



JM in Social Innovation ACTION PLAN

Table of content

Joint Master's Programme	3
Aim of the Proposal	3
Joint Master Overview	3
Target groups.....	4
Learning outcomes	4
Structure.....	4
Teaching Modules	5
Mobility.....	12
Awarding of the title	12
Joint Master's administrative aspects.....	13
Accreditation of the Programme and Recognition Issues	13
Student admission requirements, procedures and fees	15
Programme Administration and Management.....	17
Resources and Financing.....	19
List of business partners for internship	21



Joint Master's Programme

Aim of the Proposal

The present document represents a proposal for a 1-year second-level Master in Social Innovation jointly accredited by the University of Bologna, the University of Belgrade - Faculty of Philosophy and the University of Tirana, and delivered in partnership with the Hellenic Open University, the University of Zagreb, the University IUAV Venice and the Science and Research Institute of Koper. The Joint Master intends to prepare policymakers and social practitioners in the Adriatic-Ionic Area in the field of social innovation, departing from the theoretical framework to then provide practical skills and tools to develop and implement social innovative policies and projects, with particular attention to the fields of migration, aging, social economy, urban and rural regeneration, education. The proposal is jointly prepared by the University of Bologna, Hellenic Open University, University of Belgrade, University IUAV Venice, University of Tirana, University of Zagreb, ZRS - Science and Research Institute Koper, project partners of TESI.

Joint Master Overview

The Joint Master intends to form "Social Innovators" able to design, implement and promote innovative social solutions and tools to respond to contemporary social issues within Public Administrations and social organisations in the Adriatic-Ionic Area. Moreover, the Joint Master intends to strengthen networks of practitioners working in this field for the development of the region.

The Joint Master includes ten teaching modules held at the University of Bologna and a mobility period within another partner university where students participate to additional laboratories and study visits to local innovative social businesses and engage in an internship/project work within a business partner. The Joint Master intends to provide both theoretical and practical knowledge, together with hands-on experience. With this aim, each teaching module includes workshops and laboratories held both by academic staff and social innovation's practitioners, aimed at introducing students with real-life case studies and providing technical skills to design innovative social solutions. The teaching modules are organized and held by the whole partnership of the project TESI, through schemes of professors' mobilities.

Beyond providing theoretical and technical knowledge on social innovation's debates and methodologies, the Joint Master focuses on five macro-topics: migration, aging, social economy, urban and rural regeneration and education. These topics are covered within the Joint Master with a theoretical introduction of the social problem, the presentation of case studies and the organisation of laboratories on tools and solutions about specific social problems. Within this structure, lecturers include a series of transversal themes as well: digital solutions, gender, ethnicity and class, ethics and values, political cultures and structures.

In order to involve social innovation practitioners in teaching and to offer students internship opportunities in social innovative business organisations or research center, the Joint Master benefits from a network of business partners, created in the framework of the project TESI.



Target groups

The Joint Master in Social Innovation is conceived and structured to involve the following target groups from all countries part of the Adriatic-Ionian macro-region:

- Junior or mid-senior officers working in an NGO, public body or private sector who intend to improve their understanding of social issues and acquire new tools and skills to address them;
- Post-graduate students with little professional experience in the social and public sector who intend to build a career in the field of social innovation;

The programme is structured in a way that also students with a full-time employment can participate, with lectures held in presence during the weekends and flexibility in the arrangements for the internship and project work.

Learning outcomes

Students enrolling in the Joint-Master Program in Social Innovation will acquire:

- Improved understanding of the debates and significance of Social Innovation in contemporary societies;
- Ability to recognize, assess and evaluate social needs;
- Capacity to use the main project and policy tools to achieve Social Innovation's objectives;
- Improved understanding of the main contemporary social issues in the fields of: labour, social integration of migrants and marginalised groups, ageing, urban and rural regeneration, education and youth empowerment.

The acquisition of the learning outcomes by the students will be assessed through intermediate examinations after each core module, the evaluation of the students' participation during all Master's activities and the final thesis.

Structure

The Joint Master has an overall duration of 15 months.

The first 9 months (October - June) are held at the premises of the University of Bologna with 10 teaching modules - 8 in presence and 2 online. Each teaching module consists of 15 hours of teaching (Friday and Saturday, once a month) with 60 hours of home working, and it provides 3 ECTS, for a total of 30 ECTS. The teaching modules are organised and carried out by the whole TESI partnership through the mobility of professors and teachers.

During the second part (July - October), students spend a period of mobility to a partner university where they attend specialised laboratories and study visits (75 hours - 3 ECTS) and serve an internship/project work within a business partner for 500 hours (20 ECTS).

The last two months of the Joint Master are dedicated to writing the final thesis, to be discussed by December (7 ECTS).



Division of ECTS per activity:

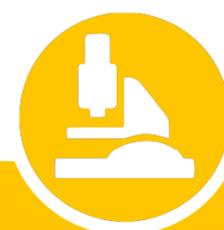
Activity	ECTS	Hours
Teaching	30	750
Internship/project work	20	500
Other activities (labs and workshops during mobility)	3	75
Final Thesis	7	175
TOTAL	60	1500

Teaching Modules

The program grounds into 10 core modules, 8 in presence and 2 online, to provide participants with an interdisciplinary and integrated approach to Social Innovation oriented to problem-solving.

Core courses list and responsible partners

	TOPIC	COORDINATING PARTNER	SUPPORTING PARTNER
1	Social innovation theory - What is Social Innovation: how to define the “social” of social innovation	IUAV	UNIBO
2	Theory of Societal Transformation: Social structure, action and change	FFZG	UT
3	Tools and Methodology in SI - data analysis and participatory design	HOU	UT
4	Tools and Methodology in SI - Participatory Social Impact Evaluation	UNIBO	HOU
5	Tools and Methodology in SI - Project Design, Project Management and Capacity Building	UNIBO	HOU
6	Labor, socioeconomic relations and social responsibility	FFZG	UNIBO



7	Social innovation in the inclusion/ integration of migrants and vulnerable groups	UBFZF	ZRS
8	Aging society	ZRS	UBFZF
9	Urban and rural regeneration: policy, project and environment	IUAV	UBFZF
10	Education and youth empowerment	UT	ZRS

+++++

Description of the modules

1. Social Innovation theory - What is Social Innovation: how to define the “social” of social innovation (IUAV - with UNIBO)

The concept of Social Innovation juxtaposes the concepts of ‘social’ with ‘innovation’, which themselves hold many contextual meanings. Thus, usually, SI is more or less equated in policy debates with, for instance:

- Entrepreneurship in the social economy;
- The use of new technologies in delivering social services;
- Social networking approaches to addressing or opening new markets;
- Socially responsible investment and/or marketing;
- Reorganisation of the public sector;
- Economic renewal through new industries in socially deprived locales;
- Participatory democracy in the governance of organisations;
- Attention to the social processes underlying new developments (in technology, management, production, service delivery, and so on)
- Building respect, sympathy and compassion for human beings in all their diversity.

SI can be instantiated in any or all of these things but that it is not reducible to any of them. For a very well developed school of thought relevant to SI is, instead, the idea that society’s capacity to attend to human needs is founded on connecting people in ways that promote understanding, reciprocity and cooperation - that is, on creating the conditions for collective action. On the basis of this approach, to talk about SI means: first to recognize the limitations of existing social relations and structures to deliver well-being and justice for all; second to face the social problem stemming from those social structures; and, third, deigning and providing alternative kinds of social, economic and political arrangements which may reconfigure social relations and structures. Relating with the works developed in the last decades by the European critical approach to SI, we will develop a concept of SI based on three interconnected core principles (Moulaert et al. 2013b):

- it meets genuine needs neglected by the current social structures;
- it creates new forms of eco-social/institutional relations and polities; and



- it collectively empowers people (especially marginalised people) to act - not only within the existent systems and modes of governance, but also towards transforming them.

2. Theory of Societal Transformation: Social structure, action and change (FFZG - with UT)

In this project we define social innovation as a process of finding solutions to unmet social needs. However, there are structural factors, institutional settings, and power relations that can act as barriers to their recognition and fulfilment. This module will provide students with the necessary tools to analyse these factors and an understanding of the background for the development of social innovation. The module will cover concepts such as social structure, social institutions, power relations at different societal levels, and different manifestations of social inequalities. Additionally, students will explore the relationship between structural aspects of social relations and the agency of actors in social change, which will help them to understand dynamics of societal transformation processes and the role of social innovation in those. Students will discuss various theories of social change, the role of actors such as social movements and non-governmental organizations, technological and business innovations, and political factors in producing significant social change. In the final section, policy instruments and mechanisms related to social innovation as a factor of societal transformation will be discussed. The main learning outcome of this module is to equip students with the ability to analyse a social context of potential social innovation in a specific field or related to a specific social issue.

3. Social Innovation Tools and Methodologies - data analysis and participatory design (HOU - with UT)

The first part of the proposed module, entitled "Statistical Analysis for Innovation: Navigating Raw and Processed Data with AI Tools," aims to provide students from diverse academic backgrounds with a foundational understanding of statistical analysis and data processing, tailored to those with limited exposure to statistics, mathematics and textual analysis. Divided into two categories, A) raw data as an introductory field to statistical analysis and B) processed data in order to give to the students the necessary tools to understand data analysis results and use them to form and support an opinion on social issues. The module introduces theoretical concepts such as data types, raw data characteristics, descriptive statistics, clustering methods, sentiment and collocation analysis, progressing to practical applications of those concepts using conventional statistical tools such as SPSS, Sci2 Tool and R, but also plug-and-play analysis tools that don't require data analysis experience. The integration of user-friendly AI tools, exemplified by platforms such as AutoML, Azure Machine Learning, and Tableau, that help data visualization, underscores the practicality of this approach. By utilizing a combination of lectures, workshops, and real-world case studies, this sub-module aims to foster evidence-based decision-making skills and a data-driven mindset; in so doing the module aims to equip students for innovative projects and ultimately to enhance their competitiveness in the job market.

The second part of the module is devoted to "Participatory Design Curriculum"; it comprises of six comprehensive parts that aim to guide students to achieve a profound understanding of Participatory Design's principles and to be able to trace its importance for social innovation. Beginning with foundational principles and historical context, students proceed to issues related to user-centered research and ideation. The curriculum delves further into



prototyping, inclusive design, societal impact, and ethical considerations. Collaborative tools, real-world case studies, and discussions on emerging trends and critiques complete the program, fostering skills, ethical awareness, and the capacity to create impactful solutions through participatory approaches, ultimately empowering students to contribute to positive societal change.

Following the comprehensive structure of the module, students will be able to: 1) Use statistical and textual analysis tools as well as AI tools for evidence-based decision-making in real-world scenarios, and 2) understand and apply Participatory Design principles to drive ethical and impactful societal solutions.

4. Social Innovation Tools and Methodologies - Participatory Social Impact Evaluation (UNIBO - with HOU)

The module aims to provide participants with knowledge and critical skills - as much as possible - related to impact evaluation. Impact evaluation is a strategic tool for the capacity building of organizations and for improving territorial processes of social innovation and value generation. The course will include a combination of lectures, case study presentations and hands-on workshops, covering the following topics: theoretical and normative introduction to the topic of social impact and its evaluation; presentation of different methodologies to assess social impact of innovative projects and programmes; the community orientation of organizations and the concept of community of a reference community; description of the various approaches and methodologies through relevant case studies and best practices; a proposal of evaluation path (workshop part of the course); data, digital tools and communication for impact evaluation.

5. Social Innovation Tools and Methodologies - Project Design, Project Management and Capacity Building (UNIBO - with HOU)

This module presents project design and project management methods to accompany territorial networks to achieve positive impact objectives in their communities. The module focuses on how to support the capacity building of local communities in increasing their skills and competencies to implement lasting, significant, and sustainable interventions through co-design and co-planning methods designed to share social innovative projects together with the stakeholders. Case studies will be presented and analysed related to: 1) capacity building for innovation and local development; 2) European planning for the innovation of practices. With respect to the first theme, the methods of accompanying public and private organisations to design inclusive, profound, long-lasting innovation interventions will be shown and analysed. Project design and management will be analysed for co-design with local actors for those system interventions, capable of creating services, development opportunities, and new forms of governance, to transform the singularity of the stakeholders into a system of subjects that produce benefits shared. Emphasis will be given to the presentation of participatory methodologies to facilitate the learning of organizations and networks: the setting up of creative spaces capable of accelerating collaboration between different stakeholders oriented to co-design, test, and experiment with innovative replicable programs. The second theme concerns European projects in collaboration with a large network of international organizations to create opportunities for research and development on the themes of community processes. Project designs and management will be presented and analysed through which to implement European projects in collaboration with a large network of international organizations to foster cooperation with the Third Sector and Public Engagement initiatives. It will be analysed how to model



and stimulate community engagement and community management practices by creating tools and paths for the acquisition of skills.

6. Labour, socioeconomic relations and social responsibility (FFZG - with UNIBO)

This module is focused on familiarizing students with pivotal social issues in the field of labour by discussing un/employment trends and patterns, wage formation, working conditions, the inclusion of marginalized groups in the labour market, and the reduction of inequalities that are related to access to the labour market or are the consequences of their position on the labour market. Individual lectures will present academic and professional discussions on possible policies, both public and corporate, that seek to find innovative solutions to the aforementioned challenges. The module also deals with the role of corporations and other organizations for the social effects of their actions and the possibilities of finding alternative and innovative practices to increase social responsibility or eliminate the unwanted effects of the actions of corporations and other organizations on socioeconomic relations, especially in relation to marginal social groups with regard to origin, gender, class, disability and/or other statuses. The module will seek to provide an overview of the innovative practices of various actors, from corporations, government bodies to non-governmental organizations and interest associations such as trade unions and employers' associations. After mastering this module, students will be able to participate in the recognition of social issues in the field of labour and socioeconomic relations that require innovative solutions, and will be able to contribute to the development of new innovative activities to solve them based on existing contemporary practice.

7. Social innovation in the inclusion/integration of migrants and vulnerable groups (UBFZF - with ZRS)

The aim of this module is to present the contemporary migration process and problems of integration with an accent on a new challenge, needs and chances of migrants and marginalized groups as well as societies. Depopulation is a new reality for all European countries - the rate of fertility became lower and lower every year, a high rate of mortality is expected, and youth outflow is unavoidable. On the other hand, in recent years, many regions of Southeast Europe have witnessed a massive inflow of non-EU nationals, turning them into new migration destinations. Most of these countries were not prepared for this change and international migration became a hot-button topic and require changes in the current social structures. So, there became a lot of questions for policy makers on how to manage migration flows to have results which could be win-win options for host and home countries and, as the first, for migrants, too. Besides, there are a lot of marginalized and stigmatized groups which could be integrated into the social structures. Therefore, there is a need for reconfiguration of relationships between these groups of citizens and the social systems which already exist. Some of the courses will focus on innovative approaches and solutions towards integration, such as social economy approaches, grassroots approaches, child-centred approaches etc. and how they can be pursued at the level of policy and practice. Then, some of the programmes that address children and youth in migration with the aim to empower, include and provide equitable services to them will be presented to the students. Also, we will present in which way integration of migrants and marginalized groups could help to the revitalization of spaces and employment and in which way these people could be encouraged to act and transform systems and models that already exist.



Diaspora and new diaspora formations (diaspora virtual university, for example) will also be introduced to the students as a new form of action for Motherland's prosperity. Learning outcomes that we expect are as follows: students' ability to recognize the needs of migrants and marginalized groups as well as society and ability to recognize, create and apply project and policy tools which could follow those needs and achieve Social Innovation's objectives.

8. Aging society (ZRS - with UBFZF)

The aim of this module is to provide an in-depth perspective on the themes of ageing and intergenerational relations, focusing on the key challenges and opportunities associated with ageing societies (related to e.g. systems of social security, health and care, adjustment of labour market, promotion of active participation and collaboration across generations, etc.). The module will provide students with a critical understanding of issues related to the social construction of ageing and theoretical and policy approaches to ageing societies and intergenerational relations, including debates on solidarity and distributional debates, digitalisation and other topical issues. Beyond the issues of older adulthood, this course provides students with knowledge of different generations, intergenerational relationships, and the identification of needs and creation of opportunities for different age groups. The module thus offers students the opportunity to discuss a range of substantive topics that are relevant to both individual and population ageing and both 'young' and 'older' people. Through a combination of lectures, case study presentations, workshops, etc., students will address various social challenges related to ageing and intergenerational relationships from the perspective of social innovation that contribute to personal empowerment and social well-being.

9. Urban and rural regeneration: policy, project and environment (IUAV - with UBFZF)

The aim of this module is to provide a general overview about of social innovation and its unique relationship with the environment. The role of social innovation in urban regeneration is twofold. On the one hand, the process through which urban regeneration is organised is intensively related with to the co-production and co-creation of specific 'ad hoc' arrangements both among civil society, and public administrations. On the other hand, the urban regeneration project itself is an example of how things can be done, especially in the contemporary situation, where land is a scarce resource, and the phenomenon of unused buildings is urgent and widespread. The module investigates different ways to consider urban regeneration processes, policies and projects with a specific focus on case studies and dedicated seminars. The module also analyses how local, bottom-up initiatives contribute to the social cohesion of neighbourhoods, cultural diversity, and urban revitalization. The importance of social innovation practices based on the cultural and social capital of local actors is pointed out.

The second part of the proposed module is devoted to rural areas. It deals with concepts of integrated territorial development, neo-endogenous development, and territorial capital which indicate the importance of local actors for the revitalization of rural areas. It is especially emphasized that social innovations enable (digital) networking of local actors in order to develop their potential and improve the marginalized position of rural areas. Learning outcomes: Ability to recognize the potential of local actors for the revitalization of urban and rural areas.

10. Education and youth empowerment (UT - with ZRS)



Social innovation, understood in a broader sense as a driver of systemic advancement or change with an embedded social purpose, requires developing specific pedagogical praxis and particular educational skills. The module explores the important role that social innovation education plays in advancing a more critical and socially impactful learning environment and in developing a more sophisticated set of competencies, skills, and qualities for positive change-making in order to empower youth to address future social challenges and making them not only knowledgeable but socially and ethically more responsible, as well as social intelligent innovators and communicators.

The module presents a set of principles for conceptualizing social innovation education, including the relationship to technology. We then will explore how theories and methodologies of social innovations may inform pedagogical praxis and learning design in order to construct a meaningful social innovation education model. We discuss comparatively, the advantages and disadvantages of the non-traditional theories (such as the converted lecturer, flipped classroom, hole in the wall, interactive teaching) and methods (focal points, audience response systems, jigsaw reading, expert round) of teaching and learning and present some practical examples of techniques (card survey, concept mapping, answer garden, think - pair - share) as well as technological tools for applicability (such as socrative, kahoot, answergarden). How do these learning theories and methods and the various technical toolkits relate to and best support the learner-centredness and social innovation aspects? Thus, we discuss the various types of skills and attributes required for changemakers and social innovators (such as perseverance, self-awareness and confidence, internal locus of control, action-oriented, self-awareness, critical thinking, innovation and creativity, empathy, reflectiveness, leadership, emotional intelligence and social intelligence, problem-solving, values-driven) and possible educational alternative evaluation strategies (such as the buzz groups: volunteers or nominees answer, Q&A nominees 'basketball' version, pair checking) and methods (such as group posters, graphic organizers, information gap) that help enhance these competencies. We also outline several implications for using these pedagogical models and praxis to support the embedding of social innovation education in designing learning and student-centredness classrooms.

The module takes a step-by-step approach and participants are encouraged to actively participate in activities and engage in discussions. The main learning outcome of this module is to equip students with the various aspects and toolkits of social innovation education and empowerment.

In presence and virtual learning

The first part of the Joint Master takes place in two distinct places: a physical one (University of Bologna) and a virtual one (the e-learning platform). The online platform is a structural part of the program. It contains didactic modules, exercises to test learning and allows interaction between participants, teachers and tutors through forums and dedicated chats. The online platform supports the master students in their learning process, as lecturers and tutors continuously monitor and are available for clarification and further information on the exercises carried out, case studies, and other activities.

In addition, two modules of the program are entirely offered online, through platforms of distant learning.



Mobility

The Joint Master includes mobility within a partner university/research centre - Hellenic Open University, University of Belgrade, University IUAV Venice, University of Tirana, University of Zagreb, ZRS - Science and Research Institute Koper. Within the period of mobility, the participants are engaged in additional laboratories/workshops and study visits on specific topics. At the same time, they serve an internship/project work within a business partner of the TESI network.

The students express their preferences in regard to where to go for the mobility period and internship within the first three months of the Joint Master. The academic staff of the Master will then decide on the mobility of each student according to their preferences and availability of places.

Laboratories, interactive workshops and study visits

Each partner university organises laboratories and interactive workshops for the development of specific skills in Social Innovation

During the mobility period, the program includes study visits to local organisations and business partners to discuss with practitioners on experiences of social innovation.

Internship/project work

The Joint Master includes 500 hours of internship/workshop within a business partner or research institute of the project TESI. In this way, participants have the opportunity to gain hands-on experience and to engage in the development of innovative solutions to social problems by applying the knowledge and skills acquired during the program.

Final Thesis

For the completion of the Joint Master, students are required to finalise and defend their project work developed during the period of mobility. The thesis is prepared under the supervision of a professor from a Partner University and evaluated by a second supervisor from another Partner University. The final thesis is defended in Bologna in front of a commission composed by representatives of the Joint Master' partners.

Awarding of the title

The awarding of the second-level professional Joint Master and the related university educational credit is subordinate to: the achievement of a minimum mandatory attendance of 80% of classroom activities, the completion of the internship and project work based on the requirement of the Master's study plan, passing of all exams related to each core course.



Joint Master's administrative aspects

Accreditation of the Programme and Recognition Issues

Accreditation Strategy and Diploma Recognition

The TESI project consortium has developed a second-level Master's programme in Social Innovation that will be jointly organized and delivered by all seven partner institutions. Three universities - Alma Mater Studiorum-University of Bologna (Italy), University of Tirana (Albania), and University of Belgrade-Faculty of Philosophy (Serbia) - will accredit the program, as stated in the first section of this document. The accreditation strategy was based on two criteria: national regulations of second-master programs and the possibility of recognition of the title for students from the ADRION region. For the reason that most partners come from EU member states, the joint program must be accredited by at least one EU partner. Alma Mater Studiorum-University of Bologna (UNIBO) will host in-person lectures and administer the program, so it is necessary to accredit the program in Italy by Alma Mater Studiorum-University of Bologna. To ensure easier qualification recognition in non-EU partner countries, the consortium has decided to accredit the program in Serbia (University of Belgrade-Faculty of Philosophy) and Albania (University of Tirana). This joint programme will be organized and delivered by whole consortium and coordinated and administrated by Alma Mater Studiorum - University of Bologna.

As the programme is based on ECTS system and is in line with European Qualification Framework, it is unlikely that there will be any obstacles in recognizing qualification obtained. However, most employers, including NGOs, international organizations, and private companies, accept international qualifications as relevant and do not require formal recognition of qualifications. In other ADRION countries where the programme will be not accredited, students will be able to apply for qualification recognition through the National Academic Recognition Information Centres (NARIC) office in their country. This may be necessary if a potential employer, for instance a public body or agency, requires it.

All partners within the consortium who initially do not accredit the program are permitted to pursue accreditation in the future if there is a need for administrative or academic purposes.

Accreditation plan

Preliminary preparations for accreditation process have already started during implementation period of TESI project. The national teams reviewed the accreditation requirements and procedures with the relevant university and national bodies. The three project partners responsible for coordinating accreditation in their respective countries have already informed the relevant bodies about the intention to accredit the joint master program in Social Innovations.

Once the TESI project activities end, the consortium will continue with activities related to the accreditation process. Each coordinator of accreditation (Alma Mater Studiorum - University of Bologna, University of Tirana, and University of Belgrade - Faculty of Philosophy) will prepare a list of templates and documents required for the accreditation process in their respective country, and all consortium members will work together to transform the JM programme and concept described in the project outputs into relevant



forms. Whenever national regulations allow, the same documentation will be used, and where necessary, adjustments will be prepared.

This is the timeline for the accreditation process for each institution/country:

Alma Mater Studiorum - University of Bologna (Italy):

- Internal procedures will start during the first week of March 2024, with the submission of the JM proposal for approval to the University's bodies.
- Approval of the proposal is expected by June 2024.

University of Tirana (Albania):

- Internal procedures will start in March 2024, with the submission of the JM proposal for approval to the University's bodies.
- External accreditation and quality assurance process will start in May 2024.
- Both the internal process of accreditation and external quality assurance procedure will be finished by October 2024.

University of Belgrade (Serbia):

- Internal procedures will start in October 2023, with the submission of the JM proposal for approval to the University's bodies.
- External accreditation and quality assurance process will start in March 2024.
- Both the internal process of accreditation and external quality assurance procedure will be finished by July 2024.

The consortium aims to complete accreditation procedures by late Spring 2024, followed by a call for student enrolment in Summer 2024, with the program officially starting in October of the same year. For the start of the programme, its accreditation in Italy with Alma Mater Studiorum at the University of Bologna will be sufficient.

Programme consortium agreement

Prior to initiating the accreditation process, the programme consortium agreement must be signed. This agreement will establish the responsibilities and tasks of each partner involved in the accreditation process, the management structure of the future study program, and the obligations and roles of each partner in the program delivery process.



Student admission requirements, procedures and fees

Target group

The target profile of students of the joint master in Social Innovation are persons with some experience in dealing with different social issues, either as young professionals in the public or corporate sector, international organizations, or activists of non-governmental organizations. It is expected of future students to have an academic background, preferably in social-science, and/or first-hand experience with some of the most prominent social issues in contemporary societies in the ADRION region. The Joint Master will offer 25 positions to future students, and the Programme will be open to all candidates from the countries which are part of the Adriatic-Ionian macro-region.

Enrolment requirements

The programme is reserved for candidates who, by the time of enrolment, are in possession of the following qualifications and access requirements:

- university degree earned during studies lasting either 4 or 5 years (3 + 2) with a previously earned degree of a minimum of 240 ECTS.
- excellent knowledge of the English language.

Candidates who apply for the programme with a degree obtained abroad must produce the Declaration of Value (Dichiarazione di Valore) with the academic qualification and the academic transcript officially translated and legalised (the translation is not necessary for qualifications and certificates in English).

For academic qualifications awarded by institutions in countries in the European Higher Education Area (Bologna Process), only the declaration of value can be replaced by a Diploma Supplement, based on the European Commission form and issued by the relevant University.

For further information about “Declaration of value, translation, and legalisation” check the Unibo website <https://www.unibo.it/en/teaching/enrolment-transfer-and-final-examination/declaration-of-value-translation-and-legalization>

Candidates who, at the time of registration for the selection process, do not have the required qualifications or meet the necessary requirements will be able to participate in the selection process understanding that, if they are successful, they will not be able to enrol until they have sent proof to the Masters Office (master@unibo.it) that they meet the requirements. Candidates who are successful in the selection process but who do not obtain the required qualifications and meet the admission criteria by the enrolment deadlines will not be able to enrol.

Non-EU candidates who, at the time of applying, are in possession of a degree providing eligibility for the Master, and who are also registered for an education or course at an Italian university, need to have completed and obtained that title before the registration deadlines indicated above in order to register for the Master.

The candidate must hold one of the following English language certificates: TOEFL - internet- based at least 79 points; IELTS - at least 6.5 points; Cambridge Advanced/Proficiency - any result; TOEIC - at least 750 points; BULATS - at least 75. This certificate is not necessary for those who are native English speakers or have obtained a



degree from a course of study (1st or 2nd cycle) provided entirely in English. Candidates who are not able to demonstrate their English language knowledge with one of the certificates listed above can participate in the language test organised by the Alma Mater Studiorum - University of Bologna.

Selection criteria, procedure and fees

Admission to the Master will be subject to passing the selection process based on the evaluation of qualifications. The maximum score given by the Admission Board is 100 points, of which the breakdown is as follows:

- a) Consistency of the candidate's academic and professional biography (30 points)
- b) Motivation letter (25 points)
- c) English language proficiency (20 points)
- d) Academic merit based on grades in previous studies (25 points)

The minimum score of 65/100 must be achieved to pass the selection.

The required documents for the selection process will be listed in the procedural instructions and must be submitted with the specific documents listed below:

- a) Detailed curriculum vitae in English;
- b) List of titles, if relevant. The following items are considered titles: publications (such as articles, essays, books etc.), academic honours, scholarships, grants, certificates of professional experience in companies/institutions/offices/other organizations, voluntary activities with non-governmental organisations, letters of recommendation, etc.
- c) Letter of motivation in English (maximum two pages). The letter must specify the motivations of the candidates to apply for the Joint Master, his or her interest in Social Innovation and the main thematic areas or fields of interest.
- d) English language certificate.
- e) Certificate or self-declaration of knowledge of other languages (excluding mother tongue and English).

The evaluation process of the titles (CV, motivation letter, etc.) and language skills of the candidates who applied will take place by means of an interview, which will be organised online.

Admission to the professional Master programme is granted to eligible candidates, within the limits of available seats, based on the ranking established in accordance with the total score awarded. In the event of two candidates with the same score, the candidate with the highest score in English language proficiency will rank higher. In the event of the same score in English language proficiency, the younger candidate will rank higher.

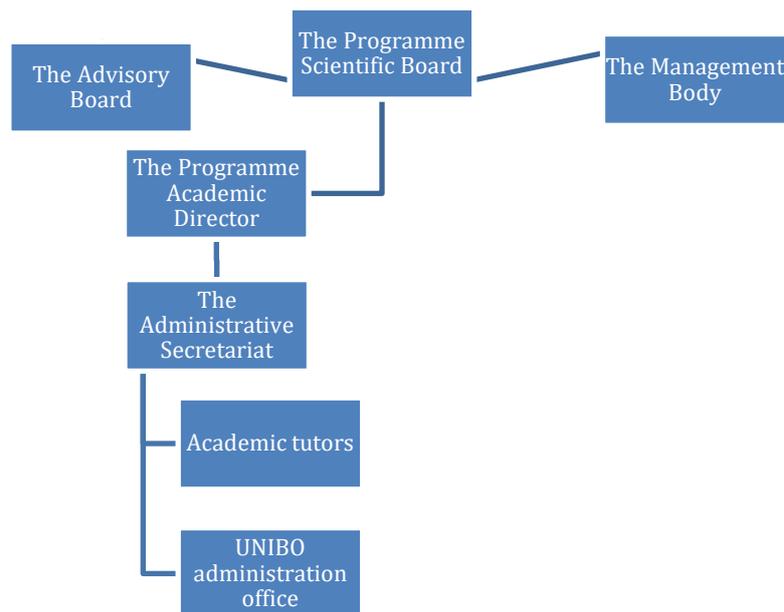
The selection process will be conducted by the Admission Board, which will be appointed by the Programme Scientific Board (see management structure of the programme in the next section). The head of the Admission Board will be the Programme Academic Director.



Programme Administration and Management

The Programme Management and Administration Bodies

During the TESI project, the consortium members have discussed not only the content of the future joint-master programme in Social Innovations but also the organizational and administrative issues to ensure that its implementation plan is realistic. One of the topics discussed was the structure of the programme's management and administration bodies. The agreed-upon structure of the management and administration bodies is presented in the following organization chart.



The Programme Scientific Board will act as the main governing body of the overall programme. Its responsibility will be to oversee strategic academic matters related to changes in the programme's content and structure, selection of lecturers, setting selection criteria for students, choosing members of the admission board, verifying the students' selection process, reviewing the topics of the final thesis, and other academic issues, including academic ethics. The Board will also make some organizational decisions, such as selecting the academic director of the programme. The Board will consist of a minimum of four professors who teach in the programme, representing various partners of the consortium. The Board members will serve a two-year term, which can be renewed.

The main governing body of the program is *the Programme Academic Director*, who will be responsible for organizing and executing the programme, as well as managing its academic and administrative aspects on a day-to-day basis. The Director will be chosen by the Programme Scientific Board among full professors of the UNIBO. The Director's term will be two years with the possibility of renewal.



The Management Body (external agency) is an organisation external to the University responsible for all technical and administrative aspects related to the management of the Joint Master, such as the preparation and control of external contracts and tenders for teaching and services.

The Advisory Board will consist of a network of stakeholders, including representatives from non-governmental organizations and public bodies/agencies who are Social Innovation practitioners from the ADRION macro-region, members of the academic community researching social innovations and social transformation, EU-level bodies dealing with social innovations and social changes, as well as representatives from organizations where programme students will undertake internships.

The Administrative Secretariat will be responsible for organizing the programme's activities and managing its administration. It will have two segments: the regular administrative service of UNIBO responsible for MA programmes, and academic tutors. The two academic tutors will be selected by the Programme Academic Director through a public call. They will be responsible for organizing classes and courses, assisting lecturers in preparation and during the conduction of classes, and helping students with academic and administrative issues, such as selecting internships, choosing elective classes, and navigating program requirements. They will also act as mediators between students and the UNIBO students' administration office and will take care of the promotion of the Joint Master through different channels.



Resources and Financing

Resources and budget structure

As it was described above, the primary target group of this programme are junior practitioners of social innovation from ADRION macro-region with tertiary education degree. Thus, organization and execution of a joint-master programme with international students as target group requires substantial resources.

First, the strategic decision was made that the programme will be comprised of in-person classes, which will be organized in Bologna using premises, equipment and other services of Alma Mater Studiorum-University of Bologna. The fact that majority of classes will be in-person is of a crucial importance for this programme because that will enable formal and informal networking between students, important for building of network of social innovation practitioners in ADRION macro-region. All lectures will be organized in one place in order to make conduction of the programme simpler. However, described approach will influence expenses, because the programme budget will have high share of travel and accommodation costs both for international community of students and international group of lecturers. The biggest component of the programme budget will be travel and accommodation costs for 25 students. Each student will get scholarship which should be used to cover travel and accommodation costs for eight cycles of in-person classes in Bologna.

Second important component of the budget will cover travel and accommodation costs during obligatory mobility period. As described above, each student will have obligation to do internship in one of the partner-organizations from ADRION macro-region, which should be in a country different from the country of student's permanent residence. This activity is very important for the concept of this study programme and its orientation toward learning by doing and getting first-hand experience with social innovations. The final thesis of the programme will be also based on the internship and the project students will do in partnership with host organization.

Third element of the budget are expenses for travel and accommodation of lecturers. As it was described above, the programme will be delivered by international community of lecturers from the consortium and each of eight in-person sessions in Bologna will be delivered by two teachers.

Fourth part of the budget are costs of personal and other direct and indirect costs of the programme. This budget line will cover costs of work of two academic tutors, the programme academic director and other direct and indirect costs including small fee of UNIBO for administrative services.

The organization and execution of this programme require additional resources such as educational infrastructure, access to academic publications and libraries, and IT resources. The consortium will ensure availability of these resources, primarily through Alma Mater Studiorum-University of Bologna.

Funding sources

Part of the TESI project activities was the analysis of a social innovation landscape in the ADRION macro-region including analysis of educational offers not only in countries included in the project but also in the neighbouring regions. The overall conclusion, presented in the



outputs of the project, is that the offer of educational programmes on social innovations in the ADRION macro-region is unequally distributed, with some countries, like Italy, with broad offer and other countries, like Croatia, with minimum or non-existing offer. The additional important conclusion of the analysis is that there is no study programme which has practitioners from the ADRION macro-region as a target group. Based on these findings, we conclude that there is a strong need for such a study programme.

This programme aims to attract potential students from less developed countries in the ADRION macro-region, with a significant proportion of them coming from the NGO sector. It is unlikely that potential students or their employers will be able to finance the scholarship of this programme. Therefore, it is crucial to ensure financing of scholarships for all students (an average of 25 per generation) from the EU funds, including ADRION Interreg, for the success of this programme. The consortium will explore funding opportunities before making a decision to start with the first generation.

