



Academic Year 2026-2027

Syllabus

Social Innovation

CFU 6

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Course Description

Young leaders today are key to driving real change and developing innovative solutions to the world's most pressing problems. They need the right tools, the right network, a clear vision, and more opportunities to grow.

This course inspires young leaders to unleash their potential, make an impact in the world, connect with their purpose, and solve challenges faced by real-life social businesses.

The course will guide students through the Roadmap to Social Innovation: nine topics that unfold through four lenses of social entrepreneurship (WHO, WHY, WHAT, HOW). These lenses will help students understand the steps required to build a social enterprise that combines impact with business.

Specifically, the course will provide students with an overview of the path from an initial idea to the creation of a social enterprise. It will cover the analysis of social challenges, the identification of the problem to be solved, the formulation of vision and mission statements, and the definition of the solution and the products/services to be offered.

The course will enable students to:

- Find their purpose
- Align personal and professional goals to boost motivation. Learn how to find your purpose and connect it to the social impact you want to have, work remotely, lead effectively, and define a clear vision for your new social business ideas.
- Grow their own social business project
- Learn the tools and skills required in social business entrepreneurship. Learn how to define and solve problems, boost creativity, and scale up social business ideas quickly by:
 - analysing the social challenge and focusing on the problem to be solved;
 - formulating vision and mission statements;
 - defining the solution and crafting the products/services to be offered;
 - creating alliances to enhance impact;
 - building social business models;
 - growing through scaling, replication, and transfer.
- Communicate their impact
- Build lean presentations to communicate impact
- Master pitch fundamentals, storytelling for impact, and internal and external communication techniques.
- Rock their pitch and collaborate with other students.

Schedule of Topics

Topic 1	WHY & WHO: New times, new leadership: entrepreneurs and companies with a social impact
Topic 2	WHAT: From the analysis of social challenges to the definition of the solution
Topic 3	HOW: Creating alliances for impact: involving stakeholders to generate systemic change
Topic 4	HOW: Enhancing impact
Topic 5	HOW: Financing impact: building a Social Impact Business Model and attracting donors and investors
Topic 6	HOW: Presenting impact: attracting funding through the "perfect pitch"
Topic 7	HOW: Communicating impact: raising awareness, informing, disseminating, and engaging through advocacy and communication campaigns
Topic 8	HOW: Growing: scaling, replication, and transfer
Topic 9	WHO & WHAT: 9 + 1 Extraordinary Stories 9 + 1 Things You Need to Become a Social Entrepreneur 9 + 1 Top Tips

Case study:

Grameen Bank, founded by Professor Muhammad Yunus, Nobel Peace Prize laureate.

Mandatory textbooks and materials for both attending and non-attending students

Sinesi, S. Social Impact in Your Hands. Egea.

Yunus, M. Banker to the Poor.

Further readings and materials, including presentations, will be shared with students during the lessons.

Teaching Method

Each class will be divided into three sections:

- a theoretical session focused on the topic addressed;
- a team-based project session involving the co-design of a social business project addressing a social problem selected by the students;
- a pitch lab designed to prepare students for the final presentation.

Mandatory Textbooks and Materials

Attending students

- Sinesi, S. *Social Impact in Your Hands*. Egea.
- Assigned readings and materials, including lecture presentations, made available during the course.

Non-attending students

- Sinesi, S. *Social Impact in Your Hands*. Egea.
- Yunus, M. *Banker to the Poor*.
- Any additional materials specifically indicated in the course syllabus or made available on the course platform.

Assessment

ATTENDING STUDENTS

The exam will consist of:

- a final pitch presenting the social business project developed during the course;
- an oral examination covering the topics discussed in class and the assigned sections of the mandatory textbook and course materials.

NON-ATTENDING STUDENTS

The exam will consist of:

- a final pitch presenting an independently developed social business project;
- an oral examination covering the full content of both mandatory textbooks and any additional materials specified in the course syllabus or made available on the course platform.

NOTE: If you are an **Erasmus** or a **non Global Governance** student who would like to attend one or more courses in the Global Governance programme, please be aware that, before enrolling in the course, you should have read the **code of conduct** and the procedural rules characterizing our programme. We assume that, if you enroll in the course, **you have read and accepted all Global Governance values and rules**. Notice that attendance is expected from the very first lesson and you need to attend at least 75% of the course to be considered an attending student.

Description of the methods and criteria for assessing learning outcomes

The exam assesses the student's overall preparation, ability to integrate knowledge from the different parts of the programme, logical coherence of reasoning, analytical skills, and autonomy of judgement. Appropriate use of language and clarity of presentation are also assessed, in accordance with the Dublin Descriptors (1. knowledge and understanding; 2. applying knowledge and understanding; 3. making judgements; 4. communication skills; 5. learning skills).

The final grade will be based 70% on knowledge and understanding and 30% on written and oral communication skills and the student's demonstrated autonomy of critical judgement.

The exam will be graded according to the following criteria:

Unsuitable: significant gaps and/or inaccuracies in the knowledge and understanding of the topics; limited capacity for analysis and synthesis; frequent generalisations; limited critical thinking and judgement; incoherent presentation and inappropriate language.

18-20: barely sufficient knowledge and understanding of the topics, with possible generalisations and inaccuracies; sufficient capacity for analysis, synthesis, and autonomous judgement; topics are often presented inconsistently and with inappropriate or imprecise technical language.

21-23: basic knowledge and understanding of the topics; ability to analyse and synthesise correctly, with sufficiently coherent logical reasoning and generally appropriate technical language.

24-26: sound knowledge and understanding of the topics; good analytical and synthesis skills; rigorously expressed arguments, although the technical language is not always fully appropriate.

27-29: complete knowledge and understanding of the topics; considerable capacity for analysis and synthesis; good autonomy of judgement; arguments presented rigorously and using appropriate technical language.

30-30L: very good knowledge and thorough understanding of the topics; excellent analytical and synthesis skills and independent judgement; arguments expressed originally and using appropriate technical language.