

SIKE preliminary needs analysis survey report



social innovation
through **knowledge**
exchange

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1. Introduction

This document, in the form of a report, presents the results of a questionnaire inserted in the Work Package 1 of the European Erasmus+ project SIKE, Social Innovation through Knowledge Exchange. This Work package previews the task to collect the Needs Analysis in each of the project partner's region and in general. The questionnaire was divided into 4 categories, with sub-categories and specific questions within each of them.

2. General Information

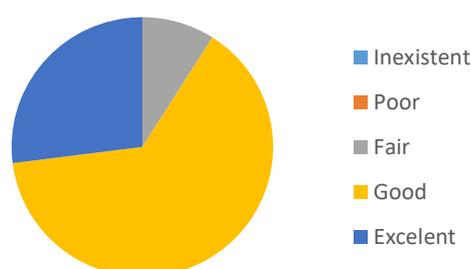
2.1. Consortium partners' identification

<u>Institution</u>	<u>Country</u>	<u>Type of institution</u>
BIB - Business Innovation Brokers	Spain	Non-profit Org./SME
SIL - Social Innovation Laboratory	Croatia	Non-profit Org./SME
SIX - Social Innovation Exchange	United Kingdom	Non-profit Org./SME
GCU - Glasgow Caledonian University	United Kingdom	Public or state HEI
DSIL - Duisburg Social Innovation Lab	Germany	Non-profit Org./SME
TUDO - TU Dortmund University	Germany	Public or state HEI
TMP - The Melting Pot	United Kingdom	Non-profit Org./SME
UAV - Universidade de Aveiro	Portugal	Public or state HEI.
UD - Universidad de Deusto	Spain	Private HEI
SCML - Santa Casa da Misericórdia de Lisboa	Portugal	Non-profit Org./SME
VERN – University of Applied Science	Croatia	Private HEI

Table 1 - Consortium partners' identification

SIKE project contains eleven consortium partners, of which from five different countries: Spain, Croatia, United Kingdom, Germany, and Portugal. These are from a range of types of institutions divided by the High Education Institution (HEI) and non-profit Organisations or Small-Medium Enterprises (SME). The HEI's variate from public/state and private ones, being 27% of the public/state HEI and 18% private HIE. The remaining 55% belong to the non-profit organizations or SME partners.

2.2. Enrolment evaluation of the institution with social innovation activities.

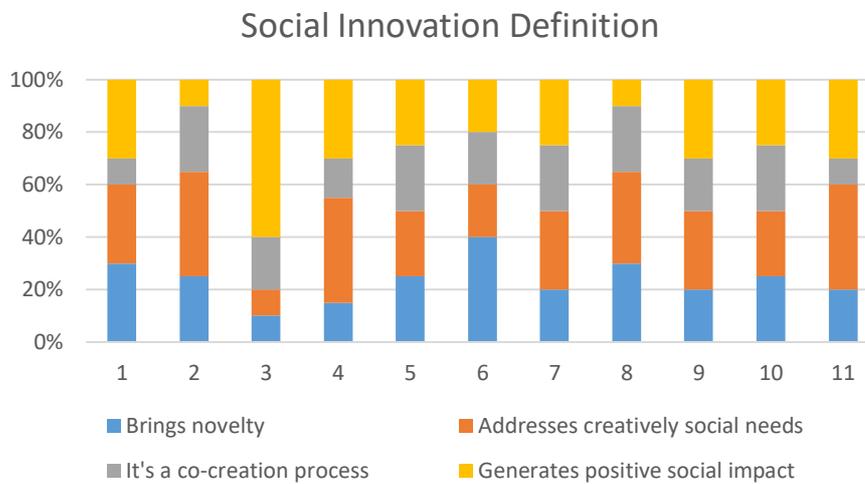


Graphic 1 - Enrolment in Social Innovation activities

The partners' responses varies accordingly to their context of enrolment in Social Innovation activities within their institution. The responses are spread between: 0% in Inexistent and Poor, 9% - Fair, 64% - Good and 27% - Excellent. It demonstrates a positive oversight but still with the opportunity to further develop and grow.

3. Social Innovation Definition

3.1. Social Innovation Definition distribution



Graphic 2 - Social Innovation Definition distribution

Bring novelty	23 %
Addresses creatively social needs	30 %
It's a co-creation process	20 %
Generates positive social impact	27 %

Table 2 - Social Innovation Definition average responses

In order to perceive Social Innovation Definition across the partners' vision, it was established four frameworks and definition of what Social Innovation is/does: Bring novelty, addresses creatively social needs, it's a co-creation process, generates positive social impact. The distribution of value across the partners' responses was balanced, as we can see in Graphic 2. However, as it is showed in table 2, with the

calculated average of the values, we notice the most agreed definition of Social Innovation as it addresses creatively social needs.

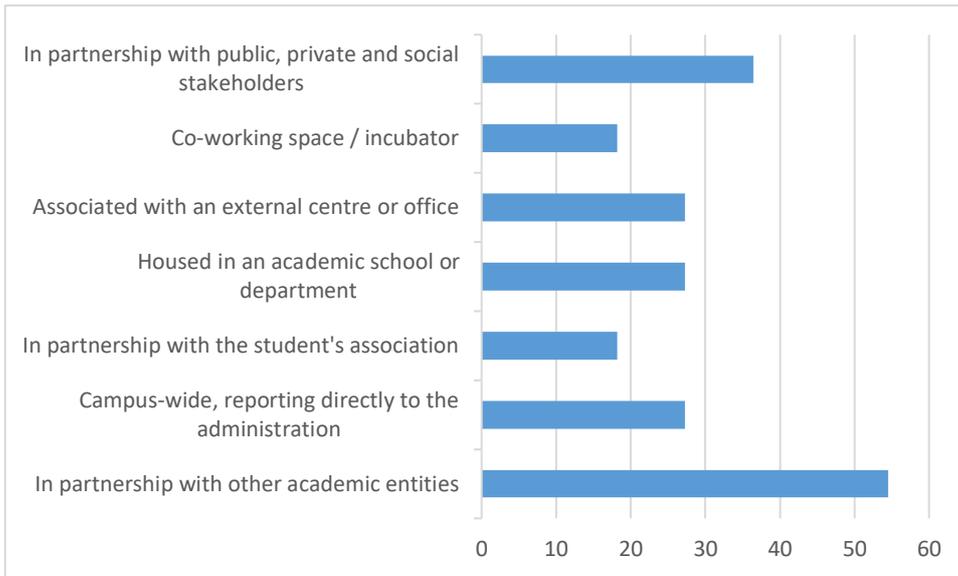
3.2. Social Innovation definition used by the consortium partners



Graphic 3 - Social Innovation Definition

The previous graphic represents the responses of the consortium partners to narrow down the definition of Social Innovation, establishing a common ground and common understanding. Most of the partners (63,6%) agree that Social Innovation “meet social needs”, so we can affirm that it is the principal common ground when defining Social Innovation in the context of the project. Followed by this topic, we can see that Social Innovation also “Improve capabilities and relationships: New combination /configuration of social practices” and “Include new elements/solutions (strategies, products, concepts, ideas, processes, services, business models, tools, methodologies, and politics)”, is a common definition with 45,5% of the partners agreeing with that. With 36,4% of the partners’ responses, we can extract that Social Innovation is seeing as a “Way of solving (social) problems”, however with less conformity. Fewer agreed (27,3%) that Social Innovation is defined by the “Better use of assets and resources (effective and sustainable use of resources/relationships)” and even fewer selected the “Participation of the people” as a definition (18,2%).

3.3. Partners’ Social Innovation initiatives

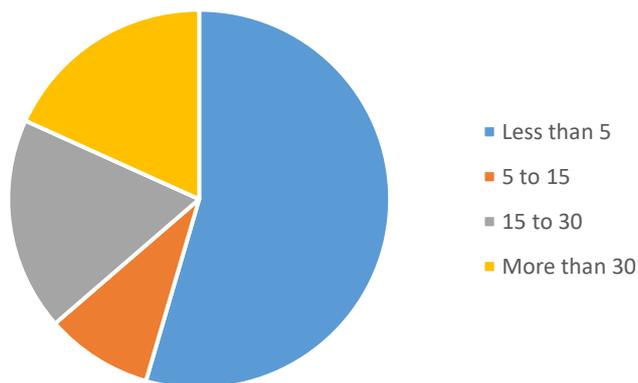


Graphic 4 - Partners' Social Innovation initiatives

The Social Innovation initiatives run by the partners are divided in different typologies. The most common initiative, with 54,5%, is “in partnership with other academic entities”, followed by “partnership with public, private and social stakeholders” counting with 36,4% of the partners’ initiatives. With almost one-quarter of the responses (27,3%), there are initiatives “Associated with an external centre or office”, “Housed in an academic school or department” and “Campus-wide, reporting directly to the administration” initiatives. The least common type were the ones “In partnership with the student's association” and “Co-working space/incubator” with 18,2% of the partners’ initiatives represented.

4. - Definition of stakeholders

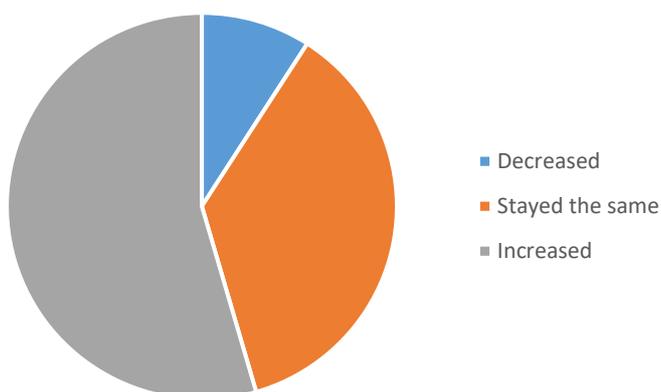
4.1. Quantity of institutions’ faculty and/or staff currently enrolled in programs in social innovation



Graphic 5 - Percentage of institutions' faculty and/or staff currently enrolled in programs in social innovation

The majority (54,5%) of the institutions' faculty and/or staff currently enrolled in programs in social innovation is less than 5 people. With more than 30 people there is 18,2% of the institutions inquired and with the same percentage the institutions with 15 to 30 faculty and/or staff. With 5 to 15 people currently enrolled in programs in social innovation, we find only 9,1% of the partners' institutions.

4.2. Variation of the quantity of the number of partners' institutions' faculty and/or staff in the last five years

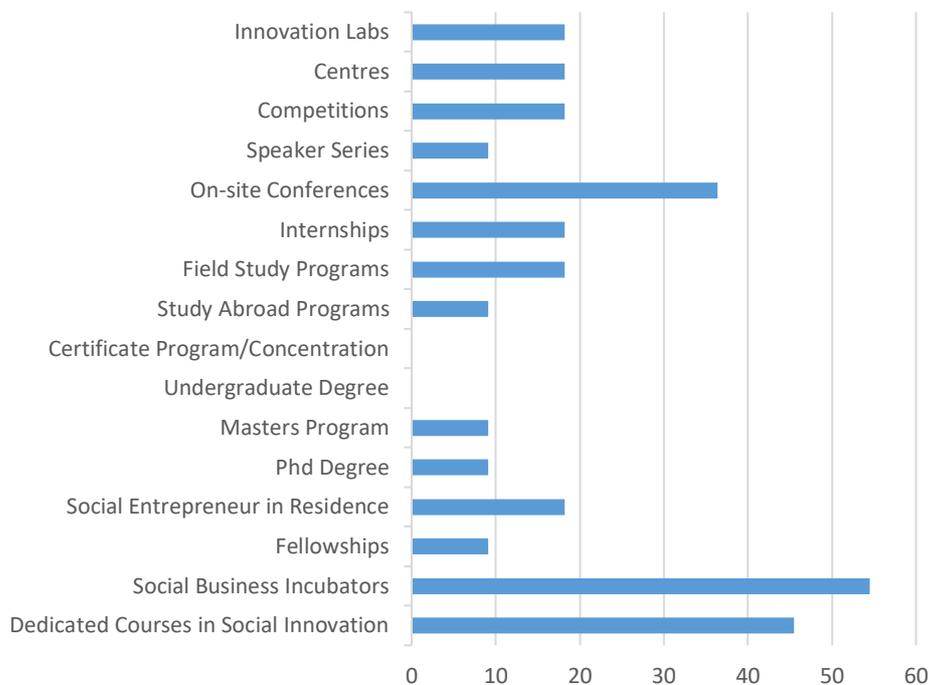


Graphic 6 - Variation of the quantity of the number of institutions' faculty and/or staff in the last five years

More than half (54,5%) of the partners' institutions' faculty and/or staff member increased in the last five years, indicating that there are more people working on the field of Social Innovation. However, even so, 36,4% of partners' institutions stayed the same in the last five years in relation to the number of people working there. A small

percentage (9,1%) showed that the number of the faculty and/or staff member in the partners' institutions decreased.

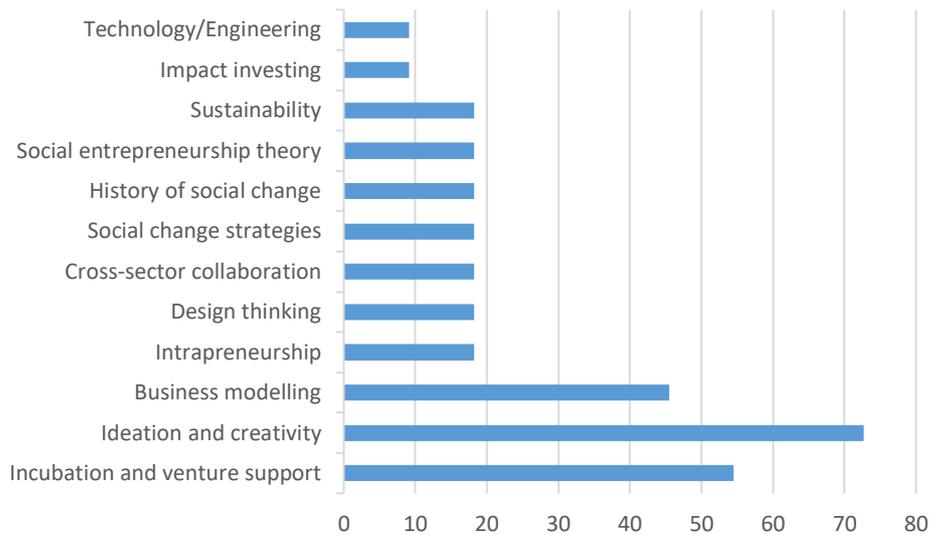
4.3. Partners' institutions' offerings in social innovation



Graphic 7 - Partners' institutions' offerings in social innovation

The offering in Social Innovation in the partner's institutions variate from a range between more academic or more community orientated. The most common offering is Social Business Incubators, represented by 54,5% of the interviews institutions. Following the Incubators, the second most common is Dedicated Courses in Social Innovation, being offered by 45,5% of the institutions. On-site Conferences also present themselves as an important, being offered by 36,4% of partner's institutions. With less presence among the interviewees, and with the same percentage (18,2%), Social Entrepreneur in Residence, Field Study Programs, Competitions, Centres, Innovation Labs, are offers also provided by some partners. Fellowships, Ph.D. Degree, Masters' Program, Study Abroad Programs, and Speaker Series are offerings that only 9,1% of the interviewed partners confirmed they had. In any of the partner's institutions, it was demonstrated to offer Undergraduate Degree and Certificate Program/Concentration in the field of Social Innovation.

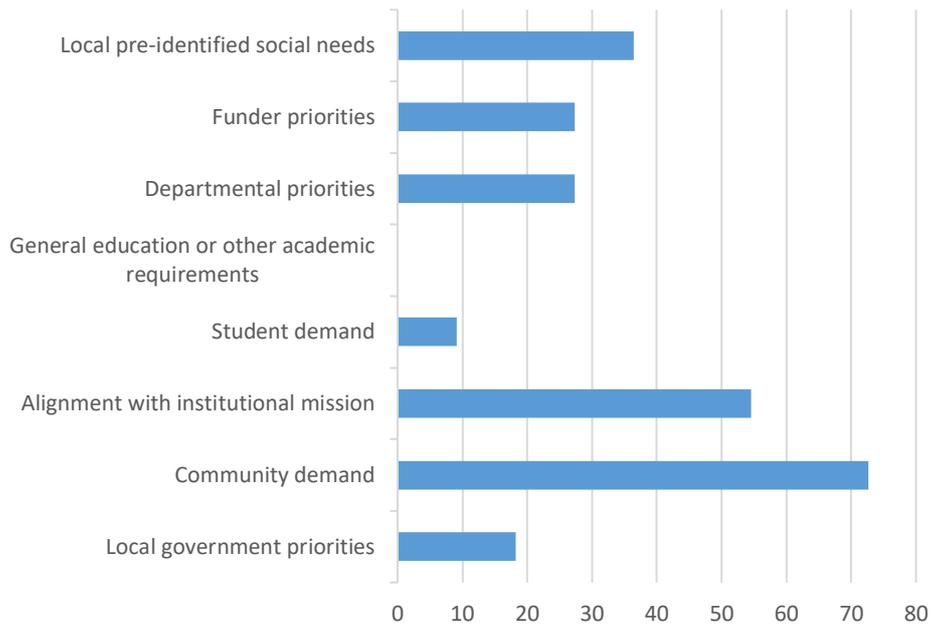
4.4. Description of the focus areas of the partners' social innovation initiatives



Graphic 8 - Focus areas of the partners' social innovation initiatives

The Social Innovation initiatives are here divided by 12 focus areas. The area of Ideation and creativity has the biggest representation with 72,7% of responses. Followed by Incubation and venture support, with 54,5%, that still has the majority of partners' institutions' initiatives in this focus area. The third most common focus area in Social Innovation initiatives is Business modeling with 45,5% of the partners' responses. After these three main focus areas, there are other seven focus areas of Social innovation initiatives with 18,2% each: Intrapreneurship, Design thinking, Cross-sector collaboration, Social change strategies, History of social change, Social entrepreneurship theory and Sustainability. With the least representation, Technology/Engineering and Impact investing, have 9,1% of the responses of the focus areas of the partners' social innovation initiatives.

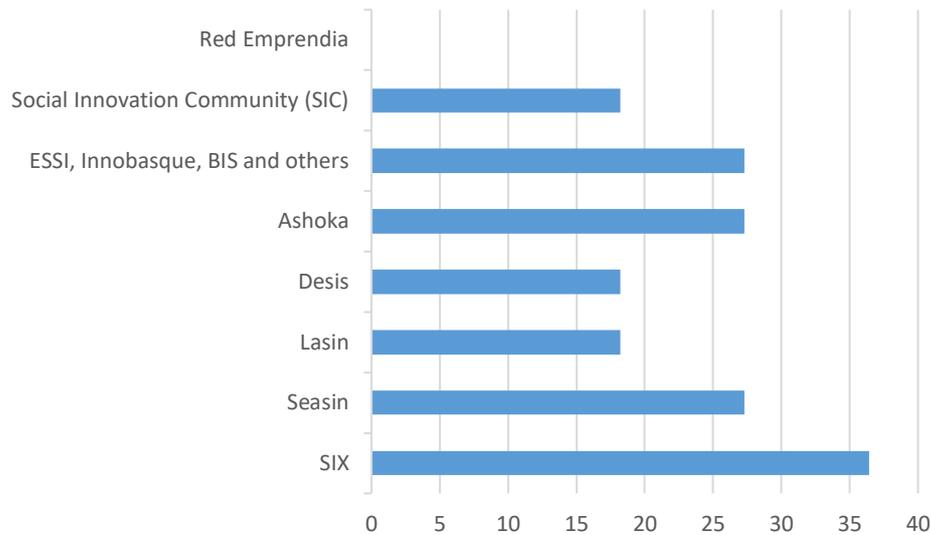
4.5. Most influential factors that drives social innovation at the partners' institution



Graphic 9 - Most influential factors that drives social innovation at the partners' institution

The factors that influence and drives Social Innovation at the partners' institution are multiple, but the main is by community demand, with 72,7% of the partners confirming it. Also important, about half of the responses (54,5%) agreed that one of the factors that drive Social Innovation is the alignment with institutional mission. The Local pre-identified social needs is a common factor for 36,4% of the interviewees. Departmental priorities and Funder priorities have each one 27,3% of the partners' responses as being a factor that drives Social Innovation. With less importance, local government priorities is a factor that drives Social Innovation in 18,2% of the partners' institutions. The student demand for Social Innovation is present in only 9,1% institutions inquired. The least important is general education or other academic requirements, with any partner identifying it as a factor that drives Social Innovation at their institution.

4.6. Social innovation collaboration networks in which partners participate



Graphic 10 - Social innovation collaboration networks in which partners participate

Today there are several Social Innovation networks in Europe and around the world and all the SIKE project partners participate in some of them. SIX is the most common, with 36,4% of the partners belonging to it. Following SIX, there is Seasin and Ashoka, where 27,3% of the responses confirmed they belonged to these networks. Lasin, Desis and Social Innovation Community, each has a representation of 18,2% of participation of the partners. There are still other networks, as ESSI, Innobasque, BIS, where 27,3% of the partners answered they participated in. Red Emprendia counts with zero responses.

4.7. Stakeholders from partners' region regarding some of the following areas: Public social welfare services; Social Projects/NGOs; Informally organised groups; Private Enterprises; Higher Education Institutes;

Spain	Koopera, University of Deusto, Innobasque, Gipuzkoa Eraikiz, Impact HUB, Sinnple
Croatia	VERN', Faculty of Economics, Institute for development and international relations, Croatian association of Cities, City of Zagreb (dept. for social welfare and others), Radiona/Makerspace, Social Cooperative NEOS, Taste of Home

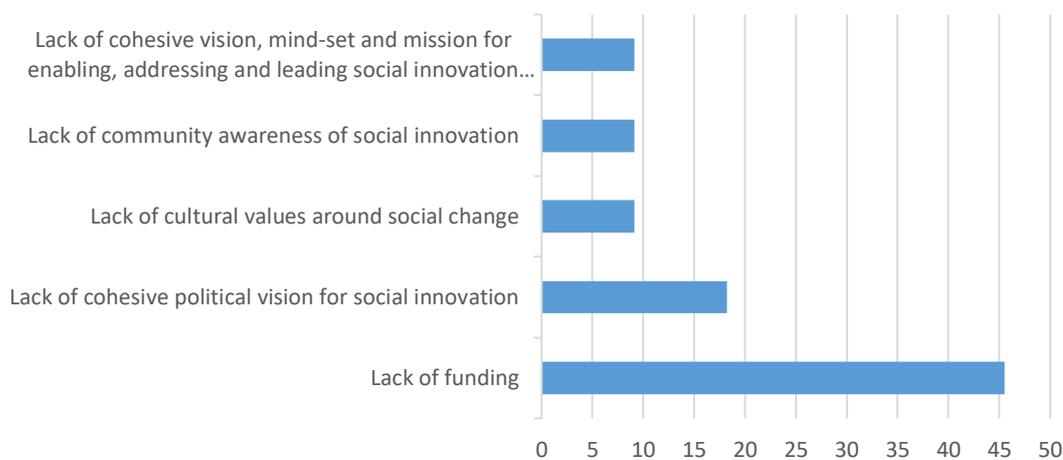
United Kingdom	NESTA, Lankelly Chase, Collaborate, Scottish Government Third Sector Division, Social Enterprise Scotland, Glasgow Social Enterprise Network, Firstport, Social Enterprise Academy
Germany	Collaboration centre of sustainable consumption (CSCP -NGO), Franz Haniel & Cie GmbH (Corporate/Founder), KfW Stiftung (NGO - Founder), PARITÄT NRW (regional welfare organisation), City of Dortmund Economic Development Agency, Social Impact Lab Duisburg, ThyssenKrupp
Portugal	Fundação Mão Amiga/Edit Matos, CIRA - Comunidade Intermunicipal da Região de Aveiro, IES - Inovação e Empreendedorismo Social, Montepio (Bank), Câmara Municipal de Lisboa,(Municipality), University of Lisbon

Table 3 - Stakeholders from partners' region

In table 3 we can check the list provided by the project partners regarding some relevant stakeholders, accordingly to the mentioned topics, that are already operating in their region.

5. Social challenges and needs

5.1. Barriers to Social Innovation development – Main obstacles that currently stand in the way of advancing social innovation projects in partners' region



Graphic 11 - Main obstacles that currently stand in the way of advancing social innovation projects in partners' region

Social Innovation projects can find several obstacles that stand in the way of advancing projects in the field. According to the partners' responses, the "lack of funding" is the biggest obstacle that stands in the way of advancing Social Innovation projects within their regions, with 45,5% of the responses point it out. The second biggest obstacle, with 18,2% of responses, is the "lack of cohesive political vision for social innovation". On the other hand, the "lack of community awareness of social innovation" and "lack of cohesive vision, mindset, and mission for enabling, addressing and leading social innovation from a knowledge community point of view", have each one 9,1% of partners' responses where they say is the main obstacle for advancing Social Innovation projects.

5.2. Barriers to Social Innovation development - Obstacles to Social Innovation development at partners' region

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Lack of institutional politics related to the theme	11	1	5	3.36	1.206
Lack of a common definition of social innovation among stakeholders	11	3	5	3.64	.674
Lack of practical experience in social innovation among the stakeholders	11	2	5	3.45	1.036
The difficulty of generating interdisciplinary learning spaces	11	1	5	2.91	1.136
Lack of critical reflexion on the existing learning programs	11	2	5	3.45	1.214
Lack of funding for research in Social Innovation	11	2	5	3.91	1.136

Table 4 - Descriptive Statistics in relation to obstacles to Social Innovation development at partners' region

Considering the value 1 as being the smaller and 5 as being the bigger obstacle to Social Innovation development at partners' region, we can conclude that the obstacles

to Social Innovation development are several and from a wide range. As we can see on the table above, it is possible to analyse the obstacles that most concern the partners in their region, for example, the lack of funding for research in Social Innovation seems to be the obstacle with more weight.

5.3. Barriers to Social Innovation development – Social needs at partners’ region

Intervention on Healthcare (including mental health)	11	2	5	3.82	.751
Intervention on Social exclusion	11	3	5	4.18	.751
Intervention on Environmental issues	11	3	5	3.91	.831
Intervention on Education	11	3	5	4.00	1.000
Intervention on Violence	11	1	4	2.36	.809

Table 5 – Descriptive Statistics in relation to social needs at partners’ region

Once again, considering the value 1 as being the smaller social need and 5 as being the bigger social need at partners’ region, we verify that the context in the partners’ regions is different, however, it has some common ground when talking about social needs. On the table above, it is possible to have a clear view of which are the social needs that most concern the partners in their region, for example, intervention on Social exclusion and intervention on poverty appear as the main obstacles.

5.4. Other needs of partners’ region community

As other needs in the partners’ region community it was also identified:

- youth unemployment; brain drain: mobility issues; healthy ageing and demographics (ageing population); difference between rural and urban areas
- intervention of social benefit systems - social innovation for economic growth enhancing empowerment and capacity for individuals
- Culture management and integration

5.5. Relevancy of training needs for competencies on Social Innovation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Teamwork skills	11	2	5	3.45	1.036
Awareness and sensitivity to societal needs	11	2	5	3.18	1.079
Ability to work with autonomy and to develop initiatives	11	3	5	4.27	.647
Flexibility and adaptation ability	11	3	5	4.18	.874
Professional working experience	11	2	5	3.55	.934
Institutional commitment	11	2	5	3.91	.831
Communication abilities	11	2	5	3.64	1.120
General (classroom/workshop) training	11	1	5	3.73	1.191
Individual consultancy to entrepreneur/manager	11	3	5	3.91	.701
On field training	11	3	5	4.36	.674
Internships	11	2	5	3.91	.944
On-line/e-learning	11	1	5	3.36	1.286

Table 6 – Descriptive Statistics in relation to Relevancy of training needs for competencies on Social Innovation

5.6. Other capacities not listed on the previous list

One partner answered that one key capacity that was missing from the previous table was trust: there is a lack of cooperation and trust on all levels.

5.7. Other training models not listed on the previous list.

Mentorship and buddy-exchange programs is a type of training model not mentioned in the previous table and were pointed out by one of the interviewees.

Conclusion

The results of this report were able to provide the project's consortium an initial notion of the state of the art of Social Innovation within the partners' regions. The definition of Social Innovation was relatively consensual between the interviewees, with a special attention to the fact that it meets Social Needs as the one definition with higher consensus. It was possible to conclude that the institutions that work in the field are relatively small, having few people working in the field, but with a prospect of growth. The most common type of activities promoted by the partners was incubators, courses, and conferences related to Social Innovation, and the focus on the activities was ideation and creativity, incubator and venture support and business modeling. The main factor to drive Social Innovation in the institutions is the community demand. Related to the challenges and needs of the partners' institutions and their regions, the barrier that most stressed as an obstacle for advancing projects in the field was the lack of funding, and also the lack of a common definition of social innovation among stakeholders. The biggest social need among the partners is the intervention on social exclusion followed by the intervention on education. Social Innovation is a relatively upcoming concept and theme, therefore the need of training for competencies arises, and the ones that are more relevant are On field training, Ability to work with autonomy and to develop initiatives, and the Flexibility and adaptation ability.