

Social innovations practitioner  
Training programme

# TRAINERS' GUIDELINES

**Authors:** Lachezar Afrikanov, Yuliyana Dobрева, Yonko Bushnyashki (National Management School-Bulgaria)

**Editors:** Kaja Cunk and Maja Drobne (PiNA – Slovenia), Morana Starčević (Youth Initiative for Human Rights – Croatia)

**Special contributions:** Teodora Simeonova (Bulgaria)

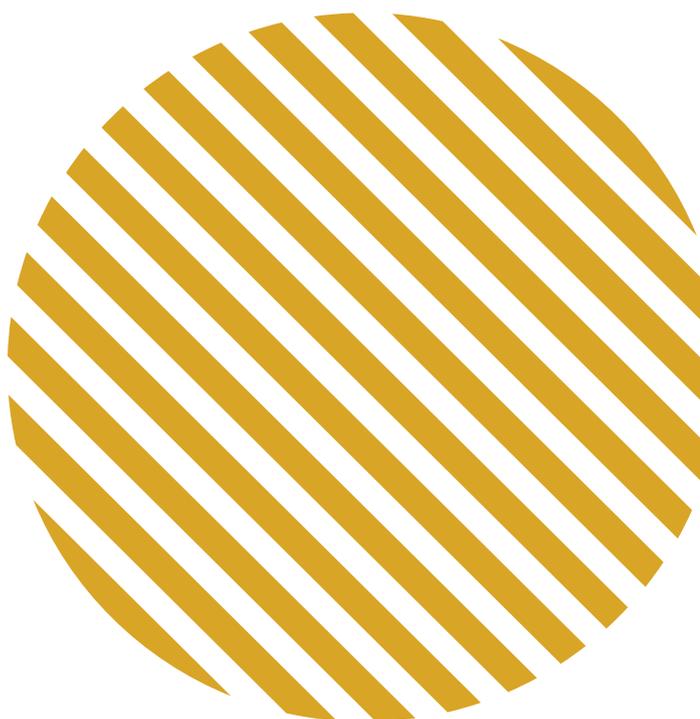
The publication is developed within the Social Innovators Project funded by Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment.

This publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, only with the prior written permission of the authors, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses

© **Social Innovators 2019**

# TABLE OF CONTENTS

<b>INTRODUCTION</b>	<b>4</b>
<b>TRAINING STRUCTURE AND SCHEDULE</b>	<b>4</b>
<b>TRAINING CONTENT</b>	<b>4</b>
<b>TRAINING METODOLOGY</b>	<b>5</b>
<b>TRAINING MATERIALS</b>	<b>7</b>
<b>TRAINING COMMUNICATION CHANNELS</b>	<b>8</b>
<b>TRAINING EVALUATION</b>	<b>8</b>
<b>PROGRAMME CONTACT POINTS</b>	<b>9</b>
<b>ANNEX 01</b> <b>BIBLIOGRAPHIC SOURCES FOR TRAINING CONTENT</b>	<b>10</b>
<b>ANNEX 02</b> <b>KNOWLEDGE ASSESSMENT SAMPLE MATRIX</b>	<b>13</b>
<b>ANNEX 03</b> <b>TRAINER'S ASSESSMENT SHEET</b>	<b>15</b>
<b>ANNEX 04</b> <b>EXTERNAL ASSESSMENT GUIDELINES AND TOOL</b>	<b>17</b>

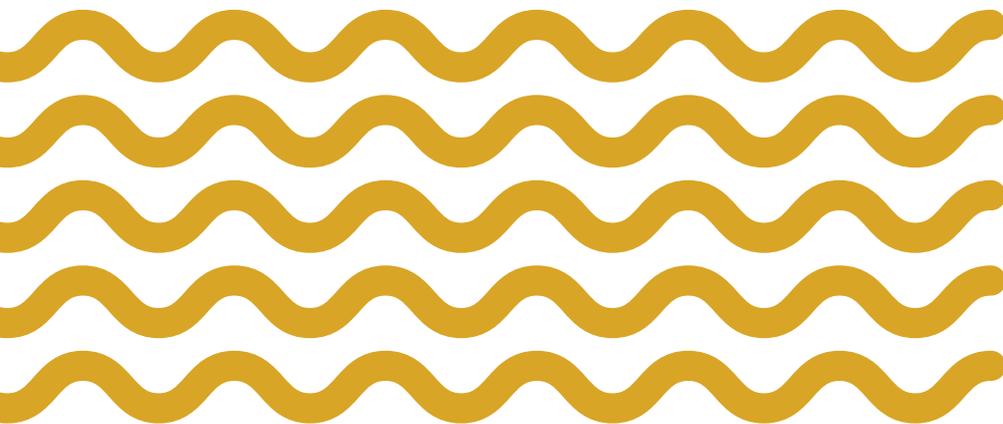


## INTRODUCTION

The current guidelines provide framework for trainers to be engaged in the delivery of the Social Innovations Training Programme. The programme is a result of transnational project “Social Innovators” ([www.social-innovators.eu](http://www.social-innovators.eu)), involving organisations from Slovenia, Croatia, Bulgaria and Norway, funded by Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment.

Following the project’s schedule the programme is to be piloted in 3 countries – Slovenia, Bulgaria and Croatia including minimum 150 learners per country. The main target group of the trainings are students and recent graduates from humanities. The programme is planned to provide 150 academic hours training, encompassing both seminar activities and individual and group assignments. The programme envisages that each learner acquires a specific set of knowledge, skills and attitudes (learning outcomes) outlined in the programme’s description, accompanying current guidelines.

Stepping on current guidelines, trainers are invited to prepare and deliver the concrete training activities.



## TRAINING STRUCTURE AND SCHEDULE

The training content is structured in 5 modules: Social Innovations and Civil Society Organisations; Mapping Social Innovation Challenges; Ideation and Prototyping of Social Innovation Solution; Solution Implementation; Solution Multiplication.

Depending on the venue and context of delivery (e.g., university-based, NGO delivered, summer school) the trainers have the flexibility to define the timing of each training activity. The only compulsory element in terms of timing is that the overall duration of training activities should be no less than 150 academic hours.

## TRAINING CONTENT

The process of developing training content should take into consideration the expected objectives and results for each module, reflected in the programme’s description. Furthermore, the content should be based on current trends in the field of social innovation training.

In Annex 1, a list of bibliographic resources has been provided, which can serve as a common reference point for trainers, when selecting appropriate content for each module.

Trainers are encouraged to adapt content developed to national contexts, especially in activities related to provision of relevant examples for learners.

## TRAINING METODOLOGY

The proposed training programme would benefit from training activities that are learner-centred, experiential and linked to real CSO-related situations. Stepping on this understanding, trainers are invited to design each module, so to enable active participation and engagement of learners and nurture peer learning environment. In the following table, additional specific recommendations are made for each training module envisaged.

N	Module name:	Methodological recommendations:
1	<b>Social Innovations and Civil Society Organisations</b>	<p>This is an introductory module with a strong focus on expanding learners' understanding of concepts such as social innovations and CSOs. This implies having a significant knowledge provision element from the trainer with regard to this conceptual aspects. Nevertheless, it would be recommended to encourage learners to be active seekers of information and explore the theoretical definitions themselves. In this starting point for the training programme, it is crucial to engage learners in activities related to motivational activities with regard to future engagement with CSO work.</p>
2	<b>Mapping Social Innovation Challenges</b>	<p>This module ushers learners into the field of design thinking as a methodology for development of social innovation. If in module 1 the trainer might take in some parts the role of the presenter of knowledge, in current module there should be evident role shift towards facilitation and coaching of learning processes. It would be recommended to pay special focus on creating conditions for team work, which would be sustained till the end of the training programme.</p>
3	<b>Ideation and Prototyping of Social Innovation Solution</b>	<p>Ideation and prototyping are those two steps in design thinking process where learners need to approach the solution with highest degree of creativity and openness to experiment. That means that the trainer has to establish an atmosphere where learners feel safe to propose, sketch and explain their ideas openly and with no fear that their ideas will be judged. In terms of prototyping, trainer needs to explain what rapid prototyping means, than to show how different kind of prototypes look like and allocate enough time and resources for learners to be able to produce their desirable prototypes. If needed during the prototyping module, the trainer may invite a person with prototyping skills (UX designer) to help teams in developing their storyboards, wireframes, etc. At the end of this module, learners would need to have clear vision of their idea for social innovation. In addition, they would need to be aware of different funding options for their ideas and choose the right one for their idea.</p>

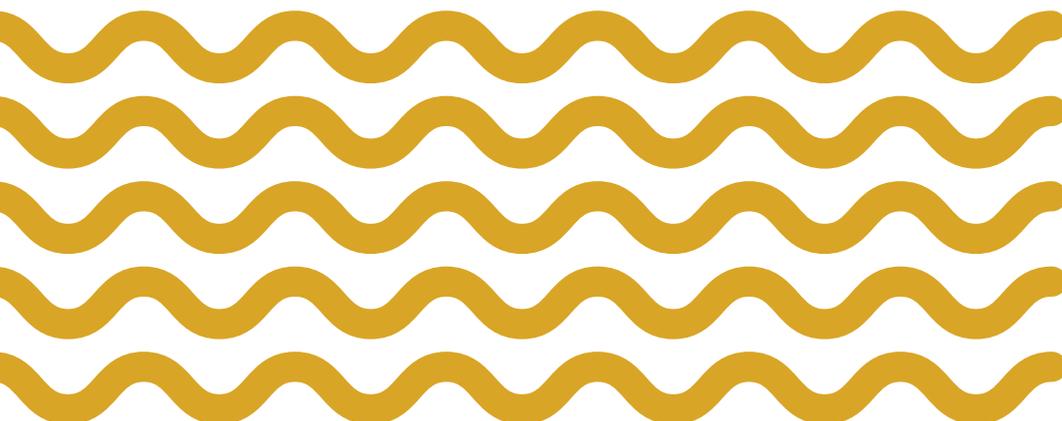
4	<p><b>Solution Implementation</b></p>	<p>The aim of module 4 is to outline the usefulness of applying project methodology to development of social innovations. It also needs to encourage a broader/systematic understanding emphasizing that projects are just part of the various instruments to fundraising and implementing the solution. It is recommended to present projects in the context of social business canvas. There are various pathways to go forward with our idea for social innovation. In the context of our training programme, this pathway is project oriented, matching the working related across CSOs across Europe. Within this module, learners will need to be immersed in an intensive learning experience covering project design, project planning and reporting. It would be recommended to provide space for peer learning and limit the time for lecturing. There is, however, one content area, related to funding opportunities, which would require more information provision from the trainer.</p>
5	<p><b>Solution Multiplication</b></p>	<p>The module introduces learners to the value of having a clear communication strategy for ensuring strong solution visibility. Furthermore, during this module learners need to develop skills for producing and presenting powerful stories about their solution. That means that:</p> <ol style="list-style-type: none"> <li>1) learners need to have clear idea about the most powerful formats in which their stories can be told, (e.g. one pager brief, 3 min elevator pitch, 1 full-fledged pitch deck). So the trainer may want to propose templates for the respective format or at least questions to which learners needs to answer and</li> <li>2) learners need enough time to produce the content and test the way they will delivered it in front of the group. Having in mind that their final task will be to present in front of an external jury, it will be best if teams have the opportunity to present in front of the group in order to receive valuable feedback from the rest of the teams and the teacher.</li> </ol>
	<p><b>Grand Rehearsal</b></p>	<p>Following all modules, in order to complete the training programme the teams of learners will be invited to present their outcomes in front of an external jury. As a preparation for this 5-7 min pitching format, the trainer is advised to organise a preparatory meeting (grand rehearsal) to support them in delivering high quality presentations.</p>
	<p><b>Final Pitch</b></p>	<p>The final pitch of social innovation ideas is both part of the training methodology, but also an element of learners performance and attainments during the training process. It would be recommended that the trainer drafts brief guidelines for the jury members and conduct preliminary talks with each member, either individually or in group format to explain clearly their role and responsibilities. It would be beneficial to invite experienced CSO representatives, potential investors, academics as members of this jury.</p>

## TRAINING MATERIALS

Being a programme, emphasizing on the value of social innovations, which implies strong ecological focus, it would be recommended that main training materials used be digitally produced and available through online channels.

Each learner could have access to an assigned online folder, called "Learner folder", where he/she can find all the modules' materials with the respective artifacts for each module, as follows:

- Presentation – to be based on the master trainer presentation, but without the methodological notes and instructions for the different activities. In brief, with strong content focus.
- Reading material – to be based on the master trainer theory file, providing concise information to the topic at hand.
- Tools, templates and/or instructions for the usage of certain method, (e.g., How to conduct an emphatic interview?)



It would be recommended to have a dedicated online folder for the trainers to be called "Trainer folder", with at least the following items for each module:

- Scenario – detailed description of the training activities envisaged.
- Trainer presentation – slides to be used in the delivery of each module. In Annex 2 a common graphical template to be used by all trainers is proposed.
- Theory for the trainer for each topic/lesson within a module – trainer is advised to prepare a written material containing the most essential content on the basis of sources highlighted in Annex 1 and selected by the trainer himself/herself. It would be recommended to keep the length of the material up to 5 standard pages. On the basis of this material a 2-3 pages reading material for the respective lesson for learners should be produced.

## TRAINING COMMUNICATION CHANNELS

The Social Innovation training program would require innovative communication and collaboration means. The e-mail correspondence can serve for formal communication purposes. In terms of ongoing collaboration between trainer and learners and learners themselves, a digital collaboration platform might be used.

This collaborative space could be also a source of inspiration and motivation between face-to-face training activities. One such platform is [Slack](#). Slack's features provide the opportunity for the trainer to write to all students, to each team with the respective learners in it and to a single learner only. Also Slack can be synchronized with Google Drive, which could be the platform where all training materials will be stored.

The main reason for using centralized document management system is the fact that this makes trainer's job so much easy instead of constantly replying to emails and attaching files and also gives control over the produced team work. Learners will produce rich insights, innovative solutions and inspiring stories. The platform will allow to capture all the information collected through the training process and allow for others to learn from it and aspire for higher achievements. There are various platforms like Slack and every trainer can choose one according to his/her style and preferences.

## TRAINING EVALUATION

The training programme is focused on encouraging development of individual knowledge, skills and attitude through team work and assignments. While this reflects the principles of the underlining design thinking methodology, it might pose challenges for the trainers to define clear learner's evaluation criteria and procedures. The following types of assessment processes could be used to ensure both individual and group learning experiences are validated and recognized:

- Knowledge assessment: trainers are invited to develop closed testing questions for each module delivered. The number of test questions should reflect the scope of information provided through the module. It would be recommended to have at least 5 test questions per module. The aim of the test questions will be two-fold: 1. To assess knowledge acquired. 2. To serve as a self-reflection for learners on their progress. Each question should have one true answer, with four answer options to choose from. The questions can be delivered to learners through online facility (e.g., Google Forms). The questions can be delivered as one final test after all modules were completed or as mini-test after each module. In Annex 3 there are sample questions matrix that can be used in the knowledge assessment process. Each trainers it to formulate the concrete questions based on the concrete content to be presented.



- **Trainer's assessment:** trainers are invited to review the team work results on ongoing basis and give qualitative assessment in the form of a written review at the end of the training programme of each team, based on the list of learning outcomes, defined for the current training programme. In Annex 4 there is an indicative trainer's assessment sheet, which can be used in the evaluations process.
- **External assessment:** trainers are invited to organise a final exam of team work results in the form of results presentation in front of an external jury (pitching) of the social innovation solution developed. In Annex 5 there are further guidelines and proposal for an assessment sheet to be used by the external jury members.
- **Final score:** Knowledge assessment constitutes 30% of the overall score. Trainer's assessment constitutes 40% of the score, leaving 30% for the external assessment. The certificate of completion will reflect the score (level of achievement) out of 100%.

## PROGRAMME CONTACT POINTS

Bulgaria: Lachezar Afrikanov (National Management School),  
[nbs@techno-link.com](mailto:nbs@techno-link.com)

Croatia: Morana Starčević  
(Youth Initiative for Human Rights – Croatia), [morana.starcevic@yih.org](mailto:morana.starcevic@yih.org)

Slovenia: Kaja Cunk, (PiNA), [kaja@pina.si](mailto:kaja@pina.si)



# ANNEX **01**

## BIBLIOGRAPHIC SOURCES FOR TRAINING CONTENT

The current list is indicative, highlighting examples of sources to be used when developing the content for each module.

#### GUIDES:

- *The Field Guide to Human-Centered Design* by IDEO.org, <http://www.designkit.org/resources/1>
- *Design Project Guide* by Hasso Plattner Institute of Design at Stanford, <https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/589ba9321b10e3beb925e044/1486596453538/DESIGN-PROJECT-GUIDE-SEPT-2016-V3.pdf>
- *Design Project Scoping Guide* by Hasso Plattner Institute of Design at Stanford, <https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/589baa7d579fb3fd7fddbdee/1486596733764/Design-Project-Scoping-Guide-V4-pages.pdf>
- *Design Thinking Bootleg* by Hasso Plattner Institute of Design at Stanford, [https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/5b19b2f2aa4a99e99b26b6bb/1528410876119/dschool\\_bootleg\\_deck\\_2018\\_final\\_sm+%282%29.pdf](https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/5b19b2f2aa4a99e99b26b6bb/1528410876119/dschool_bootleg_deck_2018_final_sm+%282%29.pdf)
- *Atlas of Social Innovation: 2nd Volume - A World of new Practices*, <https://www.socialinnovationatlas.net/articles/>

#### ARTICLES:

- *Design Thinking for Social Innovation* by Tim Brown & Jocelyn Wyatt, 2010, [https://new-ideo-com.s3.amazonaws.com/assets/files/pdfs/news/2010\\_SSIR\\_DesignThinking.pdf](https://new-ideo-com.s3.amazonaws.com/assets/files/pdfs/news/2010_SSIR_DesignThinking.pdf)
- *Human-Centered, Systems-Minded Design* by Thomas Both, 2018, [https://ssir.org/articles/entry/human\\_centered\\_systems\\_minded\\_design#](https://ssir.org/articles/entry/human_centered_systems_minded_design#)
- *Skills for innovation: envisioning an education that prepares for the changing world* by Cristobal Cobo, 2013, *The Curriculum Journal*, 24 (1), 67–85.
- *How to choose proper business model for social enterprise* by Renate Lukjanska, 2015, <http://socialinnovation.lv/wp-content/uploads/2015/07/Business-model-webam-small.pdf>

#### BOOKS:

- Mulgan et al. (2010) *The Open Book of Social Innovation*  
The Open Book of Social Innovation describes the methods and tools for innovation being used across the world and across the different sectors –

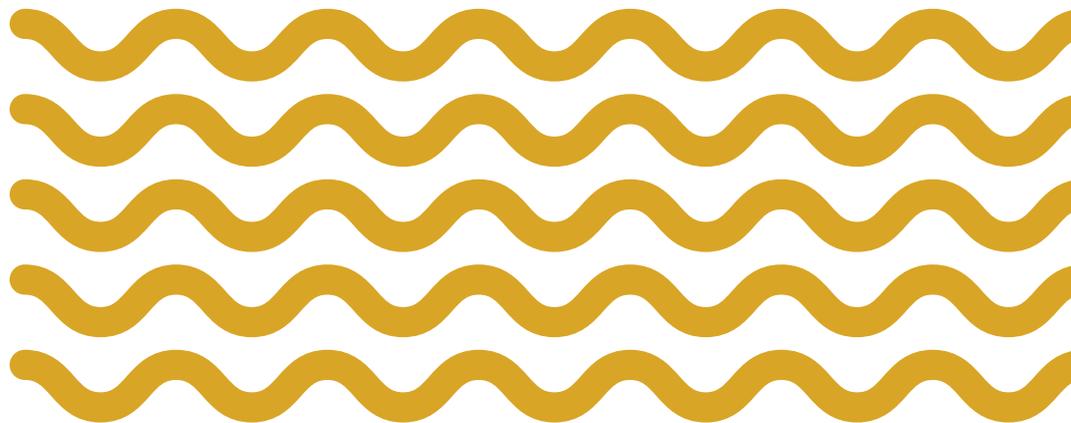
the public and private sectors, civil society and the household – and in the overlapping fields of the social economy, social entrepreneurship and social enterprise. It draws on inputs from hundreds of organisations around the world to document the many methods currently being used, <https://youngfoundation.org/wp-content/uploads/2012/10/The-Open-Book-of-Social-Innovationg.pdf>

#### TOOLS:

- *The Social Innovation Manual*, <https://www.silearning.eu/sic-manual-for-si/>, is an online, open resource available for innovators, intermediaries and public sector/private sectors to improve their skills in design for Social Innovation. This rich resources provides guidelines and templates in the following relevant fields:
  - Team development through Team canvas;
  - Customer development process through leading empathy interviews;
  - Customer synthesis;
  - Problem definition stage;
  - Ideation stage;
  - Prototyping stage;
  - Developing a light business model;
  - Funding through preparing successful proposal to an investor;
  - Branding and communication of the solution.
- *Business model toolbox*, <https://bmttoolbox.net/tools/social-business-model-canvas/>

Based on the idea of the Business Model Canvas, this tool helps to develop social businesses – also useful for for-profit businesses.

- *Value Network tool*, <https://bmttoolbox.net/tools/value-network/>  
The tool helps to explore and design the relations and the value exchange between your company and different stakeholders.



# ANNEX 02

## KNOWLEDGE ASSESSMENT SAMPLE MATRIX

The knowledge assessment test should cover as a minimum the knowledge learning outcomes envisaged in the programme's description, which are:

- Understand, what social innovation is.
- Understand the CSO and CSO's role as social innovator.
- State main principles of the social innovation spiral.
- Critically assess the different types of social challenges.
- Outline main elements of project cycle.
- Understand different team roles.
- Distinguish among funding sources for supporting social innovations.
- Understand the role of advocacy for implementing social innovations.

It should take into consideration also the objectives and results expected for each module to fulfill. The below table provides sample questions with proposal for true answer, which can be formulated and adapted further by each trainers according to concrete content presented and training style used. Each sample question is devised as a closed question with 4 options to choose from and one true answer. The proposed maximum score an individual learner can receive during knowledge assessment is 100 points. The weight of questions is balanced and is determined by:  $\text{Maximum score} / \text{nr of questions}$ . In the below example, a true answer to one question out of 25 questions, brings 4 points. If a learner scores between 80 and 100, this counts for a maximum score.

## Knowledge Assessment Sample Questions with Answers

Module No:	Questions:
<b>0+1</b>	<p>Which of the following is an example of social innovation? (True answer – community shops in UK)</p> <p>What is the specific added value of CSOs in the development of social innovation? (True answer – CSOs are dedicated to common good)</p> <p>What is an example of social innovation challenge? (True answer – social isolation of persons with physical disabilities)</p> <p>What is the first stage of social innovation spiral? (True answer - Prompts, inspirations and diagnoses)</p> <p>What is essential to be a good social innovator? (True answer – To be human-centred)</p>
<b>2</b>	<p>What is the most important ingredient for a team to be successful? (True answer – Common goals and values)</p> <p>Which of the following is an instrument focusing on ensuring team collaboration? (True answer – Team canvas)</p> <p>Why stakeholder analysis is needed to develop social innovations? (True answer – It provides understanding of the different actors related to the social challenge at hand)</p> <p>What is the main objective of exploration research? (True answer – To collect in-depth information from stakeholders on the issue at hand)</p> <p>Which is the tool that allows synthesizing specific information about a given target group with focus on its daily routine and behaviour? (True answer – Persona)</p>
<b>3</b>	<p>What is the purpose of the storyboard tool? (True answer – To visualize the draft idea for social innovation)</p> <p>What is the comparative advantage of crowdfunding? (True answer – It can generate quickly funds for an idea without long bureaucratic procedures)</p> <p>Which of the following is NOT a preferred donor for social innovations? (True answer – Arms-Producing companies)</p> <p>How to select the most appropriate funding source for the social innovation developed? (True answer – Based on the concrete amount of resources sought and the time available for fundraising)</p>
<b>4</b>	<p>What is the value of social business model? (True answer – it provides comprehensive information to support fundraising)</p> <p>Which is the most popular approach toward social innovation in the CSO sector? (True answer – Project work)</p> <p>What type of objectives are needed, when defining project direction? (True answer – SMART objectives)</p> <p>What is the value of defining list of indicators of achievements, when developing a project description? (True answer – provide clear measurement of project's progress from objectives through activities to expected results)</p> <p>Why ongoing monitoring is needed for every project? (True answer – provides ongoing data for early signs of any potential risk of not complying with project plan and time to take mitigating measures)</p> <p>What is compulsory, when defining project management rules and procedures? (True answer – to embed donor's conditions and requirements)</p>
<b>5</b>	<p>What is the purpose of a solution brief? (True – to present the main elements of the social innovation with emphasis on its most valuable aspects)</p> <p>When delivering a social innovation elevator pitch, what is the one most important thing to have in mind? (True – it is about what value our solution brings to the common good)</p> <p>What of the following is crucial, when defining communication messages towards social innovation target groups? (True – each message should focus on the profile and characteristics of specific target group)</p> <p>What is the value of having a communication strategy? (True – provides clear framework on promoting the social innovation solution to the right target groups)</p> <p>Which are the main elements in the communication strategy? (True – goals, target, channels, means, main messages, timeline)</p>

# ANNEX 03

## TRAINER'S ASSESSMENT SHEET

The following assessment sheet is based on the understanding that the trainer has ongoing observation of each learner/team performance and achievements. Two main areas for observation and assessment have been identified: Deliverables produced and Teamwork effectiveness. Each area constitutes 50 pts from the maximum score of 100. For the first area (Deliverables) in case of less than 3 deliverables achieved the score will be null. For the second area in order for the team to pass the assessment and get maximum points, they need to receive medium or high evaluation on at least 6 of the listed indicators. The focus of trainer's assessment is review of the work of learners in team. In other words the assessment given by the trainers is for the whole team, which is then transferred into individual assessments, part of the overall individual assessment of each learner. The criteria for team effectiveness are drawn from the attitudes' learning outcomes defined for current training programme.

**Trainer's Assessment Sheet**

Team assessed: ... (name)

Team members: ... (names)

**Deliverables produced**

<b>Module No:</b>	<b>Deliverables</b>	<b>Delivered</b>	<b>Not - delivered</b>
0+1			
2			
3			
4			
5			

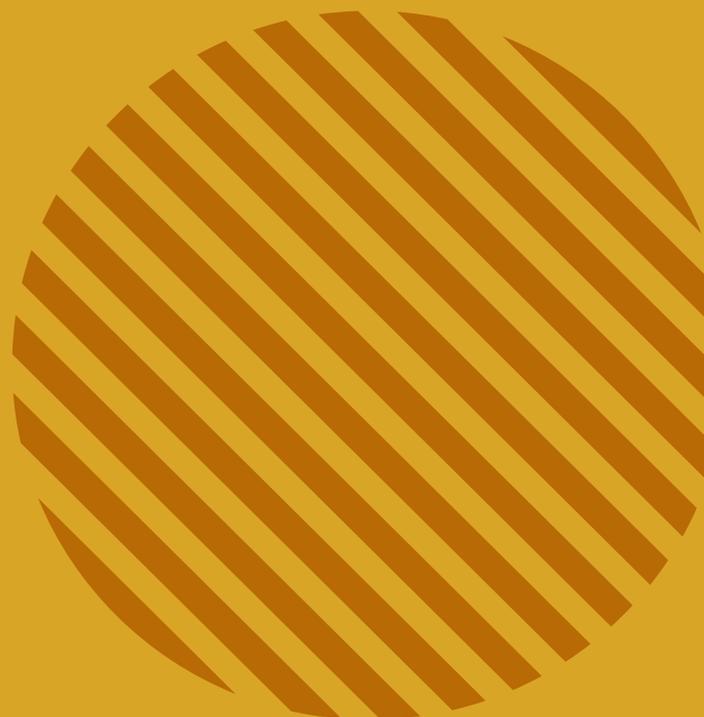
**Teamwork effectiveness**

<b>Indicator</b>	<b>Observation</b>	<b>Degree of achievement</b>		
		<b>Low</b>	<b>Medium</b>	<b>High</b>
Quality of deliverables				
Critical thinking				
Conflict resolution				
Empathy & active listening among team members				
Persistence				
Sense of initiative				
Creativity				
Stress resilience				

# ANNEX 04

## EXTERNAL ASSESSMENT GUIDELINES AND TOOL

The final exam for learners participating in the training programme will be presentation of their idea in front of an external jury (idea pitch). The presentation will be in 5-7 min format and would need to synthesise the essence of the social innovation proposed by each team and the process they gone through developing it. Each member of a jury will have an assessment sheet to complete for each team. The final score for each team will be the average score/mark of all judges' scores. As with trainer's assessment, here the score is given to a team, which than is transferred to its individual members.

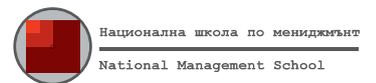


### Jury Assessment Sheet

Team: ... (name)

Indicator	Observation	Degree of achievement		
		Low	Medium	High
Innovativeness				
Evidence of need				
Feasibility of proposed idea				
Clarity of presentation				
Team capacity				

Implemented by



The Social Innovators project is funded by Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment.

[www.eeagrants.org](http://www.eeagrants.org)