

COOP-IN

PROJECT TITLE: Social Innovation Training for Virtual Work-Based Learning

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IO1:

APPLIED SOCIAL INNOVATION TRAINING COURSE DEVELOPMENT

NEEDS ANALYSIS

NATIONAL RESEARCH REPORT: SPAIN

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DOCUMENTA**

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1. INTRODUCTION

What is COOP-IN?

The overall aim of COOP-IN is to raise awareness of the opportunities and challenges in implementing social innovation at work by developing a social innovation training kit including a digital education game, a self-assessment tool and other learning materials.

In so doing, the project will work with vocational education trainers, business support agencies, mentors and coaches and networking organisations to encourage engagement with social innovation and facilitate use of resources to assist small and medium enterprises (SMEs) in moving from idea to action in introducing social innovation. The project consists of seven partner organisations from the UK, Cyprus, Ireland, Hungary, Portugal and Spain.

Why is COOP-IN needed?

In 1985, Peter Drucker noted that *'Today businesses, especially the large ones, simply will not survive in this period of rapid change and innovation unless they acquire entrepreneurial competence'* (Drucker, 1985, p. 132). Thirty years on, many commentators would agree that this quote is still highly relevant today – the only thing that has changed is the rate of change.

This reflects the fundamental shifts which we are witnessing in economies, such as the UK, as a result of the economic recession of 2008/2009, demographic changes, technological developments and socio-cultural shifts. For example, demographic change is leading to greater age and cultural diversity within the workforce of the majority of businesses. For the first time, businesses will have staff from four different generations who have different motivations, values and expectations around working patterns and management and leadership styles. People are having to work longer and cope with personal change, such as ageing, whilst at work rather than during retirement. In turn, this creates a set of different learning and skills development needs and generates the need for innovative responses from businesses themselves, external providers of education and training and governments.

As a result, there is a growing interest in the concept of social innovation. This can be defined as *'new strategies, concepts and ideas that businesses and organisations can introduce to meet the social needs of different internal and external stakeholders'*. However, the available evidence base suggests that there are a number of "need to know's" in navigating the journey from idea to action in implementing social innovations at work.

Why a needs analysis?

COOP-IN will develop a digital education game, a set of learning materials and a self-assessment tool to assist businesses and organisations in introducing and managing social innovations at work. To ensure that these outcomes are demand-led, a needs analysis will be undertaken in each partner country. This report summarises the key outcomes to emerge from the needs analysis undertaken in Spain.

2. RESEARCH METHODOLOGY AND METHODS

These are the stages followed in the research process performed, which is based on the surveys designed and conducted for that purpose:

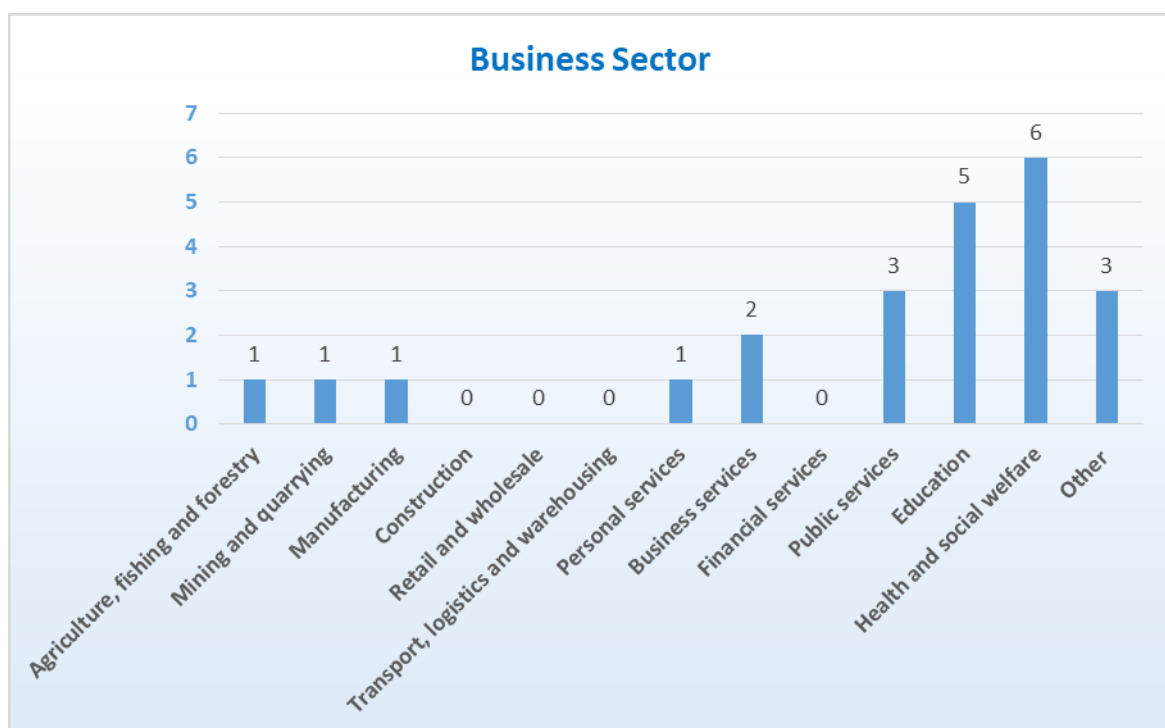
- Planning - This refers to the designing of the sample. The initial target was to have a thirty survey sample, aiming at the target groups that the Cop-in Project defines, and applying the diversity criterion. At the end, a twenty-three survey representative same was obtained.
- The translation of the questionnaire into Spanish - So as to facilitate the gathering of information.
- Organisation and realization of the fieldwork - From the beginning, it was determined that only the Documenta personnel who was implicated in the Cop-in project could work in the realization of the surveys, in order to properly resolve the doubts, and to be able to provide additional information about the project when necessary. A database was created with the contact details of the companies/VET centres/relevant organisations, and also was set the most appropriate contact method for each case (face to face, via email or by telephone). In many cases, the email was used as a means to collect information due to the advantages it has: reduced cost, easy access to the people who are to be interviewed, flexible response time (the respondent can answer at any time), and avoidance of any possible influence on the respondent. However, face to face and telephone contacts were also established, especially in a second phase, due to the low rate of collaboration that was initially registered (absence of answers). It is worth mentioning that in three of the collaborative entities more than one survey was collected (up to a maximum of 3), due to the size and organisational structure of these companies.
- Creation of databases and information analysis - A spreadsheet was used as program for the realization of the statistic graphs.
- Results, Interpretation and Final report - The data analysis technique was adjusted depending on the variables to be analysed and their level of interrelation. In the section “summary and implications” other reference data, that were collected from other sources (section “references and resources”), were considered when giving feedback.

3. ANALYSIS AND DISCUSSION

3.1 Characteristics of the Respondents

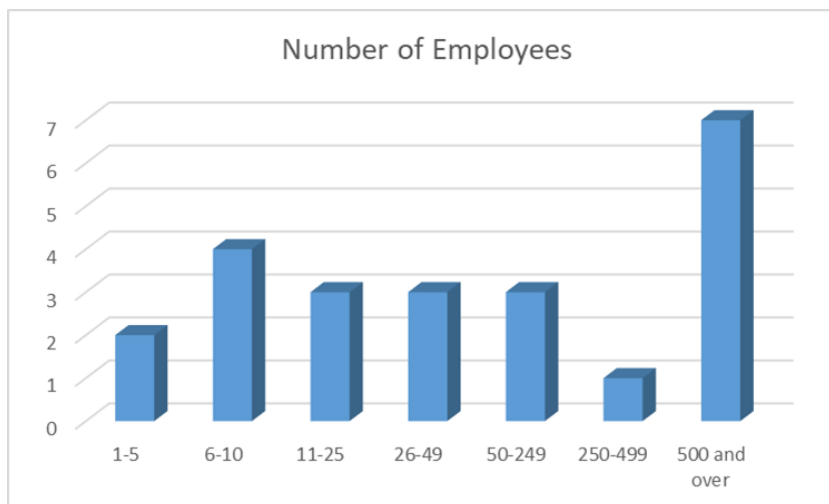
The surveys carried out on a sufficiently representative sample of 23 companies/ organizations, reveal that the most representative business sectors are the health and social welfare sector, together with the education sector with almost a 48%. They are followed by the public service sectors and “others” (foundation, communication, social third sector/disabilities) with a figure of 13% each (see Figure 1).

Figure 1: Nature of business activity of the surveyed businesses



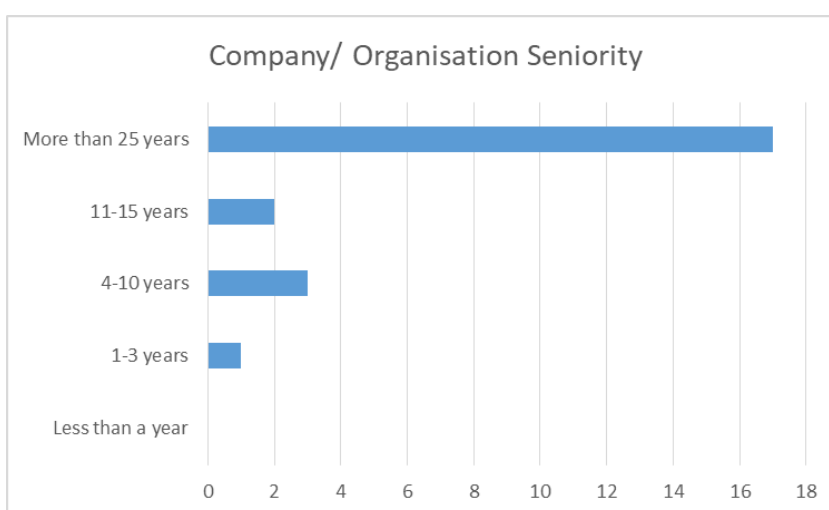
An 8.7% belong to business sectors and the rest is equitably shared by the agriculture, fishing and forestry; mining and quarrying; manufacturing and personal services sectors (one survey each which means a 17.4% of the total including the four sectors). The following business sectors have no representation in the statistical sample: construction; retail and wholesale; transport, logistics and warehousing.

Figure 2: Size of the surveyed businesses



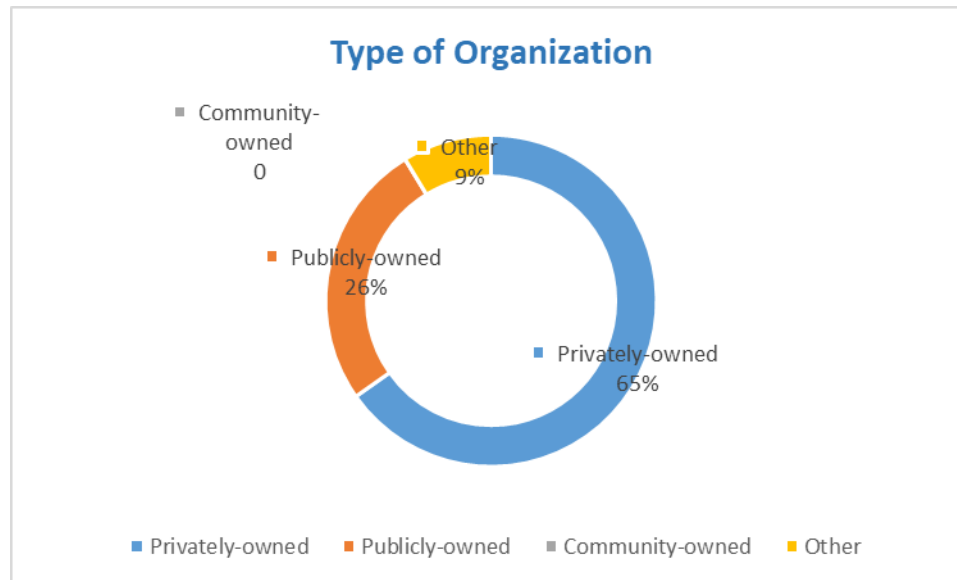
Regarding the number of employees, more than the 30% of the entities have more than 500 employees, around 17% of the companies/organisations have 6-10 workers and the representativeness in the intervals of 6-10 workers, 11-25 workers and 50-249 workers is the same (13% each). Only two companies have less than 6 workers (8%) and the lowest representativeness is the one of the 250-499 workers group, with less than 5% of the total. This can be perfectly observed in the graphic above (see Figure 2).

Figure 3: Length of trading of the surveyed businesses



In relation to the age of the organisations, the results are very differentiated and show a clear predominance of companies/organisations with more than 25 years of experience (around 74%) distantly followed by entities with 4-10 (13%) and 11-15 (8,7%) years of experience. The companies that have been created in the past three years are the lowest ranked with less than a 5% (see Figure 3).

Figure 4: Nature of ownership of the surveyed businesses



In Figure 4, the percentages regarding the type of organisation can be observed (depending on whether they are publicly-owned, privately-owned or community-owned). Private companies/organisations clearly prevail. There is no community-owned entity in the sample. As for the “others” category, it includes NGO/non- profit organisations.

3.2 What is Social Innovation?

The survey model used featured both, open and closed questions in relation to the definition of the concept of social innovation.

As for the terms associated to social innovation, it is worth mentioning that 3 out of the 23 respondents have answered associating social innovation with more than three terms, which has slightly distorted the result. Figure 5 shows the entire range of responses. The most recurring terms are: social problem solving, meets a social need, social responsibility, better use of assets and resources.

Figure 5: Terms associated with social innovation

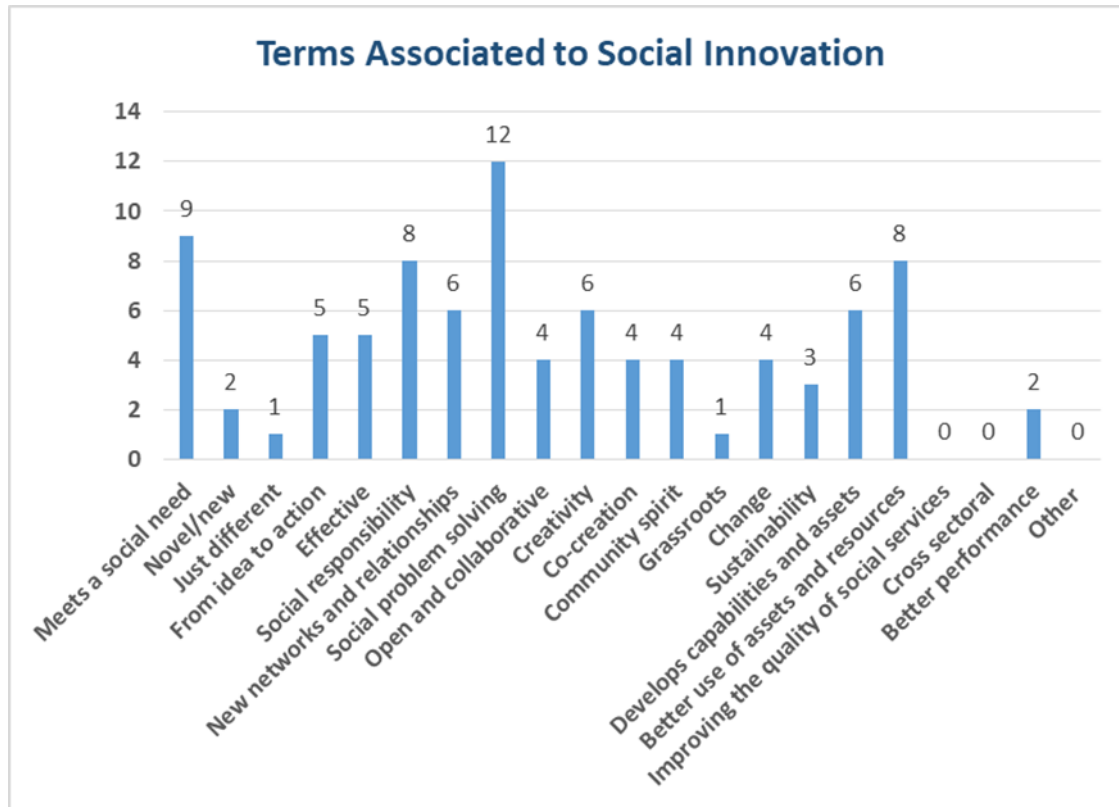


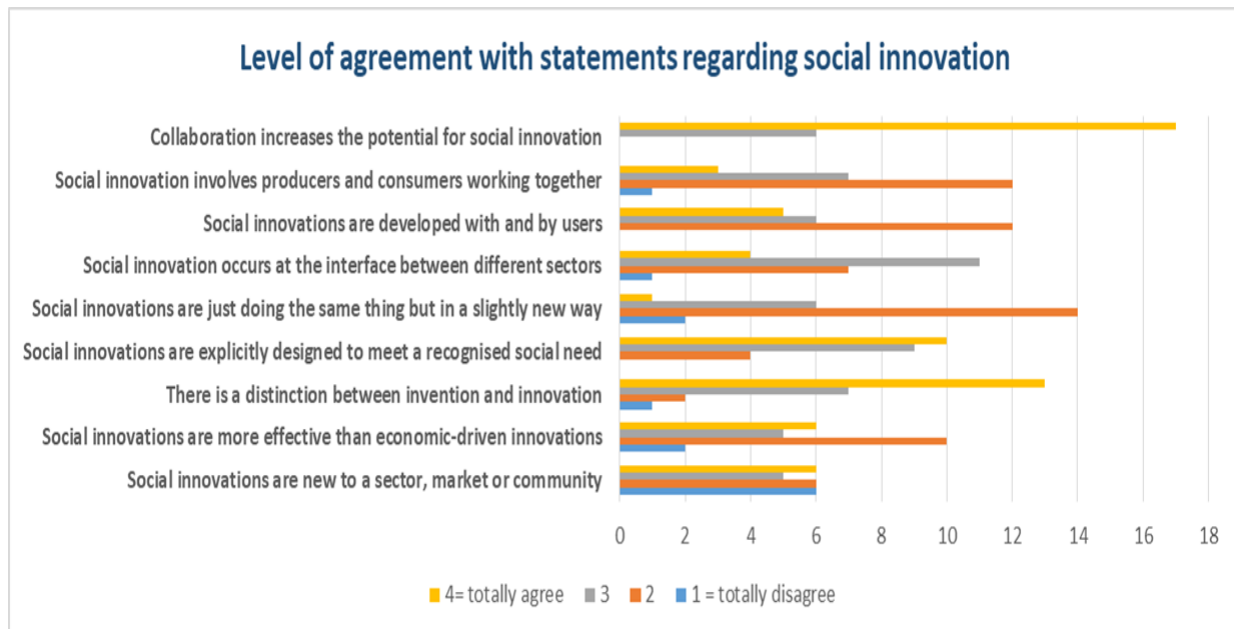
Table 1 below shows the literal answers given by the participants about what social innovation means to them. The association of this topic with terms such as problems/needs/social challenges is reiterated. It is therefore seen as a tool to respond to these issues. It is also associated with the concepts of growth and efficacy and it is conceived as ideas, technologies and methodologies.

Table 1: Terms associated with social innovation

What does social innovation mean to you?
Companies which generate a social good without public funds.
To generate methodologies, technologies and processes which have a positive social impact.
To respond to social needs, for instance, the protection of vulnerable collectives, through models economically sustainable, not through public funding.
Creation of new social relationships and networks with new characteristics, or in relation to services, the implementation of more efficient models/services.
Entrepreneurial initiatives within the social field.
A professional growth/ improvement in relation to the work carried out.
Delve into social needs from different perspectives, offering different solutions, more adjusted to our current social reality, adapting and becoming the force of changes.
Solving current problems through new/ innovative approaches, methodologies and techniques.
Searching for solutions to respond to social problems by introducing innovative elements.
Investing in knowledge to generate growth in our societies.
Innovative solutions for social and environmental problems.
Offer new ideas to match social needs.
Redesign the organization and social relations, adapting them to the current circumstances, in order to optimize the goals stated.
Development and implementation of ideas and technologies to meet social needs.
New ideas that meet social needs and also create new relationships with the society and the market.
The implementation of new technologies/ ideas to solve problems, meet needs or enhance relations between people.
The possibility of finding out new solutions to problems in our society.
New position within companies created against social changes.
New ideas to meet social needs or problems.
New, efficient and cooperative solution given to a social problem.
New ways to face new and old challenges/ problems. It is both: a coherent/ serious/ legitimate approach and a fashionable concept with ambiguous features running the risk of giving solutions to non-existent problems.
New solutions/answers to social needs existing.
Implementation of new government models, the modification of management processes, diversification, the improvement of new public services, the implementation of new economic management models.

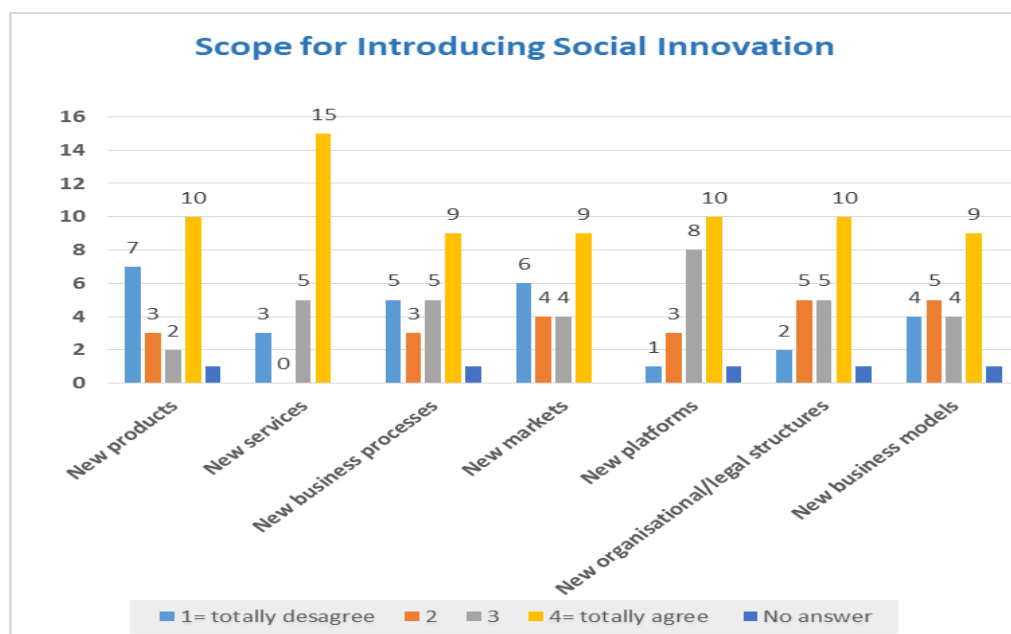
In Figure 6 is presented a very clarifying graphic which shows the results obtained relative to the level of agreement regarding the provided statements about social innovation. The highest level of concurrence was reached in the statements: “collaboration increases the potential for social innovation” and “there is a distinction between invention and innovation”. The lowest level of agreement was reached in the statement: “social innovations are new to a sector, market or community”.

Figure 6: The nature of social innovation



3.3 Social Innovation in Businesses and Organisations – Processes and Practices

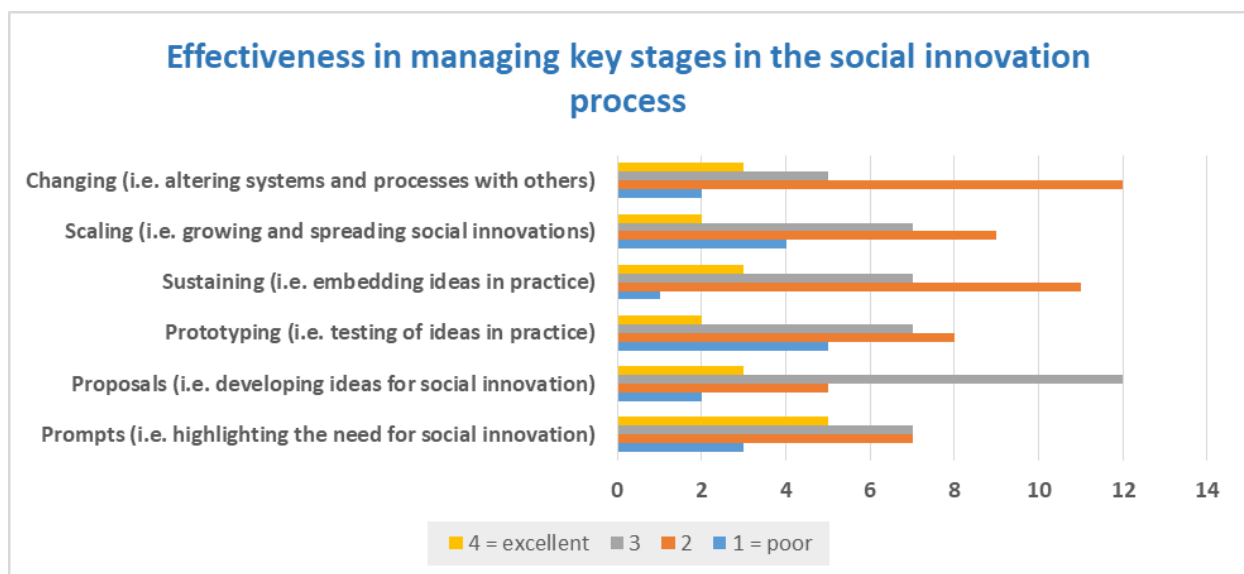
Figure 7: Scope for the introduction of social innovation



Within their organisations, the interviewed entities consider that social innovation must be mainly introduced in the fields of new services, new platforms, new organisational/legal structures and new products, in that order. However, the value of the last two fields mentioned is relative, since there is an existing high enough level of disagreement as some organisations take the opposite view.

The collaborating entities totally disagree in relation with the introduction of social innovation in new products, new markets and new corporate processes, in that order. If we take as a reference the absolute values, we can observe that in all the scopes for introducing social innovation the opinion “I totally agree” prevails. In 5 of the 7 fields there have been an absence of opinions by one of the respondents in each field, datum that is reflected in the graphic.

Figure 8: Assessment of effectiveness in managing social innovation

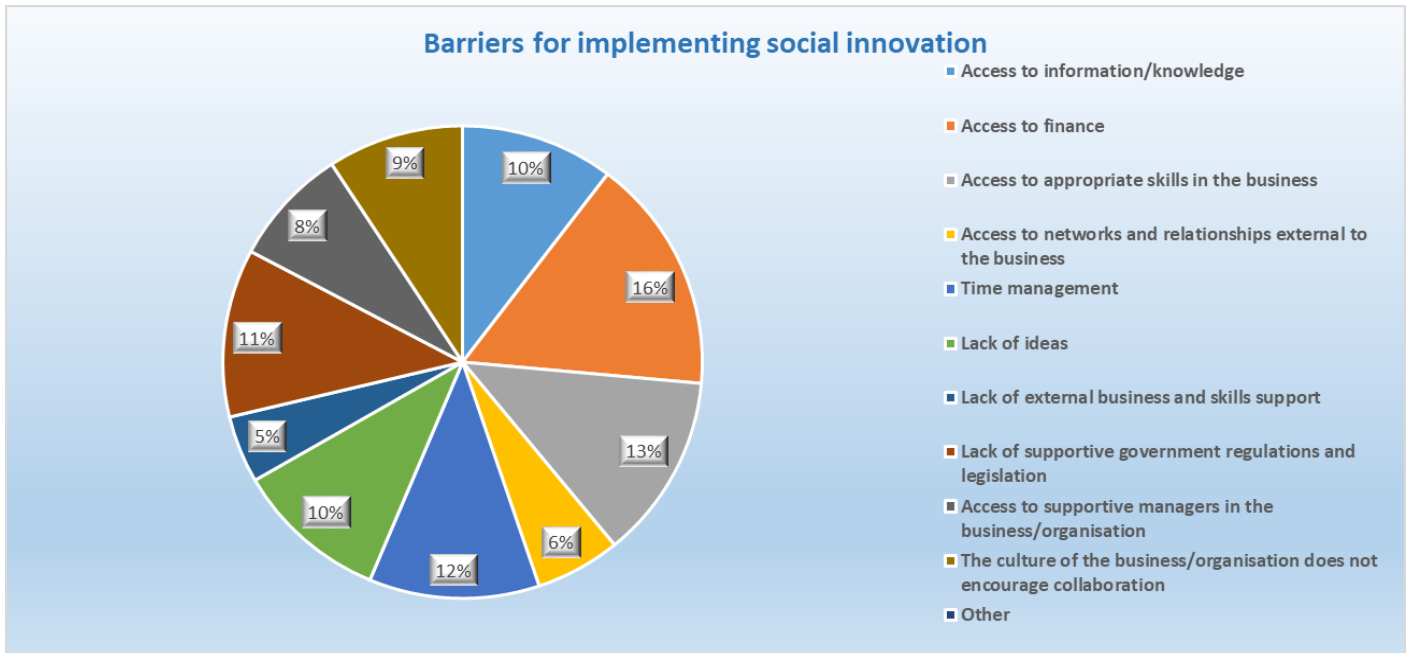


With regards to the level of efficiency of the interviewed organisations in the management of the key points of the social innovation process, there is a general trend towards the low valuation, with the predominance of rating 2 on a scale 1 - 4; where 4 is the highest score (excellent) (see Figure 8). The exception is the proposals parameter, which has a more positive score (3).

Taking the absolute values as a reference, the highest scores correspond to prompts (rating 4) followed by proposals, sustaining and changing (rating 3). The lowest valuation corresponds to prototyping and scaling, accordingly. The results showed are on a sample of 22, since one of the respondents did not answer this question.

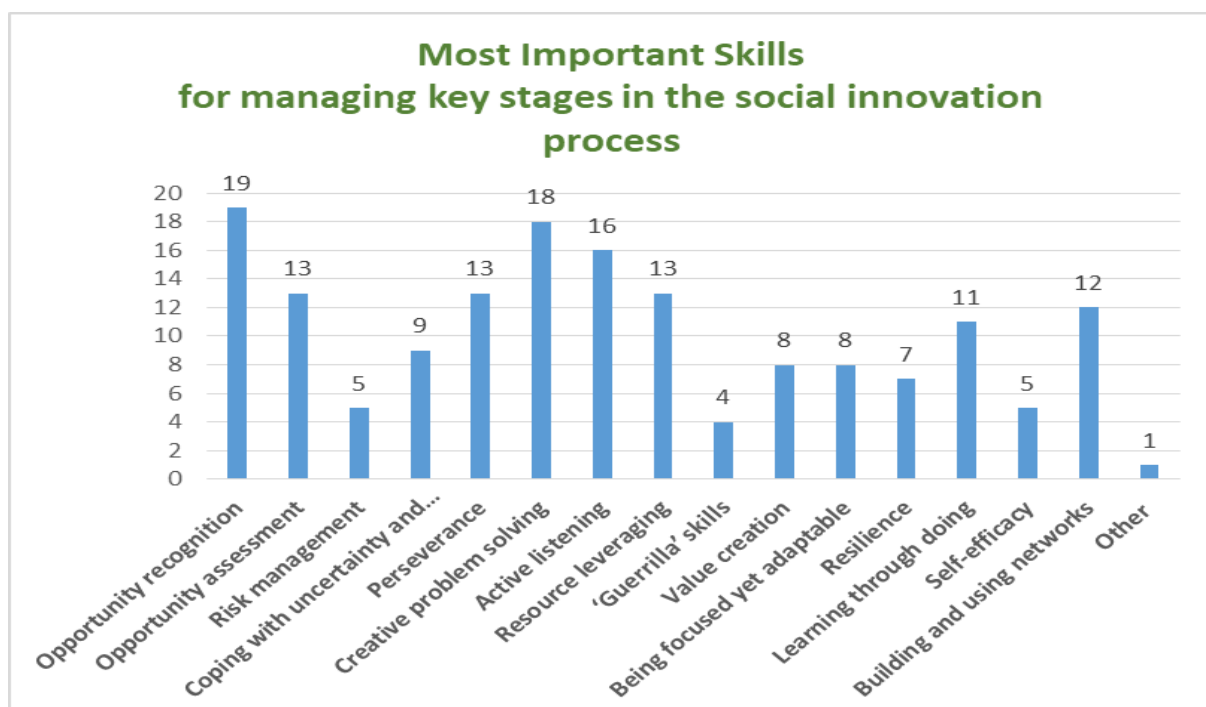
As Figure 9 above shows, the main barriers detected by the respondents for the implementation of social innovation are: the access to information and to appropriate skills in the business, closely followed by the time management and the lack of supportive government regulations and legislation.

Figure 9: Barriers to introducing social innovation



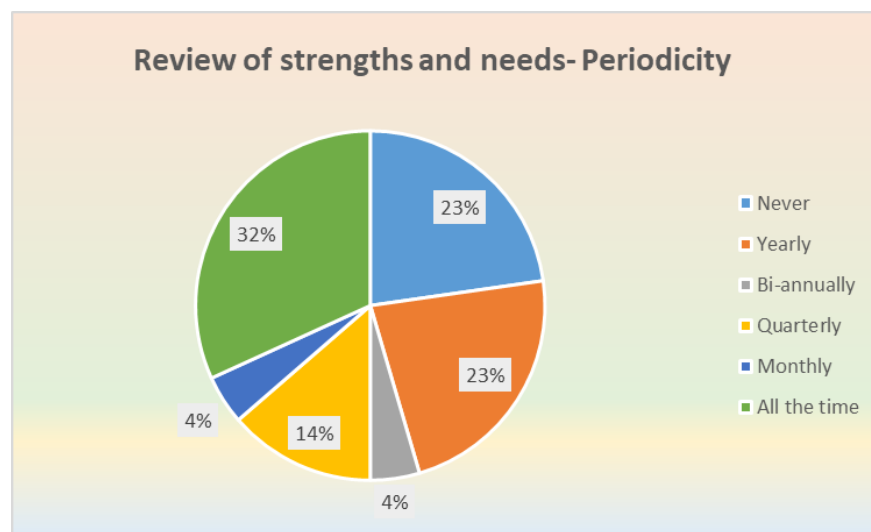
3.4 Social Innovation: Learning and Skills Development

Figure 10: Learning and skills development needs and requirements



For the efficient management of the key aspects involved in the process of social innovation, the skills/capacities that have been most valued by the respondents are: opportunity recognition, creative problem solving, and active listening, in that order. Although they have very similar values. The least valued are: other (ambition), “guerrilla” skills, risk management and self-efficacy.

Figure 11: Extent of the review of strengths and areas of development for managing social innovation



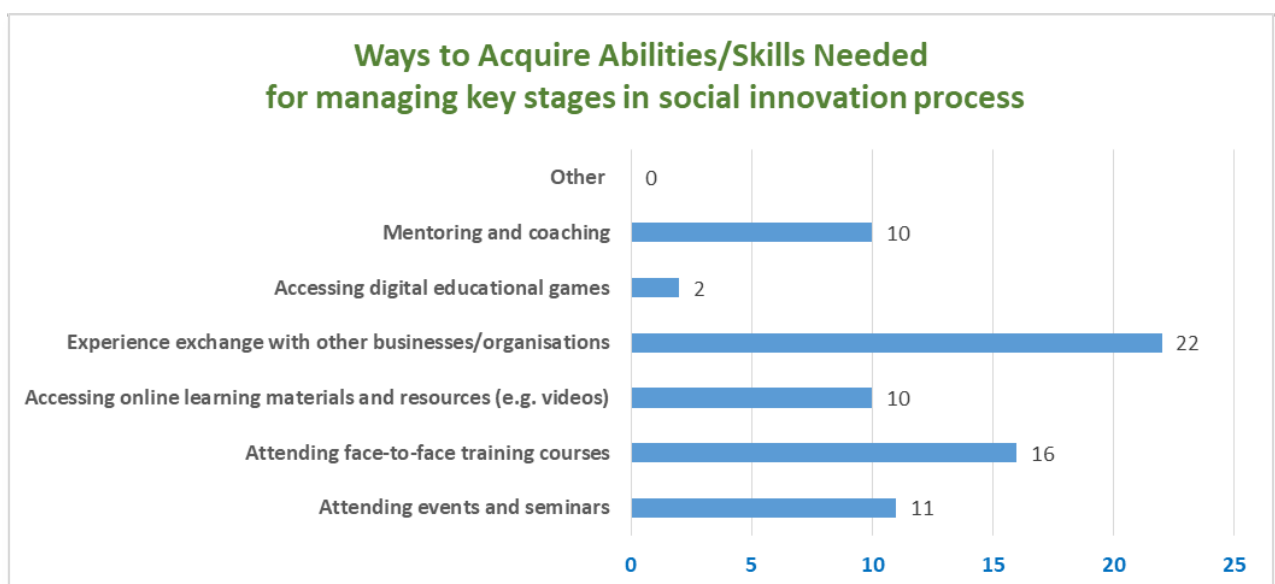
With regard to the frequency with which the interviewed companies/organisations review their strengths and the development areas in the capacities and skills that are needed to properly manage the key points of the social innovation process, the entities that prevail are those who do it continuously (see Figure 11). Paradoxically, they are closely followed by those who do it yearly and who never do it (23% each). The results showed are based on 22 surveys, since one of the entities did not answer this question.

With this survey, we have also collected information concerning the specific tools that the organisations/companies participating in this study use, to review the strengths and the development areas (see Table 2). As the graphic refers, 21.74% of the participants have not answered this open question. The chart showed displays the answers provided, which are of different nature. Various respondents drew attention to the use of analysis tools such as SWOT.

Table 2: Tools used to review strengths and areas for development in managing social innovation

What tools do you use to review strengths and areas for development in the abilities and skills needed to manage the key stages in the social innovation process in your business/organisation?
It is part of our activity
Continuing training
It is integrated within all the processes (production, human resources, etc.).
SWOT Analysis. Participative assessments (individual and collective ones).
More than tools, contact with people in order to know their needs and demands regarding social innovation.
SWOT and similar analysis tools, storytelling.
Strategic plan, quarterly processes indicators, management tool.
Strategic plan, compliance of indicators, SWOT needs analysis.
Internet, apps.
SWOT analysis, questionnaires, performance improvement indicators.
Reflection and discussion
We pursue to be at the technological forefront, implementing technology in our daily work with young people. There are not existing elements for measuring and controlling the objectives, though.
Use of teachers/ families/ students satisfaction tests. Also applied to the school leadership team.
A new department was created last year to collect information from the group company, so it can be recorded, analyzed and from there, are established new ways of bargaining with clients, organization charts, internal promotion, customer base management.
Assessment, work groups.
Questionnaires applied to agents/ participants, outcome evaluation regarding the annual programming.
None, occasionally it is performed as a farce. Last time it was reflected as part of a quality process, which is a serious mixture of quality and innovation.
Strategic plan, assessment maps, transversal groups for innovation, participation in innovation networks.

Figure 12: Learning and skills development for social innovation – Preferred methods



These are the most valued procedures, which the respondents would be willing to use for the acquisition of the capacities required for the management of social innovation processes: experience exchange with other business/organisations (31%), and attending to face-to-face training courses (22.5%). The least chosen option was learning through digital educational games. The rest of the options for the acquisition of the skills have a similar percentage (between 14% and

a 15.5%): online learning materials and resources; mentoring and coaching; events and seminars (see Figure 12).

Figure 13: Learning and skills development for social innovation – Usefulness of different methods

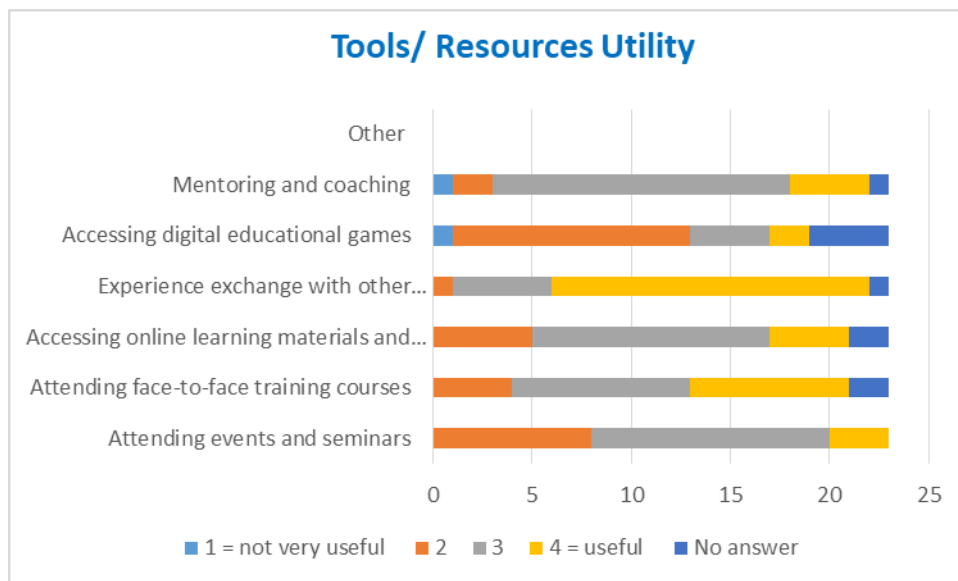


Figure 13 displays the results obtained regarding the usefulness of the different tools/ resources stated, on a scale 1 -4, where 4= useful.

Figure 14: Learning and skills development for social innovation: Suggested topics

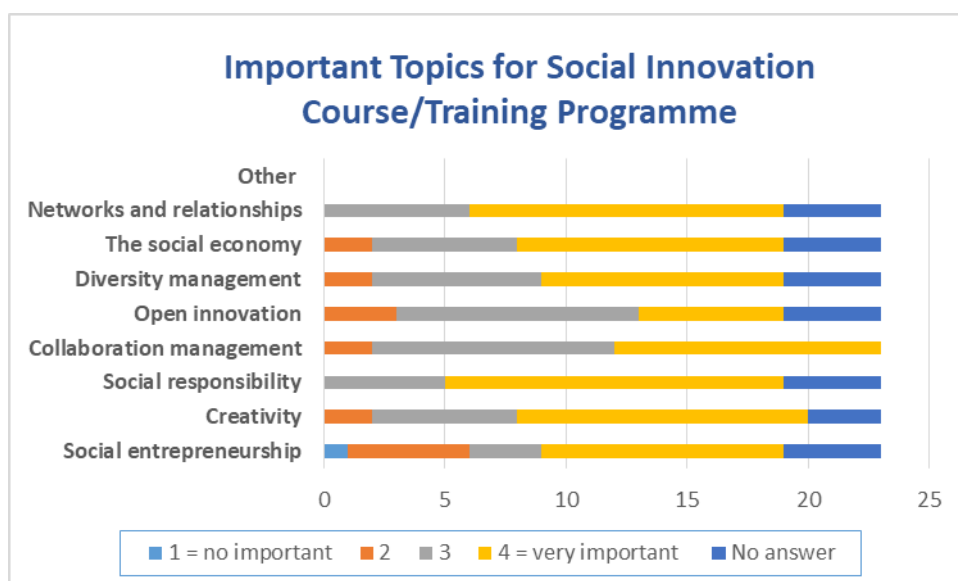




Figure 14 above show the respondents' opinion on the different themes that may be included in a learning and training social innovation program. Not all of the participants answered using the valuation scale. A 26% marked with and "X" the themes that they considered to be appropriate.

The first graphic is based on the totality of the sample (23 surveys). It collects the fields that were left blank plus the ones marked with and "X" (we attributed by default rating 4-the maximum- for those ones). The second graphic is based on a 16 surveys sample, and it compiles the results of the questionnaires that were answered in a complete way and with the numerical valuation, as expected.

4. SUMMARY AND IMPLICATIONS

In this study about social innovation, the profile of the participant organisation is a private organisation/company, belonging to the health and social welfare sector, with more than 25 years of experience and over 500 workers.

About the concept of social innovation, despite the diversity of conceptions, some common elements can be drawn in the analysed definitions about social innovation: it has a social mission (social problem solving, meet social needs), it has a practical application (better use of assets and resources) and it pursues social change (social responsibility). The participants have also associated it with concepts such as growth, efficiency, ideas, technology and methodologies.

Taking as a reference the definition expressed by the EU in its document “Defining Social Innovation”¹, we can observe that the emphasis is placed on the purpose, which is to satisfy the existing social needs in the processes (means, resources) and on the empowerment, understood as the improvement of the society’s ability to act/respond to the emerging challenges. The analysed surveys show a high level of agreement on the fact that invention and innovation are different terms and that collaboration increases the potential of social innovation.

With respect to the implementation of social innovation, the participant organizations have considered that it should be mainly introduced in the new services and new platforms fields. In addition, they have identified as improvement areas in social innovation, processes, the scaling, and prototyping, where the level of efficiency in its management is deficient.

According to some studies carried out by the COTEC (foundation for social innovation in Spain), Spain’s current picture is that there has been a quick growth in social entrepreneurship and social innovation in the past five years. During this period of time, have emerged entities that work only for social innovation impetus, showing their great ability to transform the society. However it is still an incipient and modest movement, but expanding. If we take as a reference the 2017 European Commission Report (which applies a total of 27 different indicators), we can observe that Spain is a country catalogued as a moderate innovator, and over time, its performance has declined by 1.8% relative to that of the EU in 2010. Relative strengths of the innovation system are in human resources, innovation-friendly environment, and attractive research systems. Relative weaknesses are in innovators, linkages and finance and support.

The surveys conducted within the Cop-in project framework, also expose the existing problems on accessing to founding and the lack of supportive government regulations and legislation. It is true that researchers, local promotion centres, non-governmental organizations and companies that are committed with the society’s development can significantly contribute to social innovation. Nevertheless, the commitment of the sector that rules and founds the innovation is also necessary for its impact to be able to rise. According to the respondents, time management and access to the appropriate skills for the business are some other barriers for the implementation of social innovation.

¹ A link to the definition can be found in “references” section, at the end of this document (TEPSIE Project).

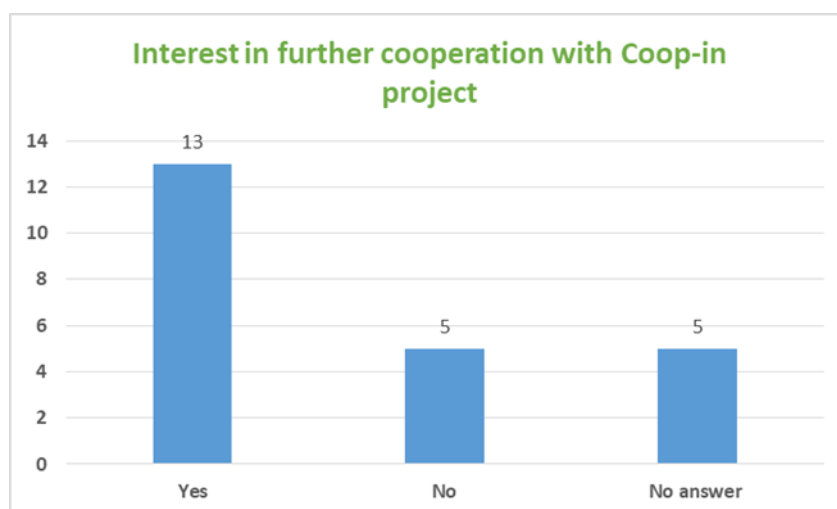
The skills/capacities that were most valued for the efficient management of social innovation processes were: the recognition of opportunities and the creative problem solving.

In this regard, it would be important to consider the exploration of emerging social innovations and the identification of trends in each country within the Cop-in Project. Another aspect to keep in mind and to be introduced within the Cop-in project is the development of resources /activities for building both, specific and transversal competences, which are important in social innovation processes. The means to strengthen these competences are diverse, some suggestions based on the information collected are:

- Development of resources and activities aiming at strengthen the research (eg. fieldwork methodologies and tools, time management and planning in the life-cycle of a project, tools for the follow-up of strengths and weaknesses).
- Development of group dynamics and exercises/activities to facilitate the alignment of different areas of specialisation (problem solving methodologies, creativity techniques, prospective analysis methods, collaboration management, ways to boost the social intra-entrepreneurship, etc.).
- Organization of seminars and workshops about specific themes such us social economy, social responsibility, open innovation, alternative forms of finance, or the European Standard CEN/TS 16555-5 (87% of participants do not know it and the other 13% are not sure of knowing it).

The interviewed participants show their predilection for exchange experience, face-to-face courses and events and seminars as learning pathways. It should be noted that the digital educational games have obtained the lowest score: only 8.7% of the participants would be willing to improve their qualification through this tool, which we should bear in mind given the fact that an online training game is one of the outputs of our project (O2).

Figure 15: Interest in project participation amongst the surveyed businesses



With regard to the next stages of the Cop-in project, it is worth mentioning that the 56.5% of the respondents are willing to keep collaborating with this European Project, 21.7% are not interested in future cooperation, and the rest of the respondents have not answered this question.

REFERENCES AND RESOURCES

References

- European Commission Report: European Innovation Scoreboard 2017
http://ec.europa.eu/growth/industry/innovation/facts-figures/scoreboards_en
- Cotec 2016 Report (Foundation for Innovation in Spain).
<http://www.cotec.es/pdfs/COTEC-informe-2016.pdf>
- Romero, S., Mataix, C., 2015: Supporting strategies for social innovation. The itdUPM as space for technology-based innovation". Universidad Politécnica de Madrid. Spain
- European Commission, European Design Innovation Initiative, 2012: "Defining Social Innovation". First Section "Social Innovation Overview", TEPSIE project. Available in:
<https://youngfoundation.org/wp-content/uploads/2012/12/TEPSIE.D1.1.Report.DefiningSocialInnovation.Part-1-defining-social-innovation.pdf>

Resources

- ASHOKA - Global network of social innovative entrepreneurs that offers finance and professional support.
<http://spain.ashoka.org/>
- BCORP - Company which supports and certifies social companies with social, environmental and economic criterion. <http://bcorporation.eu/spain>
- CENTRO DE EMPRENDIMIENTO E INNOVACIÓN DE IE - Institute for training, incubation and acceleration of ventures and social innovation.
<https://www.ie.edu/>
- CONFEDERACIÓN EMPRESARIAL ESPAÑOLA DE ECONOMÍA SOCIAL - Platform for institutional dialogue about social economy with emerging activity in social innovation.
<https://www.cepes.es/>
- FOUNDUM - Platform that connects entrepreneurs who have ability to prosper with investors, mentors and funders. http://foundum.com/invitation_requests
- FUNDACIÓN INNOVES - Entity which promotes the intercooperation, the innovation and the internationalisation of social economy companies. <http://www.innoves.es/es/>
- FUNDACIÓN DANIEL & NINA CARASSO - It supports social innovation projects in sustainable food and civic art areas. <http://www.fondationcarasso.org/es>
- FUNDECYT - Accelerator of social entrepreneurship projects and invigorator of the ecosystem.
<http://www.fundecyt.es/>
- IMPACT HUB - Co-working communities global network which favours the generation of social entrepreneurship projects. <http://www.impacthub.net/>
- INITLAND - Initiative for the incubation and development of innovation projects, intraentrepreneurship and creativity. <http://theinit.com/initland/>
- INNOBASQUE - Agency which coordinates and fosters innovation, entrepreneurial spirit and creativity, in Euskadi (Basque Country, Spain). <http://www.innobasque.eus/>
- INSTITUTO DE INNOVACIÓN SOCIAL DE ESADE - Institute for research, training and dissemination of social innovation, CSR, and the relation between NGO and company.
<http://www.esade.edu/research-webs/esp/socialinnovation/>
- MEDIALAB PRADO - Civic laboratory of production, research and dissemination of cultural projects and social innovation. <https://www.medialab-prado.es/>

- MOMENTUM PROJECT - Initiative which helps consolidated social companies with team-work training and gives support to prosper and access to finance. <https://momentumproj.com/>
- LA NORIA - Incubator of children and youth-oriented social projects and promoter of social innovation in the region. <http://forodeinnovacionsocial.org/proyecto-innovacion-social-la-noria-la-diputacion-malaga-referente-espana-materia-innovacion-social/>
- OUI SHARE - European platform specialised in collaborative economy. <http://ouishare.net/es>
- RED EMPRENDEVERDE - Green entrepreneurship-promoting program intended for entrepreneurs and investors. <http://www.redemprenderverde.es/>
- RED INNOVACIÓN SOCIAL - Platform of incubation, acceleration, mentoring and training for social entrepreneurs. <http://redinnovacionsocial.com/>
- SHIP2B - Foundation which offers incubation and acceleration of social companies and connection with impact investors. <https://www.ship2b.org/>
- SINNERGIAK - Centre promoted by the University of the Basque Country which is specialised in training, research and transfer of social innovation. <https://www.sinnergiak.org/>
- SWITCHERS - Dissemination platform for social innovation cases which are consolidated in the Mediterranean. <https://www.theswitchers.eu/en/>
- SOCIAL EMPRENDE - Community of dissemination and training on social entrepreneurship. <http://www.socialemprende.org/>
- SOCIALNEST - Business incubators, acceleration of social companies, and financial accompaniment. <http://socialnest.org/>
- PROGRAMA DE EMPRENDIMIENTO SOCIAL OBRA SOCIAL “LA CAIXA” - Support for the creation of social companies intended for social entities or individuals. http://prensa.lacaixa.es/obrasocial/convocatoria-emprendimiento-social-obra-social-la-caixa-esp_816-c-20824_.html
- <https://obrasociallacaixa.org/es/>
- TELEFONICA THINK BIG - Innovation and social entrepreneurship program intended for young people aged 15-25. <https://thinkbigjovenes.fundaciontelefonica.com/>
- UEIA - Initiative for the acceleration and promotion of technology-based social companies. <http://www.ueia.com/>
- UNLTD SPAIN - Entity which supports social companies in their start-up and ecosystem revitalization stages. <http://www.unltdspain.org/>
- UP SOCIAL - Entity which resolves social challenges via proved innovations and which designs sustainable and scalable social innovations. <http://upsocial.org/es>