

D3.1 Draft of Training Programmes for SEOs Managers, Employees and SEOs Service Providers

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Social Economy
Transition Skills

D3.1 Draft of Training Programmes for SEOs Managers, Employees and SEOs Service Providers

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Executive Summary

The implementation of the WP3 – Development of trainings started in July 2024. TIRESIA Polimi created a list of courses needed based on the research conducted in WP2 and together with the partners explored various modalities for the creation of the courses. The list of courses contained 10 courses, 28 modules and 47 competence frame descriptors for digital, inclusive and transversal skills. We present the list of courses below.

Skills	Courses
Inclusive skills	a) Social Economy and Impact Management
Digital skills	a) Communicating and Collaborating in Digital Environments, b) Data Management, c) Digital Strategy, d) Digital Security, and e) Artificial Intelligence.
Transversal skills	a) Funding and Grants, b) Transition To a Digital Culture c) Digital - Environment Relationship

Table 1. Draft courses derived from the SETS WP2

The SETS consortium revised this list based on **several criteria** including:

- a) Priority need;
- b) Sources;
- c) Level of knowledge;
- d) Level of expected effort vs knowledge acquisition;
- e) EQF level;
- f) DigiComp reference;
- g) Impact assessment for SETS project;
- h) Transferability of knowledge; and
- i) Accordance with the project application.

The SETS Consortium finalised the list of courses and concluded that three courses will be piloted which fulfil the aforementioned criteria: **a) Social Economy and Impact Management; b) Communicating and Collaborating in Digital Environments; and c) Artificial Intelligence.** The transversal skills will be added across the courses to facilitate the development of soft skills across the participants' learning curve. Below we present the chosen training courses and their draft syllabuses to pilot within the WP4.

Digital Skills Course: Communicating and Collaborating in Digital Environments

	LEVEL			COURSE SOURCES (Ref page on the SETS WP2 Report)			EXPECTED EFFORT	EU - Based ref	SETS - Impact assessment
MODULE	Level	COMPETENCE FRAME DESCRIPTOR	Subtopics	FG - SLO	FG - FRA	baSE & B- Wise	HOURS	DIGCOMP ref	Impact Assessment Indicators
Websites	Advanced	Use of the organization's website as a strategic tool	1) Collect data through your website 2) User experience 3) Building an online presence 4) Understanding biases	P.42	P. 40 (EU FG) & P. 43	P.31 & 37	Live First session: 1:30 h + Asynchronous Reading materials and micro case study 2:15 h + Asynchronous Microlearning modules (suggested: max 1:30 h per module; max 8/10 minutes per video. Estimated: ~3:30 h) + Live Workshop 1:30 h + Live Final	DIGCOMP - 2.1 (Interacting through digital technologies)	Improved advanced digital skills Increased intellectual capital
	Foundation	Setting up a website for showcasing the organization's work	1) Processes to keep your website up to date 2) Showcasing and selling product/services					DIGCOMP - 2.2 (Sharing through digital technologies)	Improvement of services
Digital marketing using social media	Advanced	Knowledge of how to implement a digital marketing strategy	1) Creating an editorial plan 2) Paid advertising 3) GDPR 4) Ethical use of data and information					DIGCOMP - 2.4 (Collaborating through digital technologies)	Upgrade of professional profiles Increased organization's digital autonomy
	Foundation	Knowledge of the basic principles of digital marketing	1) Introduction to digital marketing 2) Defining target audience 3) Choosing the right platform					DIGCOMP - 3.1 (Developing digital	Increased organization's sustainability

Collaborating in digital environments	Advanced	Strategically overseeing the implementation of digital projects	1) Project management tools 2) Communication tools 3) Inclusive design 4) Promoting digital wellbeing				session: 1:30 h	content)	
	Foundation	Knowledge of the basics rules and tools that foster digital collaboration	1) Visual boards (Miro) 2) Working in cloud 3) Mailing lists tools 4) Integrated calendar and scheduling				TOTAL EFFORT (to address all subtopics) = 10:00 h of which 4:30 Live and 5:30 Asynchronous	DIGCOMP - 3.2 (Integrating and re-elaborating digital content)	

Table 2. Digital Skills Course 1 - Communicating and Collaborating in Digital Environments

Communicating and Collaborating in Digital Environments Syllabus

TITLE: Communicating and collaborating in digital environments	
Course description	The course aims to enhance participants' skills in effective communication and collaboration within digital workspaces. It covers tools and strategies for remote teamwork, digital communication platforms, and best practices for maintaining productivity and engagement in a digital environment. Participants will learn how to overcome common challenges associated with virtual collaboration, such as maintaining clear communication and building team cohesion. The course will also emphasize the importance of creating inclusive digital spaces that accommodate diverse work styles and needs.
Duration/Workload	Total duration: 10 h (including asynchronous online courses - 3:15 h, asynchronous reading and practicing time - 2:15 h, live sessions - 4:30 h)
Who is this course for	The course is designed for <u>SEOs employees and Job seekers</u> . The participants will take a brief computer-assisted assessment during the course introductory session. Depending on the participant's previous knowledge about the subject, the most appropriate modules will be suggested, and the related contents will be considered mandatory for the completion of the course. The contents included in this syllabus are tailored to make sure that a basic knowledge on the subject is acquired by the learners . Some modules will also be providing tailored contents to further advance a basic knowledge on the subject.

Course aim	The course is designed to provide SEOs with a solid foundation regarding the topics of digital marketing and collaboration in digital environments. The goal of the course is to train participants on how to create an online presence, exploiting the most effective tools, and to promote their company within the digital world. Moreover, participants will discuss the most advanced modes and instruments to reach and communicate with stakeholders. Part of the course will also cover how different tools can be used for managing the new ways of working resulting from the digitization process.
Skill gap area	The course is designed to equip SEOs employees and Job seekers with an overview of the main tools and concepts related to collaboration and communication within digital environments. This is consistent with the following DIGCOMP areas: DIGCOMP - 2.1 (Interacting through digital technologies) DIGCOMP - 2.2 (Sharing through digital technologies) DIGCOMP - 2.4 (Collaborating through digital technologies) DIGCOMP - 3.1 (Developing digital content) DIGCOMP - 3.2 (Integrating and re-elaborating digital content)
EQF Level	4
Expected learning outcomes	Participants, after completing the learning process, will be able to: LO1: Understand how to leverage web analytics tools to improve user experience and build a strong online presence LO2: Explain how to use data-driven digital marketing campaigns to enhance the SEO visibility online. LO3: Identify the most effective design principles tools to create an engaging cloud-based collaborative environment. LO4: Appraise the level of accessibility, inclusivity and ethical coherence of the SEO's digital practices.
Modules description	The following modules will be discussed: LU1_ Websites Processes to keep your website up to date: Importance of regular website updates, Content management systems (CMS) basics Showcasing and selling product/services: Introduction to e-commerce functionalities, Creating effective product/service pages Collect data through your website: Data analysis and strategic use of collected data, Implementing advanced web analytics tools User experience and biases: User feedback management for UX improvement, Techniques to mitigate biases in UX design. Building an online presence: Online reputation management and crisis response, Omnichannel integration for comprehensive online presence LU2_Digital marketing using social media Introduction to digital marketing: Basics of digital marketing concepts, Digital marketing channels (social media, email, SEO), Developing a basic digital marketing strategy

	<p>Defining the target audience: Creating buyer personas, basics of audience analysis</p> <p>Choosing the right platform: Types of digital platforms (CMS, e-commerce, social media), Integrating platforms for a cohesive digital strategy</p> <p>Creating an editorial plan: Optimizing the editorial plan: performance analysis and iterations, Integrating SEO and content distribution strategies into the editorial plan</p> <p>Paid advertising: PPC (Pay-per-click) and CPM (Cost-per-thousand-impressions) campaign optimization, Using analytics tools to measure ROI of advertising campaigns</p> <p>GDPR: Handling access requests and right to erasure under GDPR, Data security and protection measures for GDPR compliance.</p> <p>Ethical use of data and information: The role of data governance in promoting ethical practices</p> <p>LU3_Collaborating in digital environments</p> <p>Using visual boards: Types of visual boards: mind maps, flowcharts, storyboards, Utilizing visual boards for planning and collaboration.</p> <p>Working in cloud: Fundamentals of cloud computing: definition and benefits</p> <p>Mailing lists tools: Importance of email lists in digital communication, Email list management tools: Mailchimp, Constant Contact, etc.</p> <p>Integrated calendar and scheduling: Using digital calendars for time and task management, Syncing multiple calendars: personal and professional, Online scheduling tools: Google Calendar, Microsoft Outlook</p> <p>Project management tools: Integrating project management tools with other platforms and applications</p> <p>Communication tools: Advanced techniques for designing inclusively: user testing and feedback</p> <p>Fostering inclusivity in digital projects: Advanced techniques for designing inclusively: user testing and feedback.</p> <p>Promoting digital wellbeing: Using technology to enhance rather than detract from mental and physical health</p>
Learning methodologies	<p>The course is based on a blended training approach, merging online, asynchronous contents and traditional face-to-face training as follows:</p> <ul style="list-style-type: none"> • Introductory live session in which an overview of the course topic will be provided, and a preliminary skills assessment will be conducted. • Asynchronous study of the following materials: <ul style="list-style-type: none"> ○ Micro-video lectures ○ Publications on the topic + micro case study • Live workshop, moderated by an expert, with focus on the use of tools explained in the lectures. • Live closing session, moderated by an expert, where participants can discuss the topics learned, related open questions or doubts and leave feedback on the course. <p>The content will be delivered through asynchronous micro-video lectures and materials, leveraging on the following learning methodologies:</p>

	<ul style="list-style-type: none"> • LU1: Lectures, group discussion of examples of “good” and “bad” online presence, tool practicing through real-world examples, • LU2: Lectures, supportive readings, scenarios simulation and discussion • LU3: Scenarios simulation and discussion, tool practicing through real-world examples, group discussion
Learning materials	<p>Learning materials will be provided based on specific participants’ needs, together with ad hoc handouts for each video lecture and live session.</p> <p>According to the flipped classroom approach, we provide a list of preliminary readings (with bibliography and website references), that will deepen and discuss during the course.</p> <p>R1: Tech at Work: How to Get the Most Out of Digital Collaboration Tools: https://hbr.org/podcast/2024/05/tech-at-work-how-to-get-the-most-out-of-digital-collaboration-tools</p> <p>R2: Social media marketing, a conceptual study https://www.researchgate.net/publication/354967866_SOCIAL_MEDIA_MARKETING_A_CONCEPTUAL_STUDY</p>
Assessments and certification	<p>The assessment process will evaluate the learning outcomes by using:</p> <ul style="list-style-type: none"> • At the end of each video lectures: 3 multiple-choice questions on the contents addressed in the video. The completion of these questions will be mandatory to move on to the next lesson. • At the end of each module: learners should contribute to a forum discussion. Participation will be mandatory to move on to the next module. • After the closing session: fulfilment of a self-evaluation questionnaire assessing the competence acquired and future opportunities opened by the course <p>Certification criteria and assessment modalities will be communicated to learners before the SETS pilot phase, with authentication required via Learning Management System.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p>

Table 3. Digital Skills Course 1 - Communicating and Collaborating in Digital Environments Syllabus

Digital Skills Course: Artificial Intelligence

	LEVEL			COURSE SOURCES (Ref page on the SETS WP2 Report)			EXPECTED EFFORT	EU - Based ref	SETS - Impact assessment
MODULE	Level	COMPETENCE FRAME DESCRIPTOR	Subtopics	FG - SLO	FG - FRA	baSE & B-Wise	HOURS	DIGCOMP ref	Impact Assessment Indicators
General culture of AI	Advanced	Strategically overseeing the integration of ethical considerations in AI initiatives	1) Ethical considerations	P.46 (EMERGE D FROM EU, SLO & FRA FG)	n/a		Live First session: 1:30 h + Asynchronous Reading materials and micro case study 2:15 h + Asynchronous Microlearning modules (suggested: max 1:30 h per module; max 8/10 minutes per video Estimated: ~2:30 h)	DIGCOMP - 1.2 (Evaluating data, information and digital content)	Improved advanced digital skills Increased intellectual capital
	Foundation	Basics concepts for engaging in a conversation on the topic of AI	1) Brief history of AI 2) Types of AI 3) AI: terminology						
AI challenges	Advanced	Implementing best practices and addressing key challenges in AI usage	1) Over reliance on AI 2) Intellectual properties				+ Live Workshop on the topics 1:30 h + Live Final session: 1:30 h	DIGCOMP - 3.2 (Integrating and re-elaborating digital content)	Improvement of services Upgrade of professional profiles
	Foundation	Understanding of the main risks and issues associated with AI	1) Privacy concerns 2) Bias 3) Data centers and energy consumptions						
How can AI help SEOs?	Advanced	Knowledge of AI tools and how to strategically implement them inside the organization activities	1) Strategic use of AI 2) AI tools				TOTAL EFFORT (to address all subtopics) = 9:15 h	DIGCOMP - 4.4 (Protecting the environment) DIGCOMP - 5.2 (5.2. Identifying	Increased organization's digital autonomy Increased organization's sustainability

	Foundation	Knowledge of basic AI tools	1) AI tools to automate tasks 2) Using AI to help the organizations in grant-seeking and fund-raising			of which 4:30 Live and 4:45 Asynchronous	needs and technological responses)	
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Table 4. Digital Skills Course 2 – Artificial Intelligence

Artificial Intelligence Syllabus

TITLE : Artificial intelligence	
Course description	<p>The course aims to equip participants with the knowledge and skills to effectively integrate artificial intelligence tools within their organizations and leverage the AI potential to strengthen the generation of societal value. It covers both practical and ethical aspects of AI, ensuring that students can implement these technologies responsibly while understanding their impact on operations and society.</p> <p>Participants will learn about different types of AI, their applications, and the potential risks associated with their use. The course also emphasizes the importance of balancing technological advancements with ethical considerations to foster a sustainable digital future.</p>
Duration/Workload	Total duration: 10 h (including asynchronous online courses - 3h, asynchronous reading and practicing time - 2:30 h, live sessions - 4:30 h)
Who is this course for	<p>The course is designed for <u>SEO managers</u>. The contents included in this syllabus are tailored to advance further a basic knowledge on the subject.</p> <p>The participants will take a brief computer-assisted assessment during the course introductory session. Depending on the participant's previous knowledge of the subject, the most appropriate modules will be suggested, and the related contents will be considered mandatory for the completion of the course.</p>
Course aim	The course is designed to assist SEOs in incorporating artificial intelligence tools into their strategic planning and operations. On the top of introducing the AI enabling role in simplifying daily tasks, the course aims to provide an adequate introduction to artificial intelligence from both practical and ethical perspectives. This approach ensures that participants gain a comprehensive understanding of AI potentialities and risks and leverage it to boost and evolve their value creation processes.

Skill gap area	<p>The course is designed to equip SEOs managers with an overview of the notions and tools allowing the correct implementation of artificial intelligence within their organizations.</p> <p>This is consistent with the following DIGCOMP areas:</p> <ul style="list-style-type: none"> • DIGCOMP - 1.2 (Evaluating data, information and digital content) • DIGCOMP - 3.2 (Integrating and re-elaborating digital content) • DIGCOMP - 4.4 (Protecting the environment) • DIGCOMP - 5.2 (5.2. Identifying needs and technological responses)
EQF Level	4
Expected learning outcomes	<p>Participants, after completing the learning process, will be able to:</p> <ul style="list-style-type: none"> • LO1: identify emerging AI technologies and discuss future trends in this domain. • LO2: analyze ethical and practical considerations in AI usage. • LO3: select appropriate AI tools to optimize SEO's business processes.
Contents	<p>The following modules will be discussed:</p> <p>LO1_General culture of AI</p> <ul style="list-style-type: none"> • Brief history of AI : Early beginnings, Origins of AI and its pioneers, Key AI concepts (Algorithms, neural networks, machine learning) • Future trends in AI research and applications • Types of AI: Introduction to supervised, unsupervised, and reinforcement learning, deep dives into specific AI technologies such as neural networks and natural language processing (NLP) • Ethical considerations: Ethical principles in AI (fairness, accountability, transparency), types of bias in AI, Ethical AI design principles (explainability, interpretability) <p>LO2_AI challenges</p> <ul style="list-style-type: none"> • Privacy concerns: Data privacy fundamentals in AI models (collection, storage, and sharing) • Bias: Definition, types and impact in AI answers • Data centers and energy consumption: Role of data centers in AI energy consumption: Storage, processing, training • Over reliance on AI: Impact of AI on employment and workforce dynamics, Strategies for mitigating risks associated with AI dependence, Managing AI reliance effectively • Intellectual property: Ownership of AI-generated content and algorithms, Patents, Copyrights, Ethical concerns in AI innovation and intellectual property rights <p>LO3_How can AI help SEOs</p> <ul style="list-style-type: none"> • Strategic use of AI: Leveraging AI for business process optimization and efficiency gains

	<ul style="list-style-type: none"> • Using AI to help the organizations in grant-seeking and fund-raising: Grant-seeking tools powered by AI, AI writing tools • AI tools: Overview of AI tools landscape, Categories and functionalities, emerging trends and innovations in AI tools and technologies
Course structure	<p>The course is based on a blended training approach, merging online, asynchronous contents and traditional face-to-face training as follows:</p> <ul style="list-style-type: none"> • Introductory live session in which an overview of the course topic will be provided, and a preliminary skills assessment will be conducted. • Asynchronous study of the following materials: <ul style="list-style-type: none"> ○ Micro-video lectures ○ Publications on the topic + micro case study • Live workshop, moderated by an expert, with focus on the use of tools explained in the lectures. • Live closing session, moderated by an expert, where participants can discuss the topics learned, related open questions or doubts and leave feedback on the course. <p>The content will be delivered through asynchronous micro-video lectures and materials, leveraging on the following learning methodologies:</p> <ul style="list-style-type: none"> • LU1: Lectures, critical analysis of supportive readings and workshop • LU2: Lectures, critical analysis of supportive readings and discussion, case studies of “good” and “bad” practices in the use of AI in different socially-oriented sectors • LU3: Tool practicing through real-world examples, challenge-based learning exercise
Suggested readings	<p>Learning materials will be provided based on specific participants’ needs, together with ad hoc handouts for each video lecture and live session.</p> <p>According to the flipped classroom approach, we provide a list of preliminary readings (with bibliography and website references), that will be deepened and discussed during the course.</p> <ul style="list-style-type: none"> • R1: ICO AI’s basis https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/artificial-intelligence/explaining-decisions-made-with-artificial-intelligence/part-1-the-basics-of-explaining-ai/ • R2: AI Challenges https://www.technologyreview.com/2019/10/17/75285/ai-fairer-than-judge-criminal-risk-assessment-algorithm/ • R3: Environmental impact of digital technologies https://www.genevaenvironmentnetwork.org/resources/updates/data-digital-technology-and-the-environment/

Assessments and certification	<p>The assessment process will evaluate the learning outcomes by using:</p> <ul style="list-style-type: none"> • At the end of each video lectures: 3 multiple-choice questions on the contents addressed in the video. The completion of these questions will be mandatory to move on to the next lesson. • At the end of each module: learners should contribute to a forum discussion. Participation will be mandatory to move on to the next module. • After the closing session: fulfilment of a self-evaluation questionnaire assessing the competence acquired and future opportunities opened by the course <p>Certification criteria and assessment modalities will be communicated to learners before the SETS pilot phase, with authentication required via Learning Management System.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p>
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Table 5. Digital Skills Course 2 – Artificial Intelligence Syllabus

	LEVEL			COURSE SOURCES (Ref page on the SETS WP2 Report)			EXSISTIN G MATERI AL	EXPECTED EFFORT	SETS - Impact assestment
Module	LEVEL	COMPETENCE FRAME DESCRIPTOR	Subtopics	FG - SLO	FG - FR A	baSE & B-Wise	RELATE D baSE TRAININ G	HOURS	Impact assestment indicators
Social Economy and entrepreneurship in Europe	We propose a foundation level for all service providers <u>The initial assestment will be used to indicate any subtopics of interest</u>	Basics of the European Social Economy organizations and its main aspects (different per country of reference)	1) Definition of Social Economy Organizations 2) The spectrum of social entrepreneurship 3) Nation specific examples 4) Coexistence of social and economic mission	SETS PROJECT APPLICATION P.19			n/a	Live First session: 1:30 h + Asynchronous Reading materials and micro case study 4 h + Asynchronous Microlearning Subtopics (suggested: max 1:30 h per module; max 8/10 minutes per video Estimated: ~3:30 h) + Live Workshop on the topics 1:30 h + Live Final session: 1:30 h	Impactful research on SE Replicability and Scale-up
Social innovation and co-design			1) Inclusive design 2) Design and definition of the social model of intervention 3) Stakeholder engagement						
Different SEOs' organizational forms			1) Legal framework (nation specific) for social enterprises						
			1) Defining impact 2) The triple bottom line						

The impact economy approach			3) Stakeholder approach 4) Creating shared value 5) Financial aspects 6) Marketing and communication of social impact			TOTAL EFFORT (to address all subtopics) = 12 h of which 4:30 Live and 7:30 Asynchronous	
Social impact assessment tools			1) Societal needs assessment techniques and beneficiaries involvement 2) Theory of change 3) Social return on investments 4) SDGs framework 5) Sustainability standards				

Table 6. Inclusion Skills Course 1 – Social Economy and Impact Management

Social Economy and Impact Management Syllabus

TITLE : Social Economy and Impact management	
Course Description	<p>This course aims to introduce participants to the fundamental principles of the social economy, with a focus on those who may not be familiar with this sector and are likely to collaborate with social economy organizations. It will explore the distinctive characteristics of socially-oriented organizations, highlighting how they differ from traditional business models. Participants will gain a clear understanding of how these organizations create both social and economic value and will learn methods for planning and evaluating social impact. The course is designed to raise awareness about the crucial role of the social economy in promoting collective well-being, equipping participants with both practical tools and theoretical knowledge to collaborate effectively with these organizations. Through real-world examples and case studies, participants will learn to recognize the opportunities and challenges of working with organizations that pursue social objectives, laying the groundwork for fruitful partnerships and a deeper understanding of the social economy</p>
Duration/Workload	<p>Total duration: 12h (including asynchronous online courses - 3:30 h, asynchronous reading and practising time - 4 h, live sessions - 4:30 h)</p>

Who is this course for	The course is designed for SEO's <u>Service providers</u> .
Course aim	The course aims to assist participants in acquiring a fundamental understanding of the logic that underlies the management of socially oriented hybrid organizations and what differentiates them from other entrepreneurial forms. Furthermore, the course endeavours to establish a fundamental comprehension of the methods for managing dual (economic and social) value creation processes and planning and evaluating the social impact generation in socially oriented hybrid organizations. By acquiring specific knowledge about social economy, generalist service providers would improve their ability to deliver programs more clearly tailored to serve the SEO's specificities and ease the communication with them.
Skill Gap area	The course is designed to equip SEO's Service Providers with an overview of the distinguishing characteristics of social economy organizations and their mechanisms of social impact generation. The reference framework is the "twin skilling" approach.
EQF Level	4
Expected learning outcomes	<p>Participants, after completing the learning process, will be able to :</p> <ul style="list-style-type: none"> • LO1: discuss how the concepts underlying the EU Social Economy Action Plan could affect the national socio-economic environment. • LO2: describe the foundation principles of social innovation and impact economy domains. • LO3: interpret the specific challenges characterizing the management of a social economy organization and the process of dual, socio-economic value creation compared to a for-profit company. • LO4: illustrate the main elements of a basic social impact assessment infrastructure for SEO. • LO5: describe the main requirements to set up a successful partnership between SEOs and private/public sector organizations.
Contents	<p>The following modules will be discussed:</p> <p>LU1 _ Social economy and entrepreneurship in Europe</p> <ul style="list-style-type: none"> • Definition of Social Economy Organizations • The spectrum of socially oriented hybrid organizations • Nation specific examples • Coexistence of social and economic mission <p>LU2 _ Different SEO's organizational forms</p> <ul style="list-style-type: none"> • Legal framework (nation-specific) for SEOs <p>LU3 _ Social innovation and co-design</p> <ul style="list-style-type: none"> • Basics of social innovation • Inclusive design • Design and definition of the social model of intervention • Stakeholder engagement <p>LU4 _ Impact economy approach</p>

	<ul style="list-style-type: none"> • Defining impact and the triple-bottom-line perspective • The Stakeholder approach • Creating shared value • Financial aspects in SEOs • Marketing and communication of social impact • Configurations private-public partnerships (PPP) for social impact <p>LU5 _ Social impact assessment tools</p> <ul style="list-style-type: none"> • Societal needs assessment techniques and beneficiaries' involvement • The Theory of change approach • Social return on investments • The SDGs framework related standards to assess social impact
Learning methodologies	<p>The course is based on a blended training approach, merging online, asynchronous content and traditional face-to-face training as follows:</p> <ul style="list-style-type: none"> • An introductory live session in which an overview of the course topic will be provided, and a preliminary skills assessment will be conducted. • Asynchronous study of the following materials: <ul style="list-style-type: none"> ○ Micro-video lectures ○ Publications on the topic + micro case study • A live workshop, moderated by an expert, focusing on the use of tools explained in the lectures. • The live closing session, moderated by an expert, where participants can discuss the topics learned, related open questions or doubts and leave feedback on the course. <p>The content will be delivered through asynchronous micro-video lectures and materials, leveraging on the following learning methodologies:</p> <ul style="list-style-type: none"> • LU1: Real-world examples, group discussion, supporting readings • LU2: Critical analysis of supportive readings, group discussion • LU3: Scenarios simulation and discussion, collaborative group activities • LU4: Real-world examples, challenge-based learning exercise through case studies, scenarios simulation and discussion • LU5: Case studies of "good" and "bad" impact assessments, tool practising through real-world examples
Learning materials	<p>Learning materials will be provided based on specific participants' needs, together with ad hoc handouts for each video lecture and live session.</p> <p>According to the flipped classroom approach, we provide a list of preliminary readings (with bibliography and website references) that will be deepened and discussed during the course.</p> <p>R1: EU Social Economy Action Plan. https://ec.europa.eu/social/BlobServlet?docId=24986&langId=en</p>

	<p>R2: Social Innovation: What is and what it isn't. https://ssir.org/articles/entry/social_innovation_what_it_is_and_what_it_isnt</p> <p>R3: Social Enterprises as Hybrid Organizations: A Review and Research Agenda https://onlinelibrary.wiley.com/doi/full/10.1111/ijmr.12028</p> <p>R4: Measuring social impact can help foster a stronger European social economy https://ssir.org/articles/entry/measuring_social_impact_can_help_foster_a_stronger_european_social_economy</p>
Assessments and certification	<p>The assessment process will evaluate the learning outcomes by using:</p> <ul style="list-style-type: none"> • At the end of each video lectures: 3 multiple-choice questions on the contents addressed in the video. Completing these questions will be mandatory to move on to the next lesson. • At the end of each module, learners should contribute to a forum discussion. Participation is mandatory to proceed to the next module. • After the closing session: fulfilment of a questionnaire assessing the competence acquired and future opportunities opened by the course <p>Certification criteria and assessment modalities will be communicated to learners before the SETS pilot phase, with authentication required via Learning Management System.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p>

Table 7. Inclusion Skills Course 1 – Social Economy and Impact Management Syllabus

Partners

