



# Integrated Human centered design training on social entrepreneurship



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## Table of contents

<b>Introduction .....</b>	<b>1</b>
<b>Summary .....</b>	<b>3</b>
<b>1. Overview of Social Enterprises spectrum in Romania, Italy and Cyprus ....</b>	<b>6</b>
<b>2. What does “human-centered” mean? .....</b>	<b>27</b>
<b>3. Four main steps to build your human-centered Social Enterprise .....</b>	<b>32</b>
<b>4. Implementation .....</b>	<b>68</b>
<b>5. Activities .....</b>	<b>85</b>



## Introduction

### Background of the training curriculum for “adults with entrepreneurial initiative” & info about SELC project

SELC is a three-year project funded by the Erasmus+ Programme of the European Commission, which started in December 2019. The project’s goal is to increase motivation and improve guidance of adults that seek to develop entrepreneurial initiatives for starting social businesses, and to enhance social innovation and social cohesion in local communities, until June 2022.

To bring about this goal, the consortium of partners designed several actions and activities:

- Research on the identification of incubation models in three categories: social entrepreneurs, social enterprises, and social incubation hubs, in Romania, Italy, Cyprus, and Belgium. The research was utilised to develop country specific, but transferable integrated guides for social incubation business models for social entrepreneurs in the partner countries and in the EU in general, that will be employed to support the start of social businesses.
- Research, including case studies, at transnational European level on best entrepreneurial development stories – including transfer of knowledge.
- Research on country specific situations covering the topics of social entrepreneurship, social enterprises (legal and policy framework, national definitions, types, funding opportunities, support programmes, incubation opportunities, crowdfunding opportunities, public support, fiscal facilities, etc.).
- Policy briefs, one for each partner country (Romania, Italy, Cyprus, Belgium) with recommendations on social entrepreneurship and funding for national central authorities and European Institutions.
- Webinars in English, Romanian, Greek, and Italian with audio-video information on the integrated innovative entrepreneurial training program.
- A comprehensive training for 60 adults and 15 staff members of partners. The training is based on the Human-centered design training method, targeting adults with entrepreneurial initiative. It includes techniques, methods, tools, exercises categorised under the four following topics:
  1. Overview of social enterprises’ spectrum in Cyprus, Italy and Romania
  2. The “human-centered” approach
  3. Four steps to build a human-centered social enterprise
  4. Conclusions



## Information about partners, funders

The project partners are:



**Civitas** Foundation for Civil Society Cluj – Romania



**MATERAHUB**

Consortium of Creative and Cultural Industries – Italy



**DIESIS NETWORK** – Belgium



**SYNTHESIS**

Center for Research and Education Ltd – Cyprus



**CLNR**

Asociația Centrul Pentru Legislație Nonprofit – Romania



**FUNDAȚIA DANIS** pentru Dezvoltare Managerială – Romania



## Integrated Human Centred training design on social entrepreneurship – Summary

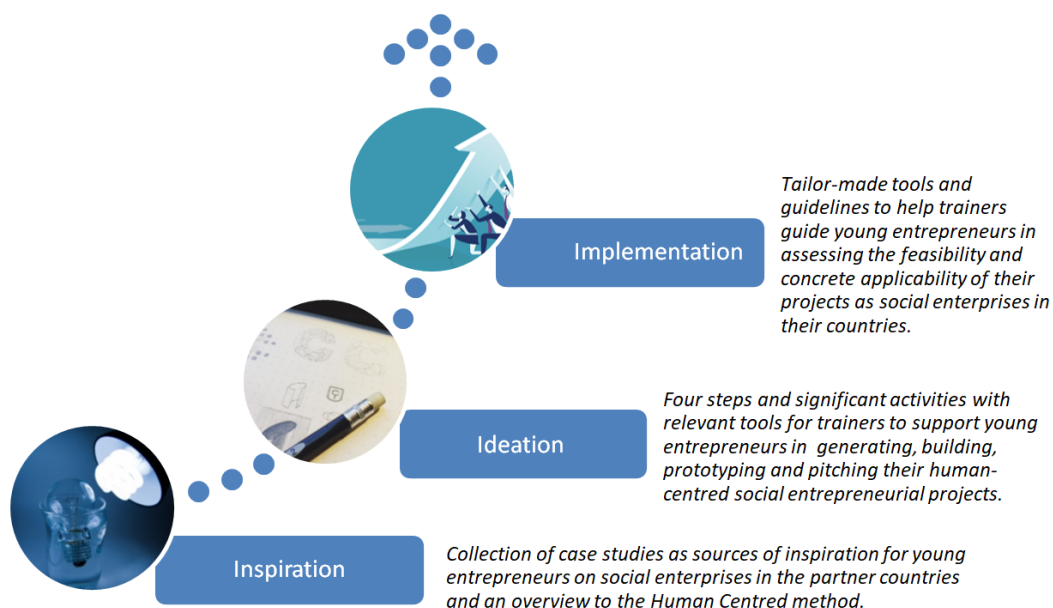
### A comprehensive training toolkit for young new and emerging social entrepreneurs

Along with the other research and training products of the SELC project, this training toolkit is a dynamic collection of educational resources and training materials for social entrepreneurs, social enterprises and hubs to provide young new and wannabe social entrepreneurs with an innovative training pathway based on the Human Centred Design and design thinking methods.

This toolkit is innovative because it uses problem solving as a training method and incorporates a multidisciplinary approach and themes needed by social entrepreneurs to be fully motivated and encouraged **to create social start-ups, cooperatives, build a business and design a project with sustainable personal, social and economic goals.**

This training toolkit includes effective resources to design an authentic pathway to carry out successful social entrepreneurial projects with the communities, to deeply understand the people they are looking to serve, to dream up scores of ideas and to create innovative new solutions rooted in people's actual needs.

To achieve this and enable them to help trainees figure out how to turn what they have learned into a chance to design a new solution, build and test their ideas before finally putting them out into the world, the toolkit presents three main phases, which are:





## Objectives of the training curriculum

The training curriculum aims to provide guidance and training to 60 adults and 15 partners' employees with the goal to improve their skills by learning all steps and tools of the social incubation business models matching the community realities. To that end, the curriculum will be based on the Human-centered design method and will develop two Human-centered design trainings on social entrepreneurship for adults with entrepreneurial initiatives, and deliver two trainings based on this theme.

## How to use this training toolkit

This publication is interconnected and interdependent with all the other publication (Intellectual outputs) of the project SELC. All the outputs will form together a full suite of educational resources and materials for social entrepreneurs, social enterprises, and hubs to create two innovative trainings for adults with social entrepreneurship interests and goals, using the Human-centered design method.

This Training toolkit aims at delivering a set of techniques, tools, exercises and strategies based on the Human-centered design method to support trainers in social entrepreneurship education. This toolkit provides them with resources to design an effective pathway for trainees by offering them a chance to design with communities, to deeply understand the people they are looking to serve, to dream up scores of ideas, and to create innovative new solutions rooted in people's actual needs.

To support trainers in this, and enable them to help trainees figure out how to turn what they have learned into a chance to design a new solution, build and test their ideas before finally putting them out into the world, the toolkit presents three main phases, which are:

- **Inspiration (chapter 1 and 2)**, where a collection of case studies and an overview to the Human Centred Design method will provide trainers with:

(a) Sources of inspiration and references for their trainees on social enterprises in the partner countries, as analysed in "Integrated guide and tool kit of social business incubation for entrepreneurs" developed by the partnership;

(b) A brief but effective introduction on the method that is further analysed in the "Human-centered design training for employees (trainers)" guide developed by the partnership.



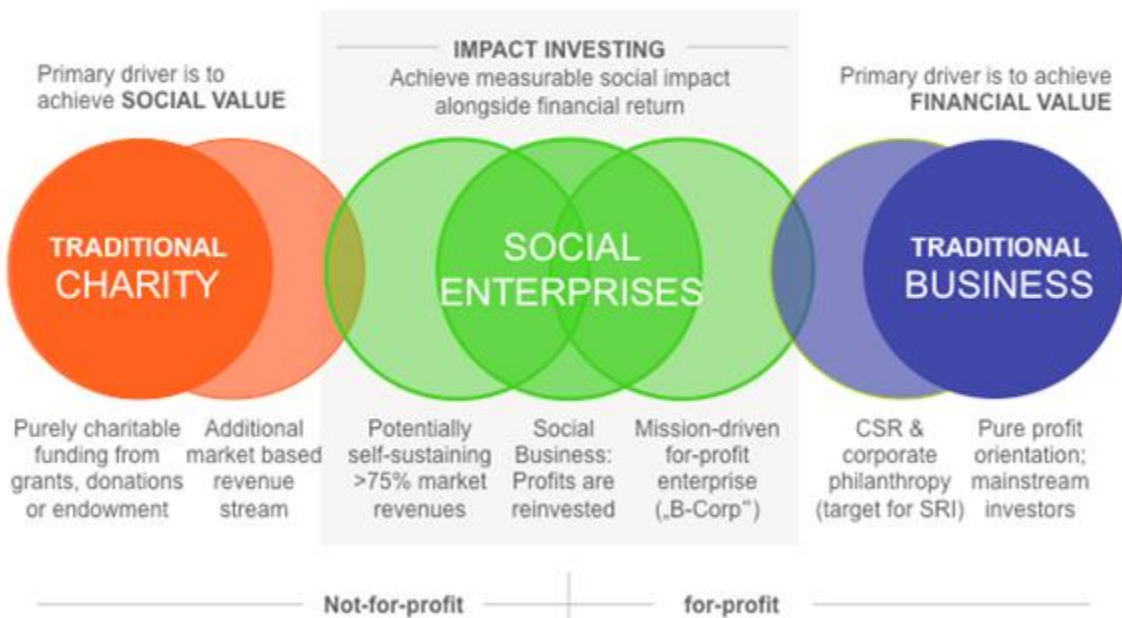
- *Ideation* (chapter 3 and 5), including four steps and significant activities with relevant tools for trainers to support their trainees in generating, building, prototyping and pitching their social entrepreneurial projects.
- *Implementation* (chapter 4), where tailored-made tools and guidelines will help trainers to guide trainees in assessing the feasibility and concrete applicability of their projects as social enterprises in their countries.



# 1. Overview of Social Enterprises spectrum in Cyprus, Italy and Romania

The social enterprises spectrum includes a variety of organisations from non-profits that carry out economic activities, to cooperatives, mutual or limited liability organisations with social aims.

## The business model spectrum revisited



Source: Adapted from J. Kingston Venturesome, CAF Venturesome, and EVPA.

Source: <https://impactenterprises.org/impact-stories/can-social-entrepreneurship-succeed/>



## A. Romania

In Romania, Law 219/2015 represents the first initiative to define and regulate the field of social economy.

Under the Law 219/2015, the social economy is defined as:

The social economy represents a set of activities organized independently of the public sector, whose purpose is to serve the general interest, the interests of a community and / or the non-patrimonial personal interests, by increasing the employment rate of persons belonging to the vulnerable group and / or the production and supply of goods, the provision of goods, services and / or execution of works. (Law 219/2015, Art. 2)

According to Law 219/2015, social enterprises are:

- 1st degree cooperatives, which operate under Law no. 1/2005 regarding the organization and functioning of the cooperation, republished (Art.3, Alin (1), par. A )
- credit cooperatives, which operate on the basis of the Government Emergency Ordinance no. 99/2006 on credit institutions and capital adequacy, approved with modifications and completions by Law no. 227/2007, as subsequently amended and supplemented (Art.3, Alin (1), par. B)
- associations and foundations, which operate on the basis of Government Ordinance no. 26/2000 regarding associations and foundations, approved with modifications and completions by Law no. 246/2005, as subsequently amended and supplemented (Art.3, Alin (1), par. C)
- the mutual aid associations of the employees, which operate on the basis of Law no. 122/1996 regarding the legal regime of the mutual aid houses of the employees and their unions, republished (Art.3, Alin. (1), par. d)
- the mutual aid associations of the pensioners, which are set up and operate on the basis of Law no. 540/2002 regarding the mutual aid houses of the pensioners, with the subsequent modifications and completions (Art.3, Alin (1), par. E)
- agricultural companies, which operate on the basis of Law no. 36/1991 on agricultural societies and other forms of association in agriculture, as subsequently amended (Art.3, Alin (1), par. F)



- any other categories of legal entities that respect, according to the legal acts of establishment and organization, cumulatively, the definition and principles of the social economy provided in this law (Art.3, Alin (1), par. G)
- There can be social enterprises federations and unions of legal entities mentioned in par. (1)

Until the appearance of this law, the legal framework was fragmented, containing normative acts that regulated the activity of each entity in what we call social economy. Thus, there were normative acts regulating the activity of mutual aid houses, credit unions and credit unions or federations, as well as non-governmental organizations.

## Cooperatives. Legal framework

The legal framework of cooperatives includes normative acts that regulate the activity of the following types of cooperatives: workers cooperatives, agricultural cooperatives, consumer cooperatives. Credit unions benefit from a special legal framework, in accordance with their economic activity, this fact being unable to affect the application of cooperative principles.

Law no. 1/2015 defines the cooperative based on the principle of the unit of will, expressed by the agreement of the will of the members. The cooperative society is an autonomous association of individuals and / or legal persons, as the case may be, constituted on the basis of the free consent expressed by them, in order to promote economic, social and cultural interests of the cooperating members, being jointly owned and democratically controlled by its members, in accordance with the cooperative principles. (Law no. 1/2015, Article 7, par. 1)

## Mutual aid associations

Mutual aid associations of employees are organized and function under Law 122/1996, as amended and supplemented. According to the law, the mutual aid associations of the employees are societies without patrimonial purpose, organized on the basis of the free consent of the employees, in order to support and financially support their members. The members of a house of mutual assistance of the employees can only be natural persons employed. The mutual aid houses of the employees carry out their activity exclusively with their members. (Law 122/1996, Art. 1, par. 1)



## Mutual aid associations of pensioners

The mutual aid houses of the pensioners carry out their activity in accordance with the provisions of Law no 540/2002. The differences from the similar organizations of the employees are given first of all by purpose, as it is provided for in article 1. Thus, these entities are defined as civic organizations, private legal persons with non-patrimonial, non-governmental, apolitical character, for charity, mutual assistance and social assistance.

## Agricultural cooperative

The agricultural cooperative benefits from new legislation, in accordance with the social and technological progress of the 21st century, and with the needs that this entity satisfies. Law no 566/2004 defines the agricultural cooperative as an autonomous association with an unlimited number of members, with variable capital, which exercises an economic, technical and social activity to provide goods, services and jobs exclusively or mainly to its members (Art. 3). The agricultural cooperative is established and operates with a minimum number of 5 persons. The share capital consists of social shares of equal value; the nominal value is established by the constitutive act. The social partners can be in money and / or in kind; cash contribution is compulsory when setting up any agricultural cooperative (Art.5). Also, art. 7 stipulates that the agricultural cooperative carries out commercial activities, being producing goods and services in agriculture.

## Associations and foundations

The associations and foundations are based on the Government Ordinance no 26/2000 with the subsequent modifications and completions. Being a generic law, it applies to all non-governmental organizations, implicitly to political parties. The associations and foundations are defined in OG 26/2000 as:

- The association is the subject of law consisting of three or more persons who, based on a agreement, share and without right of refund the material contribution, their knowledge or contribution in work for carrying out activities in the general interest, of some communities or, as the case may be, in their personal non-patrimonial interest. (Article 4).
- The foundation is the subject of law established by one or more persons who, based on an act legally between the living or the cause of death, constitutes an affected heritage, permanently and irrevocably, to achieve a purpose of general interest or, as the case may be, of some communities (Art.15)



## Case study 1: Alături De Voi Foundation (Close To You Foundation)



ADV Foundation is one of the main entrepreneurs in Romania, located in the North East region of Romania, in Iasi county. In terms of legislation, ADV is a non-governmental social inclusion organization, established in February 2002 by Holt International Children's Service USA, whose mission is to include people with disabilities and other vulnerable groups.

In 2008, it was the first organization from Romania that set up a social economy structure, the Social Insertion Enterprise UtilDeco, in which over time, it has created over 100 jobs, of which at least 40% for people with disabilities. The social insertion enterprise proved to be a success, its activity being in continuous development. After 8 years, ADV decides to set up another social economy structure, Job Direct, whose purpose is to recruit and place the workforce.

Job Direct was established in May 2016 as a Placement and Assistance Agency. It offers services of evaluation, testing, counseling, vocational training, mediation and placement on the labor market, respectively job coaching for people with disabilities or from vulnerable groups. JobDirect is the final step in ADV's work, as it takes the persons from vulnerable groups from the day center, on to UtilDeco and then towards the general labor market, but it also helps people that skip the first two stages, depending on each case. More than 100 persons with disabilities and from vulnerable groups were hired on the general labor market. Amid the development of the activity and the identification of new opportunities for growth and development, in 2017 the third social economy structure is established, Wise Travel. With this structure, ADV enters the tourism services market, a field that it was constantly growing at the time of establishing the structure.

WISE.travel was established in 2017 and offers travel services and event organization. A 50% of the profit is donated to NGOs and Social Enterprises. Each person which buy services from WiseTravel can choose his favorite charity (there are charitable organizations for each SDG goal) and, for a period, WISE.travel donates 50% of the profit made from all his purchases. In addition, WISE gives to the



travelers various hints of social hotels, coffee shops, tours or other social businesses that are nearby their destinations, without applying any commission to the social enterprises for sending new customers.



## Case study 2: Nod Verde (Civitas Foundation)

[Nod Verde](#) is a food hub developed in 2017 by Civitas Foundation in Cluj Napoca, North-West Region of Romania. It is a social enterprise and the first food hub created in this region of Romania. Nod Verde offers to small food producers a new retail channel and to consumers a healthy alternative to local food products.

The initiative started primarily from the needs of the producers with whom the Civitas Foundation collaborates. Most of them produce on small agricultural lands or in small farms and have reduced quantities of food products, and this significantly diminishes their chances of entering the market - the big chains of shops do not work with them, and the system of agri-food markets does not work properly due to the intermediaries. Nod Verde provides a short supply chain between small food producers and consumers. Nod Verde brings small farmers' products at a click away from consumers, through online orders and by home or office delivery, ensuring the access of the people from Cluj Napoca to fresh, quality products, directly from local producers.

Nod Verde offers support to agricultural producers through visits, participation in different events (fairs, festivals, etc.), access to programs (with the help of Civitas Foundation) and a market in Cluj Napoca and the surrounding area. It takes care of the producer-consumer relationship since 2017 and offers clients through the home / office delivery service over 240 local products.



The Nod Verde business model is based on a web platform where the products of the small farmers are listed, which can be bought and delivered later at the clients' home or offices in Cluj-Napoca and its surroundings. At this time, food from the following categories is provided: Dairy products, including cheese; Meat and meat products; Vegetables and fruits; Bakery products; Medicinal and aromatic plants; Bee products; Cold pressed oil; Craft beverages (wine and beer); Natural syrups, jams and juices; Preserved sauces and products; Pasta.





## B. Italy

### National definition of social entrepreneurship/social enterprises

"Social enterprise 'is the term by which, almost universally (despite certain nuances that depend on the specific legislative and scholarly context), reference is made to an organization that pursues objectives of general interest, community interest or social benefit through the performance of an entrepreneurial activity involving the use of business logics and method ".

The term "social enterprise" expresses, in the intentions of the legislature, a particular qualification that will valid regarding, with great flexibility to any organizational reality that have legal subjectivity, including commercial companies, provided that, however, these characteristics:

- are mainly established for the performance, according to an entrepreneurial criterion, of a business activity of general interest;
- are not voted for profit but for solidarity purposes;
- are marked by management accountable and transparent criteria,
- to engage the involvement of employees, users and, more generally, for various reasons involved.

Social cooperatives are particular types of cooperative companies, characterized by a purpose of social solidarity: for this reason they are also non-profit organizations. They were introduced with a special law (law 8 November 1991, n. 381). They can be of two types. "A", those intended to deal with the management of socio-health and educational services, and "B", those intended for the job placement of disadvantaged people. Within the Law 381/91 which regulates the functioning of the Social Cooperative allows, in addition to the members envisaged by current legislation, the presence of voluntary members who perform their activity for free.

the statute to provide for the presence of voluntary members. As cooperatives, the constitutive Act and the statute also apply both the provisions of the Civil Code (for this type of company) and the provisions of the special law. They must be registered in the Register of companies and in the Register of cooperative companies. Some regions, such as Lombardy, have set up the special register of social cooperatives. Social cooperatives have legal personalities.

Instead, the Religious Bodies which are civilly recognized, can adopt the status of Social Enterprise only if they explain within a public regulation that they carry out their activities with the general interest defined by the Legislative Decree n° 112/2017.



The main criteria that justifies the subscription within the social enterprise list is that the company turns its business mainly (more than 70% of its revenues) to socially useful activities.

**The activities of general interest required by law are the following:**

- social interventions and services;
- health interventions and services;
- social and health services;
- education, training and vocational training activities;
- interventions and services aimed at safeguarding and improving the conditions of the environment and the prudent and rational use of natural resources, with the exclusion of the activity, usually carried out, of collecting and recycling urban, special and dangerous waste;
- interventions for the protection and enhancement of cultural heritage and the landscape;
- university and postgraduate education;
- scientific research of particular social interest;
- organization and management of cultural, artistic or recreational activities of social interest, including activities, including publishing, to promote and disseminate the culture and practice of volunteering and the activities of general interest referred to in this article;

**Community sound broadcasting;**

- organization and management of tourist activities of social, cultural or religious interest;
- extra-curricular training, aimed at preventing early school leaving and at school and training success, preventing bullying and combating educational poverty;
- instrumental services to social enterprises or other third sector entities;
- development cooperation;
- commercial, production, education and information, promotion, representation, licensing of certification marks, carried out within or in favor of fair trade chains;
- services aimed at introducing or reintegrating workers and disadvantaged people into the labor market;



- social housing and any other temporary residential activity aimed at satisfying social, health, cultural, training or work needs;
- humanitarian reception and social integration of migrants;
- microcredit;
- social agriculture;
- organization and management of amateur sports;
- requalification of unused public goods or assets confiscated from organized crime.

The phenomenon of social enterprise in Italy is among the most advanced in Europe. Its ecosystem is rich, well developed and diversified and can count on the support of local and national public institutions as well as effective mutual support systems (consortia). In Italy- regardless of the legal form - there are about 100,000 social enterprises involving more than 850,000 workers and 1.7 million volunteers.

Social cooperatives remain the main protagonists of the world of social enterprises in Italy. Among the organizational forms that best meet the requirements of the European definition of the social enterprise contained in the Social Business Initiative document, which is the basis of the entire investigation, there are also social enterprises pursuant to law and associations and foundations. These organizations provide citizens with social and socio-health services, but also operate in the fields of training and job placement, culture, sport, environment and research and are constantly expanding in other sectors of general interest.

The activities undertaken by the largest proportion of social cooperatives consist in the provision of the following social services (Istat, Censimento Industria Servizi, 2014):

- Social care and civil protection ;
- Economic development and social cohesion (this includes “type B” or “working integration social cooperatives”);
- Health ;
- Education and research .

The activities undertaken by social cooperatives include the provision of socio-medical home care, educational activities and rehabilitation, social and cultural activities, management of kindergartens and



childcare services, management of community housing and family homes, management of centres and residences, training and mentoring for the employment of disadvantaged people etc. Social cooperatives are also involved in the creation and implementation of projects and measures aimed at the most marginalized people.

## Case study - "SOCIAL ITALY" Foundation



The establishment of the Italy Social Foundation is foreseen, which will aim to support, through the contribution of financial resources and management skills, the creation and development of innovative interventions by third sector entities, characterized by the production of goods and services. with a high social and employment impact and aimed, in particular, at the most disadvantaged territories and subjects.

The Foundation, in compliance with the principle of prevalence of the use of resources from private entities, performs a subsidiary and non-substitute function of public intervention and is subject to the provisions of the civil code, special laws and the statute, without obligation to preservation of investors' assets or remuneration (art.10).

The Council of Ministers n. 30 of 19 May 2017 approved the statute of the "Social Italy" Foundation, established by the delegated law for the reform of the Third sector, the social enterprise and the discipline of the universal civil service.

The Foundation aims to support, through the contribution of financial resources and managerial skills, the realization and development of innovative interventions by third sector entities characterized by the production of goods and services with a high social and employment impact and aimed, in particular, at the most disadvantaged territories and subjects.

The Foundation, in compliance with the principle of prevalence of the use of resources from private subjects, performs a subsidiary function and not a substitute for public intervention.

The Foundation also works for the promotion and diffusion of trust in the value of social investments, with third sector entities, both by supporting research, training and development of good practices (also through collaboration with centers of research and universities), both in the task of preparing the tools and methods for verifying the results achieved and the social and employment impacts actually produced.



## Case study – FONDAZIONI BANCARIE



After signing the Agreement between the Ministry of Economic Development, the Italian Banking Association and the Cassa Depositi e Prestiti which set up a subsidy fund for businesses to spread and strengthen the social economy. This measure has the task of regulating the granting of subsidized loans for the birth and development of companies operating in the nonprofit world. The Fund for social enterprises is aimed at banks that already have experience in providing loans to the social economy, so that they can take on the role of "lending banks".

The Intesa Sanpaolo Group, has joined the Convention with the two institutes that have consolidated experience in this field. These are Banca Prossima, the Group bank specialized in the Third Sector and in the development of a system for assessing non-profit entities for admission to credit, and Mediocredito Italiano, the bank of Intesa Sanpaolo specialized in subsidized credit. The latter will be the reference of the Credit Institute for the granting of loans for investments envisaged in the context of subsidies to companies in the Third Sector for the diffusion and strengthening of the social economy, using the revolving Fund for Support to Research investments managed by CDP.

The intent of the Italian banking group is to ensure, through the Fund for social enterprises, the highest level of service in the nonprofit world in order to grow and develop the best initiatives in the field.



## C. Cyprus

Social entrepreneurship and social enterprises are relatively new terms in Cyprus. A draft bill entitled 'Law for the development and maintenance of a Registry for Social Enterprises', is currently before the House of Representatives<sup>1</sup>. The purpose of the draft bill is to regulate the registration of businesses in a Social Enterprises Registry, by specifying the criteria that a natural or legal person must meet in order to register as a social enterprise, and to define the obligations of these social enterprises.

Currently, there is no formal national definition of social entrepreneurship/social enterprises in Cyprus. Therefore, social enterprises are formed under already existing legal forms, not officially being recognised as social enterprises.

According to the 2011 European Commission organisational definition included in the Social Business Initiative (SBI), ) "A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities". Accordingly, there are three dimensions for an ideal model of social enterprise:

- The social dimension
- The entrepreneurial dimension
- The governance dimension.



According to the EU operational definition, the typologies that would qualify as social enterprises in Cyprus are Limited liability companies, Cooperatives, Associations and Foundations.

<sup>1</sup> The Parliament passed the bill into law in December 2020.



## Limited liability companies - LLC

There are two types of LLCs:

A company limited by guarantee without share capital created to reach a shared objective, which often but not always has a charitable or social scope. LLCs are prohibited from distributing profits, which are reinvested for the continuation and achievement of its objectives.

A company limited by shares: It pursues a social aim and distributes only a limited share of its profits.

## Cooperatives

Cyprus has an 80-year long tradition in the cooperative sector. Cooperatives are organisations that are managed through a democratic process. They allow for a limited distribution of profits to their members. The draft law on social enterprises makes explicit reference to cooperatives, and provides that cooperatives are eligible to obtain social enterprise status, upon fulfillment of established criteria, which include viable economic activity and a social mission. Currently, there are approximately 75 registered cooperatives in Cyprus.

## Associations

Associations have a social mission and are established with a minimum of 20 people to achieve a shared objective. They are not allowed to distribute profits to their members, founders, board of directors or officials. but they can invest their profits to achieve their objectives. Also, they are not permitted to implement large scale commercial activities. Associations are most likely to qualify for social enterprises under the draft law; however, the law does not make this clear.

## Foundations

Foundations may obtain assets and/or funds to promote their purpose, and they could be considered as social enterprises.

The draft law on Social Enterprises in Cyprus makes explicit reference to the eligibility of organisations registered under the Companies Law and the Cooperative Law for social enterprise status provided that they satisfy specific criteria. However, it is unclear if associations and foundations would be eligible for social enterprise status. According to the EU operational definition, Private companies limited by guarantee, Associations and Cooperatives are the most likely to qualify as social enterprises in Cyprus.



Associations and foundations also have a social mission. They also have an inclusive governance and a prohibition of profit making (thus profit distribution). However, very few of them generate more than 25% of their income from trading goods and services. It should be also stated that they are legally prohibited from implementing commercial activities, even if the introduction of such activities will further support its social purpose.

Cooperatives are market-oriented thus fulfil the entrepreneurial/economic criterion. They also have democratic participatory process and a limited distribution of profits to their members. However, in the case of Cyprus, very few can meet the social criterion as their main purpose is to serve the interests of their members. It is quite possible that with the new legislation (which makes explicit reference to cooperatives), some of cooperatives will move from mutualistic to a social orientation.

Private companies limited by shares do have the most difficult task of being classified as social enterprises as the current tax laws do not allow the limited distribution of profits and their social dimension is not regulated. However, some of them do not distribute profits as their income is fully utilised for monthly salaries and operating expenses leaving no profits for distribution.

Unfortunately, Cypriot social enterprises are difficult to locate, mainly because of the absence of previous studies and data; but also because of the lack of a uniform definition and legal form. Therefore, the EU definition is implemented currently in Cyprus. According to the abovementioned EU definition, around 190 organisations in the social enterprise field could be located. According to 2017 estimates, from the 377 Companies Limited by Guarantee, only 100 qualify as social enterprises. These 100 entities are active, carry out an economic activity and meet the “non-profit distribution” requirement. An estimation for Companies Limited by Shares was not possible. From the 92 Cooperatives, 20 pursue social aims; and from the 4,679 Associations, only 50 perform entrepreneurial activity. From the 388 Foundations, 20 have economic activity. The abovementioned numbers are only estimates, as the exact number of social enterprises and of entities that qualify as social enterprises is not available.



## TYPES OF SOCIAL ENTERPRISES

The draft bill “Law for the development and maintenance of a Registry for Social Enterprises”, which is currently being examined by the Parliament, provides for an open format definition of social enterprises<sup>2</sup>. The draft law does not introduce new legal forms but only a “qualification” or “status” that could be given to entities with already existing, different legal forms. Notable is the fact that the use of the term “social enterprise” is prohibited by entities not registered in the Register of Social Enterprises, under the draft law.

Accordingly, the draft law classifies social enterprises in two types:

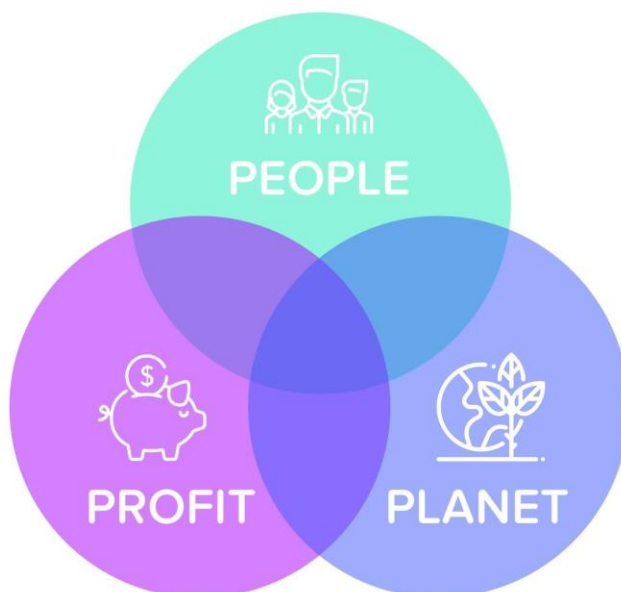
- Social enterprise of general scope (GP): GP Social Enterprises have as their main purpose to carry out a social mission through the promotion of positive social and/or environmental actions in the interest of society. They should invest at least 70% of their profits to promote this social mission. They should provide for services or goods based on a business model, and the enterprise is deemed to fulfil this condition if and when the most part of its income comes from business actions.

Their main characteristics are listed in a detail below:

- They provide services or goods on the basis of a business model. This condition is met if the majority of their revenue comes from a business activity.
- They are registered in a public system for social enterprises.
- They invest at least 70% of their profits to promote their social mission and apply pre-defined procedures and rules regarding the distribution of remaining profits to members, shareholders and owners in order to ensure economic viability.
- They are managed in an entrepreneurial, responsible and transparent manner, in particular with the participation of members and/or employees and/or customers and/or other interested parties affected by its business activities and is not a state business.
- Social integration enterprises (SI): SI Social Enterprises have as their main purpose to carry out a social mission through the employment of persons from vulnerable groups. These persons should constitute at least 40% of the enterprise’s workforce.

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<sup>2</sup> The Parliament passed the bill into law in December 2020.



Their main characteristics are listed in a detail below:

- a) At least 40% of their workforce is composed of persons belonging to vulnerable groups of the population.
- b) They provide services or goods on a business model basis.
- c) They are managed in an entrepreneurial, responsible and transparent manner, in particular with the participation of members and/or employees and/or customers and/or other interested parties affected by its business activities and is not a state business.

#### **Case study - Melathron Agoniston EOKA – Freedom Fighters Medical Centre “EOKA”**

“Melathron Agoniston” is a multifunctional Medical Centre. It was created by the Association of people who actively fought to liberate Cyprus from British colonial rule between 1955-59. During the 1980’s, the association identified the need to support these people who were then elders and living isolated and in poor conditions. Melathron was established in 1990 as a not-for-profit philanthropic institution, with the purpose to provide medical care and decent living to elderly persons. It was inaugurated in 1995, with financial support from the Government, the Church of Cyprus and several donors. Today, it operates a home for the elderly, a medical center with a Physical Medicine and Rehabilitation unit, an outpatient department, a chemistry, an x-ray department and an athletes’ health cards division.



The Centre is run by an advisory Board of Directors. Most of its annual income comes from donations and public funding. However, it is worth noting that over 25% of its revenue comes from the fees of the services it provides. All income is utilised for both administrative costs as well as to the upgrade of quality of services it provides.



Photo: From MELATHRON Facebook page



## Case study – PASYKAF

The Pancyprian Association of Cancer Patients and Friends (PASYKAF) is an Association which was founded in 1986 by volunteers, ex-cancer patients, aiming to provide support services to cancer patients, and raise public awareness on related matters. Currently, additional supporting services are offered, expanding the initial scope of the Association that now offers home care for cancer patients, socio-psychological support services, free transportation to and from medical centres etc. All the above services are provided for free and are funded by donations and charity events.

In 2013, PASYKAF launched a clothing recycling programme where people could donate clothing items and shoes. The idea was born out of the need to generate income for the association, and also minimize waste of clothing items that were unsold in stores or used and no longer needed. The pilot phase was successful, and throughout the years, the amount of clothing items kept growing, creating the need for a second phase: the Association decided to invest in recycling. As a result of that decision, PASYKAF now collaborates with a foreign company and, under its guidance, operates its clothing recycling programme. It is worth noting that the programme began on a pilot basis in 2013 with 30 recycling bins and as of 2018, approximately 400 recycling bins have been placed in various locations across Cyprus, showcasing the amazing growth of the PASYKAF's recycling initiative.

PASYKAF employs truck drivers for clothing collection that takes place on a weekly basis, clothing is then transferred to PASYKAF's warehouse where paid employees and volunteers sort out the clothing in different categories. Part of these items is either donated to the families of cancer patients in need or sold at low prices in the charity shops. The remaining items are exported abroad for recycling. All the income generated from PASYKAF's economic activities is used for funding free services for cancer patients. From 2013 to May 2018, PASYKAF has collected, sorted out, donated, and exported 3,238 tons of clothing. This translates to high revenue that partly funds the operation of PASYKAF's Post-Treatment Support Center in the village of Moniatis. Although PASYKAF, as an Association, receives a small public grant every year, its charity shops and clothing recycling programme are continuously supported by people's donations.



Free vaccines for HPV, September 2020, from PASYKAF Facebook page

It should be mentioned that PASYKAF has not entered into any contractual agreements with public agencies nor have they enjoyed any fiscal breaks or privileges. Their income is generated through their economic activities, donations and voluntary work, and it goes back to its beneficiaries' wellbeing and treatment. Given that the estimated budget for the Association's operation is approximately 3 million euro, it should be noted that the entire amount goes back to the beneficiaries.



Information campaign, October 2020, from PASYKAF Facebook page



## 2. What does “human-centered” mean?

### The design thinking process: a mindset for social entrepreneurs

Human-centered design is a creative approach to problem solving. It's a process that starts with the people you're designing for and ends with new solutions that are tailor made to suit their needs. Human-centered design is all about building a deep empathy with the people you're designing for; generating tons of ideas; building a bunch of prototypes; sharing what you've made with the people you're designing for; and eventually putting your innovative new solution out in the world.

Human-centered design consists of three phases. In the Inspiration Phase you'll learn directly from the people you're designing for as you immerse yourself in their lives and come to deeply understand their needs. In the Ideation Phase you'll make sense of what you learned, identify opportunities for design, and prototype possible solutions. And in the Implementation Phase you'll bring your solution to life, and eventually, to market. And you'll know that your solution will be a success because you've kept the very people you're looking to serve at the heart of the process.

### Mindsets



<https://www.dreamstime.com/illustration/mind.html>

Human-centered design is as much about your head as your hands. These Mindsets explore and uncover the philosophy behind the approach to creative problem solving, and show that how you think about design directly affects whether you'll arrive at innovative, impactful solutions.

People who want to innovate their work and create better experiences, products and services for their users or customers might benefit from applying certain attitudes that can empower their thinking and creativity. Unlike a traditional entrepreneur, a social entrepreneur, who seeks to solve problems in the community, is loaded with broader challenges, which determines him to know and adapt to new ways of thinking, new mindsets. Here is a collection of design thinking mindsets from leaders IDEO, Stanford d.school, and PDMA to inspire social entrepreneurs activities.



**Mindset 1: Learn From Failure** (Tim Brown CEO, IDEO)

Failure is an incredibly powerful tool for learning. Designing experiments, prototypes, and interactions and testing them is at the heart of human-centered design. So is an understanding that not all of them are going to work. As we seek to solve big problems, we're bound to fail. But if we adopt the right mindset, we'll inevitably learn something from that failure. Human-centered design starts from a place of not knowing what the solution to a given design challenge might be. Only by listening, thinking, building, and refining our way to an answer do we get something that will work for the people we're trying to serve. Failure is an inherent part of the process because we'll just never get it right on our first try. In fact, getting it right on the first try isn't the point at all. The point is to put something out into the world and then use it to keep learning, keep asking, and keep testing. When human-centered designers get it right, it's because they got it wrong first.

**Mindset 2: Make It** (Krista Donaldson, CEO, D-Rev)

When the goal is to get impactful solutions out into the world you can't stay in the realm of theory. You have to make your ideas real. Human-centered designers are doers, tinkers, crafters, and builders. We have a bias toward action, and that means getting ideas out of our heads and into the hands of the people we're looking to serve. We make using anything at our disposal, from cardboard and scissors to sophisticated digital tools. In the end, it doesn't matter what you use, or how beautiful the result is, the goal is always to convey an idea, share it, and learn how to make it better.

**Mindset 3: Creative Confidence** (David Kelley, Founder, IDEO)

"Creative confidence is the notion that you have big ideas, and that you have the ability to act on them."

Creative confidence is the belief that everyone is creative, and that creativity isn't the capacity to draw or compose or sculpt, but a way of approaching the world. Creative confidence is the quality that human-centered designers rely on when it comes to making leaps, trusting their intuition, and chasing solutions that they haven't totally figured out yet. It's the belief that you can and will come up with creative solutions to big problems and the confidence that all it takes is rolling up your sleeves and diving in.



**Mindset 4. Empathy** (Emi Kolawole, Editor-in-Residence, Stanford University d.school)

*“I can’t come up with any new ideas if all I do is exist in my own life.”*

Empathy is the capacity to step into other people’s shoes, to understand their lives, and start to solve problems from their perspectives. Human-centered design is premised on empathy, on the idea that the people you’re designing for are your roadmap to innovative solutions. All you have to do is empathize, understand them, and bring them along with you in the design process. Immersing yourself in another world not only opens you up to new creative possibilities, but it allows you to leave behind preconceived ideas and outmoded ways of thinking. Empathizing with the people you’re designing for is the best route to truly grasping the context and complexities of their lives. But most importantly, it keeps the people you’re designing for squarely grounded in the center of your work.

**Mindset 5. Embrace Ambiguity** (Patrice Martin, Creative Director and Co-Lead, IDEO.org)

*“We may not know what that answer is, but we know that we have to give ourselves permission to explore.”*

Human-centered designers always start from the place of not knowing the answer to the problem they’re looking to solve. And though that’s not particularly comfortable, it allows us to open up creatively, to pursue lots of different ideas, and to arrive at unexpected solutions. By embracing that ambiguity, and by trusting that the human-centered design process will guide us toward an innovative answer, we actually give ourselves permission to be fantastically creative. It’s not easy not knowing the answer; and even less so not even knowing the right questions to ask. But if we knew the answer when we started, what could we possibly learn? How could we come up with creative solutions? Where would the people we’re designing for guide us? Embrace ambiguity actually frees us to pursue an answer that we can’t initially imagine, which puts us squarely on the path to routine innovation and lasting impact.

**Mindset 6. Optimism** (John Bielenberg, Founder, Future Partners)

*“Optimism is the thing that drives you forward.”*

We believe that design is inherently optimistic. To take on a big challenge, especially one as large and intractable as poverty, we have to believe that progress is even an option. If we didn’t, we wouldn’t even try. Optimism is the embrace of possibility, the idea that even if we don’t know the answer, that it’s out there and that we can find it. Human-centered designers are persistently focused on what could be, not the countless obstacles that may get in the way. Constraints are inevitable, and often they push designers toward unexpected solutions. But it’s our core animating belief that shows just how deeply optimistic human-centered designers are: Every problem is solvable.



**Mindset 7. Iterate, Iterate, Iterate** (Gaby Brink, Founder, Tomorrow Partners)

*“What an iterative approach affords us is that we gain validation along the way...because we’re hearing from the people we’re actually designing for.”*

Human-centered design is an inherently iterative approach to solving problems because it makes feedback from the people we’re designing for a critical part of how a solution evolves. By continually iterating, refining, and improving our work we put ourselves in a place where we’ll have more ideas, try a variety of approaches, unlock our creativity, and arrive more quickly at successful solutions. We iterate because we know that we won’t get it right the first time. Or even the second. Iteration allows us the opportunity to explore, to get it wrong, to follow our hunches, but ultimately arrive at a solution that will be adopted and embraced. We iterate because it allows us to keep learning.

**Human-centered design is innovation inspired by people.**

Human-centered design taps into the creative abilities we all have, that typically get overlooked by more conventional problem-solving practices. It relies on our ability to be intuitive and to recognize patterns, to construct ideas that are emotionally meaningful as well as functional, and to express ourselves through means beyond words or symbols.

Human-centered design is a process used across industries and sectors. It’s inspired by behaviors rather than demographics, takes place in natural contexts versus controlled settings, and relies on dynamic conversations rather than scripted interviews. Ultimately, it is a process that helps teams transform difficult challenges into desirable solutions—all through design.

**It’s Empathetic.** Human-centered design begins from a deep understanding of the needs and motivations of people—the parents, neighbors, children, colleagues, and strangers who make up a community.

**It’s Collaborative.** Several great minds are always stronger than just one. Human-centered design benefits greatly from the views of multiple perspectives, and others’ creativity bolstering your own.

**It’s Optimistic.** Human-centered design is the fundamental belief that we can all create change—no matter how big a problem, how little time, or how small a budget. No matter what constraints exist around you, designing can be a powerful process.

**It’s Experimental.** Expecting perfection makes it hard to take risks and limits the possibilities to create more radical change.



Human-centered design is all about experimenting and learning by doing. It gives you the confidence to believe that new, better things are possible and that you can help make them a reality.

### Design Thinking for Social Innovation

Designers have traditionally focused on enhancing the look and functionality of products. Recently, they have begun using design tools to tackle more complex problems, such as finding ways to provide low-cost health care throughout the world. Businesses were first to embrace this new approach - called Design Thinking – now nonprofits are beginning to adopt it too.



### 3. Four main steps to build your human-centered Social Enterprise

#### What is a social entrepreneur?

Before going through the key 4 steps needed to build a human-centered Social Enterprise, let us reflect upon the main characteristics of a social entrepreneur.

A **Social entrepreneur** is a person who establishes an enterprise (NGO, limited liability company, cooperative, mutual) with the aim of solving social problems or effecting social change.

According to the: *Social enterprises and their ecosystems in Europe. Comparative synthesis report* (European Commission, 2020) social entrepreneurship has a more individual connotation, while social enterprise underlines the role of community and collective endeavours.



Source: Antonino Vaccaro, IESE Business School, University of Navarra, <https://blog.iese.edu/ethics/2016/03/17/anatomy-of-a-social-entrepreneur/>



**Social business** represents a “non-loss, non-dividend company” that is focus on achieving a social goal and fulfill 7 principles (Yunus, 2010):

- The business objective is to overcome poverty, or one or more problems (such as education, health, technology access, and environment) which threaten people and society - not profit maximization
- The business should obtain financial and economic sustainability
- Investors get back only their investment amount
- When investment amount is paid back, profit stays with the company for expansion and improvement
- Environmentally conscious
- Workforce gets market wage with better working conditions
- Do it with joy!!!

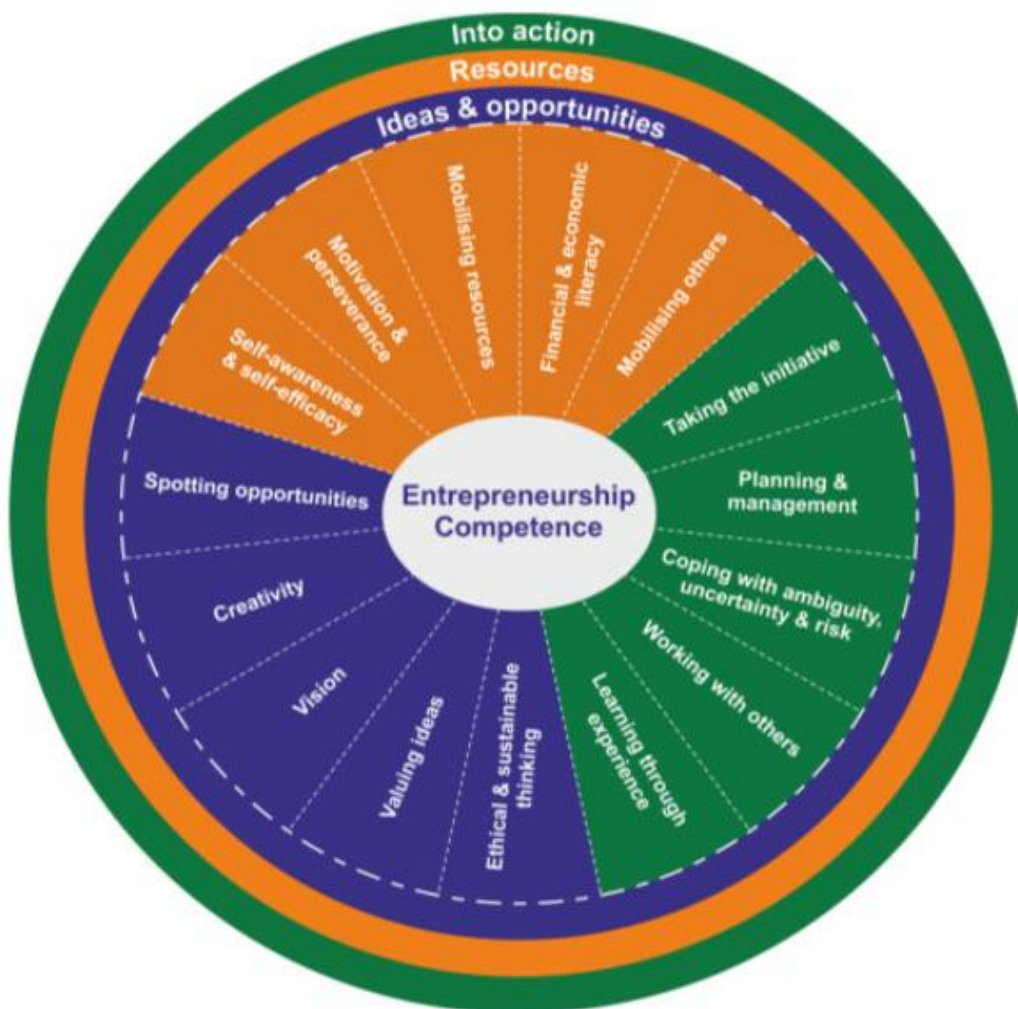
To be entrepreneurial means more than being prepared for self employment or launching a start-up. Entrepreneurial people drive change and seize challenges. In the same time, they make smart use of personal and external resources, and can transform ideas into actions.

EntreComp defines entrepreneurship as *“The capacity to act upon opportunities and ideas, and transform them into value for others. The value that is created can be financial, cultural or social.”* Based on this definition, EntreComp identifies three competence areas[1]:

- ideas and opportunities
- resources
- into action



Figure 1. Entrepreneurship competences



Source: <https://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfn27939enn.pdf>

From the EntreComp point of view, there is a clear need to define and describe entrepreneurship as a competence, to develop the reference framework describing its components in terms of knowledge, skills and attitudes, and to provide European citizens with the appropriate tools to assess and effectively develop this key competence. Each area includes 5 competences, which, together, are the building blocks of entrepreneurship as a competence. It builds upon a broad definition of entrepreneurship that hinges on the creation of cultural, social or economic value. In the same time, this model embraces different types of entrepreneurship, including intrapreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship.

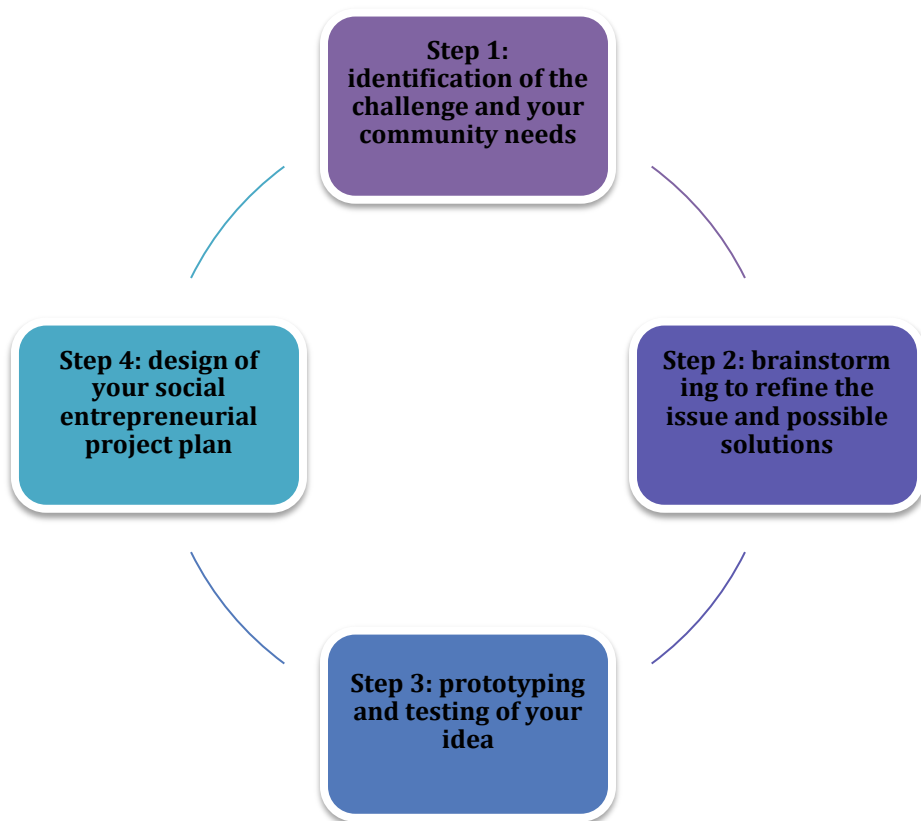


'Ideas and opportunities', 'Resources' and 'Into Action' are the 3 areas of the conceptual model and they have been labelled to stress entrepreneurship competence as the ability to transform ideas and opportunities into action by mobilising resources. These resources can be personal (namely, self-awareness and self-efficacy, motivation and perseverance), material (for instance, production means and financial resources) or non-material (for instance, specific knowledge, skills and attitudes).

The 3 competence areas are tightly intertwined: entrepreneurship as a competence stands above all three of these together. The 15 competences are also interrelated and interconnected and should be treated as parts of a whole. EntreComp model can not say/do not suggest that the learner should acquire the highest level of proficiency in all 15 competences, or have the same proficiency across all the competences. The framework does, however, imply that entrepreneurship as a competence is made up of 15 building blocks.

[1] Source: <https://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/Ifna27939enn.pdf>

In the following sections, we will explore how a social entrepreneurial project can be built based on 4 main steps including knowledge, strategies and tools.





### 3.1. Step 1: Identify the challenge: analyze the context, assess and debrief your community needs

Identifying the challenges and needs of a community is a process that involves the existence of a set of tools and a methodology applied to achieve this goal. In this research approach, there are two main questions, and the answers to them will provide the pattern that will guide the next steps. The two questions are: what are the needs of a community? And what is the community's needs assessment?

**Need** represents the difference/ the gap between the current situation - “what it is” - and the ideal one - “what should be”. The need is relative and depends on a series of aspects such as the person's expectations, his education, social status, etc.

**Community needs** represents differences/ gaps/ disparities between what currently exist and what should exist in a community in various areas of quality of life like: education, health (healthcare), social protection, housing, living environment, public services (public transport, waste collection, public utilities, care services etc), economy, employment, social participation, income etc. These community needs are based on people's subjective evaluations of the current situation. The people's subjective evaluations are influenced by institutional factors related to community's service delivery capabilities (qualified and sufficient human resources, territorial coverage, available infrastructure as required, types of services developed, allocated financial resources, etc.) and by citizens' expectations.

Considering all these definitions of community needs, four types of community needs can be considered: perceived needs, expressed needs, absolute needs and relative needs. This community needs typology provides a framework for categorizing identified disparities.

- **Perceived needs** are subjective because they consider the feelings and concerns of community members. They are based on what individuals feel their needs are and may change due to various factors at individual or community level. These perceptions are extremely important for establishing the community needs. At the same time, it is important not to dismiss perceived needs as just opinions and to avoid their analysis.
- **Expressed needs** represent what individuals have already voiced as a need. These can be people's complaints to local administration (e.g. for delays of public transport, for poor infrastructure) or other needs expressed in different ways by individuals.
- **Absolute needs** are universal, including those for survival (i.e., food, water, safety, and clothing) which should be considered as top priority.
- **Relative needs** are based on equity and depend on current circumstances and the norm.



All these types of community needs are important in a needs assessment process because they represent various issues that people consider to be important for a good quality of life at community level. The most difficult needs to identify are the perceived ones, followed by the relative ones. Expressed needs can be observed/ identified easier.

**A needs assessment** is a „systematic process that provides information about social needs or issues in a place or population group and determines which issues should be prioritised for action”. (Smart, 2019[1]) Needs assessment represents a first step in the design process of programs, policies and services. It involves a data collection process about what needs exist in a community and a judgement on what needs should be prioritised and how a particular policy, service, program or project will address them. The results from a community needs assessment helps for a better understanding of what a program, policy, project has to accomplish.

On the other hand, the outcomes of a community needs assessment guides the intervention in a community. The outcomes of a community needs assessment usually fall into one of three main categories:

- **Policy Change** - This involves laws and regulations designed to guide or influence behaviour. These can be both legislative and organizational. Policy changes can include use of environmentally friendly materials and equipment by entrepreneurs.
- **Systems Change** - This involves a change that affects all aspects of the community. This includes the social norms of an organization, institution, or system, and often goes hand in hand with policy change. These changes can include prohibiting the use in the production process of minor employees or substances harmful to the environment.
- **Environmental Change** - This involves physical, social, or economic factors that influence people's practices and behaviours. Physical includes structural changes, like building specific structures where harmful substances can be used. Social factors include changes in attitude and behaviour, like the need to employ people from vulnerable groups in the production activity. Lastly, economic factors include financial disincentives or incentives to encourage a desired behaviour like ensuring the well-being of employees provided by the entrepreneur.



**A needs assessment process is important because:**

- Helps to a more efficient allocation of the resources inside the policy, program, project
- Provide a better identification of the problems at the community level that improves the designed intervention and leads to more effective policies, programs, projects - programs that are relevant, credible, and appropriate, adequately addressing current needs
- Is the foundation for an evidence-based approach in case of policies, programs, projects
- Can lead to more prevention and early intervention work and less work that is reactive (Baum, 2008) [2]
- Builds relationships among stakeholders and builds support for action (Sleezer et al., 2014[3])
- Contributes to citizen empowerment (Ife, 2002) and community building

**A needs assessment is useful:**

- In the design process of a program/policy/ project
- In the evaluation process of an existing service offerings

**Resources** available at community level represent another element that should be investigated through a community needs assessment. In order to develop the community, not only needs should be identified but also the community's assets and how to use them should be considered. In a community needs and resources assessment process the main assets that should be investigated are:

- Organisations at community level, both public and private ones (companies, cooperatives and non-profit organisations) from all areas of activity
- People, including formal and informal leaders. Each individual can be an asset for a community.
- Infrastructure – utilities, social and educational infrastructure, roads, buildings
- Landscapes
- Equipment
- Funding
- Policies



The stakeholders that should be involved in a needs assessment process should include:

- Community members – is important to involve more of them in order to hear various opinions
- Community members experiencing needs that should be addressed
- Community leaders - members of a school board, local government officials, human service providers, and other professionals in the field
- Informal community leaders
- Health and human service providers
- Community activists
- Businesses, especially those that employ people from populations of concern



## Implementing a community needs assessment process

In a need assessment process various steps should be followed (*Figure 2*):

1. **Establish the scope of the needs assessment process** – this could be 1) to inform future activities within a program, 2) to explore whether a program or suite of programs are meeting community needs, 3) to determine the focus of future policy. To do this is necessary to answer at the following questions:
  - What is the purpose?
  - Who will use the results?
  - What are your resources?
  - How will you involve the community?
  - Who will be the decision-makers?
2. **Determine the assessment criteria** – these criteria will help to evaluate and prioritise needs and should be developed taken into consideration the local context. These criteria are factors that will be used to judge which needs are the highest priority and which needs can or should be addressed. Examples of assessment criteria: equity, feasibility, efficacy, expertise of the staff, funding opportunities etc



## Sample criteria for assessing needs

Criteria	Description
<b>About the issue itself</b>	
Equity	Who the issue is affecting? Whether different groups are being affected differently or disproportionately by the issue
The long-term impact of the issue	The impact of the issue on individuals and the community if the issue remains unaddressed
The feasibility of affecting the issue	How complex the issue is, and how amenable the issue is to change
The severity of the issue	How people are affected as individuals, how the community is affected, the financial and social cost of the issue
The frequency of the issue	How many people are affected and how often
How the issue intersects with other issues	The effect on other issues, or other parts of a system. The potential for unintended consequences when taking action on the issue
<b>About the context and community</b>	
Other related work	Whether other groups or agencies are working to address the need. Opportunities for collaboration and shared funding
Public and political support to address the issue	Is the issue of interest to the community, or conversely, is it an issue that is being overlooked?



Agency, regional or  
national goals and  
priorities

How the issue aligns with existing goals and priorities

### About the agency and resources

Staff expertise

Whether there are existing skills and experience among the agency workforce to address the issue

Managerial support

The presence of support from senior leaders to address the issue

The resources  
required to address  
the need

The scope and scale of the issue and resources that would be required to address it. The availability of funding or other resources (e.g. community assets) that can be used to address the issue

The existence of  
programs or  
interventions to  
address the issue

The presence of interventions that are known to be effective to address the issue

Source: Australian Institute of Family Studies, Needs assessment: A tool for program planning and community building, [https://aifs.gov.au/cfca/sites/default/files/needs\\_assessment\\_webinar\\_-\\_final.pdf](https://aifs.gov.au/cfca/sites/default/files/needs_assessment_webinar_-_final.pdf)

**3. Develop a plan for data collection** – what type of data is needed (quantitative, qualitative, both, primary data or secondary data), which are the data sources, what methods will be used in data collection (survey, in-depth interviews, focus groups, observation, case study etc), who will be involved, the target population etc. in planning data collection is better to consider: who has the skills and capacity to collect data?, who has the skills and capacity to analyse data?, how will the data be analysed and presented?, what information do you need in order to apply the criteria and make decisions about prioritising needs?

**4. Collect, analyse and present data** – collect and analyse data and synthesise and present data to decision makers. The data collection could include: 1) secondary data analysis of databases or administrative data or other data regarding the community (population, demographics, economic activities, main institutions etc); 2) primary data through interviews, focus groups, surveys,



observation. For the best analysis that can help designing of policy/ program/ project is preferably to use a SWOT analysis. After the research is finished, the important part is to analyse the information, to understand it and to have a research brief that will define the needs and, a very important part, which will give solutions for improving the situation. The solutions are the framework where the intervention will take part.

**5. Apply the criteria & prioritise needs** – analyse all the needs, apply the criteria and prioritise needs. In order to do this, some more steps were proposed[4]:

- Review the criteria to make sure that everyone understands and continues to agree on them.
- Discuss the issues that have been identified through the needs assessment and make sure that everyone understands the issues and their implications.
- Discuss each issue: Is it feasible to address this issue? What are the larger implications of addressing it? Does this issue tie in to other issues and strategies that are currently employed or planned? Will there be other benefits to addressing this issue?
- Individually or in small groups, rate each issue in terms of its importance and the feasibility of having an effect on it.
- Discuss the ratings as a group, examining whether any issues can be eliminated or consolidated (by addressing two issues together).
- Rank the issues according to the agreed criteria, and select the highest issues for action.

**6. Identify next steps and report back** – establish the risk factors, causes and consequences; explore the evidence for effective interventions/approaches; discuss findings with stakeholders.



Figure 2. Steps in needs assessment

Source: Australian Institute of Family Studies, Needs assessment: A tool for program planning and community building,  
[https://aifs.gov.au/cfca/sites/default/files/needs\\_assessment\\_webinar\\_-\\_final.pdf](https://aifs.gov.au/cfca/sites/default/files/needs_assessment_webinar_-_final.pdf)

## Community Needs Assessment Tools for Data Collection

Data collection is one of the main parts of a community needs assessment process. The preparation phase of data collection should respond to two main question:

- What type of data you will need - qualitative, quantitative or mixed data?
- What are the existing sources of data?

Quantitative data refer to numbers and counting and include administrative data or local statistics (e.g. demographic data, educational data). For instance, administrative data could be provided by local authorities/ institutions and could include number of buildings, streets, schools, health centers, crime, economic activities, types of economic activities, public utilities, beneficiaries of various public services at community level. Local statistics provided by local authorities or regional/ national institutes of statistics could include population size; number of population by age group; number of households; number of children and families; number of students by education level; employment and unemployment data; languages spoken; rates of people with disability; number of economic agents;



number of economic facilities; number of public services utilization; socio-economic information; school attendance; school drop-out; NEETs number; health care beneficiaries; and so on. The quantitative data can be compared with that of other similar communities in order to assess potential issues requiring attention. For more accuracy of data and to ensure equity, it is useful to disaggregate this data - by age, education level, household characteristics, geographic location within the community, gender, ethnicity, religion, or other factors. The quantitative data can be obtained through primary and secondary data sources.

Qualitative data focus on community stakeholders' perspectives and experiences and include mostly perceived and expressed needs. Stakeholder's engagement in the community needs assessment process is a central part and could be achieved through information, consultations, data collection, active involvement in the process of strategy/ policy/ program/ project design. Qualitative data represent a good quality needs assessment and is important to select carefully (based on objective criteria) the respondents for data collection (people who experience issues of interest or who belong to population groups of interest).

**Sources of data** can be very divers and include:

- **Primary data** – collected for the first time for the purpose of the needs assessment. Could be qualitative or quantitative, and could be collected through various methods developed and conducted for your needs assessment: surveys, interviews, focus groups, observation.
- **Secondary data** – already collected or produced by others. Secondary data could be from statistical sources or non-statistical ones. Secondary data collection sources could be: statistics at local/ regional/ national level, data from other research, government publications, websites, private organisations' reports, internal records, etc.
  - Ø **Statistical sources** – data that are collected for official purposes and include censuses, officially conducted surveys or periodically collected data on various topics.
  - Ø **Non-statistical sources** – data that are collected for administrative purposes (public administration records – e.g. school records on attainment or drop-out, public health records etc) or by the private sector.



## Methods and tools for data collection

In any community needs assessment process it is recommended to use a mix of quantitative and qualitative data and mix methodology of data collection. This mix of methodology is important for data triangulation. **Triangulation of information** is extremely important in the needs assessment process and plays a major role in ensuring the reliability of collected data. By using complementary data collection methods, adapted to the objectives of community needs assessment (surveys among community members, web-based survey, in-depth interviews, focus groups, secondary data analysis), the approach responds to both the requirement of using mixed methods of collecting and analysing data and the need to ensure the validity of needs assessment results.

The main data collection methods are:

- **Survey:** among community members/ various stakeholders – it could be face-to-face, CATI, post or online surveys and are based on questionnaires. Survey is normally conducted using a **sample**. This is done to make estimations about population characteristics. Main advantages to using surveys are: the possibility to be administered remotely; the possibility to be repeated; can be completed anonymously, encouraging candid responses. There are also some challenges: difficulties in identifying prospective respondents and obtaining their personal contact information; low responses rate, especially in case of online or postal surveys; high cost of administration; ineffectiveness in case of illiterate populations.
- **Interview:** represents one-on-one conversations between an interviewer and a community stakeholder (the respondent). They allow gaining a deeper understanding of the respondent's ideas and feelings. In-depth interviews are time-consuming and require practice and some degree of skills from persons in charge.
- **Focus group:** is a guided discussion used to determine a community stakeholders' opinions on a particular issue (including how the issue could be addressed). It requires careful planning and a skilled facilitator. In a focus group could be involved from 4 to ten community stakeholders relevant for the discussed issue.
- **Community meetings:** could be formal or informal listening sessions and/or public forums that bring together community stakeholders to discuss issues, voice concerns, and express preferences for community priorities.
- **Direct or participatory observation**



*Table 1. Advantages and Disadvantages of Qualitative Data Collection Methods*

Method	Definition	Advantages	Disadvantages
<b>Survey (face to face)</b>	A face-to-face survey is the one realised at respondent's location.	<ul style="list-style-type: none"> <li>· Allows flexibility in number and style of questions</li> <li>· Minimizes missing data</li> <li>· Allows physical measurements &amp; direct observations</li> <li>· Minimizes literacy level issues</li> </ul>	<ul style="list-style-type: none"> <li>· High likelihood of socially desirable responses</li> <li>· Difficult to prevent interferences from others</li> <li>· Very expensive, especially if respondents are widespread geographically</li> <li>· Time-consuming</li> </ul>



<b>Online survey</b>	Survey applied web-based. The responses are submitted electronically via the Internet.	<ul style="list-style-type: none"> <li>· Can be relatively inexpensive</li> <li>· Relatively quick method of data collection</li> <li>· Minimizes social desirability biases</li> </ul>	<ul style="list-style-type: none"> <li>· High set-up costs</li> <li>· Useful only for relatively large-scale surveys</li> <li>· High level of literacy and basic computer skills required</li> <li>· Requires access to good hardware, programming, and support services</li> <li>· No information on non-respondents</li> <li>· Best suited to pre coded questions</li> </ul>
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<b>Survey CATI</b>	Collection of data from a sample population using a standardized questionnaire by telephone	<ul style="list-style-type: none"> <li>· Minimizes missing data</li> <li>· Can use open-ended questions and more complex interviewing schedules</li> <li>· Can record reasons and characteristics of non-consenters</li> <li>· Quick and inexpensive</li> <li>· Does not require a high</li> </ul>	<ul style="list-style-type: none"> <li>· Difficult to prevent interferences from others</li> <li>· Need to keep questions few and short</li> <li>· Unable to ask questions requiring visual cues</li> <li>· Some likelihood of socially desirable</li> </ul>
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		level of literacy	responses
<b>Interview</b>	Conversation with a purpose that is conducted between two people either face-to-face or by telephone or online	<ul style="list-style-type: none"> <li>· Interviewer can ask what he or she wants to know</li> <li>· Can offer more information to ensure that the questions are understood</li> <li>· Can ensure questions are answered</li> <li>· Interviewees might tell interview things he or she would not write on a survey</li> </ul>	<ul style="list-style-type: none"> <li>· Time-consuming</li> <li>· Must transcribe notes after interview</li> <li>· Person being interviewed may be biased</li> </ul>
<b>Focus group</b>	Involve gathering information and opinions from a small group of people (4 to 10 per group)	<ul style="list-style-type: none"> <li>· Can assess body language</li> <li>· Observers can be present without distracting participants.</li> <li>· Have participants' undivided attention</li> </ul>	<ul style="list-style-type: none"> <li>· Responders lose anonymity</li> <li>· Higher travel expenses when multiple locales are used</li> <li>· Logistical challenge in rural areas or small towns</li> </ul>



<b>Observation</b>	Data collection method that allows you to use the events around you to gather clues and generate conclusions about specific locales or experiences	<ul style="list-style-type: none"> <li>• Relatively inexpensive</li> <li>• Efficient</li> <li>• Can be conducted on foot</li> </ul>	<ul style="list-style-type: none"> <li>• Provides only an overview of community</li> <li>• Requires closer observation to identify previously unrecognized assets/issues</li> </ul>
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**Source:** adapted from *Community Needs Assessment*. Atlanta, GA: Centers for Disease Control and Prevention (CDC), 2013.

Community Needs Assessment report should include, at least, the following main elements:

- Name of community
- Methodology
- Description of the community on various levels of quality of life - any relevant data about population, economy, place, infrastructure, housing, public services, education, social protection etc.
- What community needs were identified?
  - What is already being done at community level to respond to the need(s)?
  - What resources are available locally to help meet the needs(s) and how they can be used?
- What opportunities for projects did you identify?
- Which project did you select? Why did you select this project?
- What challenges to implementation of this project did you identify? How does the project plan take these challenges into account?
  - How will the benefiting community be involved in the project?
- Describe the viability of the project and how it may be maintained by the benefiting community.

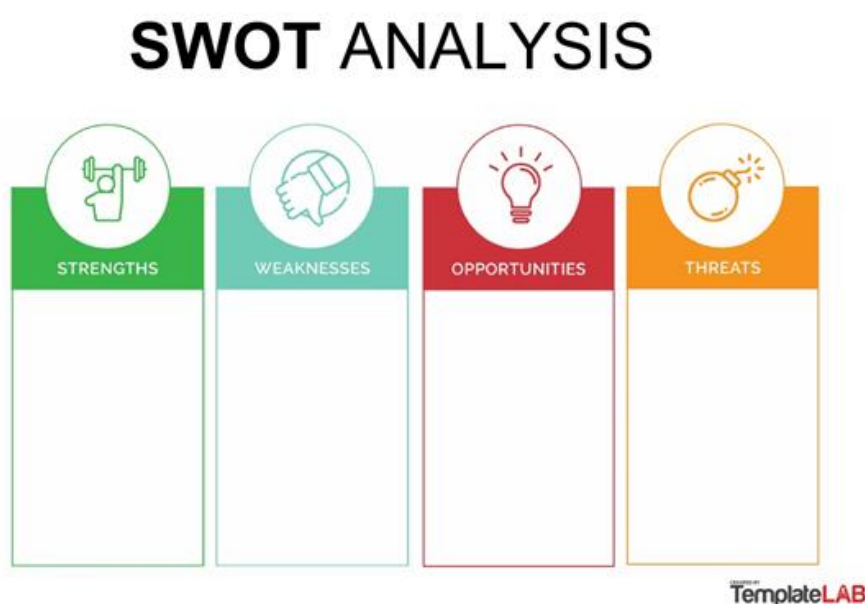


## SWOT analysis

SWOT analysis is one of the most used techniques for assessing internal and external factors in a needs assessment process and a design process. SWOT is an acronym for **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats. In this analysis, strengths and weaknesses are internal factors while threats and opportunities are external ones. Almost every business begins with some research and development process. (Figure 3)

1. **Strengths:** The internal positive characteristics, both intangible and tangible, of a community
2. **Weaknesses:** A disadvantage to community compare to others, deficiencies
3. **Opportunities:** Grab the external factors which can benefit a community
4. **Threats:** Fear of possible changes in environmental factors and laws which can negatively affect the community

Figure 3. SWOT analysis template





- [1] Smart, J. (2019). Needs Assessment. Melbourne: Australian Institute of Family Studies,
- [2] Baum, F. (2008). The new public health. South Melbourne: Oxford University Press
- [3] Sleezer, C. M., Fuss-Eft., D. F., & Gupta, K. (2014). A practical guide to needs assessment. 3rd Edition. Wiley: San Francisco
- [4] Rabinowitz, P. (2017). *Community Tool Box: Section 23. Developing and using criteria and processes to set priorities*. Lawrence, KS: Center for Community Health and Development, University of Kansas. Retrieved from [ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/criteria-and-processes-to-set-priorities/main](http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/criteria-and-processes-to-set-priorities/main)

**See chapter 5. Activities for Tool 3.1.1, Tool 3.1.2, Tool 3.1.3.**



### 3.2. Step 2: Brainstorm to refine the issue and possible solutions

*Here the focus can be on practical tools, methods and activities to identify the “one” problem/ issue and create/ consider possible solutions*

At its most basic level, the brainstorming process involves sprouting related points from a central idea, once the challenge was identified (see step 1). Brainstorming is one of the primary methods employed during the Ideation stage of a typical Design Thinking process, a great way to generate many ideas and solutions by leveraging the collective thinking of the group, by engaging with each other, listening, and building on other ideas. This method involves focusing on one problem or challenge at a time, while team members build on each other’s responses and ideas with the aim of generating as many potential solutions as possible. This can be refined and narrowed down to the best solution/s.

In this toolkit, for the above mission, we use the next practical tools (as seen in chapter 5):

- **Tool 3.2.1: Frame Your Design Challenge.** The Frame for Design Challenge worksheet will guide you through a series of steps to get the right frame on your challenge and get started on the right foot.
- **Tool 3.2.2: Align on Your Impact Goals,** aiming at getting crystal clear on the change you want to achieve, in the near-term and long-term.
- **Tool 3.2.3: Define Your Audience,** considering the broad spectrum of people who will be touched by the design solution.



*“If you can’t have fun with a problem you will never solve it”. DesignShop axiom*

## METHODS/ ACTIVITIES/ PRACTICAL TOOLS

*See chapter 5. Activities for Tool 3.2.1, Tool 3.2.2, Tool 3.2.3*

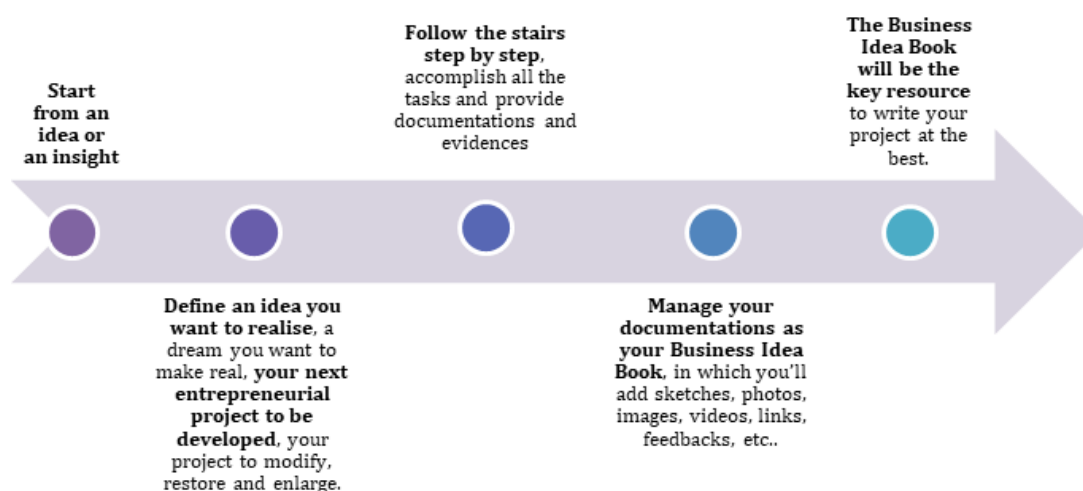
### 3.3. Step 3: Prototype and test your idea



After having identified the challenge of your human-centred social enterprise project (step 1) and having spotted the possible solutions to it, it is now time for you to prototype and test the feasibility of your idea through the effective “idea design process” and some practical tools and strategies supporting you in achieving your ultimate goals.

The “Idea design process” is a key tool to analyse strengths and weaknesses and feasibility of your idea according to who you are and the context where you would like to realise it. This tool will help you define and detail your idea before making it real!

#### HOW TO USE IT:





### *The 6 steps of the Idea Design Process*



1. Start considering your passions, abilities, beliefs, dreams and search for other online alike projects. You are on the floor, looking all around you for an idea, an insight. Pick 3-4 projects at least, evaluate differences and similarities with your idea and make it visual (a sketch, a mind map, a list of key words and connections, etc.).

#### *See chapter 5. Activities for Tool 3.3.1*

2. Make a list of the resources needed to develop your project that you can reach all by yourself. Remember: resources are not just economical ones but are also abilities, skills and equipment.
3. Now read the list you made in Step 3, reflect on what you can improve your business idea and modify. Review your business idea and answer this question: People you involve in the prototyping phase have understood your project easily?
4. You are in the middle of the process, the central activity of the Idea Design Process and you are ready to develop a prototype of the idea.

Now that you have organised all your thoughts, identified the best business idea for you, you do need to get crystal clear about your reasons, intentions and motivations behind making it a live business project.

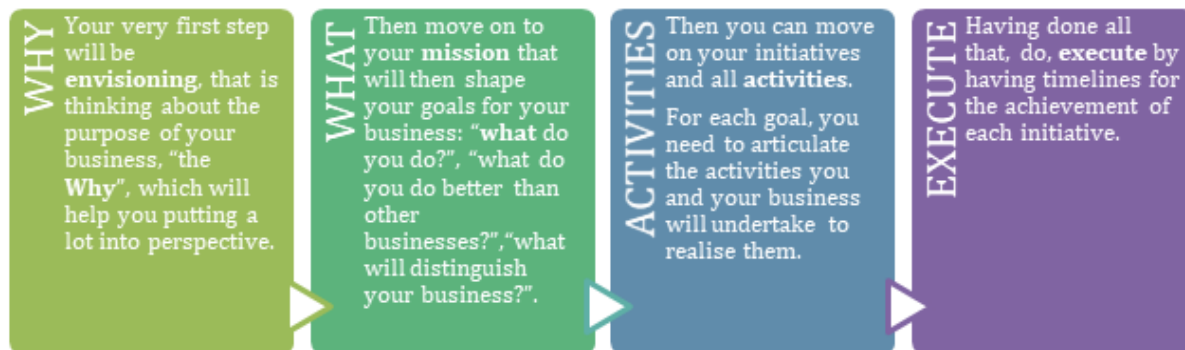
So, it is time to get to the very core of your business idea. The goal is to clarify your business idea so that you can describe it in one single sentence...One sentence? You might think that this is crazy — your business idea is so much more than that!

Nevertheless, this kind of exercise will help you be really, really specific and force you to clearly articulate **how** you are creating value and for **whom** by simply stating the **VISION AND MISSION OF**



**YOUR OWN BUSINESS PROJECT IDEA**, i.e. “My company, \_\_, is developing \_(a defined offering)\_ to help \_(a defined audience) to \_(solve a problem)\_ with \_(“secret sauce”)\_”.

Indeed, developing **your business idea project’s vision and mission** might be easier than what you think if you let us guide you throughout this path and the relevant main steps described below.



*Here is the example of the famous IKEA mission and vision.*

**IKEA's Business**  
IKEA is an international home product company that designs and sells ready to assemble furniture appliances and home accessories

**IKEA's Mission**  
To offer a wide range of home furnishing items of good design and function, excellent quality and durability, at prices so low that the majority of people can afford to buy them.

**IKEA's Vision**  
IKEA's vision is to create a better everyday life for the many people.

**IKEA**



***My idea value is...***

***The value of your business idea is what you can actually communicate in your vision statement.***

*But, what is it?*



***The vision statement ...***

- ☐ ***describes what you want to accomplish***
- ☐ ***provides a sense of what the company values to those both inside and outside the company***
- ☐ ***is inspirational and aspirational***

When developing a vision statement, try to answer this question: if my company were to achieve all of its strategic goals, **what would it look like 10 years from now?**

Some vision statements from well-known companies are:

- **Creative Commons:** Realising the full potential of the internet -- universal access to research and education, full participation in culture -- to drive a new era of development, growth, and productivity.
- **Microsoft** (at its founding): A computer on every desk and in every home.

***My idea serves...***

***The “why” of your business, the fundamental purpose of your business is what you can actually communicate in your mission statement.***

*But, what is it?*



### The mission statement....



*intention*

*trying to satisfy*

- ❓ *explains why company exists and supports the vision*
- ❓ *describes what the company does and its overall*
- ❓ *focuses on satisfying customer needs*
- ❓ *explains “What” customer needs that the company is*
- ❓ *explains “How” the company will serve its customers*
- ❓ *serves to communicate purpose and direction to employees, customers, vendors and other stakeholders.*

Some mission statements from well-known companies are:

- **Life is Good:** To spread the power of optimism.
- **American Express:** We work hard every day to make American Express the world's most respected service brand.
- **IKEA:** To create a better everyday life for the many people.

Let's review some key points that will guide you throughout the development of your business idea Vision & Mission Statements.



QUESTIONS TO ANSWER	VISION STATEMENT	MISSION STATEMENT
<b>General</b>	<ul style="list-style-type: none"> <li>• Why will/would your business exist?</li> <li>• Where do you see yourself in the future?</li> <li>• What are your long-term core values and plans?</li> <li>• How do you want society to view your business?</li> </ul>	<ul style="list-style-type: none"> <li>• What are your responsibilities and commitments to your clients?</li> <li>• What is your business culture?</li> <li>• How will you accomplish your vision in practice?</li> </ul>
<b>Time frame</b>	3 – 10 years or more in the future.	The present plus 1 – 5 years in the future.
<b>Purpose</b>	They direct major company decisions and help form the mission statement and operational objectives.	They help direct daily operations decisions and serve as a guide in terms of customer service and goals.
<b>Key points</b>	<p>Your vision statement should give customers, partners, future employees and society a clear image of your company's purpose.</p> <p>Company culture and values should be clear in your vision statement and it should provide room for growth since it won't change much over time.</p>	<p>Your mission statement should differentiate you from other similar companies. Why is your idea better? How will you deliver more timely products or higher quality services? Your mission statement may change as your market shifts or your business expands.</p>



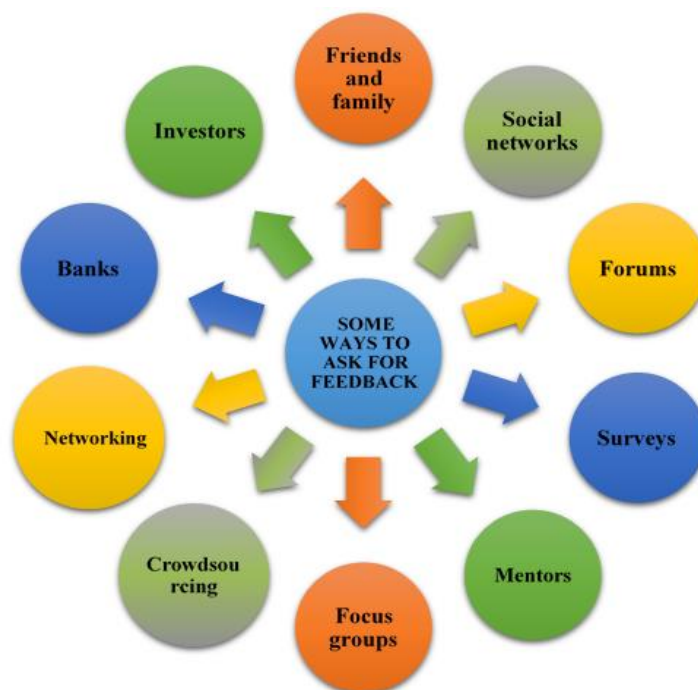
<b>Wording</b>	<p><i>Use strong, vivid words to communicate your vision. A vision statement should be inspirational and practical.</i></p> <p><i>What are your responsibilities and commitments to your clients? What is your business culture? How will you practically accomplish your vision?</i></p>
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**See chapter 5. Activities for Tool 3.3.2 and Tool 3.3.3**

5. You are very close to the top, good work! Collect comments and feedback from people involved in the prototyping phase (it could be a textual comment, an image, a video, an interview etc.). Review and write again your business idea. Do not be afraid if your business idea could become completely different from the beginning! You are working hard in order to reach the top, to develop your business idea at the best. Remember that successful ideas can come from mistakes!

**See chapter 5. Activities for Tools 3.3.4**

**Useful tips**





6. Reflect on the new form of your business idea, list the objectives for the future of the project, and make it visual (a sketch, a mind map, a list of key- words and connections, etc.).

***Time to pitch my business idea***

After revising, adjusting, confirming and / or changing your business project idea, it is time to present it to your audience!

Here are some tips on how to pitch your idea following 5 golden rules.



### 1. Keep it **SIMPLE** and **SHORT**



Your pitch should last no more than 5 minutes and use simple effective language. If you are using PowerPoint presentations, condense your project idea into a presentation of no more than 10/15 slides, with limited text

### 2. Know **WHO YOU ARE PITCHING TO**



Think about what you want. Be assertive and show your audience that you know what you are looking for and exactly what you want to communicate. Ask upfront to be sure not to waste their time or yours.

### 3. Address the Problem, Issue and/or Need

Point out the current problem, issue and/or need and bring it in one simple sentence clearly and then present your solution. Once again keep in mind your audience and the research you have done on the competitors.



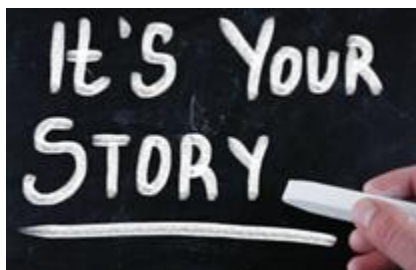
### 4. Why is your approach unique?



Highlight your unique selling proposition because it is crucial to show how you are working differently than everyone else. Instead of just pointing out all of your unique features, try and show them in a storytelling fashion to further engage audience members.

### 5. Leave with a memorable story

Tell your story to touch the audience's heart so that they remember you.





*Choose the keywords of your project and describe it with a short sentence to let your audience know the goals in a few minutes!*

**The main points of your pitch are:**



*You have to be a good listener too!*

*Put yourself in the audience's shoes in order to communicate your idea or project effectively. This way your words, pitch, mind map, and all the offline and online tools will be clearer and useful for the most significant parts of the project.*



### 3.4. Step 4: Design your social entrepreneurial project plan

Now you are ready for the final step, which will lead you to actually visualise and reflect upon your social entrepreneurial project through the Creative Project Canvas.

The “Creative Project Canvas” is a reflective strategic management and entrepreneurial tool to visualise your idea and make it become a living project. It was developed by Materahub based on the Business Model Canvas (BMC).

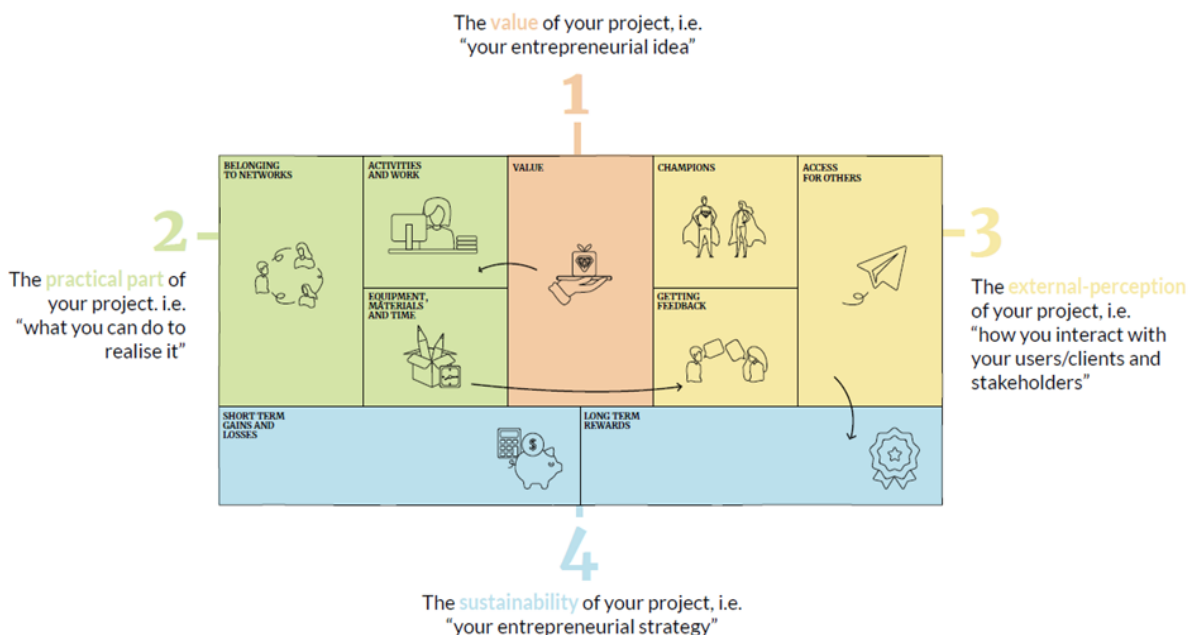
WHAT is the Creative Project Canvas?	WHO is the Creative Project Canvas for?	WHY use the Creative Project Canvas?
It is a useful tool to elaborate, clarify, evaluate and reflect on past, present and future projects, products and services	It is for any emerging and/ or existing entrepreneur who has an entrepreneurial project idea and/or a start-up within any business sector and any fields of businesses	<p>It simplifies your business idea project overview</p> <p>It provides an enterprising approach</p> <p>It helps planning, scoping, reviewing your project</p> <p>It helps planning actions, managing and monitoring all stages</p>

#### ***Why do I need this tool?***

Because it will guide you and support you in:

The Creative Project Canvas is divided into 9 themes (or blocks) and the key questions in each of the 9 themes provide context, issues, topics and keywords to visualise and develop your creative project / idea plan.

The Creative Project Canvas is divided into 9 themes (or blocks) and the key questions in each of the 9 themes provide context, issues, topics and keywords to visualise and develop your creative project / idea plan.



The Creative Project Canvas consists of 4 main parts to help you visualise the main aspects of your project:

1. The central theme **VALUE**, describing "what you do"
2. The 3 themes on the left describe the practical part of your project, i.e. "who will help you, how you do it, what you need"
3. The 3 themes on the right describe the external-perception aspect of your project. i.e. "how you interact, who can help you and how you reach your target audience"
4. The 2 themes at the bottom describe the future plans of your project and answer the relevant questions, i.e. "what you might gain and lose in the near future" and "which rewards you might gain in the longer term".

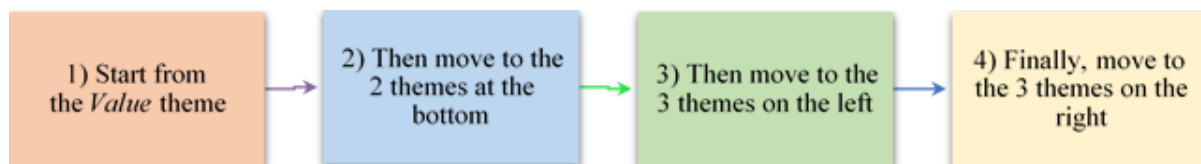
### Instructions on how to use it

Read the key questions listed in each of the 9 themes and write down your answers.

Once you have built your «first draft » version of your Creative Project Canvas, review it regularly to check your progress and/or change whatever you have realised needs to be changed, adapted, deleted.



## Where shall I start from?



1) Start with the Value theme, which is the core of your project and write down your answer to the relevant questions.

2) Then move to the 2 bottom themes (Short term gains and losses – Long term rewards) reflecting the immediate and future plans of your project and write down your answers to the relevant questions.

3) Then move to the 3 themes on the left (Belonging to networks – Activities and Work – Equipment, Materials and Time) and answer the relevant questions

4) Finally, move to the 3 themes on the right (Champions and Critics – Access for others – Getting feedback) and write down your answers to the relevant questions.

CREATIVE PROJECT CANVAS		Project name: _____ Team members: _____		Data: _____ Rate: <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<b>BELONGING TO NETWORKS</b>  Who can help you? • How can current and potential networks support you with this project? • How can they provide you with contacts and resources for your project? • Create and develop - there and promote - reflect - review / refresh - produce!	<b>ACTIVITIES AND WORK</b>  What do you need to do? • What are the most important activities needed to make this project happen? • Who will carry them out? • Only you? If so, do you have the competences? Or will you need to develop new skills or capabilities? • Will you need others? If so, besides individuals, are there other organisations/institutions that might do some activities? • What impact would the planned activities have on you (family etc.) and others (collaborators, etc.)?  <b>EQUIPMENT, MATERIALS AND TIME</b>  What do you need? • What equipment and materials are needed? • Who provides these? • Who else has these? • How much time is needed? • Is there any recycled/old material or already available?	<b>VALUE</b>  What do you do? • What are the main reasons why you engage with this project? • What is the core value of this project to yourself and others? • Ideas: think about different aspects: emotional, intellectual, material/financial, spiritual, social, others • Does it satisfy a need or desire or does it solve a problem? How? • What does it give you and others? • What are the benefits of delivering this value to yourself and to others? • Why will others engage with it and choose your work and not the work of others?	<b>CHAMPIONS</b>  Who can give you useful external perspectives on your project? • Who can guide you and help you to reflect and improve aspects of your work? • Who appreciates your talent, believes in your potentials and in your project and might advocate it to others? • Who can provide productive views and advice on your project? • Who can critically review your work and highlight areas/ aspects that they consider negative but will help you to improve your project? • Name: think of mentors, tutors, teachers/trainers, colleagues, collaborators, opinion leaders, potential stakeholders (e.g. investors, sponsors, broadcasters etc.) and even family and friends.  <b>GETTING FEEDBACK</b>  How will you improve your project by interacting with your clients/customers/users? • Who can give you feedback? • How can they do that? • How can you collect feedback (e.g. informal conversation, telephone, online survey, focus group, use of emoticons, etc.)? • How often? • How do you use it? • What kind of approach can you have to collect feedback (e.g. personal, neutral, informal, formal, individual, group)? • How can others request the opportunity to give feedback?	<b>ACCESS FOR OTHERS</b>  How will you reach your target audience and allow them to reach you? • What are the different ways and places through which others can access your work (e.g. online, in public places, in publications, in broadcasts, in pop-up shops, etc.)? • Who will have access to experience your project? • Where? • When? • How often? • How can others request and get access? • How can you improve access?	
<b>SHORT TERM GAINS AND LOSSES</b>  What can you gain and lose in the near future by doing this project? <small>Hints: think about issues related to money, contacts, credibility, new or missed opportunities and time</small>		<b>LONG TERM REWARDS</b>  Which rewards can you gain in the future by undertaking this project? <small>Hints: for instance, think about how you will use these rewards to stimulate further opportunities, create sustainability or long-term impact</small>			



**See chapter 5. Activities for Tool 3.4.1 to build your Creative Project Canvas**



- Another useful tool is the Social Business Model Canvas, created by the Social Innovation Lab.

#### SOCIAL BUSINESS MODEL CANVAS

<b>KEY RESOURCES</b>  What resources will you need to run your activities? People, finance, access?	<b>KEY ACTIVITIES</b>  What programme and non-programme activities will your organisation be carrying out?	<b>TYPES OF INTERVENTION</b> ②  What is the format of your intervention? Is it a workshop? A service? A product?	<b>SEGMENTS</b> ①  Who benefits from your intervention? <b>Beneficiary</b>	<b>VALUE PROPOSITION</b> ③  User Value Proposition Impact Measures
<b>PARTNERS + KEY STAKEHOLDERS</b>  Who are the essential groups you will need to involve to deliver your programme? Do you need special access or permissions?		<b>CHANNELS</b> ⑥  How are you reaching your users and customers?	<b>Customer</b> ④  Who are the people or organisations who will pay to address this issue?	How will you show that you are creating social impact? <b>Customer Value Proposition</b> ⑤  What do your customers want to get out of this initiative?
<b>COST STRUCTURE</b>  What are your biggest expenditure areas? How do they change as you scale up?	<b>SURPLUS</b>  Where do you plan to invest your profits?	<b>REVENUE</b>  Break down your revenue sources by %		

The goal is to support social innovators by designing their Business Models. Social Businesses focus on the impact they create for beneficiaries rather than creating profits. Therefore, the tool takes additional aspects into account which helps in creating a social business model.

The Social Business Model Canvas is divided into 13 building blocks. In comparison to the Business Model Canvas it takes the following aspects into account:

The component "Segments" is divided into "beneficiary" and "customer". This supports the aspect that beneficiaries often do not pay anything but are crucial for the business model.

The Value Proposition consists of the elements "Social Value Proposition", "Customer Value Proposition" and "Impact Measures", which define how you control your social impact.

The type of intervention describes the type of product that will deliver the value.

Besides partners, the canvas includes the key stakeholders that are / should be involved in your program.

The component "Surplus" describes where you plan to invest your profits.

For further information about this tool and instructions on how to use it please visit <https://www.socialbusinessmodelcanvas.com/>.



## 4. Implementation

In accordance with chapter 1- Overview of Social Enterprises spectrum in Cyprus, Italy and Romania and the information gathered in IO1, IO5 and IO6 surrounding the enterprises that are or can have a social business attributes, we have created a practical and creative exercises that sums-up the defining characteristics of set social entities. Based on the characteristics mentioned before, we have created a new approach, which we consider best summarises the social attributes and legal framework of each country and makes it clear for the participants, in a playful manner, not only the types of social enterprises that exist in which country, but also the best model for their business idea.



Our depiction of the types of social enterprises include all types of categories that the participants could set up in the respective EU country. In terms of entities existing in Romania, we have included Associations and Foundation, different types of Cooperatives (including Agricultural, Consumer, Credit Unions, Workers Cooperatives), Mutual Aid Funds (including Employees' mutual aid funds, Pensioners' mutual aid funds) and Economic operators with a social business input and Social inclusion enterprises. For Italy we have synthesized information about Associations, Cooperations, Mutual aid societies, Voluntary organizations, Philanthropic organizations, Social enterprises. In the case of Cyprus we have targeted

information related to Association, Cooperatives, Foundation, Limited liability companies to be used in our endervers.

All social entities have been presented in a clear, but detailed manner in their respective IOs, where we have incorporated the models for social incubation, legal framework and all data pertaining to the Romanian, Italian and Cypriot social models. Further details and explications can be found in them and they will be used during the course, for both trainers and trainees. Our purpose is to not only use the information we had curated in IO1, IO2, IO5 and IO6, but also we want to test our practices to gather the most relevant and realistic information about the models we propose. We strongly believe that our innovative methods are important and they can be implemented and understood at the most basic level by both trainers and participants. Also, we seek honest feedback so we can adjust our practices and deliver the best final results of our project since the informations will be disseminated through the crowdfunding platform, the EPALE platform (in the context of a specialized evaluation from the

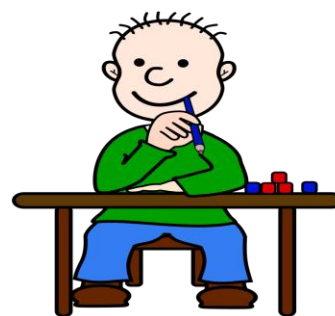


platform's scholars/ evaluators), to the 30 local representatives (from Romania), 20 (from Italy), the stakeholders assumed by the partners in the project (around 220 persons), and in our printed materials and all events organised during and after the implementation. We intent to broadcast our models of social incubation and our practical and creative methods develop under this project to all interested parties, whether we are talking about other european organizations and institutions or individuals interested in the topic, therefore we pursuit, in this stage of the project, a transnational exchange of ideas and external output from all parties involved in this training. In other words, we will take advantage of this opportunity to create an open communication in relation to our documents, information, practical aspects and all the other endeavors to make this project as innovative and creative as possible, but maintain it as realistic and clear as possible. We seek to encourage an open dialog between participants from different countries to obtain an "outside" perspective in relation to the other social business ideas and our techniques to make sure all the data and information are as coherent as possible, in the design we created.

The created exercise is in the form of a test with answer keys. Each participant will be given the test specially made to correspond with the legal framework and have the best approach that matches the realities of their country. After the participants completed the questionnaire, which corresponds to the country of origin, the trainers will give them the answer key, each characteristic chosen will be awarded 1 point. The type of organization with the most points, best defines the desires and expectations of the participant.



The trainees will be presented  
with the following forms:





## Key Features of Social Enterprises in Romania

Please check all the options that you think fit your business idea:

**You  
Want  
Your  
Business  
To...**

- |  |  |
|--|--|
| 1. Obtain income from direct activities?   |  |
| 2. Have partners?  |  |
| 3. Carry out activities of production, trading of goods, execution of works and service which contribute, directly or indirectly, to the development of the craft activities?                |  |
| 4. Be organized on the basis of the employees' free consent, in order to support and help their members financially?   |  |
| 5. Members may only be pensioners and their family members?  |  |
| 6. Have permanently at least 30 % of the staff employed belonging to the vulnerable group?   |  |
| 7. Obtain income from indirect activities?   |  |
| 8. Have the social status obtained after the business carries out activities that complies with the principles of the social economy, and the principles of social equity towards employees? |  |



	9. Have the possibility of setting up commercial companies in which they are the main shareholders?	
	10. Have non-patrimoniale purpose?	
	11. Be owned by a legal person and governed under private law?	
	12. The affiliation to a central common fund to be mandatory (and have shares and dividends)?	
	13. Jointly exploiting the agricultural areas owned members?	
	14. Members shall pay a monthly contribution, , which represents either a percentage of the monthly amount of the pension or a fixed amount?	
	15. Carry out activities of supplying products they buy or produce and service provision activities to their members?	
	16. Carry out land improvement works?	
	17. Have as purpose the fight against exclusion, discrimination and unemployment through the social and professional integration of deprived persons?	
	18. Mutual monetary cooperation/help?	



	19. Operate exclusively with your members?	
	20. Jointly, using machines and plants and making use of agricultural products?	



### Answer Key

Please check all the options that you think fit your business ideas:		
	1. Association/Foundation	
	2. Association/Foundation/Cooperatives	
	3. Craft Cooperatives (Cooperatives)	
	4. Employees' mutual aid funds (Mutual aid funds)	



<b>You Want Your Business To...</b>	5. Pensioners' mutual aid funds (Mutual aid funds)	
	6. Social inclusion enterprises (Economic operators with a social business input)	
	7. Association/Foundation	
	8. Economic operators with a social business input	
	9. Association/Foundation	
	10. Foundation	
	11. Economic operators with a social business input	
	12. Credit Unions (Cooperatives)	
	13. Agricultural cooperative(Cooperatives)	
	14. Pensioners' mutual aid funds (Mutual aid funds)	
	15. Consumer Cooperative (Cooperatives)	



	16. Agricultural cooperative (Cooperatives)	
	17. Association/Foundation	
	18. Credit Unions (Cooperatives)	
	19. Mutual aid funds	
	20. Agricultural cooperative(Cooperatives)	

Association/Foundation	Cooperatives	The mutual aid funds	Economic operators with a social business input



## Key Features of Social Enterprises in Italy

Please check all the options that you think fit your business idea:

<p><b>You Want Your Business To...</b></p>	<p>1. To carry out one of the activities of general interest in the form of voluntary action or free provision of money, goods or services, or mutuality or production or exchange of goods or services?</p>	
	<p>2. To deal with job placement of disadvantaged people?</p>	
	<p>3. To have as its intention to provide goods, services and work opportunities directly to the members of the organization at more advantageous conditions than they would obtain from the market?</p>	
	<p>4. To carry out different activities - agricultural, industrial, and commercial or services - aimed at the employment of disadvantaged people?</p>	
	<p>5. To be made up of people who volunteer to contribute to a common purpose?</p>	
	<p>6. To have its social status obtained by private entities and companies that carry out on a stable and principal basis a business activity in the general interest, on a non-profit basis and for civic, solidarity and socially useful purposes?</p>	



	7. The activities to be carried out completely in the interest of a third party?	
	8. To be characterized by a purpose of social solidarity?	
	9. To have the economic resources needed, derived from public and private contributions, donations and testamentary legacies, asset returns and fundraising activities?	
	10. To be aimed at providing social, socio-medical and educational services, vocational education and training, extracurricular training, job placement?	
	11. To be non-profit and no more than half of your members to be employees, and the rest volunteers?	
	12. To represent a religious entity and carry out the business activities of general interest?	
	13. To carry out exclusively for the benefit of their members and members of their families a number of activities which are exhaustively listed?	
	14. To distribute profits and operating surpluses, albeit in a limited form?	
	15. Deal with the management of socio-health and educational services?	
	16. To provide money, goods or services, including investment, to support	



	categories of disadvantaged people or activities of general interest?	
	17. To provide grants with the aim of assisting their members in case of illness, temporary or permanent disability or old age and, in general, in case of events affecting their life and working capacity?	
	18. Have at least 50% of your costs covered by revenues from the sale of goods and services to private or public bodies on the basis of contractual agreements?	



## Answer Key



Please check all the options that you think fit your business ideas:

<p><b>You Want Your Business To...</b></p>	1. Associations/ Cooperatives/ Mutual aid societies	
	2. Cooperatives	
	3. Social Cooperative (Cooperatives)	
	4. Associations	
	5. Mutual aid societies/ Voluntary organizations	
	6. Social enterprises	
	7. Associations	
	8. Cooperatives	
	9. Philanthropic organizations	



	10. Associations	
	11. Voluntary organizations	
	12. Religious Entities (legally framed as Social enterprises)	
	13. Mutual aid societies	
	14. Social enterprises	
	15. Cooperatives	
	16. Associations/ Cooperatives	
	17. Philanthropic organizations	
	18. Mutual aid societies	

Association	Cooperatives	Mutual aid societies	Voluntary organizations	Philanthropic organizations	Social enterprises



## Key Features of Social Enterprises in Cyprus

Please check all the options that you think fit your business idea:

<p><b>You Want Your Business To...</b></p>	<p>1. Pursue a social aim and distribute only a limited share of its profits?</p>	
	<p>2. Generate income from trading goods and services just for reinvestment in your enterprise, but not from implementing other commercial activities?</p>	
	<p>3. Achieve the social enterprise status upon fulfillment of established criteria, which include viable economic activity and a social mission</p>	
	<p>4. Not be allowed to distribute profits to your members, founders, board of directors or officials, but you can invest your profits to achieve your objectives?</p>	
	<p>5. Have a charitable or social scope occasionally, depending on short and long time objectives?</p>	
	<p>6. May obtain assets and/or funds to promote your purposes?</p>	
	<p>7. Allow for a limited distribution of profits to their members?</p>	



	8. No be legally constrained to a limited distribution of profits?	
	9. Plan to invest at least 70% of your profits to promote your social mission?	
	10. Have a limited distribution of profits to its members?	
	11. Have as the founding members' legal persons or enterprises?	
	12. Have multiple founding members and a board of directors?	
	13. Have a minimum of 20 people as founders?	
	14. Have partners?	



## Answer Key

Please check all the options that you think fit your business ideas:		
<p><b>You Want Your Business To...</b></p>	1. Limited liability companies	
	2. Associations/Foundations	
	3. Cooperatives	
	4. Associations	
	5. Limited liability companies	
	6. Foundations	
	7. Cooperatives	
	8. Limited liability companies	



	9. Limited liability companies	
	10. Cooperatives	
	11. Cooperatives	
	12. Cooperatives	
	13. Associations	
	14. Associations/Cooperatives/Foundations	

Association	Cooperatives	Foundation	Limited liability companies



We recommend at the end of the exercises and after the completion of the table, for the participants to do a SWOT analysis on their resulting entity, to solidify their outcome and help create a better understanding of the business in the recommended format. In case of a tie between one or more forms of social business, we also recommend a comparative SWOT analysis and further discussion between the extended group (including members from other states, so we can have a more compressive view and also an outside perspective) and trainers to help the trainees find the best approach for them.



## 5. Activities

### • STEP 1

- *Tool 3.1.1: Analyse the context of the community*

#### LEARNING GOALS:

- what are the main elements that should be consider in an context analysis of the community
- how should be conducted a context analysis of a community

**TIME NEEDED:** 3 hours

**MATERIALS NEEDED:** pens, post-its, markers, flip-chart, papers for flip-chart

**GROUPS SIZE:** 4-5 groups of 5 people

#### INSTRUCTIONS

The first step of your journey is to explore your community. Before collecting data about the people's needs, you should analyse various elements of the community like demography, economy, infrastructure, education, health, public services. These elements represent the context of the community.

**Step 1.** Observe the local context and analyze various aspects of people's everyday life. Think about your community and explore a wide range of aspects:

- Which are the main ethnic groups in your community?
- Which is the age structure of the population? There are more young people? There are more elderly people?
- What types of public services (social services, transport, utilities etc) exist?
- What leisure facilities exist for kids/teenagers/adults/elderly?
- What educational services exist?



- What types of health services exist?
- What type of houses exist?
- What are the main challenges for environmental protection?
- What businesses exist? How do these businesses sell their products/services?
- How does the city's cultural life look like?
- Do people feel safe?

Take 30 minutes to answer these questions and write the answers on post-it. Then put the post-it on the flip-chart paper in order to have a comprehensive picture of the community.

**Step 2.** Based on the administrative and statistical available data, you should analyse the following dimensions of your community quality of life:

- Population: number, age – category of population by age, gender, race and ethnicity, marital status, education, health status, number of people in household, first language -- these and other statistics make up the demographic profile of the population.
- Household: number, number of people in household, income of household, utilities of household.
- Education: educational services, number of high schools/ vocational schools, number of universities, number of schools, number of kindergartens, children enrolled in education by education level, school drop-out rate, school participation of different children from vulnerable groups
- Health: health services, number of doctors, number of health workers, number of public health services providers, number of private health services providers, long term care services
- Employment: number of employed people, unemployment rate, economic activities with most employees
- Economic activity: number of companies, types of economic agents, types of economic activities
- Infrastructure: roads, type of roads, railway, buildings, public buildings etc
- Environment: forest/ landscapes, rivers, environment issues; parks
- Public services: public transportation, public utilities, waste collection, other public services



- Social protection: vulnerable groups, social benefits, social services, social services providers (public/private), social care services
- Housing: types of houses, number of people/ house, house dimensions, number of houses with various utilities (electricity, gas, water, sewerage), number of houses with bathrooms inside
- Leisure facilities
- Governance: number of parties at local governance, local decision structures

To respond to all these issues, please use administrative or statistical data. Take 1.5 hour.

At the end, present the community context based on all these data. Time: 1 hour.

After the completion of all the presentations by the teams, there will be a debriefing of the activity.



– *Tool 3.1.2: Needs and resources identification*

**LEARNING GOALS:**

- To provide a framework for needs and resources identification at community level
- To understand what kind of data collection methods can be used due to various constraints

**TIME NEEDED:** 3 hours

**MATERIALS NEEDED:** pens, post-its, markers, flip-chart, papers for flip-chart

**GROUPS SIZE:** 4-5 groups of 5 people

**INSTRUCTIONS**

In the world where you live you can find a need that is not fully accomplished and this can be transformed in a business idea. Before generating ideas, you should follow next steps:

1. look around at the socio-economic context where you live,
2. assess the needs of the population,
3. map the resources available at community level.

Participants will be grouped in a small group of 5 members and will be asked to make a data collection plan for a needs assessment in a community. Each group will receive a paper with a description of a community. Based on this, the group should define a plan for data collection. This plan will be put on a flipchart paper.

**Community 1.** A rural community in a poor county situated 50 km from the nearest city. Population: 3800 inhabitants, 50% old population. Public services: 1 school and 1 kindergarten, but the number of children is decreasing; 1 family doctor but he comes only 3 days in the community; utilities; no long term care services; public transport to the city – 4 times/day. Economic activities: agriculture mainly, tourism (rural tourism, many rural traditions preserved). Landscape: forest, the community is situated on 3 hills.

**Community 2.** A marginalized community in a big town with migrants and Roma population. Population: 5340 inhabitants; families with more than 4 children. Public services: 1 school and 1 kindergarten; no health services; utilities – only water and electricity.



Data collection - As you try to remember, make a list of things that people are satisfied and dissatisfied with. Then, collect data about various needs and available resources from population or different groups or various stakeholders.

- Based on the data that you have to collect and the period for needs assessment, choose the proper method – survey (face-to face, CATI, online), in-depth interviews, focus groups, meetings/forums, secondary data analysis etc. You have to: 1) define what data you need to collect; 2) establish the target group for data collection; 3) decide the time for data collection; 4) choose the method for data collection
- Develop the instrument for data collection – questionnaire, in-depth interview guide, focus group guide, observation guide, meeting facilitation guide
- Map the available resources from secondary data analysis

**Working time:** 2 hours

**Presentation time:** 45 minutes

**Debates:** 15 minutes



– *Tool 3.1.3: SWOT analysis*

**LEARNING GOALS:**

- to familiarize students with the use of SWOT analysis and the importance of factual data in making a decision
- to develop properly a SWOT analysis

**TIME NEEDED:** 2 hours

**MATERIALS NEEDED:** pens, post-its, markers, flip-chart, papers for flip-chart

**GROUPS SIZE:** 4-5 groups of 5 people

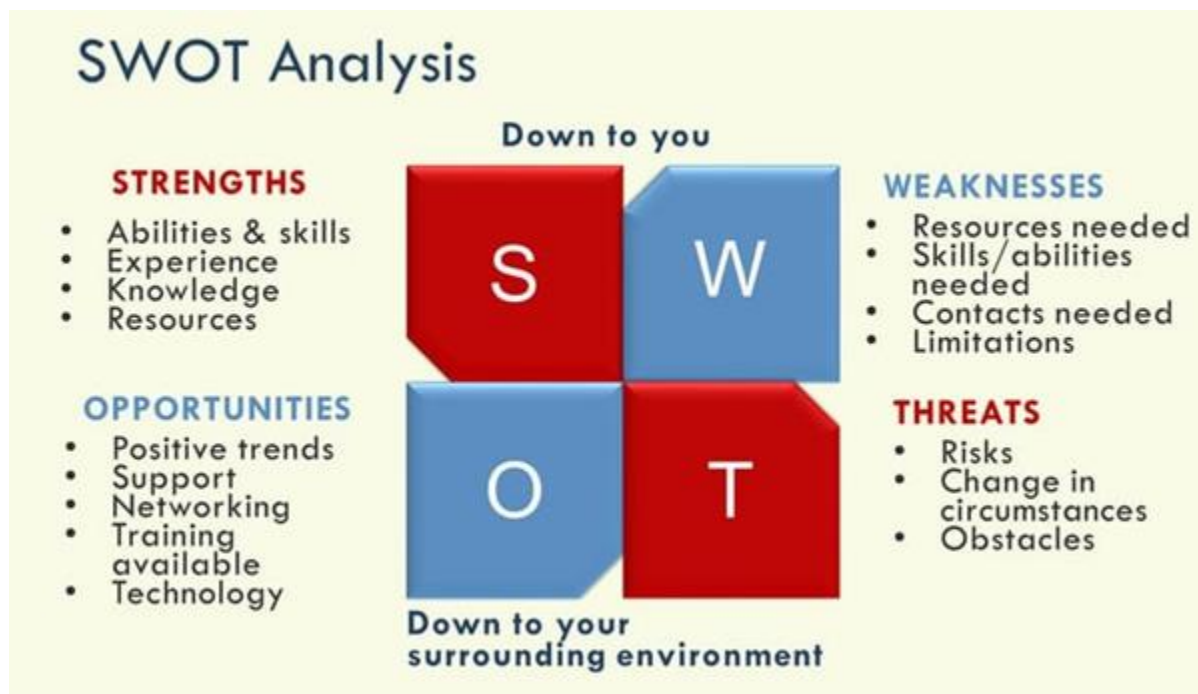
**INSTRUCTIONS**

Based on the data collected about the needs and resources of the community, each team will debate and establish the strengths, weaknesses, threats and opportunities of the community, starting from the hypothesis that in that community they will open a business.

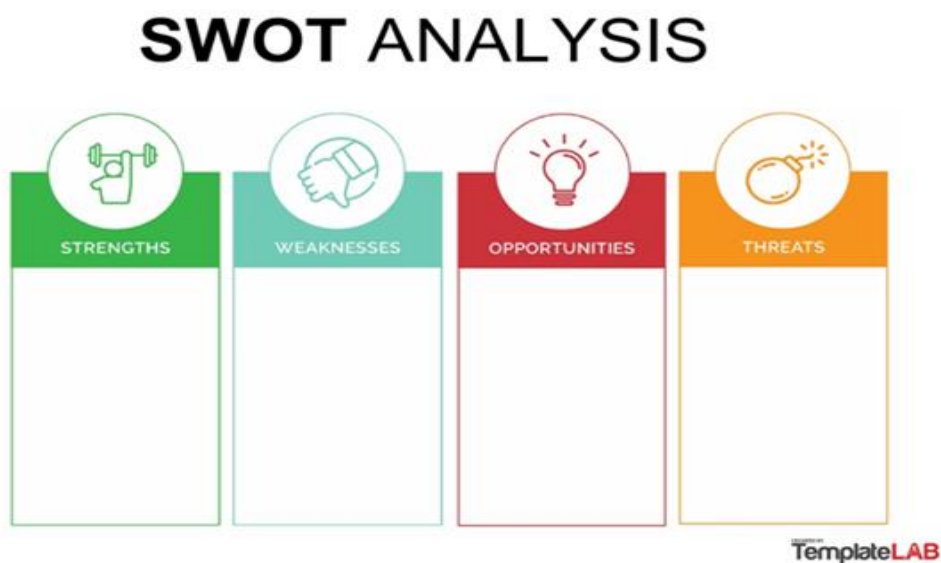
The working hypothesis is that in that community they will open a business, and now is the time to make an analysis to see if their decision is correct or less correct. If no conclusion can be drawn from the existing data, each team facing this situation will develop a plan of measures to manage the identified risks and present it.

Each team will complete with the data available each section of the analysis. Throughout the exercise, the trainers will remind the participants that they need to be as objective as possible in selecting the arguments that will substantiate the analysis.

- **Strengths:** The internal positive characteristics, both intangible and tangible, of a community. Please use data to justify a strength.
- **Weaknesses:** A disadvantage to community compare to others, deficiencies. Please use data to justify a weakness.
- **Opportunities:** Grab the external factors which can benefit a community.
- **Threats:** Fear of possible changes in environmental factors and laws which can negatively affect the community.



Source: <https://symondsresearch.com/swot-analysis-classroom-activity/>





- **STEP 2**

– *Tool 3.2.1: Frame Your Design Challenge.*

**LEARNING GOALS:** properly framing your design challenge

**TIME NEEDED:** 1-2 days

**MATERIALS NEEDED:** Pens, Post-its

**GROUPS SIZE:** BETWEEN 4-6 PARTICIPANTS

Design team

A design challenge articulates the problem you are trying to solve, and helps you define a scope that is neither too narrow nor too broad. The Frame for Design Challenge worksheet will guide you through a series of steps to get the right frame on your challenge and get started on the right foot. As you do this you'll ask yourself: Does my challenge drive toward ultimate impact, take into account context and constraints, and allow for a variety of potential solutions? You'll dial those in, and then refine your challenge until it's one you're excited to tackle.

**INSTRUCTIONS**

1. Start by taking a first stab at writing your design challenge down. It should be short and easy to remember. Try composing a single sentence that conveys the problem you want to solve. We often phrase these as How Might We questions to set our teams up to be solution-oriented and to generate a lot of ideas along the way.
2. Now that you have a draft of your design challenge, explore and align on the goal or outcome you hope to achieve. Use the [Align On Your Impact Goals](#) activity to ensure that you, your team and any other stakeholders have the same vision of success in mind.
3. Next you'll want to think about the audience you're aiming to serve and the context, constraints, and influences in their lives. Use the [Define Your Audience](#) activity to map the ecosystem around your user and the shifts or changes that you might need to influence through your design. This step will help you see how broad or narrow your challenge scope needs to be.



4. Now that you've gathered and organized more information, review your design question and see if it still feels right. Refine your question and capture this, and the information you used to get there, in your Frame Your Design Challenge worksheet.
5. Framing the right design challenge is key to arriving at a good solution. A quick test we often run on a design challenge is to see if we can come up with five possible solutions in just a few minutes. If so, you're likely on the right track. Try this, and make tweaks as needed to get to the right framing and scope.



FRAME YOUR CHALLENGE METHOD WORKSHEET

## Frame Your Design Challenge

What is the problem you're trying to solve?

1. Take a stab at framing this challenge as a question:

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---

2. Now state the key outcome you're trying to achieve:

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3. Write down important aspects of the context or constraints that you need to consider:

*These could be shifts that we need to see in the ecosystem around the user, or factors that are technological, geographic or time-based.*

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4. What are some possible solutions to your design question?

*Think broadly. It's fine to ... sentence is same as existing.*

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5. Does your original design question need a tweak? Try it again.

---

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FRAME YOUR CHALLENGE WORKSHEET EXAMPLE

## Frame Your Design Challenge

### What is the problem you're trying to solve?

*There is an alarmingly high rate of unintended teen pregnancy which is prevent adolescent girls from attaining educational potential and leading fulfilling, financially prosperous lives. Many girls do not know enough about contraception to make informed decisions. Parents and community members are skeptical of SRH services for youth. And boys are completely left out of the conversation on contraception, even though this concerns them too!*

### 1. Take a stab at framing this challenge as a question:

*How Might We reduce unintended pregnancy among adolescent girls?*

### 2. Now state the key outcome you're trying to achieve:

*All adolescent girls have the ability to make informed choices about contraception so they can decide*

*when and how to start a family, fulfill their educational potential and lead fulfilling lives.*

### 3. Write down important aspects of the context or constraints that you need to consider:

*These could be shifts that we need to see in the ecosystem around the user, or factors that are technological, geographic or time-based.*

*Restrictive legal environment unfavorable to adolescents receiving SRH services. Conservative religious context makes it difficult for providers to openly support contraceptive use, especially for unmarried adolescents. Low access to technology may mean that digital solutions are unlikely to be successful.*

### 4. What are some possible solutions to your design question?

*Think broadly. It's fine to ... sentence is same as existing.*

*What if there was a safe space where girls AND boys could learn about sexual health in a way that felt fun? What if there was a support group for parents who were nervous to talk about sex with their kids? What if healthcare providers had the training and resources to offer counseling on contraception without letting their personal feelings get in the way?*

### 5. Does your original design question need a tweak? Try it again.

*HMW equip adolescent girls with the knowledge and support she needs to make informed decisions about contraception?*



– *Tool 3.2.2: Align on Your Impact Goals*

**LEARNING GOALS:** getting crystal clear on the change you want to achieve, in the near-term and long-term.

**TIME NEEDED:** 60 minutes

**MATERIALS NEEDED:** Pens, paper, Post-its

**GROUPS SIZE:** BETWEEN 4-6 PARTICIPANTS

Design team and important stakeholders

Impact is a very loosely used term universally, and can be used to describe an influence or effect on virtually anything. Taking time to explore and align on your impact goals will ensure that your team and stakeholders are all working towards the same vision of success. In the process you'll uncover expectations for the longer-term change that ultimately matters as well for more immediate outcomes that contribute to that change. It is often these more immediate outcomes, or smaller shifts in behaviours, that will become the focus of your design challenge.

**INSTRUCTIONS**

1. Get your team together, along with others interested in the success of your design challenge. Ask everyone to write on Post-it notes what they hope the impact of the project to be.
2. Once everyone has generated their thoughts, organize the post it notes in a vertical 'ladder'. The most long-term, significant, and hard to reach changes should go towards the top, with the more immediate, direct and easy to achieve changes further down.
3. Now use the **Impact Ladder worksheet** to agree on and capture two statements. The first should reflect the lasting social change of the project. This will be your long-term *Impact*. You'll draw from post-its closer to the top of your ladder to identify this. The second statement should reflect a more near-term goal, an observable change or behavior that you want the people you're designing for to achieve. This will be your *Key Outcome*.
4. At this very early stage of the project, you only need to define the Impact and Key Outcome. You'll come back to fill in the other worksheet steps later, when you are prototyping ideas and defining exactly how your solution will have impact through a **Theory of Change** activity.
5. Your *Impact* and *Key Outcome* statements should serve as a north star for your design challenge, helping to ensure you stay focused on your goals. Make sure any other key stakeholders are aligned with your team on these goals too.



## Impact Ladder

ALIGN ON YOUR IMPACT GOALS  
METHOD WORKSHEET

During your project kickoff:

The lasting social change we would like to contribute to is:

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This is **impact**. It is usually long-term and something our work will contribute to over time. Think of this as a future vision.

*Example: Adolescent girls live healthy lives and fulfill their educational potential, by delaying the age of first pregnancy.*

The more near-term outcome that tells us our solution is working is:

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Identify 1-2 behaviors as goals for near-term success. They should be observable and measurable. In a Theory of Change these are called **primary outcomes**.

*Example: Increase uptake of contraceptive methods amongst teens*

As you explore your theory of change:

The key shifts that need to happen in order to get there are:

<hr/>	<hr/>
This shift	For this audience
<hr/>	<hr/>
This shift	For this audience
<hr/>	<hr/>
This shift	For this audience

These will usually be changes in knowledge, attitudes, perceptions and motivations. Maybe some small actions too. You might start with many of these, but refine and prioritize as you learn more. In a theory of change these will be called **intermediate outcomes**.

*Example: Teen girls have increased knowledge about contraceptive options.*

*Parents are more supportive of girls accessing services.*

The activities or solutions we'll create:

As you progress further in your design process you will identify the products, services or experiences that can have a positive influence on these audiences and the stepping stones they need to achieve. Check out the guidance in the Theory of Change method card if you're ready to continue to this stage now.

In a theory of change you will call these **outputs**.

*Example: A school-based information campaign for teen girls*

**DESIGN KIT** Human-Centered Design Resources



– Tool 3.2.3: Define Your Audience.

**LEARNING GOALS:** consider the broad spectrum of people who will be touched by your design solution

**TIME NEEDED:** 120 Minutes

**MATERIALS NEEDED:** Pens, paper, Post-its

**GROUPS SIZE: BETWEEN 4-5 PARTICIPANTS**

Design team

As you're framing your design challenge, it's critical to know who you're designing for and what you need to investigate. Having an idea of your target audience's needs, context, and history will help ensure that you start your research by asking smart questions. Don't limit your thinking just to the people you're designing for. You may need to consider the community around them, the services they rely on, or even the government policies that play a role in their lives. Depending on how well your team knows the challenge area you might also need to draw on Secondary Research as you do this activity.

**INSTRUCTIONS**

1. With your team, write down the people or groups that are directly involved in or reached by your challenge. Are you designing for children? For farmers? Whose life are you aiming to improve?
2. The group(s) you've defined above are your users. Now, use the question prompts in the **Ecosystem Mapping worksheet** to explore the behavior you want your user to adopt, and all of the things happening around them that might enable or inhibit that behavior. You'll need plenty of post-its and wall space to map out potential influences. Bring in some collaborators who have good experience and knowledge of the challenge or context.
3. Once you've done your mapping stand back and look across your ecosystem. The question prompts will have led you to define possible shifts that your user and others around them might need to experience or achieve. Which of these seem like things we could potentially design for? Which feel like constraints we can't address? Tag each shift accordingly.
4. Take a moment next to think about where in this ecosystem your own organization currently has influence or is best equipped to support. This should also inform what is in and out of your scope.
5. This exercise will have generated rich information that can immediately inform your plan for field research. It should give you an indication of who to talk to and what questions about the context and challenge you need to explore. It will also be helpful later when you Determine What To Prototype or develop your Theory of Change.



# Ecosystem Mapping

DEFINE YOUR AUDIENCE  
METHOD WORKSHEET



## THE USER (START HERE!)

Think about the behavior or outcome you want to help your user achieve:

To achieve that goal, what does our user need to know? To feel? Do do?

And where is our user right now with knowing? Feeling? Doing what is needed?

Based on the above, what shifts might we need to support? These are changes that the user needs to achieve. Try writing out each of the shifts as a From/To statement.

*Example: FROM not knowing what health services exist, TO being aware of services that are appropriate for her and how to access them.*

Who or what might play a role in supporting or preventing those shifts?

These will be barriers or enablers created by others. Write them down and place them under the category or sphere that is most relevant below to explore further.



## COMMUNITY

The household and social networks around our user

Which individuals or groups play an important role in the user's life?

For each group consider:

Is this a group a fan or a skeptic, with regard to what we want our user to achieve?

In what ways does they support or block the user?

What is the power dynamic between this group and the user—who has influence or control?

Finally:

Based on the above, what kinds of shifts might be needed within this group?



## SERVICES

The services & resources available to our user

Which services does the user need to achieve their goal?

For each service consider:

What kind of access does the user have to this service

Is it good quality?

What challenges does the user face accessing the services?

What challenges do the service providers face in delivering the service?

Is this service, or its providers, something we might need to design for?

Finally:

Based on the above, what kinds of shifts might be needed with this service?



## INSTITUTIONS

The systems & policies that influence our user's rights and freedoms

What are the rights and freedoms that the user needs to achieve their goal?

For each right or freedom consider:

Does the user experience barriers or unequal access to this right or freedom?

Which systems and policies support the user with regards to this right or freedom? Which ones discriminate?

Finally:

What should we consider as constraints or levers as we tackle this challenge?

(NOTE: Program funders, governments and other influencing bodies might sit in this category too! thing we might need to design for?)



# Theory of Change

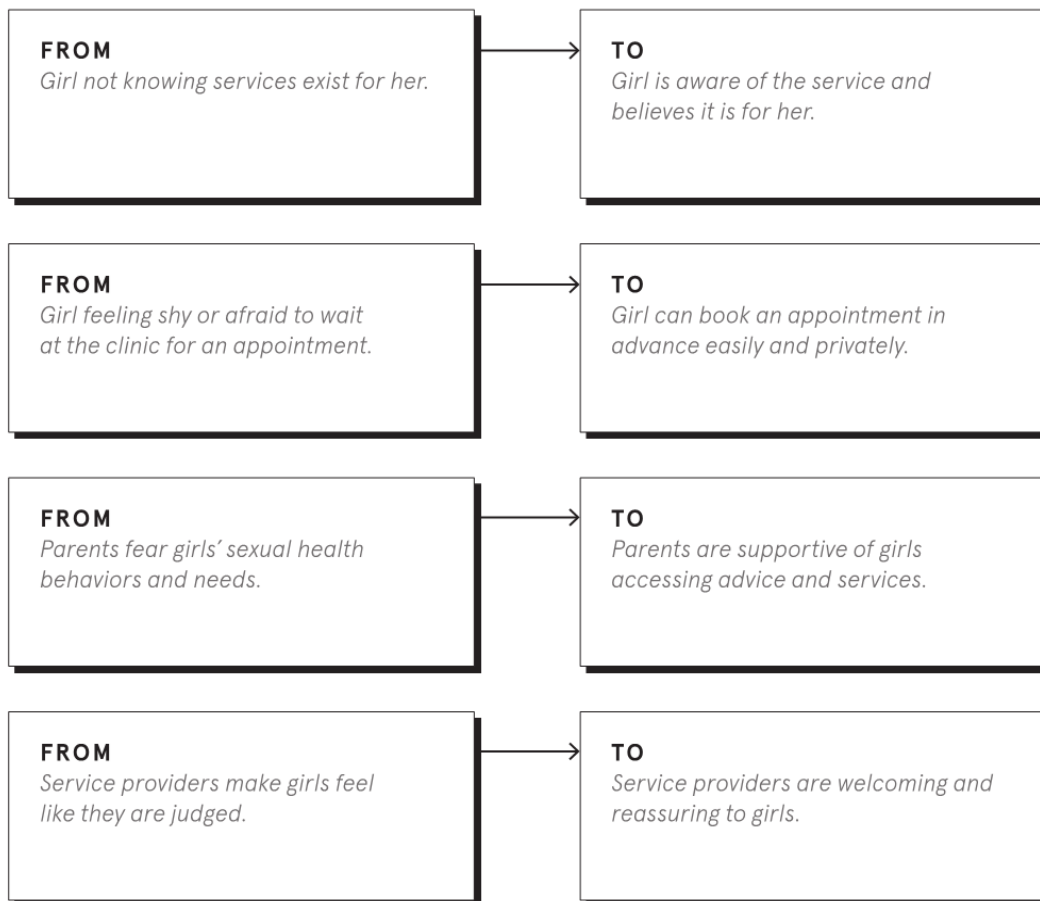
THEORY OF CHANGE  
ACTIVITY GUIDE

## Step 1

**Write out each of the shifts that you are trying to solve for to get to your desired outcome.**

These will be shifts around significant moments in your user journey that you have uncovered through your research and tested prototypes on. Place them in a row from right to left across your workspace.

## SHIFTS





# Theory of Change

THEORY OF CHANGE  
ACTIVITY GUIDE

## Step 2

**Write out each of the concepts that you are excited about taking forward.**

These will be the things that have stood out in your prototyping. Place them in a vertical row, so you have a grid structure now.

## SHIFTS

### FROM

*Girl not knowing  
services exist  
for her*

### TO

*Girl is aware of  
service, believes  
it is for her*

### FROM

*Girl feeling shy  
or afraid to wait at  
the clinic for  
an appointment*

### TO

*Girl can book an  
appointment  
in advance easily  
and privately*

### FROM

*Parents fear girls'  
sexual health be-  
haviors and needs*

### TO

*Parents are  
supportive of girls  
accessing advice  
and services*

### FROM

*Service providers  
make girls feel like  
they are judged*

### TO

*Service providers  
are welcoming and  
reassuring to girls*

## CONCEPTS

### CONCEPT 1

*Radio ads*

### CONCEPT 2

*Facebook  
campaign*

### CONCEPT 3

*School-based  
appointments*

### CONCEPT 4

*Service provider  
toolkit*

### CONCEPT 5

*Parent meetings*

**DESIGN KIT** Human-Centered Design Resources



# Theory of Change

THEORY OF CHANGE  
ACTIVITY GUIDE

## Step 3

### Tag your concepts according to their effectiveness in tackling each shift.

Tag your concepts according to their effectiveness in tackling each shift. Based on what you learned in your prototyping, tag each concept as either 'Addresses this well' or 'Addresses this somewhat'. Use 2 different post-it or sticker colors to make it visually easy to see the spread at the end. If it does not address the shift at all leave it blank, to represent a gap. For this step, go with your team's collective instinct! We'll probe on our assumptions in the next step.

## SHIFTS

### FROM

*Girl not knowing services exist for her*

### TO

*Girl is aware of service, believes it is for her*

### FROM

*Girl feeling shy or afraid to wait at the clinic for an appointment*

### TO

*Girl can book an appointment in advance easily and privately*

### FROM

*Parents fear girls' sexual health behaviors and needs*

### TO

*Parents are supportive of girls accessing advice and services*

### FROM

*Service providers make girls feel like they are judged*

### TO

*Service providers are welcoming and reassuring to girls*

## CONCEPTS

**CONCEPT 1**  
*Radio ads*

Addresses this somewhat

Addresses this somewhat

**CONCEPT 2**  
*Facebook campaign*

Addresses this well

**CONCEPT 3**  
*School-based appointments*

Addresses this well

Addresses this well

Addresses this somewhat

Addresses this somewhat

**CONCEPT 4**  
*Service provider toolkit*

Addresses this well

**CONCEPT 5**  
*Parent meetings*

Addresses this well



# Theory of Change

THEORY OF CHANGE  
ACTIVITY GUIDE

## Step 4

### Narrow down to a set of priority shifts and concepts

Use the prompts below to explore which shifts are a priority to address; how well those shifts are addressed by your concept; and what combination of shifts and concepts to move forward with for impact.

**FIRST, discuss which shifts to tackle, and which are less crucial or out of scope.**

Which shifts are well addressed by one or more concepts?  
Which shifts are not well addressed by concepts?  
Are those gaps okay for the impact you hope to achieve?  
Which concepts can be removed?

#### NARROW

*Keep the shifts that are most important for achieving impact.  
Aim for 3-5. Move the others to the side.*

**NEXT, assess if your shifts are adequately addressed by your concepts.**

Which shifts are well addressed by one or more concepts?  
Which shifts are not well addressed by concepts?  
Are those gaps okay for the impact you hope to achieve?  
Which concepts can be removed?

#### NARROW.

*Select the concepts with the most impact.  
They might address all shifts, or address one shift really well. Move the others to the side.*

**FINALLY, stand back and stress test your final combination of shifts and concepts.**

Does the logic for how one thing will lead to another hold?  
What conditions are required to be effective?  
Are there any gaps\* that we have not addressed?  
Do these gaps pose any risks to our success?  
Cross-reference the broader set of shifts defined in the Ecosystem Mapping activity during inspiration stage.

**CAPTURE!**



# Theory of Change

THEORY OF CHANGE  
ACTIVITY GUIDE

## Step 5

### Capture your output.

In this final step quickly capture the decisions you have made about the shifts you will commit to addressing, and the concepts that you will take forward to do that. The Impact Ladder template is provided here for your convenience to do this. Take time also to capture important assumptions or issues raised, through your discussion about conditions and risks for success. These will be important later when you implement your solution, and evaluate its effectiveness.

### Your Impact Ladder

The lasting social change we would like to contribute to is:

---

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The more near-term outcome that tells us our solution is working is:

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---

The key shifts that need to happen in order to get there are:

From	To
From	To
From	To
From	To

The concepts we are taking forward to address these shifts:

--	--	--	--	--



# Theory of Change

THEORY OF CHANGE  
ACTIVITY GUIDE

## Step 5

### Capture your output.

In this final step quickly capture the decisions you have made about the shifts you will commit to addressing, and the concepts that you will take forward to do that. The Impact Ladder template is provided here for your convenience to do this. Take time also to capture important assumptions or issues raised, through your discussion about conditions and risks for success. These will be important later when you implement your solution, and evaluate its effectiveness.

The conditions required to ensure this solution will be effective:

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The risks we are aware of for how this solution could fail:

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## • STEP 3

- *Tool 3.3.1: My online research of 3 similar businesses.*

**LEARNING GOALS:** online research of at least 3-4 projects that are similar to the learner's personal entrepreneurial idea and evaluate differences and similarities with it.

**TIME NEEDED:** 1 day as individual home assignment or 3 hours as group work

**MATERIALS NEEDED:** the worksheet below, pens, devices and internet connection for an online research

**GROUPS SIZE:** this can be an individual activity or a group activity with a given case study for groups of maximum 4 people

### INSTRUCTIONS:

Hand out the worksheets below to your learners asking them to research 3 businesses similar to their best idea and compare them with it to find out differences and similarities.

Once learners complete this activity, allow them time to present their findings and share them with their peers.

Similar business outline (write a brief description)	Detailed description
1.	<i>Which need is fulfilled?</i>
	<i>What is/are the goods/services?</i>
	<i>Who does the business sell to?</i>
	<i>How does it sell?</i>
	<i>How is the community affected?</i>



2.	Which need is fulfilled?
	What is/are the goods/services?
	Who does the business sell to?
	How does it sell? How is the community affected?
3.	Which need is fulfilled?
	What is/are the goods/services?
	Who does the business sell to?
	How does it sell? How is the community affected?



### Checklist of differences and similarities

Now evaluate differences and similarities with your idea and make it visual (a sketch, a mind map, a list of key words and connections, etc.).

Your evaluation (list minimum 3 topics)	My best business idea compared to similar business 1	My best business idea compared to similar business 2	My best business idea compared to similar business 3
Differences	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
Similarities	1.	1.	1.
	2.	2.	2.



	3.	3.	3.
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### Conclusions

What do you conclude?

Given that you have evaluated the differences and similarities of comparable businesses, what does now mean for you? Is it worth going ahead?

Are there considerable costs?

Are there issues that can limit your entry to this market such as set up costs, licences, franchise costs, intellectual copyright, protecting concepts that create a barrier for you to enter the market?

Is it a crowded market? Is there room for a new entrant like you?



Would customers be incentivised to switch to you?

Is this market sensitive to pricing? What would this mean for your business?



- *Tool 3.3.2: Your business idea Vision*

**LEARNING GOALS:** to generate your business Vision Statement.

**TIME NEEDED:** 30 minutes (including final presentation)

**MATERIALS NEEDED:** the worksheet below, pens markers, blank papers

**GROUPS SIZE:** this can be an individual activity or a group activity with a given case study for groups of maximum 4 people

**INSTRUCTIONS:**

Hand out the worksheet below and ask the learners to write down their answers to the questions.

After they have ideas, they shall then synthesise these ideas and weave them into your business Vision Statement.

Once learners complete this activity, allow them time to present their business Vision (by reading it and if willing, also with a visual presentation).



*Business Idea Vision Statement Worksheet*

**WORKSHEET TO DEVELOP A VISION STATEMENT**

*What would you like your business to become? (the best in ...or a leader in ... or nationally recognized for...)*

*What would you like your business to strive for? (What reputation? What level of excellence?)*

*What would you like your business to look like in the future?*

***Integrate the above information and compose your business Vision Statement:***



– *Tool 3.3.3: Your business idea Mission*

**LEARNING GOALS:** to generate your business Mission Statement.

**TIME NEEDED:** 30 minutes (including final presentation)

**MATERIALS NEEDED:** the worksheet below, pens, markers, blank papers

**GROUPS SIZE:** this can be an individual activity or a group activity with a given case study for groups of maximum 4 people

**INSTRUCTIONS:**

Hand out the worksheet below and ask the learners to write down their answers to the questions.

After they have ideas, they shall then synthesise these ideas and weave them into your business Vision Statement.

Once learners complete this activity, allow them time to present their business Mission (by reading it and if willing, also with a visual presentation).



*Business Idea Mission Statement Worksheet*

**WORKSHEET TO DEVELOP A MISSION STATEMENT**

**Tips:** You can use the following worksheet to generate your business Mission Statement.

Write your answer to the questions and after you have ideas, you can then synthesise these ideas and weave them into your business Mission Statement.

What are the primary functions and activities that your business performs?	Why do you perform these activities/What's the purpose of your business?	For whom does the business conduct the activities?

**Integrate the above information and compose your business Mission Statement:**



– *Tool 3.3.4: My feedback form collection.*

**LEARNING GOALS:** to collect feedback on learners' business idea

**TIME NEEDED:** 30 minutes to carry out interviews and 5 minutes to brainstorm/share findings

**MATERIALS NEEDED:** the worksheet below, pens, blank papers

**GROUPS SIZE:** group of 4 people

**INSTRUCTIONS:**

Hand out the worksheet below and ask one member to ask the questions to each of the other 3 members and to write down the answers.

Allow 5 minutes more to each groups to present the outcomes of their interviews, share comments with their peers and assess the feedback received.

*Now it is time to go out and ask people in your community about your business project idea “prototype”! Try to explain that you are attempting to finalise a business idea and you would like their feedback to know if you should make any changes. After you present your prototype or idea, ask them the following questions (or your own, if you’d like).*



Question	Person 1 Answers	Person 2 Answers	Person 3 Answers
What do you like about my product/service?			
How can I make this product/service better?			
Any questions or clarifications?			
What weaknesses do you see in my product/service idea/design?			



When you look at  
this product/service,  
what stood out and  
what came to mind?

Would you buy the  
product right now?




## • STEP 4

### – Tool 3.4.1: My Creative Project Canvas

**LEARNING GOALS:** to allow learners' visualise their social entrepreneurial project by analysing all relevant finer details and get a greater picture of it through the Creative Project Canvas

**TIME NEEDED:** 45 minutes + 10 minutes presentation

**MATERIALS NEEDED:** the Creative Project Canvas, pens, markers, blank papers

**GROUPS SIZE:** this can be an individual activity or a group activity with a given case study for groups of 4 to 9 people

### INSTRUCTIONS

Hand out the Creative Project Canvas below and the checklist too.

Tell students that they shall follow the steps below:

1. START from the Value theme, which is the core of your project and write down your answers to the relevant questions.
2. Then MOVE to the 3 LEFT themes, corresponding to the practical part of your project including Belonging to networks – Activities and Work – Equipment, Materials and Time and answer the relevant questions
3. Then MOVE to the 3 RIGHT themes corresponding to the external-perception of your project including Champions – Access for others – Getting feedback and write down your answers to the relevant questions.
4. Finally, FINISH with the 2 BOTTOM themes corresponding to your future plans including Short term gains and losses – Long term rewards and write down your answers to the relevant questions.



Once you have built your «first draft» version of your Creative Project Canvas, review it regularly to check your progress and/or change whatever you have realised needs to be changed, adapted, deleted.

Themes	Useful guiding questions
<p><b>BELONGING TO NETWORKS</b></p> <p><i>This theme will help you explore the useful networks you currently belong to or you might join that can provide contacts and resources to create, develop, execute and promote your project.</i></p>	<ul style="list-style-type: none"> <li>• How can current and potential networks support you with this project?</li> <li>• How can they provide you with contacts and resources for your project to: <ul style="list-style-type: none"> <li>- create and develop</li> <li>- share and promote</li> <li>- reflect and improve</li> <li>- implement activities</li> </ul> </li> </ul>
<p><b>ACTIVITIES AND WORK</b></p> <p><i>This theme will help you reflect on the main activities and work-flow of your project e.g. research, preparation, execution, reviewing.</i></p>	<ul style="list-style-type: none"> <li>• What are the most important activities needed to make this project happen?</li> <li>• Who will carry them out?</li> <li>• Do you have the competences to carry them out? Which new abilities/competences do you need to develop?</li> <li>• Will you need other human resources? Which organisations/professionals might help you carry out some activities?</li> <li>• What impact would the planned activities have on you and others (family, friends, collaborators, etc.)?</li> </ul>



<p><b>EQUIPMENT, MATERIALS AND TIME</b></p> <p><i>Each project is built around these three important elements: the equipment that you need, the materials you use (it can be recycled/re-used from previous projects) and the time for each process giving the whole time requirement.</i></p>	<ul style="list-style-type: none"> <li>• What kind of equipment and materials do you need (including recyclable/used or already available materials from other projects)?</li> <li>• Who can provide what you need?</li> <li>• How much time do you need to organise your equipment?</li> </ul>
<p><b>VALUE</b></p> <p><i>This theme will help you explore the value of your project to yourself and others and how you obtain the benefit of providing that value.</i></p>	<ul style="list-style-type: none"> <li>• What are the main reasons why you engage with this project?</li> <li>• What is the core value of this project to yourself and others?</li> <li>• Does it satisfy a need or desire or does it solve a problem? How?</li> <li>• What are the benefits of delivering this value to yourself and to others?</li> </ul>
<p><b>CHAMPIONS</b></p> <p><i>This theme will help you develop and strengthen your own “entrepreneurial voice” by identifying who can serve you as a guide and champion or and improve aspects of your project as a critic.</i></p>	<ul style="list-style-type: none"> <li>• Who can guide you, help you reflect and improve aspects of your work by highlighting strengths and weaknesses through constructive criticism of your project?</li> <li>• Who appreciates your talent, believes in your potentials and in your project and might advocate it to others?</li> </ul>
<p><b>GETTING FEEDBACK</b></p> <p><i>This theme will help you explore current and potential tools and methods to get feedback about your project from everyone who comes or might come into contact with it.</i></p>	<ul style="list-style-type: none"> <li>• Who can give you feedback to improve your project, work and activities?</li> <li>• How can you collect feedback (e.g. web tools, informal conversations, surveys, focus groups etc.)?</li> <li>• How often can you collect feedback and how can you use it?</li> </ul>



<p><b>ACCESS FOR OTHERS</b></p> <p><i>This theme will help you analyse how others can access your work.</i></p>	<ul style="list-style-type: none"> <li>• Who can access and experience your project, services, products, contents?</li> <li>• What are the different ways and places through which others can access your work (e.g. web pages or social media or premises open to the public, offices, stores, etc.)?</li> <li>• How can you reach your audience/clients/users (e.g. promotional and communication campaigns, marketing actions, events etc.)?</li> </ul>
<p><b>SHORT TERM GAINS AND LOSSES</b></p> <p><i>This theme is about the value of your project to you in the short-term and what this project might give you in terms of rewards and losses.</i></p>	<p><u>Short-term gains.</u> From a career development perspective, you may be making professional experience and increasing self- confidence or get money for what you are doing</p> <p><u>Short-term losses.</u> From a career development perspective, you may be using established contacts to gain greater financial rewards repeating more 'routine work' that is less attractive to you but that will enable you to subsidise your more experimental work.</p>
<p><b>LONG TERM REWARDS</b></p> <p><i>Longer-term rewards include more frequent or greater opportunities, larger networks to increase the reach or impact of the work.</i></p>	<p>These rewards are more personal and increase the sustainability of your career, give more control over future projects, provide opportunities to contribute towards social changes and to be recognised as entrepreneurs.</p>



CREATIVE PROJECT CANVAS

<b>Project name:</b>	<b>Data:</b>
<b>Team members:</b>	<b>Rate:</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

<b>BELONGING TO NETWORKS</b>  <p>Who can help you?</p> <ul style="list-style-type: none"> <li>How can current and potential networks support you with this project?</li> <li>How can they provide you with contacts and resources for your project to: <ul style="list-style-type: none"> <li>create and develop</li> <li>share and promote</li> <li>reflect</li> <li>review / refresh</li> <li>produce!</li> </ul> </li> </ul>	<b>ACTIVITIES AND WORK</b>  <p>What do you need to do?</p> <ul style="list-style-type: none"> <li>What are the most important activities needed to make this project happen?</li> <li>Who will carry them out?</li> <li>Only you? If so, do you have the competences? Or will you need to develop new skills or capabilities?</li> <li>Will you need others? If so, besides individuals, are there other organisations/professionals that might do some activities?</li> <li>What impact would the planned activities have on you (family etc.) and others (collaborators, etc.)?</li> </ul>	<b>VALUE</b>  <p>What do you do?</p> <ul style="list-style-type: none"> <li>What are the main reasons why you engage with this project?</li> <li>What is the core value of this project to yourself and others? Hints: think about different aspects: emotional, intellectual, material/financial, spiritual, social, others.</li> <li>Does it satisfy a need or desire or does it solve a problem? How?</li> <li>What does it give you and others?</li> <li>What are the benefits of delivering this value to yourself and to others?</li> <li>Why will others engage with it and choose your work and not the work of others?</li> </ul>	<b>CHAMPIONS</b>  <p>Who can give you useful external perspectives on your project?</p> <ul style="list-style-type: none"> <li>Who can guide you and help you to reflect and improve aspects of your work?</li> <li>Who appreciates your talent, believes in your potentials and in your project and might advocate it to others?</li> <li>Who can provide productive views and advice on your project?</li> <li>Who can critically review your work and highlight areas/subjects that they consider negative but will help you to improve your project? Hints: think of mentors, tutors, teachers/trainers, colleagues, collaborators, opinion leaders, potential stakeholders (e.g. investors, sponsors, broadcasters etc.) and even family and friends.</li> </ul>	<b>ACCESS FOR OTHERS</b>  <p>How will you reach your target audience and allow them to reach you?</p> <ul style="list-style-type: none"> <li>What are the different ways and places through which others can access your work (e.g. on-line, in public places, in publications, in broadcasts, in pop-up shops, etc.)?</li> <li>Who will have access to experience your project?</li> <li>Where?</li> <li>When?</li> <li>How often?</li> <li>How can others request and get access?</li> <li>How can you improve access?</li> </ul>
<b>EQUIPMENT, MATERIALS AND TIME</b>  <p>What do you need?</p> <ul style="list-style-type: none"> <li>What equipment and materials are needed?</li> <li>Who provides these?</li> <li>How much time is needed?</li> <li>Is there any recyclable/used material or already available?</li> </ul>		<b>GETTING FEEDBACK</b>  <p>How will you improve your project by interacting with your clients/customers/users?</p> <ul style="list-style-type: none"> <li>Who can give you feedback?</li> <li>How can they do that?</li> <li>How can you collect feedback (e.g. informal conversation, telephone/on-line survey, focus group, use of emoticons, etc.)?</li> <li>How often?</li> <li>How do you use this?</li> <li>What kind of approach can you have to collect feedback (e.g. personal, neutral, informal, formal, individual, group)?</li> <li>How can others request the opportunity to give feedback?</li> </ul>		
<b>SHORT TERM GAINS AND LOSSES</b>  <p>What can you gain and lose in the near future by doing this project?</p> <p>Hints: think about issues related to money, contacts, credibility, new or missed opportunities and time</p>		<b>LONG TERM REWARDS</b>  <p>Which rewards can you gain in the future by undertaking this project?</p> <p>Hints: for instance, think about how you will use these rewards to stimulate further opportunities, create sustainability or long-term impact.</p>		



CREATIVE PROJECT CANVAS

<b>Project name:</b>	<b>Data:</b>
<b>Team members:</b>	<b>Rate:</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

<b>BELONGING TO NETWORKS</b> 	<b>ACTIVITIES AND WORK</b> 	<b>VALUE</b> 	<b>CHAMPIONS</b> 	<b>ACCESS FOR OTHERS</b> 
<b>EQUIPMENT, MATERIALS AND TIME</b> 		<b>GETTING FEEDBACK</b> 		
<b>SHORT TERM GAINS AND LOSSES</b> 		<b>LONG TERM REWARDS</b> 		



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