ePortfolio for training framework focused on Socio-Cultural Education incl. Methodology

IN SITU – CE1494   **Final version**

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PP8 - STEP RI Science and Technology Park of the University of Rijeka Ltd.

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1. Project summary and document introduction

The economic and financial crisis a decade ago has left behind still very crucial socio-economic and demographic challenges. Especially the continued increase of unemployment resulting in poverty and social exclusion demands urgent sustainable solutions. Unqualified younger and older unemployed (50+) women and men are mainly affected. All partner regions have this 'new' disadvantaged group – the long-term unemployed.

Social innovation could offer answers but there is a lack of expertise and specialist business development services and support in the public and private sectors. And there is a lack of funding. The objective therefore is to jointly develop and implement a tailored business development service and support scheme to promote the integration of the disadvantaged groups into the labour market through social innovation and new social enterprises. The enterprises will be the result of specially developed trainings.

The scheme will have at its core regional triangles of key players coming from expert support, care and third sector organisations, social innovation and entrepreneurship experts and public/private funding initiatives. The reg. triangles will form an overarching joint triangle enabling a transnational approach to tackling intergenerational unemployment and social exclusion.

To reach the project's objective, reg. pilot actions to test and validate the support scheme and the strategy behind it will be implemented. This will lead to sustainable schemes in the six PP regions.

The project will bring together younger and the older (50+) unemployed citizens so that these two generations can learn from each other by exchanging experiences, bridging missing skills and competences. Also the key players in the reg. triangles will learn from each other and a dynamic capacity building process will take place throughout the project at different levels. IN SITU will be in every respect a learning project.

There are five transnationally shared challenges:

(1) In May 2017, over 19 million women and men in the EU were unemployed although many of them in age groups that should normally be productive and involved such as young people and the aged 50+. Many of them live in the PP regions. Youth unemployment rates: 6,5% (Stuttgart), 34,6% (Jadranska Hrvatska), 20,3% (Vienna) or 18,7% (Veneto); highest aged 55+ unemployment rates range from 50% to 64%. The migrant situation will only increase these figures.

(2) Within the unemployed there are differences. Some cannot find work due to lack of skills and competences; many aged 50+ are qualified but cannot find a job due to age. All of these citizens belong to the 'new' disadvantaged group of the long-term unemployed.

(3) Governments have to spend more on social costs for this 'new' group not to mention the future threat of societal old-age poverty.

(4) The traditional market economy will no longer be able to restore employment levels to pre-crisis figures. Technological transformation, digitization, AI, and globalisation are dramatically changing the job market and leaving behind disadvantaged groups like the unqualified and older unemployed. There is therefore a need for a complementary economy, a social economy that does not focus on profit, but on social impact and employment creation. This is the alternative growth model that PP regions need: social enterprises/initiatives in newly formed reg./local eco-systems in key growth sectors creating employment in particular for youth and the 50+ and attracting investor interest due to their scalability.

(5) However, there is a major drawback: 'a lack of specialist business development services and supports'; social enterprises/initiatives often need similar support as mainstream businesses, but also have specific features that create complex requirements needing tailored support schemes. These tailored support schemes are missing in PP regions and presumably in the programme area.

Thematic work package T2 - Social innovation trainings & support services - contributes to all specific objectives but in particular SO2 'Piloting the strategy blueprint..". T2 will focus on trans. trainings and further tool development with the aim of building social innovation support schemes in PP regions by training PP staff and strategic triangle representatives who work with the disadvantaged groups.

Two outputs will achieve this:

O.T2.1 will reinforce the capacity building in O.T1.2 by giving PP staff and strategic triangle representatives the opportunity to personally learn 'in situ' about social innovation in other PP regions as well as outside the programme area (A.T2.1). As a result, methodology and materials will be jointly developed with a two-step result: materials for Socio-Cultural Education and for Social Entrepreneurial Skills and Competences compiled in trans. ePortfolios to be used at all training workshops. The trainers will become experts in developing both skills and competences of Socio-Cultural Education & Social Entrepreneurship and will be able to mentor social (community) initiatives as well as social businesses. All trainings (for trainers and for the disadvantaged group) will take place at reg. Social Innovation Hubs (implemented in WP3) and are all part of the reg. support schemes.

O.T2.2 will train the trainers who in turn will train the youth and 55+ aged unemployed at the Hubs. As a result of the training the trainers will also become mentors so that can support the creation of social enterprises/initiatives in the context of regional/local eco-systems.

DELIVERABLE D. T2.2.1

ePortfolio for training framework focused on Socio-Cultural Education incl. Methodology

PP develop an ePortfolio for the joint training framework in the field of Socio-cultural Education incl. support methodology. The ePortfolio[1] will be the basis for all trainings on Socio-Cultural Education.

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[1] An ePortfolio is a set of tools and materials paired with a support methodology.

2. Setting the scene and approach

The economic and financial crisis a decade ago has left behind still very crucial socio-economic and demographic challenges. Especially the continued increase of unemployment resulting in poverty and social exclusion demands urgent sustainable solutions. Unqualified younger and older unemployed (50+) women and men are mainly affected. All partner regions have this 'new' disadvantaged group – the long-term unemployed.

Social innovation could offer answers but there is a lack of expertise and specialist business development services and support in the public and private sectors. And there is a lack of funding. The objective therefore is to jointly develop and implement a tailored business development service and support scheme to promote the integration of the disadvantaged groups into the labour market through social innovation and new social enterprises.

Thus, the PP will develop and implement a strategy blueprint for an intergenerational social innovation development and support scheme. The clear goal is to foster social economy in the PP reg., which focus on social impact and employment creation for the long-term unemployed esp. among youth and the 50+.

Based on a classical understanding of social innovation, which focuses on new work and new forms of cooperation especially those that work towards a sustainable society and inspired by best practice examples, the PP will seek new ways to produce new work for the disadvantaged.

One avenue that will be explored is the use of ´Biomimicry´ as a concept to social innovation that looks for sustainable solutions by emulating nature's patterns and strategies. Simple lessons that are being emulated are: nature rewards cooperation, depends on the local, and relies on intergenerational exchange. Focusing mainly on three key economic growth sectors: eg. creative industries (incl. creative minds), healthcare, and well-being, PP will jointly use these simple lessons (cooperation, local, intergenerational exchange) to develop and implement a tailored social innovation support scheme in CE reg. that goes beyond existing practice. The basis will be a close network of cooperation between reg. expert support, care and third sector organisations already working with the unemployed, social innovation and entrepreneurship experts and public/private funding initiatives. These three form the strategic triangles that are the backbone of the project.

Secondly, the PP will focus on providing employment solutions by building and strengthening reg./loc. ecosystems through the implementation of reg. Social Innovation Hubs connected in a trans. network that will pilot the training and support scheme to create social enterprises/initiatives providing employment for the long-term unemployed.

Thirdly, relying on intergenerational exchange, the project will bring together the two peer groups of unemployed (younger-older/non-qualified-qualified) so that can they learn from each other by combining ´old knowledge with new ideas and new knowledge with previous experience´.

3. The Social Innovation Hubs: Concept and Support Methodology

The concept of the IN SITU Social Innovation Hub (SIH) aims to create an optimal environment for idea generation, development, improvement and application individuals into community improvers and entrepreneurs, fostering responsible civil society engagement and social entrepreneurship in 6 Central European regions.

Social Innovation Hubs are seen as one-stop-shops with minimised "run-around„ where participants can easily access information on social innovation, social initiative and social business creation and development.

At the end of the six-month programme at the regional Social Innovation Hubs, 10+ ideas per round ought to be prepared for their entrepreneurship or community venture and for the creation of a start-up/community organisation adjusted to the regional needs.

The IN SITU Social Innovation Hub (SIH) is based on:

- an equipped physical space for idea development and start-up establishment,
- innovation creation and development of best practices coupled with
- specific local actions targeted to bridge regionally identified gaps and challenges.

Additionally, each Social Innovation Hub (SIH) can add their own sub-specialization (or focus) in the selection and developing ideas – from development of social or "non-profit" ideas to targeting specific sectors (creative, ICT, manufacturing etc.) or targeting specific beneficiaries' segments (long term unemployed women, migrants, homeless, NEETS etc.).

Furthermore, each partner is free to adapt and expand activities in order to address local deficiencies and gas of social innovation ecosystem.

Thus, although the application form defines SIH participants should go through the entire six-month SIH support process, if partners regionally decide to opt for an "open door" policy, interested beneficiaries are welcome to join the process at any time. If allowed, late entry during Social Innovation Hub (SIH)s programme should be compensated with additional mentorship and accelerated development process.

Beneficiaries, that is SIH training participants will have access to a physical space – office or co-working zone.

Each Social Innovation Hub (SIH) will create a physical space according to the needs of their targeted beneficiaries' segment and their capabilities. The physical space might be equipped with office furniture, basic IT infrastructure (computers, Wi-Fi, photocopier, phone), tools for creativity and networking. Beneficiaries will be supported along the whole idea development process during the six-month period. Partners can extend that support period or establish strategic partnerships with local strategic triangle institutions in order to assure undisrupted development cycles after the end of six-months period.

Basic Social Innovation Hub (SIH) premises and office infrastructure suggested availability is from regular working hours up to 24/7 availability, according to regional capacities.

Within the six-month programme, each Social Innovation Hub (SIH) will integrate the following activities:

- teaching in order to help SIH participant develop new knowledge and know-how (joint workshops and lectures, MOOC, eLearning modules);
- consulting in order to give advice on area of expertise and implement new knowledge (1on1);
- mentoring facilitating knowledge transfer from mentors to SIH beneficiaries (1on1).

The ratio of teaching/consulting/mentoring can be defined by each Social Innovation Hub (SIH) and adapted according to participants structure and needs.

In order to organize the Social Innovation Hub (SIH)s' activities in a productive and effective way, the suggested action logic is:
1) to have more joint activities during the first stages of the idea development (focus on common skills)
2) to gradually shift focus to individually based work and support of each participant later on (focus on individual and specific needs of each participant's project).

The topics and workplan consist of:

- standard social initiative and entrepreneurial support/development activities based on globally identified best practices and tools
- local specific activities aimed to constrain regional social innovation ecosystem deficiencies and shortfalls or to address regional topics defined by partners and regional stakeholders.

The support programme consists of a series of activities with the aim of individual and community empowerment, idea formulating and improvement, civic needs, customer and market understanding, product/service and business model development, formulation of appropriate competitive strategies, development implementation and financing the social venture, be it a social initiative or enterprise.

The mentioned activities will be merged into context and adapted to each specific regional Social Innovation Hub (SIH) and its participants.
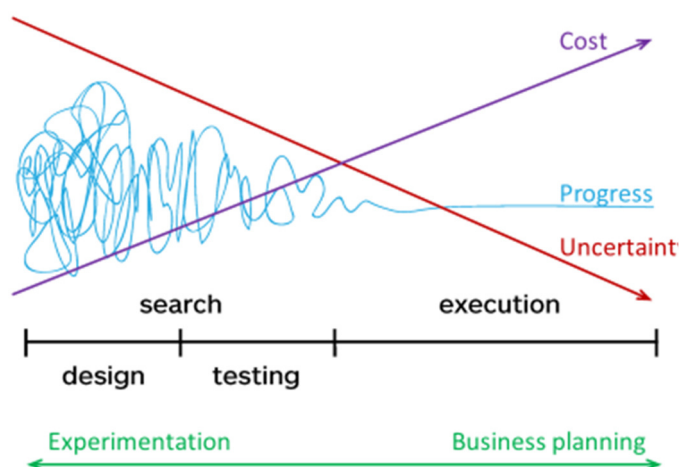
Social Innovation Hub (SIH) activities will be listed as a linear process - as a sequence of steps, decisions, tests and achieved results. It is important to understand that this is just a theoretical model.

Moreover, each participant might also need to go through the process in a non-liner way.

In real life, the process is iterative and chaotic - very soon after the start, needs and interests of each participating idea will diverge.[2]

2 Source: Damien Newman, Central / Alex Osterwalder, Strategyzer. Osterwalder, Alexander; Pigneur, Yves; Smith, Alan; Bernarda, Gregory; Papadakos, Patricia (2014): Value Proposition Design: How to Create Products and Services Customers Want (Strategyzer); published by John Wiley & Sons.

Social Innovation Hub (SIH) management should combine joint training activities and individual consulting and mentorship according to the real needs of each participant.

Therefore, staffing is an essential point of establishing the SIH's sustainability – each SIH should be able to ensure capability to address needs of every participants through internal SIH staff, or though external expertise. Moreover, it is essential that SIH staff takes active part in the dedicated Train the Trainers trainings.

Summing up, the support programme aims to lead SIH participants during the chaotic stage of designing and testing – searching for the right solution that creates value and social impact, enables the creation of a sustainable and potentially scalable social business and/or contributes to regional and national society wellbeing in general.

The aim of the process is to reduce the initial uncertainty through experimentation and focused actions at initial stage, while the costs are still low, minimizing the risks and allowing fact-based decision making and organisational planning.

Appropriate motivational boosting activities (intergenerational skill sharing, interviews with successful social initiatives or social enterprises, communication workshops and similar) have to envisaged during the 6month support programme.

IN SITU SIH 6-month long training and mentoring programmes for both social businesses and for social initiatives will be run simultaneously, and the core support methodology will be the same for both businesses and initiatives, what will differ are eventual materials, tools, workshop and mentoring topics.

Although these two elements can be regarded as separate, in order to create better synergies, initiatives and businesses will not be separated and will run simultaneously, with all parties being invited to all workshop, regardless of the fact that a workshop would be more tailored to either social initiatives or businesses. As is often the case in real life, social businesses grow from successful social initiatives. Community building and learning, as well as skill-sharing, is therefore seen as essential.

During the tutoring and mentoring phase, social initiatives and social businesses will be ensured tailored support for their exact needs, on a 1-on1 basis with the mentor/consultant.

3.1. Intergenerational learning

Some of the central biomimicry concepts are that nature rewards cooperation and relies on intergenerational exchange.

Inspired by biomimicry as a social innovation concept that looks for sustainable solutions by emulating nature's patterns and strategies, the IN SITU support methodologies also relies on intergenerational exchange and learning. This will be achieved following another biomimicry concept, that of cooperation.

An efficient structure enabling intergenerational exchange and learning will be established at regional SIHs.

At a pace defined by the regional PPs, based on their ecosystems, regular events enabling symbiosis between both age groups of the defined target group will be set. These will ensure intergenerational skill sharing and skill matching, bridging gaps among generations and further pursuing the intergenerational element needed for long term social innovation sustainability.

Intergenerational learning, focused on interaction and exchange of talents and resources benefits both the individual and the community and, as a result, it directly fosters intergenerational and intercultural solidarity.

Examples of intergenerational learning events can range from meetups on personal experiences through a shared meal/coffee, to "speed dating" regarding a defined issue, social labs, transgenerational hackathons, DIY/learn how to do it workshops from one generation to the other, support groups and many other symbiotic happenings.

4. The IN SITU Social Innovation Hub (SIH): Target groups

According to the approved Application Form, all partner regions have this 'new' disadvantaged group – the long-term unemployed. This means the long-term unemployed represent the main target group to be involved in WP T3 "Social innovation pilot initiatives". However, PPs are free to further specify their target group into other specific categories (for example long-term unemployed women, long-term unemployed migrants, etc.).

In the specific Social Innovation Hub (SIH) regional customization, each IN SITU Social Innovation Hub (SIH) is free to define their own regional target group within their own regional pilot actions (D.T3.2.4-D.T3.2.9).

4.1. The IN SITU Social Innovation Hub (SIH): Attracting Target Group

In order for the IN SITU and SIH innovation ecosystems to inspire and improve the skills and competences of the participants, these have to be motivated and, in the first place, interested to take part in the training. Beneficiaries can be motivated through various dissemination channels, the ones most considered most suitable for the region. Info Days are one wide reaching option that is considered appropriate for reaching the target group, especially if organised in cooperation with the regional stakeholders' triangle who can help spread and effectively reach the desired target group. Stakeholder engagement is crucial at this stage of implementation.

4.2. Promotional activities

Non-prescriptive dissemination activities:

- Social Innovation Hub Info Day
- Targeted presentations at partner's premises
- Newsletters
- Participation to related events
- Co-organisation of related events
- Social media (Facebook, LinkedIn, Twitter, etc.)
- Media (newspaper, TV, radio)
- Brochures and posters at targeted premises

4.3. Dedicated promotional extra events

If time and budget allow it, mini side events, such as design thinking workshops, social labs, impact hackathons (*impacthons*), capacity building or self-reflection empowerment events can be used for promotion during the Info days or on the side, as extra promotional activities.

These events can have a few major aims:

- As promotion of the Social Innovation Hub (SIH) - to attract potential Social Innovation Hub (SIH) beneficiaries;

- As Idea generation event - to help participants to develop and formulate their idea;

- As Idea (pre)selection event - to start the process of identification and selection of potential Social Innovation Hub (SIH) beneficiaries;

- As mini "bootcamp" - to improve skills and competences of participants.

These mini events could be one possible starting point during which participants are guided and supported in formulating the idea.

5. The IN SITU Social Innovation Hub (SIH): Application Procedure

The application procedure to the Programme ought toconsist of three rounds:
1. checking of administrative requirements;
2. selection of best candidates;
3. final interview.

To facilitate the application procedure, a template will be created and sent to all partners.

The template will contain relevant data that has to be sent in order to fully evaluate the innovative ideas.

Selected participants will be asked to send the CV of the individual/team and a copy of the ID card or some other document for identification.[3]

In order to ensure maximum project participation, regional PPs and selected SIH participants will all sign a participation contract, defining all parties' rights and obligations.

The application deadline ought be at least 3 weeks before the start of the six-month training, so a detailed selection can take place.

Documentation will be sent to the dedicated Social Innovation Hub (SIH) email address and evaluated by the IN SITU project team and the SIH trained trainers.

One call will be open for both social entrepreneurs and for social initiatives, inviting all interested parties with a socially innovative idea to apply.

IN SITU project team and the SIH trained trainers, based on the possible profitability of the idea, decide if the selected idea would fit better as initiative and what as business and, once selected, the participants will be informed on the category their idea fall in. However, this is not mandatory, since during the 6-month regional IN SITU training and mentoring program, a social initiative can be tweaked into a real social business.

However, if based on the selected regional target group this kind of application procedure is not possible, a different approach can be applied. Partners are free to determine the best way to reach their regional target group. Thus, the different approach can be any kind of approach that best suits the assurance of the target group's long-term engagement, such as working directly with partnering institutions working with or in frequent contact with the defined regional target group, by helping select and refer possible beneficiaries to the SIH staff.

5.1. Application template - elements

Regional Social Innovation Hub (SIH)s are welcome to translate template elements into national languages.

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3 Personal data has to be treated according to the privacy policies in effect at the time of receipt of the application.

Basic knowledge of English is important for the presentation of ideas during fairs planned in WP Communication, but not for the initial selection of ideas so idea applications in national languages are to be regarded as acceptable, especially since it eases filling the entire application process.

Regional Social Innovation Hubs (SIH) can adapt wording of the template, as the template content itself (questions regarding motivation, unemployment duration,..).

Basic info

- Project name/Idea title
- Team leader name
- Address (Street, City, ZIP, Country)
- Email
- Phone
- Team members (if any)

Description of the project idea

- Please describe your idea. What is socially innovative about your idea? Do you solve an identified regional, national or international need or problem? (max. 1500 characters)

Does your idea address a sustainable development goal? If yes, which? More about the SDGs here.

1) No Poverty
2) Zero Hunger
3) Good Health and Well-being
4) Quality Education
5) Gender Equality
6) Clean Water and Sanitation
7) Affordable and Clean Energy
8) Decent Work and Economic Growth
9) Industry, Innovation, and Infrastructure
10) Reducing Inequality
11) Sustainable Cities and Communities
12) Responsible Consumption and Production
13) Climate Action
14) Life Below Water
15) Life on Land
16) Peace, Justice, and Strong Institutions
17) Partnerships for the Goals

Risks and opportunities

- What are the risks and what are the opportunities of your idea? (max. 1000 characters)

Financial sustainability

- Which financial requirements are expected? How do you plan to cover these requirements? (max. 1500 characters)

Team

- If you have a team, please describe the skills of your team members. (max. 1000 characters)

English level

- None
- Basic
- Intermediate
- Team Advanced

Have you already established a company or an initiative/NGO?

- Yes/No

Please insert a personal data disclaimer to your application forms, such as "Personal data collected via this form will be used for IN SITU project information and will not be disclosed to third parties." Or any other personal data template you have readily available at your organisation.

If you will use google drive for collecting applications, please also insert this DISCLAIMER: You also acknowledge that you understand Google's policies regarding the collection and storage of personal information, regarding which you can learn more about: https://cloud.google.com/security/gdpr

If regional SIH decide to implement also dedicated promotional extra events to promote innovative idea creation, as foreseen in Chapter 4.3., a similar template for collecting participation expressions of interest can be used, or the question regarding interest (**Would you like to join this programme but do not have an idea yet? Join our ide generation event on XY/XY/202X.**) can be added to the template above.

6. The IN SITU Social Innovation Hubs: Selection criteria

After attracting beneficiaries, the next step is the selection process of Social Innovation Hub (SIH) cohort trainees.

The main selection criteria below have to be applied within the selection process:
1) sustainable development goal tackled (17 SDGs)
2) relevance to an identified social need/lacking
3) even distribution of genders

Each Social Innovation Hub (SIH) can add additional criteria according to their priorities and area of expertise and interest.

Furthermore, depending on foreseen target group to be engaged, the identification of the most appropriate candidates can be supported by adding additional criteria as:
1) innovation degree of the idea
2) impact and scalability of the idea
3) additional regionally defined criteria.

As stated above, given the specificity of the regional target group, a different selection process is allowed.

Suggested estimated timeline of the 30-day selection process:
- Promotional activities (21-45 days before start)
- Day 1 Open call, application form active/available for download
- Day 20 deadline for applications
- Day 30 Results announcement.[4]
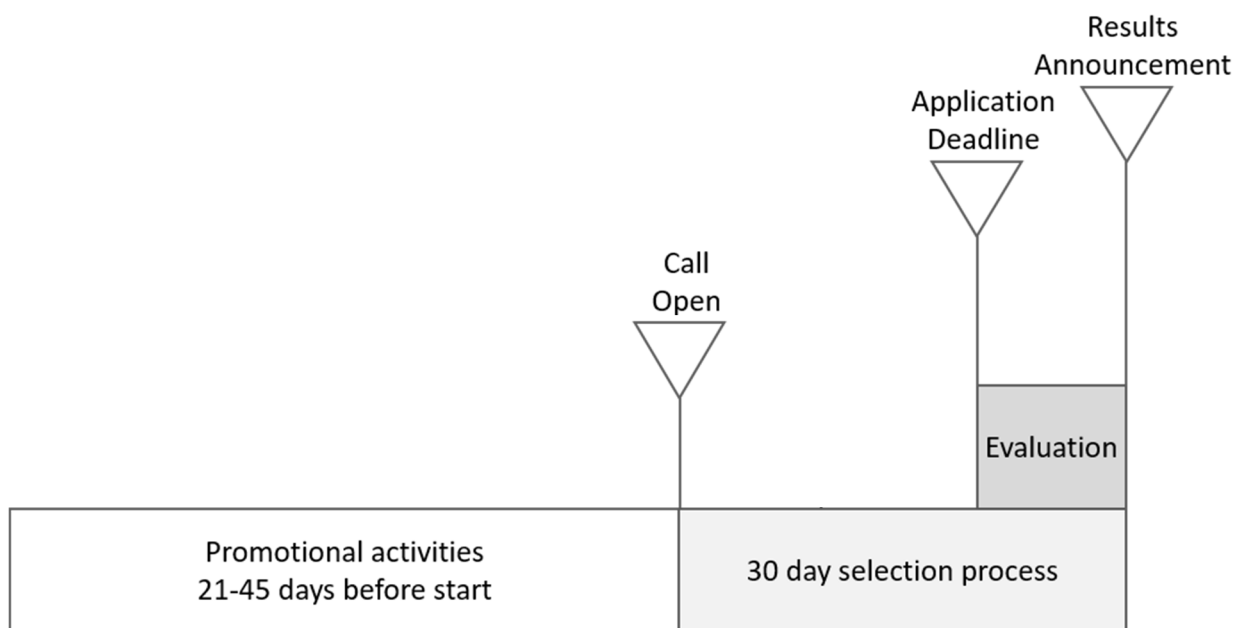
5

It is important to mention that this is a suggested timeline. PPs are free to adapt the activities timeline to their regional needs.

A proficient level of English is not mandatory, but will be needed for active participation in the Social Innovation Hub (SIH) international fairs. It is strongly suggested that at least one member of each team can communicate in English in order to present the idea and is able to participate in the Social Innovation Hub (SIH)s fair. Of course, if this is not possible, the regional SIH staff ought to ensure translation in order to ensure maximum inclusion.

In case too many good ideas apply each regional Social Innovation Hub (SIH) will set an upper limit based on specific regional capacities.

However, at least the 10+ best per region are chosen for each of the 6-month social innovation trainings.

Waiting lists and possibility of late acceptance ought to be introduced within each Social Innovation Hub (SIH) in order to assure full usage of existing capacities and a greater number of beneficiaries.

If allowed, late entry during Social Innovation Hub (SIH)s programme should be compensated with additional mentorship and accelerated development process.

This "late-entry" option is recommended in order to allow multiplication of possible social innovation best practices in the region.

Strong emphasis should be given to retaining beneficiaries and achieving planned outputs. Thus, frequent motivational activities ought to be planned in the programme, along with thematic workshops, lectures, mentoring and intergenerational learning.

Moreover, in order to motivate and empower the target group, the first phase of the training and support programme are individual and community empowerment, as well as and capacity building activities, in order to ease the participants, especially if joining this kind of support programme is a new setting for them. Ice breakers and other team building initiatives are also highly recommended for community building among participants, motivating them to stay in the programme and better fostering more sustainable final outcomes.

7. The IN SITU Social Innovation Hub (SIH): Six-month Programme

In order to improve skills and competences of participants an integrated bottom-up approach involving and coordinating all relevant actors must be implemented.

During the six-month comprehensive training at the regional Social Innovation Hub (SIH), apart from regional support and mentoring activities, participants will have the opportunity to take part in motivation boosting activities, learn from bet practices, join international fairs, present their ideas internationally, etc. The best regional ideas will be also selected for crowdsourcing campaigns (1 campaign in total per region), while the best ideas among all SIHs will be awarded the IN SITU Social Impact Award.

Finally, participants will be asked to evaluate their whole training and support experience leading to an optimisation of the project's strategy and methodologies.

Staying true to its name, the IN SITU project activities will be implemented "in situ"[6] at Social Innovation Hubs' premises. However, since "in situ" also means "in the correct place", should it arise that a more efficient target group involvement is possible if the activities are brought closer to the target group, the IN SITU mentoring and training activities can be implemented also elsewhere, making target group access easier.

As mentioned above, the six-month support and mentoring programme will be unique for both social initiatives and social businesses. However, participants of these two groups will get tailored counselling for their specific need on a 1-on-1 basis during the mentoring and counselling phase.

7.1. Six-month Activities Timeline

The standard SIH activities are listed as if there is a linear, straightforward development process but implemented in an iterative "design-test-review-adapt-repeat" modus operandi.

These phases are:
1. The Empowerment phase during which individual and community empowerment along with self-assessment activities are carried out. Since unemployment, especially if long-term, is proven to have one of the biggest negative effects on self-esteem, self-assessment and capacity building activities, matched with activities boosting labour market reinsertion skills in order to empower participants are carried out in this phase. The phase ideally ends with participants motivated to take on a proactive role starting their own social business or initiative.

2. The Idea design phase during which SIH participants formulate their socially innovative idea, followed by fine tuning and pivoting activities by improving their understanding of clients/members, creating drafts of their business models and initiative development cycles.

3. The Idea growth phase is based on initial implementation activities – establishing links with other companies and initiatives, looking for partnerships, understanding the financial and resource related challenges, learning about impact and human resources, developing prototypes and pilots.

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[6] Oxford dictionary definition of in situ: in the original or correct place

4. The Scale-up phase during which participants ideally start with implementation of incubated idea from initiating the establishment of the company or initiative, initial production and go to market activities, piloting and hiring, searching for financial support to scale up and internationalization activities. In this phase beneficiaries will learn and apply formal skills and competences of running business, paying taxes, hiring, preparing formal business plans and proposals, engaging communities, marketing and promotion, etc. Real content and activities of the placement phase will substantially differ among participants, depending on the idea's development phase of each participant, their capacities and capabilities and maturity of their idea that will define their readiness for realisation.

This phase also brings the entire process to the final step of assessment and evaluation during which participants evaluate the support programme and the skills acquired.

Each Social Innovation Hub (SIH) will (within the respective regional pilot actions) define the ratio and distribution of teaching, consulting and mentoring activities.

The suggested ratio and frequency of activities per type are:

- Teaching: 4 to 15 events, minimum 20 hours of joint workshops and lectures;

- Consulting: 1 to 2 meetings a week, minimum 10 hours per team;

- Mentoring: 1 to 2 meetings a week, minimum 10 hours per team.

The estimated total effort ranges from 220 to 1.000 hours per round, depending on the mentor structure and capabilities, Social Innovation Hub (SIH) characteristics and participants composition. Each partner will adapt the estimated time effort and frequency of activities so that it best suits the needs of the regional Social Innovation Hub (SIH) beneficiaries.

7.2. Social Innovation Hub (SIH) action concept and logic

Social Innovation Hub (SIH) actions aim to guide participants during their idea development process and transforming it into viable social businesses or initiatives. It is an iterative process during which participants search for a viable operational model by designing and testing key elements of their idea and all necessary components for successful market and society introduction. Once the answers are there and a manageable level of uncertainty is established, execution can take place.

The key principle is that during the search phase participants are focused on experimentation (using limited resources and funds) preparing themselves for take-off once they have sufficient knowledge of their potential customers (if social business) or members and stakeholders (if social initiative), competitors, risks, funding needs, environment and any other aspect that is crucial for successful take off and continuation of their operations.

Following that logic, the subsequent steps, outlined as groups of topics within the four respective phases mentioned above are identified:

Interreg
CENTRAL EUROPE
European Union
European Regional
Development Fund
IN SITU

EMPOWEREMENT

1. Competence assessment activities - identifying the potential that lies within the individual and the community

2. Capacity building - motivation and self-esteem boosting activities

3. General skills to re-enter labour market - how to write a CV, how to write a successful job application, job interview hints

4. Creativity boosting activities - design thinking and other idea generation activities

5. Entrepreneurial and activist spirit boosting activities - events promoting the positive effects of entrepreneurship and civil society, as well as other types of proactive behaviour

6. Community needs assessment activities - after empowering and motivating future SIH participants, in order to have ideas in line with regional needs, participants are invited to assess the current state of the communities they live or operate in

IDEA DESIGN

7. Idea formulation – initial description and definition of key elements that allows clear and focused understanding of the idea and necessary development actions

8. Customer/user/member understanding – initial description of targeted users and customers

9. Market understanding – the market is defined by competitors, suppliers, risks, social, demographic and various key characteristics of targeted users

10. Offer and value proposition – each new initiative, product, service or business model brings different value and benefits to targeted users

11. Business model & story – initial definition of key business model elements, their interrelations and prerequisites for sustainable commercial, social and environmental elements of running business/initiative - the legal entity type should be defined by this stage

12. Financial model – the prerequisite for sustainable business and initiative creation is thorough understanding of finance, costs, incomes and its dynamics

13. Assumption based strategy formulation – implementation of customer development process

IDEA GROWTH

14. Human resources - understanding the human capital (positions, tasks, volunteers) needed to put the idea into practice in the long run

15. Interactions with customers/users/stakeholders – a crucial part of assumptions testing and new idea/business development are the interactions with customers, users, beneficiaries in order to identify their perception of the idea and values it creates

16. Leadership - comprehending different types of leadership, familiarisation with the skills of a good leader and participatory decisions

17. Crowdsourcing and partnering - introduction to crowdsourcing options in order to develop one's idea, as well as partnering with peers and stakeholders

18. Impact assessment - a key element is identifying the eventual impact of the venture

SCALE-UP

19. Presentation and advocation skills - preparation for pitching to investors and wider public, debating skills

20. Fundraising – preparation for access to the regular and alternative source of capital

21. Project management - introduction to project logic and project design, project management, as well as quality assessment, time and money

22. PR and marketing - introduction to main PR as well as marketing skills and tools in order to successfully communicate the project's mission, at the same time engaging community

23. Readiness assessment –the initiative or business is assessed through the help of mentors, and realisation readiness is evaluated, giving tips for future actions

24. Evaluation – the initiative is asked to evaluate the mentoring process, in order to objectively evaluate the entire support and mentoring programme

Intergenerational learning activities have to be implemented in all phases, in the means specified above, in order to ensure intergenerational skill and experience sharing. . The same is true for motivation boosting activities.

Social Innovation Hub (SIH) staff should be able to support and guide Social Innovation Hub (SIH) beneficiaries during the whole process, regardless of the format (lectures, mentoring or consulting) of the services, at the basic and general level.

In case of need for specific knowledge, regarding technology, IPR, international law or similar, Social Innovation Hub (SIH) mentors are expected to understand the problem and find the most appropriate available temporary mentor in the region.
During all SIH support phases participants should be given plenty real-life tips and tricks in all of the given steps.

8. Socio Cultural Education Training materials

A non-exhaustive list of training materials to be used during the regional training and mentoring program of ideas selected and identified as social and community initiatives at the regional Social Innovation Hubs can be found below. These materials, tools and topics can be combined in parallel with the Social Entrepreneurial training, and all SIH participants are welcome to join all trainings. Some of the materials below will coincide with the tools to be used during the Social Entrepreneurial training, since they are considered state-of-the-art tools for social innovation and since the process of idea generation and idea development coincides in many parts, regardless whether the idea has profit (social business) or non-profit (social initiative) potential.

The key tools and concepts will be presented during the Joint Socio-Cultural Education training (train the Trainers - D.T2.3.2). It is expected that each Social Innovation Hub (SIH) mentor would be able to present and apply them while working with participants.
The six-month Programme process and related usage use of tools and concepts is iterative.
Moreover, SIH managers and mentors are expected to create an introduction to each of the tools they plan to use during the workshop, avoiding a mere presentation/hand-out and ensuring a meaningful task fulfilment by SIH participants.

The list of tools is non-exhaustive; each partner is free to add additional tools and to expand the proposed practice during their work with SIH beneficiaries, according to their specific participants needs.
Tool usage and experience should be documented and exchanged among partners in order to enable best practices and to assure improvement of Social Innovation Hub (SIH) activities and impact.

As already stated, the list is not exhaustive, thus all partners are welcome to introduce additional materials and tools and share their experiences and insights within the IN SITU network.
Materials below are listed in the order of the 4 development and support phases identified above. Each phase's section is dived into the given total 24 steps. Tools, materials and application approaches are given for each step. Although described as linear, the support programme and thus also the tools are iterative, so they do not need to be used as listed below.

Unless otherwise indicated, the material listed below is licensed under the Creative Commons Licenses[7], it can thus be used for **non-commercial purposes** such as the SIH training purposes, with **mandatory** mentioning of source and author. However, please ensure all legal requirements are met before handing out the materials below, as well as any other materials, to SIH participants.

Empowerment phase

1. Competence assessment tools

5 GOOD THINGS ABOUT ME

In this self-assessment tool, each individual is invited to think about himself in an unrestrictedly positive way and to become (more) aware of intrinsic good qualities. Formulating these positive things and then presenting them in front of the class promotes self-confidence.

To start, each participant is asked to write down 5 good things about him/herself! The facilitator should provide a couple examples for good character traits (e.g. helpful, reliable, tidy, etc.) and good skills (e.g. can cook well, repair things, speak good English, etc.) and clearly explain that there is no space for self-criticism or self-restriction. Some participants might not feel at ease talking about themselves in first person, so paraphrases are also possible ("My friends think that I am always very kind..."). After all participants have finished, each one of them comes in front of the group one by one and tells about himself or herself which five things he or she likes about himself or herself.

If other participants wish, they can add some more positive attributes before the person leaves "the stage". A round of applause is due after each presentation.

MY NAME IS	5 GOOD THINGS ABOUT ME ARE

SOURCE AND FURTHER INFO:
https://www.nfte.de/
https://www.nfte.de/lehrerinnen-lehrer/cet-exklusivbereich/
https://www.nfte.com/entrepreneurial-mindset/

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[7] https://creativecommons.org/
Are your rights affected? Our apologies! Please contact us and we will check the problem immediately: step-ri@uniri.hr

DIVERISTY BINGO

Create a "bingo" card and make enough copies for each participant. The bingo card should contain a grid of squares each containing a statement or question that will apply to some members of your group and is in line with the objectives of empowerment and capacity awareness building.

Hand out the bingo cards and instruct participants to mingle around introducing themselves and finding other participants who can sign their cards indicating that a statement applies to the interlocutor. Each person can only sign one square on the bingo card. This teambuilding method can be used for various purposes, but within SIHs the point is to get to know the participants - encourage people to mingle with more people rather than "win" the game.

Speaks another language	Has memorized a poem	Knows a good joke	Overcome a fear
Talked to someone in another country today	Can play a musical instrument	Checked how the stock market was doing today	Was inspired by someone today
Signed a petition recently	Is a foreigner	Is a member of an NGO	Exercised today
Has a regular meditation practice	Travelled over 1000 miles to get here	Recently celebrated someone else's success	Has a cause they are passionate about
Is passionate about a long-term goal	Currently serves as a mentor	Describes him/herself as a "social intrapreneur"	Has a silly habit

SOURCE AND FURTHER INFO: https://www.teampedia.net/wiki/Diversity_Bingo

2. Capacity building

THE TREE OF LIFE

Drawing the "Tree of life" - (from individual to collective – stories of future) (REPSSI and Dulwich Centre Foundation in Frühmann et al, 2016). This approach can serve for individual and group work.
At this point of the SIH programme, asking participants to compile a tree of life can help to understand their values and passions – discovering what they strive for and cherish can help in creating a sustainable civil initiative having community impact in the future.
The basic structure for individual and/or group work is shown below:
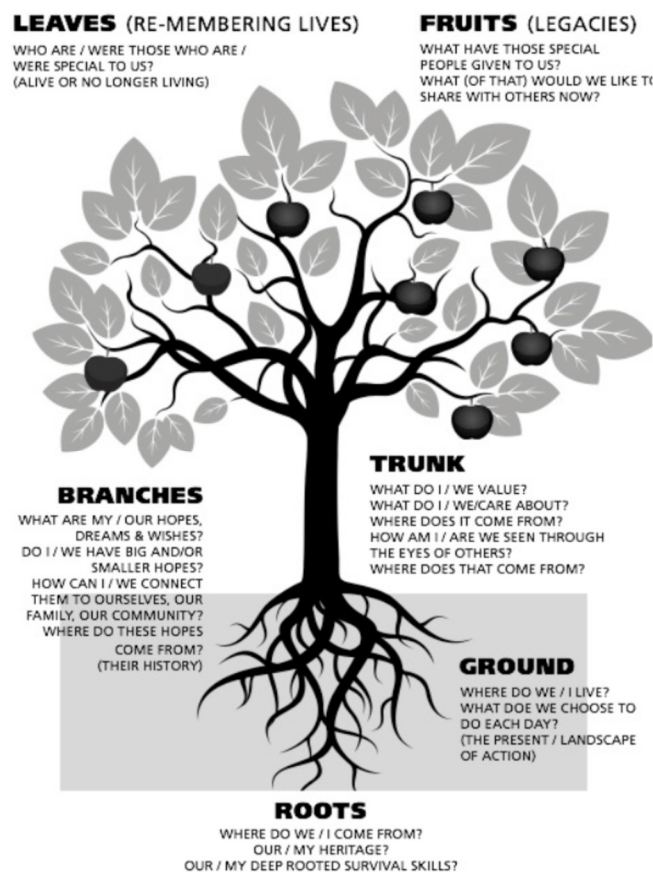
When everyone has made his individual tree, there can be an exhibition of the 'Forest of Life' and stories can be shared and reflected on, also stories connected to the future (desires, wishes, what do we want to give to the world). It is important to look for (empowering) similarities to build a sense of community. This is moving from the individual to the collective ('unity in diversity') (StoryTeller, 2019).

SOURCE AND FURTHER INFO:
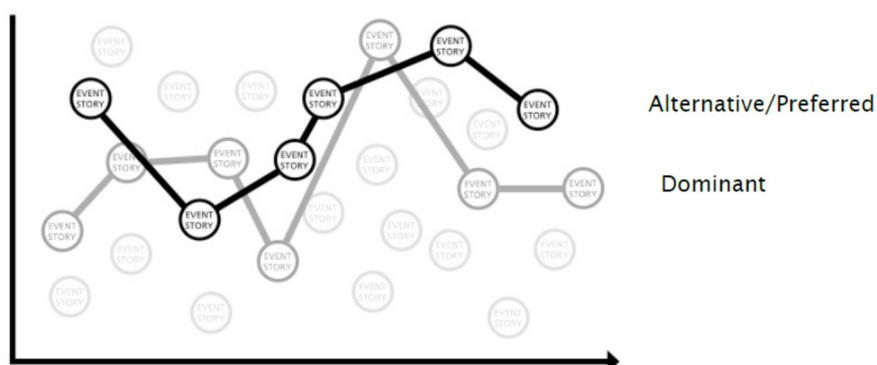Frühmann P., Hamilton N., Broer Y., Mogensen L., Frezza L., Hamilton J. (2016). Raising Strong and Resilient Communities. A narrative and story approach to empower cooperation, cohesion and change in communities through non – formal education. SVF in cooperation with Storybag. ISBN 978-952-7076-34-7; available at: https://rsrc.eu/outputs.html

StoryTeller – Empowerment of persons under risk of exclusion through development of storytelling professional training in under-equipped EU countries (2016 – 2019). THE STORYTELLER CURRICULUM 'WORKING WITH STORIES'. Available at: http://learnstorytelling.eu/en/results/

PICTURE YOUR MONSTER

This tool is used in the following way:

- Participants draw their problem Picture your 'monster' in 10' (→ a way of 'mapping' the problem) They should think of an issue that is bothering them regularly in a disruptive way: it can be a problematic habit, a pattern, a fear, and so on. Try to draw it. It can be an animal, a person, a thing, a monster... A drawing of that monster can be done to help to describe its features.
- Participants describe their 'monster' in 50' – 75' (depending on group size)
- The moderator captures key words and phrases and if necessary, uses additional questions to encourage the participant rather than stories about other
- Sharing ideas on solution building (app. 30') - Make a second drawing of the monster / problem: "How does it look now?"

THE MANY-HEADED HELPER

This exercise can be used complementary to the basic one named "The Many-headed Helper" (Frezza in StoryTeller, 2019) where one person is asked to impersonate a real-life person/situation that is affected by a certain problem (can be emotional, relational, physical etc.). Other participants are included by taking action in a way that they explore the person's story (different questions, no questions are handed in advance to those who ask). The exercise continues with group work/work in pairs to answer 2 type of questions (writing down 2 questions/statements that you asked to the exposed person and for which you believed have helped this person – share in a group, reflect on answers given about empowering and disempowering questions).

Interesting path of this approach underpins the idea that describing the problem, visualising it, describe its strategies and allies can help a person to manage it, since he/she understand it better and can distance himself from it – clarifying entities of self and problem, and thinking towards preferred future outcomes as the dominant personal story can shift into an alternative or preferred one.

Image: Storybag in StoryTeller, 2019

SOURCE AND FURTHER INFO:

• Frühmann P., Hamilton N., Broer Y., Mogensen L., Frezza L., Hamilton J. (2016). Raising Strong and Resilient Communities. A narrative and story approach to empower cooperation, cohesion and change in communities through non – formal education. SVF in cooperation with Storybag. ISBN 978-952-7076-34-7; available at: https://rsrc.eu/outputs.html

• StoryTeller – Empowerment of persons under risk of exclusion through development of storytelling professional training in under-equipped EU countries (2016 – 2019). THE STORYTELLER CURRICULUM 'WORKING WITH STORIES'. Available at: http://learnstorytelling.eu/en/results/

3. General skills to re-enter labour market

In this step participants ought to be empowered with general labour market re-entering skills. Mentors should instruct on how to write a good and job-relevant Curriculum Vitae (CV), as well as how to create an interesting cover letter. Tools like *Europass* should be presented, with all its options and tools, as well as other relevant CV building tools.

Moreover, a showcase of all regionally available job databases should be presented and usage explained. As a third step, mentors should present to beneficiaries the regular protocol and best practices for job interviews – from how to prepare, what to bring, what to ask, etc.

NOSCE TE IPSUM

NOSCE TE IPSUM or KNOW THYSELF is a useful visualisation tool that aids a person understand what is truly important for them to lead a fulfilled life with goof private/work life balance.

NOSCE TE IPSUM or KNOW THYSELF	
What am I good at?	
What am I bad at?	
What do I enjoy?	
What is important to me to be content?	
How much money do I approx.need per month?	
Do I want independence or does it suit me to do what I'm told?	
Do I like to be among people all the time?	
What do I believe in (core principles and values)?	
What I want my life to look like?	

SOURCE AND FURTHER INFO:

https://www.centaroptimum.hr/

https://ec.europa.eu/info/sites/info/files/european-semester_thematic-factsheet_skills-for-labour-market_en_0.pdf

https://europass.cedefop.europa.eu/

https://www.ideo.com/blog/an-ideo-recruiters-3-strategies-for-writing-a-better-resume

PERSONAL / PROFESSIONAL DEVELOPMENT PLAN

In the previous tool there was a section identifying the weak points of the participants. The professional/personal development plan is also a visualisation self-assessment tool that can be used to identify a plan to developed on the lacking skills, if desired.

What competence do I need to acquire/ develop?	
What activities do I need to undertake in order to acquire/ develop the competence?	
How will I know I acquired/ developed the competence?	
What is the time I need for it to happen?	
What resources do I need for it to happen?	

SOURCE AND FURTHER INFO: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1680/ODYOtoolkit.pdf

4. Creativity boosting activities

9 DOTS PUZZLE

This tool is used to motivate participants to think outside the box, using an unconventional approach ("lateral thinking").

Steps to be carried out:

1. The starting point is an image consisting of 9 dots to be presented to the participants. You can print the 9 dots on a sheet of paper, draw the 9 dots on a whiteboard/flipchart or simply print out the worksheet in the CET area.

2. Instruct participants to connect the 9 dots through 4 straight lines without lowering the pen. All dots need to be included.

3. If needed, the facilitator can give two hints:

   a. Instruct to use larger lines, that override the area of the 9 dots.
   b. Use the second image below as an example and connect the first 3 dots that are positioned vertically on top of each other through one line.

4. The images below are for the facilitator's knowledge only.

SOURCE AND FURTHER INFO:

https://ninedotsprize.org/
https://www.nfte.de/
https://www.nfte.de/lehrerinnen-lehrer/cet-exklusivbereich/
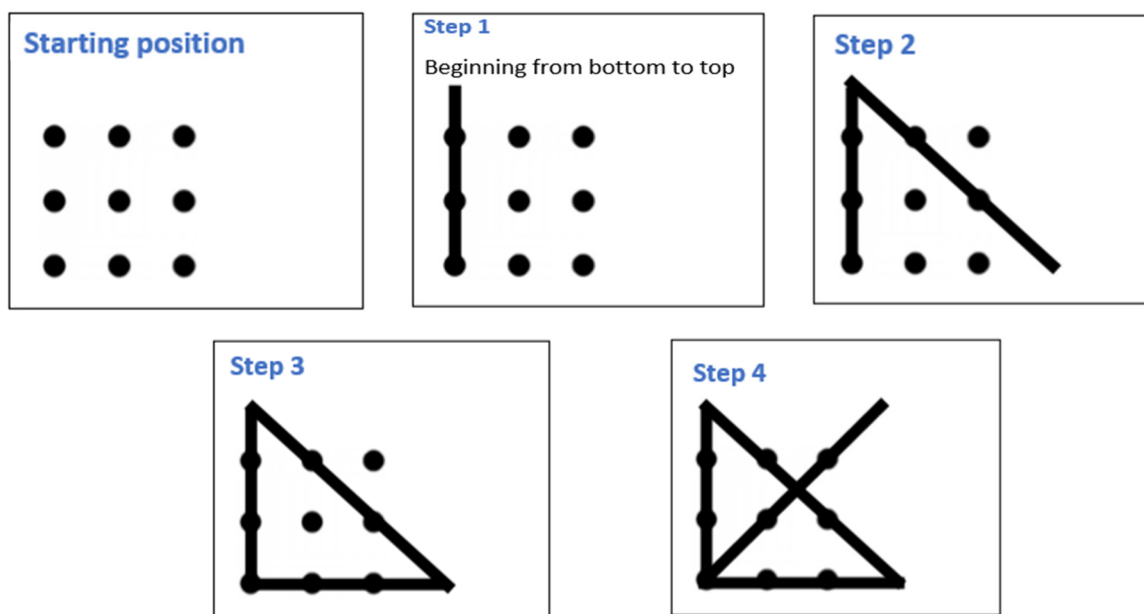
5. Activist spirit boosting activities

SHOWCASE BEST PRACTICES

In order to show that starting an enterprise or a social initiative is feasible, an initial activity for this phase would be for the SIH trainers to research, collect and showcase successful civil initiatives and persons (active campaigners of a cause) especially those embedding social innovation into their work. A good idea would be to include the intergenerational element into this kind of workshop, as well as inviting a successful civil society initiative to talk to your SIH participants in order to inspire them. This step is of crucial importance. SIHs have to organize an interesting and inspiring event, in order to ensure that current participants take an active role in the entirety of the 6month support programme. Round tables, interviews, podcasts depicting successful civil initiatives and NGOs (ideally if regional) should be organised regularly (ideally every 3-4 weeks).

MY CAMPAIGN

In order to raise SIH participants interest into creating their own socio cultural or civil initiative, after having identified their values with the Tree of Life, the "My campaign" tool which maps a person's values and ways in which a person can contribute to promote those values can be used to further promote self-awareness and activist spirit. The SIH participants can use this tool for a larger community initiative, but also for a personal initiative (like caring for a family member).

Core values are a proven generator of social initiatives, thus visualizing these values, skills and activities in a simple tool helps define elements for a possible future initiative. After completing the tool, the SIH mentors ought to check it and provide the participant with best practices similar to the topics included in the tool by each participant, in order to motivate them further in understand everyone can be a changemaker.

MY VALUES (WHY I HELP)	MY SKILLS (HWO I HELP)	MY CONTRIBUTION (WHO I HELP)	MY NETWORK (WHO HELPS ME)

6. Community needs assessment activities

MAP YOUR COMMUNITY

Once core values have been somewhat identified, it can be useful to map the community that could also be influenced by these same values and activities. Community needs assessment is an important step for revealing different needs and perspectives of a community, regardless of its size (it can be a town, a region, a family, etc.), thus also of a possible future social or cultural initiative.

A community mapping activity will get participants to:

- Identify who their community is and how it is structured
- Realise which needs their community might have
- Discuss how they might improve their community
- Generate ideas for community improvement which could be the base for a future social or cultural initiative

SOURCE AND FURTHER INFO: A Guide to Assessing Needs Essential Tools for Collecting Information, Making Decisions, and Achieving Development Results (Watkins, West Meiers, Visser, The World Bank) https://openknowledge.worldbank.org/bitstream/handle/10986/2231/663920PUB0EPI00essing0978082 1388686.pdf?sequence=1&isAllowed=y
Community assessment tools – A resource for Rotary projects

PROBLEM DEFINITION

Once a need is identified, there is always an underlying problem. Thus, the following tool developed by Kimbell and Julier (The Social Design Methods Menu) can be used.

Problem definition
Use this to find and define the issue

What is the issue?	
Who is it a problem for?	
What social/cultural factors shape this problem?	
What evidence do you have that this is a significant problem?	
Can you think of this problem in a different way? Can you reframe it?	

Source: Kimbell and Julier. 2012. The Social Design Methods Menu

In order to define the problem correctly, SIH participants should also be helped in available data collection and analysis.

SOURCE AND FURTHER INFO: Julier J., Kimbell L. (2012) Problem Definition. p30. In: The Social Design Methods Menu - http://www.lucykimbell.com/stuff/Fieldstudio_SocialDesignMethodsMenu.pdf
https://diytoolkit.org/tools/problem-definition-2/

PARTICIPATORY PROCESSES

In order to truly assess the needs of an identified community, as well as the feasibility of a certain problem-solving idea or concept for a future social initiative, the application of participatory processes is advised. These can be simulated in the regional SIH, with SIH participants taking on a role of different member of the mapped community, or organised with real community members to get an even more realistic needs feedback. A clear aim, in the sense of question which wants to be researched and answered, has to be set before starting a participative process.
The following Participatory Processes methods will be presented, but SIH managers are free to choose any other kind of community needs assessment process.

FOCUS GROUP

A focus group is a participatory process and research method that usually brings together from 6 to 10 participants from different backgrounds in a single space in order to ask their personal feedback regarding a concept or idea. Focus group participants have to be carefully selected in order to be able to give their feedback regarding a concept or idea.
A facilitator (in this case it could be either the SIH Manager or the SIH participant, depending on whether the focus group is simulated or real) leads the discussion within the group that is designed to gather helpful information. Duration should be fixed before the focus group (advised time 90 minutes). The facilitator has to prepare a set of thoughtful questions that will be shared with the group. The facilitator asks each question and allots a time slot for the focus group to discuss it, while he records answers (the facilitator does not intervene with opinion, he is a facilitator and ensures that the discussion is purposeful). The aim is to hear from all group member and to encourage many different opinions and ideas exchange.

WORLD CAFÉ

The world café participatory process includes the participation of at least 10-15 participants, which are presented the topics of the world café in the introduction. There should be one general topic and a couple of sub-topics, one for each working table. The participants are then divided into small groups and placed around each working table, similarly as in a real café, thus the name of the method. One moderator (or host) is also placed at each table and is responsible for introducing the group to the topic, and then facilitating the discussion within the sub-theme allocated to his/her table as well as for writing down all feedback, ideas and proposals. Each group discusses the specific sub-topic for a defined amount of time (ideally not over 15 minutes), so the host also has to keep track of time and ensure wrap up in due time. At the end of the session, the facilitator invites the group to switch to a new table and new sub-topic. Meanwhile, the host remains by his/her table and when a new group arrives explains what the previous group discussed and includes the new group in this discussion. Each group visits each table once. After a complete rotation the hosts of each table present the discussions and sum up conclusions.

SOURCE AND FURTHER INFO:

https://www.participatorymethods.org/page/about-participatory-methods
https://world-changers.org/participatory-process-methods

Idea design phase

Once the SIH participants have been introduced to and motivated to create a social or cultural initiative, based on an underlying passion and/or identified problem, the second phase (Idea design) steps in in order to help them create a first draft of the idea. A non-exhaustive list of materials, tool and methods listed below can be used for this phase.

7. Idea formulation

DESIGN THINKING

Design thinking is an innovative problem-solving and idea creation process. It includes five stages: Empathise, Define (the problem), Ideate, Prototype, and Test, all of which are accompanied by a set of tolls to use during each stage. What differentiates it from other methodologies is that Design thinking has a human-centred core, which ensures ideas and solutions which are truly applicable. Keep in mind design thinking is not a linear process, so stages do not have to be sequential in real life.

S T A G E	EMPHATISE	DEFINE	IDEATE	PROTOTYPE	TEST
A C T I V I T Y	Ensure deep and empathic understanding of a certain situation or problem	Define a clear problem based on user needs	Create as many ideas as possible and choose one idea/solution to work on	Create a (cheap) physical prototype	Test the solution and collect feedback
M E T H O D	Read, observe and Interview the target group, choose a specific persona	Interpret and synthesise collected data and define a human-centred (3rd person) problem	Brainstorm, brainwrite, hot potato, SCAMPER, thinking hat, meditate, choose with dotmocracy (or similar)	Draw, build, use Lego, create simulation, rehearse act	Distribute solution among community, collect feedback, reiterate

SOURCE AND FURTHER INFO:
https://designthinking.ideo.com/
https://mitsloan.mit.edu/ideas-made-to-matter/design-thinking-explained
https://dschool.stanford.edu/resources
https://www.sessionlab.com/blog/design-thinking-online-tools/
https://hpi.de/en/school-of-design-thinking.html

BIOMIMICRY DESIGN SPIRAL

The Biomimicry Design Spiral is a tool developed by the Biomimicry Institute that offers a concise description of the essential elements of a design process that has nature as the guide for creating solutions. It is made of the six important steps to take when looking for biomimetic solutions to a certain problem or challenge, using biological models for inspiration.

DEFINE
Challenge

BIOLOGIZE
Function & Context

DISCOVER
Biological Strategies

ABSTRACT
Design Strategies

EMULATE
Nature's Lessons

EVALUATE
Fit and Functionality
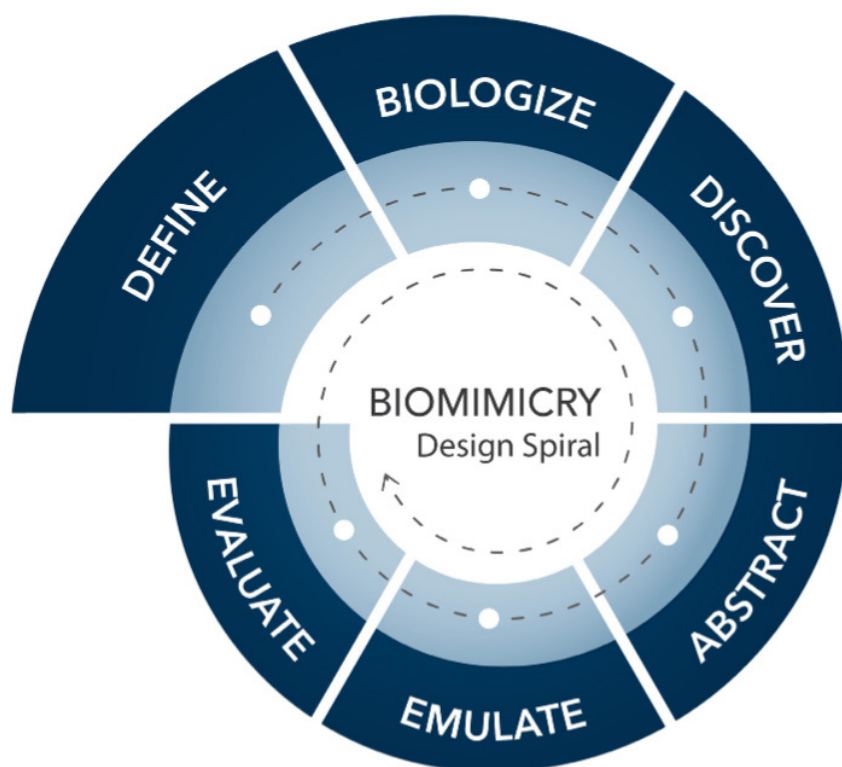
SOURCE AND FURTHER INFO:
https://toolbox.biomimicry.org/methods/
https://toolbox.biomimicry.org/wp-content/uploads/2017/10/Design.Spiral-Diagram_10.17.pdf
https://biomimicry.org/

IDEA NAPKIN

The Idea Napkin is a simple visualisation tool for idea generation. Most commonly associated with star-ups, this tool is handy for defining the most important element of civil initiatives as well, who also have to stand out among other actor in the civil society sector.

SOURCE AND FURTHER INFO:
https://www.straightupbusiness.institute/tools/idea-napkin/
https://straightupbusiness.institute/toolkit
Creator: Dr. Alex Bruton, The Innographer Ltd., The Straight Up Business Institute

SIMPLE PLANNING TOOL

The Simple Planning Tools eases the shift from idea generation to idea implementation.

STRATEGY_____ START DATE _____ TIME FRAME _____

VISION

What do you want to create? What outcomes do you want to see? Capture it here. Don't hold back. Think big.

1	2	3	4	5

NEEDS

In order for your vision to be realized, what needs to happen? What do you need? Who can help you meet these needs? Write one need in each box. Think ideally.

COMMITMENTS

What actions can you take to help meet each need you described above? When will you do these things? Over what period of time? For how long? Write a commitment in each box below the need it corresponds to. Think specific.

PURPOSE

What makes this vision important? Why does it matter? This is where action comes from. Think deep.

The Simple Planning Tool
Concept & Design by Caleb Dean & Emily Kanter
www.owlfoxdean.com

The Simple Planning Tool is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

SOURCE AND FURTHER INFO:
http://www.owlfoxdean.com/
http://www.owlfoxdean.com/simple-planning-tool
http://www.owlfoxdean.com/blog/2016/2/15/introducing-the-simple-planning-tool

8. User and initiative member understanding

EMPATHY MAP

An empathy map is a visualization tool used to articulate what we know about a particular type of person (member or supporter). In the empathy map we insert what the person sees, feels, hears and says/does, in order to sum up the persona's pains (frustrations and fear) and gains (benefits) and how we might influence these.

SOURCE AND FURTHER INFO:
https://x.xplane.com/empathymap
https://www.xplane.com/
https://medium.com/swlh/what-is-an-empathy-map-and-why-is-it-valuable-for-your-business-14236be4fdf4
https://www.youtube.com/watch?v=kAdbbsZolOw

TARGET GROUP

This tool can be used to help SIH participants define their target group(s).

DIY❶❻

I want to know the people I'm working with
by better defining who I am trying to reach

TARGET GROUP

WHAT DO YOU CALL THIS GROUP?

CAN YOU DRAW THEM?
(OR STICK A PICTURE HERE THAT REPRESENTS THEM)

WHAT ARE THEIR NEEDS?

WHAT ARE YOU OFFERING THEM?

HOW MANY ARE THERE?	HOW MANY OF THOSE WILL YOU REACH?	HOW FREQUENTLY WILL YOU INTERACT?	WHAT DO YOU GET IN RETURN?	HOW CAN YOUR RELATION-SHIP GROW?

SOURCE AND FURTHER INFO:
The DIY Toolkit **https://diytoolkit.org/tools/target-group/** and inspired by: Nesta (2009) Worksheet 3a: our Customers. In: Creative Enterprise Toolkit **https://www.nesta.org.uk/toolkit/creative-enterprise-toolkit/**

9. Market and society understanding

STAKEHOLDER MAPPING

The aim is to describe the social initiative member/volunteer (stakeholders) based on a description of their interest, influence and importance, which can give participants a clearer view on who to target for initiative promotion as well as advocacy campaigns.

TOOL 5. Mapping stakeholders' interests, influence and importance

	Stakeholder 1	Stakeholder 2	Stakeholder 3
Stakeholder (stakeholder name)			
Stakeholder's interest in the issue (state stakeholders interests, as well as whether they are primary or secondary stakeholders, and duty bearer and/or rights holders)			
Stakeholder's level of opposition to or support for the issue (strong ally, medium ally, neutral, medium opponent, strong opponent)			
Stakeholder's influence over the issue (unknown, no influence, some influence, moderate influence, significant influence, very influential)			
Importance of stakeholder's engagement (unknown, no importance, some importance, moderate importance, very important, critical player)			

SOURCE AND FURTHER INFO:
UNICEF TOOLKIT https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/UNICEF%20Advocacy%20Toolkit.pdf
https://diytoolkit.org/tools/personas/
https://blog.bufferapp.com/marketing-personas-beginners-guide

10. Offer and value proposition

VALUE PROPOSITION CANVAS

The main purpose of the Value Proposition Canvas is to transform previously defined initiative's features and activities into customer perceived benefits – through created "gains" or avoided or reduced "pains". In the case of social initiatives, it can be intended as the social value proposition that the initiative brings to the community.
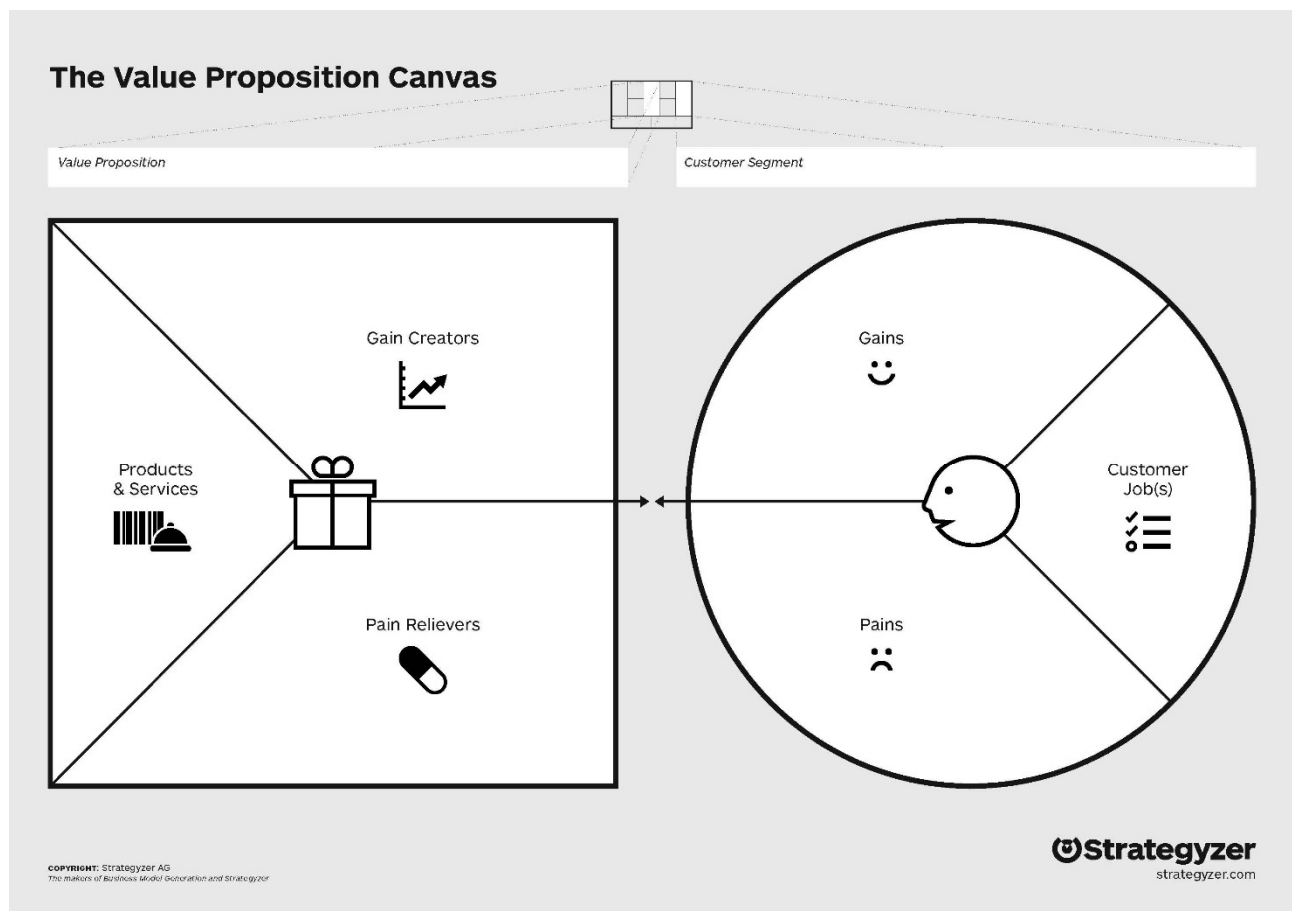
SOURCE AND FURTHER INFO:
Osterwalder, A.; Pigneur, Y.; Bernarda, G.; Smith, A.: Value Proposition Design, John Wiley and Sons, Inc., Hoboken, New Jersey, USA, 2014
https://strategyzer.com/canvas/value-proposition-canvas
https://medium.com/upperstory/the-flow-of-a-value-proposition-canvas-b63b68f0e28b
https://www.peterjthomson.com/2013/11/value-proposition-canvas/
https://www.strategyzer.com/blog/value-proposition-canvas-a-tool-to-understand-what-customers-really-want

11. Business model&story

OVERVIEW OF LEGAL ENTITY TYPES FOR SOCIAL INITIATIVES

At this stage the legal entity of the initiative should be defined. SIH managers should organise a SIH workshop presenting all possible legal entity types and a mentoring session to help SIH participants choose the one that suites them best.

In order to make the initial definition of key business model elements, their interrelations and prerequisites for sustainable commercial, social and environmental elements of running a social or cultural initiative, the following canvas tools can be used.

NONPROFIT BUSINESS MODEL CANVAS

KEY PARTNERS	KEY ACTIVITIES	SOCIAL VALUE PROPOSITION	RELATIONS	STAKEHOLDERS
Who are our Key Partners and Key Suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do our partners perform? Who will fund us?	Which Key Activities do our Social Value Propositions require? What activities are needed to sustain operations?	What programs and services do we deliver? What problems or challenges are we trying to solve? What value do we deliver to Stakeholders? What's in it for our Stakeholders?	What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established? How are they integrated with the rest of our business model? How costly are they?	Who are our Stakeholders? For whom are we creating value? Who helps us create Outcomes or our Social Value Propositions?
	KEY METRICS What Key Resources do our Social Value Propositions Require? What other Key Resources are needed at the engagement level and the operations level?		**CHANNELS** How do we reach Stakeholders? How do they want to be reached regarding the delivery of our Social Value Proposition? How do we provide ongoing communications, support, and awareness	

COST STRUCTURE	VALUE CAPTURE
What does it really cost to run our nonprofit operations? What costs are inherent in our business model? Which Key Resources and Activities are the most expensive? What does it cost to run and maintain the Operations Level?	What value are Stakeholders truly willing to return or contribute? What routines and processes do they prefer? Mission-related milestones?

SOURCE AND FURTHER INFO: Bryann Alexandros's Nonprofit Business Model Canvas
https://www.skylance.org/nonprofit-business-model-canvas
https://www.youtube.com/watch?v=ZKkjBy9hq9U
https://www.youtube.com/watch?v=SM9uvG8s_eA&feature=youtu.be

The nonprofit version is based on the original Business Model Canvas from the makers of Business Model Generation and Strategyzer. If the social initiative has business potential, the Business Model Canvas and Business Model Canvas for Social Enterprises (see D.T2.2.2) can also be used at this stage.

Interreg
CENTRAL EUROPE
European Union
European Regional
Development Fund
IN SITU

BUSINESS MODEL YOU

Name:

Personal Business Model

Who Helps You
(Key Partners)

Who helps you provide Value to others?
Who supports you in other ways, and how?
Do any partners supply Key Resources or perform
Key Activities on your behalf? Could they?

Key Partners could include:
- Friends
- Family members
- Supervisors
- Human resource personnel
- Coworkers
- Professional association members
- Mentors or counselors, etc.

What You Do
(Key Activities)

List several critical activities you perform each day that
distinguish your work from other people's work.
Which of these activities does your Value Offered require?
Which activities do your Channels and Customer Relationships require?

**Who You Are/
What You Have**
(Key Resources)

What excites you most about your work?
What do you find least exciting about your work?
Describe what you do best at work.
Describe any personal values or beliefs that influence your work.

How You Help
(Value Offered)

What Value do you offer to Customers?
What problem do you solve or need do you satisfy?
Describe specific benefits Customers enjoy as a result of your work.
These might include:
- Basic need fulfillment (food, clothing, shelter, healthcare, security)
- Emotional satisfaction
- Social need fulfillment
- Increased enjoyment
- Lower cost
- Reduced risk
- Improved performance
- Better convenience or usability
- Improved operations

Roles/Relationships
(Customer Relationships)

Characterize the role you play or the
relationship you have with each client or
customer (for example: persuader, caregiver,
expert, producer, advisor, trainer, etc.).

**How They Know You/
How You Deliver**
(Channels)

Through which Channels do your Customers
want to be reached? How are you reaching them now?
Which Channels work best?

Five-Channel Phases:
1. Awareness
   How do potential Customers find out about How You Help?
2. Evaluation
   How do you help potential Customers evaluate How You Help?
3. Purchase
   How do new Customers hire you or buy your services?
4. Delivery
   How do you deliver your help to Customers?
5. Follow-up
   How do you continue to support Customers and make sure
   they are satisfied?

Who You Help
(Customers)

For whom do you create Value?
Who is your most important Customer?
Who depends on your work in order to get their own jobs done?
Who are your Customers' Customers?

What You Give (Costs)

What do you give to your work (time, energy, etc.)?
What do you give up in order to work (family/personal time, other attractive opportunities, etc.)?
Which Key Activities are most "expensive" (draining, stressful, etc.)?

List soft and hard costs associated with your work:
Soft costs:
- Stress or dissatisfaction
- Lack of personal or professional growth
- Missed opportunities
- Lower recognition or lack of social contribution
- Lack of flexibility, excessive availability expectations

Hard costs:
- Excessive time or travel commitments
- Unreimbursed commuting, travel, training, or other expenses.

What You Get (Revenue and Benefits)

Describe your two most important hard benefits (salary, health or disability insurance,
retirement savings, stock options, tuition assistance, child care allowance, etc.)

Describe your two most important soft benefits (personal satisfaction/enjoyment, professional
development, recognition, social contribution, flexible hours/conditions, sense of community, etc.).

Please make sure to include the URL BusinessModelGeneration.com on all versions of Canvas. And please
add the URL BusinessModelYou.com to any Personal Business Model Canvases you use or share.

SOURCE AND FURTHER INFO:
https://businessmodelyou.com/
https://community.businessmodelyou.com/page/personal-business-model-canvas
https://storage.ning.com/topology/rest/1.0/file/get/3678520365?profile=original

12. Financial model

RESOURCE MAP

Mapping existing resources is needed to assess the stats-quo, as well as to define eventual future actions of the initiative. Resource categories are non-exhaustive – SIH trainers can add new categories or leave them blank for SIH participants to fill in, according to case.

RESOURCES	HR (staff& volunteers)	EQUIPMENT	FACILITES	INTELLECTUALY PROPERTY
CAPABILITES	ADMINISTRATIVE	PROFESSIONAL	ADOVCACY	UNIQUE SKILLS
COMMUNITY	MEMBERS	SUPPORTERS	FUNDERS	USERS

SOURCE AND FURTHER INFO:

Tools for citizens - https://civilsocietytoolbox.org/imprint/
https://civilsocietytoolbox.org/wp-content/uploads/2018/07/WS_17_Mapping-Resources_A3.pdf

CASHFLOW

In accounting, cash flow is the difference in amount of cash available at the beginning of a period (opening balance) and the amount at the end of that period (closing balance). It includes all income and expenses, over a set period of time, usually a fiscal year. An experienced accountant or financial expert should help SIH initiatives predict and fill out their cashflow form, in order to understand all possible underlying costs that a social or cultural initiative might incur.

CASH FLOW PROJECTION

Please fill in the next chart, based on the projections of your own organisation. For a better use of the instrument, please visit www.odyotoolkit.eu

Annual Financial Projection											
Youth Organisation Name:											
		1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		Total	
Previous Balance		EUR		EUR		EUR		EUR			
Income											
	Membership fees										
	Donations										
	Project 1 Grant										
	Project 2 Grant										
	Income subtotal		EUR		EUR		EUR		EUR	EUR	
Income Balance											
Expenditure & Costs											
	Rent										
	Electricity										
	Staff costs										
	Employment taxes										
	Project 1 Costs										
	Project 2 Costs										
	Expenditure Subtotal		EUR		EUR		EUR		EUR	EUR	
Quarter Balance		EUR		EUR		EUR		EUR	EUR		

SOURCE AND FURTHER INFO:

Tools for citizens - https://www.salto-youth.net/downloads/toolbox_tool_download-file-1680/ODYOtoolkit.pdf

https://civilsocietytoolbox.org/imprint/

https://civilsocietytoolbox.org/wp-content/uploads/2018/07/WS_19_Cash-Flow_A3.pdf

https://diytoolkit.org/tools/business-plan-2/

13. Assumption based strategy formulation

ONE PAGE STRATEGY

One Page Strategy is a simple yet powerful strategy management tool, useful to set the initiatives long term strategy.
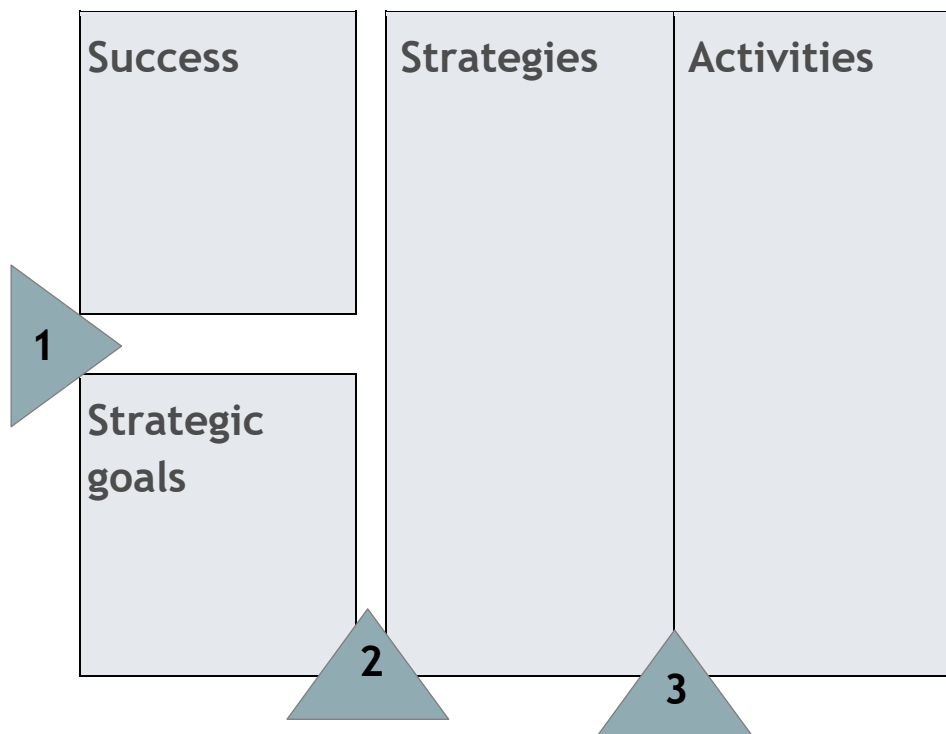
Moreover, One Page Strategy is an effective way of creating a strategic plan which is short (one page), clear, simple, feasible, measurable and applicable in diverse settings.

The process of creating the One Page Strategy is based on two simple questions: What? and How?, respectively "What is Success?" and "How Do We Realize It?". The canvas for the One Page Strategy is composed of two main sections intended to be filled up with references that provide answers to these questions. The section concerning What? contains blocks concerning Success and Goals, while section concerning How? contains blocks concerning Strategies and Activities.

One Page Strategy is an effective way of making a strategic plan that is:

- short - on just one page
- clear and simple - easy to understand, explain and see the link between the plan and the activity
- feasible and measurable - each implementation activity has a responsible person, deadline and result indicator.

The process implies making some tough decisions: to limit the description of success in one sentence, to choose a few key goals, to list what we have to do and what we will not do, all with the aim of being focused on those ideas, jobs and strategies that bring success.

SOURCE AND FURTHER INFO:
http://www.step.uniri.hr/portfolio/strategija-na-a4/
https://www.slideshare.net/dragon.hr/strategija-na-a4-predavanje-2009

STATUTE WRITING

At the end of the second support phase, having developed the foundations of their social initiative, participants are invited to write a first draft of their statute, considered the founding document based on which the initiative will be managed. This statute is of course na iterative document, to which participants are expected to came back in order to insert changes and novelties in their idea..

A regular statute usually includes the following elements. Of course, national regulation is to be taken into consideration.

Article 1
NAME
Article 2
ADDRESS
Article 3
MISSION STATEMENT OF THE ORGANISATION
Article 4
OBJECTIVES
Article 5
GENERAL POLICY
Article 6
STRUCTURE AND MEMBERSHIP
Article 7
POWERS OF THE EXECUTIVE COMMITTEE
Article 8
CHAIRPERSON (President)
Article 9
SECRETARY
Article 10
TREASURER

Article 11
DISQUALIFICATION OF MEMBERS OF THE EXECUTIVE COMMITTEE
Article 12
SUSPENSION
Article 13.
PROCEEDINGS OF THE EXECUTIVE COMMITTEE
Article 14
SUBSCRIPTIONS, FINANCES AND ACCOUNT
Article 15
GENERAL MEETINGS
Article 16
CONDUCT OF MEMBERS
Article 17
NOTICES
Article 18
ALTERATION OF STATUTE
Article 19
DISSOLUTION
Signatures

SOURCE AND FURTHER INFO:

https://www.cagi.ch/en/ngo/model-statutes.php

https://www.salto-youth.net/tools/otlas-partner-finding/download/6471/PYCD_Statute_Eng_Translation_2017.pdf
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwii8p3l5rXwAhWvPOwKHWBdDQkQFjAKegQIBxAD&url=http%3A%2F%2Fwww.maltacvs.org%2Fwp-content%2Fuploads%2F2012%2F02%2FSample-Statute.doc&usg=AOvVaw1cB9liheo8xwiji-sbUeXR

Idea growth phase

14.   Human resources

ROLE MAPPING

Understanding each role in the initiative is important to understand the human capital needed to put the idea in practice in the long run.

POISITION/ROLE	TASK	SKILLS	RESOURCES	OBSTACLES
PRESIDENT/GENERAL MANAGER				
PROJECT MANAGER				
VOLUNTEER MANAGER				
VOLUNTEER				
FUNDRAISER				
ADVOCATE				
...				

SOURCE AND FURTHER INFO:
Tools for citizens - https://civilsocietytoolbox.org/imprint/
https://civilsocietytoolbox.org/library/worksheets/roles-and-responsibilities-2/

VOLUNTEER MANAGEMENT

Volunteers are an essential part of civil society and socio-cultural initiatives. If during role mapping it was seen that volunteers are needed for the initiative's activities, at this stage of the support programme, SIH beneficiaries should be helped develop a Volunteer Strategy. The Strategy should include a purposeful and interesting call for volunteers, as well as see which channels (national offices,

foundations, databases, web) can be used to reach volunteers. It should also include volunteer tasks, responsibilities, allotted time and measurable activity milestones.

CALL FOR VOLUNTERS FORM – MAKE IT CATCHY!

Would you like to help us with _____? (interesting start to reach audience)
The _____ initiative is looking for volunteers to_____ (activity).
We offer_____ and adapt to your schedule!
Reach us at _____ (email/phone/webform).

VOLUNTEER MANAGEMENT LIST

ACTVITY	RESPONSIBLITES	DURATION	LOCATION	ASSIGNED VOLUNTEER
….				
….				

SOURCE AND FURTHER INFO:
Tools for citizens - https://civilsocietytoolbox.org/imprint/
https://civilsocietytoolbox.org/library/worksheets/working-with-volunteers-3/

SKILL/COMPETENCE/EXPERTISE MAP

Position in the organisation	Expertise needed for the position	How much is it covered right now	What can be done to fully cover it (if not fully covered)

Additional questions to be addressed:
Are tasks covered? Need more people for specific tasks? Is it clear who is doing what/ who is responsible for what? Are tasks overlapping?

SOURCE AND FURTHER INFO: ODYOTOOLKIT
https://www.salto-youth.net/downloads/toolbox_tool_download-file-1680/ODYOtoolkit.pdf

15.   Interactions with users and stakeholders

EXPERIENCE MAP

A tool built on the Customer Journey (see D.T2.2.2) is the Experience map. The experience map helps visualise different routes and points at which members/users/supporters become aware of, connect with, and feel about the organisation's activities. Identifying and highlighting the interactions, helps reflect on how interactions are made and develop the organisation's work.

DIY 25

EXPERIENCE MAP

I want to test and improve
by creating an overview of how I engage with my stakeholders

AWARENESS

How did this person hear about you? (E.G. PR, social media, word of mouth)
What relevant previous experience did he or she have?

KEY USAGE

What points of contact happened between you and this person?
What were the critical moments, such as especially good or bad experiences?

OUTCOME

What was the feedback from this person? (e.g. via social media or word of mouth)
Was there any follow up from your side?

OBSERVATIONS

LEARNINGS

SOURCE AND FURTHER INFO:
The DIY Toolkit https://diytoolkit.org/tools/experience-map/
Stickdorn, M.; Schnaider, J.; et al.: This is service design thinking, John Wiley & Sons, Hoboken, New Jersey, 2011

INTERVENTION PLAN AND MONITORING

In order to interact with users and stakeholders efficiently, and in order to be bale to keep track of stakeholder engagement, it is useful to fill in the intervention plan and monitoring tools, defining all interaction activities and expected outcomes and outputs per target group.

PLAN AND MONITOR YOUR INTERVENTION

Activity	Outcome	Output	Target audience	Timeframe	How you monitor?	How you evaluate?	Resources needed

SOURCE AND FURTHER INFO: ODYOTOOLKIT
https://www.salto-youth.net/downloads/toolbox_tool_download-file-1680/ODYOtoolkit.pdf

16.   LEADERSHIP

WHAT MAKES A GOOD LEADER?

At this stage, SIH participants should be introduced to leadership skills. SIH participants should learn how to effectively communicate, inspire and empower, stay focused on the initiative's goal, lead

initiative and promote transformation. It is advisable to use best practices from regional realities, in order to better showcase and rely to values needed for leading a socio-cultural initiative or organisation.

SOURCE AND FURTHER INFO:
https://www.intrac.org/resources/praxis-paper-10-ngo-leadership-development-review-literature/
https://www.toolshero.com/leadership/

PERSONAL LEADERSHIP CANVAS

LEADERSHIP SKILLS

Please write some general description of how the leaders of the organisation are and how they should become (what additional skills they need):

Skills that leaders in the organisation already have	Skills that leaders in the organisation need to develop	How it will be acquired/ through what activity

SOURCE AND FURTHER INFO:
ODYOTOOLKIT
https://www.salto-youth.net/downloads/toolbox_tool_download-file-1680/ODYOtoolkit.pdf
http://www.owlfoxdean.com/
http://www.owlfoxdean.com/leadership-canvas
http://www.owlfoxdean.com/blog/2014/2/10/g8zhr5tu7s4337e99l4g1icz7buwob

17.   Crowdsourcing and partnering

PEOPLE & CONNECTIONS MAP

This tool can be used to map all relevant stakeholders, and thus also partners that could help us with our initiative's goal. With the people and connections map, initiatives can also map crowdsourcing and partnering opportunities.
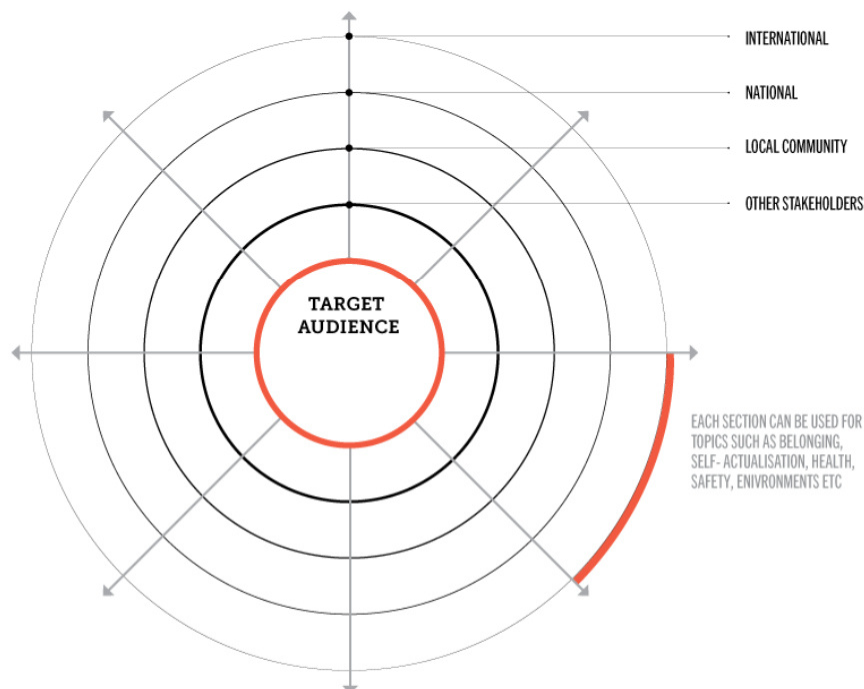
SOURCE AND FURTHER INFO:
The DIY Toolkit https://diytoolkit.org/tools/people-connections-map/ inspired by: Namahn and Yellow Window Service Design, Design Flanders (2012) Stakeholder Mapping. In: Service design toolkit
https://www.idealware.org/how-crowdsourcing-can-help-your-nonprofit/
https://visegradinsight.eu/DemocraCE/
https://www.undp.org/content/dam/undp/documents/partners/civil_society/publications/2010_UNDP_A-Users-Guide-to-Civil-Society-Assessments_EN.pdf

18.   Impact assessment

SWOT ANALYSIS

The SWOT analysis is used to assess positive and negative internal and external factors impacting the initiative.

Strengths
What do you do well?
What unique resources can you draw on?
What do others see as your strengths?

Weaknesses
What could you improve?
Where do you have fewer resources than others?
What are others likely to see as weaknesses?

Opportunities
What opportunities are open to you?
What trends could you take advantage of?
How can you turn your strengths into opportunities?

Threats
What threats could harm you?
What is your competition doing?
What threats do your weaknesses expose to you?

SOURCE AND FURTHER INFO:
MindTools https://www.mindtools.com/pages/article/newTMC_05.htm
https://www.mindtools.com/media/Diagrams/SWOT_Analysis_New_Figure_1.jpg
https://diytoolkit.org/tools/swot-analysis-2/

SDG IMPACT ASSESSMENT

The SDG Impact Assessment Tool helps you assess impact of solutions, research activities, organizations, projects and other initiatives onto the Sustainable Development Goals (SDGs), helping prioritize actions ahead.

SOURCE AND FURTHER INFO:

https://sdgimpactassessmenttool.org/instructions
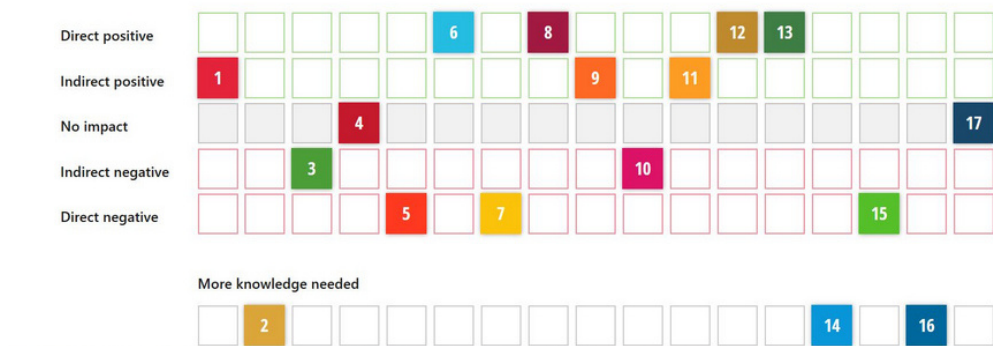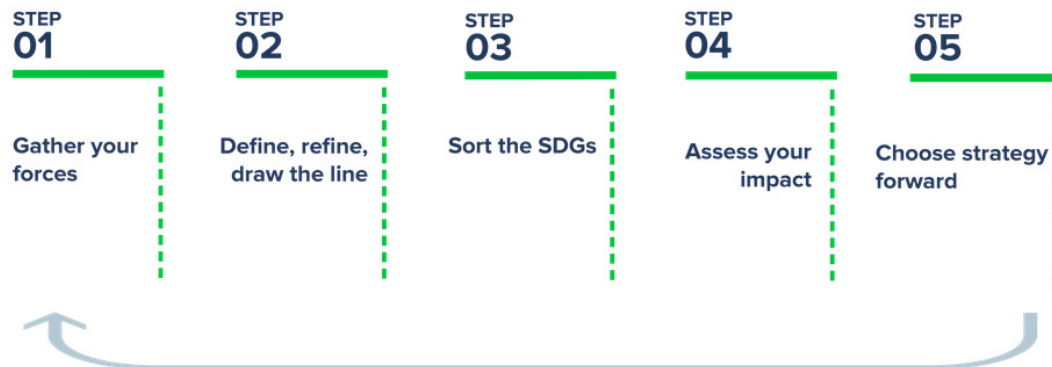
Scale-up phase

19. Presentation and advocation skills

At this stage, SIH participants should be further instructed with additional presentation skills and advocation, and mentored in the process of their public pitch preparation.

PITCH PREPARATION

The Elevator Pitch Canvas tool can be used to convey the key elements of the initiative.

However, to ensure a persuading pitch, a 3minute pitch and pitch deck including all elements needed to prepare an interesting presentation of the initiative are to also prepared during the support programme at the IN SITU SIH (please see D.T2.2.2).

SOURCE AND FURTHER INFO:
https://medium.com/instrumentl/fill-in-the-blank-your-perfect-elevator-pitch-cafddf1d72b8
https://chuffed.org/academy/articles/detail/steps-to-writing-an-awesome-non-profit-crowdfunding-pitch
https://best3minutes.com/wp-content/uploads/2018/06/The-Pitch-Canvas%C2%A9_V7_9.pdf
https://pitchdeck.improvepresentation.com/what-is-a-pitch-deck

ADVOCAY SKILLS MAP

Before compiling the advocacy canvas, a self-assessment of advocacy skills can be useful, for which the following tool can be used.

ADVOCACY SKILLS
Thinking about the advocacy intervention you want to focus on, please complete the following table:

What competencies do you have in the organisation related to advocacy? (e.g. needs of the beneficiaries, management, etc.)	What skills does the organisation need to further develop advocacy interventions? (e.g. juridical, etc.)	How could the organisation get the needed competencies? (e.g. training of staff, hiring an advocacy expert, etc.)

SOURCE AND FURTHER INFO: ODYOTOOLKIT
https://www.salto-youth.net/downloads/toolbox_tool_download-file-1680/ODYOtoolkit.pdf

ADVOCACY CANVAS

This canvas can be used as an overview tool to prepare a comprehensive advocacy campaign. It is divided into three parts: the blue part is analysis, the red part is the advocacy plan and the green part reflects the resource plan.

Advocacy Canvas

Problem	Solution	Advocacy Objective & Indicators	Advocacy Strategies & Activities	Key Influencers
What are the key issues you want to address with your advocacy campaign?	What are the proposed policy solutions to the problem?	Define your objectives including timeframe and indicators or milestones	What are the key strategies of your campaign?	Who are the key groups or individuals you should target with your advocacy?
Who is most affected by those issues?				And what is your demand towards them?
	Relevant Policies	**Advocacy Demands**	What are the key activities of your campaign?	
	What are the main legislations related to the problem?	Identified key demands of your campaign?		

Resources

(time, staff, funds, assets, existing materials relevant for the campaign)

What resources do your partners and you have at hand to implement the campaign? What additional resources are required to run the campaign effectively?

Key Partners & Allies

Who are the key partners, allies and networks you need to collaborate with, and what type of partnerships do you envision?

SOURCE AND FURTHER INFO:
https://www.civilsocietyacademy.org/single-post/the-advocacy-canvas with Reference to Osterwalder, A & Y. Pigneur (2010): Business Model Generation.
https://www.civilsocietyacademy.org/
https://callhub.io/advocacy-campaigns-examples/
https://www.salsalabs.com/blog/advocacy-campaign-strategies-techniques

20. Fundraising

During the Fundraising learning phase, SIH beneficiaries should prepare for access to regular and alternative sources of capital. An overview of all options should be provided, and the ideal option for capital acquisition chosen and a path toward this capital developed.

CROWDFUNDING

SOURCE AND FURTHER INFO:
https://blog.pledgeme.co.nz/how-to-create-your-crowdfunding-canvas/
https://docs.google.com/document/d/10o4V8WMLfwvJfCU-s_UIP1musarPzvptyRF5tOv59Wc/edit
https://eurocrowd.org/
https://support.indiegogo.com/hc/en-us/sections/360000093167-Planning-Your-Campaign
https://help.kickstarter.com/hc/en-us
https://civilsocietytoolbox.org/wp-content/uploads/2019/05/WS_26_Crowdfunding-Gameplan_A3.pdf

DONOR PERSONA

Personas are fictional depictions of your donors or supporters used to help initiatives identify possible donors and supporters and how to target them.

PICTURE	NAME & DEMOGRAPHIC DATA
BEHAVIOUR	**FRUSTRATION**
REASON FOR SUPPORTING	**REACH METHOD**

SOURCE AND FURTHER INFO:
https://themodernnonprofit.com/donor-personas/
https://blog.imageinabox.com/nonprofits-guide-creating-donor-persona-profiles
https://civilsocietytoolbox.org/library/worksheets/working-with-funders-3/
https://www.ngoconnect.net/sites/default/files/resources/Part%203%20-%20Connecting%20with%20Donors.pdf (Connecting with donors)

21. Project management

Project management is an important skill for effectively and efficiently managing an initiative or organisation. Even more so, since currently one of the most important sources of capital for social initiatives comes from EU funds, SIH beneficiaries should be taught via workshop and mentoring how the Project Cycle Management (PCM) process works, and, ideally, helped frame their idea into an EU Fund.

PROJECT MANAGEMENT CYCLE
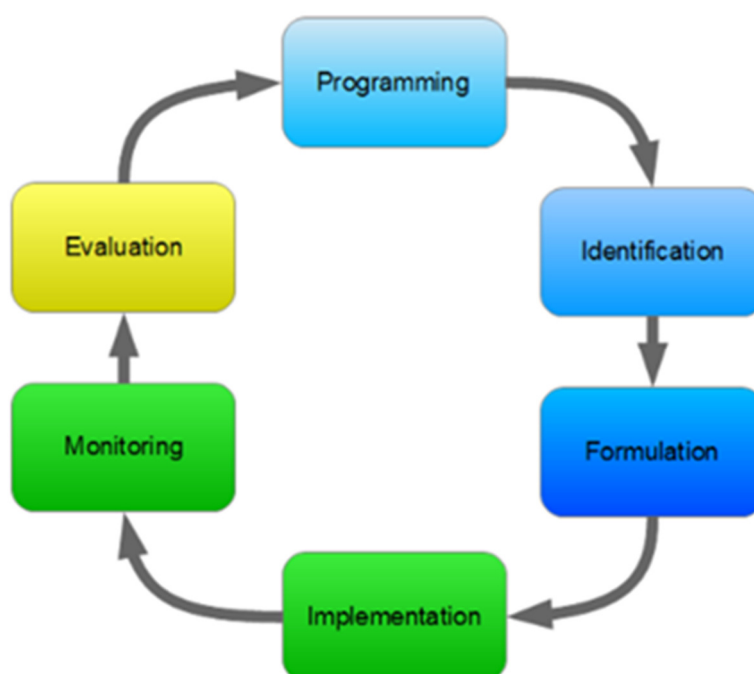
SOURCE AND FURTHER INFO:
https://www.logframer.eu/book/export/html/125
https://eacea.ec.europa.eu/europe-for-citizens/project-catalogue_en
https://ec.europa.eu/programmes/creative-europe/node_en
https://joinup.ec.europa.eu/solution/pm2-project-management-methodology-guide

22. PR and marketing

At this stage and introduction to main PR as well as marketing skills and tools has to take place in order to teach SIH participants how to successfully communicate the project's mission, at the same time engaging community.

COMMUNICATION PLAN

Objective(s) Why do you communicate? No need to have SMART objective(s), but comprehensive.	
Target audience Whom you want to communicate to? It is good to have a separate plan for different target audience or to have in mind specific actions for different stakeholders.	
Key message What do you want to communicate? Write the essential message you want to transmit.	
Communication channels How/ where do you want to communicate? Write the channels that are most likely to be used (do not put for instance TV if you know this is impossible to be achieved).	
Communication activities What should you do in order to use the channels mentioned above? Put all activities into a monthly graphic.	
Budget (if needed) What is the budget for different activities? Add for each activity a specific budget.	
Monitoring and evaluation What are the key qualitative and quantitative indicators (for each activity or for the overall plan)? Who is in charge of monitoring the plan?	

SOURCE AND FURTHER INFO: ODYOTOOLKIT
https://www.salto-youth.net/downloads/toolbox_tool_download-file-1680/ODYOtoolkit.pdf

23. Readiness assessment

At this very final point, the initiative is assessed through various methods (self-assessment, peer review and expert review). Depending on the assessment result advice for further scaling steps is advised, or a last mentoring session in one of the "weakest" aspects of the initiative is offered.

OPERATIONAL PLAN

This operational tool can be used to developing a scaling plan and strategy, while assessing the initiative's resources and readiness for growth.

Please fill in the following template for the strategic plan:

	Strategic priorities	Strategic objectives	Activities	Outcomes	Outputs	How do we monitor	Resources	Person in charge/ Team
1								
2								

For a better use of the instrument, please visit www.odyotoolkit.eu

SOURCE AND FURTHER INFO: ODYOTOOLKIT
https://www.salto-youth.net/downloads/toolbox_tool_download-file-1680/ODYOtoolkit.pdf
This toolkit also provides a great set of assessment-matrixes (see pg. 15-35) for initiatives.
The DIY Toolkit https://diytoolkit.org/tools/scaling-plan-tool/ inspired by Ali R., Mulgan G., Halkett R., Sanders B. (2007) In and out of sync: The challenge of growing social innovations. London, Nesta.

24. Evaluation

A questionnaire should be provided at the end of every group workshop. An informal feedback collection option should be made available online, and after every mentoring&consulting session, participants are invited to fill in the feedback form. A form encompassing all of the phases and activities held during the

6-month support programme should be created as the final evaluation questionnaire for the participant. The example questionnaire can be modified according to regional programs.

FINAL QUESTIONNAIRE FOR PARTICIPANT

1. Did the support programme meet your organisational expectations i.e. did everything function as you expected it to? (eg. invitation, preparation, meeting premises, time and duration, etc.) If not please let us know what we should improve organisationally.

2. Did the support programme meet your thematic expectations? If not please let us know what we should improve thematically.

3. What was the most and the least useful part?

4. Which skills have you improved or acquired?

5. Overall Evaluation (1=very bad, 10= very good)

1	2	3	4	5	6	7	8	9	10

6. Additional comments

WORKSHOP EVALUATION SHEET

Name of the workshop:

Lecturer:

Venue and date:

1. Please evaluate the workshop

The workshop met my expectations	1	2	3	4	5
The knowledge learned is applicable in practice	1	2	3	4	5
The content was well structured and easy to follow	1	2	3	4	5
The knowledge I have acquired will help me work better	1	2	3	4	5
The lecturer is expert and knows how to transfer knowledge	1	2	3	4	5
Seminar organization and space adequacy	1	2	3	4	5

* Rating 1 is the lowest, rating 5 is the highest

2. Strengths and weaknesses of the workshop and the lecturer

_____

3. Did the workshop meet your expectations?

_____

4. Suggestions and Remarks

_____

ePortfolio for training framework focused on Socio-Cultural Education incl. Methodology

IN SITU – CE1494	**Annex 1**
Deliverable D.T2.2.1	**5 2021**

PP8 - STEP RI Science and Technology Park of the University of Rijeka Ltd.

1. DELIVERABLE D. T2.2.1

ePortfolio for training framework focused on Socio-Cultural Education incl. Methodology

PP develop an ePortfolio for the joint training framework in the field of Socio-cultural Education incl. support methodology. The ePortfolio[1] will be the basis for all trainings on Socio-Cultural Education.

The present annex serves as a collection of tools used during the implementation of the first round of the IN SITU SOCIAL INNOVATION HUB in your region. Regional partners should fill in one unique version of the annex.

2. Social Innovation Hub (SIH) action concept and logic

Social Innovation Hub (SIH) actions aim to guide participants during their idea development process and transforming it into viable social businesses or initiatives. It is an iterative process during which participants search for a viable operational model by designing and testing key elements of their idea and all necessary components for successful market introduction. Once the answers are there and a manageable level of uncertainty is established, execution can take place.

The key principle is that during the search phase participants are focused on experimentation (using limited resources and funds) preparing themselves for take-off once they have sufficient knowledge of their potential customers (if social business) or members and stakeholders (if social initiative), competitors, risks, funding needs, environment and any other aspect that is crucial for successful take off and continuation of their operations.

Following that logic, the subsequent steps during which IN SITU SIH participants should be supported, outlined as groups of topics within the four respective phases, are identified:

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[1] An ePortfolio is a set of tools and materials paired with a support methodology.

EMPOWEREMENT

1. Competence assessment activities - identifying the potential that lies within the individual and the community

2. Capacity building - motivation and self-esteem boosting activities

3. General skills to re-enter labour market - how to write a CV, how to write a successful job application, job interview hints

4. Creativity boosting activities - design thinking and other idea generation activities

5. Entrepreneurial and activist spirit boosting activities - events promoting the positive effects of entrepreneurship and civil society, as well as other types of proactive behaviour

6. Community needs assessment activities - after empowering and motivating future SIH participants, in order to have ideas in line with regional needs, participants are invited to assess the current state of the communities they live or operate in

IDEA DESIGN

7. Idea formulation – initial description and definition of key elements that allows clear and focused understanding of the idea and necessary development actions

8. Customer/user/member understanding – initial description of targeted users and customers

9. Market understanding – the market is defined by competitors, suppliers, risks, social, demographic and various key characteristics of targeted users

10. Offer and value proposition – each new initiative, product, service or business model brings different value and benefits to targeted users

11. Business model & story – initial definition of key business model elements, their interrelations and prerequisites for sustainable commercial, social and environmental elements of running business/initiative - the legal entity type should be defined by this stage

12. Financial model – the prerequisite for sustainable business and initiative creation is thorough understanding of finance, costs, incomes and its dynamics

13. Assumption based strategy formulation – implementation of customer development process

IDEA GROWTH

14. Human resources - understanding the human capital (positions, tasks, volunteers) needed to put the idea into practice in the long run

15. Interactions with customers/users/stakeholders – a crucial part of assumptions testing and new idea/business development are the interactions with customers, users, beneficiaries in order to identify their perception of the idea and values it creates

16. Leadership - comprehending different types of leadership, familiarisation with the skills of a good leader and participatory decisions

17. Crowdsourcing and partnering - introduction to crowdsourcing options in order to develop one's idea, as well as partnering with peers and stakeholders

18. Impact assessment - a key element is identifying the eventual impact of the venture

SCALE-UP

19. Presentation and advocation skills - preparation for pitching to investors and wider public, debating skills

20. Fundraising – preparation for access to the regular and alternative source of capital

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23. Readiness assessment – the initiative or business is assessed through the help of mentors, and realisation readiness is evaluated, giving tips for future actions

24. Evaluation – the initiative is asked to evaluate the mentoring process, in order to objectively evaluate the entire support and mentoring programme

3. Socio Cultural Education Training materials – novel tools

In the final version of INSITU D.T2.2.1 ePortfolio for training framework focused on Socio-Cultural Education, a non-exhaustive list of training materials to be used during the regional training and mentoring program of **ideas selected and identified as social and community initiatives** at the regional Social Innovation Hubs was listed.

Materials were listed in the order of the 4 development and support phases identified above. Each phase's section is dived into the given 24 steps. Tools, materials and application approaches were given for each step. Although described as linear, the support programme and thus also the tools are iterative, so they do not need to be used as listed below

The list of tools is non-exhaustive and each partner was free to add additional tools and to expand the proposed practice during their work with participants, according to their specific needs.
Tool usage and experience should be documented and exchanged among partners in order to enable best practices and to assure improvement of Social Innovation Hub (SIH) activities and impact.

We kindly ask you to contribute to the exchange of materials by listing and describing newly discovered specific tools and methods used for supporting participants developing social initiatives (non-profit). This means tools should not be already listed in the final versions of the training materials finalised in March 2020.

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Socio Cultural Education tools and methods used in IN SITU SOCIAL INNOVATION HUB (PODRAVJE)

PLEASE LIST THE TOOLS AND METHODS USED AND BRIEFLY DESCRIBE THEIR KEY FEATURES AND HOW TO USE IT. ALSO STATE A SOURCE WHERE FURTHER INFORMATION CAN BE FOUND. IF POSSIBLE, ALSO ADD AN IMAGE OF THE TOOL OR METHOD.
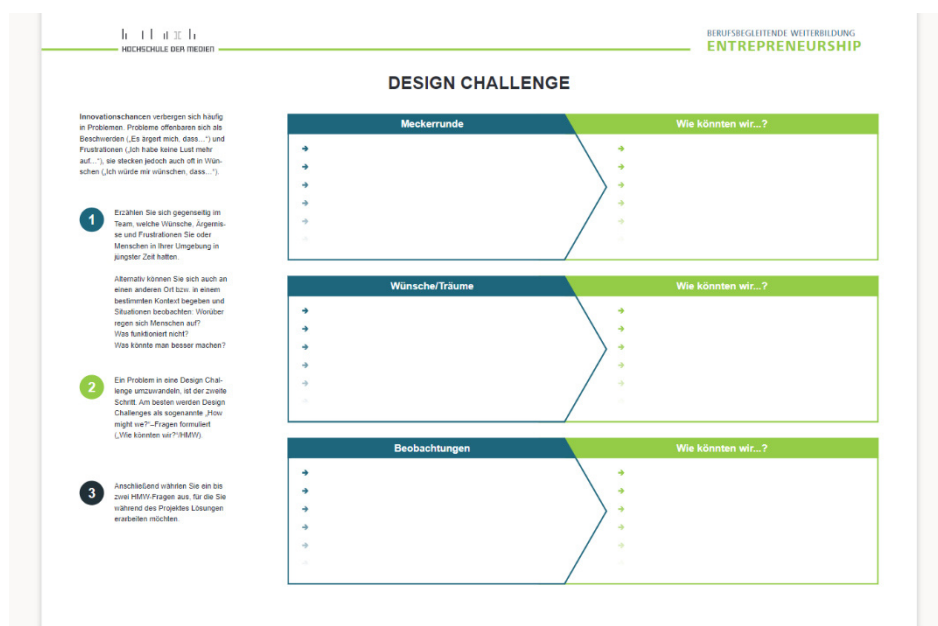
NAME: Team roles

DESCRIPTION: A questionnaire for social entrepreneurs comprises several set of questions structured under: entrepreneurial, creativity and innovation, persistence, leadership & organisation, communication, sales and marketing, ICT, financial management, administrative work, teamwork, strategic thinking, social empathy, specific professional fields.

USED FOR WHICH SUPPORT PHASE: EMPOWEREMENT

SOURCE: The questionnaire was developed within the project Socialni inovatorji prihodnosti.

http://www.insituproject.eu/wp-content/uploads/2021/01/Vprasalnik-samoocena-SO.-P..pdf

IMAGE:
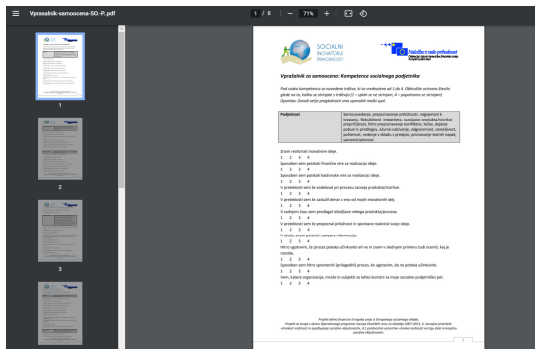
Socio Cultural Education tools and methods used in IN SITU SOCIAL INNOVATION HUB RIJEKA

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NAME: How-Now-Wow Matrix

DESCRIPTION: It is known that for idea generation people tend to think out of the box. However, when it comes to choosing the best solution/idea, people often end up picking familiar ideas (phenomena called 'creative paradox' or a 'creadox').

The How-Now-Wow matrix is an idea selection tool that breaks the creadox by forcing people to weigh each idea on 2 parameters, helping innovative idea selection.

USED FOR WHICH SUPPORT PHASE: IDEA DESIGN

IMAGE:
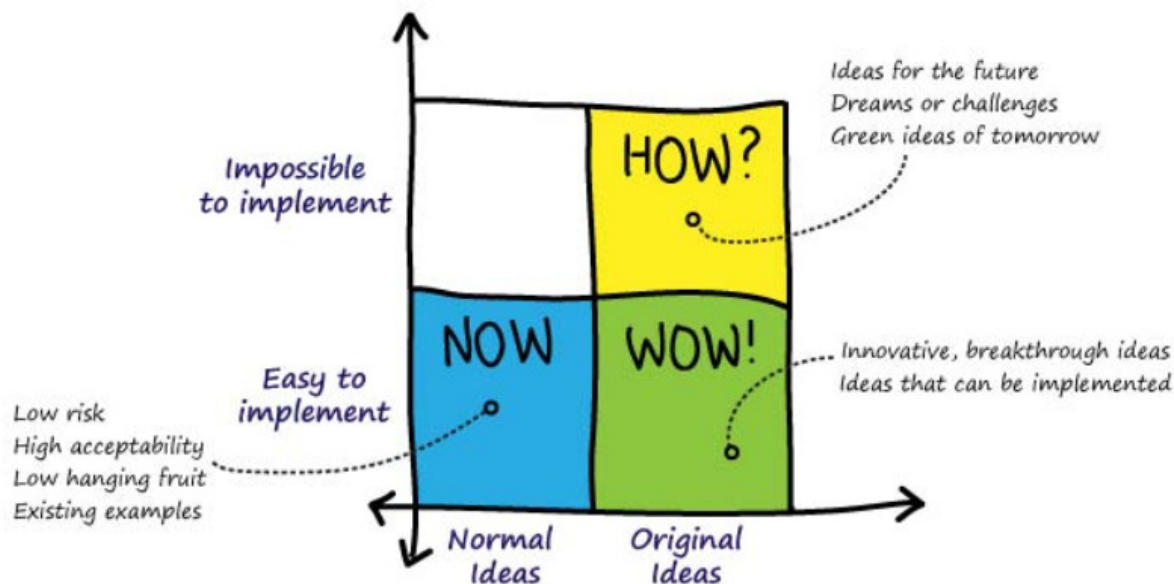
SOURCE: https://gamestorming.com/how-now-wow-matrix/

Socio Cultural Education **tools and methods used in IN SITU SOCIAL INNOVATION HUB Stuttgart Region**

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NAME: Kick-Off: Empowered social entrepreneurs

DESCRIPTION: "Empowerment Stories" were used to push the confidence of the participants and to discover their strengths, Creativity boosting activities such as "Design Challenge: How could we…?" was used to tackle societal challenges and find solutions starting by thinking about the problem without having a focus on monetizing them but simply solving them.

USED FOR WHICH SUPPORT PHASE: EMPOWERMENT

SOURCE: Stuttgart Media University

IMAGE:

NAME: Thinktank Thursday

DESCRIPTION: Our Thinktank Thursday are monthly online networking events with non-profit social initiatives or established social entrepreneurs, where the participants are able to discuss challenges, exchange experiences and talk about societal challenges. Thinktank Thursday should help to generate passion and awareness for social entrepreneurship and social innovation.

USED FOR WHICH SUPPORT PHASE: EMPOWERMENT

SOURCE: self-organized

IMAGE: Instagram: @empowered_by_entrepreneurship

NAME: Sustainable Development Goals

DESCRIPTION: Work with the SDG's as a base for the ideation. Tackling different challenges and see how they can solve them. Always coming back to these and check whether the solution they came up with is contributing to one of the goals. We also worked with videos and questions that the German page 17ziele.de offers in order to help everyone understand the importance of the SDG's.

USED FOR WHICH SUPPORT PHASE: IDEA DESIGN

SOURCE: https://www.un.org/sustainabledevelopment/sustainable-development-goals/ & https://17ziele.de/

IMAGE:
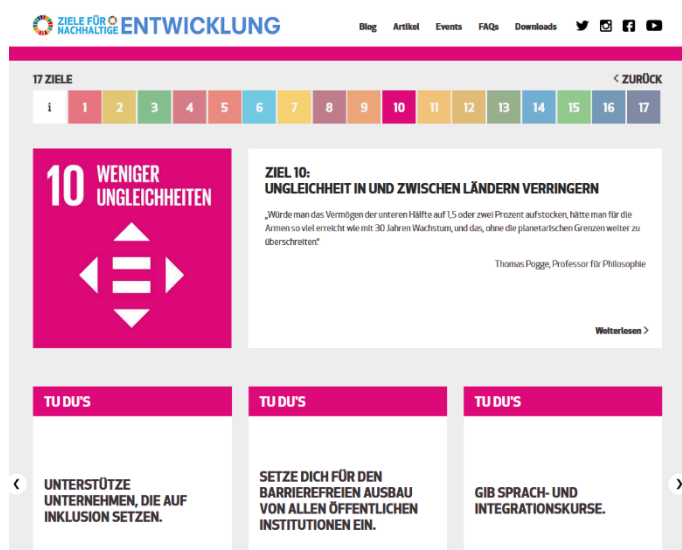
NAME: Social Impact Navigator | Impact Measuring | I-O-O-I

DESCRIPTION: Impact orientation means that a project is being planned and implemented with the specific goal of achieving certain results at the outcome and impact levels. The desired results are expressed as concrete objectives, toward which the entire work of the project is subsequently oriented. There are three core stages of impact-oriented projects, each with sub-stages, the totality of which produces the project cycle.

USED FOR WHICH SUPPORT PHASE: IDEA GROWTH / SCALE UP

SOURCE: https://www.phineo.org/uploads/Downloads/PHINEO_Social_Impact_Navigator.pdf
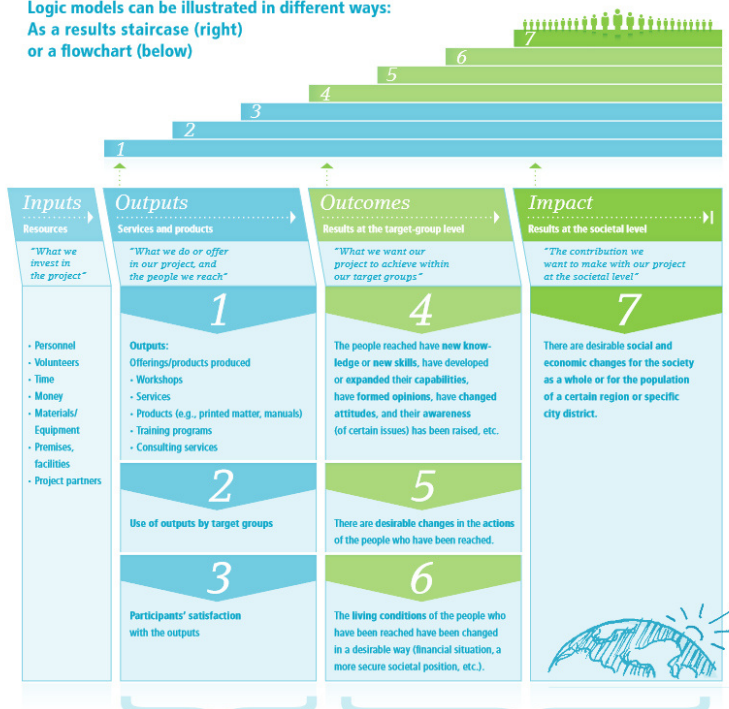
IMAGE:

NAME: Targeted Networking

DESCRIPTION: In order to be able to deal with complex issues quickly, employees need functioning professional networks inside and outside the company. But how does networking work? How are professional networks built up, where are relevant experts, where are (virtual and real) meeting points? How do employees become recognized experts? And how do they combine this with their daily business?

USED FOR WHICH SUPPORT PHASE: SCALE UP

SOURCE: https://www.ubf-beratung.de/24.html

IMAGE:

Socio Cultural Education **tools and methods used in IN SITU SOCIAL INNOVATION HUB** REGIONE VENETO

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NAME: 5E cycle

DESCRIPTION: The findings of Atkin and Karplus directly informed the creation of the 5E Model, which focuses on allowing students to understand a concept over time through a series of established steps, or phases.

USED FOR WHICH SUPPORT PHASE: EMPOWEREMENT/IDEA DESIGN/IDEA GROWTH/SCALEUP? These phases include Engage, Explore, Explain, Elaborate, and Evaluate.

SOURCE: Atkin and Karplus

IMAGE:
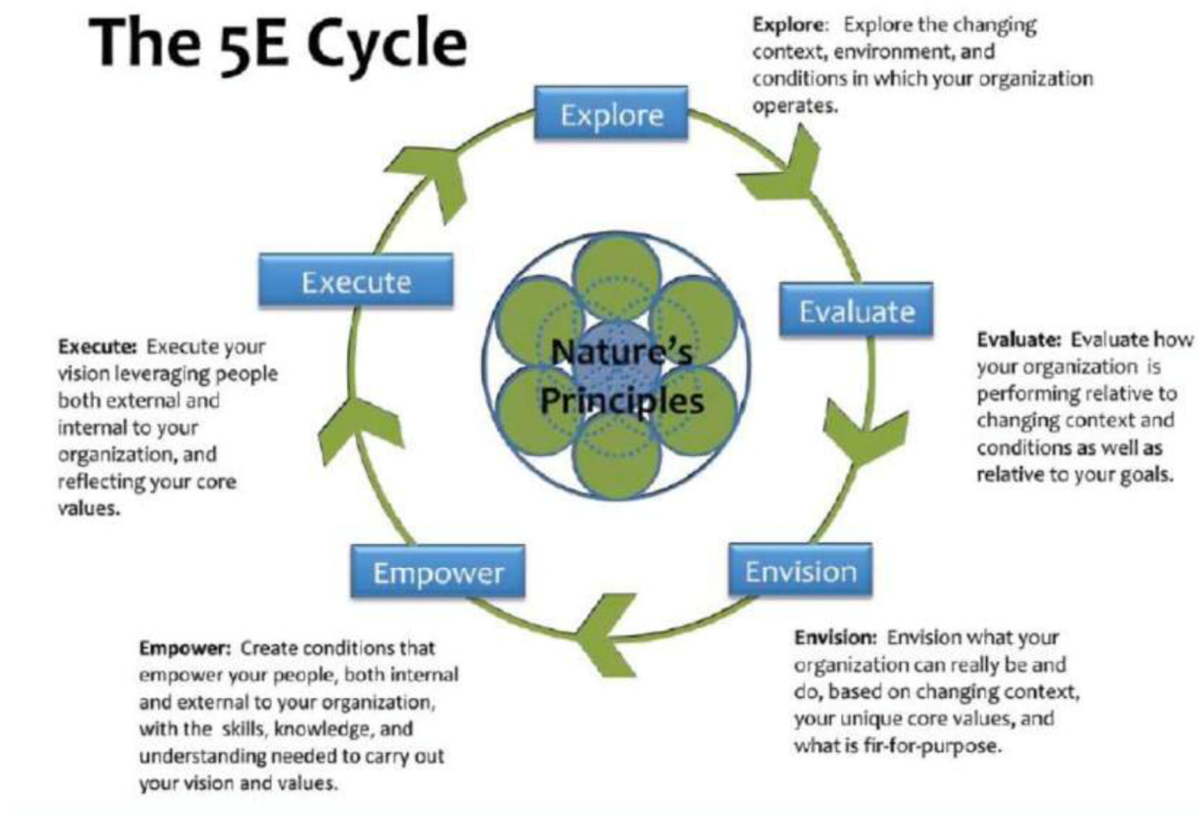
NAME: Effective communication in the Mentor/mentee relationship cycle tool

DESCRIPTION: tool for mentors to provide effective mentoring

USED FOR WHICH SUPPORT PHASE: EMPOWEREMENT/IDEA DESIGN/IDEA GROWTH/SCALEUP

SOURCE: (source: Rummell, C. (2006).

IMAGE:

STAGE	Characteristics	Effective Communication:
STAGE 1: Beginning of the Match	• Getting to know each other • The first impressions • Trying to see the positive in the relationship • Bonding	• Ask open-ended questions • Use body language is open • Active listening • Demonstrate empathy • Avoid "prescriptive" communication • Use prompts • Speak with language that you feel comfortable with • Don't be afraid of silence
STAGE 2: Challenging and Testing	• Mentee challenges • Testing phase • Rethinking first impressions • Difficult feelings or emotions may surface	• Be consistent in your communication, even if it is difficult • Demonstrate respect • Build problem-solving techniques into your open-ended questions • Raise sensitive issues at the beginning of your interactions • Make sure to separate behaviors from who the mentee is • Disclosure of personal feelings and experiences when appropriate
STAGE 3: "Real" Mentoring	• The relationship begins feeling right again • Trust is established • Growth in the mentee • can be observed • A "deeper" bond and connection has been formed	• Continue with disclosures when appropriate • Avoid advising, and allow youth to actively problem solve • Build off your knowledge of your mentee's strengths to foster deeper discussions • Give positive feedback and don't be afraid to let your mentee know when something has hurt you.
STAGE 4: Ending	• Preparing for closure • Relationship may become deeper or mentee may start pulling away • Reflection	• Find common language to sum up your feelings • Provide feedback that describes growth that you observed • Be prepared to listen and affirm fears that your mentee may have

Interreg
CENTRAL EUROPE
European Union
European Regional
Development Fund
IN SITU

Socio Cultural Education **tools and methods used in IN SITU SOCIAL INNOVATION HUB** <u>Śląskie</u>

PLEASE LIST THE TOOLS AND METHODS USED AND BRIEFLY DESCRIBE THEIR KEY FEATURES AND HOW TO USE IT. ALSO STATE A SOURCE WHERE FURTHER INFORMATION CAN BE FOUND. IF POSSIBLE, ALSO ADD AN IMAGE OF THE TOOL OR METHOD.
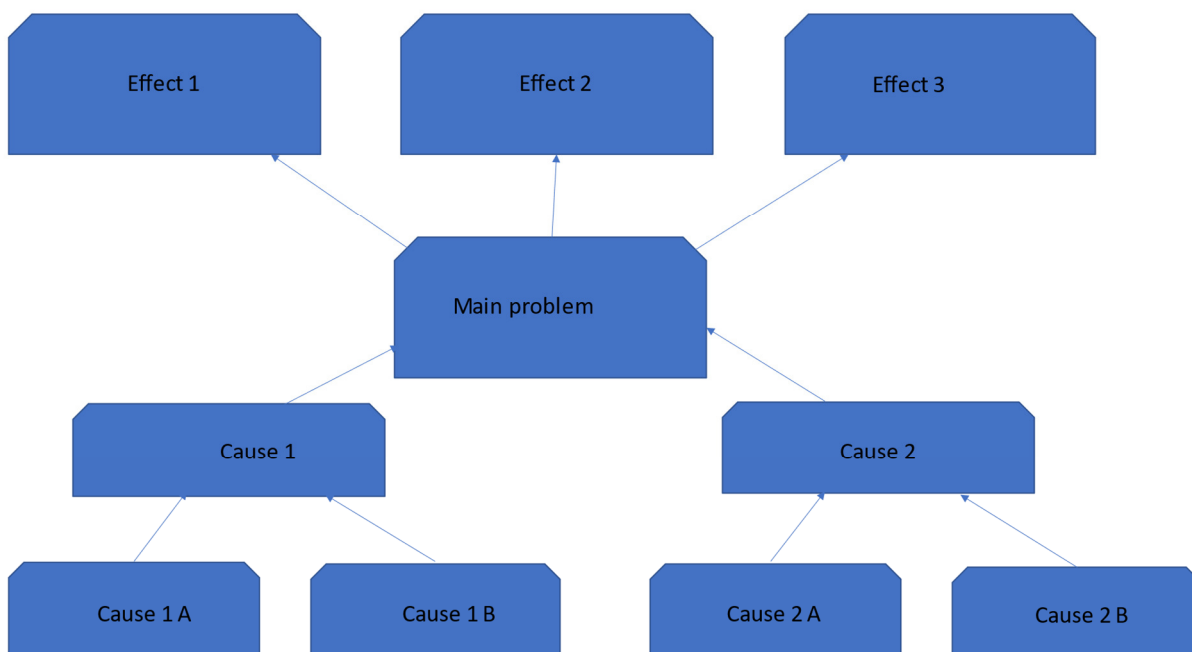
NAME: Problems tree

DESCRIPTION: Analysis of the situation, enumeration of problems and establishing cause-and-effect relationships between them. Selecting the main problem and focusing on trying to solve it or selecting one batch of issues for further analysis.

USED FOR WHICH SUPPORT PHASE: IDEA DESIGN

SOURCE: http://www.insituproject.eu/wp-content/uploads/2021/02/Na-poczatku-byl-plan.pdf

IMAGE:

NAME: Goals tree

DESCRIPTION: Problem tree continuation. Convert a negative situation (problems) into a positive one (solutions). The causes become actions to be taken, the main problem becomes the main goal, and the

effects become results. Combined, these two analyses form the basis for the development of the initiative's action plan.

USED FOR WHICH SUPPORT PHASE: IDEA DESIGN

SOURCE: http://www.insituproject.eu/wp-content/uploads/2021/02/Na-poczatku-byl-plan.pdf

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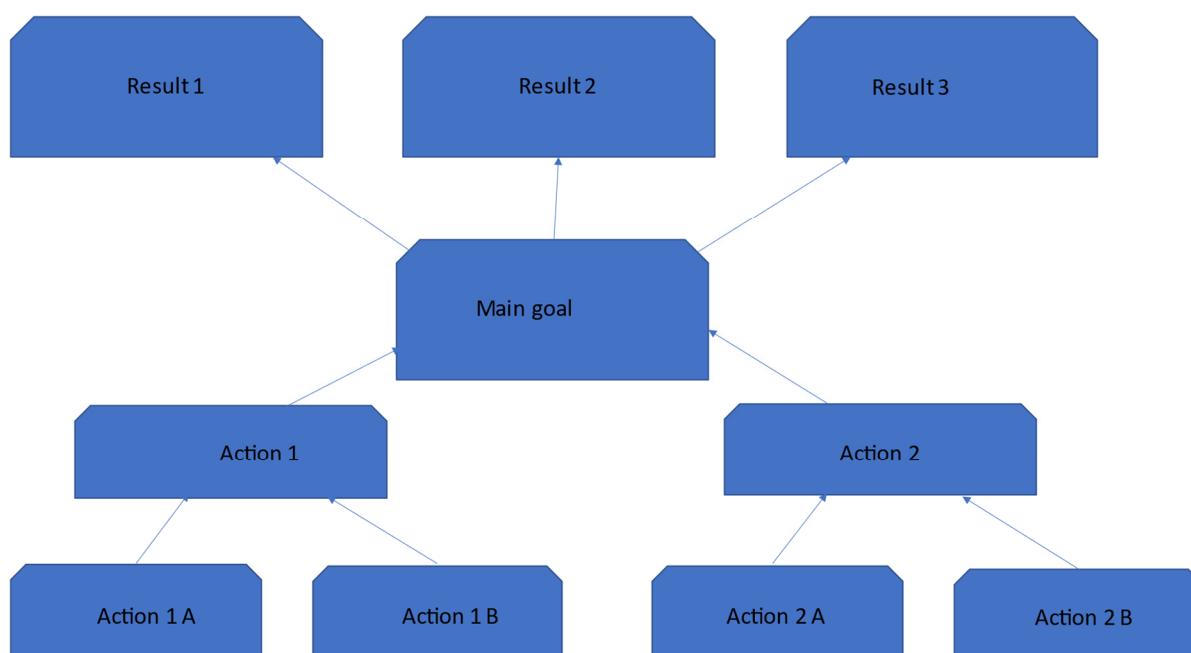
Socio Cultural Education **tools and methods used in IN SITU SOCIAL INNOVATION HUB** Vienna

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NAME: Teachers Workshop

DESCRIPTION: Social Innovation Hub (SIH) Vienna Region targets mainly a preventive aspect (eg. raising awareness and increasing knowledge of the pupils and the teachers as multiplicators)

USED FOR WHICH SUPPORT PHASE: EMPOWEREMENT

SOURCE: https://europabuero.wien/insitu/

NAME: Training materials following the SMART Transformative Business Approach

DESCRIPTION: The training materials are used to facilitate idea generation and personal skill development following the transformative business approach that it based on the right brain business approach.

USED FOR WHICH SUPPORT PHASE: EMPOWEREMENT

SOURCE: https://www.rightbrainbusinessplan.com/

IMAGE:

SMART Transformative Business Approach Exercise

Title	Future Letter
Learning Objectives	The objective of this exercise is to provide a method by which participants are generate a description of their ideal business by writing about it as if they have already achieved it. This connects them more powerfully to their vision and engages both the right and left brain with its mix of creative visualization and logical planning skills.

	The exercise prompts the participant to consider all the aspects of the business and begin to add more detail to the outline Once the participants have completed the exercise it can form part of a discussion complete
Duration	30 mins for instruction and completion,
Target Audience (individual or group; ideal size of the group)	Individuals or groups
Tools needed	Exercise sheet with instructions and example letter for reference Pen Writing paper
Tags (5 defining terms in order to be able to use a search function)	Creative writing, Storytelling ,Visualization, Guided imagery

Description

The Future Letter exercise is creative writing exercise in which the participant is to imagine that it is one year on from the present day.

The participant has started a successful business and they are writing to an old friend to share the good news about their business success

They are prompted to write about the following key elements of their business

-In the letter they are asked to cover the following aspects

-what the business looks like- infrastructure

-what services or products it provides

-where and who you work with

-your marketing strategies –how you get your clients

-what your typical work day /week /month looks like

-how they feel about their business . This exercise takes the participant through the process of identifying each aspect of their business and the tools systems and methodologies they have in place to deal with it. It serves a similar function to a guided visualization exercise but offers the participant the opportunity to go into more detail and depth.		
	Assessment Method	Participants can share their letters and discuss what they learned or noticed during the exercise.
	Suggested Literature	The Creative Entrepreneur: A DIY Visual Guidebook for Making Business Ideas Real- Lisa Sonora Beam

Introduction   &   Session   Overview

Learning Objectives

By the end of this workshop you will:

Understand the theory behind vision boards and how they work

Be able to facilitate Vision board sessions to support your students in identifying potential business ideas

- Vision boards and theory behind them
- Who are you? - Identifying your core values
- Guided visualization –Defining your vision
- Creating your vision
- Share & Reflect
- Action steps

Personal Learning Objectives

Using the course objectives to guide you, write your own expectations for the course in the space provided below

Who are you?

This exercise will help you identify and prioritize your values. As any business you create will reflect your values and beliefs its important to be clear about what matters to you as this will affect how you do business and what your customers will experience.

Core Values

Read the list below and draw a circle around your top 10 values

Truth	Creativity	Spirituality	Humour
Play	Strength	Peace	Caring
Innovation	Excitement	Autonomy	Cooperation
Integrity	Flexibility	Security	Commitment
Security	Variety	Simplicity	Leadership
Fun	Collaboration	Learning	Honour
Honesty	Excellence	Quality	Love
Respect	Order	Service	Freedom
Adventure	Self expression	Accountability	Support
Resourcefulness	Individuality	Reliability	Trust
Friendship	Challenging	Dignity	Fairness
Eco friendly	Influence	Precision	Change

Review the selected values and choose your top 3. List them below in order of importance

1)

2)

3)

Visualisation Exercise

Notes -Feel free to record anything you noticed or that you learned about yourself below

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Creating Your Vision board Exercise

Now that you have identified your values and visualized what your ideal working day might be like relax you are ready to start creating putting your ideas together.

Tips for creating your board

1) Flick through the magazines and notice what images and or phrases that inspire you.

2) Tear or cut out any that you are particularly drawn to until you feel you have enough images to start making your board.

3) Sort through the images you have collected and use your intuition to guide you as to which ones to use. Don't analyse or over think this process, just go with what feels right for you

4) Start arranging your images on your board. Experiment by moving them around into different groups until you are happy with the way they look and then stick them to your board.

5) Add a photo of yourself to the centre of the board so that you connect more deeply with your vision

6) Create a mission statement that summarises what you want to achieve or manifest and stick it on your board

Reflection and Learning

1.   What   has   been   your   most   valuable   learning?

_____

_____

_____

_____

2. What have you learned most about yourself?

_____

_____

_____

_____

Action Steps

3. Write down 3 things you will definitely do after this workshop

_____

_____

_____

4. When will you put these into action?

_____

_____

_____

Resources

Sites where you can design and create online visionboards
www.oprah.com

www.polyvore.com

www.pinterest.com

www.businessballs.com Great business tips tools and models

www.inc.com Small business ideas and resources for entrepreneurs

Recommended reading

Right Brain Business Plan by Jennifer Lee

A whole new mind Daniel Pink

The $100 start up Chris Guillebeau

Goal	Action Steps	Resources required	Target date

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IN SITU – CE1494	**Annex 2**
Deliverable D.T2.2.1	**11 2021**

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Socio Cultural Education tools and methods used in IN SITU SOCIAL INNOVATION HUB Stuttgart Region

NAME: Workshop & Mentoring

DESCRIPTION: Social Innovation Hub (SIH) Stuttgart Region combined joint training activities and individual consulting and mentorship according to the real needs of each participant.

USED FOR WHICH SUPPORT PHASE: From beginning to the end of the program (EMPOWERMENT/IDEA DESIGN/IDEA GROWTH/SCALEUP) participants were accompanied by personal mentors and attended the joint training activites.

SOURCE: https://insitu.startupcenter-stuttgart.de/trainingsprogramm/

IMAGE: Instagram: @empowered_by_entrepreneurship

NAME: Team Management

DESCRIPTION: The participants of the workshop team management learned how to develop ideas not only by themselves but in a team, how to organise a team and how to motivate a team.

USED FOR WHICH SUPPORT PHASE: The team management workshop was part of a social skills set in the IDEA GROWTH Phase.

SOURCE: https://ubf-beratung.de

IMAGE:
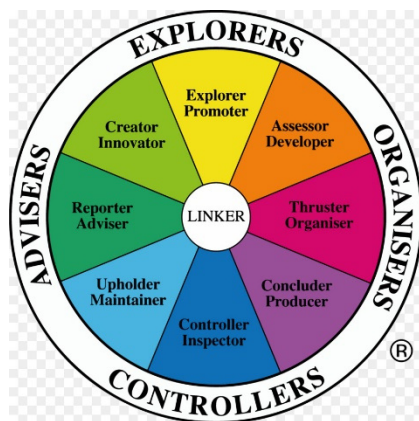
NAME: Brainstorm Cards

DESCRIPTION: The Brainstorm Cards help developing ideas by focusing on 4 main starting points for innovation: new technology, regulation, customers or societal trends, market. The participants learned how to develop a quick and rough idea.

USED FOR WHICH SUPPORT PHASE: Empowerment

SOURCE: Board of Innovation, https://boardofinnovation.com

NAME: Web Accessibility

DESCRIPTION: SIH Stuttgart Region offered a workshop on how to make your webpage, Instagram or facebook page more accessible for people with disabilities. The participants learned how people with visual impairment use screen reader software and how the content and design of a webpage or Instagram page influences the accessibility.

USED FOR WHICH SUPPORT PHASE: Scale Up

SOURCE: https://www.w3.org/WAI/fundamentals/accessibility-intro/

Socio Cultural Education tools and methods used in IN SITU SOCIAL INNOVATION HUB Śląskie Region

NAME: Icebreaker - getting to know each other group members

DESCRIPTION: This tool is used as the first step in the diagnosis of social needs so that the action is a real response to real problems. For this purpose, it is necessary to create a team composed of potential recipients of activities and project implementers. One of the most difficult elements of creating a team is its formation and first relationships. The method consists of two elements - the first is a short round of getting to know each other in pairs, the next is a presentation.

Experience shows that the presentation is watched more closely by the recipients when they already know something about the people presenting it, the seed of personal ties has been formed. That is why the first step is to associate people in pairs in such a way that they do not know each other in a given pair. Then, for three minutes, people talk about the topic set by the tutor - for example, the recently read book, the most interesting places in a given area, etc. After this time, pairs change, so that, if possible, all participants get to know each other. When the rounds are over, anonymity disappears and it's much easier to convince your audience with a presentation.

This method requires a very careful tutor - it must react quickly to the group dynamics, if necessary shorten or extend the duration of conversations in pairs, or change the topics of discussion, balancing between neutral and engaging participants. The round of discussions in pairs is an excellent introduction to the effective work of newly met people in a group.

The method is flexible and modifiable depending on the circumstances. It is possible to enrich the exercise with elements of movement (e.g. discussion takes place while walking), creation (e.g. making simple drawings or creating short stories), it all depends on the group as well as the inventiveness and experience of the tutor - therefore her/his competences are the key element of using the tool with success.

USED FOR WHICH SUPPORT PHASE: **EMPOWEREMENT**

SOURCE: ourselves research, experience and practice

IMAGE: n/a

Socio Cultural Education tools and methods used in IN SITU SOCIAL INNOVATION HUB Podravje Region

NAME: Learning type test

DESCRIPTION:

Discover your way of learning / accepting information.

We can learn / accept information also in a fun way if we get to know ourselves and the learning methods that suit us. Some learn / accept information by reading aloud, some prefer to listen, others take notes and draw sketches, some experiment, work with their hands. Mainly people learn in several ways, however usually they prefer one. One of the first tasks is to determine your way of receiving information. We know three basic learning types:

- visual (learning / receiving with sight),
- auditory (learning / receiving by hearing),
- kinesthetic (learning / acceptance through movement, activity and type).

Answer the questions below and find out what kind of learning type you are!

1. If I am learning to do something, then I learn best if:

    a) I observe someone who shows me how

    b) I listen to someone who explains the procedure to me

    c) I try to do it myself

2. When I read:

    a) I imagine within myself what I am reading about

    b) I read aloud or try to recall sounds within myself

    c) I am trying to get into the situation

3. When asked about a direction:

    a) I imagine places in my mind to explain the direction easier, but I prefer to draw it

    b) I have no problem explaining the direction to someone

    c) I show it or I move

4. If I am not sure how to pronounce a word:

a) I write it down to see if I am on the right track

b) I say it out loud to see if it sounds right

c) I write it down to see if I feel it properly

5. When I write:

a) I am concerned if there is an even spacing between letters and words

b) I repeat letters and words to myself all the time

c) I press the pen hard so I can feel how I write letters and words

6. If I must memorize a list of things, I remember it best if:

   a) I write it down on paper

   b) I keep repeating it to myself

   c) I move and use my fingers to list the things I need

7. I prefer teachers who:

   a) use a whiteboard or projector when interpreting content

   b) interpret content with many comparisons

   c) they are very active and move a lot

8. For me it is difficult to concentrate:

   a) if there is a lot of movement in the room

   b) if there is noise in the room

   c) if I must sit still all the time

9. When solving a problem:

   a) I write or draw it to make it easier to imagine

   b) I talk to myself

   c) I move a lot or use different objects that help me think.

10. If I get written instructions on how to put something together:

    a) I read them silently and try to imagine in my mind which parts belong together

    b) I read them aloud and talk to myself when I put the parts together

    c) First I try to put the parts together, only then I read the instructions

11. While waiting:

    a) I look around, stare or read

    b) I speak or listen to people

    c) I walk around, move various objects with my hands or move my legs while sitting

12. If I need to explain something to someone with a speech:

   a) I prefer to say it briefly, as I don't want to talk for too long

   b) I explain in detail because I like to talk

   c) I move my arms and move as I explain

13. If someone talks to me and explains something:

   a) I try to conjure up images to make it easier to imagine

   b) I enjoy listening, but I also interrupt it and speak for myself

   c) I am bored if her / his explanation is too long and describes too many details

14. If I want to recall names:

   a) I remember faces but forget names

   b) I remember names but forget faces

   c) I remember better the circumstances in which I met a person than the name and face of that person

Add up all the answers under a, b and c.

a) _____   b) _____   c) _____

The maximum number of answers below any letter means that your preferable learning type is:

A - visual learning type;

B - auditory learning type;

C - kinesthetic learning type

USED FOR WHICH SUPPORT PHASE: EMPOWEREMENT

IMAGE: /

Socio Cultural Education tools and methods used in IN SITU SOCIAL INNOVATION HUB Veneto Region

NAME: **PROBLEM SOLVING & DECISION MAKING**

DESCRIPTION:

Tackling a problem with the right approach and the correct strategy is an indispensable skill for every person in every area of life. It all starts with how we perceive problems, how we process them emotionally and mentally, and then continue in the more pragmatic part, that is, how we go about dealing with and managing them. Problem solving is an analytical process used to identify the possible solutions to the situation at hand. Making decisions is a part of problem solving. Problem solving is a complex process, and judgement calls – or decisions – will have to be made on the way. Decision making is a choice made by using one's judgement.

USED FOR WHICH SUPPORT PHASE: **EMPOWEREMENT**

SOURCE:

http://www.insituproject.eu/wp-content/uploads/2021/02/IN-SITU_scheda-problem-solving.docx

IMAGE:

Socio Cultural Education tools and methods used in IN SITU SOCIAL INNOVATION HUB Rijeka Region

NAME: Storytelling Canvas

DESCRIPTION: The storytelling canvas helps construct a good story that resonate, with emotional depth and impact. by harnessing visual inspiring elements. It can be used in all phases of work, from idea generation to pitching for investments.

USED FOR WHICH SUPPORT PHASE: **EMPOWEREMENT, IDEA DESIGN AND SCALE-UP**
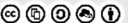
SOURCE: https://www.designabetterbusiness.tools/tools/storytelling-canvas

IMAGE:

Socio Cultural Education tools and methods used in IN SITU SOCIAL INNOVATION HUB Vienna Region

NAME: GOAL ACTION SHEET

DESCRIPTION: This tool helps define smart goal (specific, measurable, achievable, realistic, and timely). This tool is helpful both in personal life as well as professional life.

USED FOR WHICH SUPPORT PHASE: **EMPOWEREMENT, IDEA DESIGN, IDEA GROWTH**

SOURCE: https://blog.weekdone.com/smart-objectives-template-free-worksheet/

IMAGE: