



WP5- Pilot, Testing and Evaluation of Training

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OLYMPIC
TRAINING & CONSULTING



Piloting ID



Period: April 2022- July 2022

Participants: 112

Training Hours: more than 540

Tested LUs: 20 out of 24

Methods: mixed methods based on specificities per country per target group



Scope of the activity

**Piloting,
Assessment and
Evaluation**
of the outputs

Training aspects to be tested



**TRAINING
METHODOLOGY**



LEARNING MATERIAL



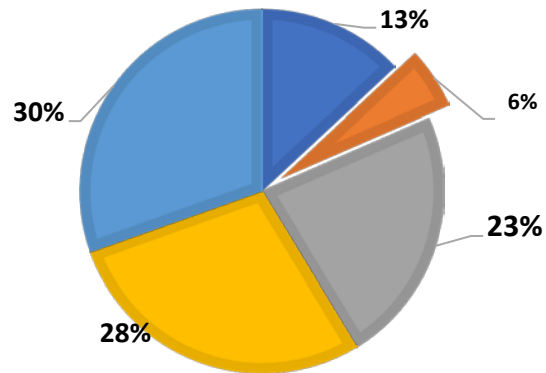
TRAINING PLATFORM



Participant's Profile

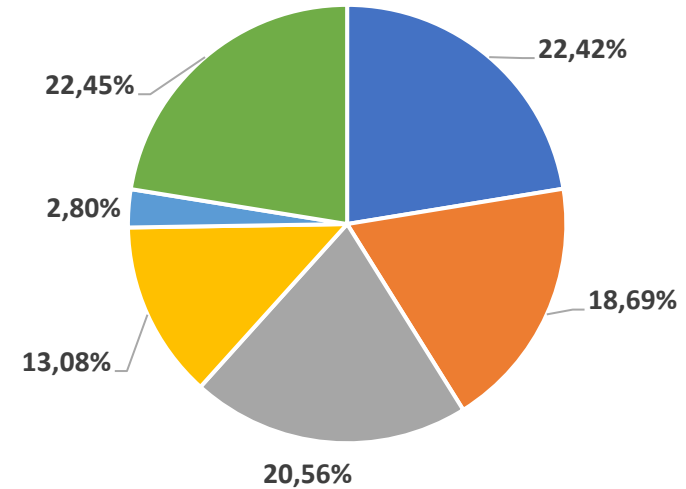


PROFESSION



- HE providers
- VET providers
- Social Business Advisors & Supporting Organizations
- Social Entrepreneurs
- Students

AGE



- 18-25
- 26-35
- 36-44
- 45-54
- Over 55
- missing data

General Findings (1)



Key Strengths

- ✓ Transferable to other courses provided at HE level (Bc & MSc).
- ✓ **F2F** promotes collaborative, experiential, action, and transformational learning
- ✓ **On-Line Learning** promotes personalization, social interaction, online collaboration
- ✓ **WBL** promotes experiential, active and collaborative learning in real environment
- ✓ Innovative **WBL projects** boost skills development
- ✓ **Self-directed learning** enhances learners to seek for their development
- ✓ Inspiring use of **Innovative Training Techniques**

Key Weaknesses

- ✓ **Different level of maturity** among partner countries that led to imbalances in the application of the SocialB project
- ✓ Some LUs should **be supported by Tutor**, thus online training was not suggested
- ✓ **WBL activities** require the establishment of good relationships among participants which is **time consuming**



TRAINING METHODOLOGY

General Findings (2)



LEARNING MATERIAL

Key Strengths

- ✓ **High quality** both in terms of content and structure
- ✓ **Coherence and consistency** among the modules
- ✓ Successful combination of Theory and practice
- ✓ Fully **focused on the needs** of social enterprises
- ✓ Promote **personalized learning pathways**
- ✓ **Practical activities tailored** to Social Entrepreneurs needs
- ✓ **Enriched** with additional resources, reflection questions and self assessment

Key Weaknesses

- ✓ LUs with **advanced level** especially for Social Entrepreneurs
- ✓ Some LUs should be delivered via **F2F**
- ✓ Some LUs require specific **educational background**
- ✓ **Advanced terminology** is used in some LUs
- ✓ Some LUs need to include **more practical examples**
- ✓ Assignments completion demands **a lot of time**

General Findings (3)



Key Strengths

- ✓ **User friendly** Interface
- ✓ Follows **modular approach** allowing the formation of individual learning paths
- ✓ **Hierarchically** structures the **sequence** of information
- ✓ **Interaction** with content
- ✓ Promotes learners' **communication** and exchange of views
- ✓ Ensures accuracy of knowledge construction through **articulation & revision of thinking**
- ✓ Encouragement for completion through **gamification elements**

Key Weaknesses

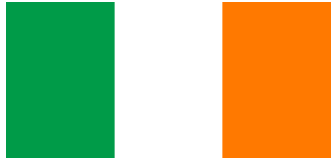
- ✓ **Accessibility issues**
- ✓ **Denial** for online activities
- ✓ **Assignments** should be completed after learners view and review the learning material
- ✓ **More clear instructions** on navigation should be provided
- ✓ **More sections** should be added (WBL projects, upload of PPT recordings, notes, weekly communication with participants)
- ✓ **Simplification** of switching menus among the different language versions



TRAINING PLATFORM

Country Specific Recommendations (1)

- ✓ Due to numerous courses on the field the **additional primary value has been primarily in the HEI sector.**
- ✓ Some LUs need to be **adjusted** to the Irish context
- ✓ The “LU18 – How to build a business plan” has **no high demand** within the Irish context, **focus more on “softer” side** such as Impact
- ✓ The LU23 – Funding and Fundraising models focuses mainly to Crowdfunding, however **other funding models** should be **incorporated** into the LUs content
- ✓ The proposed SOCIAL B Training and Assessment methodology needs to be adjusted and **shortened** in terms of **duration** and **method of delivery** (online training)
- ✓ The biggest number of learners that dropped out Social B training during the piloting was in Ireland, which indicates the **level of maturity** that this country has in the Social Entrepreneurship sector and the general provision of various materials for the support of social entrepreneurs (due to pressures on time and HR)



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Country Specific Recommendations (2)



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- ✓ The main challenges are related to the establishment of common understanding since in all over Europe the social enterprise environment is so different from one country to another. Some content need to **adapt further** to meet the **advanced needs** of the Italian audience.
- ✓ Classes with participants **at the same level of knowledge** in the field of SE should be organized so as the trainer to be able to provide more insights on the topic
- ✓ The prepared material should be provided to participants **before the beginning of the training**
- ✓ The provision of **online training** allows reaching the wider audiences

Country Specific Recommendations (3)

- ✓ More emphasis should be given in the **distinction between members and employees of the SEs** that activate within the Greek SE context.
- ✓ Promoting the SocialB to other business categories
- ✓ Social Entrepreneurs in Greece prefer to **be supported by Tutor** not only Face to Face but also during the asynchronous online courses
- ✓ The learning material should be promoted in all Greek SEs since **there is no relative coherent material** which combines different learning methods
- ✓ When it comes to social entrepreneurs the approach should be **simplified** focusing mainly on **practical activities and examples**
- ✓ The learning approach through **WBL is ideal** for the Greek context
- ✓ **WBL small-scale projects** can be used at different levels of education HE & VET
- ✓ The level of the **Learning materials is advanced**, SEs might have difficulties in comprehension
- ✓ **Innovative techniques** need to be **integrated** into training and educational activities in Greece



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Country Specific Recommendations (4)



- ✓ The sector is at its **infancy**, therefore the material should be enriched with **study visits** in social enterprises as well as **lectures with experts/ experienced practitioners** in the field
- ✓ Emphasis should be provided in the provision of **training** mainly **supported by Tutors** when it comes to social entrepreneurs
- ✓ Participants feel more comfortable when learning through **traditional methods** (F2F and/or synchronous eLearning) rather than online training (asynchronous) and self-studying
- ✓ For **social entrepreneurs** and for **people from practice** the programme and the training material has to **be shortened**, to be more comprehensive and be adapted presenting them the content they need most

Feedback from Target Groups

What Social Entrepreneurs say

1

*It was a well-structured
and enjoyable
experience, food for
thought in relation to
the way we operate*

Social Business Advisors

3

*“A multidisciplinary approach to
education through enrichment
with practical activities”*

HE/VET providers

2

*The combination of project management, social impact
assessment and impact financing could really generate
a boost for the innovation of all the sector in this
country. This kind of training materials should be
presented to the cooperative associates, that usually
work on older logics with less future perspective*



Thank you for your attention!