

Mainstreaming Inclusive Innovation and Social Entrepreneurship in Higher Education

2022-1-PL01-KA220-HED-000089820

Stakeholder Discussion Panel Report

InCREA Foundation



REPORT

WP2.A3 Stakeholder Discussion Panels

1. General information about the event

1.1	Partner organization(s) hosting the event: InCREA Foundation	
1.2	Date of the event: 15/06/2023	
1.3	Number of participants: 21	
1.4	Participants' profiles:	
	Internal stakeholders	Number
	University's faculty	-
	Management and administrative staff	-
	Senior students	-
	Other, please specify:	-
	External stakeholders	Number
	Industry and business	1
	Non-profits and non-formal community groups	2
	Public bodies and policy makers	-
	Grassroots innovators	-
	Social entrepreneurs	-
	External experts in the field of II & SE	-
	Other, please specify:	-
	University's faculty	4
	University's management and administrative staff	1
	Representatives of educational institutions/schools	13

2. Event results

2.1	<p>Please, briefly describe your event.</p> <p>On 15 June 2023, 2 panel discussions were held:</p> <p>1) in Lomza (8:30-11:30) - with the participation of 7 people, the meeting was held at the International Academy of Applied Sciences mainly for university representatives</p> <p>2) in Ostroleka (13:00-16:00) - with the participation of 14 people, the meeting was held in Primary School No. 10 in Ostroleka mainly for representatives of educational institutions</p> <p>The agenda of both meetings included the following points:</p>
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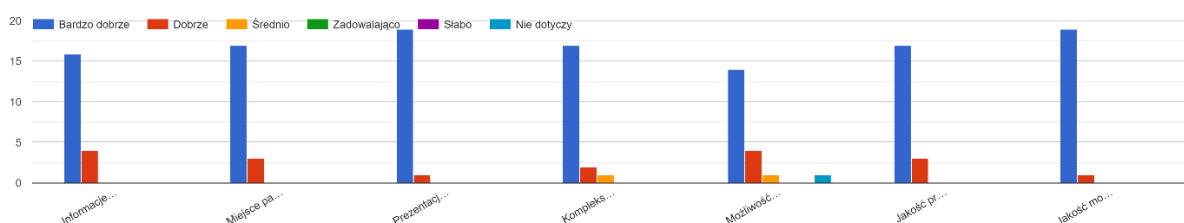


	<ul style="list-style-type: none"> - Short overview of the InnoSocial project; - Presenting the Toolkit; - Practical Session and Discussion. <p>At the end and after the meeting, opinions were collected in the form of an evaluation questionnaire.</p>
2.2	<p>Please, summarize the opinion of the participants regarding each question discussed during the event.</p> <p>The discussion that took place confirmed that the prepared programme and the structure of the toolkit meet the needs not only of an educational institution at the tertiary level, but also at lower levels - secondary, vocational and even primary schools. Teachers in these institutions not only need further training in this area, but also to be involved in the development of educational programmes in the field of II&SE.</p> <p>Some participants pointed out that learning in inclusive innovation and social entrepreneurship should draw from grassroots initiatives undertaken by organisations outside the academic community. Universities should reach out to organisations carrying out such activities and not only support these activities with their experience and knowledge but integrate them into the curriculum.</p> <p>What is remarkable is the broad coverage of the topic and the overview of more than 25 II&SE programmes in 8 countries. Also valuable are the experiences that can be used by training institutions outside universities. Therefore, in order to make the material widely used, it should be prepared e.g. in the form of lesson plans.</p> <p>The academic representatives stated that, for a course topic, its size of 30 ECTS is challenging and will be possible to implement either partially or in the long term (in which case the use of a Toolkit will be needed, in which a plan for its implementation will be described). In its current form, the Toolkit provides an introduction to the II&SE topic and provides an encouragement to develop such academic courses on an individual basis in cooperation with local organisations. Participants in both discussion panels agreed that the development of lesson plans would greatly facilitate the design of such an academic or educational course.</p> <p>Such a course would be worth running if it results in participants acquiring specific skills and qualifications. The topics of II&SE are broad and can shape in a transversal way not only universal competences such as entrepreneurship, but also social competences necessary for functioning in society and on the labour market.</p> <p>The results of the evaluation conducted among the participants confirm the high level of satisfaction. The participants (20 people) answered the questions as follows: Please rate your overall satisfaction with:</p> <ol style="list-style-type: none"> 1. Information provided before the stakeholder discussion panel - 100% of the responses were positive (16 - very good, 4 – good); 2. Venue of the stakeholder discussion panel or online meeting details - 100% of the responses were positive (17 - very good, 3 – good); 3. Overview of the InnoSocial project - 100% of the responses were positive (19 - very good, 1 – good); 4. Comprehensiveness of the Toolkit - 95% of the responses were positive (17 - very good, 2 – good, 1 - average); 5. Applicability and transferability of the good practices, options, methods, etc. collected in the Toolkit to a variety of higher education contexts - 90% of the

responses were positive (14 - very good, 4 – good, 1 – average, 1 - not applicable);
6. Quality of the discussions - 100% of the responses were positive (19 - very good, 1 – good);
7. Quality of the stakeholder discussion panel moderation - 100% of the responses were positive (19 - very good, 1 – good).

The results of the evaluation are shown in the chart below (where blue means - very good, red – good, orange – average, green – satisfactory, purple – poor, light blue, not applicable)

Jak oceniasz (poziom zadowolenia):



For question “Would you like to receive information about further project activities and events?” 4 participants out of 20 answered yes (20%).

Other comments (please, share any additional comments about the stakeholder discussion panel):

- I don't need separate information about the project, as I can keep up to date on the website and facebook
- The material seems to be interesting.
- I will follow the progress of the project results.
- I am interested in implementing the developed solutions at our university. I am particularly interested in the possibility to involve the environment surrounding the school.
- Professional organisation, especially the knowledge and commitment of the presenters. The project materials are very interesting and we hope that they can be adapted to the needs of schools not only at university level but also at vocational level.
- It does not seem to us that such materials would be possible to integrate into early childhood education.
- The discussion focused on the applicability of the project results to universities. The options presented for using the programmes in lower-level schools seem to make sense. Perhaps they could be used in extra-curricular activities.

Thank you!

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