.

- The “International Roma Integration through Sport (IRIS)” project implemented in Suceava by the “Sportul pentru Toți” Suceava County (Romania) Association focuses on Roma population and especially **Roma children integration through sport**, the target-groups being Roma and non-Roma children, fighting against social stereotypes, racial attitudes included.

- Promoting the mini-football as a social development, integration and equal opportunities tool was the aim of a partnership between the Romanian Mini-football Federation and the Street Football Association, the target group projected being the **national homeless mini-football team**, who won the first European title in the 2019 Championships.

- The Sport Therapy Center for **Disabled Persons**, launched in 2013 by Climb Again Association, is an example of civil involvement and manner in which a social business can change communities. Climb Again Association provides free therapy sessions based on climbing, physical therapy and psychological counselling for hearing/neuromotor/visually-impaired and autistic youngsters.

- Motivation Romania provides programs focusing on **social, educational and occupational integration of wheelchair users**. The services cover a wide range of needs of the disabled adults and children, from equipment adapted to different types of motor disabilities, to training for an independent life, physical rehabilitation, offered by interdisciplinary teams. This foundation also provides accessibility support programs, employment services, leisure sport activities and cultural events.

- Developing specific sport-based methodologies and strategies to increase **social inclusion and fight exclusion for young people at risk (because of their disability or economic status)**. One of the best practices in this respect was a 2016 UNEFS Bucharest project, *Strategies for the Future, Strategies for the Youth*, carried out with the financial support of EEA Grants, managed by the Romanian Social Development Fund.

- **Adapted sport – unified sport** aims to promote physical exercises in the form of inclusion models so that individuals with and without abilities can participate in different sports events. Socio-historical and sociological research on these practices, argument that the development, recognition and social visibility of disabled individuals have been achieved through “disability sport”, due to two “tool boxes” for innovation: the organization of athlete classification and the “technologization” of the impaired body. In sport field – “athletes with impairments” are no more people with disabilities, but people with “abilities” (Marcellini, 2018).

Two examples of activities run within local or international partnerships - *Urban Dance Camp* (financed by the City Hall of Bucharest, implemented by

the Association for Culture and Tango, Romania) and *The Unified Dance - as an Inclusive Strategy for Young People with limited Abilities - UNIDANS* (an Erasmus Plus Project, implemented by the School of Coaches Ioan Kunst Ghermănescu Association) are remarkable models to follow for children and youth, parents, volunteers, coaches and PE teachers in special and mainstream schools.

Introducing Special Olympics (SO) programs into physical education and sport faculties by including adapted physical education and sports for people with intellectual disabilities in university curricula represents one of the major challenges nowadays able to provide equal opportunities for social integration of persons with disabilities, by multiplying interactions with the communities and by rendering available quality health services for this type of population.

In this regard, Special Olympics International and Special Olympics Romania have developed an extensive framework of programs, among which those related to health issues and social cohesion are of particular importance. (Bota, Stoica, 2018) Promoting the practice of sports in unified system-football, dancing, gymnastics, as well as adapted activities - athletics, skiing, bocce, swimming, table tennis, basketball, are valuable activities to reach the Special Olympics Romania aims.

- Yuppi Camp Association, in the frame of the Swiss-Romanian Cooperation Program, organizes **camps for children with several chronic diseases** (430 participants). The sports activities foreseen for the participants were: archery, rowing, equestrian, climbing. (Bota, Urzeala, 2018; Bota, Stoica, 2018)

- Fargerikfootball (ColorfulFootball) was started by "Vålerenga against Racism" in 1996 and VMR has organized the tournament every year since. Colourful football is now a nation-wide soccer tournament for 10-13-years-old which is held in 50 different locations in the country. 500-1000 children are invited for this event every year. Vålerenga Against Racism invites schools from all over Oslo East to take part in a day of football matches, fun activities and entertainment. The event runs one weekday in May /June. This day has a great focus on Fair Play, Unity, Friendship and Good Attitudes. Prior to the tournament, we send out material on attitude-building work and a movie about fair play that they can use in pre-tournament teaching.

- Forbildetprosjektet (TheRole Model project) uses sport as a tool to create better conditions for children and youth in vulnerable areas in Oslo (Grorud IL, Vålerenga Fotball, Grorud, Gamle Oslo and OBOS). The goal is to work together in order to improve children and teenagers' conditions, by using sports as a tool to create role models and a better growing environment. Police, working in those districts, point out the need to focus on attitudes in

schools and on providing the opportunities for children and youth to be active.

- BUA is a volunteer organization that aims to make it easier for families to engage in sports and leisure activities by providing local communities with a “library” of sports equipment that can be hired at no cost. As an organization, BUA's core values are to make sport and leisure activities more socially inclusive by reducing the costs associated with participation and to make sport participation more sustainable and environmentally friendly.

- **Developing a healthy lifestyle for different categories of population** represents another way to innovate sports activities. SOCIAL GYM is the first non-profit fitness and aerobic club in Romania providing to its members customized fitness programs according to the age, physical training level, goals and motivations of each member; also, investment for/in the development of disadvantaged persons is foreseen, in order to integrate them on the labour market; high-quality programs and equipment especially in the social economics area, are implemented, as well as opportunities for spending time in social programs and community involvement. The profit gained is reinvested in the sustainability of the club, but also in other social programs of the Resource Center for Active Citizenship.

- The project *We are the young generation!* , delivered by The Prais Foundation aims to **promote the wellbeing of adolescents, based on a balanced lifestyle** (nutrition, physical activity, etc.), stressing the importance of knowledge and education in shaping their future, moral values, good relationships with others, social inclusion, acceptance of diversity and capitalization of one’s abilities/talent.

One of the greatest football clubs in the world made a statement regarding **sports contribution to the children school performance**. Real Madrid Social Sport School delivers a program for preventing the school drop-out through sport, with the support of Real Madrid Foundation in partnership with “FDP – Education Promoters” Association, addressed to 6 – 14 years old children, coming from risk-exposed families in terms of extreme poverty or single-parent composition.

- **Using sports to prevent professional diseases** is another innovative approach, supported by Corporate Games Romania, part of the Corporate Games Worldwide sports contest, gathering in a unique sports event participant from Romanian-based companies, without any discrimination (type of organization, number of employees, etc.) The main concept is "Open to all for the benefit of all!" expressing the inclusion of all social categories

(including people with disabilities), without any discrimination regarding gender, religion etc.

- Sport is also considered to be an environment for promoting National **cultural values** and **dissemination of traditional sports**. That is why the Romanian Association of Traditional Games and Sports was founded.

- **Promoting gender equity through and in sport** is based on the idea that sport delivers social interaction for young and elderly people, for women and men, for rich and poor, all in the quest of physical and mental health. Sport can also stimulate education, communication, negotiation and leadership skills, which are essential for the emancipation of women. *Increasing the professional level of coaches in women's football (ProCall)* Erasmus Plus Project (implemented by the National University of Physical Education and Sports Bucharest) represents a good practice model to promote football for women.

-In Norway, Genteskate (Girl skate) and Girl Skate Camp are examples of social innovation in sport that were developed with the aim of increasing the number of girls in a skateboard club in a medium-sized Norwegian city. The skateboard club which is responsible for these activities has a good relationship with organized sports locally, and cooperates with the municipality's sports council and with the sports district of the county. GirlSkate is an activity program that is set at a fixed time each week, where all girls are welcome to the club's own indoor skate park to train with other girls who are on a skateboard.

- Girl Skate Camp is an extension of Girl Skate which the club organizes a couple of times a year. Girl Skate Camp is an event that goes over a weekend where the skateboard club invites girls from all over the country to stand on skateboard together and get to know other girl skaters. The camp is open to all girls, regardless of age and skill level on skateboard. Girl Skate Camp has gathered over 50 girl skaters. In 2017 the skateboard club also offered board and helmet rental to the girls who needed them.

- The importance of acquiring a professional qualification for current and former athletes is recognized at national level through the implementation of numerous **dual-career** projects, supported by state authorities (Romanian Sports and Olympic Committee, National Institute for Sports Research), as well as through European funded projects.

- Digital Kveld—or “Digital Evening” (Norway) is hosted every Wednesday and Sunday in public library, being free of charge and open to children aged 9–14. The purpose of Digital Kveld is to provide local children with a meeting place in which to play computer games or PlayStation and to learn how to use different digital tools without having to buy expensive computer programs or gaming consoles (Stormen, n.d.). As an expansion of Digital

	<p>Kveld, Bodø Municipality hosted its very first e-sport competition in November 2018 (Digital Kveld, 2018). Around 150 local children took part in the e-sport tournament, with competitions being held in OverWatch, Golf with your Friends, Fortnite, Minecraft, FIFA, Mario Kart 8 and Super SmashBros WII U. Like Digital Kveld, participation in the e-sport competition being free of charge.</p> <p><i>Given its specific approaches described in the above mentioned, SOCIAL INNOVATION may be considered A TEAM SPORT!</i></p>										
<p>Game-like interactive tasks</p>	<p>1. Which are the 4 factors which make sport suitable for innovative actions?</p> <ol style="list-style-type: none"> diversity of sports sport's use in difficult contexts financial resources of sport non-traditional approaches of sport versatility of sport <p>2. Please link the activities below with the main innovation areas of sport.</p> <table border="1" data-bbox="580 981 1442 1417"> <thead> <tr> <th>Activities</th> <th>Main innovation areas</th> </tr> </thead> <tbody> <tr> <td>Keeping a diary for nutrition habits and exercise, to be discussed with the PE teacher</td> <td>Improving and maintaining health in the elderly</td> </tr> <tr> <td>Organizing competitions for individuals with and without disabilities</td> <td>Reducing effect of obesity in children</td> </tr> <tr> <td>Organizing dance classes in a residential care</td> <td>Enhancing training in elite sports</td> </tr> <tr> <td>Using top notch technology in monitoring the training sessions</td> <td>Encouraging social inclusion</td> </tr> </tbody> </table> <p>3. From your personal experience, which of the stakeholders below have proved to support innovative actions?</p> <ul style="list-style-type: none"> - Social and sport organizations (associations, clubs, social organizations) - Governmental and public organizations (municipalities, schools etc) - Academia (universities, research centers etc) - Companies - Civil society - 	Activities	Main innovation areas	Keeping a diary for nutrition habits and exercise, to be discussed with the PE teacher	Improving and maintaining health in the elderly	Organizing competitions for individuals with and without disabilities	Reducing effect of obesity in children	Organizing dance classes in a residential care	Enhancing training in elite sports	Using top notch technology in monitoring the training sessions	Encouraging social inclusion
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<p>Quiz</p>	<p>Place in the right order the elements leading to a sport innovation project:</p> <ul style="list-style-type: none"> • Sport activities; 3 • Target groups 2 										

	<ul style="list-style-type: none"> • Objectives; 1 <p>Which are the public services not generating profit, but influencing the life quality through social innovation:</p> <ul style="list-style-type: none"> • health care; • sport industry; • education; • social welfare; • tourism.
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Module 3. Social Innovator Profile

<p>Introduction Video Transcript</p>	<p>Hi! Welcome to Module 3. A successful social innovator needs to have a number of characteristics, knowledge and skills. In this module, social innovator profile will be presented. Furthermore, a brief info on social entrepreneurship and competences of social innovator will be handled.</p>
<p>Video Tutorial Transcript</p>	<p>Now, let's look at the characteristics of social innovators. In this module, we will talk about 9 characteristics of the social innovators. These are adaptation, to be goal-oriented, to analyse, to be resourceful, managing risks, to observe, to prioritise, to think strategically, and to synthesise.</p> <p>Firstly, we will talk about adaptation. As you know, changes come exponentially faster and we often only notice when it's too late to react. Rapid and responsible response in these ever-changing conditions is important. It is crucial that social innovators adapt to the environment, make decisions quickly and turn them into action.</p> <p>Secondly, we will talk about social innovator being goal oriented. There are many theories about how best to set your goals; however, one is effective regardless of the industry – SMART. Helps you ensure your goals are clear and achievable. SMART is an acronym for the following:</p> <p>The letter S represents specific. Your goal should be clear and specific, otherwise you won't be able to focus your efforts or feel truly motivated to achieve it.</p> <p>The letter M represents measurable. It's important to have measurable goals so that you can track your progress and stay motivated. Assessing progress helps you to stay focused, meet your deadlines, and feel the excitement of getting closer to achieving your goal.</p> <p>The letter A represents achievable. Your goal also needs to be realistic and attainable to be successful. In other words, it should stretch your</p>

abilities but still remain possible. When you set an achievable goal, you may be able to identify previously overlooked opportunities or resources that can bring you closer to it.

The letter R represents relevant. This step is about ensuring that your goal matters to you and that it also aligns with other relevant goals. We all need support and assistance in achieving our goals, but it's important to retain control over them. So, make sure that your plans drive everyone forward, but that you're still responsible for achieving your own goal.

The letter T represents time-bound. Every goal needs a target date so that you have a deadline to focus on and something to work toward. This part of the SMART goal criteria helps to prevent everyday tasks from taking priority over your longer-term goals.

The third characteristic that a social innovator should have is the ability to analyse. It is a known fact that how important analysis is in sports related initiatives. Proper analysis should always form the basis of all strategies. Without data collection and management all your decisions are based on guesswork, which carries a huge risk of failure. Our minds have incredible power but they tend to be messy if we simply keep them as they are without organising them. To react quickly and make the right decision, you should be able to make an effective analysis. Working through the data and facts helps you keep calm because you are operating with what you know, not with what you are guessing.

The fourth characteristic that a social innovator should have is to be resourceful, in other words to be competent. Resourcefulness, it is one of the basic skills sought by all employers. It means being flexible, creative, brave and effective. It is generally believed that having access to many resources does not necessarily mean being resourceful. Instead of looking for new solutions outside, the ability to optimize everything you have is also the basis for disruptive innovation. Motivating or inspiring yourself or your team is a source of good ideas.

Fifth, we will talk about a social innovator's ability to manage risk. Risk management is an absolute must that comes with the prize of having an innovative organisation. Every new initiative involves a certain level of risk. Risk management is a huge struggle for all types of organisations in today's world, mainly because it's getting harder and harder to foresee what's coming. But there are options to dig deeper and feel prepared.

Sixth, we will talk about how important observation ability is for a social innovator. Social innovators need to remain alert to the world around them if they want to seize any or all of the changes that may come their

way. In today's information era, life won't stop for anything or anybody. Not in vain, innovators are renowned for their ability to astutely perceive their surroundings, and for constantly honing their keen eye for new opportunities. Harvard Business Review Poland recently conducted a study which ranked observation as one of the most relevant skills for any trendsetter to have.

The seventh characteristic of the social innovator is being able to prioritize. As a social innovator, the more empathetic you become, the more issues you see around you to be resolved. The more creative you are, the more ideas flow through your head. The more visible your initiative becomes; the more others communicate with you for collaboration opportunities. The further you go, the more elements you will have to deal with. The only thing that won't change is your 24 hours a day. If you don't learn to prioritise, you'll be overwhelmed by the soon-to-be-launched projects, new commitments and unfinished business. This is a quick way of inefficiency losing your momentum and burnout. You have to learn to prioritise yourself, your team and your innovation to keep you healthy and on track.

The eighth characteristic of a social innovator is strategic thinking. Strategic thinking is surely one of the biggest challenges when moving up to a managerial position, especially if your role has been the daily execution of tasks, which usually takes up all your time to be effective. When you're managing a team or a project, you have to see the bigger picture and ensure that your daily execution makes sense over the longer term. Some of the most serious failures and crashes have been caused by a lack of strategic thinking and the ability to change perspective.

The last thing a social innovator should have is the ability to synthesize. The ability to combine ideas from different areas is the core of innovation. Restricting yourself to a discipline rarely leads to breakthrough ideas and minimizes your creativity. To connect the dots, you must first be exposed to the whole map. In this sense, connection also means networking and finding a deeper meaning. You can filter unnecessary information and find real pearls to be successful in synthesizing. Finally, it is not enough to gather information and create a new meaning. You have to make sure you create a strong and simple message that people understand. In this way, we have explained to you 9 characteristics of a social innovator who will operate in the field of sports.

Reading

The Characteristics of Social Innovators

1. Adaptation
2. To be goal-oriented
3. To analyse
4. To be resourceful
5. Managing risks
6. To observe
7. To prioritise
8. To think strategically
9. To synthesise

ADAPTATION: You can become more flexible by following these seven steps as proposed:

1. Focus on your core values.
2. Be open-minded.
3. Develop your skillset.
4. Be optimistic.
5. Stay calm.
6. Plan ahead.
7. Have a strong support network.

TO ANALYSE: SWOT analysis consists mainly of two parts. These are internal factors and external factors. Internal factors are two parts, strong and weak sides. External factors are divided into opportunities and threats.

SWOT ANALYSIS



TO BE RESOURCEFUL: Resourcefulness combines all other skills in one. See how to be resourceful:

Redefine the possible! Turn innovation inward. Resourcefulness is about optimising what you have to work with. Innovation is not just about creating something new; it also applies to making old things work better.

Choose specifics. If you're thinking of the bigger picture of the downturn, it may be tempting to consider ways to reinvent how your company does business. However, adopting a realistic attitude about what you can do in the short term might be more productive.

Lean on your staff. Conventional thinking in frugal times says stop spending, but sometimes managers conflate that mantra with 'stop doing'. A resourceful leader doesn't stand still and encourages staff to follow his or her example. Think about what the team and individuals can do to turn to do more with less into a pragmatic process for improvement.

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

1. Is it real?

- Is the market real?
- Is the product real?

2. Can we win?

- Can the product be competitive?
- Can our organisation be competitive?

3. Is it worth doing?

- Will the product be profitable at an acceptable risk?
- Does launching the product make strategic sense?

The team shouldn't answer 'maybe'. Try investigating all the possible ways of converting a 'no' or 'maybe' into a 'yes'. A definite 'no' to any question means the project should be ended since it's headed for failure.

TO OBSERVE: To be able to carefully observe processes and clients, you need to focus on small, daily activities. Here's a list of small steps you could take, according to lifehacker.com:

-Train Yourself to Look for the Stuff that Matters to You – what this means is that you should start ignoring things that are not important. Choose your focus wisely and you'll see more in-depth.

- Challenge Yourself to Pay Attention to New Things – try observing people in crowded areas, or sit down, observe the area and take some field notes. Both techniques will help train your brain to zoom in and zoom out.
- Learn to Watch People Better The theory says that you should never ignore those feelings since it's your subconscious speaking.
- Keep an Eye Out for Patterns – finding patterns and combining information helps you predict the future, feel prepared and feel more secure.

TO PRIORITISE

	Urgent	Not urgent
Important	Do it now (critical and immediate)	Decide when (critical but not immediate)
Not Important	Delegate (not critical but immediate)	Delete (not critical, not immediate)

If everything feels like it's #1, follow these steps to gain some clarity:

1. Make a list of all your to-dos, projects and tasks. Write down everything you can consider getting done in the coming day/week/month/year (depending on the time horizon of your planning exercise).

2. Classify these in the Urgent-Important Matrix.

Quadrant 1: 'Do First' – this quadrant 'contains tasks that are both urgent and important. These are "do first" tasks because they are critical for your life or career in some way and need to be finished right away.'

Quadrant 2: 'Decide When – The tasks in quadrant 2 are important, but not urgent. This is where you want to invest the majority of your time. Quadrant 2 tasks are in line with your long-term goals.'

Quadrant 3: 'Delegate It – When you think something is urgent but it actually is not, it is usually an outside source of distraction. These little things can be handled by other people.'

Quadrant 4: 'Delete It – These tasks are simply a waste of your time, and they should be eliminated. If you can identify and eliminate all of your

quadrant 4 tasks, you will free up some much-needed time to invest in your quadrant 2 tasks.'

TO THINK STRATEGICALLY

Know: Observe and Seek Trends

Try making it a routine exercise in your day-to-day work to explore upcoming trends. Focus on networking both in your organisation and in your industry to understand people's observations of the marketplace. Spend more time observing your position and influence on the decisions in the company.

Think: Ask the Tough Questions

Practise using strategic thinking by asking yourself, 'How do I broaden what I consider?' Questions are the language of strategy.

Speak: Sound Strategic

Add more structure to your written and verbal communication to express the overall strategy better. Group and logically order your main points and keep things as succinct as possible. Practise answering first, instead of building up to your main point.

Act: Make Time for Thinking and Embrace Conflict

Learn to embrace debate and invite challenge, without letting it get personal, so that you can ask tough questions.

TO SYNTHESISE

The only way to sharpen this skill is to keep practising. Here's a 7- step guide on how to start, created by Bob and Gregg Vanourek:

1. Immersion. To synthesize, you must dive into all that messy complexity, listening and reading voraciously to understand deeply.
2. Sorting. Then you'll have to sort information, determining what is relevant, discarding non-credible data, and digging under symptoms to get to root causes.
3. Patterns. You can then group the relevant information into patterns.
4. Stepping Back. Next, you step back and look at the patterns. Is there a logical or compelling theme that seems to dominate?
5. Drafting. Then you draft a clear, simple, powerful message that captures the emergent theme.
6. Feedback. Now try your draft out on knowledgeable and trusted colleagues who dare to tell you the truth. You may have to loop back several times between these steps to get the final version.
7. Present. Finally, you present the synthesis to wider audiences, adjusting as you listen and learn.

<p>Game-like interactive tasks</p>	<p>How much of the following knowledge and skills do you have? Score from 1 to 10.</p> <ol style="list-style-type: none"> 1. Adaptation () 2. To be goal-oriented () 3. To analyse () 4. To be resourceful () 5. Managing risks () 6. To observe () 7. To prioritise () 8. To think strategically () 9. To synthesise () <p>What knowledge and skills should the team that you plan to manage the project together have? Please choose the knowledge and skills given below. If you have any information you would like to add about the knowledge and skills that your project team should have, please write it down.</p> <ol style="list-style-type: none"> 1. Adaptation () 2. To be goal-oriented () 3. To analyse () 4. To be resourceful () 5. Managing risks () 6. To observe () 7. To prioritise () 8. To think strategically () 9. To synthesise () <div style="border: 1px solid #0070C0; border-radius: 15px; height: 60px; margin-top: 10px;"></div>

Quiz

- 1. Which of the following is not one of the knowledge and skills that the social innovation should have?**
 - Adaptation
 - To analyse
 - To prioritise
 - **To be ambitious**
- 2. Management by objectives is a key method in project implementation. What features should characterise a correctly defined goal?**
 - **Specific, measurable, achievable, relevant and time-bound.**
 - Measurable, achievable, limited in time, result-based.
 - Recorded, measurable, achievable, relevant and defined in time.
 - Specific, measurable, ambitious, results-focused and time-limited.
- 3. Which of the following SWOT elements are internal factors for a business?**
 - **Strengths and Weaknesses**
 - Opportunities and Threats
 - Strengths and Opportunities
 - Weaknesses and Threats
- 4. Which of the following is not one of the things that needs to be done to develop the ability to think strategically?**
 - Know: Observe and Seek Trends
 - Think: Ask the Tough Questions
 - **Drafting**
 - Act: Make Time for Thinking and Embrace Conflict
- 5. When prioritizing a task, which one should you do if it is not important and urgent.**
 - Do it now
 - **Decide When**
 - Delegate
 - Delete

Module 4. Design and Development an Innovative Action in Sports Organization

<p>Introduction Video Transcript</p>	<p>Hi! Welcome to the fourth module of this course. In this video we will talk about how to do a proper analysis of the needs and how to go from idea to implementation. Also, we will discuss about the development of work teams and its successful management.</p>
<p>Video Tutorial Transcript</p>	<p>As you might remember, the three major features of social innovation are: the satisfaction of human needs, the relationships between humans in general and between social groups in particular, and the empowerment of people trying to fulfil their needs.</p> <p>For this purpose, a community needs assessment must be carried out: identifying, analysing and prioritizing needs of a population.</p> <p>Concerning the first step, according to the report ‘Vision and Trends of Social Innovation for Europe’, the seven macro trends of great significance to social innovation and transformation of systems are:</p> <ol style="list-style-type: none"> 1. INSTITUTIONAL CAPACITY AND WELLBEING. 2. DEMOCRACY AND TRUST. 3. SKILLS AND THE FUTURE OF WORK. 4. INTERNET TECHNOLOGIES AND ON-LINE/OFF-LINE INTERACTIONS. 5. NEW FINANCIAL INSTRUMENTS. 6. URBAN RENEWAL. 7. GLOBAL INTERDEPENDENCIES. <p>This information provides us a broad view of the main social issues at European level but, in line with the well-known motto ‘think global, act local’, an analysis of the near context is necessary.</p> <p>Let’s begin with analysing the problem.</p> <p>We need to answer questions such as what, how, whose where, when, why, etc. For example:</p> <p style="text-align: center;"><i>What is the problem? Why does it exist? Can the problem be solved in a reasonable amount of time?</i></p> <p>Once you have this information, it’s time to draw conclusions and put all the pieces together, trying to identify aspects such as main barriers, causes and reasons, getting a better knowledge of the initial problem. Try to write</p>

down a question that reflects your problem and the information gaps. For example:

What do you need to know about the barriers and main reasons for low participation in physical activity in the elderly?

Think about your concrete needs assessment questions, contextualizing them in your close environment:

*How many elderly people are physically active in my community?
What are the programs, services and resources available to solve the problem?*

Once the needs of the population have been analysed, it's time to know how to go from idea to implementation, learning how to make it real.

For this purpose, we will use the **design thinking** process which is structured in five different steps.

STEP 1: Empathize

It is about conducting interviews with the target group to know what they care about, trying to empathize with their situation. For example, regarding the example of the last video:

Does the elderly want to be physically active? What do they usually do?

STEP 2: Define the problem

The analysis of the interviews conducted, will allow to understand the point of view of the population involved and a better contextualization of the problem. Once this interview has been analysed, redefine the initial problem!

STEP 3: Ideate

It's time to propose ideas to solve the problem! Don't look for the 'perfect' idea, but for many of them! Then, design your ideas and show them to the target group and ask for feedback!

STEP 4: Prototype

Take a moment to think about your conversations about the different ideas you have in mind and try to reflect on the following questions:

How does your idea work? Does it fit with the real-life context of the target group?

Then, connect the dots and provide a final solution and create the draft prototype of your service or product, good enough to be tested.

STEP 5: *Test*

Finally, test the prototype with real users, to verify if your idea works. The aim is to get as much feedback as possible, without trying to convince the final users, just listen and reflect on the inconveniences and proposals provided. Then, return to the initial prototype and improve it according to the information collected.

Now you know how to go from idea to implementation, but maybe you think it is complex or you need some support from someone that has carried out a social innovation project before.

To develop a social innovation idea is not an easy task, taking into account its complexity due to its multidisciplinary approach, so it is of paramount importance to discuss about work teams and its successful management.

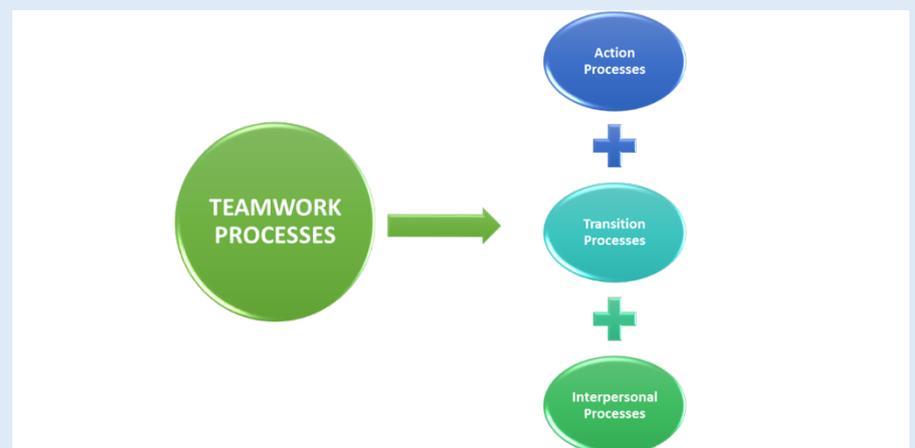
But, what does a ‘work team’ mean? A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.

But collective actions help to achieve synergetic results only in case that:

- ***Team purpose***
- ***Team creative process***
- ***Team dynamics***

For this commitment, we must differentiate between ‘work team’ and ‘teamwork’.

Teamwork processes are a summation of ***transition processes***, ***action processes***, and ***interpersonal processes***.



	<p>However, working in teams can be stressful for several reasons. The competence during any learning comes not only from knowledge and skills but also by having an appropriate attitude, which will differ according to the personal and professional experience and prior knowledge.</p> <p>Professionals can increase their performance by improved actions but true changes occur when the underlying ‘inner values’ change. According to the literature, there are several inner values during teamwork for social innovation such as:</p> <ul style="list-style-type: none"> • <i>Hopefulness for co-operation.</i> • <i>Generosity of Spirit.</i> • <i>Forgiveness for defection.</i> • <i>Patience to let events unfold.</i> • <i>Acceptance of situation.</i> • <i>Being Non-Judgmental.</i> • <i>Keeping a Beginner’s mind.</i> <p>Creative synergy is also a potential factor for social innovations. Creativity involves an ability to come up with new and different viewpoints on a subject. It involves breaking down and restructuring our knowledge about the subject in order to gain new insights into its nature.</p> <p>With this video, we finish the module four of this course, we hope you have enjoyed it and see you in the next ones!</p>
<p>Reading</p>	<p>Let’s start explaining what a <i>needs analysis</i> consists of. This analysis, also known as needs assessment, it is of paramount importance to properly define our innovative idea and achieve a successful implementation. The results of a needs analysis will also guide our future action.</p> <p>As you can remember, the three major features of social innovation are: the satisfaction of human needs, the relationships between humans in general and between social groups in particular, and the empowerment of people trying to fulfil their needs (Defourny & Nyssens, 2017).</p> <p>To meet these social needs, is essential for growth and development but, they are usually ‘emerging issues’, not well defined and without a specific solution, so it is necessary to make a deep reflection about them. If you already have an idea, it will help you to analyse its viability and, if you do not yet have one, you will be able to identify several options to take into account.</p>

According to the report ‘Vision and Trends of Social Innovation for Europe’, commissioned by DG Research and Innovation (European Commission, 2017), the seven macro trends of great significance to social innovation and transformation of systems are:

- INSTITUTIONAL CAPACITY AND WELLBEING.
- DEMOCRACY AND TRUST.
- SKILLS AND THE FUTURE OF WORK.
- INTERNET TECHNOLOGIES AND ON-LINE/OFF-LINE INTERACTIONS.
- NEW FINANCIAL INSTRUMENTS.
- URBAN RENEWAL.
- GLOBAL INTERDEPENDENCIES.

If this information allows us to contextualize the main social issues at European level, they might differ regarding our close environment and scope of action, without forgetting our sports field.

For this reason, in line with the well-known motto ‘think global, act local’, a community needs assessment must be carried out. Through this procedure, you will be able to get a better understanding about the issues faced by your community. This process consists of identifying, analysing and prioritizing needs of a population.

Let’s begin with **analysing the problem**.

For this purpose, we need to search for the available information about the topic in both public, private and non-profit organisations, and also seek advice from experts, trying to collect as much data as possible from community members.

We need to answer questions such as what, how, whose where, when, why, etc. For example:

What is the problem? Why does it exist?

Who or what is causing it? For whom is it a problem?

When did it first occur or become significant? To what extent is it occurring?

What is currently being done to resolve the identified needs? What seems to be effective? Are there adequate sources available?

Can the problem be solved in a reasonable amount of time?

Once you have this information, it’s time to draw conclusions and put all the pieces together, trying to identify aspects such as main barriers, causes and reasons, getting a better knowledge of the initial problem.

Imagine that this is about the relationship between physical activity – elderly – barriers - low participation.

Then, try to write down a question that reflects your problem and the information gaps. For example:

What do you need to know about the barriers and main reasons for low participation in physical activity in the elderly?

According to this, think about your concrete needs assessment questions, contextualizing them in your close environment:

How many elderly people are physically active in my community?

What might be the main reasons of their low participation?

What are the programmes, services and resources available to solve the problem?

After the needs assessment, it's time to go from idea to implementation, learning how to make it real, using the **design thinking** process. It is about thinking differently, to put in the other's shoes, encouraging meaningful ideas to solve real problems of a particular group of people.

This *design thinking* process is structured in five different steps:

STEP 1: *Empathize*

STEP 2: *Define the problem*

STEP 3: *Ideate*

STEP 4: *Prototype*

STEP 5: *Test*

The difference between the first stage of 'needs analysis' and this one is that, in this process, you are going to connect your initial problem to the real world, evolving from the desk work to the field work.

If you ask people what they want, maybe they don't know, so it is important to start this stage with a deep knowledge about the problem to address the questions properly.

STEP 1: *Empathize*

It is about conducting interviews with the target group to know what they care about, trying to empathize with their situation, for example:

Do the elderly want to be physically active?

What do they usually do?

Which barriers/problems they notice when doing physical activity?

Maybe, you expect one answer but is other. Ideally, you must interview as much people as possible to fully understand the problem.

STEP 2: Define the problem

The analysis of the interviews conducted, will allow to understand the point of view of the population involved and a better contextualization of the problem.

For example, at the beginning you might thought that elderly people do physical activity mainly for health issues, but finally you notice that the main reason is to socialize with others.

Once this interviews have been analysed, redefine the initial problem.

STEP 3: Ideate

It's time to propose ideas to solve the problem! Don't look for the 'perfect' idea, but for many of them.

Then, design your ideas and show them to the target group and ask for feedback.

STEP 4: Prototype

Take a moment to think about your conversations about the different ideas you have in mind and try to reflect on the following questions:

How does your idea work?

Does it fit with the real life context of the target group?

Sometimes, the best option is to combine a new idea with something that has been already used.

Then, connect the dots and provide a final solution and create the draft prototype of your service or product, good enough to be tested.

STEP 5: Test

Finally, test the prototype with real users, to verify if your idea works. The aim is to get as much feedback as possible, without trying to convince the final users, just listen and reflect on the inconveniences and proposals provided.

Then, return to the initial prototype and improve it according to the information collected, until it works properly and solve the real problem.

To develop a social innovation idea is not an easy task, taking into account its complexity due to its multidisciplinary approach. Working through work teams allows multiple perspectives, skills, and expertise to come together

and meld brainpower to achieve more successful performance. For this reason, teams encourage creativity and innovation in any organization.

What does a 'work team' mean?

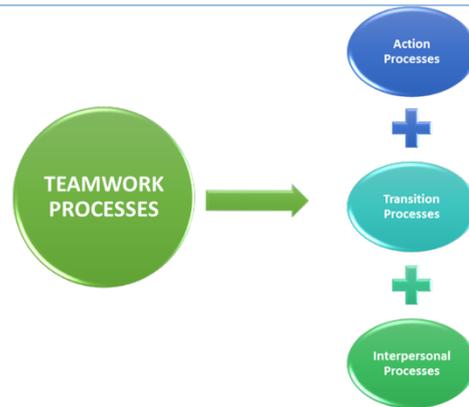
A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable. The size of the team, competences and skills of the members, will be different depending on the objective.

But collective actions help to achieve synergetic results only in case that:

- **Team purpose:** a critical component for teams to achieve creative synergy is to understand the purpose of team actions and the expected outcomes.
- **Team creative process:** must focus on creative synergy, from the very beginning of the team formation process. When making decisions, it is possible to identify interferences in communication, knowledge and experience, which lead to the lack of team synergy and social innovations.
- **Team dynamics:** the team must be dynamic, open and able to adapt to changing environment. each other's opinions, working methods and microclimate.
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Accordingly, we must differentiate between 'work team' and 'teamwork'. The last one is considered as the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way.

Teamwork processes refer to the interpersonal activities that do not directly involve task accomplishment itself but facilitate the accomplishment of the team. These activities help to create the setting in which taskwork processes can be carried out, creating a pleasant, accomplishment fostering work environment. Teamwork differs also from individual work in that it involves shared responsibility for a final outcome. Teamwork processes are a summation of **transition processes**, **action processes**, and **interpersonal processes**.



- **Transition processes:** the teamwork activities that focus on preparation for future work, not only before but also between periods of taskwork. They are related to the mission analysis, goal specification and strategy formulation.
- **Action processes:** to pay attention to goal-related information and make sure those goals are reached, is crucial to keep teams on track and working towards their ultimate goals. This could be done through monitoring milestones and goals, designing suitable monitoring systems, encouraging coordination and team monitoring and support, for example, providing feedback and coaching.
- **Interpersonal processes:** is the manner in which team members manage their relationships throughout the action and transition processes, related to relationship conflicts and task conflict. For this purpose, a conflict management system could be developed, boost motivation and confidence and help team members to regulate their emotions as they work together.

However, working in teams can be stressful for various reasons. The competence during any learning comes not only from knowledge and skills but also by having an appropriate attitude, which will differ according to the personal and professional experience and prior knowledge.

Professionals can increase their performance by improved actions but true change occurs when the underlying 'inner values' change. While working in teams during social innovation projects also certain 'inner values' are required (Young & Vyas, 2017).

Inner values have also been called 'Character Strengths' (Peterson & Seligman, 2004), 'Governing Variables' (Argyris and Schön, 1974) and 'Virtues' (Schwartz, 2009). However, it should be noted that inner values

cannot be considered important or un-important without the context in which they are applied.

According to the literature, there are several inner values during teamwork for social innovation (Vyas & Young, 2017) such as:

- **Hopefulness for co-operation.** Some authors explain how hopeful leaders are able to make holistic decisions because they are inclusive and encouraging in their approach with others.
- **Generosity of Spirit.** Generosity is needed for a user-centred, participatory or co-design approach.
- **Forgiveness for defection.** Forgiveness is important for the restoration of established relationships (Peterson & Seligman, 2004).
- **Patience to let events unfold.** It is important to note that patience as an inner value is not passive waiting but an active effort to find balance in the face of adversity.
- **Acceptance of situation.** Acceptance of a situation can include accepting other's opinions and experiencing events in a balanced way.
- **Being Non-Judgmental.** "Creativity is such a delicate flower that a hint of judgement can hinder it" (Osborn, 2008).
- **Keeping a Beginner's mind.** It is the ability to maintain balance between novelty and knowledge in relationships so that creativity can evolve.

Creative synergy is a potential factor for social innovations. Creativity involves an ability to come up with new and different viewpoints on a subject. It involves breaking down and restructuring our knowledge about the subject in order to gain new insights into its nature. Creativity and innovation are analyzed as inseparable and complementary phenomena (Pakeltienė, & Ragauskaitė, 2017).

Readings and References

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Game-like interactive tasks

Interactive task 1

In this task, and according to what you have learnt watching the video, we want you to carry out a brief needs analysis focus on your community and sports field:

QUESTION	ANSWER
What is the problem? Why does it exist?	
Who or what is causing it? For whom is it a problem?	
When did it first occur or become significant? To what extent is it occurring?	
What is currently being done to resolve the identified needs? What seems to be effective? Are there adequate sources available?	
Can the problem be solved in a reasonable amount of time?	
HERE DETAIL YOUR INITIAL PROBLEM AND MAIN CONCLUSIONS	

Interactive task 2

In this task, from your initial problem, try to reflect on possible solutions and design a draft prototype for this purpose:

PROBLEM
POSSIBLE SOLUTIONS

DRAFT PROTOTYPE

Interactive task 3

In this task, according to your draft prototype, reflect on the number, expertise, competences and skills required for your team work. Detail also the main actions you would carry out regarding the teamwork processes:

TEAM WORK	
NUMBER	
EXPERTISE	
COMPETENCES AND SKILLS	
TEAMWORK PROCESSES	
Transition processes	
Action processes	
Interpersonal processes	

Quiz

1. Which of the following inner values is not desirable during teamwork for social innovation:

- Patience to let events unfold.
- Keeping a Beginner's mind.
- **Disposition to judge others.**
- Generosity of Spirit.

2. Which of the following steps does not correspond to the 'design thinking' process?

- Ideate.
- Prototype.
- Empathize.
- **Training.**

3. Which of the following features does not correspond to 'social innovation'?:

- The satisfaction of human needs.
- **The economic enrichment of the lower classes.**
- The relationships between humans and social groups.
- The empowerment of people trying to fulfil their needs

4. A community needs assessment allows:

- **To get a better understanding about the issues faced by your community.**
- To contextualize the problem at the European level.

	<ul style="list-style-type: none"> • To act globally, instead of locally. • To detect common problem well defined with specific solutions. <p>5. Which of the following processes is not related to teamwork?</p> <ul style="list-style-type: none"> • Transition processes. • Action processes. • Interpersonal processes. • Individual processes.
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Module 5. Social Innovation Management: Sustaining, Impact and Evaluation

Introduction Video Transcript	<p>Hi! Welcome to Module 5.</p> <p>In this module you will continue to learn about social innovation management, in terms of sustaining, impact and evaluation.</p>
Video Tutorial Transcript	<p>Once a social innovation project is delivered to a target group, how do we know it will be sustainable on long term? How do we assess its impact? How meaningful this project is supposed to be? These are questions that we will address in this video.</p> <p>Starting from the definition of social innovation and its relations with physical and sports activities, as educational services, we consider useful to understand how to sustain the innovative actions and how to assess their impact.</p> <p>The first question we rise in this module are: <i>What is sustaining social innovation action?</i></p> <p>As Tidd and Bessant said, social innovation means to create and develop the innovation capability that is “difficult to create and easy to destroy”. It also means a constant attention to keep the “momentum going”. Managing social innovation requires itself an innovative approach.</p> <p>Of course, no organization starts with a perfectly developed capability to organize and manage innovation. It goes through a process of trial and error learning, slowly finding out which behaviours work and which not and gradually repeating and reinforcing them into a pattern of routines. Developing innovation capabilities involves establishing and reinforcing those routines, reviewing and checking them to see if they are still appropriate or whether they need replacing or modifying. That is why we want to share with you a set of advices to be followed when you sustain an innovative action.</p>

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TO DO!	DON'T!
<p>Be very visible and very active in promoting innovation.</p> <p>Encourage people to challenge and question.</p> <p>Continuously monitor innovation performance.</p> <p>Make sure the team has a clear objective.</p> <p>Make it fun</p> <p>Engage diverse groups of people</p> <p>Value an encourage contributions, keep it simple to begin with.</p>	<p>Lose focus on the objective – what is innovation for?</p> <p>Be prescriptive in how results have to be achieved.</p> <p>Force conformity on the innovation team.</p> <p>Put people in functional position only.</p> <p>Don't try to measure everything: the key is beneficiary first all else is secondary.</p> <p>Sit in your office – get out there.</p> <p>Assume that people will naturally want to use your innovations. It may take years before they feel that way.</p>

The second question - what about the social innovation impact?

Impact is the overall effect or influence of a social innovation action on a population or environment. From a funder's perspective, there are typically three types of impact important to measure:

(a) **Expected impact** — The anticipated impact of an innovation during the period of funder support.

(b) **Actual impact** — The measured impact of an innovation during the period of funder support, and

(c) **Projected impact** — The likely impact of an innovation to a specific point in the future, beyond the period of funder support.

Figure 1.

Third question - How to choose suitable measures to assess social innovation impact?

To generate a broader understanding of innovation measures, it is useful to apply *the input – output model to innovation.*

Figure 2

	<p>Inputs include the time and resources assigned, such as people and funding.</p> <p>The outputs must ultimately be the financial value generated by innovation, although, as observed economists often surrogate as patents. Innovation performance is the output of new products, services, processes and business models and the financial impact of these. Innovation output is typically measured by the revenues generated from innovative products, services and business models.</p> <p>The process connects inputs and outputs and, for innovation, this consists of key process such as generating, choosing and implementing innovations.</p> <p>All these issues can be linked to some categories of indicators: financial aspects, beneficiaries' perspective, process efficiency, and learning experiences.</p> <p>We will try to make it simple, by giving some examples in the next table (table 1) So, let's see which are the main indicators categories. As we can see, there are four categories of variables in relation with the input – output model applied to the innovation process.</p> <p>You can find more information on topics in the reading section of this module.</p>
<p>Reading</p>	<p>Please see the end of this table.</p>
<p>Game-like interactive tasks</p>	<p>1. Sustaining social innovation means:</p> <ul style="list-style-type: none"> a. to create and to develop the innovation capability; b. to develop the network support; c. to involve more human resources to support the activities. <p>2. To DO list in sustaining social innovation:</p> <p><i>Please tick the right answers</i></p> <ul style="list-style-type: none"> 1. Encourage people to challenge and question. 2. Make it fun

3. Force conformity on the innovation team.
- 4. Be very visible and very active in promoting innovation.**
- 5. Continuously monitor innovation performance.**
6. Put people only in functional position.
- 7. Make sure the team has a clear objective.**
8. Be prescriptive in how results have to be achieved.
- 9. Engage diverse group of people**

3. Choose the right indicators according to the above-mentioned category:

a. Input indicators	- - -	Amount of money invest in the activities Total number of beneficiaries
b. Process indicators	- - -	New services offered Average project cost
c. Output indicators	- - -	Beneficiaries satisfaction Number of beneficiary anticipated to participate in the project Percentage of total employees or volunteers working in the innovation activities Total cost of innovation efforts New patents generated Beneficiaries suggestions Project cost versus budget

			<p>Profit from new product and new service</p> <p>Categories of beneficiaries</p>
<p>Quiz</p>	<p>Please tick the right answers</p> <p>1. Which impact indicators are financial-driven?</p> <ul style="list-style-type: none"> • Number of participants • Amount of money • Beneficiaries participation • Project cost <p>2. Which impact indicators are beneficiary-driven?</p> <ul style="list-style-type: none"> • State of health • Total number of activities • Total number of participants • Beneficiary's satisfaction <p>3. Which impact indicators are process-driven?</p> <ul style="list-style-type: none"> • Total employees or volunteers involved in the activities • Percentage of projects implemented • Number of beneficiaries • Number of innovation activities <p>4. Tick the objective metrics for impact of social innovation:</p> <ul style="list-style-type: none"> • Publications • Conferences participation • New ideas implemented <p>5. Tick the subjective metrics for the impact of social innovation:</p>		

- | | |
|--|--|
| | <ul style="list-style-type: none">• Patents• Interviews• Lessons learned from failures |
|--|--|

Reading section

Starting from the definition of social innovation and its areas of coverage, from the fact that even sports, as a human activity, it can be included in the field of educational services, we consider that the ideas regarding the management of innovative activities must be easy to understand and applied in organizing and conducting educational and social services based on physical exercises.

The solutions regarding social innovation thus include aspects regarding creativity, the ability to plan and implement projects, risk taking, ethics and not least, the support of the personnel involved (teachers, practitioners, parents, others), solidarity and collective responsibility, the interests of the community.

The questions we rise in this module are: **What is the innovation performance of your action? Is this action innovative enough? Does this action develop through its own means?**

Of course, no organization starts with a perfectly developed capability to organize and manage innovation. It goes through a process of trial and error learning, slowly finding out which behaviours work and which not and gradually repeating and reinforcing them into a pattern of routines. Developing innovation capabilities involves establishing and reinforcing those routines, and reviewing and checking that they are still appropriate or whether they need replacing or modifying. Key questions are: *What do we need to do more of, strengthen? What do we need to do less of, or stop? What new routines do we need to develop?*

To answer these questions please use the SWOT model presented in module 3.

What is social innovation impact?

As you have seen in the video tutorial, the impact of an innovation social action is the overall effect or influence of the service/product on a population or an environment which influence the people's live. The impact reflects social innovation performance.

The arguments for measuring innovation performance is simple: to improve something, the first step is to measure current performance and compare it, with some desirable standard, to see if it falls short. Then, adjustments are made and the performance is measured again, so that improvements become evident and further, identify if more interventions are necessary.

When you look at the financial resources, you must also understand the funders' perspectives. All of them are interested to achieve a higher impact of the financed activities.

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A widely accepted classification presents three types of impact variables, relevant to assess: expected, actual and projected. (IDIA, 2017) (figure 1)

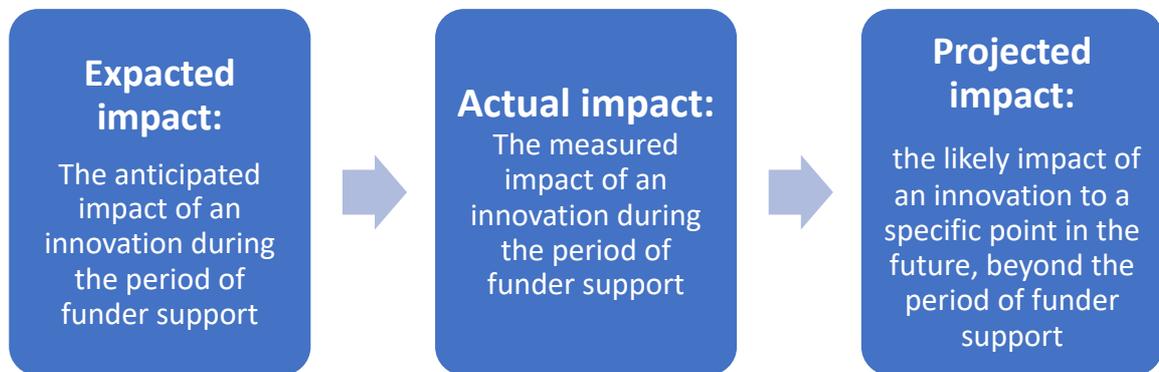


Figure 1. Three types of impact (IDIA, 2017)

Which are the criteria to select the accurate measures for innovation?

1. *Track the input resources being invested* to different types of innovation and monitor whether these are enough to match the innovation strategy chosen.
2. *Identify if the level of innovation output is strong enough*, compared to the strongest competitors and leading companies in other fields.
3. *Help determine whether the innovation capability* of the organization – the sum of the underlying processes that enable innovation – is increasing. This requires not only measures but also an assessment of the actors being taken to build capability.

How to choose suitable measures to assess social innovation impact?

Choosing the innovation impact or performance measures is context-dependent, but some general guidelines can be followed. A range of measures should be selected that cover *inputs, outputs and process* (according to the model described before, in the video tutorial).

Usually, the measures should cover four categories/areas:

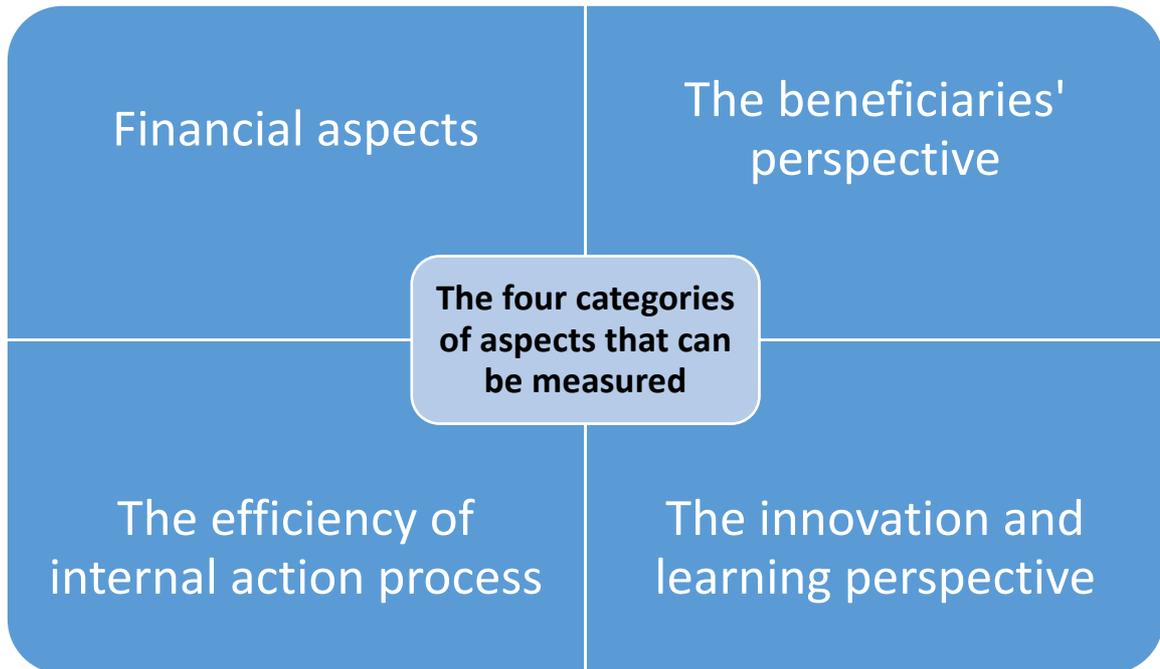


Figure 2. The four categories of aspects to be measured

The most five common measures seem to be:

- the revenue growth from new products and services;
- customer satisfaction with new products and services;
- the number of ideas in the pipeline;
- percentage of sales;
- percentage of sales from new products or services in a given period.

Innovation performance is the output of new products, services, processes and business models and the financial impact of these. Innovation output is typically measured by the revenues generated from innovative products, services and business models.

Table no.1 Four categories of variables to be measured (examples)

	Input measures	Process measures	Output measures
Financial	Amount of money invest in the innovation project	Average project cost Project cost versus budget Total cost of innovation efforts	Profit from new products and services Percentage of sales revenues from new products/services

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			Return on innovation investment
Beneficiary perspective	Categories of beneficiaries Number of beneficiaries anticipated for participating to the innovative actions	Beneficiaries satisfaction (surveys) Beneficiaries suggestions	Total number of beneficiaries participating in the innovation activities (subjects, families, etc.) State of health, level of social integration, level of motor development (health measurement, social surveys, motor tests)
Process efficiency	Resources: number of people working on innovation Percentage of total employees or volunteers working in the innovation activities	Number of innovation projects Percentage of employees actively contributing to innovation Percentage of projects delayed or cancelled because of lack of resources Number of innovation activities/lessons	New services offered New patents generated
Learning	Innovation as a new activity or only a new approach of an old idea	Percentage of projects where post-project review are conducted Number of improvements of innovation processes	Future development of the innovation idea

The number of measures used must be appropriate because having too many of those wastes management time. So, each social innovator is encouraged to choose the right indicators and understand a whole series of advantages and disadvantages of each of them.

In the table below, you can identify some measures (especially economical) for innovation: (table 2)

Measure	Type of measure	Advantages of the measure	Limitations of the measure	Implications for managers
Expenditure	An input measure	Data on investments levels;	This is an input measure, rather	Expenditure of comparable

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		are normally registered in organisations evidences.	than a measure of innovation action output	actions is a useful benchmark
Number of participants	An output measure	Data are readily available and can easily be analysed Useful measure of performance in financed projects	Not all the innovative actions intend to engage a big number of persons	Number of participants are used as indicator of efficiency of money use
Customer perspective	An output measure	Easy to improve the activity in relation with customer perception	The tool used to measure the satisfaction should be very well designed	Categories of beneficiaries (age, gender, health level)
Efficiency: output to input	A ratio measure	Easy to calculate It should show the productivity of an innovative system	Due to the lag between investment and output, ratio measures have limited usefulness for innovation performance assessment	Assessing innovation capability is wider than just looking at inputs and outputs

A second model for impact measurement is to build around a minimal **set of 'core' indicators**, with 'lives saved and improved' being the ultimate measures of success. These indicators are organized in terms of three key-impact domains:

- 'Impact on Beneficiaries',
- 'Scale' and
- 'Sustainability', with additional guidance on what to measure when assessing the potential impact of an innovation (the 'Leading' Indicators) and what to measure when assessing the actual, achieved impact (the 'Outcome' Indicators). (IDIA, 2017) (table 3)

Table 3. Three key impact domains of impact indicators

	Leading Indicators	Outcome indicators
Impact on Beneficiaries	Expected lives saved and improved Projected lives saved and improved Available evidence supporting effectiveness Potential impact the most vulnerable/in need and target equity / gender groups Adherence to "DO no Harm" principle	Actual lives saved and improved Projected lives saved and improved Direct measurement use of evidence-based interventions, and new knowledge gained

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		Equity measure and disaggregated data by gender and vulnerable/high-need target populations impacted Externalities and unintended effects
Scale	Viable Business model Expected demand/market readiness	Replication of business model in different geographical regions Actual and projected market demand
Sustainability	Smart partners (especially from country governments and companies/investors) willing to co-fund Expected revenue generated Potential to influence policy/systems change Proven entrepreneurial success of the team	External funding or support attracted (especially from country governments and companies/investors) Actual and projected revenue generated Policy/systems changed Improvements in innovator capacity

According to IDIA (2017), when evaluating innovation, funders are typically interested in two things:

1. Optimizing their ability to initially select and then progressively measure the impact of individual innovations they support.

2. Capturing and communicating the collective impact of their investments in a program / initiative through which funders sustain further multiple innovations

Different kinds of innovations typically require different kinds of indicators, just as innovations that are targeted for scaling through the public sector will require different indicators to those seeking scale through a more commercial, private sector route. The diversity of indicators that may be present even within a small portfolio of innovations can therefore make an aggregated assessment of collective impact quite difficult.

‘Leading’ indicators are used to predict the expected and projected impact of innovations that have completed the initial ‘Proof of concept’ stage, before ‘Transition to Scale’.

‘Outcome’ indicators are used to measure the actual and projected impact of an innovation during ‘Transition to Scale’, ‘Scaling’ and beyond. The impact measurements help the innovator to progress to a stage to another.

From another perspective, the impact of evaluation can be illustrated through:

- **objective metrics** that might include:
 - Deliverables to goals (e.g., preapproved innovator performance targets, meeting corporate initiatives, etc.)
 - Completing activities that enhance the brand image (e.g., publications, conference presentations, interviews, etc.)
 - Production of intellectual property (e.g., patents, trade secrets, etc.)

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- **subjective metrics** include attaining reach-out goals and roadmap targets. For example, a goal such as “Develop two new processes that increase office productivity” enables the innovator(s) to identify bottom-up opportunities with significant opportunities for self-motivation.
 - Increase in value of ideas
 - New ideas implemented
 - Lessons learned from failures (and successes)

In order to obtain useful information for innovation solutions design and implementation in sport, it is necessary to apply different methods, such as survey (questionnaire and interview); tests (motor tests, psychological and sociological tests), etc.

MODULE 6. Scaling and Diffusion

<p>Introduction Video Transcript</p>	<p>In order to tackle the problems in our societies, social innovations need to be scaled and diffused. But the scale isn’t appropriate in every case. We know that not all social innovations have scaling potential and that not all innovators want to grow their activity. But we suggest that anyone who’s developed a social innovation that works should at least think about if and how it could be shared more widely. Social innovations can be said to have scaled when their impact grows to match the level of need. This module aims to help social innovators think through the best scaling options for them. By looking at how other innovators develop scaling strategies, we will reflect the benefits and challenges of different options and show how social innovators actually handle them.</p>
<p>Video Tutorial Transcript</p>	<p>Hi! Welcome to Module 6. In this lecture video, we will talk about scaling up and diffusion of social innovation. So, WHAT IS SCALE UP?</p> <p>Scaling up means, in general, and in brief, “expanding, adapting and sustaining successful policies, programs or projects in different places and overtime to reach a greater number of people.” This definition can be adapted to the specific thematic or sectoral context under consideration. Scaling usually refers to growth in numbers: more people, more locations, and more programs. One such perspective refers to increased activities and growth through increasing employees, locations, and resources. Yet another perspective refers to the number and types of activities undertaken by an organization. Scaling has also been referred to as those steps taken to improve productivity and program efficiency through financial and operational actions.</p> <p>So how does the scaling process work?</p>

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Scaling up is best viewed as part of an iterative innovation-learning-scaling process. The simplest version of this process starts with a new idea or innovation, which is tested in a pilot, i.e., a project with limited impact. By monitoring and evaluating the delivery of the pilot, knowledge is gathered, which can inform the decision whether and how to scale up for greater impact. During scaling up, more knowledge is gathered, new ideas are generated, and the model is adapted accordingly to suit the scaling-up requirements.

Now, I would like to say a few things about the assessment of scalability.

Whether a single idea or multiple ideas, a scaling-up assessment is needed before proceeding. The scalability assessment should ask whether the model or idea to be scaled is credible, observable, relevant, better than others, and easy to apply; whether it is compatible with needs, capacities, and resources; and finally, whether it is testable. The assessment can be taken as a checklist for aspects of the model that have to be addressed to make it scalable (e.g., simplifying the approach, finding ways to lower costs and financing requirements).

So how to set a scaling strategy?

A scaling strategy involves establishing why, what and how you're going to scale. We've broken this down into four stages:

- Clarifying aims and goals for scaling.
- Establishing what to scale up.
- Choosing a route to scale.
- Gearing up to deliver a scaling strategy.

These aspects are linked and they inform each other, and the context social innovators are operating in is always changing. In order to get mass acceptance of an idea, you have to get people to believe what you believe, so you have to know why you're doing it.

We will give more detailed information about scaling strategies in the reading section of the module.

During implementation, it is important to monitor the delivery of the intervention and to evaluate the impact in terms of intended outcomes. Ideally, the impact assessment would use a randomized controlled trial; however, this may often not be feasible or affordable, in which case more traditional "before-and-after" or qualitative evaluations of impact will have to be used.

After talking general concepts about scalability of social innovations, let's take a look at the example of 'The One World Futbol':

The One World Futbol is a social impact company whose products can withstand the toughest playing conditions in the world.

Social innovator Tim Jahnigen, was watching news footage about traumatized refugee youth in Darfur playing soccer on dirt using a ball they had made by tying trash together with twine. In that instant, Tim saw that these kids had such strong, indestructible spirits and felt they deserved better. He realized there was a global need for a nearly indestructible ball that could withstand the harsh conditions often faced by youth living in refugee camps, disaster areas and other disadvantaged communities.

Tim's dream of an ultra-durable ball remained in the concept stage until he brought it up in a conversation with his friend, world-renowned entertainer and ardent football fan, Sting. Inspired by Tim's vision, Sting generously provided the initial R&D funding to create the prototype for the One World Futbol. In recognition of this critical support, both the ball and the company were named for the song "One World (Not Three)" written by Sting.

After much testing and refinement, the One World Futbol was finally ready for launch.

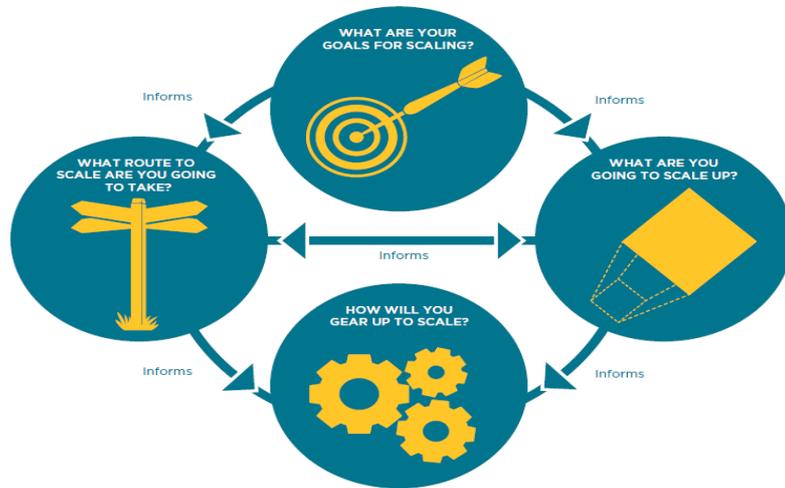
Chevrolet became the founding sponsor of One World Futbol Project, pledging to support the donation and distribution of 1.5 million Chevrolet-sponsored One World Futbols to programs and schools around the world. One World Futbols are used by a broad network of organizations that use sport and play to teach conflict resolution, gender equality, health awareness and other essential life skills.

In September of 2014, One World Futbol Project and Chevrolet celebrated the delivery of the 1 millionth Chevrolet-sponsored One World Futbol, bringing the power of play to an estimated 30 million youth around the world.

Recognizing that enabling play helps to fulfill a universal human need, One World Futbol Project is broadening its vision to create additional tools, resources and services that will foster play anywhere and everywhere. With the right scaling strategy, One World Play Project is working to turn the world into a field of play by touching the 60 million lives.

Reading

STAGES IN DEVELOPING A SCALING STRATEGY



SETTING A SCALING STRATEGY

1. WHAT ARE YOUR SOCIAL GOALS?

Social innovators need to be clear on their goals for the type and scale of social impact they want to achieve, but it's also good to be aware of more personal goals, preferences and needs. These include values, personal aspirations as a leader and financial considerations. One of the things that can help in setting goals is to determine the 'addressable market'. This means thinking about the number of people who could benefit from your innovation and working out what is realistically possible to achieve. Sometimes, social innovators don't immediately recognise the full potential of their idea.

2. WHAT ARE YOU GOING TO SCALE-UP?

Thinking rigorously through both sides of the supply and demand equation is essential to scaling strategies. You'll only achieve scale if what you are offering is in significant respects superior to the alternatives – this is what we mean by 'effective supply'.

You can think of the link between supply and demand at the level of ideas – finding out which ones are most compelling, attractive and have the best fit with needs and aspirations. Or you can look at whether what's being supplied is effective, is provided at the right cost and whether there is sufficient demand.

Social innovations that have the potential to scale up often need refining to get them into a scalable form. Part of this is deciding how to frame a model to grow or replicate. This isn't always straightforward or obvious, as most social innovations can be 'framed' in several different ways. In order to frame a social innovation and define a model to scale up, you need to understand what's fundamental to achieving social impact and making the model work in practice. Some researchers call this understanding the 'core' of the innovation. Knowing what's essentially makes it easier to strip out costs and transfer knowledge to others. Identifying the core can also help in deciding what needs to be tightly defined and which aspects of the model can be left more flexible for local adaptation. Sometimes, the core is partly values-based.

3. ROUTES TO SCALE

Social innovators often create networks of organisations to encourage take-up of innovative practices or as a way of expanding the delivery of an innovative service or programme. Within this scaling route, there's a wide range of different approaches and models. Some networks are more akin to social movements, while others are more focused on replicating specific practices. Networks that are more like movements focus more heavily on championing an innovation, bringing together interested people and organisations, facilitating connections and providing tools and support for implementation. Social innovators pursuing this route to scale focus on creating a sense of shared purpose and direction, while putting in place measures to ensure that the social innovation retains a certain level of fidelity to the original idea.

Partnering with another organisation can generate a step-change in the scale a social innovation reaches, by giving access to new technologies, skills, capabilities and competencies that would otherwise be difficult or take a long time to develop. Partnering with, or being taken over by, the public sector is perhaps the most obvious example of this route to scale. This route is sometimes termed 'integration'. There is an increasing number of examples of social innovators partnering with large private companies. Strategic partnerships give social innovators a chance to scale up innovations quickly, but they're not always straightforward.

Growing an organisation to scale up a social innovation might seem the most straightforward approach and it's often the first that social innovators think of. This route allows the greatest level of control over how the innovation spreads. It's likely to be particularly appropriate for social innovations in which the 'core' of the innovation lies in the tacit

knowledge, mindsets and approaches of individuals, and for complex interventions that would require a large amount of knowledge transfer for others to replicate. It's also a common route to scale for social innovations that take the form of products sold directly to customers and is attractive to investors as it is likely to be the most reliable route for receiving a measurable return on investment. Directly managing the scaling process might not necessarily involve significant organisational growth, for example, if the lead organisation is already large and can scale the innovation through existing resources and channels. However, for many social innovators, this route involves building a project or start-up into a sustainable venture or diversifying the activities of the organisation – both of which are likely to bring significant management challenges.

Although scaling routes are differentiated partly by the types of activities that social innovators carry out, our module also highlighted a lot of shared characteristics and activities within the different scaling routes. These include:

- Creating a brand and a strong identity for social innovation.
- Advocacy – while influencing can be a strategy on its own, social innovators often aim to influence policy, regulation or build wider social movements alongside more delivery-focused routes to scale.
- Releasing the blueprint – some social innovators are codifying parts of their model and publishing them online.

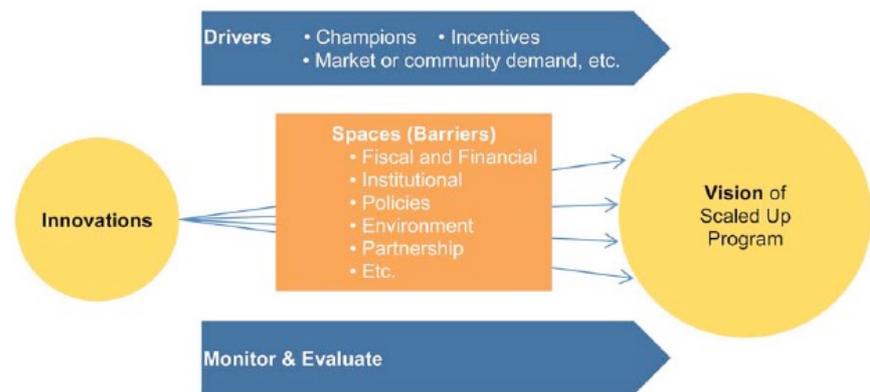
Scaling route	Models and approaches	Activities	Scaling focus
Influence and advise	Campaigning and advocacy Consultancy Training	Public speaking Publishing Engaging with policymakers Communicating via traditional and social media Advising or training others	Central idea Principles, values, processes, guidelines Services Programmes
Build a delivery network	Federations and membership models Communities of practice Kitemarks and quality marks Licencing Franchising Delivery contracts Collaborations	Representation Advocacy and awareness raising Transferring knowledge, codifying processes, sharing good practices, providing tools Training, support and quality assurance Community and movement building	Principles, values, processes, guidelines Programmes Services Roles
Form strategic partnerships	Strategic alliances Mainstreaming into the public sector Piggybacking on another organisation's infrastructure Joint ventures Mergers and acquisitions	Brokering and managing partnerships with other organisations that allow a step change in scale Transferring knowledge Creating a sense of common values and mission	Programmes Products or services Roles
Grow an organisation to deliver	Setting up new branches Growing delivery capacity of a central team	Building staff and team capabilities Raising funds/investment Developing organisational capacity and systems	Programmes Products or services Roles

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4. GEARING UP FOR SCALE

Having decided on an approach to scaling, you'll need to rigorously think through what might need to change in your organisation and the way you work. Managing change and developing organisational capacity to scale is a common challenge that came through in all of the scaling stories. However, even if scaling doesn't imply significant organisational growth it still raises issues around leadership, management, governance, staffing, resources and culture. Therefore, you should increase your working efficiency within these issues.

SCALING UP PATHWAY: VISION OF SCALE AND ENABLING FACTORS



KEY CHALLENGES: “DRIVERS” AND “SPACES” FOR SCALING UP

Drivers	Spaces/Constraints
<ul style="list-style-type: none"> • Ideas/solutions • Vision of scale • Leadership/champions • Market demand • Community needs/demand • Incentives and accountability • External catalysts 	<ul style="list-style-type: none"> • Fiscal/financial/costs • Political/ownership • Policies, laws, and regulations • Organizational/institutional • Natural resources • Culture • Security (in fragile states) • Partnership • Learning

Drivers for scaling up

Forces, or “drivers,” are needed to push the scaling-up process forward along a pathway. One can distinguish seven sets of common drivers:

- **Ideas and models:** There has to be an idea or model that works on a small scale. These may emerge from research or practice. The attraction of the idea or model may drive diffusion. Spontaneous diffusion happens, but more often other drivers are needed to ensure scaling up.
- **Vision:** A vision is needed to recognize that scaling up of an idea is necessary, desirable, and feasible.
- **Leadership and champions:** Visionary leaders or champions (individuals or groups) often drive the scaling-up process forward.
- **Market or community demand:** Whenever strong demand is present, either from consumers for private goods or from communities for public goods, scaling up is more readily implemented.
- **Incentives and accountability:** Incentives are key to driving the behaviour of actors and institutions in order for sustained scaling up to be possible. These incentives include rewards, competition, and pressure through the political process, along with peer reviews and evaluations. Monitoring and evaluation against goals, benchmarks, and performance metrics are essential ingredients to establish incentives and accountability.
- **External catalysts:** Political and economic crises or pressure from outside actors (donors, NGOs, market or community demand, and so on) may drive the scaling-up process forward.
- **Other drivers:** Depending on the nature of the intervention and the local or national context, other drivers may be at work or have to be created.

Spaces (or barriers) for scaling up

For successful scaling up, potential barriers need to be removed, and enabling conditions, otherwise known as “spaces,” have to be created for interventions to grow. The following spaces have been identified as of principal importance when pursuing a scaling-up pathway:

- **Fiscal/financial/cost space:** Fiscal and financial resources need to be mobilized to support the scaled-up intervention, or the costs of the intervention need to be adapted to fit into the available fiscal/financial space.
- **Political/ownership space:** Important stakeholders, both those in support and those against the intervention, need to be attended to

through outreach and suitable safeguards to ensure political support for and ownership of a scaling-up process.

- Policy space: The policy, legal, and regulatory framework have to allow for, or be adapted to support, scaling up.
- Institutional/organizational/staff capacity space: The capacity for institutional and organizational resources has to be created in order to carry the scaling-up process forward.
- Natural resource/environmental space: The impact of the intervention on natural resources and the environment must be considered. Harmful effects of scaling upon natural resources and the environment must be mitigated, and the benefits of scaling up for natural resources and the environment should be promoted.
- Cultural space: Possible cultural obstacles or support mechanisms need to be identified, and the intervention needs to be suitably adapted in order to permit scaling up in a culturally diverse environment.
- Security space: In fragile and conflict-affected states (or situations, such as conflict-affected regions or crime-ridden city areas), lack of security is likely to be a major obstacle to successful and sustained scaling up. Therefore, creating space will be an important determinant for the scaling-up pathway in such settings.
- Partnership space: Partners need to be mobilized to join in the effort of scaling up.
- Other spaces/barriers: Depending on the nature of the intervention and the local or national context, other spaces may have to be created or barriers removed (e.g., social space for community or women's empowerment and participation).

References and More Readings

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	<p>Agapitova, Natalia and Linn, Johannes F (2016). “Scaling Up Social Enterprise Innovations: Approaches And Lessons”. Global Economy & Development Working Paper.</p> <p>Gabriel, Madeleine (2014). “Making It Big Strategies For Scaling Social Innovations” Nesta.</p> <p>European Commission (2016). “Policy Brief on Scaling the Impact of Social Enterprises”. OECD.</p>
Game-like interactive tasks	Please see the end of this table.
Quiz	<p>1. Scaling and diffusion of social innovation is mainly about:</p> <ul style="list-style-type: none"> • Social innovations need to be new in some way, either new to the field, sector, region, market or user, or to be applied in a new way. • To get a better understanding about the issues faced by your community Social innovation should be more effective than existing solutions by creating a measurable improvement in terms of outcomes. • Expanding, adapting and sustaining successful policies, programs or projects in different places and overtime to reach a greater number of people. <p>2. Which of the following is not on the scalability checklist?</p> <ul style="list-style-type: none"> • Testable • Observable • Measurable • Credible <p>3. Which of the following is one of the space/constraints related to scaling?</p> <ul style="list-style-type: none"> • Ideas/solutions • Vision of scale • Political/ownership • Market demand

4. A scaling strategy doesn't involve establishing why, what and how you're going to scale.

- Which
- Why
- What
- How

5. Which of the following is not one of the routes chosen for scaling?

- Building a delivery network
- Forming a strategies partnership
- Growing an organisation to deliver
- Setting a goal

Game-like interactive tasks

Scalability Checklist						
Model Categories		A	← Scaling up is easier	B	Scaling up is harder →	C
A. How convincing is your scaling strategy?	1		Presence of a clear and compelling strategy for reaching scale		No articulated scaling strategy	
B. Is the intervention credible?	2		Based on sound evidence		Little or no solid evidence	
	3		Independent external evaluation		No independent external evaluation	
	4		Supported by eminent individuals and institutions		Supported by few or no eminent individuals and institutions	
	5		Impact very visible to decision-makers and users and easily associated with the intervention		Impact relatively invisible to decisionmakers and users and/or not easily attributable to the intervention	
C. How strong is the support for change?	6		Strong leadership coalition committed to change		Relative complacency	
	7		Strong leadership coalition committed to change		Weak, divided or deeply conservative leadership	
	8		Addresses an objectively significant, persistent problem		Addresses a problem that affects few people or has limited impact	
	9		Addresses an issue that is currently high on the policy agenda		Addresses an issue that is low on the policy agenda	
	10		Addresses a need that is sharply felt by potential beneficiaries		Addresses a need that is not sharply felt by potential beneficiaries	
D. Does the model have relative advantage over existing practices?	11		Faces limited opposition		Faces strong opposition	
	12		Current solutions considered inadequate		Current solutions considered adequate	
E. How easy is the model to transfer and adopt?	13		Superior effectiveness to current solutions and other alternatives clearly established		Little or no objective evidence of superiority to current solutions and other alternatives	
	14		Implementable with existing systems, infrastructure, and human resources		Requires significant new or additional systems, infrastructure, or human resources	
	15		Small departure from current practices of target population		Large departure from current practices of target population	
	16		Fully consistent with government policy		Requires substantial change in government policies	
	17		Highly technological with clear deliverables		Process and/or values are critical	
	18		Low complexity; few components; easily added onto existing systems		High complexity with many components; integrated package	
	19		Intervention is self-regulating		Intervention requires substantial supervision and monitoring to maintain quality	
	20		Able to be tested by users on a limited scale		Unable to be tested without adoption at a large-scale	
F. How good is the fit between the intervention and the adopting organization?	21		F. How good is the fit between the intervention and the adopting organization?		No organization with the systems, delivery agents, and resources to implement at scale	
	22		Adopting and intermediary organizations with experience scaling similar interventions		Adopting and intermediary organizations lack experience scaling similar interventions	
	23		Adopting organization has physical presence or strong network and credibility in relevant contexts		Adopting organization lacks footprint and credibility in relevant contexts	
	24		Adopting organization has leadership team, norms and incentives consistent with the intervention		Major changes needed in leadership, organizational norms and incentives	
G. Is there a sustainable source of funding?	25		Substantially lower unit cost than existing or alternative solutions		Higher unit cost than existing or alternative solutions	
	26		Requires small commitment of funds to begin		Requires large commitment of funds to begin	
	27		Financed by internal funding (e.g., user fees), endowment or sustainable subsidy		No sustainable funding source	
Total number of checks						

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Module 7. Final project. Become a Social Innovator in Sports

<p>Introduction Video Transcript</p>	<p>Hello! Welcome to Module 7. In this video, we will talk about the main tools for project management and planning. You will also learn how to create your own proposal.</p>
<p>Video Tutorial Transcript</p>	<p>A project is a series of activities aimed at bringing about clearly specified objectives within a defined time-period and with a defined budget.</p> <p>A project should also have:</p> <ul style="list-style-type: none"> • Clearly identified stakeholders, including the primary target group and the final beneficiaries; • Clearly defined coordination, management and financing arrangements; • A monitoring and evaluation methodology; and • An appropriate level of financial and economic analysis <p>THE LOGICAL FRAMEWORK</p> <p>The Logical Framework Approach (LFA) is a core tool used within Project Cycle Management.</p> <p>Drawing up a Logframe has two main stages, Analysis and Planning, which are carried out progressively during the Identification and Formulation phases of the project cycle:</p> <p>There are four main elements of the Analysis Stage, namely:</p> <ol style="list-style-type: none"> 1. Stakeholder Analysis, including preliminary institutional capacity assessment, gender analysis and needs of other vulnerable groups such as the disabled; 2. Problem Analysis (profile of the main problems including cause and effect relationships); 3. Analysis of Objectives (image of an improved situation in the future); and 4. Analysis of Strategies (comparison of different options to address a given situation). <p>In the Planning Stage the results of the analysis are transcribed into a practical, operational plan ready to be implemented. In this stage:</p>

- the logframe matrix is prepared, requiring further analysis and refinement of ideas;
- activities and resource requirements are defined and scheduled, and
- a budget is prepared.

Stakeholder Analysis

Let's take a look at the tools for conducting stakeholder analysis.

There are a variety of tools that can be used to support stakeholder analysis. Some suggested options are

1. Stakeholder analysis matrix;
2. SWOT analysis;
3. Venn diagrams; and
4. Spider diagrams.

Problem Analysis

Problem analysis identifies the negative aspects of an existing situation and establishes the 'cause and effect' relationships between the identified problems.

It involves three main steps:

1. Definition of the framework and subject of analysis;
2. Identification of the major problems faced by target groups and beneficiaries and
3. Visualisation of the problems in form of a diagram, called a "problem tree" or "hierarchy of problems" to help analyse and clarify cause-effect relationships.

Analysis of Objectives

Analysis of objectives is a methodological approach employed to:

- Describe the situation in the future once identified problems have been remedied;
- Verify the hierarchy of objectives; and
- Illustrate the means-ends relationships in a diagram.

The 'negative situations' of the problem tree are converted into solutions, expressed as 'positive achievements'.

Analysis of Strategies

During the process of stakeholder analysis, problem analysis and the identification of potential project objectives, views on the potential merits or difficulties associated with addressing problems in different

ways will have been discussed. These issues and options then need to be more fully scrutinized to help determine the likely scope of the project before more detailed design work is undertaken.

Key criteria for strategy selection could include:

- Expected contribution to key policy objectives, such as poverty reduction or economic integration
- Benefits to target groups – including women and men, young and old, disabled and able, etc
- Complementarity with other ongoing or planned programmes or projects
- Capital and operating cost implications, and local ability to meet recurrent costs
- Financial and economic cost-benefit
- Contribution to institutional capacity building
- Technical feasibility
- Environmental impact

Using these criteria will help to determine what should be included within the scope of the project, and what should be included.

The selected strategy will then be used to help formulate the first column of the Logical Framework, particularly in helping to identify the project Overall Objective, Purpose and potential Results.

The Planning Stage

The results of the stakeholder, problem, objectives and strategy analysis are used as the basis for preparing the Logical Framework Matrix.

Preparing an Activity Schedule

A step-by-step approach to the preparation of a detailed activity schedule can be followed:

Step 1 – List Main Activities

Step 2 – Break Activities Down into Manageable Tasks

Step 3 – Clarify Sequence and Dependencies

Step 4 – Estimate Start-up, Duration and Completion of Activities

Step 5 – Summarise Scheduling of Main Activities

Step 6 – Define Milestones

Step 7 – Define Expertise

Step 8 – Allocate Tasks Among Team

Preparing resource and cost schedules

Cost estimates should be based on careful and thorough budgeting. The list of activities should be copied into a Resource Schedule pro-forma. Each Activity should then be used as a checklist to ensure that all necessary resources/inputs required under that Activity are provided for. Budgeting of management activities should not be forgotten at this stage. Once the Activities have been entered into the schedule, the resources necessary to undertake the Activities must be specified. As there will be a need to aggregate or summarise the cost information, the resources should be allocated to agreed cost categories.

Assumptions

Assumptions are external factors that have the potential to influence (or even determine) the success of a project, but lie outside the direct control of project managers. They are the answer to the question: “What external factors may impact on project implementation and the long-term sustainability of benefits, but are outside project management’s control?”

Risk management

The achievement of project objectives is always subject to influences beyond project manager’s direct control (assumptions and risks). It is therefore important to monitor this ‘external’ environment to identify whether or not the assumptions that have already been made are likely to hold true, what new risks may be emerging, and to take action to manage or mitigate these risks where possible.

The Quality Frame

The quality frame consists of three key quality attributes, namely:

- Relevant – the project meets demonstrated and high priority needs
- Feasible – the project is well designed and will provide sustainable benefits to target groups
- Effective and well managed – the project is delivering the anticipated benefits and is being well managed

Implementation

The purpose of the implementation stage is to:

- Deliver the results, achieve the purpose and contribute effectively to the overall objective of the project;
- Manage the available resources efficiently; and
- Monitor and report on progress.

	<p>Monitoring</p> <p>Monitoring involves the collection, analysis, communication and use of information about the project’s progress. Monitoring systems and procedures should provide the mechanism by which relevant information is provided to the right people at the right time to help them make informed decisions. Monitoring should highlight strengths and weaknesses in project implementation and enable responsible personnel to deal with problems, improve performance, build on successes and adapt to changing circumstances.</p> <p>Evaluation</p> <p>The purpose of evaluation is to:</p> <ul style="list-style-type: none"> • Make an “assessment, as systematic and objective as possible, of an ongoing or completed project, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, developmental efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors”
<p>Reading</p>	<p>Please see the end of this table.</p>
<p>Game-like interactive tasks</p>	<p>Fill the blanks:</p> <p>How will the progress, quality and achievement of project activities be monitored?</p> <p>How will you evaluate to which extent the project reached its results and objectives?</p> <p>Which activities will you carry out?</p> <p>Explain the expected results during the project and its completion. What are your plans for handling risks which could happen during the project?</p>

Quiz

1. Which of the following features does not correspond to the "description of the project"?

- Clearly identified stakeholders, including the primary target group and the final beneficiaries
- Clearly defined coordination, management and financing arrangements
- A monitoring and evaluation methodology
- **The economic enrichment of the lower classes**

2. How many main stages does the Logical Framework have?

- **2**
- 3
- 4
- 5

3. Which of the following is not about preparing an activity schedule?

- List Main Activities
- Estimate Start-up, Duration and Completion of Activities
- **Analyse stakeholders**
- Define Milestones

4. The quality frame consists of three key quality attributes, they are:

- Specific, relevant and time-bound
- **Relevant, Feasible, effective and well managed**
- Coordination, management and financing arrangements
- Monitoring, evaluation and review

5. The results of the stakeholder, problem, objectives and strategy analysis are used as the basis for preparing the

- **Logical Framework Matrix**
- Resource and cost schedules
- Activity Schedule
- Quality Framework

Reading Section:

THE LOGICAL FRAMEWORK

The *Logical Framework Approach* (LFA) is a core tool used within Project Cycle Management.

- It is used during the **identification** stage of PCM to help analyse the existing situation, investigate the relevance of the proposed project and identify potential objectives and strategies;
- During the **formulation** stage, the LFA supports the preparation of an appropriate project plan with clear objectives, measurable results, a risk management strategy and defined levels of management responsibility;
- During project/programme **implementation**, the LFA provides a key management tool to support contracting, operational work planning and monitoring; and
- During the **evaluation** and **audit** stage, the Logframe matrix provides a summary record of what was planned (objectives, indicators and key assumptions), and thus provides a basis for performance and impact assessment.

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The Logical Framework Approach

ANALYSIS PHASE

- ↓ **Stakeholder analysis** - identifying & characterising potential major stakeholders; assessing their capacity
- ↓ **Problem analysis** - identifying key problems, constraints & opportunities; determining cause & effect relationships
- ↓ **Objective analysis** - developing solutions from the identified problems; identifying means to end relationships
- ↓ **Strategy analysis** - identifying different strategies to achieve solutions; selecting most appropriate strategy.

PLANNING PHASE

- ↓ **Developing Logical Framework matrix** - defining project structure, testing its internal logic & risks, formulating measurable indicators of success
- ↓ **Activity scheduling** - determining the sequence and dependency of activities; estimating their duration, and assigning responsibility
- ↓ **Resource scheduling** - from the activity schedule, developing input schedules and a budget

Stakeholders

There are a variety of key words used to differentiate between different types of stakeholder. A summary of the terminology used in the EC context is provided below:

1. **Stakeholders:** Individuals or institutions that may – directly or indirectly, positively or negatively – affect or be affected by a project or programme.
2. **Beneficiaries:** Are those who benefit in whatever way from the implementation of the project. Distinction may be made between:
 - (a) **Target group(s):** The group/entity who will be directly positively affected by the project at the Project Purpose level. This may include the staff from partner organisations;
 - (b) **Final beneficiaries:** Those who benefit from the project in the long term at the level of the society or sector at large, e.g. “children” due to increased spending on health and education, “consumers” due to improved agricultural production and marketing.
3. **Project partners:** Those who implement the projects in-country and out-country (who are also stakeholders, and may be a ‘target group’).

Strategy analysis

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The type of questions that need to be asked and answered at this stage might include:

- Should all the identified problems and/or objectives be tackled, or a selected few?
- What are the positive opportunities that can be built on (i.e from the SWOT analysis)?
- What is the combination of interventions that are most likely to bring about the desired results and promote sustainability of benefits?
- How is local ownership of the project best supported, including development of the capacity of local institutions?
- What are the likely capital and recurrent costs implications of different possible interventions, and what can realistically be afforded?
- What is the most cost effective option(s)?
- Which strategy will impact most positively on addressing the needs of the poor and other identified vulnerable groups?
- How can potential negative environmental impacts best be mitigated or avoided?

The Planning Stage

The results of the stakeholder, problem, objectives and strategy analysis are used as the basis for preparing the Logical Framework Matrix.

The matrix should provide a summary of the project design,

Project Description	Indicators	Source of Verification	Assumptions
Overall objective: The broad development impact to which the project contributes – at a national or sectoral level (provides the link to the policy and/or sector programme context)	Measures the extent to which a contribution to the overall objective has been made. Used during evaluation. However, it is often not appropriate for the project itself to try and collect this information.	Sources of information and methods used to collect and report it (including who and when/how frequently).	
Purpose: The development outcome at the end of the project – more specifically the expected benefits to the target group(s)	Helps answer the question ‘How will we know if the purpose has been achieved’? Should include appropriate details of quantity, quality and time.	Sources of information and methods used to collect and report it (including who and when/how frequently)	Assumptions (factors outside project management’s control) that may impact on the purpose-objective linkage
Results: The direct/tangible results (good and services) that the project delivers, and which are largely under project management’s control	Helps answer the question ‘How will we know if the results have been delivered’? Should include appropriate details of quantity, quality and time.	Sources of information and methods used to collect and report it (including who and when/how frequently)	Assumptions (factors outside project management’s control) that may impact on the result-purpose linkage
Activities: The tasks (work programme) that need to be carried out to deliver the planned results (optional within the matrix itself)	(sometimes a summary of resources/means is provided in this box)	(sometimes a summary of costs/budget is provided in this box)	Assumptions (factors outside project management’s control) that may impact on the activity-result linkage

Key steps in developing a project based monitoring system

There are six main stages that need to be covered when developing a project based monitoring system.

These are:

1. Clarify project scope – stakeholders, institutional capacity, project objectives and resources
2. Understand the nature of organizational relationships, management arrangements and capacity constraints
3. Determine the information needs of project implementers and other key stakeholders
4. Review existing information collection systems and procedures
5. As appropriate, develop and document monitoring system guidelines and formats
6. Provide training and resources to support systems development and implementation

Review

Regular reviews provide the opportunity for project implementers and other key stakeholders to further analyse information collected through monitoring, reflect on the implications, make informed decisions and take appropriate management action to support effective implementation. The main

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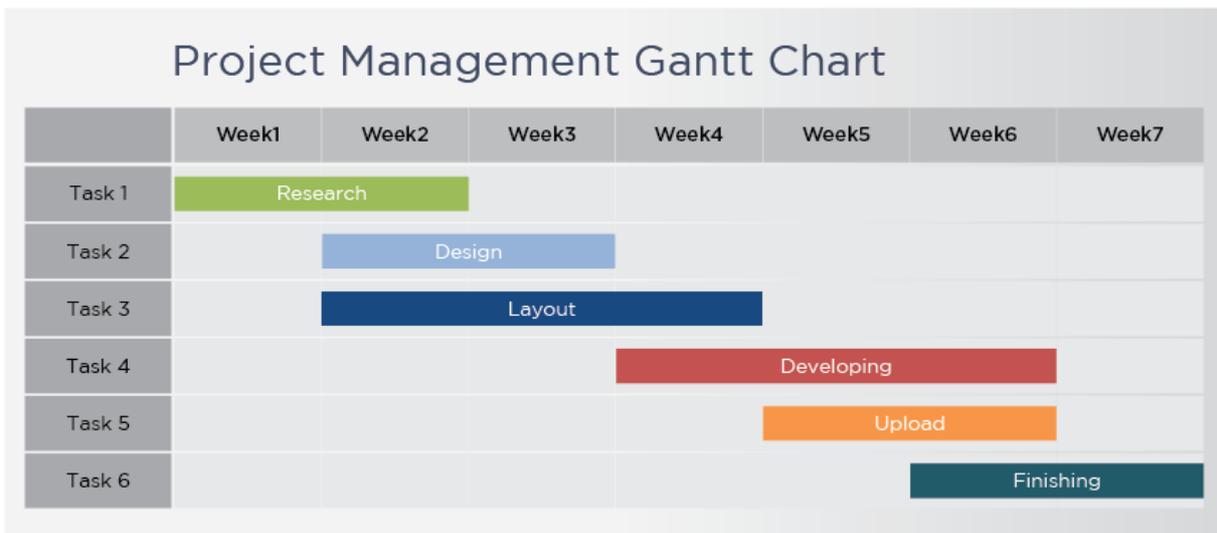
purpose of reviews is to **share** information, make collective decisions and re-plan the forward programme as appropriate.

Project Management Tools:

Gantt Chart

A Gantt chart is a popular project management bar chart that tracks tasks across time. When first developed in 1917, the Gantt chart did not show the relationships between the tasks. Since then, it has become common to track both time and interdependencies between tasks, which is now its everyday use.

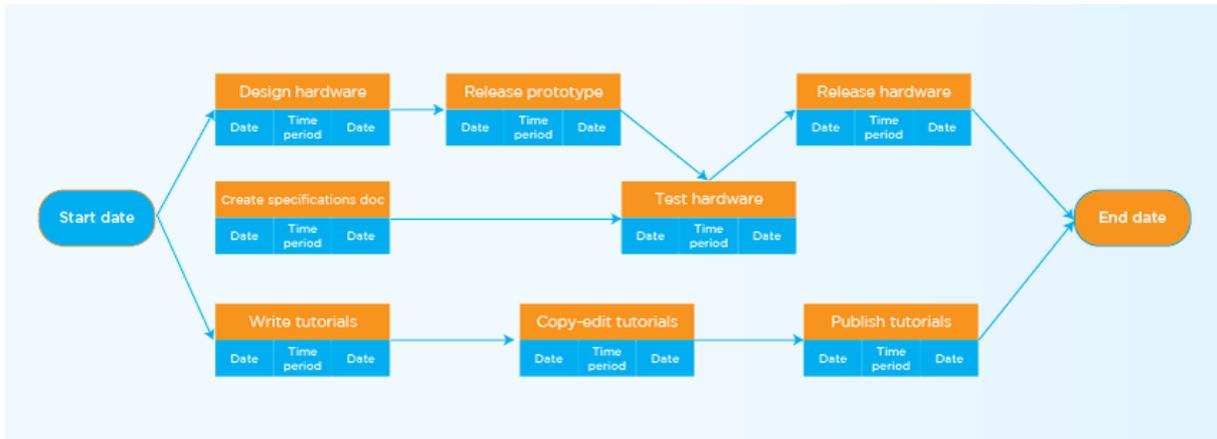
Since their first introduction, Gantt charts have become an industry standard. They are an important project management tool used for showing the phases, tasks, milestones and resources needed as part of a project.



PERT Chart

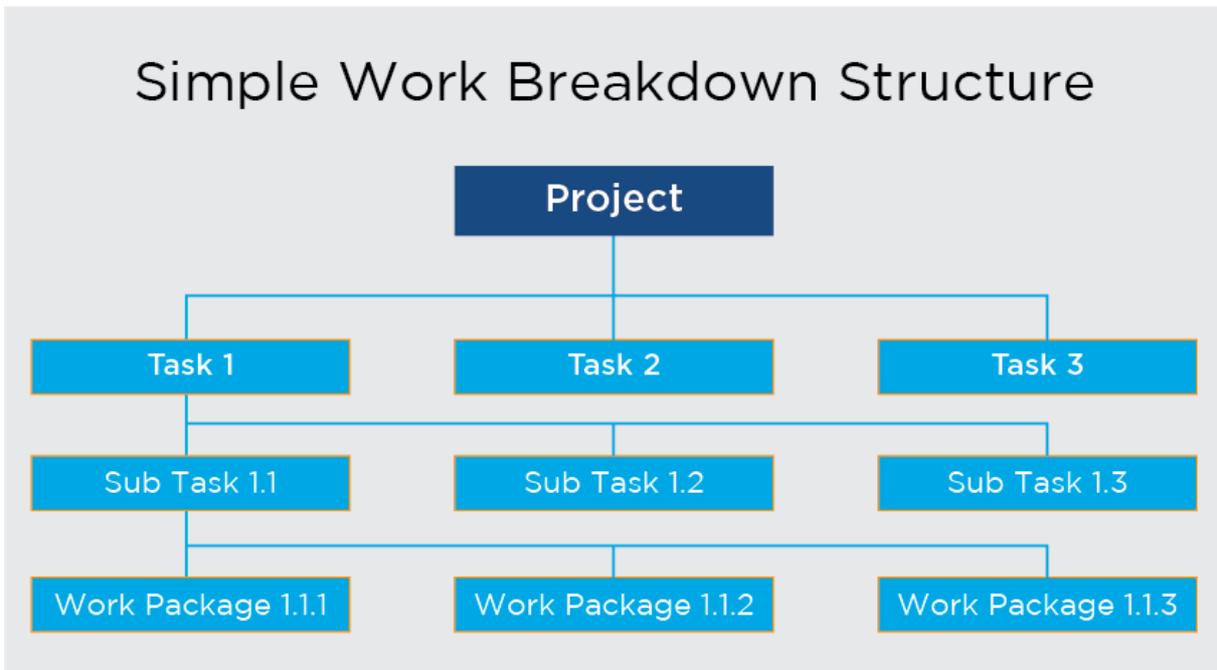
PERT is a method for analysing the tasks involved in completing a given project, especially the time needed to complete each task and identifying the minimum time required to complete the total project.

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Work Breakdown Structure (WBS)

A Work Breakdown Structure is a hierarchical decomposition of the deliverables needed to complete a project. It breaks the deliverables down into manageable work packages that can be scheduled, costed and have people assigned to them. A Work Breakdown Structure is a standard project management tool and the basis for much project planning.



Sample Project

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Name of the good practice/project
Donate a bicycle, give a child a chance to to ride it.
1- What is the social problem/theme addressed by the good practice/project?
There are many children who can not afford to buy a new bike.
2- Who is the target group/audience?
Children between 3-19 years old
3- What is the problem?
Limited physical activity is a growing problem among more and more children. Adult and children obesity levels are rising. The low levels in physical activity in Bulgaria.
4- How does the good practice/project solve this problem?
A group of young people a starting a campaign to help children to get their dream bike. There are looking for people who would donate their old or broken bikes. They voluntarily repair it and donate it to a kids with disadvantage background.
5- What is the innovative aspect of this good practice/project/solution?
The combination between donation, volunteering, cause, charity and future physical activity.
6 - How is the project team constituted (who are they, what do they do in the project?)
They are young people with a strong spirit and passion for riding a bike. They started as a small family business located at the heart of Bulgaria - Dryanovo. After 3 years they decided to move to the capital and to open a shop for bikes. During 2015 they started few volunteer campaign.
7 - What are the key factors associated with good practice/project success (3 to 5 key factors)?
Donation, Sport, Physical activity, Volunteering, Health through sport, Good cause
8 - What are the links to content associated with the good practice/project - articles, videos, etc. (only if they exist)?
http://1bike.bg/kolelozadete/