

D4.2 FINAL VERSION OF THE TRAINING PROGRAMS

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Social Economy
Transition Skills

D4.2 Final version of the training programs

**Report of the Piloting and Testing of Online
Modular Training Programs**



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1. Introduction

The report outlines the final, revised version of the three modular training programmes designed to address key competence needs within the social economy sector. The training programmes, developed in WP3 and delivered in Slovenia and France as part of WP4, are Artificial Intelligence, Communication and Collaboration in Digital Environment, Social Economy and Impact Management. They focus on equipping managers, social economy organisations (SEOs) employees, service (and VET) providers, and job seekers with essential skills for digital and sustainable transitions. The report leverages the findings from the SETS project's test delivery phase (Work Package 4), which are extensively presented in deliverable D4.1.

The objective of the test delivery was to monitor and assess the training programs from a re-engineering perspective, to refine the content, enhance the structure, and identify the most appropriate methodologies for delivering the developed materials.

1.1. Purpose of the report

The present report describes all the amendments and improvements implemented to the draft version of the training programs based on the experience and users' feedback collected during the piloting phase run in Slovenia and France. The piloting phase allowed us to gather important feedback to revise and enrich the content of the programs, which led to a new version of the Syllabi included in this document. Moreover, the program's delivery also helped to refine the learning methods envisioned for the courses and the learning path to improve the participants' journey. The improvements made to the courses intend to maximise both the participants' opportunity to increase their knowledge and their ability to have a self-paced learning journey, thanks to the programmes' flexibility and modularity. Furthermore, some changes have been made to the programmes to improve their sustainability after the project's completion and support their future transferability, scalability, and impact across partner countries and beyond. Lastly, we review some modules and related content to strengthen the specificity of the courses, which target the needs of social economy organisations.



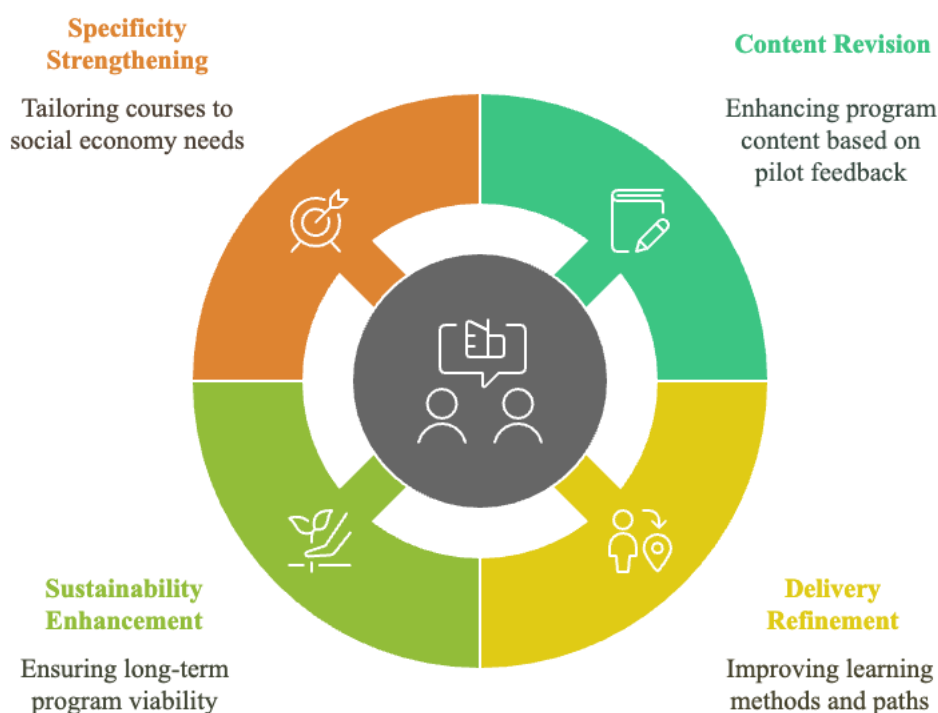


Figure 1. Training Programmes Improvement

1.2. Main takeaways from the pilot phase

This deliverable 4.1 serves as a foundation for finalising the training programmes. Therefore, this section summarises the main takeaways from the piloting phase in France and Slovenia regarding content, course structure, learning path and overall participants' feedback.

Content

The main suggestions in terms of the course's content were:

- Reducing the number of documents per chapter and prioritising clearer, more accessible formats.
- Increasing the terminological clarity and harmonisation.
- Including more real-life examples and cases.

Course Structure

Overall, participants appreciated the diversity of topics and the variety of pedagogical formats (quizzes, videos, downloadable resources). They generally found the training materials rich and

comprehensive, and the repetition strategy was perceived as helpful for learning complex subjects.

However, the actual time effort was much higher than planned during the design phase and not entirely coherent with the microlearning approach. Moreover, learners also suggested simplifying the quizzes and the structure of the assignments.

AI-generated videos were perceived as impersonal or less relevant compared to the PDF materials, which were considered clearer and more instructive.

Learning path

Participants appreciated the flexibility of asynchronous learning, which allowed them to manage the training alongside their regular responsibilities. Feedback indicated that the structure of the modules was generally well received. Technical challenges related to the platforms were the main flaw in the learning path. Technical issues with platform access and navigation required additional support from facilitators. Moreover, some learners indicated they would have benefited from extra time for reflection between modules or more peer interaction during the self-paced phase. All these inputs have been accepted and incorporated into the final versions of the courses, as described in the following section of the report.

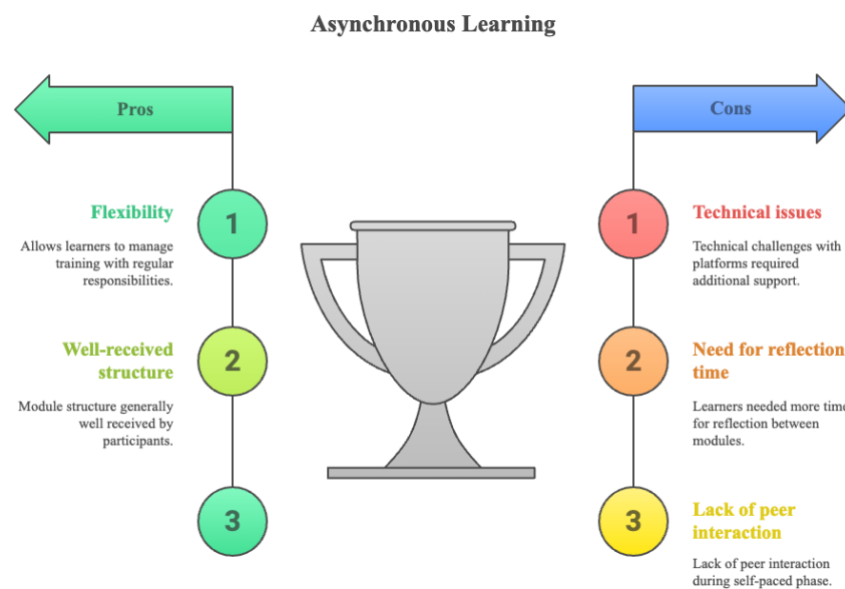


Figure 2. Asynchronous Learning Pros and Cons

2. Outline of the final training programs

2.1 Changes to the courses' overall structure

Following the piloting phase of the SETS modular training programs, a review and fine-tuning process was conducted to identify relevant changes to enhance the training modules' quality, relevance, and transferability. The piloting activities were carried out in two countries (France and Slovenia) by delivering six pilot courses: three in each country. The courses covered distinct areas of skills development related to the twin transition (green and digital). The training targets diverse audiences, including employees and managers of Social Economy Organisations (SEOs), job seekers, and service providers.

Participants engaged with asynchronous training modules hosted on the SPARKS platform and live synchronous sessions facilitated by trainers and external experts. The blend of self-paced learning and real-time interaction enabled a dynamic learning experience and allowed immediate feedback collection. Feedback from participants was gathered through multiple informal channels, including:

- Exchanges during live training sessions, particularly during the final wrap-up sessions;
- One-to-one conversations and spontaneous remarks during the training activities;
- Email feedback was received from participants after completing the courses.

In parallel, the project partners carried out internal discussions and debriefings to critically reflect on the piloting phase, validate the feedback received, and frame the necessary adjustments in line with the SETS objectives and the expected project outcomes, such as supporting the development of green and digital competences and fostering the scalability and replicability of the training models.

This analysis identified relevant changes to be implemented to optimise future iterations of the training offer, enhance the learners' experience, and ensure a higher degree of ecosystemic transferability across different national contexts.

The main changes to be implemented are:



a) Replacement of the initial self-assessment test with an introductory knowledge quiz.

During the ideation phase, the original training design included a self-assessment test at the beginning of the course. This tool was intended to help participants identify the training modules most suited to their initial skill levels. However, this approach was reconsidered based on the experience gathered through the pilots and participant feedback. The self-assessment was removed and replaced with a general introductory quiz, structured with questions linked to each training module. This quiz serves two purposes: first, it provides an overview of the key topics without guiding participants towards focusing only on selected modules; second, it maintains openness and inclusiveness, which is crucial considering the heterogeneity of participants. The pilots revealed that not all learners strictly matched the intended target profiles (for example, in Slovenia, the Artificial Intelligence course was also attended by individuals who were not managers of Social Economy Organisations). By adopting a more general and open knowledge check at the beginning and repeating it at the end of the course to measure the competences acquired, the training pathway becomes more accessible and participant-centred. This adjustment appears coherent with the SETS project's commitment to fostering ecosystemic skills development through flexible and inclusive learning pathways, supporting the up-skilling and re-skilling of diverse profiles within the Social Economy Ecosystem, as foreseen by the project objectives.

b) Enhancement of open-ended questions and interactive exercises within the training modules.

During the piloting activities, the quizzes with multiple-choice questions at the end of each lesson were maintained and generally well received. However, informal and collected participant feedback during live sessions highlighted that small, practical exercises were particularly engaging and appreciated. For example, in the Artificial Intelligence training course, a brief exercise related to GDPR compliance generated significant interest and active participation among learners. Similarly, during the synchronous sessions, collaborative exercises proved to be highly effective in stimulating discussion, reinforcing understanding, and promoting peer learning. Based on these observations, it was decided to increase the number of open-ended questions and small interactive exercises embedded within the online modules. This adjustment aligns with the SETS project's focus on promoting active and



participatory learning methodologies to foster deeper skills acquisition, critical thinking, and learner autonomy, especially in supporting the twin transition of Social Economy Organisations.

c) Integration of practical tips and Social Economy-specific examples into the training materials.

Another key improvement identified during the piloting phase concerns the need to better align the training content with the specific context of Social Economy Organisations (SEOs). Although the core content was appreciated, participants and trainers observed that practical examples and case studies specifically related to the Social Economy ecosystem could further enhance the relevance and applicability of the learning experience. In response to this feedback, it was decided to enrich the training modules by incorporating more practical tips related to the operations, challenges, and opportunities typical of SEOs. Moreover, existing and new case studies will be systematically embedded across different learning materials. These may be integrated within the downloadable PDFs created for each module (as already piloted in the initial version of the training), included in selected video materials through targeted updates, or offered as part of the additional readings suggested to participants for deepening their knowledge. This adjustment supports the overarching objective of the SETS project to promote context-aware skills development, ensuring that the acquisition of green and digital competences is closely connected to the practical realities and strategic needs of Social Economy actors, in line with the principles outlined in documents such as the Transition Pathway for Proximity and Social Economy and the European Skills Agenda.

d) Revision and reorganisation of the reading materials to improve usability and coherence.

The piloting phase also highlighted the need to revise and reorganise the reading materials provided alongside the training modules to ensure greater usability, relevance, and consistency with the core learning content. First, a clear distinction has been introduced between mandatory and recommended readings. Selected short documents (a maximum of one or two per lesson and not for every module) will be considered compulsory to ensure that essential knowledge is consistently acquired. Longer and more complex materials (such as institutional reports like the

Social Economy Action Plan or other European policy documents) will be offered as recommended readings, allowing participants to explore topics in more depth at their own pace without overloading the mandatory learning pathway. In addition, a **content harmonisation review was conducted**: materials that overlapped or repeated information already covered in the SETS-developed PDFs were revised. Where appropriate, relevant insights from external documents were incorporated directly into the PDF materials created by the SETS team, thereby streamlining the learning experience and avoiding unnecessary redundancies. In specific modules (for instance, in the “AI Terminology” lesson), multiple reading resources have been combined and restructured into concise glossaries or thematic summaries. This editorial work aims to make complex concepts more accessible and foster more efficient knowledge acquisition, supporting the personalised and learner-centred training approach central to the SETS methodology.

e) **Greater contextualisation of theoretical content towards Social Economy Organisations (SEOs).**

Another relevant change from the piloting experience concerns adapting the training content to fit better the specific characteristics of Social Economy Organisations (SEOs). During the initial pilots, it was observed that some lessons were built around theoretical frameworks that, although academically sound, remained quite general and not fully tailored to the practical needs and operational realities of SEOs. In response to participant feedback and internal reviews, efforts were made to stress the application of theoretical concepts specifically within the context of the social economy. Wherever possible, theoretical content was supplemented or replaced with SEO-relevant case studies, examples, and practical applications. This was achieved by integrating real-world experiences and illustrative scenarios related to the functioning, challenges, and strategic opportunities typical of Social Economy actors. This adjustment is fully aligned with the SETS project’s objective to promote skills development programmes that are academically robust but also ecosystemic, user-centred, and context-specific. This activity will ensure that SEOs can apply green and digital competencies effectively in their daily operations and strategic transitions. The aim is to make the training offer more actionable, immediately relatable, and supportive of the twin transition of the Social Economy sector.

f) Expansion and integration of digital tools supporting the training experience.

Another relevant adjustment focused on enhancing the practical value of the training by systematically incorporating references to specific digital tools throughout the learning materials. During the piloting phase, it became clear that participants appreciated having direct access to operational resources that could support the immediate application of the skills and concepts introduced. Consequently, the tools suggested across the modules were reviewed and expanded. Where possible, additional tools were identified and included, offering a wider range of practical options to meet the diverse needs of SEOs undergoing the green and digital transition. Furthermore, efforts were made to directly integrate links to relevant tools into the SETS-developed materials (including PDFs, additional readings, and training modules), ensuring that participants can easily access, explore, and experiment with these solutions. This update strengthens the hands-on dimension of the training, supports the acquisition of applied competences, and aligns with the SETS project’s aim to foster an ecosystemic uptake of green and digital innovations within the Social Economy, contributing to a more inclusive and effective twin transition.

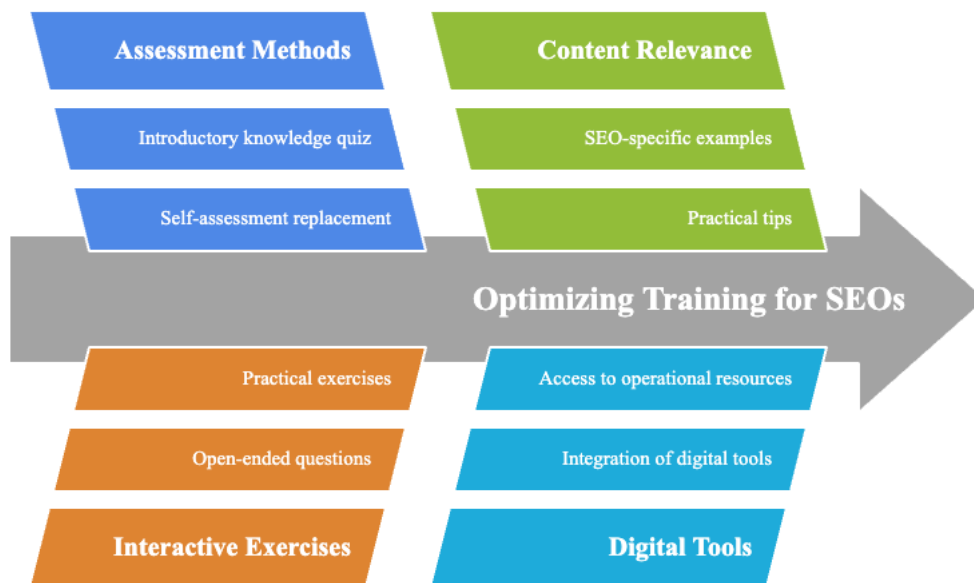


Figure 3. Enhancing Training Effectiveness for SEOs



Following here is Table 1 with a summary of the main modifications to be adopted in the final version of the training programs:

Piloting feedback		
Feedback	Revision	Brief Description
Reducing the number of documents per chapter	Reorganisation of reading materials	Reading materials were restructured into mandatory and recommended sections, eliminating redundancy and creating glossaries where needed
Slightly simplifying the structure of assignments	Increase of open-ended questions and interactive exercises	Open questions and small exercises were added to make learning more engaging and promote active participation
More localised examples and case studies to make content more relatable	Greater contextualisation of theoretical content for SEOs	Theoretical lessons were adapted to the specificities and needs of Social Economy Organisations with real-world examples
	Integration of Social Economy-specific examples and case studies	More practical tips and examples related to SEOs have been incorporated into the text, videos, and additional readings
Request for simplification, especially for technical elements.	More integration between theory and practice	Digital tools were identified and embedded directly into the learning materials to facilitate practical application of the knowledge

Table 1. Feedback Received from the Piloting of the Training Programmes



2.2 Final course's overall structure

The different amendments and improvements presented in the previous chapter allowed for consolidating a general outline standard for the various courses' modules, leading to several benefits in the learners' journeys. First, it ensures that the participants can enjoy the course's content despite their previous level of knowledge because the course always provides a preliminary understanding of the topic's basics. Second, it enforces the modularity approach thanks to brief and engaging video materials and several options to deepen the topics voluntarily. This approach increases the practical orientation and connection with real-world scenarios, making the topics more applicable. To strengthen the courses' personalisation for social economy organisations, we relied on the refinement of the topics' selection (for example, the general introduction of how AI has been created is now completed with a specific deep-dive on AI for social good and responsible AI) and of the sources' selection (for example, we favour open-source or free-to-use digital tools given SEOs often experience resource constraints). Another source of personalisation was the inclusion of more examples, case studies and scenario discussions.

Each course—Artificial Intelligence, Communicating and Collaborating in Digital Environment, and Social Economy and Impact Management—include different modules divided into lessons. After the revisions, the final training program layout is presented in Tables 2 to 4. We also changed the lesson order in a few cases to ease the learning progression.

Each lesson implies an asynchronous time effort of around 45 minutes, including all the mandatory materials and the quick means of verification at the end of the lesson. Moreover, each course includes 4,5 hours of webinar recordings and 1 hour of time effort for a pre- and post-knowledge assessment test. Overall, the courses have:

- **Artificial Intelligence** [3 modules, 13 lessons] – total time effort: 15h
- **Communicating and Collaborating in Digital Environment** [3 modules, 18 lessons]
– total time effort: around 20h
- **Social Economy and Impact Management** [4 modules, 17 lessons] – total time effort:
around 18h



Artificial Intelligence – 3 Modules, 13 Lessons	
Module	Lessons
1. General culture of AI	1. <i>AI for social good</i>
	2. <i>AI Vocabulary</i>
	3. <i>Types of AI</i>
	4. <i>Responsible AI and ethics</i>
2. AI as enabler in SEOs decision-making	5. <i>Ensure Privacy in the age of AI</i>
	6. <i>Overcome biases thanks to the responsible use of AI</i>
	7. <i>Reduce AI and Digital Carbon Footprint</i>
	8. <i>AI agents and the future of work</i>
	9. <i>Navigate Intellectual Property in Generative AI</i>
3. How can AI help SEOs?	10. <i>Unlock your organization potential with AI</i>
	11. <i>AI tools to support decision making</i>
	12. <i>Use AI to help the organizations in grant-seeking and fund-raising</i>
	13. <i>AI tools to automate tasks</i>

Table 2. Artificial Intelligence Training Programme

Communicating & Collaborating in Digital Environment – 3 modules, 19 lessons	
Module	Lessons
1. Strategic leveraging your website	1. <i>Collect data through your website</i>
	2. <i>Build an online presence</i>
	3. <i>Sustain an inclusive and bias-free user experience</i>
	4. <i>Keep your website up to date</i>
	5. <i>Build a purpose-driven brand</i>
2. Digital marketing using social media	6. <i>Build your social media marketing strategy</i>
	7. <i>Choose the right platform</i>



	8. <i>Create an editorial plan</i>
	9. <i>Exploit Paid Social Media Advertising</i>
	10. <i>Define your target audience</i>
	11. <i>Understand key GDPR requirements for digital marketing</i>
	12. <i>Ethical use of data and information</i>
3. Collaborating in digital environments	13. <i>Agile project management approaches and tools</i>
	14. <i>Manage communication digitally</i>
	15. <i>Create an inclusive and accessible digital environment</i>
	16. <i>Promote digital wellbeing in the workplace</i>
	17. <i>Empower your team with visual collaboration tools</i>
	18. <i>Manage a transition to cloud working</i>
	19. <i>Mailing list and calendar integration</i>

Table 3. Communicating & Collaborating in the Digital Environment Training Programme

Social Economy and Impact Management - 4 modules, 17 lessons	
Module	Lessons
1. Social economy and entrepreneurship in Europe	1. <i>Definition of Social Economy Organizations</i>
	2. <i>The spectrum of social economy organizations</i>
	3. <i>Coexistence of social and economic mission</i>
	4. <i>Legal (nation specific) framework for social enterprises</i>
2. Social innovation and co-design	5. <i>Basics of social innovation</i>
	6. <i>Design and definition of the social model of intervention</i>
	7. <i>Inclusive design</i>



	<i>8. Stakeholder engagement</i>
3. The impact economy approach	<i>9. Defining impact and the triple-bottom-line perspective</i>
	<i>10. Creating shared value</i>
	<i>11. Sustainable & Impact finance</i>
	<i>12. Configurations private-public partnerships (PPP) for social impact</i>
	<i>13. Impact reporting and the risk of "washing"</i>
4. Social impact assesment tools	<i>14. Impact modelling and frameworks</i>
	<i>15. Theory of change</i>
	<i>16. Social Return on Investment</i>
	<i>17. Strategies and tools for data gathering</i>

Table 4. Social Economy and Impact Management Training Programme

Each lesson includes several components embedded into a one-page screen layout where the learners can access all the reading media and materials. First, there is a general introduction summarising the lesson’s objective and the topic in general. Second, a brief video (3-5 minutes) from an external source is embedded to provide an understanding of the basic knowledge about the topic. For example, a straightforward explanation of the different types of AI is provided. Third, a written text, elaborated by SETS partners based on reliable external academic and practitioners’ sources, explains more in depth how the specific topic applies and can be helpful in social economy organisations (SEOs). The text elaborates on the different sources, enriching the general information about the subject and explaining how SEOs can leverage this knowledge to improve its functioning. For example, how the various types of AI can be used in the organisational context of SEOs and how they can enhance their intervention model. The text also provides real-world scenarios of SEOs implementing a specific solution related to the topics, or sometimes, it mentions SEOs which have developed their own services or instruments (e.g., an environmentally friendly search engine by social enterprises). A scenario is a situation where an SEO faces specific challenges concerning the topic, and the trainers develop a possible problem-solving situation that the learner can adopt in their professional life. References to external handy sources, such as articles providing a specific angle on the topic, guides with



practical tips or a collection of tools ready to be applied, are included if needed to make the lesson comprehensive.

The overview on the topic is complemented by a toolkit that introduces software, digital services, templates, or, in some cases, general application tips or step-by-step guidance to allow SEOs to immediately translate the topic introduced into practice (for example: Ad Grants, <https://www.fortell.ai/>, <https://ecoping.earth>, CustomGPT.AI, etc.). The last section suggests other optional materials if the learner wants to dive deeper into the topic, but these are not counted in the overall time effort of the lesson. Lastly, at the end of the module, there is a quick scenario-based quiz or practical exercise to support the participant in verifying their understanding of the notions presented in the lessons.

Lesson general layout	
<i>Title</i>	Lesson’s title and position in the learner’s journey
<i>Intro</i>	Lesson’s objective and topic introduction
<i>Video material</i>	Basics on the topic
<i>Main text</i>	Applying the topic to SEOs (summary of the main elements of the topic, established frameworks analysing the topic, SEOs examples and case studies, SEOs scenarios)
<i>Toolkit</i>	Tools, templates or practical tips ready to be implemented and how to use them
<i>Additional mandatory readings</i>	Articles, practical guides, more extensive case studies
<i>Optional deep-dive materials</i>	Reference to more extensive or complex sources to deep dive into the topic

Table 5. General Layout of the Lesson



3. Syllabi of the final training programs

In this section, we describe the final outline of the courses after implementing all the revisions identified during the piloting in Slovenia and France. The text highlights all the topics now included in the lessons for the different courses. The full version of the final courses' syllabi is in the Appendix and cross-referenced in the text.

3.1 Artificial Intelligence

General Outline

The first module provides SEO managers with a synthetic but comprehensive overview of the fundamentals to understand the functioning of AI technology. Given the complexity of the topic, the course helps SEOs managers to acquire a general sense of how AI functions and the proper technical vocabulary. Moreover, the module thoroughly addresses all the potential societal consequences of using AI in terms of ethics and potential exclusion trajectories in using AI. This is meant to prepare managers to make informed decisions regarding integrating AI into their organisations without displacing social and ethical values implied by the SEO's mission.

In this first module, we significantly revise the first and third lessons to introduce the concept of **AI for Social Good** and **Responsible AI**. The first lesson in this new version briefly touches the origins and evolution of AI and devotes most of the materials to explain how AI can be used in social innovation as proposed by the World Economic Forum framework¹. Moreover, the lesson includes some suggestions and examples on being an AI-native social impact organisation, namely a type of SEO that inherently integrates artificial intelligence (AI) technologies into its core operations, strategies, and services to achieve its mission of creating positive social change. From the very beginning, the learner understands how AI can open opportunities for SEOs and how it can be exploited to envision social impact generation strategies. Also, we broadened the topic of dealing with ethical issues in AI to provide a more comprehensive explanation of the concept of responsible AI for social innovation².

¹ <https://www.weforum.org/publications/ai-for-impact-artificial-intelligence-in-social-innovation/>

² <https://www.weforum.org/publications/ai-for-impact-the-prism-framework-for-responsible-ai-in-social-innovation/>



The second module explores organisational challenges associated with AI implementation in SEOs, providing SEO managers with critical insights needed to address potential risks stemming from the integration of AI in their organisations. However, the course also intends to offer a critical perspective because it is crucial for SEOs managers to wisely assess the potential negative consequences of using AI regarding reputational risks and the displacement of their social value creation processes.

In this second module, the argument about how to avoid different possible types of bias in using AI, has been integrated by suggestions on how **AI can help managers to mitigate human biases in decision making** and be compliant with constraints in data management ensuring fairness in hiring, resource allocation, and beneficiary selection and **how to design AI governance**. Moreover, we strengthened the practical orientation of the course by providing **guidelines and examples on how to ensure privacy in the age of AI** and more **practical tips to reduce the carbon footprint in using digital and AI**.

Lastly, we provide a critical perspective on **AI agents as virtual team members**, which might ease the organisation's decision-making processes and raise serious challenges.

The last module offers a very operational angle, introducing specific AI tools to enhance organisational efficiency and decision-making. By exploring these tools, managers will gain the knowledge to make informed decisions about which AI solutions best align with their organisation's goals, ultimately concluding the course with the ability to develop an AI strategy coherent with its mission and values.

The flow of this third module was reorganised to provide an initial **general overview of how AI can be employed to improve the intervention model** and increase the scale of the societal impact generated by SEOs. For example, specific AI uses have been introduced, such as **AI-driven Accessible Services or Personalised Targeting with AI-driven Analytics**. Some examples help to understand that AI can be wisely integrated into an existing social intervention model, also for non-AI native SEOs (e.g. Akshaya Patra is the most extensive school lunch program, which uses predictive algorithms to analyse variables such as school attendance, regional food preferences, and even weather conditions to optimise its intervention). Moreover, the module delves into how AI can be exploited to **support informed decisions, attract**



donors, automate repetitive tasks such as bookkeeping, inventory management, and customer support, and increase SEO efficiency.

Summary of main revisions	
Module	Topics added
<i>General culture of AI</i>	AI for social innovation; Responsible AI
<i>AI as enabler in SEOs decision-making</i>	Privacy by design, Bias Reduction in Decision-Making, AI governance, AI agents as virtual team member
<i>How can AI help SEOs?</i>	AI driven Accessible Services, Personalized Targeting with AI-driven Analytics, AI-Driven Predictive analytics, Use of CustomGPT.AI, Tools to automatize tasks

Table 6. Artificial Intelligence Training Programme

Revision Summary

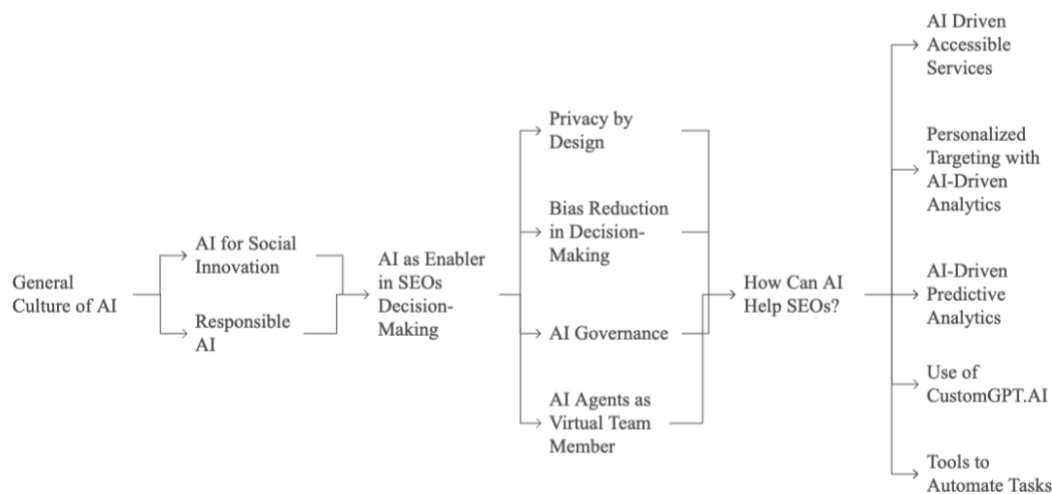


Figure 4. AI Integration in SEOs Decision-Making

Please see the final syllabus for the Artificial Intelligence course (Appendix 1. Artificial Intelligence Syllabi).

3.2 Collaborating and Communicating in the Digital Environment

General Outline



The first module helps SEO employees understand how to effectively manage and utilise their websites to collect valuable data, build an online presence, and showcase their products or services in online settings. The first two lessons focus on collecting data through websites and building an online presence. In terms of revision, the module has been improved by including **more sophisticated instruments such as scraping tools and tools to create and manage analytics**. The next lesson addresses the approach of **Inclusive User Experience**, given that SEOS must ensure that websites are accessible and engaging for all users, while avoiding unintentional exclusions. The last lesson was significantly expanded to offer practical guidance on building a **purpose-driven brand** and showcasing its online presence, leveraging mission-driven storytelling and the integration between the product/service and impact.

The second module provides SEO employees the skills to create a social media marketing strategy effectively. The first two lessons introduce the basics of digital marketing and help employees understand how to choose the right platform for their target audience. These tools are crucial for SEOs to expand their reach and engage with communities. The lessons have also been reviewed to consider **digital marketing tactics to generate income for SEOS** and related tools such as Ad Grants.

The next lesson focuses on creating an editorial plan—a vital step in organising content and maintaining consistency across platforms. The content was strengthened with suggestions on **practical content management and scheduling tools** and how AI might support the creation of the editorial plan, including some **prompting examples**. The lesson on paid advertising was refocused mainly on different **advertising tools for donations**, such as YouTube Giving or TikTok for Good. Moreover, it explains how to use **social media platforms' analytics tools** (e.g., Facebook Insights) to define the target audience better. The lessons on GDPR compliance and the ethical use of data and information are critical for SEOs to maintain transparency and trust with their audiences, which have a significant constituency of vulnerable groups. The **technical materials** were revised and translated into **scenarios and case studies** so the learner could comprehend them more easily. The last module focuses on the tools and best practices that SEO employees need to collaborate effectively in digital environments, particularly as they transition to hybrid or remote work settings.



The very first lecture of the module was completely revised to address the topic of **agile project management approaches and (open source) tools**, with a specific focus on best practices in the not-for-profit sector. The presentation of communication tools was personalised for SEOs by including **community engagement platforms**, together with traditional CRM systems and stakeholder management instruments. The following section addresses the topic of inclusion in digital projects and **digital equity**, ensuring that all team members are engaged and that diverse perspectives are considered, which is crucial for maintaining SEO's commitment to social inclusion. The following lesson promotes digital wellbeing, highlighting the importance of maintaining a healthy work-life balance in an increasingly digital world. The module then explores visual boards, cloud-based collaboration, and mailing list tools, which streamline communication and project management. Finally, integrated calendar and scheduling tools are covered, essential for coordinating tasks and keeping track of deadlines in a remote or hybrid work environment.

All these lectures were slightly revised to include more **easily accessible tools** offering favourable conditions to SEOs (e.g. <https://www.microsoft.com/en-us/nonprofits>) or provided by social enterprise (<https://www.digitalocean.com/impact>).

Summary of main revisions	
Module	Topics added
<i>Strategic leveraging your website</i>	Scraping, Google Analytics, Open Web Analytics, Search Engine Optimization tactics for SEOs, Search Engine Advertising, Inclusive UX, Mission-driven storytelling
<i>Digital marketing using social media</i>	Search Engine Marketing, Ad Grants and other SEOs' specific marketing tactics, Ad for donations on social media, Social media platforms analytics tools
<i>Collaborating in digital environments</i>	Agile project management in non-profit organisations, Community engagement platforms, Digital equity



Table 7. Collaborating and Communicating in the Digital Environment Training Programme

Revision Summary

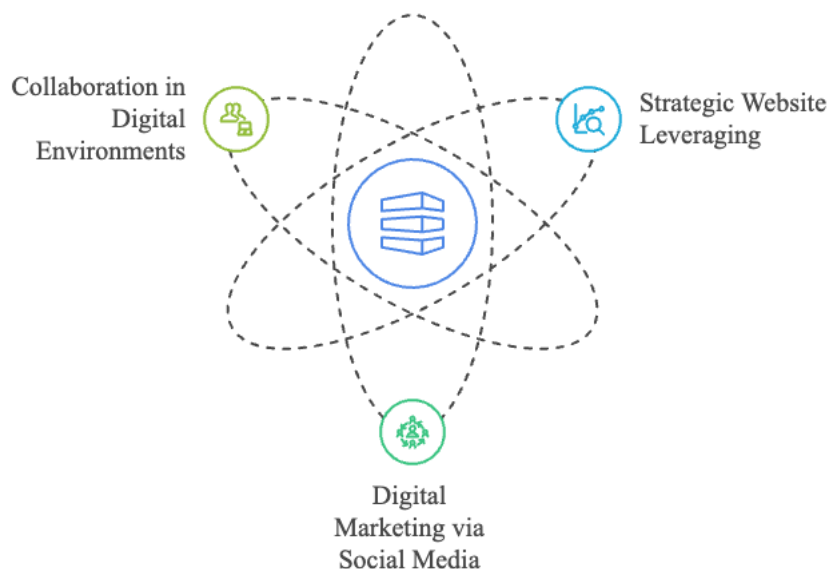


Figure 5. Enhancing Digital Skills

Please see the final syllabus for the Collaborating and Communicating in the Digital Environment training programme (Appendix 2. Communicating and Collaborating in Digital Environments Syllabi).

3.2 Social economy and Impact management

General Outline

This course offers service providers an essential overview of the social economy, helping them understand the values that drive Social Economy Organizations (SEOs) and how they differ from traditional business models. It introduces the concept of social innovation, highlighting how SEOs engage in co-design with communities to address social challenges. Service providers learn about the different organisational forms of SEOs and how they integrate the impact economy approach into their operations, prioritising social and environmental outcomes alongside financial sustainability. Additionally, the course covers tools for assessing social impact, equipping service providers with the knowledge to evaluate and support SEOs in ways that are aligned with their mission.



The main revision in the first two modules included **more SEOS case studies and examples**. The third and fourth modules were edited to adopt more **scenario-based learning** to allow participants to experience the main challenges in managing twofold, social and economic, value creation processes. Lastly, the fourth module was enriched by including **templates and digital enabling tools** to ease the implementation of impact assessment by SEOs (such as <https://60decibels.com/> or <https://chatgpt.com/g/g-29hWk2a89-sopact-program-data-impact-measurement-gpt>).

Summary of main revisions	
Module	Topics added
<i>Social economy and entrepreneurship in Europe</i>	Design Sustainable Business Model
<i>Social innovation and co-design</i>	Stakeholder matrix, Stakeholder engagement strategies,
<i>The impact economy approach</i>	Impact investing instruments and actors
<i>Social impact assessment tools</i>	Social Reporting, Supporting tools for impact assessment

Table 8. Social economy and Impact management Training Programme
Revision Summary



Figure 6. Structure of Social Economy and Impact Assessment Training

Please see the final Syllabus of the Social Economy and Impact Management Training Programme (Appendix 3. Social Economy and Impact Management Syllabi).

Appendix 1. Artificial Intelligence Syllabi

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.</p> <p>The course will 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	<p>Total duration: 16 h (including asynchronous online courses comprehensive of mandatory readings– 10 h, Live sessions - 4:30 h, Quiz and exercises – 1,5h)</p>
Who is this course for	<p>The course is designed for <u>SEOs managers</u>, as it focuses on strategic decision making using AI. Given that, the course can be also taken by employees of SEOs who are interested in AI and want to learn to use it strategically.</p> <p>At the beginning of the course, participants will undergo a brief knowledge assessment to evaluate their existing knowledge: this helps them identify which topics to focus on during the course. Completion of all lessons and modules is required to finish the course.</p>



Course aim	<p>The course is designed to assist SEOs in incorporating artificial intelligence tools into their strategic planning and to use AI to automate and simplify operations.</p> <p>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.</p>
Skill gap area	<p>The course is designed to equip SEOs 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	The following modules will be discussed:



	<p>LO1_General culture of AI</p> <ul style="list-style-type: none"> – AI for social good: Early beginnings, Origins of AI and its pioneers, Understanding how AI can be used by SEOs to generate Social impact – AI Vocabulary: a glossary of AI-related terms to understand the differences between concepts – 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) – Responsible AI and Ethics: 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"> – Ensuring Privacy in the age of AI: Data privacy fundamentals in AI models (collection, storage, and sharing) – Overcoming biases thanks to the responsible use of AI: Understanding biases, How to address biases role in decision making, Different types of biases – Reduce AI and Digital Carbon Footprint: Role of data centers in AI energy consumption, Storage, processing, training data, An eco-friendly approach to AI – AI agent and the future of work: Impact of AI on employment and workforce dynamics, Strategies for mitigating risks associated with AI dependence, Managing AI reliance effectively – Navigating Intellectual Property in generative AI: Ownership of AI-generated content and algorithms, Patents, Copyrights, Ethical concerns in AI innovation and intellectual property rights
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	<p>LO3_How can AI help SEOs</p> <ul style="list-style-type: none"> – Unlock your organizational potential with AI: Leveraging AI for business process optimization and efficiency gains – AI tools to support decision making: Overview of AI tools landscape, Categories and functionalities, emerging trends and innovations in AI tools and technologies, Strategic management with AI – Using AI to help the organizations in grant-seeking and fund-raising : presentation of different tools to help organizations in finding, requesting and managing grant-seeking – AI tools to automate tasks: presentation of different tools to eliminate redundant tasks and automate repetitive processes
<p>Course structure</p>	<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 • 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 experts, 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
<p>Suggested readings</p>	<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/
<p>Assessments and certification</p>	<p>The assessment process will evaluate the learning outcomes by using:</p> <ul style="list-style-type: none"> • Multiple choice questions • Practical exercises to be uploaded



	<ul style="list-style-type: none">• After the closing session: fulfilment of a self-evaluation questionnaire assessing the competence acquired and future opportunities opened by the course <p>Participants who completed the training received a European Digital Credential, as a certificate of completion via the Europass platform, with SETS Consortium acting as the issuing authority. This certification acknowledges the learner's engagement and achievements in the programme, and provides a standardized European format that can be used for future applications, CVs, or professional recognition. The credentials include the achievement title, the learning outcomes (title, summary and type - knowledge or skill), language, volume of learning (in hours), how many ECTS, and EQF level.</p>
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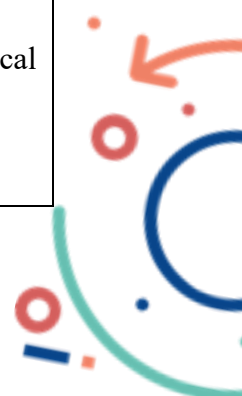
Appendix 2. Communicating and Collaborating in Digital Environments

Syllabi

TITLE: Communicating and collaborating in digital environments	
Course description	<p>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.</p> <p>Participants will learn how to overcome common challenges associated with virtual collaboration, such as maintaining clear communication and building team cohesion.</p> <p>The course will also emphasize the importance of creating inclusive digital spaces that accommodate diverse work styles and needs.</p>
Duration/Workload	Total duration: 21 h (including asynchronous online courses comprehensive of mandatory readings– 15 h, Live sessions - 4:30 h, Quiz and exercises – 2 h)
Who is this course for	<p>The course is designed for <u>SEO employees and Job seekers</u>, as it is designed to introduce themes of collaboration and digital communication, with a practical focus on content creation/management and transitioning to a hybrid workplace.</p> <p>At the beginning of the course, participants will undergo a brief knowledge assessment to evaluate their existing knowledge: this helps them identify which topics to focus on during the course. Completion of all lessons and modules is required to finish the course.</p>



Course aim	<p>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.</p> <p>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.</p>
Skill gap area	<p>The course is designed to assist SEOs with an overview of the main tools and concepts related to collaboration and communication within digital environments.</p> <p>This is consistent with the following DIGCOMP areas:</p> <ul style="list-style-type: none"> • 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	<p>Participants, after completing the learning process, will be able to:</p> <ul style="list-style-type: none"> • 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.



<p>Modules description</p>	<p>The following modules will be discussed:</p> <p>LU1_ Websites</p> <ul style="list-style-type: none"> – Building an online presence: Online reputation management, Developing a comprehensive online presence using multiple channels, Basics of SEO – Keep your website up to date: Importance of regular website updates, Content management systems (CMS) basics – Build a Purpose-driven Brand : Introduction to e-commerce functionalities, Creating effective product/service pages, User engagement Features, Mission-driven storytelling – Collect data through your website: Data analysis and strategic use of collected data, implementing advanced web analytics tools – Sustain an inclusive and bias-free user experience: User feedback management for UX improvement, Techniques to mitigate biases in UX design. <p>LU2_ Digital marketing using social media</p> <ul style="list-style-type: none"> – Build your social media marketing strategy: Basics of digital marketing concepts, Digital marketing channels (social media, email, SEO), Developing a basic digital marketing strategy – Defining the target audience: Creating buyer personas, basics of audience analysis – Choosing the right platform: Types of digital platforms (CMS, e-commerce, social media), Integrating platforms for a cohesive digital strategy – Creating an editorial plan: Optimizing the editorial plan: performance analysis and iterations, Integrating SEO and content distribution strategies into the editorial plan – Paid social media advertising: Campaign optimization, Using analytics tools to measure ROI of advertising campaigns, GDPR
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- Understand key GDPR requirements for digital marketing: Handling access requests and right to erasure under GDPR, Data security and protection measures for GDPR compliance.
- Ethical use of data and information: The role of data governance in promoting ethical practices

LU3_Collaborating in digital environments

- AGILE Project management approach and tools: Integrating project management tools with other platforms and applications, AGILE methodology, digital project management for SEOs
- Manage communication digitally: New ways of communication, tools to communicate in hybrid settings, CRM systems
- Create an inclusive and accessible digital environment: Techniques for designing inclusively, User testing and feedback
- Promoting digital wellbeing in the workplace: Using technology to enhance rather than detract from mental and physical health
- Empower your team with visual collaboration tools: Types of visual boards: Mind maps, flowcharts and storyboards, Utilizing visual boards for planning and collaboration.
- Manage a transition to cloud working: Fundamentals of cloud environments: managing multi-tools environment
- Draft an e-mail list: Importance of email lists in digital communication, Email list management tools: Mailchimp, Constant Contact, etc.
- Build a calendar integration: Using digital calendars for time and task management, Syncing multiple calendars: personal and professional, Online scheduling tools: Google Calendar, Microsoft Outlook



<p>Learning methodologies</p>	<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 • 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 experts, 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
<p>Learning materials</p>	<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</p> <p>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</p> <p>https://www.researchgate.net/publication/354967866_SOCIAL_MEDIA_MARKETING_A_CONCEPTUAL_STUDY</p>
<p>Assessments and certification</p>	<p>The assessment process will evaluate the learning outcomes by using:</p> <ul style="list-style-type: none"> • Multiple choice questions • Practical exercises to be uploaded • After the closing session: fulfilment of a self-evaluation questionnaire assessing the competence acquired and future opportunities opened by the course <p>Participants who completed the training received a European Digital Credential, as a certificate of completion via the Europass platform, with SETS Consortium acting as the issuing authority. This certification acknowledges the learner's engagement and achievements in the programme, and provides a standardized European format that can be used for future applications, CVs, or professional recognition. The credentials include the achievement title, the learning outcomes (title, summary and type - knowledge or skill), language, volume of learning (in hours), how many ECTS, and EQF level.</p>

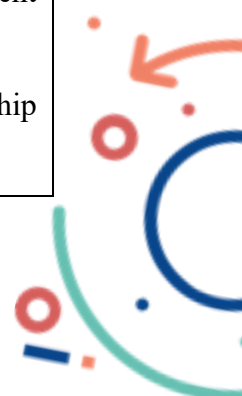


Appendix 3. Social Economy and Impact Management Syllabi

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: 19 h (including asynchronous online courses comprehensive of mandatory readings– 13 h, Live sessions - 4:30 h, Quiz and exercises – 1,5h)</p>
Who is this course for	<p>The course is designed for SEO’s <u>Service providers</u>, as it provides the basics knowledge to understand SEOs and the guiding principle of the Impact Economy. Given that, the course can be usefoul for SEOs managers and Employees to deepen their understanding of specific topics such as impact measurement and management.</p>



<p>Course aim</p>	<p>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.</p> <p>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 communication with them.</p>
<p>Skill Gap area</p>	<p>The course is designed to equip SEO's Service Providers and SEOs Managers/Employees 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.</p>
<p>EQF Level</p>	<p>4</p>
<p>Expected learning outcomes</p>	<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 _ 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>LU3 _ Different SEO’s organizational forms</p> <ul style="list-style-type: none"> – Legal framework (nation-specific) for SEOs <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 – Sustainable & Impact Finance – Impact reporting and the risk of impact-washing – Configurations of public-private partnerships (PPP) for social impact <p>LU5 _ Social impact assessment tools</p> <ul style="list-style-type: none"> – Impact modelling and frameworks – The Theory of Change approach – Social return on investment



	<p>– Strategies and tools for data gathering</p>
<p>Learning methodologies</p>	<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. • 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 experts, 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
<p>Learning materials</p>	<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.</p> <p>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_isn_t</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>
<p>Assessments and Certification</p>	<p>The assessment process will evaluate the learning outcomes by using:</p> <ul style="list-style-type: none"> • Multiple choice questions • Practical exercises to be uploaded • After the closing session: fulfilment of a self-evaluation questionnaire assessing the competence acquired and future opportunities opened by the course <p>Participants who completed the training received a European Digital Credential, as a certificate of completion via the Europass platform, with SETS Consortium acting as the issuing authority. This certification acknowledges the learner's engagement and achievements in the programme, and provides a standardized European format that can be used for future applications, CVs, or professional recognition. The credentials include the achievement title, the learning outcomes (title, summary and type - knowledge or skill), language, volume of learning (in hours), how many ECTS, and EQF level.</p>



Partners

