



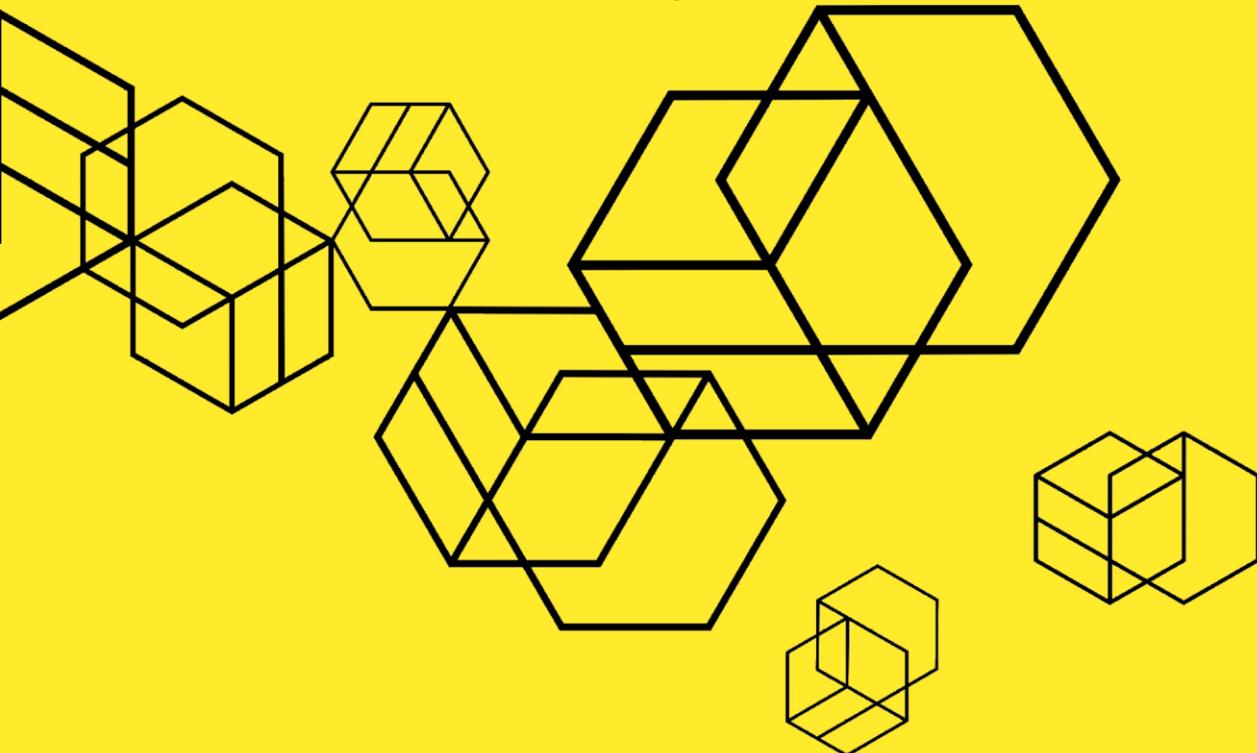
**SOCIAL
INNOVATION
COMMUNITY**

D4.3

Report on the key learnings of the five SIC Summer Schools between 2016 and 2018

Berenike Ecker, Maria Schwarz-Woelzl, Ursula Holtgrewe

Centre for Social Innovation / ZSI



Content

| | | |
|----------|--|-----------|
| 1 | SUMMARY RECOMMENDATIONS | 4 |
| 2 | SUMSIC PROGRAMME | 4 |
| 3 | LOCATIONS AND DURATIONS OF THE SUMSICS | 5 |
| 4 | SUMSIC PREPARATION AND PARTICIPANTS' PROFILE | 6 |
| 5 | KEY LEARNINGS BY THE FACILITATORS | 7 |
| 5.1 | The composition of the participants | 8 |
| 5.2 | The duration, conceptual direction of the programme, and the used methods | 8 |
| 6 | KEY LEARNINGS BY THE PARTICIPANTS | 9 |
| 6.1 | The duration, conceptual direction of the programme, and the used methods | 9 |
| 6.2 | Main motivations and interests and/or expectations in attending the SUMSIC | 13 |
| 7 | CONCLUSION | 14 |
| 8 | REFERENCES | 15 |
| 9 | ANNEXES | 16 |
| 9.1 | Individual Report from the SUMSIC in Tilburg | 16 |
| 9.2 | Individual Report from the SUMSIC in Bologna | 16 |
| 9.3 | Individual Report from the SUMSIC in Samsun | 16 |
| 9.4 | Individual Report from the SUMSIC in San Sebastian | 16 |
| 9.5 | Individual Report from the SUMSIC in Budapest | 16 |

Tables

| | |
|--|----|
| Table 1 Overview of all implemented SUMSICs..... | 6 |
| Table 2 Overview of the mean value of participants per SUMSIC..... | 6 |
| Table 3 Satisfied with the time spent on most agenda items..... | 9 |
| Table 4 Satisfied with the practical organisation of the SUMSIC..... | 10 |
| Table 5 Satisfied with the venue of the SUMSIC..... | 10 |
| Table 6 Satisfied with the quality of discussion..... | 10 |
| Table 7 Satisfied with communication about the purpose of the SUMSICs before the beginning..... | 10 |
| Table 8 Satisfied that the sessions reflected adequately the stated purpose..... | 11 |
| Table 9 Agreement that the chosen working methods were suitable for the topics and for the participants..... | 13 |
| Table 10 Agreement that the SUMSICs matched their initial expectations..... | 14 |
| Table 11 Satisfied with the content of the SUMSIC..... | 14 |

Graphs

| | |
|---|---|
| Graph 1 Representing countries of questionnaire respondents, n=122..... | 7 |
| Graph 2 Stakeholder groups of respondents of the evaluation questionnaire, n=124..... | 7 |

SIC Summer Schools

The overall aim of the SIC Summer Schools (SUMSIC) was to co-produce with and to share knowledge among researchers, social innovators, citizens, decision makers, representatives of municipalities, and policy makers from different networks by reflecting on local social challenges. To create a balanced mix of theory and practice in the learning settings the summer schools provided top-class lectures, presented good practice examples and conducted workshop sessions. The workshop sessions gave participants the opportunity to gain hands-on experience and to develop solutions on existing social challenges from the respective city or region. Representatives of local organisations together with the SIC project partners adapted the SUMSIC concept according to relevant local social challenges. Summer schools thus managed to generate value not just for participants but also to the cities and regions hosting them, aiming to create practical evidence of the potential of social innovation learning.

1 SUMMARY RECOMMENDATIONS

- The SUMSIC format with participants working on local challenges has proved successful and should be retained.
- For it to work, SUMSIC organisers need to involve local stakeholders in the role of “challenge owners” which means making sure that they contribute to the summer schools and are present at the workshops.
- To create relevant results, participants need both local context information and immediate feedback and validation of their work.
- Participants’ work should be visibly recognised – e.g. in form of a celebratory conclusion – at the end of the summer schools.
- During the course of the summer school, some variation in the format of inputs is advisable. Even involving highly-renowned experts, not to rely on lectures/presentations exclusively. E. g. panel or fishbowl formats for more interaction with presenters can be used.
- SUMSIC should offer virtual and real space for participants to present their own organisations or projects; e. g. a poster session or marketplace arrangement of pinboards in the venue.
- Stronger involvement of policymakers and – depending on the subject – also business representatives in roles of commentators, discussants etc. would be welcomed by participants.

2 SUMSIC PROGRAMME

The programme of all five SUMSICs was structured in a similar form. It was based on the “SIC

learning needs”, identified by the SIC consortium in the first project year. Six main learning dimensions in the field of Social Innovation were identified: *Finance, Digital, Experimentation, Policy, Impact* and *Scale and Transfer*. Learning and training strategies needed to be developed for each of the dimensions. In general, learning needs are focused on technical competences such as: identifying opportunities and incentives for funding social innovations; developing experiments and techniques of design and evaluation (construction of experimental evidence); acquiring digital skills that demands technological expertise (digital platforms, data-analysis....) and conducting the impact assessment (design of indicators and technical models of impact of financial as well as economic and social return) (Castro Spila, et al., 2017: 23-24).

Following these considerations, the programmes of the five SUMSIC were structured **threefold**:

1. **Inputs and lectures** in the morning sessions offered theoretical background on social innovation in connection with the varied main topics of the summer schools.
2. Participants took part in various workshops that looked to address **real-life social innovation challenges** in the afternoon sessions. They were presented with challenges from local actors (“challenge owners”) working on the ground to implement social innovation initiatives. Through ideation processes, as well as new working practices and social innovation tools, participants worked on the challenges over the three-day (resp. four-day - Bologna) course of the SUMSIC.
3. **Guided field trips to locally based, socially innovative good practice projects** in the late afternoons rounded off the programme.

Evaluation questionnaires were distributed to participants on the last day and analysed immediately after each SUMSIC to be able to reflect the results in the preparation of upcoming SUMSICs. This created an ongoing learning process for the SUMSICs’ organisers.

3 LOCATIONS AND DURATIONS OF THE SUMSICS

Originally, three editions of SUMSICs were planned in Tilburg (NL), Bologna (IT) and San Sebastian (E). Finally, the SUMSIC organisers received two invitations by local organisations in Samsun (TR) and Budapest (HU) for the implementation of further SUMSICs. In total, five SUMSICs were thus conducted within SIC. The implementation of two additional SUMSICs were funded the SIC partners as well as by the local host organisations.

Four of the five SUMSICs lasted three days, one five days (Bologna). An overview of the implemented SUMSICs is available in Table 1.

Table 1 Overview of all implemented SUMSICs

| Nr. | Title | Date | Place | Organisers |
|-----|--|-------------------|---------------|--|
| 1 | <u>Urban Social Innovation</u> | 20.09. - 22.09.16 | Tilburg | SIC partners in cooperation with the European Social Innovation Week (ESIW) 2016 |
| 2 | <u>Regions as Social Innovations Ecosystems? History, culture and institutions.</u> | 26.06. - 30.06.17 | Bologna | SIC partners in cooperation with the European School of Social Innovation (ESSI) and the University of Bologna (main host on-site) |
| 3 | <u>Regions as Social Innovations Ecosystems? Rural Ecosystem and Institutional Capacities.</u> | 09.05. - 11.05.18 | Samsun | SIC partners in cooperation with the Middle Black Sea Development Agency (OKA) (main host on-site) |
| 4 | <u>Social Innovation in the Public Sector. Local and Regional Challenges in Social Innovation.</u> | 27.06. - 29.06.18 | San Sebastian | SIC partners. The Basque partner SINNERGIAK Social Innovation (UPV/EHU) acted as main host on-site |
| 5 | <u>Social Innovation Ecosystems</u> | 24.09. - 26.09.18 | Budapest | SIC partners in cooperation with the European School of Social Innovation (ESSI) and in partnership with IFKA Public Benefit Non-Profit Ltd. for the Development of Industry (IFKA) (main host on-site). |

4 SUMSIC PREPARATION AND PARTICIPANTS' PROFILE

All five summer schools were promoted intensively by the SIC project partners and co-organising partners. Varied distribution channels were used: e.g. websites, newsletters, social media canals. All in all, the interest in all five SUMSICs was large. Table 2 **Fehler! Verweisquelle konnte nicht gefunden werden.Fehler! Verweisquelle konnte nicht gefunden werden.Fehler! Verweisquelle konnte nicht gefunden werden.Fehler! Verweisquelle konnte nicht gefunden werden.** depicts the mean number of participants (including speakers and organisers) in the five SUMSICs, as the number of participants varied from day to day. The local organisers of SUMSIC in Budapest struggled with a large number of last minute cancellations. However, this was more of a local management issue in confirming the participations of the registered persons than a problem of limited interest after the application.

Table 2 Overview of the mean value of participants per SUMSIC

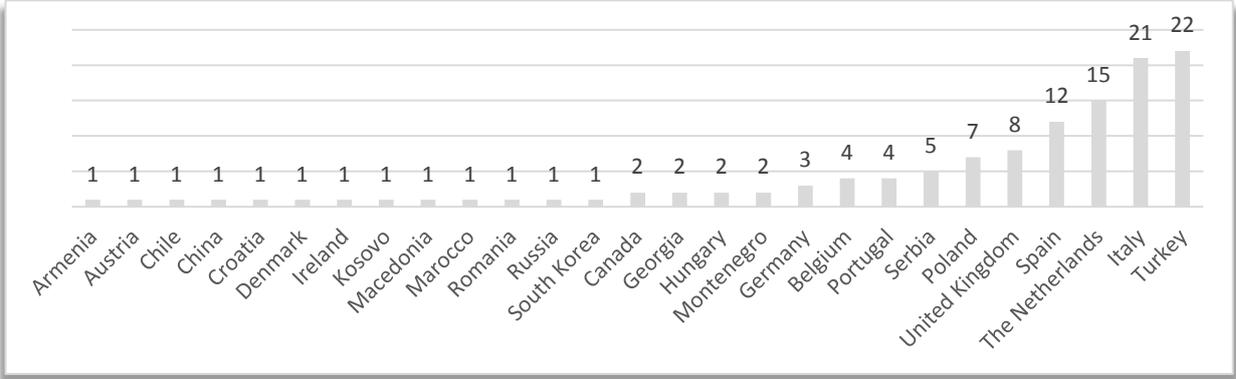
| SUMSIC | # of participants (mean value) |
|---------------|--------------------------------|
| Tilburg | 44 |
| Bologna | 47 |
| Samsun | 56 |
| San Sebastian | 52 |
| Budapest | 33 |
| Total | 233 |

Mean values per city are calculated on the basis of the participant lists of the individual SUMSIC days. In total, 232 people participated (including the organising and co-organising actors), however, only **124 evaluation questionnaires** were filled out

Out of those participants who returned the questionnaire, were 75 participants (≈ 60%) female and 48 (≈ 39%) were male. One person did not assign him/herself to a gender.

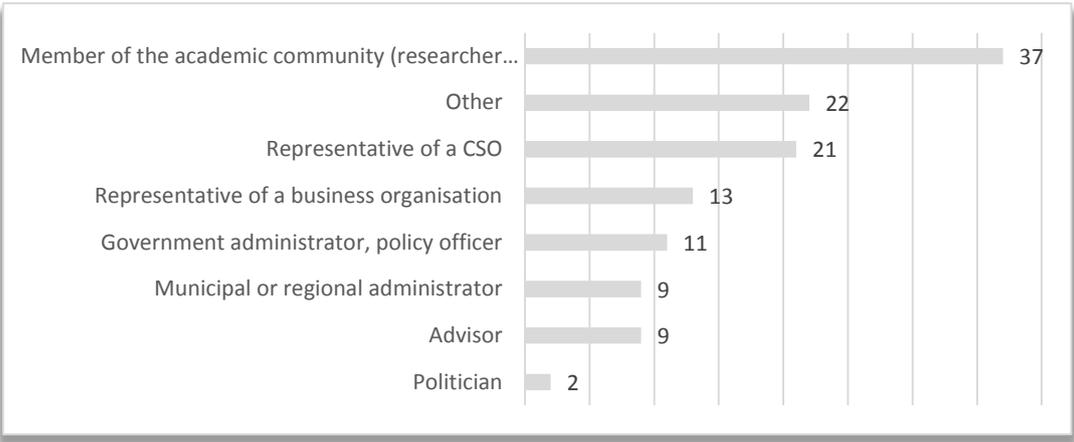
Fehler! Verweisquelle konnte nicht gefunden werden. shows the countries of participants responding to the questionnaire of all five summer schools. Apart from Budapest (HU), where the organisers could hardly convince locally based people to take part of the SUMSIC, in all other SUMSIC hosting countries (Turkey, Italy, The Netherlands, Spain) participants from that country are represented above the average.

Graph 1 Representing countries of questionnaire respondents, n=122



Graph 2 depicts the stakeholder groups represented in the SUMSICs. One third of participants were researchers, around 16% ‘others’ and a further 16% belonged to the stakeholder group Civil Society. The business sector and public authorities were weakly represented. Unfortunately, politicians were little attracted by the SUMSICs, only two out of all participated.

Graph 2 Stakeholder groups of respondents of the evaluation questionnaire, n=124



5 KEY LEARNINGS BY THE FACILITATORS

The SuS evaluators conducted short on-site interviews with a couple of facilitators during the summer schools. If on-site interviews were not possible, the facilitators were asked to provide their view on:

- the composition of the participants,
- the duration,
- the conceptual direction of the programme, and
- the used methods,

by email.

5.1 The composition of the participants

Facilitators' views on the diversity of the participants – especially in terms of organisational affiliation (see Graph 2) and level of previous existing knowledge varied. One group saw this diversity as an advantage in relation to the overall learning outcomes for the participants. However, some facilitators considered the fact that some participants already had a lot of experience in social innovation, while others were completely new to the topic, as a challenge in terms of providing appropriate approaches for all participants. Concretely in the SUMSIC in Samsun, the heterogeneity of the participants (in terms of social innovation knowledge and language competences) made it difficult to apply suitable workshop methods. In the SUMSIC in Budapest, the heterogeneity in terms of social innovation competencies was also considered as general challenge conducting SUMSIC. With this format, it seems to be difficult for some participants with little knowledge of SI to stay involved during the various lectures and presentations and during the workshops.

Further, the application of tools coming from the co-design field was considered very useful to overcome the difficulties of participants' different knowledge and backgrounds. By using visual language, such as the *customer journey* for designing a specific service or *business model* for designing the *sustainability* of the envisioned service these tools helped to simplify very complex concepts by putting people together to collaborate on the templates.

5.2 The duration, conceptual direction of the programme, and the used methods

For most of the facilitators, the SUMSICs' **duration and conceptual direction of the programme** was appropriate. Some facilitators considered the SUMSIC format along three learning approaches – **inputs/lectures** in the morning, **workshops of local social challenges** in the early afternoon sessions and **guided field trips** in the later afternoon sessions –sometimes as **too tight and exhausting**. Some facilitators suggested alternating between workshop sessions on one day, and site visits on the other day.

In the SUMSIC in Tilburg, the afternoon sessions were significantly less attended than the morning

sessions, which was probably a result of the overly long SUMSIC overall runtime. This was discussed controversially by the involved facilitators: one facilitator suggested considering shorter courses or even only half-day courses. Another facilitator assumed that the afternoon sessions were perhaps too openly structured in the eyes of some attendees.

Related to the afternoon **workshop sessions**, it was recommended, to constantly involve the **challenge owners in the workshops** in order to accompany the process, ensure its staying on track, and to be available for questions and for an in-depth elaboration of the context. In addition, participants wanted to get **feedback on the presented ideas/solutions from the challenge owners** who were to implement the developed solutions. Some SUMSICs were successful in involving challenge owners, others not. In short, **the involvement of the challenge owners in the entire workshop series may be an essential element for quality assurance and relevance of the developed ideas/solutions.**

Concrete **suggestions** with respect to **conceptual improvement** can be summarised as follows:

- The **morning sessions could have been more methodologically diverse than just giving lectures.** For example, lectures could have been held on site and could have included talks held by local actors, such as entrepreneurs. Discussions and/or group exercises could have been directly followed by theory inputs.
- In the **afternoon sessions, not only workshop methodologies should be applied** but also more background combined with a reflective discussion should be provided, in order to increase the learning outcome.

6 KEY LEARNINGS BY THE PARTICIPANTS

6.1 The duration, conceptual direction of the programme, and the used methods

The duration of the SUMSIC' was appropriate in the view of the majority of participants. Some of them stated that a one week / five days duration might be better in order to work more intensively on the workshop challenges and to have more time for site visits. The time distribution among the different sessions per day achieved high satisfaction.

- 73% of respondents (weighted mean value) agreed that the **time spent** on most agenda items was suitable.

Table 3 Satisfied with the time spent on most agenda items

| <i>Tilburg</i> | <i>Bologna</i> | <i>Samsun</i> | <i>San Sebastian</i> | <i>Budapest</i> |
|----------------|----------------|---------------|----------------------|-----------------|
| 91% | 64% | 54% | 68% | 89% |

However, some criticized that there was too limited time for debating and for working on the challenges in the workshops.

Further, the majority of the respondents agreed that an appropriate mix of inputs/lectures, workshops and field trips was given. Occasional critique concerned:

- too long presentations and speeches in the morning sessions,
- limited networking options and social activities,
- (in the case of the SUMSIC in San Sebastian) inputs and lectures that were felt to be little related to the SUMSIC’s topic.

Organisational items, such as the practical organisation and the chosen venue achieved mostly good satisfaction levels.

- 94% of participants (weighted mean value) were either highly or somewhat satisfied with the **practical organisation** of the SUMSICs;

Table 4 Satisfied with the practical organisation of the SUMSIC

| <i>Tilburg</i> | <i>Bologna</i> | <i>Samsun</i> | <i>San Sebastian</i> | <i>Budapest</i> |
|----------------|----------------|---------------|----------------------|-----------------|
| 100% | 94% | 96% | 100% | 83% |

- 94% of participants (weighted mean value) were either highly or somewhat satisfied with the **venues** of the SUMSICs;

Table 5 Satisfied with the venue of the SUMSIC

| <i>Tilburg</i> | <i>Bologna</i> | <i>Samsun</i> | <i>San Sebastian</i> | <i>Budapest</i> |
|----------------|----------------|---------------|----------------------|-----------------|
| 96% | 100% | 84% | 100% | 100% |

- 84% of participants (weighted mean value) considered the quality of **discussions** on the SUMSICs as very or good.

Table 6 Satisfied with the quality of discussion

| <i>Tilburg</i> | <i>Bologna</i> | <i>Samsun</i> | <i>San Sebastian</i> | <i>Budapest</i> |
|----------------|----------------|---------------|----------------------|-----------------|
| 88% | 91% | 87% | 87% | 76% |

- 73% of participants (weighted mean value) agreed to a very high and to a high extent that the **purpose** of the SUMSICs was **communicated** clearly **before** the beginning;

Table 7 Satisfied with communication about the purpose of the SUMSICs before the beginning

| <i>Tilburg</i> | <i>Bologna</i> | <i>Samsun</i> | <i>San Sebastian</i> | <i>Budapest</i> |
|----------------|----------------|---------------|----------------------|-----------------|
| 74% | 79% | 83% | 75% | 68% |

- 81% of participants (weighted mean value) agreed either to a very high or to a high extent that the **sessions reflected adequately the stated purpose** of the SUMSICs.

Table 8 Satisfied that the sessions reflected adequately the stated purpose

| <i>Tilburg</i> | <i>Bologna</i> | <i>Samsun</i> | <i>San Sebastian</i> | <i>Budapest</i> |
|----------------|----------------|---------------|----------------------|-----------------|
| 87% | 82% | 88% | 86% | 76% |

With respect to the **improvement of the conception of the programme**, some respondents suggested to

- explain the **concrete aims and expected output and outcomes** of the SUMSIC at the very beginning of the event;
- focus in a more detailed way on the **connection of social innovation and the respective SUMSIC topic**, as this connection remained unclear in at least one SUMSIC;
- integrate a dedicated session to develop **concrete project ideas and future collaborations** which should/could be implemented afterwards;
- **work in more well balanced way on social innovation in connection with the topic-related policies, strategies, programmes, actors, and projects**. It was criticised that already completed projects only were the main focus during the SUMSIC;
- clearer define the objectives (non-objectives) of the SUMSIC' in the run-up to the events,
- organise panels instead of inputs/lectures in order to strengthen discussions between experts, and to involve the participants through e.g. the use of a fishbowl setting.
- use **interactive** (partnership building) methods,
- use **music, games/quizzes** (e.g. about the local challenges) and **ice-breakers**,
- organise a **celebration** at the end (with a certificate of attendance for each participant).

With respect to the **workshop methods**, respondents recommended to

- **formulate more clearly the challenges** and aims and central questions connected to these challenges – in order to reduce the workshop complexity,

- to provide web **links to the projects/initiatives** that are going to be studied and discussed in order to improve the baseline knowledge about them – in the run-up to the SUMSIC,
- use more dynamic presenting methods (e.g. “Pecha Kucha” method),
- focus on different challenges per workshop (?) – not on one challenge for the whole runtime of the SUMSIC.

- However, 89% of participants (weighted mean value) agreed either to a very high or to a high extent that the **chosen working methods** were suitable for the topics and for the participants.

Table 9 Agreement that the chosen working methods were suitable for the topics and for the participants

| <i>Tilburg</i> | <i>Bologna</i> | <i>Samsun</i> | <i>San Sebastian</i> | <i>Budapest</i> |
|----------------|----------------|---------------|----------------------|-----------------|
| 91% | 97% | 100% | 74% | 84% |

In addition, the following **general suggestions** were made:

- **offer space** for people and organisations to **bring their projects’ and organisations’ leaflets and business cards** to reinforce networking;
- **plan more time for learning from locally based people** – in the context of the workshops and especially in the context of the site visits;
- **actively keep contact and exchange channels open** (e.g. through the creation of a mailing list, an online studying webpage, social media channels, etc.). Some participants asked to get more intensively included in social innovation networks (e.g. through the cooperation in concrete projects).
- **distribute more visual materials among the participants;**
- **communicate more thoroughly** before the start of the SUMSIC’ e.g. sending out descriptions of social innovation projects and links to other relevant SI knowledge resources in the run-up of the SUMSIC’.

6.2 Main motivations and interests and/or expectations in attending the SUMSIC

With respect to the participant’s motivations and expectations in the run-up of the SUMSIC, the analysis of the questionnaire showed that most of the respondents were:

- interested in the **concrete SUMSIC main topic** – sometimes combined with concrete content-related expectations (e.g. get familiar with tools and methods to reform the public sector) **and/or**
- generally interested in the overall topic “social innovation” – sometimes combined with the wish
 - to network,
 - to learn more about concrete social innovation tools / instruments,
 - to exchange experiences, and
 - to learn from each other.
- 84% of participants (weighted mean value) agreed either to a very high or to a high extent that the SUMSICs **matched their initial expectations**.

Table 10 Agreement that the SUMSICs matched their initial expectations

| <i>Tilburg</i> | <i>Bologna</i> | <i>Samsun</i> | <i>San Sebastian</i> | <i>Budapest</i> |
|----------------|----------------|---------------|----------------------|-----------------|
| 96% | 91% | 92% | 81% | 76% |

- And finally, no less than 92% (weighted mean value) of participants were either very or somewhat satisfied with the **content** of the SUMSICs.

Table 11 Satisfied with the content of the SUMSIC

| <i>Tilburg</i> | <i>Bologna</i> | <i>Samsun</i> | <i>San Sebastian</i> | <i>Budapest</i> |
|----------------|----------------|---------------|----------------------|-----------------|
| 92% | 88% | 92% | 96% | 95% |

7 CONCLUSION

In sum, the summer school framework design developed by SIC with its combination of top-class lectures, good practice examples and workshop co-creation sessions on local social challenges worked well and was appreciated by participants. However, a key prerequisite for the challenge-based approach is that enough effort is made by organisers to involve local stakeholders and make sure they active in the summer schools and present at the workshops. To create relevant results, participants need both local context information and immediate feedback and validation of their work. They would also like some recognition of their achievement. Hence, some representative and celebratory conclusion of the summer school will certainly be welcomed.

During the course of the summer school, some variation in the format of inputs would be welcomed by participants. Even involving highly-renowned experts, lecture formats may be somewhat monotonous. Panel or fishbowl formats may allow for more interaction with presenters. Offering both virtual and real space for participants to present their organisations or projects could also be a welcome addition. Possibly, a poster session or marketplace arrangement of pinboards in the venue of a SUMSIC could work with limited extra effort.

It is not entirely surprising that the participant base in the SUMSICs so far underrepresents the business and policy sector as summer schools are widely considered more of a “junior” or “student/graduate” format. SIC has created other targeted formats for policymakers, but possibly, dedicated efforts could be made to specifically invite these actors in roles of commentators, discussants etc.

8 REFERENCES

Castro Spila, J., Guerra, I., Luna, A. and A. Unceta, (2017): Report on SIC Networks' Learning needs. Social Innovation Community. Deliverable 4.2, pp. 1-27.

9 ANNEXES

9.1 Individual Report from the SUMSIC in Tilburg

See file: SIC_SuS_Tilburg_report_FINAL.docx

9.2 Individual Report from the SUMSIC in Bologna

See file: SIC_SuS_Bologna_report_FINAL.docx

9.3 Individual Report from the SUMSIC in Samsun

See file: SIC_SuS_Samsun_report_180816_FINAL.docx

9.4 Individual Report from the SUMSIC in San Sebastian

See file: SIC_SuS_San_Sebastian_report_FINAL.docx

9.5 Individual Report from the SUMSIC in Budapest

See file: SIC_SuS_Budapest_report_FINAL.docx