

S.I.M.P.L.E.

Social Impact Measurement Plan, Learning and Empowerment

FINAL REPORT

IO2 – INTERACTIVE AND GAMIFIED OPEN EDUCATIONAL RESOURCES

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INTRODUCTION

The project arises from the observation of the exponential increase of economic and social vulnerability, identifying that one of the possible solutions to this emergency is the creation of innovative business models. It becomes essential for enlightened entrepreneurs to identify the value, in terms of the social impact of their business or the social effect that each intervention generates on the community or on specific categories of beneficiaries. There is a new way of doing business: sets the profit as the only objective and parameter to assess the health of an entrepreneurial activity, choosing transparency, 360° sustainability (economic, social and environmental) and responsibility towards all stakeholders, including the environment and future generations as the guiding values.

To date, 3,086 Benefit Corporations are certified in 150 sectors and 71 different countries. In Italy, despite being the first country in the world, after the USA, to have introduced the legal form of Benefit Company as of 1 January 2016, there are almost 100 B-Corps; just 50 in Spain, while for Greece, Slovenia and Bulgaria there are long delays (Certified B-Corporation Community, 2020).

With the SIMPLE project we want to identify sustainability paths, business models and impact measurement methodologies that consider the specific features of SMEs capitalising on good business practices at national, European and international level. Moreover we want to identify the relevant skills necessary to establish such a transformation path inside SME.

The project foresees three intellectual outputs:

- 1) To develop a **TRAINING PROGRAMME FOR SUSTAINABILITY AND SOCIAL BUSINESS INNOVATION** with the related skills about strategic paths, business models, organisational processes, measurement tools with the development and systematic adoption of a shared blended training offer (**IO1**)
- 2) To promote digital integration in learning activities aimed to increase the skills defined in IO1 with the co-design and development of (**IO2**) **INTERACTIVE AND GAMIFIED OPEN EDUCATIONAL RESOURCES**:
 - a) Open Educational Resources, in the form of interactive video pills
 - b) SIM-Game (Social Impact Measurement Game)
- 3) To elaborate and standardise methods and tools to measure and manage social impact in target SMEs with respect to the planned social innovation objectives (**IO3**) adopting a **SOCIAL IMPACT MEASUREMENT PLAN**

1. IO1 - TRAINING PROGRAMME FOR SUSTAINABILITY AND SOCIAL BUSINESS INNOVATION: SKILLS TO DEVELOP

FIELD	Skills to develop
Social Innovation and Work-Life balance	To identify and implement inside the company policies and practices addressed to develop the wellbeing of the employees and policy to addressed to eliminate any distinction, exclusion or limitation based on sex, sex orientation, race, religion giving all the employees equal rights, training and career opportunities

	To guarantee the adoption of working contracts based on fair remuneration and fair compensation
	To define the company sustainable and socially responsible approach and to integrate in each procedure a sustainable and socially responsible approach
	To implement concrete actions and initiatives addressed to open and build up a relation with the local community in terms of training opportunities, hire local staff, using local products, support cultural, sport and social activities
	To adopt a public and coherent code of conduct regarding the company organisation, internal rules, relation with stakeholders and supplier, scope and limits
Impact Entrepreneurship	To describe and critically evaluate theory and responsible business practices and examples, within the field of organisational behaviour, considering sustainable development in order to identify the most important processes and relations shaping organisation performance inside the company
Strategy and Sustainability Management	To understand the main ethical and good corporate governance principles in order to identify and adopt a quality standard protocol and procedures according to international (European) quality standards
	To plan, develop and implement relevant strategies and manage projects
Sustainable and Responsible Development	To plan in advance the principal social, environmental and economic impacts of an organisation's products and services
	To manage a positive relation with the staff, suppliers, customers and local community

Module 1- Social Innovation and Work-Life Balance

UNIT	SKILL TO DEVELOP	COMPETENCES TO GAIN	Knowledge to be possessed	Methodology	HOURS
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1	Understand the main social issues, including wellbeing, inclusion and diversity, labour and human rights, and their relevance to the organisation, domestically and internationally	To identify and implement inside the company policies and practices addressed to develop the wellbeing of the employees and policy to addressed to eliminate any distinction, exclusion or limitation based on sex, sex orientation, race, religion giving all the employees equal rights, training and career opportunities	<ul style="list-style-type: none"> - The historical context of wellbeing and existing definition - Theoretical approaches to wellbeing in occupational psychology - Wellbeing across individuals' working lives - The positive and negative aspects of wellbeing at work - The key issues around wellbeing for employees, managers and organisations - Factors affecting wellbeing - A comparative analysis of non-discrimination law in Europe - Examples of good practices in the implementation of non discriminatory policy - Equal rights in training, career, wages: practical arrangements 	<p>-Theory, general concept</p> <p>- key studies and best practices</p> <p>- implementation and management</p>	4
		To guarantee the adoption of working contracts based on fair remuneration and fair compensation	<ul style="list-style-type: none"> - Concepts of fair remuneration and fair compensation - How different social enterprises put into action employee benefits - Enhance the work quality and establish premium standards 		2
2	Integration of responsible, sustainable company policy in all its processes	To define the company sustainable and social responsible approach and to integrate in each procedure a sustainable and social responsible approach	<ul style="list-style-type: none"> - National and European Quality Standards (ISO) in the field of Sustainable and Responsible Business approach - Examples of good practices in the implementation of sustainable and responsible policies in companies - Integration of sustainable and responsible quality standards in company policies, functions and procedures 		4
3	Open dialogue/close connection with the local community	To implement concrete actions and initiatives addressed to open and build up a relation with the local community in terms of training opportunities, hire local staff, using local products, support cultural, sport and social activities	<ul style="list-style-type: none"> - Importance, relevance and impact for a sustainable and social responsible company of a strong connection with the local community - Examples of good practices of sustainable and social responsible companies that contribute to the development of the local community - Integration of sustainable and responsible quality standards in company policies, functions and procedures 		2
4	Follow and uphold relevant organisational or industry-specific codes of conduct.	To adopt a public and coherent code of conduct regarding the company organisation, internal rules, relation with stakeholders and supplier, scope and limits	<ul style="list-style-type: none"> - Importance and impact of a public and transparent code of conduct regarding the different aspects of the company - Public code of conducts and company reputation: some clever example - Public code of conducts and company reputation: how to enhance the marketing strategy 	2	
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Module 2 - Impact Entrepreneurship

	SKILL TO DEVELOP	COMPETENCES TO GAIN	Knowledge to be possessed	Methodology	HOURS
1	To promote entrepreneurial skills in the field of social enterprise	To describe and critically evaluate theory and responsible business practices and examples, within the field of organisational behaviour, considering sustainable development in order to identify the most important processes and relations shaping organisation performance inside the company	Social enterprise pillars: <ul style="list-style-type: none"> - Governance (accountability and transparency) - People (salaries and benefits, training, quality of the working environment, property, etc.) - Community (supply and logistics policies, job creation, community support actions, etc.) - Environment (energy efficiency, waste reduction and reduction of environmental impact along the entire work chain, etc.) - Customers (positive impact of products and / or services on the customer). - Theory, case studies and management 	-Theory, general concept - key studies and best practices - implementation and management	8
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Module 3 - Strategy and Sustainability Management in social enterprise

	SKILL TO DEVELOP	COMPETENCES TO GAIN	Knowledge to be possessed	Methodology	HOURS
1	Understand the main ethical and good corporate governance quality standards and legislation	To understand the main ethical and good corporate governance principles in order to identify and adopt a quality standard protocol and procedures according to international (European) quality standards	<ul style="list-style-type: none"> - Principles of ethical corporate governance - Applications & Best Practices of ethical corporate governance - Management practices incorporating ethical and good governance for sustainable entrepreneurship - Quality standards protocol and procedures: European sustainability standards - Applications and Best Practices of quality standards and sustainability procedures - Managerial decisions and implementation of quality standards and protocols for sustainable entrepreneurship 	<ul style="list-style-type: none"> - Theory, general concept - key studies and best practices - implementation and management 	4
2	Ability to Plan, Develop Strategy and Manage Projects	To plan, develop and implement relevant strategies and manage projects	<ul style="list-style-type: none"> - Project management and decision making: Theory - Project management and decision making: Case studies and best practices - Implementation of project management strategies and decision making processes 		4
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Module 4 - Sustainable and Responsible Development

	SKILL TO DEVELOP	COMPETENCES TO GAIN	Knowledge to be possessed	Methodology	HOURS
1	Understand the principal social, environmental and economic impacts of an organisation's products and services throughout their life cycle.	To plan in advance the principal social, environmental and economic impacts of an organisation's products and services	<ul style="list-style-type: none"> - Lifecycle of a product and its impact from a sustainability point of view - Best practices of impact analysis of sustainability policies - planning and implementation of a positive impact of products and services on the community and environment 	<ul style="list-style-type: none"> -Theory, general concept - key studies and best practices - 	3
2	Ability to Engage with Stakeholders	To manage a positive relation with the staff, suppliers, customers and local community	<ul style="list-style-type: none"> - how to manage a positive relation with the staff, suppliers, customer and local community - best practices of managing sustainable company in terms of positive relations - planning and implementation of a positive relation with the relevant stakeholders 	<ul style="list-style-type: none"> - implementation and management 	3
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The final distribution of contents and games is as follows:

On the basis of partner expertise, the afore-mentioned learning programme and their respective budgets, the partners divided their efforts to work on the different modules and units listed below:

- Module 1 was developed by ISRE and the Chamber of Commerce of Barcelona.
- Module 2 was developed by the KAUZI Foundation, Panteion University of Social and Political Sciences.
- Module 3 was developed by CPU and PIMEC.
- Module 4 was developed by KAUZI Foundation and the Panteion University of Social and Political Sciences.

MODULE	UNIT NUMBER	UNIT NAME
Social Innovation and Work-Life Balance	1.1	Well-being, inclusion and diversity
	1.2	Fair Remuneration and Fair Compensation
	1.3	Integration of responsible, sustainable company policy in all its processes
	1.4	Open dialogue-close connection with the local community
	<i>ASSESSMENT GAME-CHOCOLAT'VISION</i>	
Impact Entrepreneurship	2.1	Making social enterprises: skills and business models
	<i>ASSESSMENT GAME-WHO WANTS TO BE A MILLIONAIRE</i>	
Strategy and Sustainability Management in social enterprise	3.1	Ethical corporate governance and quality standards
	3.2	Planning, developing and interpreting sustainable strategies and projects
		ASSESSMENT GAME-A START-UP CALLED CHOCOLAT
Sustainable and Responsible Development	4.1	Sustainable and Responsible Development
	4.2	Lifecycle of a product and its impact
	4.3	Ability to Engage with Stakeholders
		ASSESSMENT GAME-WHO WANTS TO BE A MILLIONAIRE

2. METHODOLOGY OF OER DEVELOPMENT

The OER's specific objective was to promote digital integration in learning activities. Therefore, Open Educational Resources in the form of interactive training video-pills, that increase learner involvement (immersive education) maximising the effectiveness of learning, were designed and developed for SMEs to increase a skill set in terms of social sustainability that are useful for social innovation and immediate application in the business and work environment.

The OER were built taking into account the following aspects:

- Quality of content (completeness, simple/appropriate language)
- Modality of user involvement

In preparation for the realisation of the OERs, a 5-day virtual mobility was held, conducted by methodological experts from PRISM Consulting, to acquire the methodological references of INSTRUCTIONAL DESIGN to learn how to elaborate the contents of the OERs to be realised with the production of interactive training videos and on GAME-BASED LEARNING to acknowledge and functionalise the dynamics and game-based mechanics to be applied to learning processes, exploiting the logic of the game to give life to a selective and circumstantial evaluation process on specific areas of competence and behavioural determinants of corporate social sustainability

Specifically, the mobility focused on the following learning themes:

INSTRUCTIONAL DESIGN LAB- Duration 2 days

- Immersive learning
- Interactive training videos
- Key words and interactions
- Storyboard construction
- Motion graphics and 2D/3D animations
- Animated scenes and characters
- Audio/video editing

GAME BASED LEARNING LAB - Duration 3 days

- The game as an educational tool
- Game-based learning
- Principles and elements of game-based learning
- Flow, involvement and play
- Gamification
- Designing with and for play
- The facilitator of on/off-line learning

Each day included afternoon workshop sessions for the CONSTRUCTION OF TRAINING CONTENTS with the:

- Definition of the structure of each object for self-directed learning use
- Preparation of the storyboard for content development
- Construction of the game based-didactic flow: trigger, activation, verification and feedback.

VIDEO TRAINING PILL DEVELOPMENT

The learning contents are presented by an actor/trainer filmed inside a Green Room, using Chroma Key techniques combined with motion graphics or by applying virtual 3D settings.

Users can interact by clicking on keywords on the screen to access diverse materials for further study.

The 10 training video-pills are linked to the following modules:

- Social Innovation and Work-Life Balance: to understand issues related to well-being, inclusion and diversity, Fair Remuneration and Fair Compensation, sustainable company policy and Open dialogue-close connection with the local community.
- Impact Entrepreneurship: to understand the skills and the business models to make social enterprises
- Strategy and Sustainability Management in a social enterprise: to understand issues related to Ethical corporate governance, quality standards and developing and interpreting sustainable strategies and projects.
- Sustainable and Responsible Development: to understand issues related to Sustainable and Responsible Development, Lifecycle of a product and its impact and the Ability to Engage with Stakeholders.

The following three phases were followed to create the training video-pills:

pre-production phase:

- analysis of the documentation collected and / or provided by the partners to elaborate on the contents of the learning objects and / or in-depth materials to be made available to the learners (such as: case studies, spread sheets, etc.)
- help partners use the correct storyboard formats to prepare the didactic contents and the methodological guidelines for the production of the training video-pills

- coordinating activities to prepare learning contents. (The staff working in partner organisations used the storyboards and the instructional design techniques provided by Prism Consulting Srl staff to develop the contents of the OER)
- mapping the information / training materials produced and / or to be searched on the net to provide to learners in each video
- definition of the interactions to be activated in relation to the “Key Words” recited by the trainer in the studio
- preparing didactic resources available to the learner (e.g. pdf, video, learning object, websites, etc.) and operational tools to be used,
- developing the learning environment in 3D

production phase:

- casting of actors and / or actresses as presenter and / or trainer
- definition of the technical crew suitable for the production of a training video-pills
- preparing the processing plan and the agendas for each shoot day
- shooting with set up in the green room

post-production phase:

- creating each interactive training video-capsule with audio / video synchronization and the assembly of the individual sections
- colour correction/grading
- creating the initial banner for the launch of the interactive training video-capsule and any intermediate breaks
- choosing any backing tracks
- applying interactive objects (Key Words) to the training video-capsule generating the TIN CAN (XAPI) package to use in the E-learning platform, from PC or Mobile, for each interactive training video.

SOCIAL IMPACT MEASUREMENT GAME DEVELOPMENT

Furthermore, Prism Consulting Srl designed and developed 4 SIM-Games (Social Impact Measurement Game) by exploiting gaming and gamification logics. These are interactive recreational-educational games with different levels, each of which relates to various skills and include educational resources. They are capable of evaluating the process of learning while concurrently generating engagement, motivation and self-awareness.

The SIM-Games were created in order to simulate business dynamics and simulate real-life experiences.

The advantages are of these games are:

They are extremely realistic in terms of promoting virtuous behaviour or behaviour to be applied, as well as reliable simulations of real contexts and situations;

They are useful for mapping and tracking the behaviours of the players and their performances;

They have high educational content, as they analyse and track the choices and behaviours of the players / learners;

These SIM-Games allow learners not only to learn what to do in certain business situations but also to constantly monitor their learning. During the training-pills, the learner has the opportunity to monitor his or her learning process by testing the knowledge acquired through tests, quizzes, etc. to, understand his or her mistakes, and improve his or performance.

THE E-LEARNING PLATFORM

All learning materials developed for the SIMPLE project are available on the Erudire platform at <http://www.erudire.it/>

The platform has been provided by PRISM Consulting S.r.l. for use free of charge (registered users were not and will not be asked to pay any fees or royalties to access the OER) where it has created a specific space dedicate to the SIMPLE project <https://erudire.it/course/view.php?id=20>

Users can access the platform by following the registration procedure or the steps contained in the **technical guide developed by PRISM Consulting** and provided to partners.

PRISM Consulting created different groups related to partner countries and partner referees were given access as “tutors” to be able to monitor participants activity.

This enabled and will enable the project partners to profile users and better tailor the training offer. Then, thanks to the use of the "tin-can" standard, it was possible to monitor the activities carried out by the project beneficiaries and it will be possible to do so for all those who decide to freely register on the platform. For each OER, in fact, it was possible to obtain detailed information on what was done, whether the course was completed and whether the beneficiaries passed the learning evaluation tests functional to the issue of an "open badge" downloadable from the platform and directly sharable on the diverse social networks.

THE LEARNING CONTENTS WILL REMAIN online for at least 2 years after project end and are free.

PILOTING

The OER experimentation took place from June 2022 until April 2023

60 male/female workers should have taken part in this phase (12 Italy, 12 Slovenia, 12 Greece, 12 Bulgaria, 12 Spain)

Instead, we got a greater number of workers that were involved by the partners with an increase of nearly the 15%.

The project has used digital credential systems that adopt the OBI - Open Badges Infrastructure standard and apply the blockchain in line with the IMS Global Standard, as a tool to represent, understand (both human and machine), verifiability, traceability, sharing, portability and recognition of the results or skills achieved by the learners even in non-formal contexts (e-learning and WBL) realizing the so-called unbundling of the course.

FEEDBACK

Feedback received as a result of piloting showed that the OERS positively influenced learning, as the learners were actively involved in the activities and had control of their learning process. They were able to discover and explore diverse contents at their own learning pace, without necessarily having to follow a set path.

In the games, they were able to choose, if faced with different alternatives, which of the different options proposed they considered the best. In this way, they were not only able to see how the story continues, but were also able to understand what happened as a result of the choice they made. They also received formative feedback on the effects of their decisions.