Strate-CROWD

Crowdfunding Strategies for Business Sustainability

Cooperation for innovation and the exchange of good practices
Strategic Partnerships for youth
2020-1-SE02-KA205-002764

Strate CROWD

Co-funded by the Erasmus+ Programme of the European Union

INDEX

1. INTRODUCTION TO THE PROJECT 5
2. PRESENTATION OF THE HANDBOOK 6
3. MODULES 8
MODULE 1 - CHALLENGE 8
1.1 Introduction 8
1.2 Description 8
1.3 Activities 9
First step | State the Problem to Address 9
Second step | Explore the Problem 9
Third step | Reframe the Problem into an Inspiring Challenge 10
1.4 Results 10
MODULE 2 – HUMAN DRIVEN INNOVATION 11
2.1 Introduction 11
2.2 Description 11
2.3 Activities 12
First step | Empathy interviews / Focus group 12
Second step | Empathy Map 13
Third step | HMWQ 15
2.4 Results 16
MODULE 3 – HUMAN DRIVEN SOLUTION 17
3.1 Introduction 17
3.2 Description 17
3.3 Activities 18
First step | CREATE AS MANY IDEAS AS POSSIBLE 18
Second step | MERGE THE BEST IDEAS IN ONE SOLUTION 19
Third step | PROTOTYPE YOUR IDEA 21
3.4 Results 23
MODULE 4 - CROWDFUNDING 24
4.1 Introduction 24
4.2 Description 24

4.3 Activities 25
First step | SELF ASSESSMENT 25
Second step | DISTRIBUTION 27
Third step | SENSE-MAKING 30
4.4 Results 32
MODULE 5 | PROTOTYPING THE CAMPAIGN 32
5.1 Introduction 32
5.2 Description 33
5.3 Activities 34
First step | CROWDFUNDING PERSONAS 34
Second step | VALIDATION TOOLS 35
Third step | TEST AND IMPROVE 35
5.4 Results 36
MODULE 6 - TEAM 37
6.1 Introduction 37
6.2 Description 37
6.3 Activities 39
First step | PERSONAL MARKETPLACE 39
Second step | SIX DEGREES OF SEPARATION 40
Third step | STARFISH RETROSPECTIVE 41
6.4 Results 43
MODULE 7 | FOLLOW UP 43
7.1 Introduction 43
7.2 Description 43
The Crowdfunding Community 43
Crowdfunding and other sources of finance 44
Entrepreneurship and social entrepreneurship 46
7.3 Activities 46
Successful business development tools 46
Incubators and accelerators to grow your enterprise 47
From start-up to Scale-up 48
7.4 Results 48

REFERENCES 50
4. METHODOLOGIES 51
4.1 DESIGN THINKING 51
4.2 LEAN METHODOLOGY 52
4.3 LEARNING BY DOING 53
4.4 STORYBOARDING 54
4.5 NON-FORMAL EDUCATION 55
REFERENCES 57
5. JOINT STAFF TRAINING EVENT 58
5.1 SUMMARY OF LLT 58
5.2 OBJECTIVES 58
5.3 AGENDA 59
5.4 LTT WORKSHOPS 60
6. LTT REPORT 64
6.1 FEEDBACK LLT 64
6.2 PICTURES OF THE TRAINING 66
7. OTHER EXAMPLES OF WORKSHOPS 69
ANNEX 1 – GUIDELINE NFE WORKSHOPS 74
ANNEX 2 – CHECK-LIST TO SUPPORT TRAINERS 76
ANNEXE 3 – WORKSHOP AGENDA TEMPLATE 78

1. INTRODUCTION TO THE PROJECT

Crowdfunding Strategies for Business Sustainability (STRATE-CROWD) is a Strategic Partnership created with the aim to enhance the collaboration of transnational and cross-sectorial partnership among partners coming from: Sweden, Greece, Italy and Spain.

Combining different backgrounds and skills in areas such as Non Formal Education (NFE), innovation, ICTs, entrepreneurship, inclusion, gamification, unconventional learning methodologies, businesses and SME, the partners have joined forces in the creation of this project. This partnership lead to the creation of the idea of a project that looks at the current European needs and that intends to tackle the problems with an impact already in the short term.

STRATE-CROWD is a project that looks toward the necessity of supporting disadvantaged (i.e. coming from a difficult family background) young people (aged 18-30), aspiring to a social entrepreneur career who want to acquire specific skills and knowledge in order to transform their ideas into reality helped by young educators.

More specifically, the pivotal element of the project is the Crowdfunding process, a growing reality in Europe, which can represent the bridge between the ideas of the young people and the concrete realization of their entrepreneurial goals. By education to the use Crowdfunding as a method of financial support, the project will help the involved young people to introduce themselves to the labour market.

The first target group involved in the STRATE-CROWD project, then, will consists of young adults (aged 18-30) who come from disadvantaged situations (i.e. from challenging family backgrounds) and who are aspiring to become social entrepreneurs. The second target group will be made of young educators (aged 20-30) experienced in Non-Formal Education.

2. PRESENTATION OF THE HANDBOOK

In the context of the STRATE-CROWD project, one of the intellectual outputs the partnership aims to develop is the handbook of an innovative training model merging NFE and crowdfunding.

The STRATE-CROWD Handbook has the scope to support both young educators and aspiring young social entrepreneurs in properly getting in touch with the know-how and the skills required for understanding how to become an entrepreneur or to boost the developement of an existing entreprise or organisation.

More specifically, the Handbook will present the STRATE-CROWD innovative training model which merges non-formal education (NFE) and Crowdfunding methodologies. The purpose of the volume is to guide the readers on how to get in touch with different opportunities, showing them the path to develop and finance a project idea and, finally, to give an overview on how to choose the most suitable type of crowdfunding.

The training model reported in the STRATE-CROWD Handbook is particularly addressed to Young Educators who are searching for innovative ways through which approach the topic of youth entrepreneurship with the aim of transferring the know-how to the targeted youngsters.

As reported by Statista Research Department, Crowdfunding is a form collective effortship which entails a group of people interested in collecting an amount of capital in order to finance a new or already existing business venture. As we can imagine, the Crowdfunding practice has not only to do with the raising of economical funds, but it is closely related with the capability to create an effective networking situation between requesters, themselves, and donors.

Then, in order to set up a proper Crowdfunding campaign it is fundamental to keep in mind the project target, because it is necessary to address the campaing with specific and focused marketing actions. According to the European Commision, Crowdfunding is «an emerging source of financing involving open calls to the public, generally via the internet, to finance projects through monetary contributions in exchange for a reward, product preordering, lending, or investment». To this regard, the number of Crowdfunding campaigns completed in Europe from 2014 to 2016 increased of 13. 846. As a result, in

2014 the number of crowdfunding compaigns completed in Europe reached the number of 24.303, in 2015 the number of completed compaigns reached the number of 34.354 and in 2016 there was a number of 38.100 completed compaigns.

As reported by Statista, 2016 was a quite successful year for Crowdfunding compaigns. The countries with the most relevant data are: US with 67.315, UK with 17.710, Canada with 6.420, Australia with 2.855, Germany with 2.415, Italy with 2.154 and France with 1.994.

Another interesting finding is that the total volume of funds raised through crowdfunding campaing is constantly growing worldwide. As an example, the 2020 United States and Canada funds volume has encreased till almost 73 billion U.S. dollars. Europe boasts the second place with 22.6 billion U.S. dollars, wheter in APAC (Asia-Pacific Countries) the amount has grown till 8. 91. In Latin America and the Caribbean (LAC) Region the funds collected reach 5. 27 billion U.S. dollars, in Africa the index is 1. 21, in China 1. 16 and in Middle East countries taps the 0. 59 billion U.S. dollars.

In this context the project aims is to provide a toolkit for Crowfunding as one of the instruments through which young people can start collecting capital for developement or the implementation of their genuine ideas. Also, this practice of searching for funds might be a proper way to develop an organization, emancipating themselves from their disadvantaged conditions.

3. MODULES

MODULE 1 - CHALLENGE

1.1 Introduction

Before starting designing how to structure a social enterprise, it is fundamental to understand the context where it will operate and consider which are the challenges coming out from the context. At the same time, we need to be conscious of the specific challenge we want to address by setting up a social enterprise and what change we're aiming at while doing so.

1.2 Description

Framing the challenge allows us to spell out the specific problem we want to solve. A well-framed challenge provides a starting point for the entire process. It guides our investigations in the discovery process and puts us on a path to innovative solutions. In this initial attempt, our challenge will represent a hypothesis that can, and should, evolve.

A good way to **analyse the context** where we are going to operate is using an slightly modified version of "The 5 Ws Questions": Who, What, Where, Why, What if and How. By answering those multiple questions we will better understand the context and be able to understand the challenges hidden within it.

- Keeping in mind the problem we want to solve, the question **Who** can be referred, for example, to who will be involved in our social enterprise (in the module Team you will find out more information), who will benefit from a solution (in the module users you will find more information) and also who could be harmed from it.
- The question **What** refers to a description of the problem itself: what impact it creates, what are the different parts of it, what is it similar to / different from, what happens because of this problem.
- The question **Where** can be considered both with a geographical meaning (small or not-so-big scale: specific town, city, nation) than relational one (family, classroom, gym, prison, etc …).
- The question **Why** is exploring the reasons beyond the problem: why have we got this situation? We can list all the related events related to the problem and connect them with a cause-effect relation.
- The question **What if** should help us analyse risks and opportunities: What if the problem will be solved? What if by solving this problem we create another one(s)?

Once we've explored the problem context, we can then focus on a specific challenge we want to start with. We've to be good at identifying the one that, if answered, will create a positive impact on the people involved, solving some other related problems and bringing us to the "What if Scenario" we want.

1.3 Activities

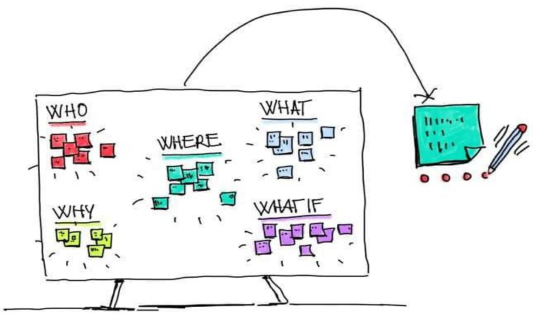
First step | State the Problem to Address

What's the problem we see and we want to solve? By describing the issue with a simple statement (i.e. there are too many people with low income spending too much money because they are living without household appliances) we will pin a starting point for our next steps. If we want to solve more than one problem, we should describe each one and then prioritize based on our team/organization competencies, assets and interests.

Second step | Explore the Problem

Let's note on a big paper the 5 Ws questions and answer them by looking at our experiences, evaluations reports, researches, data.

It can help to start by specifying who experiences the problem we have identified so that we can get a sense of the people being impacted. At this very early stage of the discovery process, the specified people group is likely to be very broad. What do we know about them? We can list the characteristics we know about the people who might experience the problem. Consider the factors that may affect individuals' abilities, preferences or motivations for interacting with our project. These may include language, culture, geography, employment status, economic status, family size or household composition.



Third step | Reframe the Problem into an Inspiring Challenge

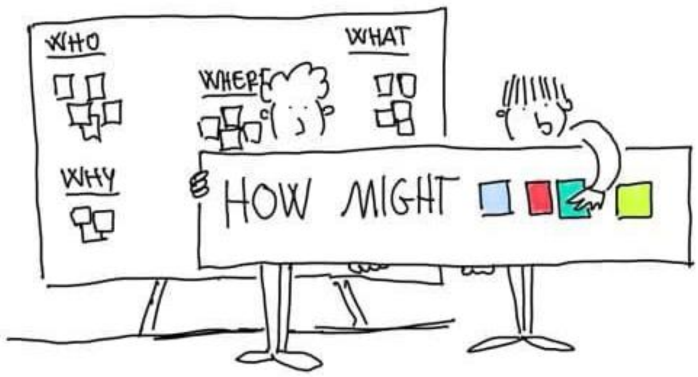
Once we have noted down the different answers we can give to the 5 Ws, we should identify our core problem and translate it into an opportunity to serve the people experiencing the problem. This process will transform your problem into what we refer to as the challenge.

A Challenge is framed as a question starting with "How might …", this is the reason why it's normally called How Might Questions (HMQ). I.e. How might low income youth living in Berlin get out of poverty by having access to household appliances?"

Once we have our challenge, let's double check if it is a real challenge by answering to 2 simple questions:

1. Is the challenge identifying an ultimate impact without assuming a specific solution?
2. Does the challenge specify context and constraints?

If the challenge we drafted doesn't pass the check, we should revise it and recheck the question.



1.4 Results

By the end of this module we will have transformed an issue we want to solve and/or a change we want to see into a succinct challenge, thanks to a first exploration of the context connected to the issue/change. This challenge will drive us as a pole star towards the ideation of a new solution.

2.1 Introduction

As said in the previous module, when designing a social enterprise it is very important to get aware of the people we're going to involve: who will be interested in using the solution we're going to design and how the solution should be designed in order to fit their needs? Knowing and empathising with our user means and how we can do it so that we will design a solution for real people's needs.

The more we design a solution for real people, the most innovative our solution will be. The more innovative our solution will be, the most we will reach the scenario declined in our challenge.

2.2 Description

A degree of **innovation** is key in the current volatile and uncertain business environment. Innovative solutions tend to be more attractive for investors and final users. On one hand it's harder to sell or enter a market with solutions and products already out there. Seeking for a new idea or a new way of delivering a service or product is key to success. On the other hand, adding new value to people's life or solving a problem they might have will always be valuable and interesting to the market.

But what is innovation? How can we innovate? In the words of the author Scott D. Anthony, to innovate is to do something different that has an impact. Innovation is not just a new technology or product. Innovation can be an improvement of a service or a new way of doing, delivering or experiencing things and it requires a certain knowledge, research and experimentation to prove something is innovative.

To begin with, to be innovative we should consider and understand our users closely. An effective way of better knowing our users and finding if our product or service is useful to them is knowing their needs, motivations, trouble, concerns and feelings by making an insight-discovery process. With a better understanding of our potential clients it is more likely to find answers to one or more of their needs, to add value to their life through a product or service and to keep your competitive advantage.

There are different ways of acquiring knowledge about our users in order to search for solutions that add enough value to contribute meaningfully to their needs and / or troubles but, mainly, we can observe, ask and try. And beyond that, one thing that can be added to that discovery, is to constantly interact with them, testing, validating and refining our research and outcomes. It's important to bear in mind that people's needs, fears and interests vary over time. And so does the market with thousands of new emerging value propositions and operating models that might represent competition or invalidate our idea and force us to reinvent our business model to adjust to the new needs or circumstances. That is why a permanent and constant investigation on our customers is vital. And this is the same reason why we will return to the subject of our user clients more time during the process explained in this handbook.

2.3 Activities

First step | Empathy interviews / Focus group

To better understand our future customer or beneficiary we can use the Empathy Map tool: it is a tool often used to harvest the results of a series of interviews and / or focus groups.

To better collect the information we need we can follow few steps while designing and doing our interviews / focus groups:

1. Identify the target groups. In the previous module, we have already mapped the people involved in our challenge: let's identify who, between them, is going to be our main user. Let's try to focus on only one group of users: quoting Mohammed Yunus, let's start solving the problem of a small number of people to tackle global challenges.

2. Identify the best way to approach them. How can we get in contact with the user we've identified? Are they within our community? Are we already working with them? If the answer to one or more of these questions is "yes", we will make explicit the way we will ask them to be interviewed or participate in our focus group. If the answer is "no", we don't need to panic: we can reach them through someone also within our network, we can ask institutions or organizations working with our potential users to introduce us and our challenge, or we can involve other people who will act as proxy for our user group (this is a practical solution when we're working with fragile people who can't face the stress of being interviewed or participate to a focus group).

3. Interview/ Focus Group Script. Once we know how to reach the people we want to design for, even before contacting them, we should get a script allowing us to conduct a semi-structured interview or focus group. Few questions are enough to foster a dialogue, and we don't have to strictly follow them once we create the script, but it's important to follow a framework able to:

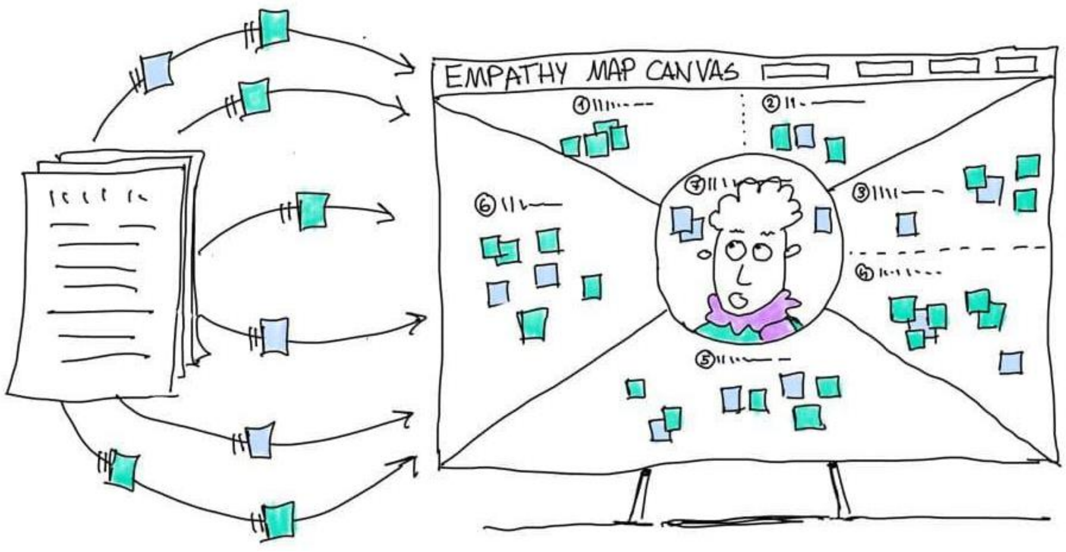
a. Make the interviewees comfortable, thanks to generic questions about the topic you're investigating or about the mood they're entering the interview/focus group.

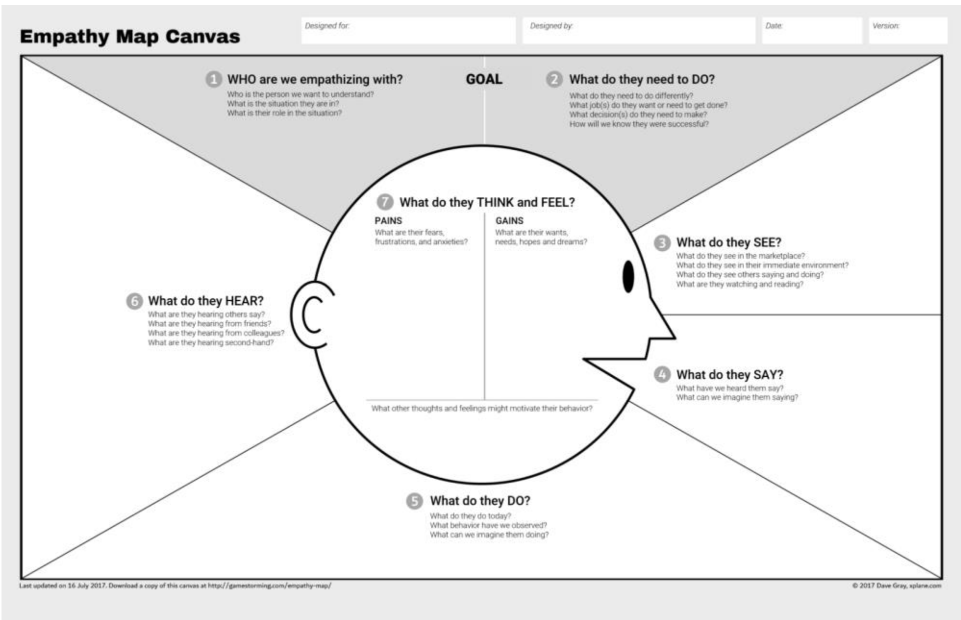
b. Understand how the interviewees are solving the problem today and what are the pains and gains they have during their experience today. This will help us understand what motivation could bring our potential user to leave the actual solution (that, maybe it's more complicated, it's creating a negative impact, etc…) in favour of the one we're going to design.
c. We should not forget that users are also humans with their own troubles. Identifying the target group's concerns is one step closer to success: how can the solution we will design help them address these concerns? Which of these concerns may alter the users' opinion on the solution, positively or negatively?
d. Except for troubles, users also have feelings that need to be taken into account. It is important to make the product relevant to these feelings.

4. Interview / Focus Group. This is the right moment to: invite our potential user to have an interview/focus group with us, introduce them what we're working on, having a dialogue with them following the questions we have on the script and taking note of the answer (we should always be 2-3 of us: one is guiding the interview, the other is taking notes).

Second step | Empathy Map

After having our interview/ focus group, we can start filling the Empathy Map canvas, creating at least one canvas per interview or 3 different ones coming out from the focus group.



Empathy Map
What is an empathy map? *Empathy maps are visualization tools that allow you to articulate what you know about specific types of users. They are often considered a part of the design thinking methodology, and they empower you to create a shared understanding of user needs and help decision-makers with key judgement calls.*  *Empathy Map steps (download it here):*

WHO are we empathizing with? *Who is the person we want to understand? What is the situation they are in? What is their role in the situation?*
What do they need to DO? *What do they need to do differently? What job(s) do they want or need to get done? What decision(s) do they need to make? How will we know they were successful?*
What do they SEE? *What do they see in the marketplace? What do they see in their immediate environment? What do they see others saying and doing? What are they watching and reading?*
What do they SAY? *What have we heard them say? What can we imagine them saying?*
What do they DO? *What do they do today? What behaviour have we observed? What can we imagine them doing?*
What do they HEAR? *What are they hearing others say? What are they hearing from friends? What are they hearing from colleagues? What are they hearing second-hand?*
What do they THINK and FEEL?
PAINS: *What are their fears, frustrations, and anxieties?*
GAINS: *What are their wants, needs, hopes and dreams?*
What other thoughts and feelings might motivate their behaviour?

Tips from the Field

"The key to extracting value from observing human behaviour is to come away with real insights. This can be challenging, but the exercise is worth the time and effort. As you build up confidence, ask yourself, "Is this a real insight?" Our advice is to look for takeaways that help you see your topic or subject from a new perspective. Try to come up with several that feel novel. As you spend more time with others exploring your topic or subject, patterns will emerge. Some insights will prove to be more pivotal than others." Tom Kelley - IDEO PARTNER

Third step | HMWQ

Maps are useful tools enabling us to see patterns beyond problems. Those patterns represent business and impact opportunities for our social enterprise. Let's look at them, let's play with similar and different answers, cluster and find those patterns we want to play with.

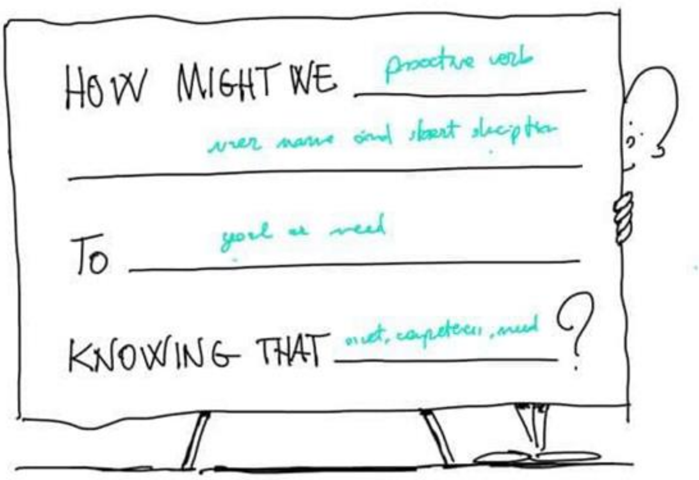
Let's note them down as How Might We Questions (HMWQ).

How Might We ______________________________ (a)
____ (b)
to ____ (c)
knowing that ________________________________ (d)

An How Might We Questions describes a specific challenge related to a specific archetype, and it's made of:

a) a **proactive verb**, like support, help, enable, etc ….
b) a **user name and short description**: i.e. Guglielmo, a low educated Italian migrant living in Berlin
c) a **goal** our user wants to achieve or a **need** he wants to satisfy: i.e. come out of precarious employment
d) a **specific asset, competence, need, dream** our potential user has and nobody also with the same goal/need does: i.e. he's not able to deal with complexity and volatility.

How Might We **enable** (a) **Guglielmo, a low educated Italian migrant living in Berlin** (b) to **come out of precarious employment** (c) knowing that **he's not able to deal with complexity and volatility** (d)?



2.4 Results

Having in mind who we're going to design our solution for, we're now ready to go for ideation. We can bring with us only one HMWQ challenge or even more than one. The HMWQ challenges will ignite our creativity to find the way our social enterprise will answer to a real need coming from a human being, not a real one, but a plausible one: this is the difference between design for human stereotypes (unrealistic people with unreal problems we knew) and design for human archetypes (plausible people with real problems we didn't know they had).

MODULE 3 – HUMAN DRIVEN SOLUTION

3.1 Introduction

Coming from the previous module, we're diving with our team into ideation: we're indeed asked to answer with a solution to the specific challenges we discover. To do so we leveraged and we're leveraging the design thinking approach, that in module 3 will bring us from empathising to ideation, while in module 4 and 5 will mix with crowdfunding to prototype and test our solution.

3.2 Description

Design Thinking is essentially a problem-solving approach that uses human-centered techniques to solve problems in a creative way towards developing innovative solutions.

Design Thinking revolves around a deep interest in developing an understanding of the people for whom we're designing the products or services, creating many ideas in brainstorming sessions, and adopting a hands-on approach in prototyping and testing. The Design Thinking methodology has also the interest and ability to ask significant questions and challenging assumptions. The design thinking main stages are:

- Empathise – with your users (module 2)
- Define – your users' needs, their problem, and your insights (module 2)
- Ideate – by challenging assumptions and creating ideas for innovative solutions (module 3)
- Prototype – to start creating solutions (module 4)
- Test – solutions (module 5)

Design thinking is based on an iterative loop alternating a divergent thinking phase (open, generalized) with a convergent one (specific, detailed). Following the main stages of design thinking, diverge-converge iteration will create the shape of a Double Diamond. The **Double Diamond** is also described through the execution of four consecutive steps (Discover, Define, Develop and Deliver), which are repeated in a cyclical manner until the realization of a satisfactory solution.

Looking at module 3 as a black box, we're entering with a specific challenge and come up with an idea of our solution. To do so we will use 3 different tools: crazy 8, idea canvas and storyboard.

3.3 Activities

First step | CREATE AS MANY IDEAS AS POSSIBLE

We're now going through the generation of as many ideas as possible. We will use a methodology representing a nice trade off between speed and number of ideas: this methodology is called **Crazy 8.**

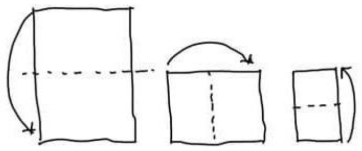
Crazy 8's is a sketching exercise that challenges people to sketch eight inspiring and distinct ideas in six minutes. The aim is to go beyond the first idea, often the least innovative, and generate a wide variety of solutions to the challenge by abandoning judgement.

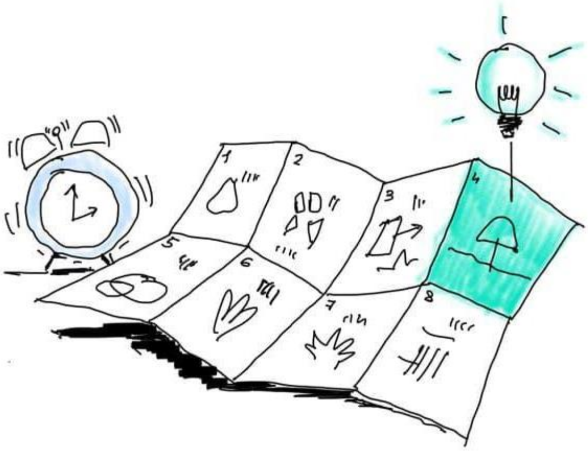
Crazy 8 instructions:

1. Each participant takes an A4 sheet and folds it into eight equal sections by folding the sheet three times in half;
2. We set the timer for six minutes and remind participants of the HMWQ they will answer while generating ideas.
3. Individually, each participant sketches an idea in each rectangle, doing their best until all sections are filled
4. When the timer goes off, all the pens are down

The 8 sketches we'll generate only need to communicate the idea: they don't need to be beautiful, neither the ideas to be grandiose. The 'stress' caused by the small amount of time we have, allows us to generate the most varied, strange, impossible and impractical ideas: this is why it is called Crazy 8's.

After 6 minutes, each participant will present the team with just one idea (in case we have a team with less than 5 people, each one of us can present 2 ideas). After the presentation, everyone will have to vote for their 2 favourite ideas: the most voted one will be taken to the next step.





Second step | MERGE THE BEST IDEAS IN ONE SOLUTION

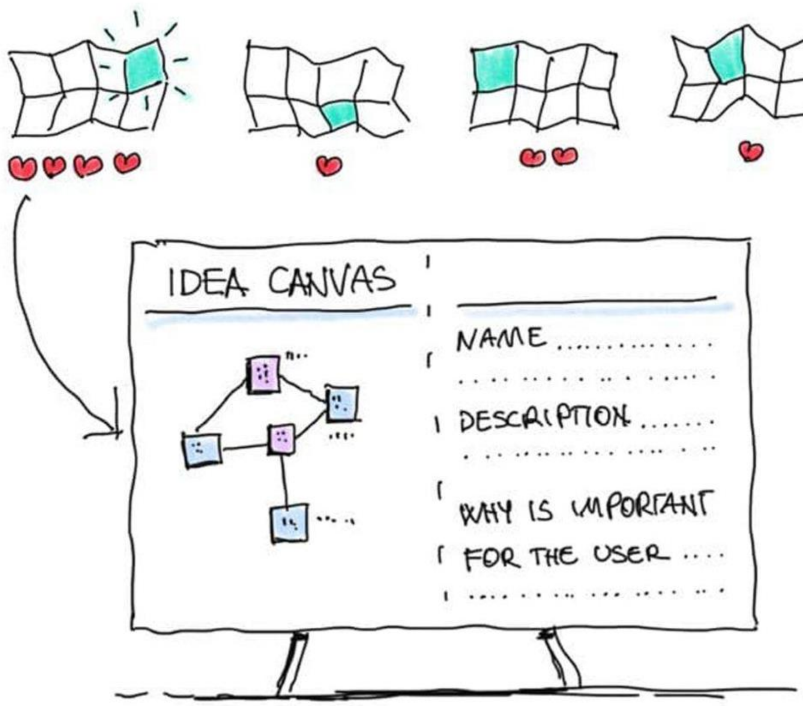
At the end of our previous generative activity, we will have selected one idea (or few more that we will combine within only one).

We will now use an Idea Canvas to transform that quick and dirty idea into the one we will develop and test via crowdfunding during next modules. The canvas is made of few fields we will discuss with our team. It’s still not time to have many details: we should focus more on having a common overview of the idea between the team. While defining our ideas let's keep in mind the “reasons people will pay you for”.

The Idea Canvas fields are:

1. **How does the solution work?** Let’s be visual by using sketches, drawing, bulleted lists, etc …
2. What’s its **title?**
3. What’s its **definition?** Let’s be quick and clear: we describe our idea in a sentence having in mind to describe it to a 5 years old child.
4. Why is it important for the **user** of the HMWQ?

We should start from point n°1 before focusing on the other questions.



Keeping in mind our HMWQ - How Might We enable Guglielmo, a low educated Italian migrant living in Berlin to come out of precarious employment knowing that he's not able to deal with complexity and volatility? - let's say that our team generated 4 ideas from the Crazy 8:

1. A peer financial supporting circle
2. A crash course on coding
3. A set of different experiences teaching soft skills to deal with complexity and volatility
4. Precarious coop: a cooperative giving a stable work made of different GIGs, to own associates

Let's say that the most voted idea is the crash course on coding. Once we're in front of our Idea Canvas we could fill it in the following way:

1. **How does the solution work?**

a. We make a campaign on social medias claiming that "If you know more than one language, you're almost ready to earn money by coding"

b. We select applicants following different criterias of income, language skills and education background

c. we ask them to pay them a 4 weeks of an intensive courses on how to code: something mixing

i. basic of coding

ii. ready to use notions

d. if they find a job in the field in the following 2 months they get back 75% of the money

2. What's its **title?**

a. Code your future academy

3. What's its **definition?**

a. It's a 4 weeks course teaching a more competitive job to anyone who speaks more than one language

4. Why is it important for the user of the HMWQ?

a. Because coding jobs are highly required by the labor market and relatively easy to learn for those who, like Guglielmo, speak Italian and German. Plus, most coding jobs need someone able to give instructions to a computer using a specific language, without dealing with strategies and quick changes.

Some reasons people will pay you for
LIKEABOSS // People want to look professional. **"I OWN THIS SH*T"** // People hate to lose things. **BE PART OF A MOB** // People want to belong to a group, something bigger. **COLLECTION COMPLETION** // People love to complete a set when possible **MYSTERY & THRILLS** // To experience and discover new things **KEEPING SECRETS** // Able to control privacy **HARDER,BETTER,FASTER!** // To speed things up **JUST LIKE ME** // Let user personalise their experience **THE VIP-TREATMENT** // Let people be first/focus on exclusivity **SERVE ME** // People will always pay for convenience **PUSH THE BUTTONS** // Give users the right to tweak/ control **REDUCE GUILT/ FAIRNESS** // People want to limit and reduce negative feelings. **CALL ME MAYBE?** // Let people communicate/ connect **MINE IS BIGGER** // Some people like to brag or show off. **FEAR OF MISSING OUT** // People want to get notified and be aware of things **SHOW ME THE NUMBERS** // People like to get insights.

Third step | PROTOTYPE YOUR IDEA

Even if we have shared a common idea following the Idea Canvas, we're still in the moment where every person in our team, in reality, has a different version of the same idea. It's like when we describe a house with a group of friends: even if we go for details, using maps and pictures, each one of us will have in mind different settings depending on their experiences.

A storyboard is a graphic tool we can use within our team to get close to a common and shared idea of our solution. Furthermore it enables us to add details to our original ideas while contextualizing it in a story: while telling the story of people interacting with our solutions, we will find out new strengths, weaknesses, opportunities, and threats that will bring us to change our idea. We're pretotyping our idea though.

Storyboards present several pieces of information visually. When creating a storyboard we present the solution from users' point of view and the plot is made by the way we imagine they will interact. By doing so, we will indeed create different assumptions we should validate by telling the story we created to other people outside of our team.

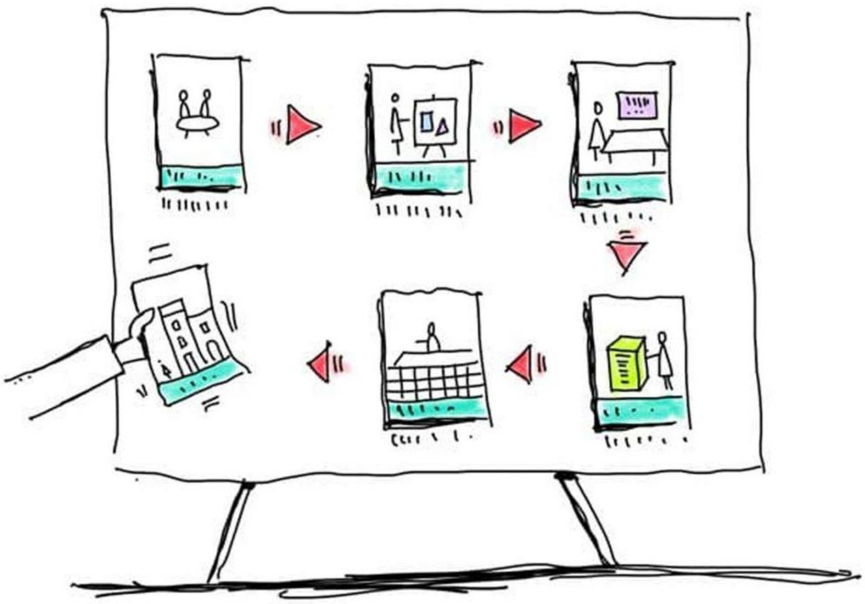
We can create a storyboard of our idea following few points:

1. We choose the key interactions of the solution we want to start with, drawing them on post-it notes. We should create a story that describes what happens before our users know of our solution, what happens while they interact with it and what once they're done.
2. We choose only those interactions that are significant for the service, that highlight new aspects, leaving aside those in which nothing different happens.
3. We illustrate the interactions in vignettes and compose the story in a flow, adding descriptions for each situation.

If we now refer to our "Code your future academy", we will start telling the story of Guglielmo:

A. Guglielmo is tired of being dependent 24/7 on his mobile phone, waiting for gig notifications in order to reach a decent salary to pay rent and bills also this month;
B. He's on the couch of its place, scrolling Facebook timeline, when he find our advertising;
C. He recognises himself in the advertising description and clicks on it;
D. He lands on a form where he can check if he can access to the academy;
E. He fill the form and he got a positive notification: now he can print the result and bring it to the person following him at the job center;
F. His manager at the job center agrees to pay for the course …

Once we go through Guglielmo's story, we will pick only some part of the story and detail each step on the storyboard, like in the draw below.



3.4 Results

With our brand new idea, we should be now ready to test it with a wider audience. To do so we can follow different paths:

- We can prototype our idea or a part of it in order to confirm the desirability of the idea: are our potential users or customers daring to use and/or pay for our solution?
- We can design and run a crowdfunding campaign to gather a community around the problem we're trying to solve and the solution we are going to deliver: if a good number of people within this community will support our crowdfunding campaign, it means the problem is real and our solution is fitting to it. Otherwise, we should go back to module 2 and repeat the process in order to identify a more real or urgent problem based on the dialogue we will have had with our potential customers and users during our crowdfunding campaign.

We can go for both options: we can prototype while or before designing a crowdfunding campaign. If our team is not so expert on developing and delivering the solution we found, it will be better to go for prototyping before, otherwise we can prepare ourselves to design a crowdfunding campaign jumping on module 4.

Coming back to our example: if we're able to run coding classes for migrants like Guglielmo, we could focus on the crowdfunding campaign, otherwise we should prototype at least a few appointments where we or someone within our network will teach migrants how to code.

4.1 Introduction

Coming from the previous modules, we should have defined a solution fitting specific needs of real people in order to answer a guiding challenge. We are therefore ready to approach a new codesign module that will allow us to activate the community around our challenge, validate the desirability of the solution we designed and raise the budget we need to implement it. In the following module we're sharing a process enabling a team to codesign a crowdfunding campaign.

4.2 Description

Crowdfunding (from crowd and funding) is a practice of bottom-up micro-financing "by raising small amounts of money from a large number of people"[1] through a web platform. The digital factor is a key aspect for crowdfunding: higher is the number of backers and the amount of money collected, stronger will be the trust on the project itself, bringing more people (even our friends or community) to back it.

Crowdfunding is normally separated into different models depending on the donation flow and scope of the campaign.

- **Donation-based crowdfunding:** backers donate because they want to support a specific project.
- **Reward-based crowdfunding:** backers are incentivized to donate by rewards promised by the campaign promoters. Different amounts will lead to different rewards. Rewards can be emotional rewards (thanking the backer in different creative ways) or the access to products or services (in this case the reward becomes a pre-sale).
- **Peer to Peer Lending:** backers lend money to other people and gain interests during the time. The money requested is not vinculated to a specific entrepreneurial or social project. The platform normally checks their compliance, even though normally who is looking for money on these kinds of platforms is not fulfilling classic bank requirements. Lending of money is normally diversified in order to lower the risk.
- **Equity Crowdfunding:** by supporting the campaign, backers buy shares of a company looking for funds to develop a new business idea or scale a previous one. The advantage for the investor is the possibility of

selling the shares purchased in the future, at a value much higher than the purchase price, thus generating a profit (capital gain).

When using crowdfunding to finance a solution answering a social challenge, as we're doing, reward-based crowdfunding is the perfect means. Rewards indeed have to be meant as an opportunity to share the value created by our project. Rewards make this value tangible: when we give back an emotional reward, we're creating or strengthening relationships, when we give back access to products and/or services, we're giving access to the results of our project.

Furthermore, products and services used as rewards allow us to validate the desirability of our solutions, relationships allow people connected somehow to our challenge to recognize themselves as a community. Boths are key outcomes for the development of our solution.

4.3 Activities

Designing a good crowdfunding campaign is a process that itself allow our team to:

- be aware of the project's goals and the best ways to communicate it to a our audiences with different medium (text, video, communication campaign),
- make clear the value the project is going to create and how it can be made tangible for different stakeholders (not only our "customers"),
- be aware of who can be our stakeholders beside customers, users or beneficiaries.

We address all this through a process divided into three phases, with hybrid participants: our team working on the solution since module 1 and those who can bring their point of view and experience while learning how crowdfunding works.

First step | SELF ASSESSMENT

We structure and facilitate a **brainstorming*** to collect ideas we're going to use in every aspect of our crowdfunding campaign. This open, creative, and divergent phase leverages the collective intelligence of the group we've gathered, plus the competences and assets they're bringing.

We ask six questions. Each question needs its own time to get all possible answers and each answer must be written on a single post-it.

1. *What do you like about the project?*
2. *What words would you use to present the project to your neighbors? And to your newstand? And to a*

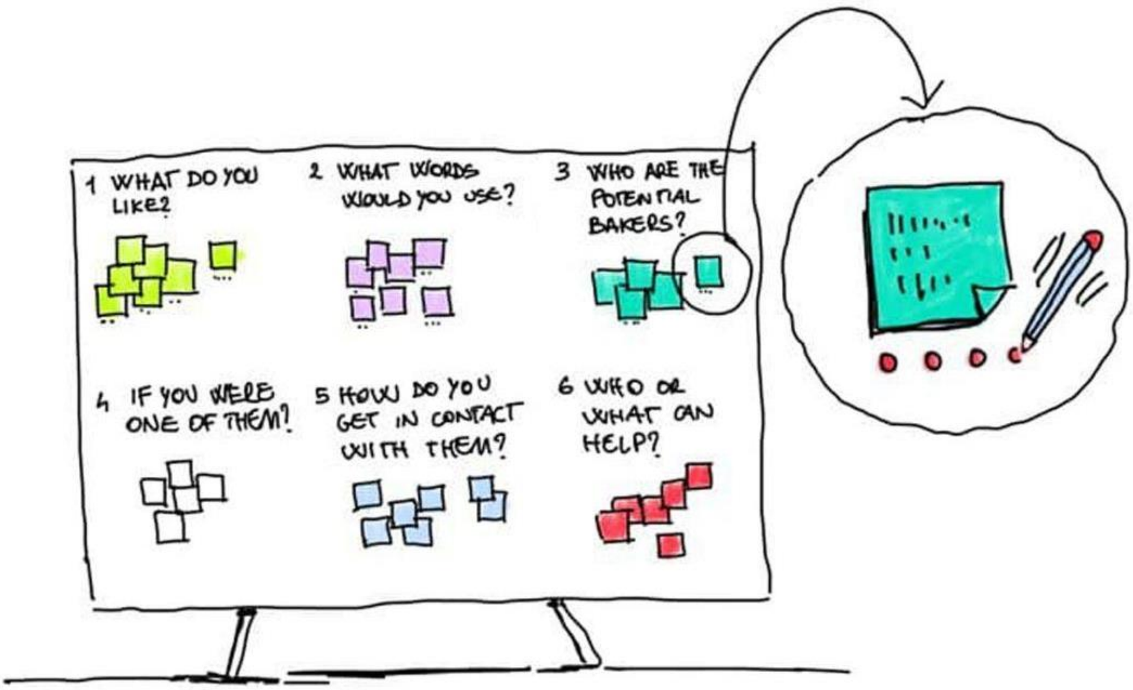
grandmother?

3. *Who are the potential backers of the project?*
4. *If you were one of them, what would motivate you to back your project?*
5. *How would you get in contact with your potential backers?*
6. *What organizations, personal contacts, or famous people that you know personally, could help spread the crowdfunding campaign?*

Brainstorming

Brainstorming is a group technique to come up with ideas based on spontaneous and unfiltered creativity. The basic concept is training the brain to unleash "a storm of ideas" and report them uncensored. Here are eight "rules" to facilitate good brainstorming:

1. Defer Judgment
2. Encourage Wild Ideas
3. Build on the Ideas of Others
4. Stay Focused on the Topic
5. One Conversation at a Time
6. Limit time
7. Be Visual
8. Go for Quantity



Second step | DISTRIBUTION

Coming from a brainstorming phase, now we are going to use methods to converge. Converge means to give priority to the elements that came out from a divergence phase, leveraging the collective intelligence of participants. We're going to answer the question: "out of the hundreds of post-its, which ones shall we consider when designing our crowdfunding campaign?".

1. *Clustering.* We initially take all the post-its that have exactly the same meaning and we overlap them. Then select post-its that are closest in meaning and we bring them physically closer, but only after asking the opinion of who wrote those post-its. While clustering, let's not forget to have the right balance between making connections and enhancing diversity.

2. ***Dot-voting****. We give the possibility to each participant to distribute 5 to 10 votes between post-its they think are important to design an effective campaign. The higher the number of participants, the fewer votes they will have. Each participant can vote marking the post-it with a dot (sticker or made with the pen). Post-it can be vetted more than once by the same or different participants: this will help us to find the most promising elements. You can repeat dot voting if you need more elements.

3. *Adding.* Let’s tell participants that if new ideas emerge, they can add new post-its. A second round of dot-voting sessions will help to include them in the design.

   We collect now most voted post-its, plus some of not voted we think are connected, and distribute them in a canvas that is divided into the following macro areas:

1) Potential Backers. We move here post-its defining who we think is going to back our project and their characteristics. We can create clusters of potential backers (i.e. flower shop, milkshake kiosk, smartphone repair point can all be represented under “Local Shops” cluster) paying attention to keep the level of diversity we need to communicate or design the right reward (i.e. it’s not the same to rewards a 30/50 years old mother than a 60/70 years old grandmother).

2) Campaign title and subtitle. We move here post-its helping us to find the right words to communicate the benefits our project is going to create. We choose the ones that better resonate with our potential backers' values. We can cluster the most similar ones.

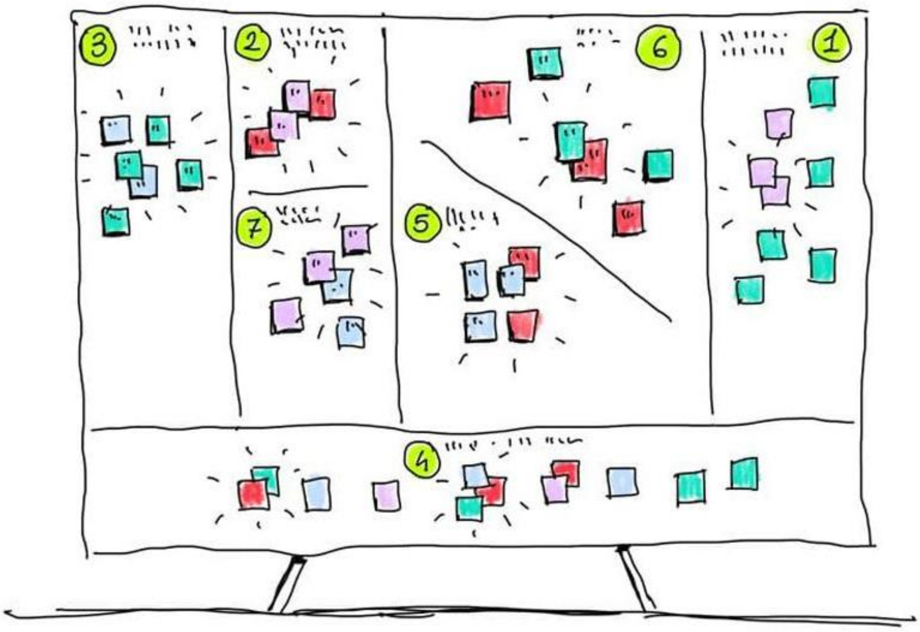
3) Partners. We move here post-it defining who can and want to support us in carrying out some of campaign key activities and/or reaching out potential backers. In this area we will discover how who we were thinking as a partner is a potential backer and the other way around.

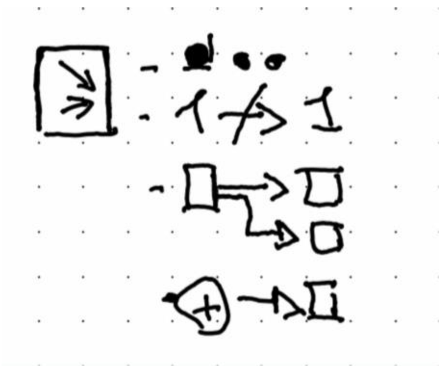
4) Rewards. We move here post-it helping us to define the rewards we want to share with your potential backers. We can duplicate post-its we think can work in this as in other areas (i.e. post-it we used to define Campaign title and subtitle).

5) Communication channels. We move here post-it pointing at the channel we are going to use to reach and keep communication with our potential backers alive.

6) Communication activities. We move here post-it helping us to design the activities we need to get your message across to potential backers

7) Contents. As for the “Campaign title and subtitle”, we move here post-it helping us to communicate the values we want to share with ours backers: this time we focus on the words and contents to use in a long description or in a simple and creative video.



Dot-voting
Dot-voting (also known as dotmocracy or voting with dots) is an established facilitation method used to describe voting with dot stickers or marker pen marks. In dot-voting participants vote on their chosen options using a limited number of dots. *The result of the vote is a list of ideas sorted by relevance to be used to initiate discussion and make decisions. In some cases it may be useful to discuss ideas that did not receive votes to check their exclusion.* *It's important to brief participants on the object of their voting, in order to give them the context of what we're creating. Get them aware of the fact that what the most voted post-it are only a starting point and do not exclude the not voted ones.* 

Third step | SENSE-MAKING

Looking at what we have collected in the previous canvas, we are now going to codesign the main elements of the crowdfunding campaign. This will allow us to define contents and activities we need to have done before uploading our campaign on the ***crowdfunding platform*** we have chosen.

We will move from a canvas that gave us an overview of the strategy we can follow in our campaign, to more specific canvases:

1. Campaign title, subtitle and description
2. Rewards
3. Video storyboard
4. Communication campaign

For each canvas we are going to translate post-its contents into something we can easily show to anyone in order to gather feedback even before we upload the project on the crowdfunding platform (module 5). To make this step, we need to follow the canvases and leverage on our sensemaking* skills.

1. Campaign title, subtitle and description

a. Title:

i. First attempt. Let's use post-its we've collected to create a title that won't allow our potential backers to understand what the campaign is about

ii. Second attempt. Let's use post-its we've collected to create a title that will accurately describe our campaign.

iii. Third attempt. Let's use post-its we've collected to create a title that will make our potential backers fall in love with our campaign.

iv. Final attempt. Let's use the second and third attempt to give our campaign a title (between 5 and 8 words) that will allow our potential backers to understand the main value we want to share with them.

b. Subtitle

i. We have the possibility to explain the title in 220 characters: let's use it to give our potential backers a glance of what they will find by reading further or watching the video.

c. Description

i. Let's list main contents we need to convince a potential backer to back our campaign,

ii. We give group the contents under max 6 heading,

iii. We write the content per each paragraph.

2. Rewards. Let’s use post-its we’ve collected to define 8 to 10 presents to reward our backers.

a. We describe the reward in a sentence. Our potential backers need to understand what this is about in a few words: let’s be short but precise, we’re promising something important for them.

b. Looking at the group of our possible backers we clarify for whom each reward is designed for.

c. We give a name to each reward (let’s be funny and creative).

d. We give a minimum amount to get that reward.

e. We clarify what tasks we need to do to “create” and give each type of reward we’ve designed.

f. We specify if the reward has a cost (this will help to define a budget).

3. Video storyboard. Let’s use post-its we’ve collected to create an amazing short video calling our potential backers to action.

a. Let’s list the main contents we need to convince a potential backer to back our campaign: those can be the same as the ones we’ve listed in the description.

b. Let’s group them in maximum 10 different chapters for our video.

c. Let’s play with the order: what to say at the beginning, what can be left at the end.

d. Let’s translate each chapter in main frames of the video (2-4 per chapter). To do so we should:

i. draw the frame

ii. add description

iii. add a script

4. Communication campaign. Let’s use post-its we’ve collected to create a few strategic communication actions (10-15) that will enable us to get in contact with our potential backers.

a. We describe the action in a sentence.

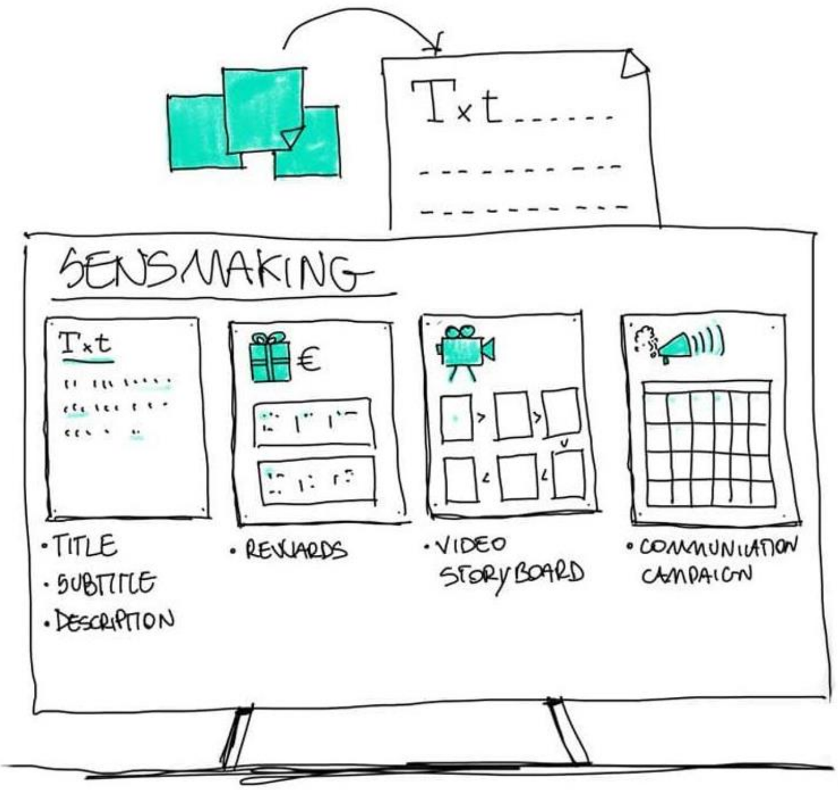
b. We clarify what’s the object of each communication action.

c. Looking at the group of our possible backers we clarify who each action is addressing.

d. We define what channel we’re going to use in each action.

e. We define what partners we need for each action.

f. We clarify what tasks we need to do to deliver each action.



4.4 Results

We are supposed now to have all the elements we need to present our crowdfunding campaign to potential backers. But before we publish it on our favourite crowdfunding platform, we need to validate it with our community. Let's take the last canvases we worked on to the next module, knowing that we will modify them and improve what we've designed depending on the feedback coming from who is supposed to back our project.

MODULE 5 | PROTOTYPING THE CAMPAIGN

5.1 Introduction

How can we be sure our potential backers are willing to support our campaign? How can we engage our closer supporters even before the launch of our campaign? How do we know the campaign we designed is good enough to reach the goal? All these questions are going to be answered during the following module. Module 5 indeed is driving us through a lean approach applied to crowdfunding. Finding our fans and engaging them in validating and redesigning what we got during module 4, this practice will help us to improve what we designed, gain more confidence in the campaign we will launch and - even more important - to have a base of people ready to back our project from day 1.

5.2 Description

3 crowdfunding circles. The future backers can be reached through three basic categories:

1. Inner circle: people we already know. Family and friends of our team are the one who will support us from the beginning, because they trust in us more than in the project we want to back. They have to be involved now in the feedback loop that will redesign our crowdfunding campaign.
2. Network circle: the community impacted by the problem we're solving and/or the solution we're bringing. They can be geographical networks (the Berliner neighbourhood where we will set up our coding school) and/or topic networks (social workers working with migrants, Italian migrant community, coders). It's important to reach them out in this phase to have a fine tuning of the campaign we designed and bring them onboard before the launch.
3. Crowd circle: strangers. They are the ones who will land on our campaign "randomly", because they've read or heard about our project. Once they will land, they need to find a project funded for at least more than 50% and details about who the promoters are, what we're going to do with the money we will raise and how rewards are working. We have to be able to gain their trust, and we won't be able to do so if we're not showing the trust we got by our inner and network circle.

While the people in the 3 circles are all inside our target group, the approaching method can differ. This is the reason why it's important on this stage to map who they're thanks to crowdfunding personas.

Lean approach applied to crowdfunding. Lean methodology is a way of optimizing the people, resources, effort, and energy towards creating products and services based on what customers want, need and value. Through ongoing experimentation, workers learn by innovating for increasingly better quality and flow, less time and effort, and lower cost, eliminating wasteful practices and improving efficiency. It also allows business to respond with flexibility to changes in the marketplace by continuous improvement processes.

When it comes to crowdfunding, we adopt this approach to validate and improve what we designed. We will indeed ask our inner circle and find some representatives of our network circle what they think of the elements we designed during module 4. They're feedback will drive us in improving our campaign, take the right decisions and establish a sort of collaborative connection with a portion of our potential backers: our fans.

5.3 Activities

So that's great, we do have a crowdfunding campaign design, but … how can we be sure the design we made is matching with our potential backers' expectations?

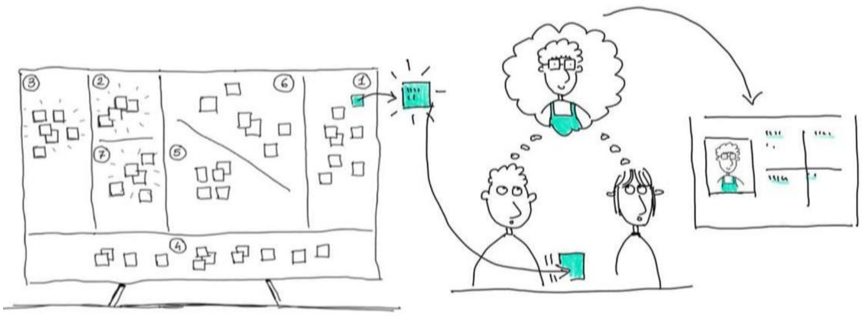
First step | CROWDFUNDING PERSONAS

First of all, we should know better our potential backers, the ones we pointed out in the previous canvas, by making Personas of them.

Personas is the most famous tool coming from design thinking: it's an archetypical description of the person we're designing for: a potential backer in this case. It allows us to have a shared knowledge of who we think we're going to ask money to. We can describe them after doing some interviews or leveraging our own experience, considering ourselves as accurate observers. In the latter case, we risk bringing our bias within the description, ending out with too many assumptions.

We should create as many Personas as the post-it we have in the left column of our previous canvas. To create a personas we have to follow few key points:

1. **Anagraphic overview:** let's describe our potential backers as we were reading their ID card.
2. **Picture:** let's draw or find a picture that is describing our personas, it will help us to move from stereotype (ID card data) to archetype perception of them.
3. **Quotes:** let's go deeper in our archetypization path. What are other people talking about our personas? What is our personas saying often? What's the quote better describing them?
4. **Likes / Dislikes:** it's the last step to get an archetype out of a stereotype. What do our personas like to do? And what don't they?
5. **Need and dreams:** once we get an idea of how our real potential backers are done, let's try to investigate what they are looking for in their lives that they can find in our campaign .What needs could our personas satisfy by backing our campaign? What dream do they have resonating with what we tell about our project?

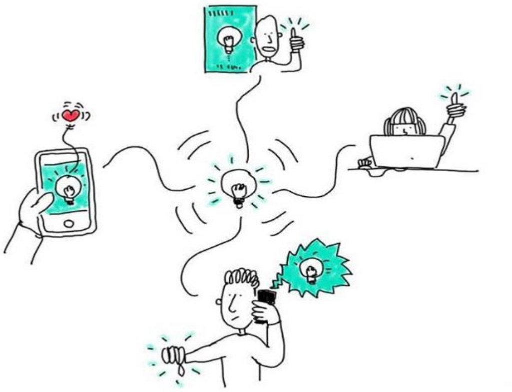


Second step | VALIDATION TOOLS

Now that we think we know why our potential backers will back our project, let's find it out if it's real or not. The best way to do it it's to ask them.

Starting from what we create during the sense-making step of previous module, we will create opportunities of validation using one or more of the following tools:

1. **Chat:** we can use message apps or live talk to tell what our campaign is about, by simply sharing the campaign title and subtitle or the storyboard of our video.
2. **Form:** we can write down and/or create an only form to share or show to some of our friends representing the potential backers. This form should present the title, subtitle and a short description and give the opportunity of choosing between the different rewards, giving feedback and suggesting new ones.
3. **Posters:** we write on a poster title, subtitle and description of our campaign and by showing it alive or on chat, we ask for feedback.
4. Any other way we find to present what we design and collect feedback by other people.



Third step | TEST AND IMPROVE

Once we have prepared our validation tools, we can now test them with real people in the real world. While doing so we should take care of:

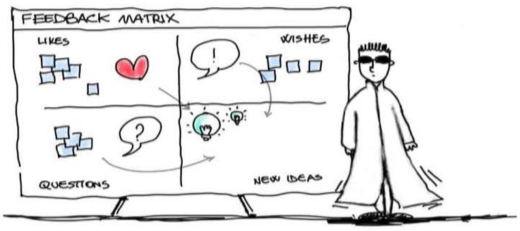
- explain briefly what the project is, better if by using what we designed (title and subtitle),
- telling them to feel free to share their thoughts aloud while interacting with the validation tool (chat, form, poster, etc …),
- note down every insight we have,

- make or leave space for questions helping us to clarify anything we need,
- in case of live testing, be sure to let our tester speak more than 90% of the time (we should speak less than 10%).

Once we're done with the test and we found ourselves with a lot of insight, we are ready to cluster the insight within a feedback matrix, made of 4 parts:

- Likes: what have our testers liked about what they have seen?
- Wishes: what have they suggested for our campaign?
- Questions: which questions have they asked during the test?
- New ideas: looking at the previous answers and at our notes, is there something we can add, modify, cut out from the design of our campaign?

The cluster "New Ideas" will enable us to improve our campaign. If it happens, we should make another round of personas, validation tools and test, or at least share what we came out with our testers: they are potentially, indeed, part of our campaign community.



5.4 Results

We're closing the 5th module with a campaign validated with real people representing our potential backers. These people have supported our ideation phase and are now engaged somehow with our project: they're part of our community, let's not forget them. We should indeed, take care of our community even if our crowdfunding campaign has not started yet: we should thank them for the interest and support they gave us and update them of every next step we're going to take towards the launch of our campaign .

6.1 Introduction

The development of a social enterprise requires a well-structured team of people willing to support processes. Recognising the right skills needed by your project, and how to find them in people in your surrounding can lead you to obtain effective results in less time.

6.2 Description

What do we mean, when we talk about a team? We are not just referring to people who will work with us or people that we should hire, but also to people who can inspire us.

In general, we can describe a team as a group of people that has an assignment to solve together. More specifically, the people involved in the team should feel committed enough to be willing to achieve a common goal.

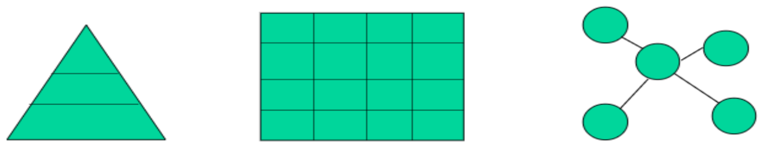


Figure 1: Three different organisational models: Hierarchy, Matrix and Team

The key elements to consider when building a team for a new project are described in Figure 1.

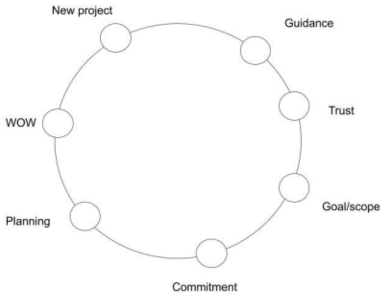


Fig. 1: Team building, key elements

When building a team, you should identify three principal roles: leaders, members and contributors.

The team leader role involves the development and encouragement of the team through training, leading, motivation, recognition, rewarding and other activities that stimulate or force team members to do the required tasks.

A project team member is a person who is actually involved in doing assigned tasks. Team members directly access the project and actively evolve its processes.

A project team contributor is a person or an organization that participates in teamwork but is not actually involved in performing tasks and carrying out project team responsibilities. Contributors help improve the project through giving valued suggestions, expert judgment and consultation. They aren't responsible for the project results.

Trust is essential to an effective team, because it provides a sense of safety. When your team members feel safe with each other, they feel comfortable to open up, take appropriate risks, and expose vulnerabilities.

The goal has to be known, shared, meaningful, ambitious and with some level of risk.

Committing to the team plans gives the team a strong focus on succeeding and highlights the steps necessary to succeed. When team members understand their work in the context of the team's plans, they become more committed to team success and less troubled by any short-term difficulties.

Commitment to a common goal is one of the cornerstones of teamwork. It occurs when each member of the team focuses on achieving the team's purpose over and above their individual objectives.

Planning promotes team building and a spirit of cooperation. When the plan is completed and communicated to members of the organization, everyone knows what their responsibilities are, and how other areas of the organization need their assistance and expertise in order to complete assigned tasks.

The WOW factor works not only in the crowdfunding phase but also in the teamwork effectiveness. The WOW factor makes the team members proud to belong to the team and leads to more commitment and trust in the group.

Considering the challenges a social enterprise should face, the team should be composed by people with specific key competences:

- The creative technician;
- The information seeker;

- The spoke person, addressing to the outside contacts;
- The entrepreneur: activities creator;
- The coordinator: take care of the project management and possible connections;
- The environment creator: organize the context

It could happen that one person takes more than one role.

As already said, creating the right team can facilitate the creation of a new social enterprise, considering the influence of the team on the achievement of the foreseen goals and results. In particular, the team influences:

- The formulation of issues and tasks;
- The production of solution concepts;
- The acceptance of new solutions through argumentation and communication;
- To establish the valuation criteria;
- To get involved with values and choices.

6.3 Activities

Identifying the skills of the people involved in the project is the first step to build a working team.

First step | PERSONAL MARKETPLACE

Each participant receives a A3 paper sheet and answer to the following questions:

- Name
- Personal Motto?
- Personal Intentions?
- Expectations?
  - The Project
  - The Team
- Super-skill?
- Additional information?

After answering the question, each participant will draw a picture of themselves!

Method: we give participants 15 minutes for production, and 2 minutes each to present the results. Once done, we take a snapshot of the result and the person.

Second step | SIX DEGREES OF SEPARATION

“Six Degrees of Separation” is not just a game involving actor Kevin Bacon. The concept could be used to step up the networking efforts. It’s the idea that there are six or fewer people between each one of us and someone we want to connect with. It’s a powerful realization that if we grow our network, we can have access to far more people than we ever imagined.

As in the previous step, we only need paper.

We divide the participants into pairs. If we have an odd number of people, enable a couple to play in 3 people. Once we’re ready with pairs, we play two rounds:

Round 1:

- We ask each pair to identify a list of things they like and write them on a piece of paper.
- Next, we ask them to share their lists and find 5 things they have in common.

Round 2:

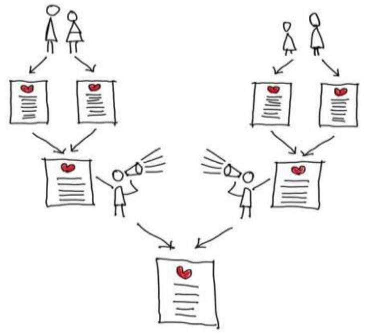
- We ask each person to go around the room and find someone else who likes at least one of the things in the short list of 5 items.
- Once they have found another person, they should compare their lists and compile a new list with 5 things in common in them.
- They should keep a record of these lists with the number of the round so they can refer back to it at the end of the exercise.

Each participant should try to find out the connection between them and the person they’ve just met. Maybe a common friend who knows how much they’re connected.

Each participant should try to be more liberal while matching things common with their partner. Things are not always going to match 100%.

Suggested timing:

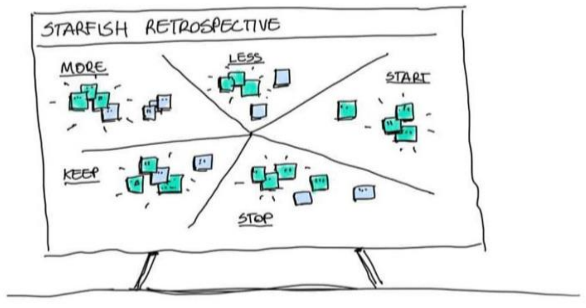
- Explanation of the Exercise: 5 minutes
- Activity: 20 minutes
- Group Feedback: 10 minutes



Third step | STARFISH RETROSPECTIVE

The Starfish retrospective is a technique developed by Patrick Kua to help teams reflect on varying degrees of actions and activities rather than simply the traditional what went well or what did not go well. So rather than just listing down what happened, this asks the team to be more specific and to foster thinking about practices that are generating value. It helps the team members understand how each other person perceives the values of such perspectives.

The Starfish diagram is divided into five sections: More, Less, Start, Stop, Keep doing.



Give everyone five minutes to add their ideas onto sticky notes in the sections

Spend 10 minutes reviewing all the ideas, asking follow-up questions, and discussing.
If certain ideas appear multiple times on the board, they should be given extra importance.
Ask everyone to vote by adding a dot next to the three most important ideas that should be focused on in the next sprint.

Review the results and compile a list of Actions/Decisions to ensure changes are implemented.
At the end of the next sprint, once again you can gather the team and complete another Starfish retrospective. This continual feedback loop ensures you can continually iterate and improve.

Keep Doing – These are things that energize the team, are adding value and something the team is doing well and you recognize the value in it. What are the good things in your project or what will people miss if it isn't there?

Less Of – These are practices that are already being done but might need refining because it is not currently helpful or productive in the current situation. This could be as simple as a behaviour, an activity or a routine that is not efficient or value adding in its current form.

More Of – These might be practices, technologies or activities that team members think there should be more of or is not currently being taken full advantage of. This might be additional paired programming or running more short sharp meetings.

Stop Doing – These are things that are not bringing value, or even worse, getting in the way. It's time for these to go.

Start Doing – a new idea, or something you have seen working before that you would like to bring to the table. It might be something simple or just to keep things dynamic and fun.

By focusing on the negatives first, it allows the discussion to embrace design thinking to think creatively and places more emphasis on positive thinking, not the negatives.

6.4 Results

At the end of this module, you will be able to reflect upon who are the right people to involve in your project. Who plays an effective role in the organisation and with which tasks; who is good to have on board to get new knowledge; and who can help you to promote your ideas and values.

MODULE 7 | FOLLOW UP

"The unique value of crowdfunding is not money, it's community." -Ethan Mollick-

7.1 Introduction

The aim of the following chapter is to give a general overview on the funding opportunities an entrepreneur may consider to develop his business idea.

What is extraordinary is that nowadays, beyond the traditional chances that were all dedicated to the exclusive niche of businessman with the capacity to give economical guarantee to its financiers, a young entrepreneur can draw on different and various options. We will discover how these methods of fundraising can be said to be more inclusive than traditional ones, because their success does not only rely on their economic performances, but especially on their ability to generate a social impact and to reach a community of people interested in that particular innovation.

As we will see, innovation and social impact are the key concepts of a successful business, especially when it comes to Social Entrepreneurship and start-up establishment. To this regard, we will deepen on what these concepts mean by trying to offer suggestions on how to run a business out of the traditional and exclusive economic paths.

7.2 Description

The Crowdfunding Community

One of the most important goals of a Crowdfunding campaign is the ability to create a community. This, indeed, not only represents the economical plafond of the fundraising, but it is composed of what it is at all intents and purposes the first group of customers and ambassadors of the product the campaign is trying to fund.

The community which develops around a Crowdfunding project, indeed, can be defined as the ensemble of the first investors of the idea and for this, it is in their interest to see the campaign growing, improve and, finally, collect the amount needed to carry out the Crowdfunding project. Consequently, the relationship between the startup and its community is fundamental and relies on mutual trust and confidence.

Also, given that a Crowdfunding campaign arises from shared problems or desires, the community represents the ideal place to test the idea prototypes, diagnose problems and collect feedback in order to find out and elaborate the best solution. To this regard, it is very important to invest in marketing actions which aim at bringing together a wide audience such as: presentation events, customer service and Social Media pages. All these instruments, indeed, represent real opportunities to get in direct contact with the potential clients, together with strengthening the relationship with the future users. Moreover, fostering opportunities for online and offline debates stimulates the community participants to generate precious feedbacks that can determine the success of the concerned product.

By the end of the campaign the community will have grown and it is crucial to consolidate the relationship with the updated community that has been structured.

Making the community important makes all the difference when it comes to engaging their help and giving momentum to the campaign.

Crowdfunding and other sources of finance

Running a business is not at all an easy task, especially when the appropriate financial resources are missing and the leader/s are obliged to act for the common good. For this reason, Crowdfunding is considered to be an alternative source of finance and one of the fastest growing practises for maintaining business sustainability through the funding, deriving from the public sphere.

Especially small or medium-scale business and social entrepreneurs are using this financial tool to enhance economic sustainable development and make social change. Also, most of the Non-Profit Organizations and start-up companies nowadays use Crowdfunding as a practice to raise fundings for their genuine projects, or to gather donations for a good cause they are supporting.

According to the European Commission, crowdfunding "is most often used by startup companies or growing businesses as a way of accessing alternative funds. It is an innovative way of sourcing funding for new projects, businesses, or ideas. It can also be a way of cultivating a community around your offering. By using the power of the online community, you can also gain useful market insights and access to new customers".

However, beyond Crowdfunding, there are many other funding options, such as:

- Micro Loans or Microcredit: this is a common form of microfinance that involves an extremely small loan given to individuals in order to help them become self-employed or grow a small business. These borrowers tend to be low-income individuals, especially from less developed countries. The concept of "microcredit" is typically attributed to the economist Muhammad Yunus and was built on the idea that skilled people in underdeveloped countries, who live outside of traditional banking and monetary systems could gain entry into an economy through the assistance of a small amount of money lending. This financial support was officially used for the first time by a group of women in Bangladesh who asked for a loan of 27 dollars that they were able not only to repay, but make the business running.

- Angels or Venture capitalists: these are highly successful entrepreneurs who seek to buy shares of potentially profitable companies at an early stage from their own funds. They typically make investments and also offer their experience, network and knowledge to help you succeed, in charge of a healthy return when the startup starts growing.

- Private equity: these are long-term investments into small, medium and large companies with the aim of making them bigger, stronger and more profitable. They are an alternative type investment that consists of capital that is not listed on a public exchange. Private equity is composed of funds and investors that directly invest in private companies. They offer several advantages to companies and startups because it allows them access to liquidity as an alternative to conventional financial mechanisms.

- Public Equity: this type of funding is very similar to private Equity with the difference that the source of financing is generated from selling a company to the public. When the public owns the company, the company must act in the economical interest of its many owners, or shareholders that will act in order to make their shared business grow.

- Asset Finance: is a type of lending that enables you to access business assets such as equipment, machinery and vehicles without having to buy them upfront. Asset Finance, in other words, is an equipment leasing where the lender buys the asset and the startup pays a monthly fee to rent it. At the end of the agreed term, the startup can decide to eventually extend the lease, paying the remaining balance to buy it, or to upgrade to a new model or even to return the asset back to the lender.

Entrepreneurship and social entrepreneurship

In this context it is interesting to consider also the role of the social entrepreneur. Not only do social entrepreneurs present new products in the reference market as traditional ones, but they also have the power to boost innovative ideas to solve community-based or environmental problems. Indeed, a social entrepreneur develops and funds solutions that directly address social issues. A social entrepreneur, therefore, is a person who explores business opportunities that have a positive impact on their community or on the society..

The main difference between entrepreneurship and social entrepreneurship lies in the value proposition itself. For the entrepreneur, the value proposition anticipates and is organized to serve markets that can comfortably afford the new product or service, and is thus designed to create financial profit. Instead, the social entrepreneur aims for value in the form of large-scale, transformational benefit that accrues either to a significant segment of society or to society at large.

While sometimes confused with nonprofit organizations, social entrepreneurship is a for-profit endeavor because the ventures created by social entrepreneurs can certainly generate income, and they can be organized as either not-for- profits or for-profits.

7.3 Activities

Successful business development tools

The most important goal for any entrepreneur is to achieve his business growth. According to Graham (2012), the key phase for growth is when a startup finds out what is in demand among the masses and it finds the right approach to attract these people toward his business product. When this chain of relationship works, there is a period of rapid growth for the business. Moreover, if the business withstands all the constraints of its domestic markets, it has the potential to grow into a larger company and expand to other markets. For this reason, it is necessary to construct a strictly professional and focused image of one’s company: because it will be the pole of attraction for a specific target of people.

The success of a business, regardless of the product or the service, is determined by some specific tools. The Small Business Development Corporation indicates 8 milestones for the immediate growth of a business, namely:

1. Getting to know your customers;

2. Offering great customer service;

3. Nurture existing customers and looking for new opportunities;

4. Use Social Media;

5. Attend networking events;

6. Host events;

7. Give back to your community;

8. Measure what works and refine your approach as you go.

Incubators and accelerators to grow your enterprise

While talking about start-up business, it is important to clear up the difference between the two terms: "accelerator" and "incubator", which are often assumed to represent the same concept. However, there are a few key distinctions that first-time entrepreneurs should be aware of.

Accelerators open-up and expedite the growth of an existing company and are more focused on scaling a business, while incubators produce disruptive ideas with the hope of building out a fresh business model and company and for this are centered on innovation. While both types of programs were popularized in startup hubs like Silicon Valley, nowadays they can be found all over the world.

The role of business incubators, which are mainly structured as co-working spaces to circulate ideas, is fundamental especially for early-stage companies because it helps support the entire construction process. Therefore, business incubators are, in essence, organizations that increase the survival rate of innovative startups by accompanying the growing business process. Incubators, nowadays, not only tech startups, but also work with companies in different industries and orientations.

On the other hand, accelerators have the role to support the company at an early stage of development, guided by education, mentoring and funding. Startups are included in accelerators for a specific period of time and as part of a cohort of companies. Early-stage companies, indeed, are typically given a small seed investment, and for this they need to access mentorship networks, typically composed of startup executives, venture capitalists, industry experts, and other outside investors, in exchange for a small amount of equity.

At the end of an accelerator program, it is likely to see all the startups from a particular cohort pitch at some sort of demonstration day attended by investors and media. At this stage, the business has been further developed and vetted.

From start-up to Scale-up

When we talk about a first stage company we refer to a startup. This early-stage business, founded by one or more entrepreneurs, seeks to position itself in an underserved market segment trying to develop a product or a service for which they believe there is demand. Being a startup, though, is a temporary status because when it comes to really innovative companies with a good eye for business, these are able to evolve into scale-ups at a certain stage of maturity.

A scale-up is a company which has found its stability as a business model and in the industrialisation of its offer. While scaling-up, though, the business still seeks to develop in terms of market access, especially in an international perspective, but also in revenue and number of employees, adding value, identifying and realizing win-win opportunities to work with well-known companies worldwide.

Accordingly, a startup becomes a scaleup after it has confirmed its business model hypothesis, solved all the challenges of a startup, and is thus ready for an exponential growth. In other words, a scale-up is nothing other than a successful startup.

7.4 Results

In this chapter we have seen how many innovative funding resources exists beyond crowdfunding. What is of particular interest is that today's source of funds mainly derives from online platforms activities. What makes this kind of fundraising activities successful is the special relation the campaigns establish with their investors, category that is no longer represented by an exclusive niche of wealthy contributors, but rather it can be defined as an actual community that from below, starting with even minimal contributions, finances an innovative idea in which they firmly believe.

As we saw, what differentiates this kind of funding proposal from traditional methods, is the importance of the idea an entrepreneur wants to promote: this has to be innovative and impactful, it must promote an appreciable change on the reference community lives. The product a campaign promotes, indeed, must embody a community-based need because only this way an entrepreneur can raise a relevant public to finance it.

In this context emerges the figure of the Social Entrepreneur the role of which is strictly related to these innovative methods of funding collection. Not only a Social Entrepreneur differentiates from a traditional businessman for the choices in terms of funding base, but also because the ideas and projects he aims at implementing have a relevant impact on communities. To this regard the career opportunities of a Social Entrepreneurs can start from establishing a start-up business together with other people who share his perspective on social business and make use of innovative instruments such as incubators and accelerators to lead his initiative growing and creating a greater impact on the target community.

REFERENCES

1. European Commission (2021). *Internal Market, Industry, Entrepreneurship and SMEs*. Source: https://ec.europa.eu/growth/tools-databases/crowdfunding-guide/what-is/explained_en
2. Richards, R. (2021). *Accelerators Vs Incubators: How to Choose the Right One.* MC Masschallenge. Source: https://masschallenge.org/article/accelerators-vs-incubators
3. Small Business Development Corporation (n.d.). *8 ways to grow your business*. Source: https://www.smallbusiness.wa.gov.au/business-advice/marketing/8-ways-to-grow-your-business
4. *Alternative Business Funding: Top Alternative Finance* | *Workspace*. https://www.workspace.co.uk/content-hub/business-insight/top-15-alternative-funding-sources-for-new-and-gro
5. «What Is a Startup?» *Investopedia*, https://www.investopedia.com/terms/s/startup.asp.
6. «Business Incubator | Role Of Business Incubators | Types Of Incubators». StartupTalky, 2021, https://startuptalky.com/role-business-incubator/.
7. Hathaway, Ian. «What Startup Accelerators Really Do». Harvard Business Review, 2016. hbr.org, https://hbr.org/2016/03/what-startup-accelerators-really-do.
8. Scaleups. When does a Startup turn into a Scaleup, 2014, https://startupeuropepartnership.eu/scaleups-when-does-a-startup-turn-into-a-scaleup/.
9. Graham, P. (2012). *Startup = Growth*. http://www.paulgraham.com/growth.html.
10. https://www.uschamber.com/co/start/startup/what-is-social-entrepreneurship
11. https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition
12. https://www.techrepublic.com/article/accelerators-vs-incubators-what-startups-need-to-know/
13. https://blog.200crowd.com/limportanza-della-community-in-una-campagna-di-equity-crowdfunding/
14. Wikipedia: https://en.wikipedia.org/wiki/Crowdfunding

4. METHODOLOGIES

4.1 DESIGN THINKING

Design Thinking can be generally defined as an "out of the box" methodology for problem solving. It consists of an iterative process based on identifying and isolating problems that one did not consider before: the power of this tool lays on its lateral thinking approach. Once isolated the issue, the Design Thinking methodology permits to identify alternative strategies and solutions that had not been considered at a preliminary stage. The very core of this strategy is to understand how people interact with products/services and analyse this relationship in order to generate smart questions and genuine solutions for the idea one's wants to promote.

The success of Design Thinking, indeed, relies on its capability to empathise with the needs of the people for which a product/service is designed for. To this regard, this methodology helps to put the designer in the shoes of a prospective buyer, a scenario that normally is difficult to assume. For this reason, Design Thinking is extremely helpful in questioning a business idea and going beyond the immediacy.

Design Thinking becomes an extremely important tool when it comes to Crowdfunding because the capability of empathising with the possible future users is the very key of a successful campaign. To this regard, a Crowdfunding initiative is successful when it can observe, isolate and being inspired by the needs of the potential clients. The result of such an attentive analysis, indeed, can lead to offer an original and centred product/service on the market. For this reason, the whole process of Design Thinking becomes essential in defining the best idea and the most appropriate way to market it.

It can be said that Design Thinking is an extremely useful tool in tackling issues because it helps re-framing the problem in human-centric ways, suggesting original ideas: brainstorming, prototyping and sketching scenarios sessions… all these activities involve ongoing experimentation. The whole process, then, requires the implementation of different tools useful to foster the problem-solving mechanism to the following steps.

The Design Thinking process consists in different phases. However, every designer who approaches this method must keep in mind that these stages are not necessarily rigid pieces of a predefined sequence, but some may come before/after others, depending on the designer's need.

1) EMPATHISING with the possible buyer/client/user
2) DEFINING and isolating the user's needs

3) IDEATING (brainstorming) possible new solutions starting from the new assumptions
4) PROTOTYPING the new-born strategies
5) TESTING the fresh idea.

An example of Design Thinking tool is the Empathy Map, particularly useful, as the name suggests, during the first step of the process. More specifically, this is a collaborative visualization used to articulate what one knows about a particular type of user. It helps externalizing knowledge about users in order to create a shared understanding of user needs, and aid in decision making.

4.2 LEAN METHODOLOGY

Lean methodology origins root in the Toyota production system during the ’50- ‘60ies and its success was due to the reduction of time and costs waste, while consisting in the product optimization.

Over time, Lean Methodology has been considered very successful also when applied to business optimization because it can really impact on the flow of value and the continuous improvement of a business reality. When applied to a business scenario, the attempt to eliminate waste of time and costs is transformed into the research and understanding of what the customers want and need and in eliminating what they do not want. These needs are seen as opportunities to create value and to foster the business growth.

This approach is very effective when it comes to Crowdfunding strategies, where it is necessary to empathise with the public one wants to reach. To do so one must go beyond the immediate intuition, which is often contaminated with subjective judgements, to think laterally about what possible customers may desire.

To this regard, the idea “production line” become lightweight, because the frontline workers are asked to actively participate to the brainstorming process and the role of the leader is to define the goal and guide the time to discover the most appropriate course of action toward that goal. Lean leadership empowers employees with the autonomy to make decisions, the opportunity to master their craft, and the purpose (the “why” behind the work) to understand the value of their efforts. For this reason, when it comes to social campaigning Crowdfunding it is very important to involve the whole line in the decision making: not only for a question of plurality of perspectives, but because when it comes to working on something people believe in, there is strength in numbers.

However, Lean Methodology efficiency lies on its constant attempt to improve the product/idea fostering a continuous learning-and-testing mindset. To this regard Lean Methodology teaches how to gain business agility: regardless of whether what we deliver is a failure or a success (or somewhere in between), using this process helps gaining valuable insight into how to improve.

4.3 LEARNING BY DOING

With learning by doing is meant that the process of learning is assimilated through the action of doing what we actually have to learn. This concept was first coined by the pragmatist philosopher John Dewey who suggested that active engagement, rather than passive digesting, facilitates deep learning processes and encourages people to do mistakes and to critically question what one's doing.

The experiential learning is a methodology that works when the person involved in the learning process already has some groundwork of what is asked by the specific task. After some familiarity with the content is gained, then, the technique calls to actively engage with the material and generate the actual knowledge. This happens because this methodology requires readiness, active thinking, flexibility and a creative mindset in order to complete an assignment.

The learning by doing methodology can be a successful tool while applied to Crowdfunding because it does not require people who are seeking for the right campaign format to be experts. Indeed, using the learning by doing methodology in cooperation with other tools such as the design thinking or the lean approach, can be the best way to actively engage the creator to improve quickly and understand which critical points to address and turn into opportunities for growth.

The most relevant benefit of the experiential learning regards the impact on memory because people are more likely to remember something they have done by themselves, rather than learning by abstracting ideal situations and case studies. Moreover, one of the strengths of this methodology is that is suits every age: while children with no background are curious and try their best to learn something new, adults challenge their ability to think creatively and laterally.

Some learning by doing tips are:

1) OBSERVE THE EXPERTS. It is well known that our brain function by imitating our peers, and that our learning processes are accelerated as we observe others completing activities we do not know.

2) PRACTICE TO PERFECT. The more one tries to reach its objective, errors included, the more chances there will be to perfect the result.
3) TRY BRAIN STIMULATING ACTIVITIES. Keeping the brain in shape is the first requirement to be performing when we are asked to be ready and receptive in doing an activity. It helps us prepare for the unexpected and face it as if it were a positive challenge.

4.4 STORYBOARDING

Generally speaking, a storyboard is a linear sequence of illustrations used in animation and movies to develop a broader story. In particular, it was Walt Disney who had mastered the storyboarding technique and made it a process within Disney before the production of big movies. Using storyboard allowed Disney to share and make the collaborators understand the broader vision of the project.

However, nowadays, methodology has been discovered as a successful tool for business growth which can be extremely helpful in order to understand and map customers' experience and to visualize the next step a business has to do in order to develop.

The power of a storyboard is to help visualizing the critical moments of the whole story we want to tell. For this, the storyboard tool is fundamental in stimulating the designer in imagining the stages he/she must take in order to achieve the targeted goal. For this reason, using storyboard is extremely supportive in Crowdfunding, because it helps visualize the key steps needed to accomplish the goal the campaign wants to accomplish. From this, the second step is to rationalize the set of actions necessary to bring to fruition each image we have introduced in our board.

The key elements that make storyboarding a successful business tool are:

- Possibility of visualizing a whole story with a minimum amount of information;
- Quick and dynamic approach to visualize an entire story, its gaps, problems, and focus points;
- The ability to capture the critical emotions at each sequence;
- A way to present and pitch a story before it could get produced.

As anticipated before, another profitable way of using storyboard consists in mapping the costumer experience. While used in this case, storyboarding can be an extremely helpful instrument that orient the designer to simulate the costumer experience. By using storyboard, indeed, one can depict the different steps someone goes through while approaching the new product/service. In this case, storyboarding means to visualize the story of the customer experience, where the designer tries to identify with the possible user and understand the steps he/she is going through. By visualizing the entire process, then, it is easier to understand what are the missing points that need to be fulfilled and that can become opportunities to develop a greater experience for the users.

4.5 NON-FORMAL EDUCATION

Crowdfunding is an internet-based method to raise capital which involves pooling small amounts of money from individuals. Creators develop a profile on a crowdfunding platform and explain their monetary goals, planned use of the funds, and timeline for reaching their goals. Individuals enjoy the possibility to contribute to the ideas they believe in, even if they can invest only small amounts.

Crowdfunding was used for the development and production of an information literacy game, SEEK!, in 2012. The game aims to build skills around creating a search strategy and is deliberately generic and adaptable to any environment and target group. Another example in 2019, Moving Youth European Orchestra involved 51 High school students, musicians, apprentices and amateurs, young European volunteers and young NEETs from the priority districts of the Bordeaux Metropolitan Area launched a Europe-wide crowdfunding campaign to mobilise foundations that support young Europeans' projects and projects in the field of music thanks to the digital tools developed by the NEETs involved during the Erasmus youth mobility.

One of the methods to learn about Crowdfunding and Social entrepreneurship is non-formal education. The formal education system does not always encourage and prepare young people to rapidly adapt and satisfy the dynamic labour market needs, to take risks and capitalize ideas into action plans, to work in a team and learn how to carry out projects. This gap is partly filled by the area of non-formal education used and promoted mainly by non-governmental organisations and cultural institutions which are active in the field of youth work.

Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum.

Traditionally-underserved students as well as families from deeper into the middle class, find it difficult to afford a college education. According to the Student Exchanges in Times of Crisis, a research report on the impact of COVID-19 on student exchanges in Europe, almost two-thirds of respondents do not yet know what will happen with their grants and are trying to get information from universities or national authorities. While higher education is facing precarious situations, if not declining, demand for completers of post-secondary credentials has never been higher. In this context, crowdfunding and social entrepreneurial skills learnt through non-formal education can be used as one of the tools for tackling this issue.

First, in terms of knowledge acquisition objectives, non-formal education aims to demonstrate familiarity with (1) crowdfunding principles, types, and models and discuss the differences between them; (2) key actors in crowdfunding markets, including platforms types, functionalities, and business models; (3) the role of context (industry, national, and international issues) in crowdfunding practice and patterns; (4) success and failure factors in crowdfunding campaigns; as well as (5) ethical dilemmas in crowdfunding and possible mechanisms for mitigating them. Second, in terms of skill development, to demonstrate skills in (1) crowdfunding campaign planning, as well as component and process development; (2) crowdfunding campaign budget and financial planning; and (3) crowdfunding campaign marketing and promotional planning.

Accordingly, the above-stated objectives relate more to the non-formal education 'through' rather than 'for' types of objectives, where crowdfunding campaign development is used as a setting for the acquisition of understanding and skills related to crowdfunding campaign management. In this sense, expected outcomes do not require participants to fundraise or contribute financially to crowdfunding campaigns, but rather to acquire knowledge and skills that may prove helpful for those who may wish to engage in crowdfunding activities in the future.

To become Social entrepreneurs, youths have to convert social problems into opportunities, create businesses, and transform entrepreneurial experience into social changes. Therefore, it is important to understand the formation of social entrepreneurs as creators of social innovations. The formation of social entrepreneurs is linked to their learning spaces and contexts, their leadership trajectory, and their motivations to undertake social entrepreneurship, as these factors are permeated by formal and non-formal education.

REFERENCES

- https://www.interaction-design.org/literature/article/what-is-design-thinking-and-why-is-it-so-popular
- https://medium.com/paper-mentorship/how-design-thinking-turned-an-idea-into-50-000-of-sales-128e3f016bf7
- https://www.planview.com/resources/articles/lean-methodology/
- https://www.the-learning-agency-lab.com/the-learning-curve/learning-by-doing/#:~:text=What%20is%20learning%20by%20doing,again%20alone%20in%20the%20studio
- https://www.orchidsinternationalschool.com/blog/child-learning/learning-by-doing/
- https://fourweekmba.com/storyboarding-business/
- https://link.springer.com/chapter/10.1007/978-3-030-46309-0_20
- https://www.researchgate.net/publication/340074691_Formal_and_Non-Formal_Education_A_Study_on_the_Formation_of_Social_Entrepreneurs
- https://pjp-eu.coe.int/en/web/youth-partnership/non-formal-learning?desktop=true

5. JOINT STAFF TRAINING EVENT

The partnership implemented a piloting activity held in Madrid, Spain, from the 5th of July to the 11th of July 2021.

5.1 SUMMARY OF LLT

Weeklong international training course based on the handbook content of the project, including the topics of crowdfunding, entrepreneurship and innovation.

5.2 OBJECTIVES

The objectives of the LLT Program were to provide a training course to develop youth operators' knowledge, skills and methodologies about entrepreneurial mindset development; crowdfunding opportunities and tools; market needs and opportunities; innovation and strategy. The goal will be merging these topics with Non Formal Education (NFE) methodologies in order to empower the NFE educators in sharing this knowledge with young people carrying new ideas but lacking in funding opportunities and skills in order to help this youngster in developing their ideas and enhance their entrance in the labour market.

5.3 AGENDA

MONDAY 05/07

14:00 Welcome

14:30 Welcome Ceremony

15:00 Ice-Breaking Activities

16:00 **Break**

16:30 Community Building

17:30 Wrap up & Overview

TUESDAY 06/07

9:00 Coffee

9:30 Crowdfunding Fundamentals

11:00 **Break**

11:30 Crowdfunding Experiences

13:00 15 min Wrap Up

WEDNESDAY 07/07

9:00 Coffee

9:30 Innovation

11:00 **Break**

11:30 Innovation

13:00 15 min Wrap Up

THURSDAY 08/07

9:00 Coffee

9:30 Crowdfunding: Board Game

11:30 **Break**

12:00 Feedback Activities

13:30 15 min Wrap up

FRIDAY 09/07

9:00 Coffee

9:30 Entrepreneurship

11:00 **Break**

11:30 Entrepreneurship

13:00 15 min Wrap Up

SATURDAY 10/07

10:00 Coffee

10:30 Leadership & Soft Skills

11:30 Feedback Space

12:00 **Break**

12:30 Closing Ceremony

SUNDAY 11/07

Outdoor Self Guided Activities

5.4 LTT WORKSHOPS

DAY 1	
Learning Outcomes	Creation of a business solution
Typology	Practical Activity
Methods	Verbal Methods: Non-Formal Education Interactive Activities Teamwork
Delivery Content(s)	Knowledge content: Entrepreneurship skills, development of a business solution and business ideas
Procedure	Participants are divided into groups of 4 in which they will be working the whole training. The next activity of the day was a community building activity in which participants had to choose between a series of images and in their groups construct a problem based on those images. The objective of this exercise was to then create a business solution for the problem they constructed. This business solution was then used throughout the week in other activities with the goal of building a more concrete business idea.

DAY 2	
Learning Outcomes	Understanding of the crowdfunding fundamental models Implementation of business ideas
Typology	Theoretical and Practical Activity (Introduction to the main topic)
Methods	Verbal Methods: Non-Formal Education Interactive Activity Teamwork
Delivery Content(s)	Theoretical content: Presentation of the fundamental crowdfunding models, steps of crowdfunding, the different platforms available
Procedure	Implementation of the theoretical part into participants' business idea Discussion with an experienced speaker: real life example of a crowdfunding campaign Evaluation of the weeklong training

DAY 3	
Learning Outcomes	Introduction on the theoretical topic of innovation and its different tools/methodologies for starting a business Implementation of concrete business ideas
Typology	Theoretical and Practical Activity (Introduction to the main topic)
Methods	Verbal Methods: Non-Formal Education Interactive Activity Teamwork
Delivery Content(s)	Theoretical content: Training on innovation and its different tools and methodologies that can be beneficial to start a business. Examples of success in innovation as well as a brief introduction to the topic of user persona
Procedure	The participants were given time to work on their business idea using the methodologies that were discussed, to innovate and keep building on their idea.

DAY 4	
Learning Outcomes	Introduction to the board game Learning how to design and apply a business idea
Typology	Practical Activity
Methods	Verbal Methods: Non- Formal Education Interactive Activity Teamwork
Delivery Content(s)	Theoretical Content: Understanding of the Crowdfunding board game
Procedure	The board game is designed to pass through all the steps required to take an initial idea to a valid idea, to obtain funds through crowdfunding, guiding participants through each step. After playing the game, participants were able to give feedback about the board game for improvement.

DAY 5	
Learning Outcomes	Introduction to the main topic on social entrepreneurship and incubation and acceleration programs Creation of an incubation experience Presentation of a business idea
Typology	Theoretical and Practical Activity
Methods	Verbal Methods: Non-Formal Education Interactive Activity Teamwork
Delivery Content(s)	Theoretical content: Presentation about social entrepreneurship and incubation and acceleration programs
Procedure	Participants were then given a task to complete in order to walk step by step on the creation of an incubation experience. After this activity, participants were ready to pitch the business ideas they have been working on during the week. Each group presented their idea in a 5-minute window where they had to describe the problem and solution they were proposing as well as their user, strategy and crowdfunding campaign. Participants then were given "coins" to invest in the idea/crowdfunding campaign with the best strategy.

DAY 6	
Learning Outcomes	Practicing their skills in order to measure their level of leadership Understanding of many different skills
Typology	Practical Activity
Methods	Verbal Methods: Non-Formal Education Interactive Activity Teamwork
Delivery Content(s)	Practical content: Individual skills assessment Evaluation of the weeklong training
Procedure	Participants were given a leadership and skills assessment that they worked on individually to understand what kind of leader they are and what skills they have. Then they were able to share this with their group to understand the different skills they have

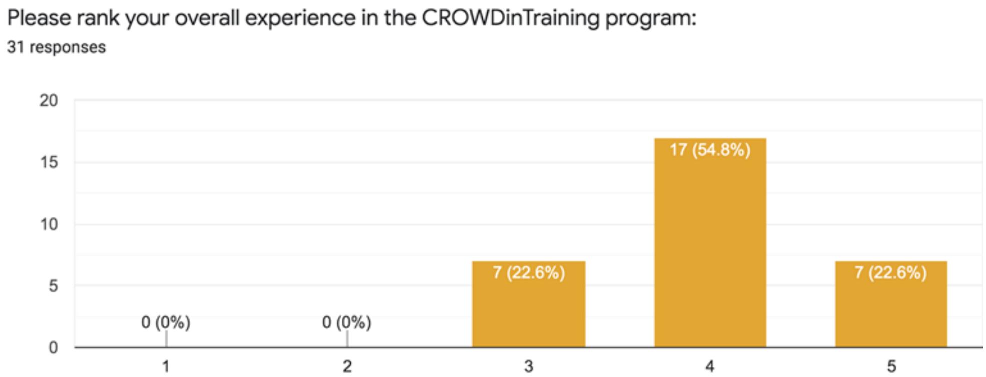
	been working with during the week. After that, participants completed an evaluation of the weeklong training and were able to give feedback on what they have learned or what they think can be improved from the training.

DAY 7	
Learning Outcomes	Finding a solution for the escape room activity Getting to know the places of Madrid
Typology	Practical Activity
Methods	Verbal Methods: Non-Formal Education Interactive Activity Teamwork
Procedure	Participants were in groups and solved an escape room while at the same time getting to know different places in Madrid.

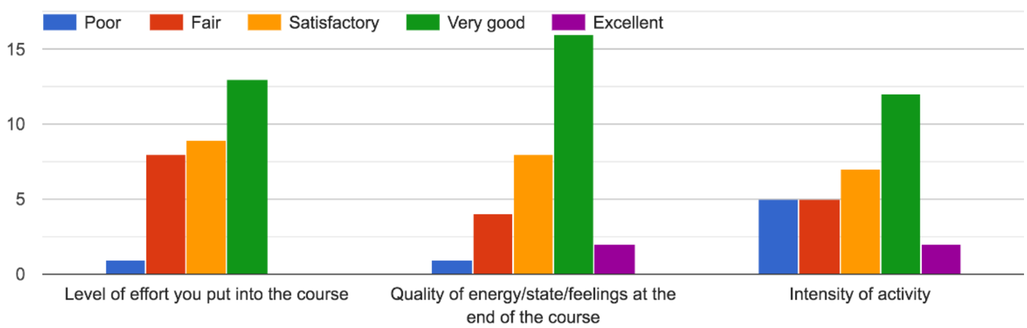
6. LTT REPORT

6.1 FEEDBACK LLT

According to the evaluation conducted at the end of the program, the average overall experience of the 30 participants ranked 4 out of 5, with 54% of participants ranking the program at a 5, 22% ranking at 4 and other 22% ranking at 3. Overall, the level of effort ranked as satisfactory or very good, with a low percentage of participants ranking this category at a lower or higher level. This could be attributed to the differences on the level of expertise of participants regarding the topics given, crowdfunding, innovation and entrepreneurship.

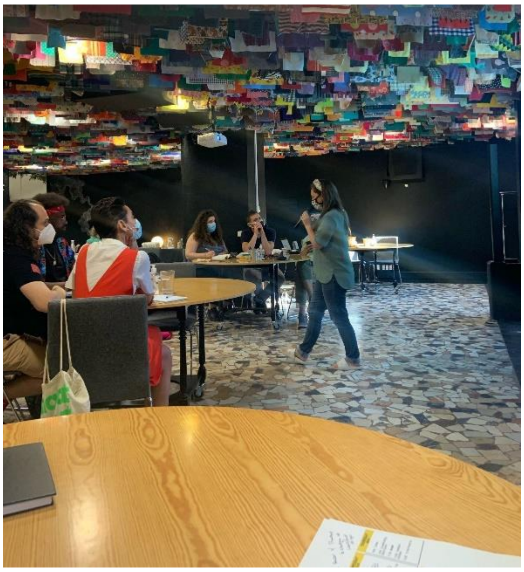


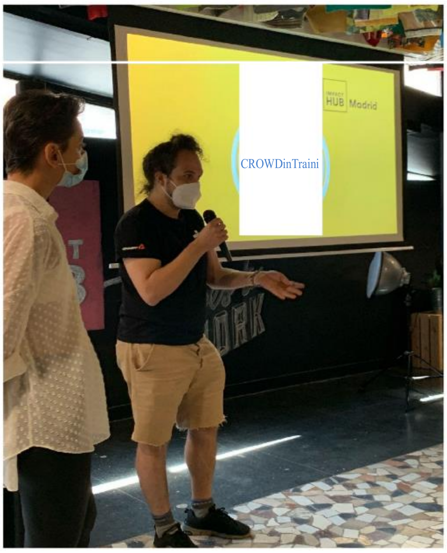
Level of effort



As for the contribution to learning, 6 participants had a poor level of knowledge on the topics discussed at the start of the course. At the end of the course, 66% of these 6 participants had a satisfactory level of knowledge, 17% a very good one, and 17% a fair level of knowledge. Other 6 participants answered that their level of knowledge at the start of the course was fair. Of these 6participants, 50% had a satisfactory level of knowledge at the end of the course, 33% passed from fair to very good and only 17% stayed at the same level, fair. Other 10 participants had a satisfactory level of knowledge at the beginning of the course, of these participants, 30% stayedat the same level, 30% answered that their level of knowledge was fair and 40% answered that it was very good. However, the level of knowledge at the end of the course cannot be less than it was at the start of the course, so the 30% that answered fair could be that the question was not understood clearly. Lastly, 9 participants answered that their level of knowledge at the beginning was very good, 100% of these participants thought that at the end of the course their level of knowledge stayed the same, ranking at a very good level. We can see that since this was an introductory course, participants who had a basic level of knowledge had the highest contribution to learning.

6.2 PICTURES OF THE TRAINING




HUB Madrid
CROWDinTraini


CROWDFUNDING

7. OTHER EXAMPLES OF WORKSHOPS

Learning Outcomes **Purpose of the exercise**	Promoting the awareness of the participants of the practical part and the necessary tools in creating a crowdfunding campaign.
Group Size	Groups of 5
Duration	(30 minutes+)
Materials and Preparation	Worksheet for each group to record choices Pens, sticky notes, paper 'Taking Ownership' report Presentation (crowdfunded community investment)
Session Description	See slides. Introduces the topic of crowdfunded community investment and what the tools can be used for. Groups discuss type of projects and decide on one they think would be interesting to focus on for task two and three (could be their own project or an example) Groups fill in worksheet one on: project, community and sustainability model, and the social mission, reason for fundraising as well as how much it will cost (overall and set-up) **What's your organization?** Group picks an example organisation - name and type. It could be one of their own, or inspired by one of the case study examples. E.g. "Blackfriars Community Gardeners" - a group of volunteers who love gardening on roofs in the Blackfriars are **The social/community vision/purpose of the organization**. E.g. "We want to provide a space for the community to come together and improve the local environment through setting up a garden". **Who's in your community?** Try to get the group to think about the whole range of individuals and groups that might exist in their community and who will come into contact with the project (e.g. users). E.g. geography (e.g. village, urban), demographics: income level/deprivation, age, diversity, other community or social groups. **What's your project?** E.g. set up a community centre, expand a community arts project. **What are you fundraising for?**

	The particular thing(s) that community investment will pay for. E.g. the purchase of the building, the new ramps in the skatepark **How much will it cost?** (overall and for set up) Try to get the group to come up with realistic estimates here, then work with these assumed figures for the rest of the workshop. E.g. £10,000 set up costs (1-1 advice, promo video, platform fees) + £100,000 purchase of asset + £40,000 organizational set up costs (e.g. staff, systems etc.). **What's your business model?** How they will generate income to eventually pay back the investments (+ any interest). Try to get as much detail as possible, especially on operation post set-up (but with no expectation of full costings). E.g. we will generate income from food and drink sales in the cafe and the rent of desk space.
Debriefing	● It might make the following activities more difficult if there isn't at least something in each of the boxes in worksheet 1. It might help to say that to the group at the start and give time updates e.g. every 5-10 mins. ● Make sure there's time for the last 4 questions as those require the most thinking.

Learning Outcomes	The activity will help to understand the differences between accelerators and incubators. During the activity, participants will practice learning how to choose the right one.
Group Size	Groups of 4-5
Duration	30+ minutes
Materials and Preparation	Laptop, ppt presentation, pens and paper per each participant
Session Description	After the presentation on the use of incubators and accelerators in the workshop, participants receive instructions from the trainer on the activity. The trainer divides the participants into groups of 5 and distributes paper with pens to each. The trainer also gives the groups a list of the pros and cons of the incubator and accelerator (mixed).

	Accordingly, the task of each group will be to determine which of the provided pros and cons belong to the incubator and which to the accelerator.
Debriefing	In the end, the trainer evaluates the results by encouraging debate, and each participant justifies which of the two options he would prefer in order to grow his start-up. Feedback from trainer. Participants fill in the evaluation form.

Learning Outcomes	With the help of leading questions, participants will understand the methods, ways to obtain support for their projects. This activity will contribute to a clearer understanding of the potential challenges to creating a crowdfunding project, and will encourage to find the ways of its solution. The forums provided in the activity below will help you not just learn more about the industry but also promote your campaign.
Group Size	Groups of 5
Duration	(35 minutes+)
Materials and Preparation	Digital access, laptop, ppt presentation, projector. Worksheet for each group to record choice, rationale and opportunities/challenges Pens, paper The list of platforms to promote the crowdfunding campaign per each participant.
Session Description	The trainer gives participants a presentation on options for platforms for attracting investors (crowdfunding personas), which will include such as Facebook Ads, PR Firms, Product Discovery Platforms, Communities, Reddit, Google Ads, Pinterest Ads (optional) - focusing on their main characteristics. They provide with an opportunity to share your campaign with others from the same industry as well as get to know about other platforms and agencies that are trustworthy enough to help you promote your campaign. Participants choose to make their own notes. Then, the groups consider which platform would be most suitable for their project, writing arguments on a common group sheet. After that, each group presents a platform to attract the investment they have chosen, arguing why. After the presentations, the trainer asks questions such as: "What would you pay attention to if you were an investor when choosing a project for investment?" "What

	startup mistakes do you think are unacceptable?" "What increases and decreases your chances of attracting investment?"
Debriefing	At the end of the debate, the coach gives feedback to the participants. They fill in the evaluation form.

Learning Outcomes	Working in a team, participants will be able to practice joint problem-solving by reaching consensus on crowdfunding project's component ideas.
Group Size	Groups of 5
Duration	(30 minutes+)
Materials and Preparation	The list of points for groups to take into consideration worksheet per each group pens for everyone
Session Description	The trainer divides the participants into teams of 5 people to give them the opportunity to experience teamwork in crowdfunding in a simulation. The task of each of the groups is to jointly create a start-up. Teams receive a points sheet to take into account the following before the further debate: ***Will we share values & expectations?*** *Everyone working on the project will need a common understanding of:* *what the campaign aims to achieve* *its scale and size, and when it will happen* *what your expectations of each team member will be (their commitment)* *each team member's 'ownership' over the project (including how they will be credited)* *what the markers of success will be* *understanding each team member's responsibilities and overlaps in roles* Each group presents its startup.
Debriefing	At the end of the activity, the trainer encourages debate by asking type questions "Were there any disputes during the group work?" "How did you contribute to the consensus?" "Do you think that joint creating of start-ups is more effective?" Feedback from trainer.

Learning Outcomes	This activity is aimed at training the ability of participants to respond to emerging problems with optimal solutions. The development of the skills to address user's needs.
Group Size	Groups of 5
Duration	35+ minutes
Materials and Preparation	Laptop Projector PPT presentation Worksheet per each group
Session Description	After the presentation, the trainer divides the participants into groups of 5 people. Each group receives the card with one concrete problem that may arise in an attempt to meet the needs of consumers. The problems to distribute between groups during the activity: **Risk of Scammers and Lack of Trust;** **Managing Expectations and Delivering on Promised Rewards;** **Lack of Structured Communication Channels and Mechanisms;** **Building Interest;** **Understand Funding Requirements;** Participants in groups write on the worksheet options for solving this problem. After that, each group demonstrates its options.
Debriefing	Feedback from the trainer. Participants fill in the evaluation form.

ANNEX 1 – GUIDELINE NFE WORKSHOPS

Guideline
NFE workshops on Social entrepreneurship and Crowdfunding campaign

Why using NFE workshops to provide knowledge and skills in Social entrepreneurship and Crowdfunding?

One of the methods to learn about Crowdfunding and Social entrepreneurship is non-formal education. The formal education system does not always encourage and prepare young people to rapidly adapt and satisfy the dynamic labour market needs, to take risks and capitalize ideas into action plans, to work in a team and learn how to carry out projects. This gap is partly filled by the area of non-formal education used and promoted mainly by non-governmental organisations and cultural institutions which are active in the field of youth work.

Crowdfunding workshop can have an impact at different levels: at the individual level, within the workshop group and in society. The workshop will have positive consequences through achieving the following objectives:

a. promote entrepreneurship education and social entrepreneurship activities among young people.
b. empowering disadvantaged young people in funding their ideas through crowdfunding tools and their management, to create a community heading to connect them to their peers and to the labour market through the creation of ad hoc digital and non-digital tool.
c. enhancing skills and knowledge of young educators and volunteers about fostering their pupils' ideas from their imaginations to real projects and connections with funding opportunity within the labour market and the private sector through new online and offline training courses.

How to prepare NFE workshops to provide knowledge and skills on Social entrepreneurship and Crowdfunding?

1. List the learning outcomes that you would like the participants to gain during the workshop and prepare the sessions accordingly;

2. Define the methods you would like to use for each session. Keep in mind the importance to balance theoretical and practical methods and have your sessions interactive;

3. Define the timeframe of each session keeping in mind that each session should include an introductory phase where the aim and objectives of the session are explained and where participants can ask questions, the activity itself and a debriefing phase with the participants to speak about what they have learnt from the session;

4. List the appropriate material that will be needed for each session;

5. Give a detailed description of the activity and how it will be implemented.

Template to fill for each session of the workshop

SESSION "TITLE"	
Learning outcomes	
Typology	
Timeframe	
Methods	
Delivery Content(s)	
Materials	
Procedure	

Strate CROWD

Co-funded by the Erasmus+ Programme of the European Union

ANNEX 2 – CHECK-LIST TO SUPPORT TRAINERS

Organizing your own workshop

Target group

- Define your target group
- Define how to reach them to find your participants

Partners

- Who are the partners?
- What is your work division in the workshop's implementation?

Who is organizing the workshop?

- Contact to partner(s)
- Contact to participants
- Budget administration
- Practical preparations
- Facilitators, trainers

Participants

- Number of participants
- Special needs ?

Venue

- Tables and chairs for all participants
- Power sockets for all participants (or extension cords) depending on the planned activities
- Internet depending on the planned activities
- Space to sit and move (e.g. to do energizers)
- Relaxing area
- Private space (no other people walking in and out)
- Covid requirements in terms of distances

Safety

- Venue
- Participants
- Outside risks

Materials

Make a list of the needed materials and prepare them accordingly materials, depending on the sessions' activities (e.g. flipcharts, A4 papers, post-it, patafix, markers, pens, extender, laptop, projector, HDMI cable, speaker etc.)

Co-funded by the Erasmus+ Programme of the European Union

The Work

- What will be exhibited? How will the curatorial process take place?
- What is the original format of the work?
- What technological equipment is required? Is it available? Will it have to be rented?

Technical equipment

Make sure all technical equipment is in order before the session.

Sending out

- Infopack (what are you going to do, how to find the venue, where are they going to have lunch, what do they need to bring etc.)
- Participant List
- Agenda: timetable with the activities
- Tutorials
- Process chart
- Consent forms
- Evaluation forms
- Signature List
- Certificate of attendance

Preparing the venue

- Water/Tea/Coffee/Snacks/Fruit
- Air out and find a comfortable temperature for still work
- Light enough
- Set the tables and chairs
- Looks welcoming
- Signs to lead the way to the space/to tell others in the building that you have a workshop
- Check that everything works before the participants arrive (projector - and where you want to project to-, internet (do you need a password?), speakers)

Tips

Strand 1: Establishing the group dynamic and goals is an essential framework for the beginning of every workshop.

Strand 2: Crowdfunding session includes a basic introduction to crowdfunding and social entrepreneurship to familiarise the participants with the subject.

Strand 3: Using interactive practical methods with the help of simulation games (e.g., to create your own start-up and find the appropriate crowdfunding campaign) will allow participants to feel the principle of the real process.

Strand 4: Presentation by participants of their startups/projects done throughout the activity, trainer's feedback are core components to achieve positive outcomes in the workshop.

Prepare yourself well, so you can be calm and focused when the participants arrive

ANNEXE 3 – WORKSHOP AGENDA TEMPLATE

"Name of the project" DAILY PROGRAMME							
Date							
Time	**First Day**	**Second Day**	**Third day**	**Fourth day**	**Fifth day**	**Sixth day**	**Seventh day**
7.30-9.00	**Let's Start!**	**Breakfast**	**Breakfast**	**Breakfast**	**Breakfast**	**Breakfast**	**Breakfast**
09:00-10:30							
10:30-10:45	**Coffee Break**	**Coffee Break**	**Coffee Break**	**Coffee Break**	**Coffee Break**	**Coffee Break**	**Coffee Break**
10:45-13:00							
13.00-14:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
14:00-15:30							
15:30-15:45	**Coffee Break**	**Coffee Break**	**Coffee Break**	**Coffee Break**	**Coffee Break**	**Coffee Break**	**Coffee Break**
15:45-17:00							

Strate CROWD

Co-funded by the Erasmus+ Programme of the European Union