TRAINING ON SOCIAL INNOVATION #5-COMMUNITY GARDENING

Based on Naschgarten, Austria, Vienna

tric | Transferring Social Innovation into Competencies

TABLE OF CONCENTS

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MODULE #1

Introducing the program and social innovation concept

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INTRODUCING TRIC

Proposal: Erasmus + Small Scale Program
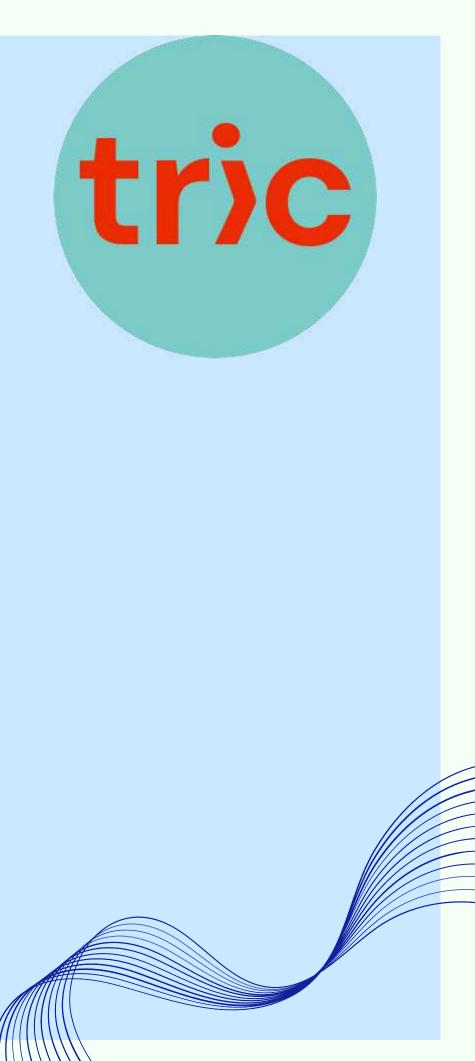
Project: TRIC – TRansferring social Innovation into Competencies

Implementation period: 01/02/2023– 31/01/2024.

In the TRIC project, we looked for social innovation competencies by analyzing already proven and successful social initiatives.

Our goals:
- Strengthening social innovation competencies among adults with non-formal education methods.
- Supporting the transferability of effective social innovation methods by transforming projects into training materials.
- Identifying the competences inherent in social innovations that can be adapted for the labor market and teaching them to adults.

TRIC ACTIVITIES

01 RESEARCH AND METHODOLOGY ON THE POSSIBILITIES OF TRANSFERRING SOCIAL INNOVATION INTO EDUCATIONAL MATERIALS

02 QUERY AND PROCESSING OF SOZIALMARIE WINNING AND NOMINATED PROJECTS

03 TRANSFORMING METHODOLOGIES THAT CAN BE EXTRACTED FROM SOCIAL INNOVATIONS INTO THE KEY COMPETENCE

04 5 TRAINING PACKAGES BASED ON SOCIAL INNOVATION CASE STUDIES

05 20 ADULT STUDENTS DEVELOP THEIR SOCIAL INNOVATION COMPETENCIES

06 VIENNA EVENT TO PRESENT THE RESULTS

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PARTNERS

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UNRUHE PRIVAT STIFTUNG

CROMO FOUNDATION

Unruhe Private Foundation's main project is SozialMarie - Prize for Social Innovation. Launched in 2005, it is the first social innovation prize in Europe. Each year, 15 outstanding social innovations are selected through a multi-stage evaluation process involving regional experts and an international jury. The winners are presented to the public at an award ceremony in Vienna. Unruhe organises workshops and events to mentor the winning projects and promote dialogue on social innovation in the Central and Eastern European region.

https://sozialmarie.org/en

Cromo Foundation was established in 2002 in order to contribute to the local and regional cooperation of non-governmental, business and governmental actors and thus to strengthen a participatory, active and democratic society in Hungary and Europe.
Core values of our organization are credibility, accountability, professionalism and innovation. Cromo wishes to see local organizations well managed and effective; local citizens active and committed to participation; local communities vibrant and sustainable; society inclusive and tolerant.

https://www.cromofoundation.org/

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ABOUT SOZIALMARIE

Social innovation drafts solutions to pressing social challenges. It provides room for new approaches, gives innovative answers and lays new paths. Social innovation either reacts to a new social question or it solves a known problem by a new practice. The effected group (target group) acts by itself or at least the action has to involve the effected group. In this manner, social innovation creates sustainable, exemplary solutions that inspire others.
Definition of social innovation, Unruhe Privatstiftung

SozialMarie is a prize for social innovation awarded to 15 outstanding projects every year. With its first call for applications in 2004 and awarding in 2005 it has been the first prize for social innovation in Europe. Beyond a financial recognition adding up to €55,000, SozialMarie primarily offers a public platform for social innovative projects in Central and Eastern Europe.

Projects run by private individuals, commercial companies, the social economy (civil society initiatives, NGOs, NPOs, associations) and the public administration are eligible. Projects implemented in Austria, Croatia, Czech Republic, Hungary, Slovakia and Slovenia are invited to apply.

ABOUT SOZIALMARIE (PART 2)

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Timeline

Start of call	End of call	Nominations	Start of public voting	End of public voting	Award Ceremony	Start of call
07·11 2023	16·01 2024	28·02 2024	09·04 2024	16·04 2024	01·05 2024	11 2024

INTRODUCING NACHTGARTEN, AUSTRIA - NOMINATED 2023

Nominated: 2023
Country:Austria
Region:Vienna
Sector:Civil Society / Social Economy
Fields of action: Awareness raising, Health, Environmental protection
Project owner: Naschgarten
Responsible person:Marina Hülssiep
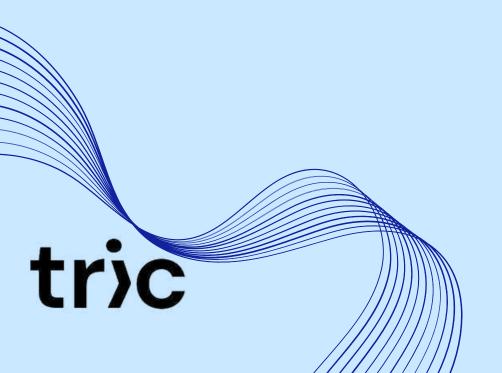
APPRECIATION OF THE JURY

The Naschgarten – From Seed to Dish project addresses two essential challenges of our time – unhealthy lifestyles and climate change – combining gardening and cooking with the aim of teaching sustainable environmental and nutritional skills to children. It relies on the inherent openness of all children to learn and discover.

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Social Innovation

What is social innovation?
Social innovation refers to the process of developing and implementing new, effective solutions to solve social or environmental issues.

Social innovation is meant to have long term impact at large scale. Social innovation is traditionally advanced through non-profit endeavours, but the business community is also open to address society's challenges too.

AMANI SOCIAL INNOVATION FRAMEWORK
8 Steps to Creating a New Idea

IMPACTING
What are the possibilities for social impact from your idea? How will you set it up for impact from the beginning?

BURNING
What social challenge or opportunity do you personally care a lot about?

IDEA NETWORKING
What new ideas or feedback can you get from sharing your idea with a diverse group of people?

SENSING
What information can you find out about the challenge, using as diverse a range of sources and types of information as possible?

EXPERIMENTING
What might be a draft prototype of your idea? What does it look like in the real world?

QUESTIONING
What are the questions about this challenge that nobody else is asking? Can you re-frame the challenge in a different way?

IDEA GENERATION
Putting all the previous steps together, what is your idea to address this challenge?

ASSOCIATING
What can you learn from other fields or sectors or experiences that might be adaptable to your challenge?

AMANI INSTITUTE
Developing talent to address global challenges

MODULE #2

Getting to the idea, vision and mission

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EXERCISE #1

Think about your idea

What communities do you live in?

QUESTION 1

What are the needs and challenges in your society/neighborhood/community?

QUESTION 2

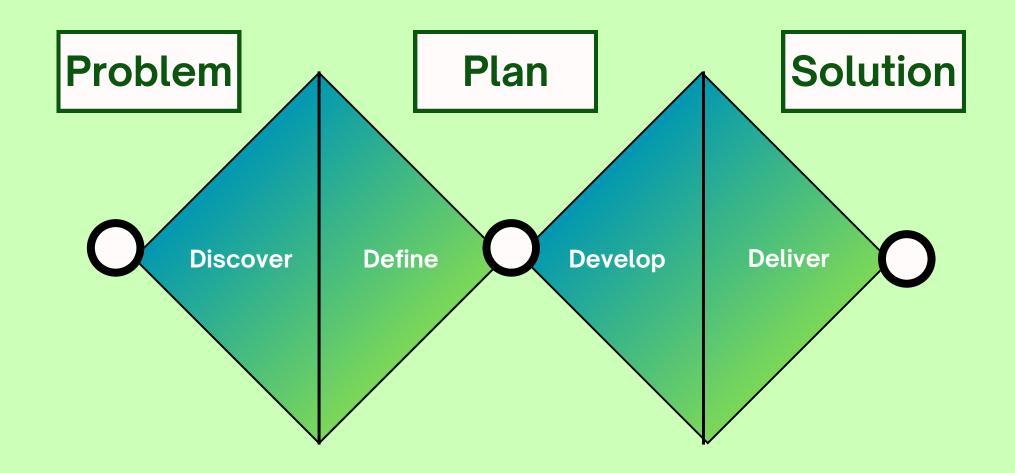**What are your personal interest in this respect?**

QUESTION 3

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Model/Tool #2 – Idea Challenge

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- **What is the core problem?**
- **How to define it?**
- **Problem centric vs solution centric approach**
- **Generating several ideas – Brainstroming**
- **Choose the best – Idea Ranking**

Problem   **Plan**   **Solution**

Discover   Define   Develop   Deliver

Showcase #1
Naschgarten– Idea

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One in three children in Austria is overweight or obese (ÖGK, 2020). The consequences for the individual and society are fatal. One cause is that many children no longer have a connection to food and its origin, and unhealthy and climate-damaging lifestyles prevail in our society.

The Naschgarten – From Seed to Dish project addresses two essential challenges of our time – unhealthy lifestyles and climate change – combining gardening and cooking with the aim of teaching sustainable environmental and nutritional skills to children. It relies on the inherent openness of all children to learn and discover.

The learning opportunity of the Naschgarten project is aimed at children between 3 and 14 years. Kindergarten groups and school classes use garden rakes and cooking spoons in the mornings, whereas in the afternoons the project welcome all those who feel like being outside and cooking over the campfire.

Vision and mission

VISION

Visioning is a process by which a community/members of organization defines the future it/they wants.
„The vision is like a lighthouse which illuminates rather than limits, giving direction, rather than destination"
(James J.Mapes, Forsight First)

A mission statement is used by a community/organization to explain, in simple and concise terms, its purpose(s) for being. The statement is generally short, either a single sentence or a short paragraph.

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MODEL/TOOL #3
CREATE VISION AND MISSION

01 HOW DO YOU IMAGINE THE IDEAL FUTURE?

02 WHY DO YOU WANT TO WORK FOR IT?

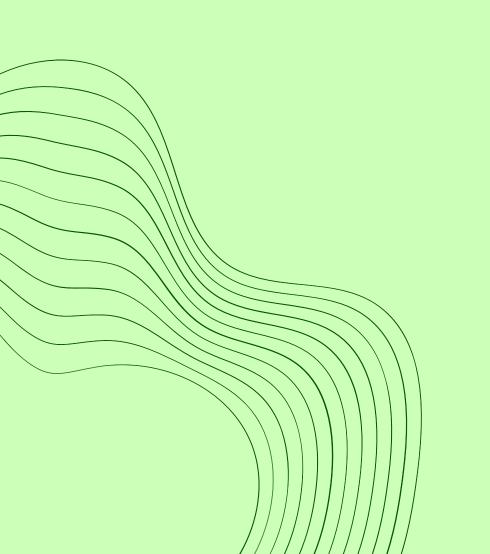**03** HOW DO YOU WANT TO MAKE IT?
PROGRAMS/SERVICES/SOLUTIONS

04 WHERE DO YOU WANT TO WORK? GEOGRAPHICAL SCOPE

05 WHO DO YOU WANT TO WORK FOR? TARGET
GROUPS/BENEFICIARIES

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EXERCISE #3

Think about your idea

How do you want to achieve it?

QUESTION 3

What do you want to do for this ideal future?

QUESTION 1

Why do you want to contribute?

QUESTION 2

Where?

QUESTION 4

For whom?

QUESTION 5

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Showcase #2-Naschgarten - Vision and mission

VISION

A healthy future for every child in connection with nature

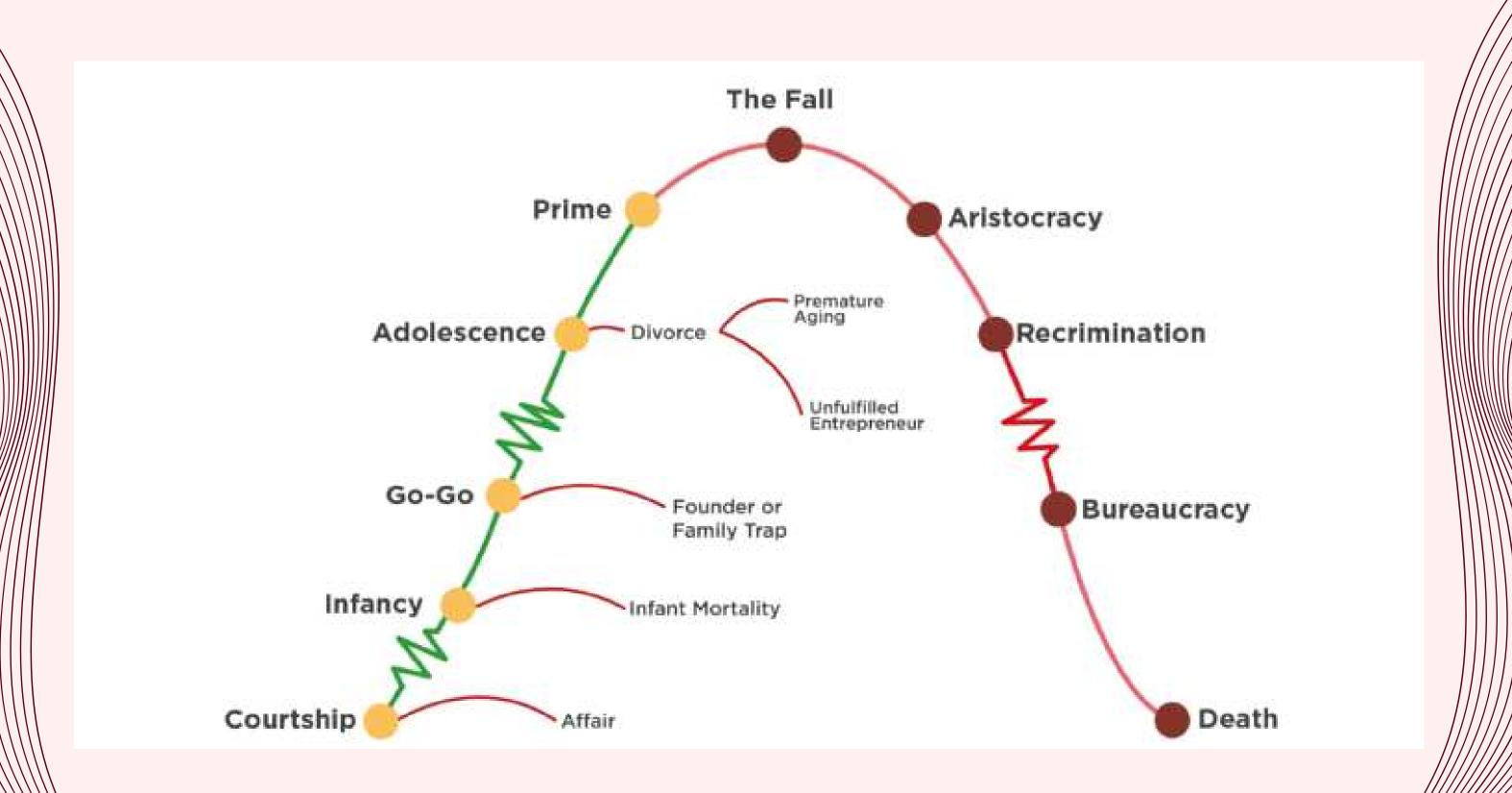We provide an access to nature & health - from seed to the finished meal.

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MODULE #3

First steps

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MODEL/TOOL #4
PROJECT LIFECYCLE – 10 STEPS (PART 1)

01 **COURTSHIP** –THE INITIAL PHASE IS THE DEVELOPMENT OF THE IDEA, RAISING CAPITAL, AND FORMING THE BUSINESS.

02 **INFANT** –AS THE NAME SUGGESTS, THIS PHASE IS THE START OF RUNNING PROJECTS. THE PARTICIPANTS MAY EXPERIENCE INFANT MORTALITY.

03 **GO-GO**-THINGS GET FRANTIC, PERHAPS CHAOTIC. IT MAY EXPERIENCE THE FOUNDER/FAMILY TRAP, WHERE THE PROJECT ACTIVITIES AND FAMILY LIFE COME INTO COMPETITION.

04 **ADOLESCENT**- DURING THE ADOLESCENT STAGE, THE PROJECT BEGINS TO DEFINE ITSELF AND ESTABLISH ITS PLACE. IT MAY EXPERIENCE DIVORCE, EITHER FROM PREMATURE AGING OR A DISAPPOINTED PARTICIPANTS/FOUNDERS.

05 **PRIME**-DURING ITS PRIME, THE PROJECT IS FIT, HEALTHY, AND PROFITABLE.

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MODEL/TOOL #4
PROJECT LIFECYCLE – 10 STEPS (PART 2)

06 **THE FALL–** THE PRIME PHASE ENDS AS THE PROJECT PARTICIPANTS START TO LOSE ITS KEEN EDGE.

07 **ARISTOCRATIC–**THE PROJECT REMAINS STRONG BECAUSE OF ITS SUCCESSES AND PRESENCE BUT LOSES MARKET SHARE AS IT FALLS PREY TO TECHNOLOGY CHANGES AND MARKET TRENDS.

08 **RECRIMINATION–** DOUBT, PROBLEMS, AND INTERNAL ISSUES OVER THE DECLINE CAN CAUSE THE PROJECT TO LOSE ITS PURPOSE.

09 **BUREAUCRACY–**INTERNALLY FOCUSED ON PROCESS AND PROCEDURE, THE PROJECT SEEKS AN EXIT OR DIVESTMENT

10 **DEATH–** IF THE ORGANIZATION CAN'T RENEW ITSELF, IT CLOSES, SELLS OFF, GOES BANKRUPT, OR SELLS ITS ASSETS.

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SHOWCASE #3 - NASCHGARTEN tric
FIRST STEPS

They began by establishing an incubator SOS village for children. Subsequently, they submitted their idea along with the business canvas and progressed further by developing their concept through this incubation program. Additionally, they engaged in a second incubator which awarded them a prize of 20,000 EUR. This served as their initial starting point.

Without Teach for Austria, the incubator program, and the accompanying financial support, their progress would have been considerably slower. At the time, one of the co-founders was dissatisfied with their current job and harbored a strong desire to pursue the venture. Meanwhile, the second co-founder was pregnant, which provided them with additional flexibility. Personal motivation played a crucial role in their decision-making.

From a financial perspective, parental leave ensured a stable income during this period. The co-founder is currently benefiting from a founding scholarship, and with the inclusion of parental leave, they now have both the time and financial resources to dedicate to their venture.

Showcase #3 Naschgarten – Challenges and answers

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CHALLENGES	ANSWERS
Need for growing staff	They sought a third funder, requiring a male partner as one colleague was pregnant. Finding a suitable person willing to work for minimal compensation proved challenging. Despite being two strong women, they recognized the need for a male presence. Initial attempts online were fruitless, and success came through word of mouth. This individual shared similar ideas, values, and background, having studied at the same university. After a quick interview, he joined the team. Three months later, they had another conversation to determine if they wanted to continue working together or not.
Long preparation time	It was an extensive work to establish the sites, dependent on weather conditions. After 10 months of funding, they welcomed their first kids. The idea propelled them forward, enjoying the outdoor activity that connected them. They tend to focus on upcoming tasks rather than reflecting on completed ones. Coming together as a group of three, they engage in planning, a characteristic often associated with a feminine approach.
Missing organisation development expertise	Assistance in constructing the organizational structure was needed. While there were mentors in the incubation programs, more time and intensive efforts were required to fully understand the organization and its members. It is suggested to consciously build up the organisation from the start.

EXERCISE #4

Based on the project description, make a list on dos and don'ts

CHECKLIST, DOS AND DON'TS

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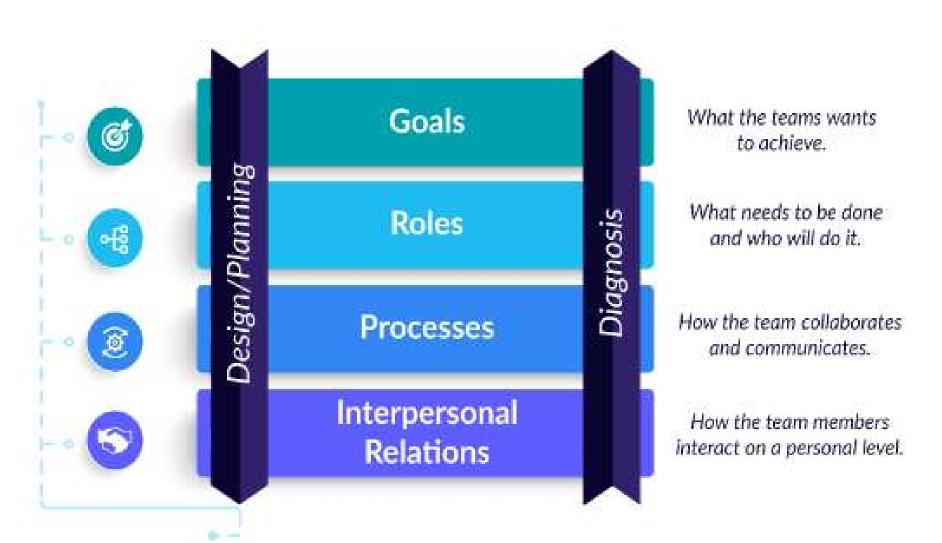
SKILL #1 TEAM MANAGEMENT

Team management skills refer to the ability to effectively lead, coordinate, and oversee a group of individuals to achieve common goals and objectives.

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Model/Tool #5 - Team management

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GRPI Model of Team Effectiveness

Design/Planning

Goals — What the teams wants to achieve.

Roles — What needs to be done and who will do it.

Processes — How the team collaborates and communicates.

Interpersonal Relations — How the team members interact on a personal level.

Diagnosis

AIHR | ACADEMY TO INNOVATE HR

The GRPI model is a framework used for team development and organizational improvement. The model was developed by Richard Beckhard and David Gleicher and focuses on four key elements necessary for successful team functioning:

Goals: This involves clarifying the team's purpose and objectives. Teams need a shared understanding of their mission, vision, and specific goals they are working towards.

Roles: Establishing clear roles and responsibilities for each team member is crucial. This involves defining what each team member is expected to contribute and ensuring that everyone understands their individual and collective responsibilities.

Processes: Teams need effective processes and procedures to carry out their work. This includes communication channels, decision-making methods, and workflow structures.

Interpersonal Relationships: Building positive relationships among team members is essential. This involves fostering a supportive and collaborative team culture, promoting effective communication, and addressing conflicts constructively.

MODEL/TOOL #6 TEAM MANAGEMENT SKILL IS A SET OF SKILLS, SUCH AS...

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- **Communication**: Clear and open dialogue to convey goals and expectations.
- **Leadership**: Inspire and guide the team towards common objectives.
- **Organization**: Efficiently plan, coordinate, and meet deadlines.
- **Delegation**: Assign tasks based on strengths, empowering team members.
- **Motivation**: Foster positivity, recognize achievements, create a supportive environment.
- **Conflict Resolution**: Address conflicts promptly, maintaining team cohesion.
- **Decision-Making**: Timely, informed decisions with team involvement when needed.
- **Adaptability**: Flexibility to adjust plans and strategies as needed.
- **Problem-Solving**: Analyze challenges, encourage critical and creative thinking.
- **Empathy**: Understand and consider team members' perspectives and feelings.
- **Time Management**: Efficiently allocate resources, set realistic timelines.
- **Feedback**: Provide constructive feedback for growth and improvement.
- **Team Building**: Actively cultivate collaboration and a sense of unity.
- **Strategic Thinking**: Align team goals with long-term organizational objectives.
- **Coaching and Development**: Support professional growth through mentorship and skill development.
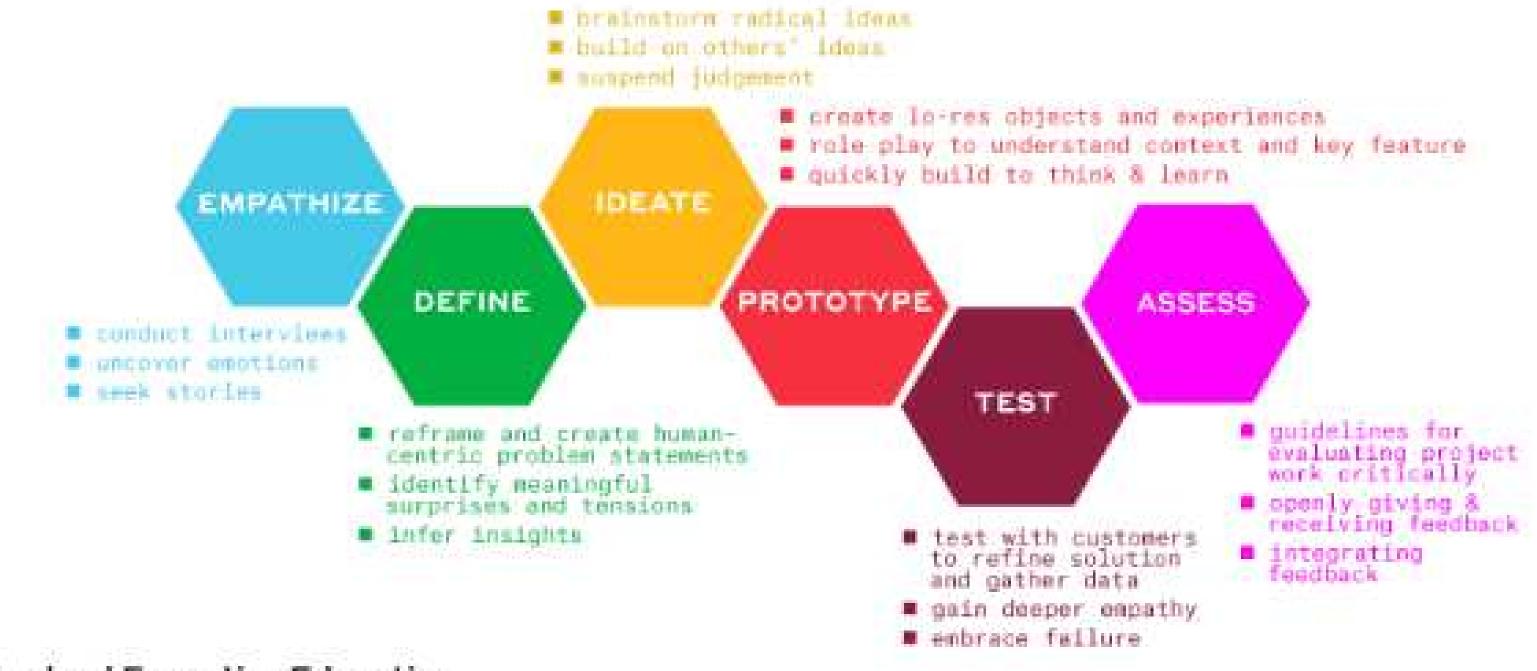
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SKILL #2 CREATIVE THINKING

Creative thinking skill refers to the ability to generate innovative and original ideas, solutions, or approaches to problems. It involves thinking "outside the box" and exploring unconventional perspectives to come up with novel and valuable insights.

Design Thinking Process Diagram*

- brainstorm radical ideas
- build on others' ideas
- suspend judgement

- create lo-res objects and experiences
- role play to understand context and key feature
- quickly build to think & learn

EMPATHIZE

IDEATE

DEFINE

PROTOTYPE

ASSESS

TEST

- conduct interviews
- uncover emotions
- seek stories

- reframe and create human-centric problem statements
- identify meaningful surprises and tensions
- infer insights

- test with customers to refine solution and gather data
- gain deeper empathy
- embrace failure

- guidelines for evaluating project work critically
- openly giving & receiving feedback
- integrating feedback

d.school Executive Education

Hasso Plattner Institute of Design at Stanford University

*not necessarily linear, apply as needed ©2019

Model/Tool #7 - Design thinking

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Design thinking is a human-centered, iterative problem-solving approach that focuses on understanding the needs and experiences of users to create innovative and effective solutions. It places a strong emphasis on empathy, collaboration, and experimentation. The design thinking process typically consists of the following stages:

- **Empathize**: Understand the needs, motivations, and challenges of the users by engaging in conversations, observations, and interactions.
- **Define**: Clearly articulate the problem based on insights gained during the empathize stage. Develop a user-centered problem statement to guide the design process.
- **Ideate**: Generate a wide range of creative ideas to address the defined problem. Encourage free thinking and brainstorming within the team.
- **Prototype**: Create tangible representations of selected ideas. Prototypes can take various forms, such as sketches, wireframes, or physical models, to help visualize and test concepts.
- **Test**: Collect feedback on the prototypes from users and stakeholders. Use this feedback to refine and improve the solutions iteratively.

EXERCISE #5

Based on the project description, make a list on dos and don'ts

CHECKLIST, DOS AND DON'TS

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Showcase #4-Naschgarten
Creative thinking

The Naschgarten addresses two essential challenges of our time - unhealthy lifestyles and climate change - by combining gardening and cooking with the aim of teaching sustainable environmental and nutritional practices. Groups of children visit the Naschgarten on at least six dates over the course of a school year to garden in the cycle of the seasons and to cook healthy and seasonal dishes over a campfire. In addition to sowing, weeding, harvesting and snacking, the program also includes playful exploration of the soil and the plant world. By participating repeatedly, the children can break down fears of contact with the earth and insects as well as discover and anchor their love of healthy food in the long term through practical learning and exuberant play outdoors, harvesting and tasting their own "fruits".

MODULE #4

Growth and Development

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SKILL #3 - CROSS SECTORAL COOPERATION

Cross-sectoral cooperation skill refers to the ability to collaborate and work effectively across different sectors, industries, or fields. It involves bringing together individuals or organizations from diverse backgrounds, such as the public sector, private sector, non-profit organizations, academia, and more, to address complex challenges or achieve common goals.

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Showcase #5 Naschgarten: Cross Sectoral cooperation

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Public sector: The greatest innovation is the cooperation with public kindergartens and schools, whereby children of all backgrounds can be reached, and health equity can be promoted. By raising awareness of the participating institutions and elementary educators/teachers, basic environmental and health competencies can be anchored in Vienna's elementary and school education programs in the long run.

Private and business sector: A smaller part of the costs is covered by cross-financing projects (hosting children's birthdays, festivals, renting out the site) and private donations involving private people as well as businesses.

Civic sector: 1.5 years ago, they initiated a network with similar NGOs in the field, holding regular meetings to exchange experiences and discuss plans.

MODEL/TOOL #8

Institutionalisation

Find volunteers and collegues to work with

BUILDING STAFF

Design internal communication – use social media for exeternal

COMMUNICATION

Create a budget, prising and income generation plan

FINANCIAL ISSUES

Design structure and clarify roles and responsibilities

ROLES AND RESPONSIBILITIES

Design the most improtant task and process – describe them

MINIMUM PROCESS DEVELOPMENT

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SHOWCASE #6-NASCHGARTEN-EARLY INSTITUTIONALISATION OF THE PROJECT

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Building staff
The recruitment system operates primarily through word of mouth and networking. With a specific course of study (natural pedagogy) in mind, efforts are made to recruit students/alumni from that field.

Roles and responsibilities
Each of the founding members works approximately 4 hours per week on a voluntary basis. The other staff is paid for weekly work ranging from 6 to 17 hours.

SHOWCASE #6-NASCHGARTEN-EARLY INSTITUTIONALISATION OF THE PROJECT

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Minimum process development

The project spans an entire school year and is organized into distinct work packages.

WP I: Target group acquisition and scheduling.

WP II: Development of teaching content with ongoing adjustments based on weather, garden topics, and group needs.

WP III: On-site pedagogical work, including food purchase, kitchen disinfection, class leadership, cleanup, and documentation.

WP IV: Evaluation and impact measurement along with internal team evaluation.

WP V: Ongoing garden and site maintenance throughout the project period.

Financial issues

The construction of the Naschgarten as well as the implementation of the prototype have been financed mainly by the Future Wings Foundation. A smaller part of our costs is covered by cross-financing projects.

Communication

Social media: https://www.facebook.com/NaschgartenWien

EXERCISE #6

Based on the project description, make a list on dos and don'ts

CHECKLIST, DOS AND DON'TS

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MODULE #5

Sustainability and future plans

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Definition of social impact means any significant or positive changes that solve or at least address social injustice and challenges.

Phases of SI:
1. formulating the overarching social problem
2. identifying resources and needs
3. setting objectives and strategies
4. monitoring results, analysing figures
5. development and innovation

MODEL/TOOL #9 SOCIAL IMPACT

Showcase #8 - Naschgarten Social impact and future plans

SOCIAL IMPACT

The ongoing and final evaluation of the pilot of the year 2022 revealed positive effects in terms of nutritional knowledge and behavior, environmental awareness, physical and mental well-being, and personality development of kindergarten participants.

Since May 2022, courses for kindergartens and elementary schools have been taking place. In the future, an upscale of the programs in terms of the number of participants, as well as regarding target groups (adults and people with disabilities) is planned and the further expansion of the site (play area and amphitheater). Starting in 2025, another location will be built in the 23rd district.

FUTURE PLANS

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EXERCISE #7 — ACTION PLAN

If you were a decision maker how would you start?

As citizen what can you do?
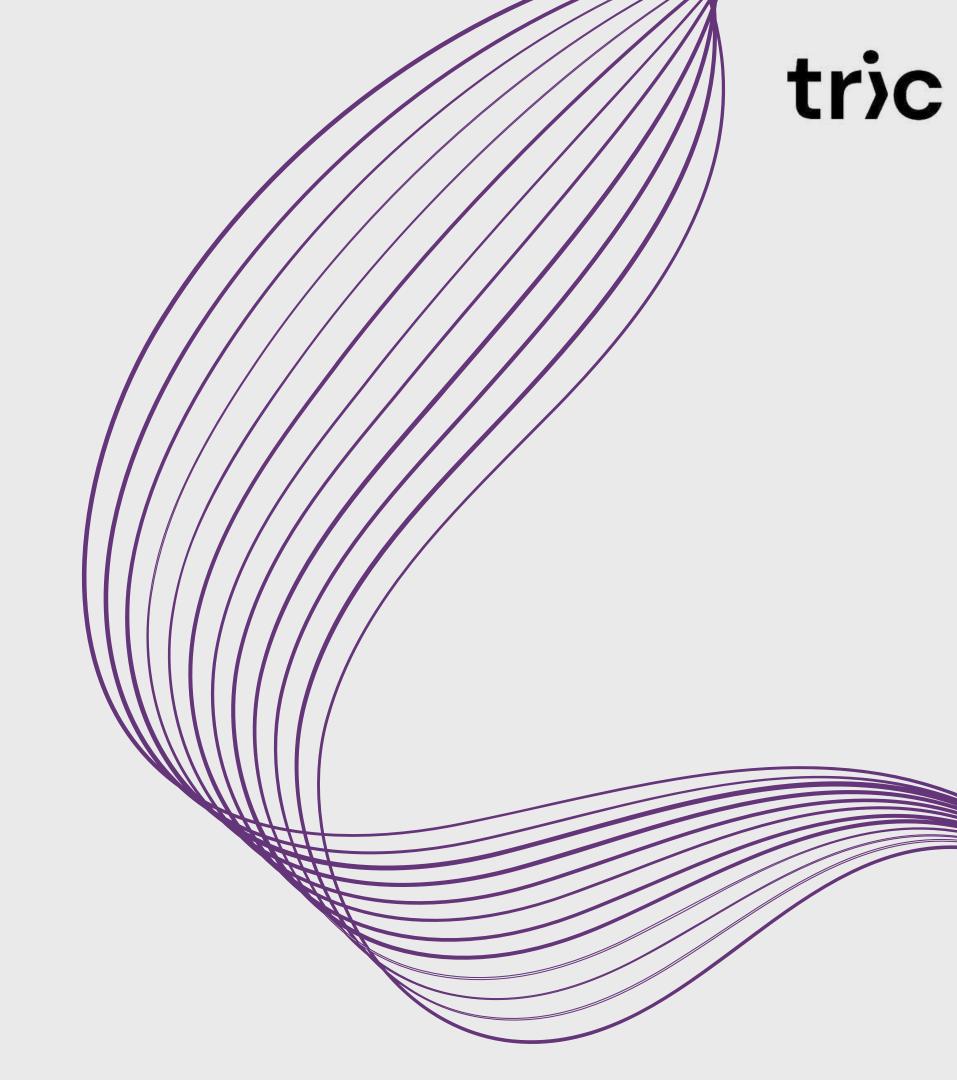
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SOURCES

- https://sozialmarie.org/en
- https://www.cromofoundation.org/
- https://www.viima.com/blog/social-innovation
- https://amaniinstitute.org/wp-content/uploads/2016/08/ASIF-Infographic-1.pdf
- https://www.viima.com/blog/the-complete-guide-to-idea-challenges
- https://sozialmarie.org/en/projects/8994
- https://www.investopedia.com/terms/m/missionstatement.asp#toc-what-is-a-mission-statement
- https://www.adizes.com/organizational-lifecycle
- https://empathizeit.com/design-thinking-models-stanford-d-school/
- https://socialimpact.com/
- A mi tankönyvünk (Bosch)

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Thank You
For Watching!

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