



YOUTH SOCIAL INNOVATION BROKERS
MOBIUS

EDUCATOR GUIDE



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Project Coordinator and Product Author :

Linking Foundation
Katarzyna Pilch
Tel : +48796716252

Mail : kmp60@cantab.ac.uk

Website : <https://linkingfoundation.org/>

Co- Authors :

Anna Podara (IDL)
Fotini Arapi (K.A.NE.)
María Cruz (Backslash)
Gilberto Martínez (Backslash)
Katarzyna Pilch (Linking Foundation)
Marinela Docheva (Know and Can Association)

Partners :



The report reflects the internal work carried out by partner organizations, enriched by consultations with the target group—youth innovation leaders—in each participating country.

This report serves not only as a summary of past activities but also as a strategic document that translates research and field experiences into actionable educational solutions. It acts as a bridge between theory and practice, laying the groundwork for the development of a comprehensive and innovative training model.

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Introduction

The aim of the **MOBIUS project** is to empower young people to engage in social innovation at the local, national, and European levels. This will be achieved by promoting the development of key competencies, providing relevant tools, and sharing experiences and best practices, all supported by solid research. Our primary focus is on enhancing the skills and capabilities of **Social Innovation Brokers**, particularly in the areas of education, partnership-building, entrepreneurship, and co-creation in innovation processes.

Main Goals of the Project

- Develop a theoretical and comparative foundation for the MOBIUS initiative.
- Design an innovative training program—both in terms of content and methodology—accompanied by a practical toolkit and a collection of best practices.
- Train at least **50 individuals** to become **Youth Social Innovation Brokers**.
- Establish a **European network** of Youth Social Innovation Brokers, engaging **at least 100 participants**.
- Disseminate the project's results and ensure the sustainability and long-term impact of its outcomes.

Target Group

Our main target group consists of **young people aged 18–30** who are interested in social innovation and entrepreneurship and are motivated to contribute actively to their communities. Special attention is given to **young individuals with migrant backgrounds**.



Project Partners

- **Lead Partner:** Fundacja Wspierania Węzi Lokalnych "Linking Foundation" –
Poland, Tarnów/Kraków
<http://linkingfoundation.org>
- **Social Youth Development Civil Nonprofit Society** – *Greece, Kalamata*
www.ngokane.org
- **Sdruzhenie Znam i Moga (Know and Can Association)** – *Bulgaria, Sofia*
www.knowandcan.com
- **Infinitivity Design Labs** – *France, Laussonne*
<http://infinitivitydesignlabs.com>
- **Backslash** – *Spain, Quart De Poblet, Valencia*
www.backslash.es



Module 1: Discover your passion, take the lead, and transform through social innovation

Module's Goal

Module 1 is designed to foster self-awareness among young people by helping them identify their core values, passions, and purpose, while equipping them to take responsibility in creating positive societal change through social innovation.

Learning Audience

Youth workers, trainers, young leaders, and youth organizations

Learning Outcomes according to Entrecom competences

- **KNOWLEDGE**
 - o Knowledge of Social Issues and Systemic Thinking.
 - o Understanding Ethical Principles and Social Responsibility Standards
- **ATTITUDES**
 - o Innovation and a Solution-Focused Mindset
- **SKILLS**
 - o Long-Term Planning and Strategic Goal-Setting
 - o Solution Development and Adaptation
 - o Goal Setting and Time Management



Learning Methods

Reflective Exercises: Activities encouraging participants to think deeply about their values, passions, and goals.

Collaborative Mapping: Group-based visual mapping to explore shared and personal interests and passions.

Problem-Based Learning: Identifying real-world social challenges and creating solutions.

Visualisation Techniques: guided imagery to connect personal aspirations with social innovation.

Group Discussions: Sharing insights and exchanging feedback to foster collective understanding.

Interactive teaching material

1.1 SELF-AWARENESS: DEFINING YOUR VALUES, PASSIONS AND PURPOSE

Objective:

The aim of this section is to provide the theoretical foundation for exploring self-awareness as the starting point for social innovation. It helps participants connect their values, passions, and purpose, setting the groundwork for meaningful and authentic action.

Theoretical background

1. Self-Awareness Theory (Duval & Wicklund, 1972) - Slides 7-8

Self-awareness theory suggests that people can focus their attention on themselves and become more aware of their inner values, emotions, and behaviours. It distinguishes two key forms:

- Internal self-awareness: the ability to understand your inner world — your values, passions, goals, and reactions.
- External self-awareness: the ability to see yourself from the perspective of others and understand how your actions are perceived socially.

In this module, self-awareness is the foundation for identifying one's personal values and passions, which are crucial starting points for engaging with social innovation. Through reflection exercises and group dialogue, participants explore how knowing themselves can help them become more authentic and effective changemakers.

Think of self-awareness as a personal mirror. Internally, it reflects our passions, values, and purpose, helping us make decisions that align with who we are. Externally, it shows us how others see us, allowing us to improve relationships and make a positive impact. This balance helps us grow personally and socially.

Watch this TED Talk from Tasha Eurich about self-awareness to have a deeper understanding:
<https://www.youtube.com/watch?v=tGdsOXZpyWE>

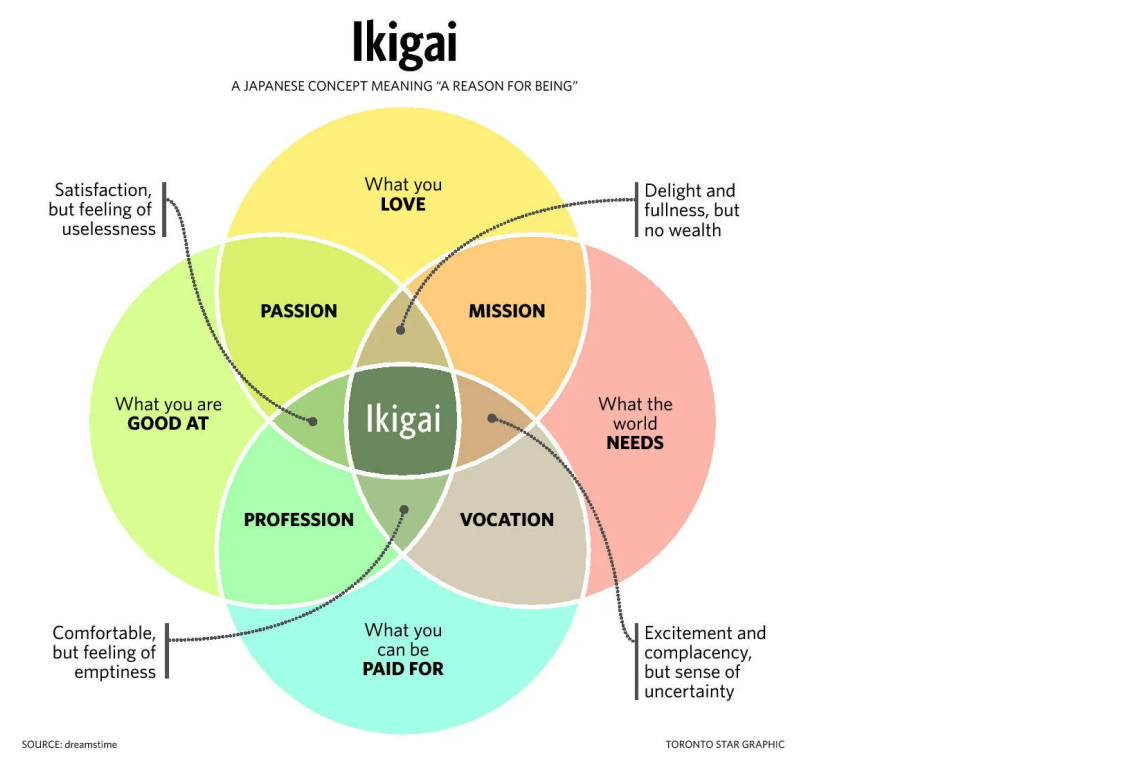
2. Ikigai Model (popularized concept based on Japanese philosophy) - Slide 9

Ikigai means “reason for being” in Japanese. Though not a formal academic theory, it has become a widely used personal development tool. The Ikigai model is usually represented as a Venn diagram intersecting four elements:

- What you love (passion)
- What you are good at (profession)
- What the world needs (mission)
- What you can be paid for (vocation)

Finding the intersection of these elements helps individuals identify meaningful career or life paths. In the module, this model is echoed in the **passion map** activity, where young people connect their interests, talents, and values to social needs. It supports the process of self-discovery and helps participants reflect on how their personal drivers can align with a greater social purpose.

<https://medium.com/@nelson.wgichuki/discovering-the-power-of-ikigai-an-ancient-japanese-philosophy-for-modern-living-aad8983ece2d>





3. Basic concepts in self-awareness - Slide 10

Core values are the fundamental beliefs and principles that guide how a person or organization behaves and makes decisions. They are the foundations of your passion and purpose, and describe what is important for you. For example, if honesty is a core value, it means you always strive to be truthful, even when it's difficult. In an organization, core values might include things like integrity, teamwork, or innovation, and they help define the culture and how people work together.

Passion is a strong feeling that makes you explore and engage in activities that are aligned to your values. Passion is the driving force to keep you motivated about an activity, interest, or cause, even when times are hard. For example, if someone is passionate about arts, they will keep doing it even when they don't get an external reward.

Purpose is a broad and deep concept that brings together your core values and your passion. Purpose gives you a sense of meaning and direction in life; it is the underlying reason or motivation behind your actions.

Purpose is also related to **goals**: while purpose is long-term and doesn't change easily, goals are shorter-term and can change according to the situation. Purpose is the why and goal is the what and how, the specific outcome that you aim to achieve.

The following activities will help you define your values and passions and set your goals in order to set the starting point of your roadmap to social innovation.

Interactive teaching material:

Activity 1: Defining your core values - Slides 11-14

Step 1: Ask participants to read carefully the "List of values" ([annex](#)) and choose the 5 that best fit with each of them.

Step 2: With each value they've chosen, ask them to create a sentence that gives their meaning to this value. It can be their own definition or an example.

Step 3: Divide participants into small groups (3-4 people) to explain which values they've chosen and why.

Activity 2: Identifying your passions - Slides 15-20

Step 1: Ask participants to take a moment to reflect about their passions by answering these questions:

- What kind of activities or topics make me lose track of time?
- Which challenges do I like solving?
- What skills do I love using?
- What activities do I enjoy doing without external pressure or rewards?

Step 2: Taking into account their previous answers, ask them to create a collaborative passion map (digital or with a flipchart) where everyone is taking notes of their hobbies, interests, values, and skills.

A **passion map** is a visual tool that helps to identify and organise interests, values, skills and activities someone enjoys. It can be used as a self-discovery tool, connecting personal passions to potential goals or social innovation opportunities.

The passion map should have the following elements:



- **Central Idea:** with "Passions" or "What I Love" written in the center.
- **Branches:** Extend key categories like Hobbies, Values, Skills and Interests.
- **Details:** Add sub-branches for specifics, such as favorite activities, dreams, inspiring causes, or natural talents.

Here is an [example](#) and here a [Canva template](#) for a digital passion map.

Step 3: Once everyone has added their notes to the passion map, ask them to individually take a deep look at it and select the items that are more aligned with them to define their passion.

However, finding your passion is not always something easy to do, or someone can have multiple passions that make it harder to choose the direction. Watch this TED Talk from Terri Trespicio about passion and finding your way: <https://www.youtube.com/watch?v=6MBaFL7sCb8>

1.2 ENGAGING SOCIAL INNOVATION

Objective:

The aim of this section is to provide the theoretical foundation for the module's activities, showing how purpose development and the SMART goals framework support young people in connecting their values with concrete actions for social innovation.

Theoretical background

1. The development of purpose during adolescence (Damon, Menon & Bronk, 2003) - Slide 22

This theory defines purpose as a stable and long-term intention to accomplish something that is both meaningful to the self and of consequence to the world. It highlights that purpose is not just about achieving goals but about having a deep motivation that connects personal interests with contributions to others.

According to this framework, young people develop purpose when they:

- Reflect on what matters to them.
- Discover how they want to make a difference.
- Are given opportunities to act on their purpose.

In the module, the **vision statement** activity is inspired by this approach, helping participants articulate how their values, passions and skills can lead to socially relevant action.

<https://www.researchgate.net/publication/254469430> Damon W Menon J Bronk KC The development of purpose during adolescence

2. SMART Goals Framework (George T. Doran, 1981) - Slide 23

First introduced in a 1981 issue of *Management Review* under the title "There's a S.M.A.R.T. way to write management's goals and objectives," this framework was originally designed for corporate and organizational planning. However, it has since been widely adopted across education, coaching, youth work, and personal development settings.

The SMART framework is a tool to help people set clear, realistic, and motivating goals. It prevents vague ambitions or unrealistic expectations by encouraging goal-setters to think strategically and



concretely. It also fosters **accountability** and **actionability**, which are key to achieving meaningful change — especially in complex fields like social innovation. SMART stands for:

- **Specific:** clearly defined and focused
- **Measurable:** progress can be tracked
- **Achievable:** realistic given resources and constraints
- **Relevant:** aligned with broader goals and values
- **Time-bound:** includes a deadline or timeline

The module uses this framework in the **goal-setting** activity to help participants plan concrete steps toward their vision of social innovation. It ensures that goals are actionable, realistic, and linked to their sense of purpose.

<https://www.projectsmart.co.uk/smart-goals/brief-history-of-smart-goals.php>

Interactive teaching material:

Activity 3: Discovering your social innovation profile - Slide 24-27

Step 1: Ask participants to brainstorm in plenary about social issues they could address to create a better future.

Step 2: As individual work, ask participants to close their eyes and visualise this better future. Make them reflect on which social issue they will be fixing and how they will make this change, using their values and passions.

Step 3: After the visualisation and taking this into account, ask each participant to write down their vision statement on how they hope to contribute to social innovation based on their core values, passions and skills. This can be done just by writing or they can let their imagination run wild and do it with drawings, stickers, posters, cut-outs, etc.

Activity 4: defining goals and responsibilities - Slides 28-36

Step 1: Watch this video together with participants to learn more about setting SMART goals: <https://www.youtube.com/watch?v=1-SvuFIQjk8>. You can ask questions after explaining each SMART component to ensure they are really understanding how to apply this technique.

Step 2: Following the SMART criteria, ask participants to define (at least) 3 goals they'd like to achieve to make their vision statement real.

SMART is the acronym for:

Specific: Clearly state what you want to achieve.

Measurable: Include criteria to track progress.

Achievable: Ensure the goal is realistic given resources.

Relevant: Align the goal with broader objectives or personal values.

Time-bound: Set a deadline to focus efforts and measure success.

Following this framework ensures goals are well-structured, actionable, and focused.

Step 3: Ask participants to individually brainstorm about which kind of responsibilities they should take to achieve these goals and write them down.



Step 4: In small groups, ask them to share how they would feel about dealing with these responsibilities. Is this a positive or a negative feeling? In case it's negative, encourage the group to exchange ideas on how to face this challenge.

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Assessment Unit

Question 1: Which aspect of self-awareness most effectively contributes to solving social challenges?

- A) A detailed understanding of your technical skills.
- B) An awareness of your values and their alignment with societal needs **(Correct Answer)**.
- C) An understanding of how others view your leadership abilities.
- D) A focus on achieving personal goals regardless of others' feedback.

Explanation:

Answer A is incorrect because, even when technical skills are important, they are secondary without a clear understanding of one's values and purpose.

Answer B is correct as being aware of your values and their alignment with societal needs creates a strong foundation for impactful social innovation, acting as fuel to keep motivated.

Answer C is incorrect as external awareness is useful but less critical for identifying personal alignment with societal challenges.



Answer D is incorrect as only keeping the focus on personal goals can lead to misalignment with community impact.

Question 2: Why is it essential to take responsibility when pursuing social innovation goals?

- A) It allows individuals to delegate all tasks effectively.
- B) It ensures that failures are avoided entirely.
- C) It fosters accountability and proactive engagement (**Correct Answer**).
- D) It allows for a focus on personal benefits first.

Explanation:

Answer A is incorrect as delegation is part of teamwork but does not replace personal responsibility.

Answer B is incorrect, as failure is a natural part of innovation and cannot always be avoided.

Answer C is correct. Responsibility ensures tasks are managed effectively, fosters learning from challenges, and helps maintain commitment to goals.

Answer D is incorrect, as social innovation prioritizes community benefits, not just personal outcomes

Question 3: Which strategy best represents the SMART criteria in setting goals?

- A) "I will create a recycling campaign for my community by next month with clear milestones" (**Correct Answer**).
- B) "I will solve environmental issues in my country someday."
- C) "I will try to raise awareness about climate change without a clear timeline."
- D) "I will do something impactful this week but won't set specific targets."

Explanation:

Answer A is correct as the SMART framework emphasises specificity, measurability, achievability, relevance, and time-bound goals.

Answer B is incorrect as it's vague, with no timeline or specific outcome.

Answer C is incorrect as it lacks clear measurability and achievability.

Answer D is incorrect as it has no specific or measurable target outlined.

Question 4: What is the key role of passion in social innovation?

- A) It guarantees success in all initiatives.
- B) It fuels motivation and perseverance during challenges (**correct answer**).
- C) It eliminates the need for structured planning.
- D) It ensures widespread community support without effort.

Explanation:



Answer A is incorrect, as passion aids motivation but cannot guarantee success without planning and effort.

Answer B is correct: passion provides resilience and inspiration, keeping individuals committed even when obstacles arise.

Answer C is incorrect, as structured planning is still necessary to turn passion into actionable goals.

Answer D is incorrect, as passion alone cannot ensure support; effort and strategy are required.



Module 2: Understanding Social Innovation and innovators

Module's Goal

Module 2 is designed to introduce learners to the concept of social innovation, differentiate it from traditional innovation, and explore how young people can become drivers of change. It fosters an understanding of key values such as equity, sustainability, and participation, while presenting inspiring examples of real-world innovators.

This module helps learners:

- *Understand what social innovation is and how it differs from traditional innovation.*
- *Explore how young people can become drivers of social change.*
- *Discover the core values behind social innovation: equity, sustainability, participation.*
- *Get inspired by real-world youth innovators in Europe and beyond.*

Learning Audience

Young people (16–30), youth workers, trainers, youth organisations

Learning Outcomes according to Entrecom competences

KNOWLEDGE

- *Understand the meaning and purpose of social innovation*
- *Distinguish social innovation from traditional innovation*
- *Recognize the characteristics and motivations of social innovators*

SKILLS

- *Identify and analyze social innovation initiatives*
- *Communicate the value of social innovation in community contexts*

ATTITUDES

- *Show openness to new ideas and societal change*
- *Value equity, sustainability, and ethical practices*



Learning Methods

- *A bit of theory*
- *Case study analysis*
- *Digital storytelling*
- *Reflection and concept-mapping*
- *Gamified tasks*

Interactive teaching material

Part 1: Introducing the theory

The facilitator introduces the key concepts (slides 6-16 of the module)

1. What is Social Innovation?

Social innovation refers to new solutions that address social needs more effectively than existing approaches. Unlike traditional innovation (which often focuses on technological or commercial success), social innovation prioritizes social impact and systemic change.

Source: Mulgan et al. (2007)

2. Key Principles

According to the *Young Foundation* and *Stanford Social Innovation Review*, social innovation emphasizes:

- Community involvement
- Equity and inclusion
- Sustainability
- Co-creation
- Scalability

3. Types of Social Innovators

- Community Activists
- Social Entrepreneurs
- Public Innovators
- System Shifters

Each has a unique way of catalyzing change.



4. Motivations of Youth Social Innovators

Youth are driven by purpose, lived experiences, and a desire to make a difference where traditional systems fail.

5. Brief history of Social Innovation

Social innovation is not just a modern buzzword — it has been shaped by generations of changemakers around the world. Here are some key moments:

1844 – The Cooperative Movement

1948 – Universal Declaration of Human Rights

1960s–1970s – Rise of Microcredit

2000s – Defining Social Innovation

2013 – EU Guide to Social Innovation

2013 – Bye Bye Plastic Bags Movement Begins

Takeaway: Social innovation is not about one person or one idea — it's a long and evolving story of people working together to meet unmet needs and transform systems.

Interactive Teaching Activities

2.1 “Innovation or Not?” Game

Goal: Help learners distinguish between true social innovation and other types of innovation.

How to facilitate in a group:

- Divide learners into small groups (3–5 people).
- Present each scenario or example on a slide or card (physical or digital).
- Each group discusses: *“Is this a social innovation or not? Why?”*
- Have each group vote or present their reasoning.
- Follow up with the correct answer and short explanation.

Optional variation: Turn it into a debate where teams must argue *for* or *against* an example being social innovation.

2.2 Timeline of Social Innovation

Goal: Introduce the evolution and key moments of social innovation across time.

How to facilitate in a group:



- Prepare printed or digital timeline cards (dates and milestones).
- Split participants into 2–3 teams.
- Ask teams to arrange the events in the correct chronological order.
- Let each team explain why they placed certain events where they did.
- Then reveal the correct timeline and briefly describe each milestone.

 *If online:* You can ask participants to do the exercise as shown in the presentation and discuss about the correct answers, after their attempts.

2.3 Gallery of Innovators

Goal: Encourage critical thinking and personal connection to youth-led social innovations.

How to facilitate in a group:

- Divide participants into groups and give a different one of the case studies in each group. You can also use examples from your own community, if you have some relevant ones.
- For each case study, ask the groups to answer:
 - What social need does this innovation address?
 - What made this initiative successful?
 - What values are reflected here?
- Groups can then share their insights in plenary.

 *Optional:* Create a wall of “inspirations” where learners write which innovator inspired them and why.

2.4 You as an Innovator

Goal: Help learners reflect on their own values, goals, and potential as social innovators.

How to facilitate in a group:

- Give learners a worksheet with prompts like:
 - What problem do I want to solve?
 - What values matter to me?
 - What strengths do I bring?
- Let them reflect individually first (10 minutes).
- Then form pairs or triads to share and give feedback to one another.
- Optionally, groups can brainstorm together to combine their ideas into a team innovation concept.



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Assessment Unit

Question 1: What distinguishes social innovation from traditional innovation?

- A. It aims to disrupt the market and increase revenue
- B. It prioritizes technological advancement
- C. It focuses on solving social challenges and systemic change ✓
- D. It is mostly driven by commercial startups



Explanation:

- Answer A is incorrect. Market disruption and revenue are often goals of business innovation, not social innovation.
- Answer B is incorrect. While some social innovations use technology, the core goal is not technological advancement.
- Answer C is correct. Social innovation is defined by its purpose to address social needs and bring about lasting, systemic change.
- Answer D is incorrect. Social innovation is often led by non-profits, youth groups, or communities—not only commercial ventures.

Question 2: Which of the following values is essential in the design of social innovation?

- A. Competition among stakeholders
- B. Profit maximization
- C. Community participation 
- D. Individualism

Explanation:

- Answer A is incorrect. Social innovation emphasizes collaboration over competition.
- Answer B is incorrect. While financial sustainability may be considered, profit is not the primary objective.
- Answer C is correct. Community participation and co-creation are vital to ensure relevance and long-term impact.
- Answer D is incorrect. Social innovation values collective benefit, inclusion, and equity.

Question 3: Which of the following is not a key principle of social innovation?

- A. Equity
- B. Sustainability
- C. Scalability
- D. Exclusion 

Explanation:

- Answer A is incorrect. Equity is central to the social innovation approach.
- Answer B is incorrect. Sustainability ensures that innovations have a lasting impact.
- Answer C is incorrect. Scalability allows innovations to grow and reach more communities.
- Answer D is correct. Exclusion contradicts the inclusive values at the heart of social innovation.

Question 4: What motivates many young people to become social innovators?

- A. Fame and recognition



- B. A desire to profit quickly*
- C. A sense of purpose and lived experience* ✓
- D. Political influence*

Explanation:

- *Answer A is incorrect. Recognition may come later, but it is not a key motivator.*
- *Answer B is incorrect. Youth-led social innovation is usually mission-driven, not profit-driven.*
- *Answer C is correct. Many youth act out of personal experiences, empathy, and a desire to improve their communities.*
- *Answer D is incorrect. While civic participation may be part of the process, the main drive is creating positive impact, not gaining power.*

Question 5: Which of the following best describes a social entrepreneur?

- A. Someone who promotes individual success at any cost*
- B. A businessperson whose only goal is financial gain*
- C. An innovator who uses business tools to address social issues* ✓
- D. A government official managing public policy*

Explanation:

- *Answer A is incorrect. Social entrepreneurship is focused on collective benefit, not individual success.*
- *Answer B is incorrect. Financial gain is not the main priority for social entrepreneurs.*
- *Answer C is correct. Social entrepreneurs use entrepreneurial skills to create social impact.*
- *Answer D is incorrect. While public innovators exist, social entrepreneurs often work independently or in NGOs/startups.*



Module 3: Paths for social innovation

Module's Goal (Slides 1-3)

The learning goal of the module is to explore various pathways through which social innovation emerges and evolves. Students will understand key theories, actors, and systems involved in driving social change, and critically analyze how different approaches can address complex societal challenges across diverse cultural and institutional contexts.

Learning Audience

Youth workers, trainers, young leaders, and organisations supporting social innovation initiatives.

Learning Outcomes

Knowledge

1. Understand Models of Social Innovation

- o Describe different theoretical frameworks and real-world models of social innovation.

2. Recognize Systems and Stakeholders

- o Identify key actors and systemic factors involved in social change processes.

Attitudes

1. Empathy for Social Challenges

- o Demonstrate empathy and openness toward the experiences and needs of diverse communities.



2. Curiosity and Exploration

- o Show willingness to explore new ideas, perspectives, and unconventional approaches to social problems.

3. Commitment to Ethical Innovation

- o Value integrity and sustainability in designing and supporting social innovations.

4. Resilience in Uncertainty

- o Maintain motivation and adaptability in navigating complex or uncertain innovation paths.

Skills

1. Opportunity Recognition

- o Identify unmet social needs and frame them as opportunities for innovation.

2. Critical Thinking

- o Analyze and evaluate the strengths and weaknesses of different innovation strategies.

Learning Methods

Case studies, Discussion Boards, Interactive Scenarios, Decision-making simulations

Interactive teaching material

This theory is included on the interactive module

1. Theories of Social Innovation

Transformative Social Innovation Theory (TSI) - Slide 4

Transformative Social Innovation Theory explores how social innovation drives systemic change by shifting power relations, norms, and institutions. It emphasizes

grassroots movements and the co-evolution of innovations with societal structures, often linked to sustainability transitions and empowerment processes.

Social Entrepreneurship Theory - Slide 5

Social entrepreneurship involves using entrepreneurial skills to address social problems and create positive change. Popularized in the 1980s by Bill Drayton and pioneers like Michael Young, it blends innovation with social impact. Social entrepreneurs work across sectors, aiming to solve societal and environmental issues through mission-driven ventures. This theory centers on individuals or organizations who innovate to solve social problems using entrepreneurial principles. It combines economic and social value creation, focusing on mission-driven leadership, sustainable models, and scaling impact. Social entrepreneurs challenge traditional systems to foster inclusive growth.

Rogers' Theory of Innovation - Slide 8

Rogers' Diffusion of Innovations Theory explains how new ideas and technologies spread through societies over time. It categorizes adopters into five groups—innovators, early adopters, early majority, late majority, and laggards—based on adoption speed. Success depends on perceived advantages, compatibility, complexity, trialability, and observability (Rogers, 2003).

2. Factors involved in social change

Design Thinking approach - Slide 9

It is a human-centered approach to innovation focused on understanding user needs, redefining problems, and developing creative solutions. It follows five key stages: empathize, define, ideate, prototype, and test. This iterative process fosters innovation through collaboration, experimentation, and empathy.

Ecological Systems approach - Slide 10

Bronfenbrenner's Ecological Systems Theory explains human development through five nested systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Each layer represents different environmental influences, from immediate settings like family and school to broader cultural and societal factors. Development results from interactions between individuals and these interconnected environmental contexts.

Meadows' Systems Thinking - Slide 11



It focuses on understanding complex systems by analyzing their interrelated components, feedback loops, and leverage points. It emphasizes seeing the whole picture rather than isolated parts, enabling effective intervention in social, environmental, or organizational systems to create sustainable change

Understanding the Pathways and Lifecycle of Social Innovation

Social innovation refers to new strategies, concepts, or ideas that meet social needs more effectively than existing solutions. Whether tackling poverty, education gaps, climate change, or health disparities, social innovation follows distinct **pathways** and a recognizable **lifecycle** that can help practitioners better understand how change happens and how to drive it.

Pathways of Social Innovation - Slides 12-14

1. **Bottom-up Innovation** starts at the grassroots level. Individuals, communities, or local organizations identify and address specific local challenges using their lived experiences. This pathway empowers people closest to the problem to co-create solutions, often leading to highly relevant and sustainable initiatives. Examples include community-based recycling programs or informal learning centers in underserved areas.
2. **Top-down Innovation** is driven by governments, large institutions, or corporations. It involves policy changes, regulations, or system-level reforms. While it may lack the intimacy of local insight, it has the power to scale solutions quickly. For instance, national healthcare reforms or universal basic income trials are examples of top-down innovation.
3. **Collaborative Innovation** blends top-down and bottom-up approaches. Governments, NGOs, businesses, and citizens co-design and implement solutions. This pathway recognizes that complex problems require input from multiple stakeholders. Public-private partnerships or participatory budgeting are common examples.
4. **Incremental Innovation** involves small, continuous improvements to existing systems or services. Though less dramatic, these innovations are often more feasible and manageable. For example, a hospital optimizing its appointment scheduling system is practicing incremental innovation.
5. **Transformational Innovation** brings about deep, systemic change, challenging the underlying structures and assumptions of current systems. This could mean transitioning to a circular economy or redesigning urban spaces to be completely carbon-neutral.
6. **Tech-driven Innovation** leverages emerging technologies such as AI, blockchain, or renewable energy to solve social challenges. However, technology alone is not enough—it must be combined with a clear understanding of social contexts. For example, mobile banking in rural areas has transformed financial inclusion.



The Social Innovation Lifecycle - slide 15

Every innovation, regardless of pathway, moves through a **lifecycle**:

1. **Emergence**: A problem is identified, and early ideas or prototypes are developed. This phase is marked by experimentation and testing. Support from incubators or innovation labs is often critical here.
2. **Development**: Promising ideas are refined, supported by initial funding, and tested in real-world settings. Stakeholders begin to show interest, and the impact becomes more measurable.
3. **Scaling**: The innovation is expanded to new regions or populations. This requires additional resources, partnerships, and often adaptations to different contexts. Impact measurement becomes key.
4. **Institutionalization**: Innovation becomes embedded in existing systems or policies. It may be adopted by public institutions, funded consistently, or even mandated by law.
5. **Transformation or Decline**: Some innovations evolve to reshape broader systems, this is transformation. Others may lose relevance or fail to sustain momentum, leading to decline.

By understanding these pathways and stages, practitioners can design more effective strategies, anticipate challenges, and guide innovations from idea to long-term impact.

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Assessment Unit

1. What is a key focus of Transformative Social Innovation Theory (TSI)?

- A) Maximizing profits through entrepreneurship
- B) Shifting power relations and changing societal norms
- C) Developing new products for mass markets
- D) Focusing solely on individual behavior change

Answer: B

Explanation: TSI emphasizes systemic change by shifting power relations, norms, and institutions, often through grassroots movements and co-evolving societal structures.

2. According to Social Entrepreneurship Theory, what primarily drives social entrepreneurs?

- A) Maximizing shareholder value
- B) Combining social impact with entrepreneurial skills
- C) Avoiding risks in business ventures
- D) Government regulations and policies

Answer: B

Explanation: Social entrepreneurs use entrepreneurial skills to solve social problems, aiming to create sustainable social and environmental impact alongside economic value.

3. Rogers' Diffusion of Innovations Theory categorizes adopters into groups based on:



- A) *Their income levels*
- B) *The size of their social networks*
- C) *The speed at which they adopt innovations*
- D) *Their education backgrounds*

Answer: C

Explanation: Rogers divides adopters into five groups (innovators, early adopters, early majority, late majority, laggards) based on how quickly they adopt new ideas or technologies.

4. Which stage is NOT part of the Design Thinking approach?

- A) *Empathize*
- B) *Ideate*
- C) *Prototype*
- D) *Implement regulations*

Answer: D

Explanation: Design Thinking involves empathize, define, ideate, prototype, and test—focusing on creative problem solving rather than implementing formal regulations.

5. According to Social Entrepreneurship Theory, what primarily motivates social entrepreneurs?

- A) *Maximizing profit for investors*
- B) *Balancing social impact with innovative business solutions*
- C) *Minimizing operational risks*
- D) *Complying with regulatory standards*

The correct answer is B) Balancing social impact with innovative business solutions.



Module 4: Identification and Diagnosis of Social Challenges

Module's Goal (Slides 1-3)

The module aims to equip students with the ability to identify and critically diagnose social challenges. Students will learn to analyze complex social issues, understand their root causes, and assess their impact on individuals and communities. They will develop skills in framing problems and generating solutions for sustainable social change.

Learning Audience

Youth workers, trainers, young leaders, and organisations supporting social innovation initiatives.

Learning Outcomes

Knowledge

1. Understanding Social Challenges

- o Gain knowledge of the types, characteristics, and complexities of social challenges in various contexts.

2. Theoretical Frameworks for Diagnosis

- o Understand key theories and models for diagnosing social issues, such as systems thinking or root cause analysis.

3. Impact Assessment

- o Understand how to assess the social, economic, and environmental impacts of identified challenges.
-



Skills

1. Problem Framing

- o Develop the ability to frame complex social challenges clearly and effectively for further analysis and solution generation.

2. Stakeholder Mapping and Engagement

- o Build skills in identifying and engaging relevant stakeholders to understand the full scope of social challenges.

3. Critical Thinking and Analysis

- o Strengthen the ability to critically analyze social issues, identifying underlying causes and patterns.

Attitudes

1. Empathy and Open-mindedness

- o Cultivate empathy for affected communities and an open-minded approach to understanding diverse social challenges.

2. Commitment to Social Justice

- o Demonstrate a strong commitment to addressing inequities and promoting fairness in the identification and diagnosis of social issues.

3. Collaborative Mindset

- o Develop a collaborative attitude, valuing collective problem-solving with various stakeholders to address social challenges effectively.

Learning Methods

Case studies, Discussion Boards, Interactive Scenarios, Decision-making simulations

Interactive teaching material (Slide 4-14)

Theory included in the module and three real examples are given



Before innovating, it's crucial to understand the root of the problem. These tools can help:

- **Problem Tree Analysis (slide 4):** Visualize the causes and effects of a central problem. The “roots” show causes, the “trunk” is the core issue, and the “branches” are effects. This clarifies where to intervene.
- **Solution Tree (Slide 5) (Objective Tree):** Flip the problem tree into a positive frame—desired outcomes and what causes lead to them. This supports goal-setting and solution planning.
- **Stakeholder Mapping (Slide 7-8):** Identify and categorize all actors affected by or involved in the problem. Map their influence and interests to guide engagement strategies.
- **System Mapping (Slide 9):** Analyze the connections between different elements (institutions, policies, behaviors) within a system. Tools like causal loop diagrams or influence maps are useful here.
- **SWOT Analysis (Slide 10) (Strengths, Weaknesses, Opportunities, Threats):** Especially helpful in the development and scaling phases to assess the innovation's internal and external environment.

Participatory Action Research (PAR) - Slide 11

PAR is a collaborative research approach where researchers and community members actively work together to identify problems, collect data, and implement solutions. It emphasizes participation, reflection, and action to create social change, empowering communities by valuing their knowledge and experiences.

Community-Based Participatory Research (CBPR) - Slide 12

CBPR is a research method that equally involves community stakeholders and academic researchers in all stages of the research process. It focuses on building partnerships, addressing community-identified needs, and ensuring research benefits directly improve community well-being.

Problem 1: Youth Unemployment in Southern Europe - Slide 14

- **Root Causes:**
 - Economic recession and slow economic growth



- Mismatch between education systems and labor market demands
- Limited access to vocational training and apprenticeships
- **Impact on Individuals and Communities:**
 - Increased poverty and financial insecurity among young people
 - Social exclusion and reduced life opportunities
 - Rise in mental health issues and migration pressures
- **Problem Framing:**

Youth unemployment creates a cycle of economic and social exclusion, limiting young people's ability to contribute productively to society and undermining community cohesion and future development.
- **Solutions Leading to Sustainable Social Change:**
 - Development of targeted vocational education and training programs aligned with market needs
 - Government incentives for youth entrepreneurship and startups
 - Public-private partnerships creating apprenticeship schemes, enhancing employability and reducing unemployment sustainably

Problem 2. Youth Access to Quality Education in Sub-Saharan Africa

In contrast to Europe, where youth generally benefit from widespread access to quality education, Sub-Saharan Africa faces systemic barriers. Root causes such as poor infrastructure, gender-based disparities, and political instability limit school attendance and learning outcomes. As a result, youth in the region experience higher illiteracy, limited skills, and greater vulnerability to poverty and exploitation. These challenges not only affect individuals but also suppress community development and economic growth. Framing the problem highlights how restricted access to education traps generations in cycles of underdevelopment, while in Europe, robust educational systems serve as engines of opportunity, inclusion, and long-term progress.

Root Causes:



- Inadequate educational infrastructure and resources
- Gender inequality and cultural barriers limiting school attendance
- Political instability disrupting schooling systems

Impact on Individuals and Communities:

- High rates of youth illiteracy and limited skill development
- Increased vulnerability to poverty and exploitation
- Reduced community development and economic growth

Problem Framing:

Limited access to quality education restricts youth potential, perpetuating cycles of poverty and underdevelopment, and hindering societal progress on a broad scale.

Solutions Leading to Sustainable Social Change:

- Investment in building schools and training teachers, especially in rural areas
- Community-driven programs encouraging girls' education and addressing cultural barriers
- Implementation of mobile learning and digital tools to reach remote areas

Problem 3. Youth Mental Health Crisis in High-Income Countries

● **Root Causes:**

- Increased academic and social pressures
- Social media and digital technology contributing to anxiety and isolation
- Insufficient mental health support services for young people

● **Impact on Individuals and Communities:**



- Rising rates of depression, anxiety, and suicide among youth
- Strain on healthcare systems and social services
- Negative effects on family dynamics and community wellbeing
- **Problem Framing:**
The growing youth mental health crisis threatens individual wellbeing and societal productivity, requiring systemic changes in healthcare, education, and social support.
- **Solutions Leading to Sustainable Social Change:**
 - Integration of mental health education and support services within schools
 - National campaigns reducing stigma and promoting awareness
 - Expansion of accessible youth-friendly mental health resources and digital counseling platforms

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Assessment Unit

1. What is a key feature of Participatory Action Research (PAR)?

- A) Researchers work independently to analyze data
- B) Community members and researchers collaborate to identify problems and create solutions
- C) Research is conducted only by academic experts
- D) Solutions are imposed by external authorities

Answer: B

Explanation: PAR emphasizes collaboration between researchers and community members to identify problems, reflect, and act together for social change.

2. You are planning a research project to improve youth employment in a low-income community. Instead of designing everything yourself, you decide to involve local youth groups, educators, and parents in shaping the research questions, methods, and how results will be used. Which research approach are you applying, and what makes it unique?

- A) Traditional research, where experts control all aspects of the study
- B) Experimental research focused only on controlled environments
- C) Community-Based Participatory Research (CBPR), which involves shared decision-making and power between researchers and the community
- D) Urban research methods that exclude rural input

Answer: C

Explanation: Community-Based Participatory Research (CBPR) is distinguished by its collaborative approach, where researchers and community members work as equal partners throughout the entire research process—from defining the problem to sharing results.

3. Which of the following is NOT a root cause of youth unemployment in Southern Europe mentioned in the text?

- A) Economic recession and slow growth
- B) Mismatch between education and labor market demands



- C) Lack of access to digital technology
- D) Limited vocational training opportunities

Answer: C

Explanation: The text does not mention lack of digital technology access as a root cause; it highlights economic factors and education-labor market mismatch.

4. A high school reports a rise in student anxiety and depression. The school board is deciding how to respond. Which of the following actions best reflects current recommended strategies in high-income countries to address youth mental health challenges?

- A) Increase homework and academic pressure to build resilience
- B) Eliminate mental health education to avoid sensitive topics
- C) Expand access to youth-friendly mental health services and launch awareness programs in schools and online
- D) Restrict digital platforms that offer remote mental health support

Correct Answer: C

Explanation: High-income countries are focusing on prevention and early intervention by integrating mental health education, promoting open dialogue, and providing accessible, youth-centered services through schools and digital platforms.

5. According to Problem Tree Analysis, what is the primary focus of identifying root causes of a problem?

- A) Focusing solely on symptoms of the problem
- B) Understanding the systemic factors that contribute to the issue
- C) Prioritizing the immediate consequences of the problem
- D) Implementing quick fixes without analyzing underlying causes

Correct answer: B) Understanding the systemic factors that contribute to the issue.

Explanation: Problem Tree Analysis is a tool used to identify the root causes of a problem by tracing its origins and understanding the systemic factors that lead to it. Rather than just addressing the symptoms or short-term consequences of an issue, this method helps map out the deeper, structural causes that need to be tackled for lasting solutions.



MODULE 5 - The Innovation Journey: From Ideas to Prototypes. The Social Innovation Design Process.

Module's Goal

*Module 5 is designed to enable learners to understand, apply, and analyze the core principles of **Design Thinking** and the **Social Innovation Spiral** in order to **generate innovative ideas, develop prototypes, and validate solutions** in the context of social innovation.*

Learning Audience

This module is intended for:

- **Aspiring Young Social Innovators** – particularly those in early-stage project development or with an interest in hands-on implementation methods.
- **Youth Workers** – who support young people in social action and want to guide them in designing and implementing impactful projects.
- **Trainers and Educators** – delivering programs in social innovation, entrepreneurship, civic engagement, or non-formal education.
- **Youth Organisations and NGOs** – seeking structured tools to initiate, manage, and evaluate community-based social innovation initiatives.

Learning Outcomes according to Entrecom competences

KNOWLEDGE



- Understand the **core principles of Design Thinking** and the **Social Innovation Spiral**.
- Recognize the **importance of empathy** and user-centered approaches in the design process.
- Identify **tools and methods for idea generation, prototyping, and testing** in the social innovation context.
- Understand the significance of **user feedback** in refining social innovation solutions.

ATTITUDES

- Demonstrate **curiosity** and **openness** to experimentation when designing prototypes.
- Foster a **mindset of iteration** and **continuous improvement** based on feedback.
- Show **willingness to collaborate** with users and stakeholders to ensure the relevance of the solution.
- Cultivate a **growth mindset** by embracing failure as part of the learning and innovation process.

SKILLS

- Apply **design thinking** tools and techniques to generate ideas and solutions for social challenges.
- Use **rapid prototyping** methods to create and refine low-fidelity prototypes.
- Collect and **analyze user feedback** to iterate and improve prototypes.
- **Visualize** and communicate ideas effectively using various formats (e.g., storyboards, diagrams, digital tools).



Learning Methods

Problem-based learning, Case studies, Group Discussions, Simulation & Role-Playing, Project-Based Learning

Interactive teaching material

Section 1: Social Innovation and Social Innovation Spiral (slides 6 - 16)

- **Objective:** Understand the basics of **social innovation** and **design thinking** and how they intersect.
- **Topics Covered:**
 - Refresher of the Definition of **social innovation**: Social value creation, addressing societal challenges.
 - **Social Innovation Spiral**: Overview of the spiral stages (identifying challenges, prototyping, testing, scaling).
 - **ACTIVITY 1**: Drag and drop - Innovation Spiral
- **Interactive Teaching Material:**
 - **Case Study Discussion**: Present a short case study of a successful social innovation (e.g., "The LifeStraw" water purification project) and ask students to identify which stage of the Social Innovation Spiral it corresponds to.

Section 2. Design Thinking (slides.17 - 34)

- **Design Thinking**: What it is, why it's used in social innovation.

The Empathy Stage: Understanding the Problem

- **Objective:** Learn how to gather insights about the users and their needs through empathy-building techniques.
- **Topics Covered:**



- The importance of **empathy** in design thinking.
- Tools for empathy: **Interviews, observations, surveys, and personas.**
- Techniques for understanding user needs.

- **Interactive Teaching Material:**

- **Interactive Exercise:** Conduct a **role-playing** exercise where students simulate an interview with a “user” to better understand their challenges.
- **Personas Creation:** Use an online tool (like Miro or Jamboard) to collaboratively create **user personas**. Ask learners to create personas based on a fictional user group.
- **Group Discussion:** Have learners reflect on how empathy helps in framing the problem and ensuring solutions are tailored to the target audience.

Ideation – Generating Ideas

- **Objective:** Apply brainstorming techniques and divergent thinking to generate creative solutions.
- **Topics Covered:**
 - **Brainstorming rules:** How to ensure idea generation is **open, non-judgmental, and creative.**
 - **Techniques for ideation:** **Mind mapping, SCAMPER, and Crazy 8s.**
 - Evaluating ideas and narrowing down to viable solutions.
- **Interactive Teaching Material:**
 - **Group Brainstorming:** Use an online brainstorming tool like **Miro** or **Padlet** for a collaborative ideation session where learners create mind maps or lists of solutions to a given social challenge.
 - **"Crazy 8s" Activity:** Have learners quickly sketch 8 ideas in 8 minutes to foster creative thinking and help them come up with multiple solutions in a short time.
 - **Interactive Poll:** After brainstorming, ask learners to vote on which ideas they find most promising and why.

Prototyping – Building and Testing Solutions

- **Objective:** Learn how to create **low-fidelity prototypes** to test and validate ideas.
- **Topics Covered:**



- Prototyping principles: **Rapid, iterative, and inexpensive** prototypes.
- Types of prototypes: **Sketches, mock-ups, role-playing**, etc.
- Testing prototypes with **real users** to gather feedback.
- Importance of iteration and refining the prototype based on feedback.

- **Interactive Teaching Material:**

- **Prototype Creation:** Using **low-cost materials** (paper, markers, cardboard) or digital tools (Figma, Canva), learners will create a quick prototype of their chosen idea.
- **Peer Feedback:** After creating their prototypes, learners present them to their peers for feedback. This can be done in small groups or in a larger class setting. The goal is to learn how to refine ideas based on user or peer insights.
- **Real-Time Feedback Exercise:** Conduct a **prototype testing exercise** where a small group of learners presents their prototypes to another group acting as the "user." The users provide feedback based on predefined questions about usability, design, and overall functionality.

3. Reflection and Next Steps in the Design Thinking Process (slides 35 - 39)

- **Objective:** Reflect on the learning process and explore the next steps after prototyping.
- **Topics Covered:**
 - How to **iterate** the prototype based on feedback and testing.
 - Moving from prototype to **scaling** solutions.
 - The importance of continuous feedback and **evaluation** in social innovation projects.
- **Interactive Teaching Material:**
 - **Reflection Exercise:** Use **Journaling** or a **Digital Board** (e.g., Jamboard, Miro) to have learners reflect on their experience of creating prototypes and the lessons learned from testing.
 - **Group Discussion:** Discuss how they would continue iterating on their prototypes and what steps they would take to start **scaling** their solutions.
 - **Action Plan:** Ask each participant to create an action plan for taking their prototypes to the next level, considering real-world limitations and necessary resources.



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Assessment Unit [Example]

1. **What is the first stage of the Design Thinking process?**

- a) Prototype
- b) Empathize
- c) Define
- d) Test

Answer: b) Empathize

Explanation: The first stage of Design Thinking is to "Empathize," which involves understanding the user's needs, experiences, and challenges. This step is crucial for creating



solutions that are truly user-centered.

2. **Which of the following is NOT a key principle of Design Thinking?**

- a) Human-centered
- b) Iterative
- c) Linear
- d) Collaborative

Answer: c) Linear

Explanation: Design Thinking is iterative, meaning that the process is cyclical, with ongoing refinement based on feedback. It's not linear, as designers may revisit stages multiple times to improve the solution.

3. **True or False:** In the Social Innovation Spiral, the "idea generation" phase is static and does not require ongoing feedback.

Answer: False

Explanation: The idea generation phase in the Social Innovation Spiral is dynamic and often requires ongoing feedback from stakeholders and users to refine and validate ideas.

4. **What is the primary purpose of the Social Innovation Spiral?**

- A. To guide organizations in the creative development of new products
- B. To help teams continuously iterate and improve upon their social innovation projects
- C. To measure the financial viability of a project
- D. To develop a detailed business model for a social innovation initiative

Answer: B.

Explanation: The **Social Innovation Spiral** is a framework that emphasizes the iterative process of refining and improving social innovation projects. It allows teams to assess, adapt, and innovate at each stage of the project, leading to continuous improvement and long-term success.

5. **Which of the following is NOT part of the Design Thinking process?**

- A. Ideation
- B. Prototyping
- C. Evaluation
- D. Task prioritization

Answer: D.

Explanation: **Design Thinking** is a user-centered approach to innovation that includes the stages of **Empathize**, **Define**, **Ideate**, **Prototype**, and **Test**. **Task prioritization** is not a formal stage in the Design Thinking process but could be part of project management.

6. **In the context of social innovation, which of the following would be considered a social innovation?**

- A. A new software that increases business profits
- B. A new educational program that provides free learning resources to underserved communities



- C. A marketing campaign for a new product
- D. A tax incentive for small businesses

Answer: B.

Explanation: A **social innovation** addresses a social need and aims to improve the well-being of individuals or communities. In this case, providing **free learning resources** to underserved communities addresses a societal issue, thus qualifying as a social innovation.

7. **What is a key advantage of using prototyping during the social innovation process?**
- A. It reduces the cost of the final product
 - B. It helps quickly test and refine ideas based on real-world feedback
 - C. It ensures the project can be scaled up immediately
 - D. It allows for detailed financial forecasting

Answer: B.

Explanation: Prototyping allows innovators to quickly test ideas in a real-world context, gather feedback, and refine their approach. It is a critical part of the **Design Thinking** process that enables rapid iteration and validation of ideas before full-scale implementation.



MODULE 6 The Innovation Journey: From Prototypes to Impact. Managing and Implementing Social Innovation Projects

Module's Goal

*Module 6 is designed to **equip learners with the skills to plan, implement, and evaluate** social innovation projects, **manage resources and timelines**, and **measure impact** in order to **scale solutions** and **maximize social impact**.*

Learning Audience

This module is intended for:

- **Aspiring Young Social Innovators** – particularly those in early-stage project development or with an interest in hands-on implementation methods.
- **Youth Workers** – who support young people in social action and want to guide them in designing and implementing impactful projects.
- **Trainers and Educators** – delivering programs in social innovation, entrepreneurship, civic engagement, or non-formal education.
- **Youth Organisations and NGOs** – seeking structured tools to initiate, manage, and evaluate community-based social innovation initiatives.

Learning Outcomes according to Entrecom competences

KNOWLEDGE



- Understand the **key principles of project management**, including **planning, budgeting, and resource allocation** for social innovation projects.
- Familiarize with **methods for scaling prototypes** and managing the transition from small-scale testing to full implementation.
- Recognize the importance of **measuring impact** through relevant indicators and evaluation frameworks.
- Identify **stakeholder roles** and the **importance of collaboration** throughout the project lifecycle.

ATTITUDES

- Demonstrate **initiative** and **responsibility** in managing social innovation projects.
- Show **resilience** and adaptability in dealing with the challenges of scaling and implementing projects.
- Foster an **ethical mindset** focused on creating lasting social value and positive impact.
- Cultivate a **solution-oriented attitude**, prioritizing problem-solving and impact over perfection.

SKILLS

- Develop **comprehensive project plans** that include timelines, milestones, roles, and risk management strategies.
- **Lead and coordinate teams**, ensuring collaboration and clear communication throughout the project.
- Use **evaluation tools** to measure progress and assess the social impact of projects.
- **Adjust project implementation** based on feedback, lessons learned, and performance data.



Learning Methods

Problem-based learning, Case studies, Group Discussions, Simulation & Role-Playing, Project-Based Learning

Interactive teaching material

Section 1: Introduction to Project Management for Social Innovation (slides 6 - 28)

- **Objective:** Understand the fundamentals of **project management** in the context of social innovation.
- **Topics Covered:**
 - The importance of **project management** in ensuring successful social innovation outcomes.
 - Key **project management principles**: setting objectives, managing resources, timelines, and budgets.
 - The role of **stakeholders** in project success.
- **Interactive Teaching Material:**
 - **Video:** "Social Innovation Project Management: Key Principles" – A video outlining the basic project management concepts applied to social innovation projects.
 - **Interactive Poll:** "What do you think is the biggest challenge in managing a social innovation project?" (e.g., budget, timelines, stakeholder engagement).

Section 2: Planning and Organizing for Impact (slides 6 - 28)

- **Objective:** Learn how to **plan and organize** social innovation projects effectively.
- **Topics Covered:**
 - **Setting clear goals and objectives** for social innovation projects.
 - **Creating project timelines**, work breakdown structures (WBS), and setting milestones.
 - Defining roles and responsibilities: **who does what and by when**.



- Budgeting and managing **resources** effectively.

- **Interactive Teaching Material:**

- **Interactive Exercise:** Create a project plan using a template that includes a **timeline**, **milestones**, and **role assignments** (using an online tool like **Trello** or **Asana**).
- **Resource Allocation Game:** Use a **resource management simulation game** (e.g., an online tool or worksheet) where learners allocate a budget and resources to achieve project goals. Afterward, have them discuss the challenges and how they prioritized tasks.

Section 3: Implementing and Managing Social Innovation Projects (slides 6 - 28)

- **Objective:** Gain hands-on experience in **implementing** and **managing** social innovation projects.
- **Topics Covered:**
 - **Managing teams** and ensuring effective **communication** throughout the project.
 - Handling **risks** and **uncertainties** during project implementation.
 - Effective **resource management** and **stakeholder engagement** during implementation.
 - **Monitoring progress** and making necessary adjustments to stay on track.
- **Interactive Teaching Material:**
 - **Role-play Exercise:** Have learners take on different stakeholder roles (project manager, team members, external partners) and negotiate how to manage the implementation phase, handle conflicts, and ensure the project stays on track.
 - **Group Discussion:** What are common project implementation challenges? Invite learners to share their experiences or discuss case studies where projects faced issues, and how they could have been mitigated.

Section 4: The Business Model Canvas for Social Innovation Projects (slide 29 - 31)

Duration: 1 hour

- **Objective:** Introduce the Business Model Canvas as a tool to design sustainable and scalable social innovation projects.
- **Topics Covered:**
 - What is the Business Model Canvas? A breakdown of the 9 building blocks: Key Partners, Key Activities, Key Resources, Value Proposition, Customer



Relationships, Channels, Customer Segments, Cost Structure, Revenue Streams.

- How to adapt the Business Model Canvas to the context of social innovation.
- Developing a sustainable business model for a social innovation project.
- Ensuring alignment between the project's social impact goals and the business model.

- **Interactive Teaching Material:**

- **Business Model Canvas Exercise:** Provide learners with a template of the Business Model Canvas (using an online tool like Miro or Canvanizer) and have them fill it out for a specific social innovation project.
- **Group Work:** In small groups, learners will collaborate to design a sustainable business model for a social innovation project they are working on. They will explore the social value proposition, the stakeholders involved, and how the project could be financially supported.
- **Pitch Presentation:** After completing the Business Model Canvas, each group presents their business model and receives feedback from peers, focusing on aspects like scalability, sustainability, and the alignment with social innovation goals.

Section 5: Measuring Social Impact and Evaluating Projects (slides 32 - 37)

- **Objective:** Learn how to measure the success of social innovation projects and evaluate their impact.
- **Topics Covered:**
 - **Impact measurement tools** and frameworks (e.g., **Theory of Change**, **Logic Models**).
 - Key **performance indicators (KPIs)** for social innovation projects.
 - How to collect **data** and **feedback** to measure social outcomes.
 - **Evaluating the long-term sustainability** and scaling potential of the project.
- **Interactive Teaching Material:**
 - **Interactive Workshop:** In groups, learners will use an impact measurement tool (such as the **Theory of Change**) to define indicators and metrics for a given social innovation project.
 - **Data Collection Role-play:** Simulate a situation where learners must collect **user feedback** or **survey data** to assess project effectiveness. This can be done through



questionnaires, interviews, or group discussions.

Section 6: Scaling Social Innovation and Final Reflection (slides 38 - 48)

- **Objective:** Reflect on the **scaling process** and how to ensure **sustainability** of social innovation projects.
- **Topics Covered:**
 - The process of **scaling** social innovation projects to reach a larger audience.
 - **Sustainability models** for social innovation: How to ensure the project continues long-term.
 - Developing a strategy for **funding** and **partnerships** to support project scaling.
 - Reflections on lessons learned from the project management process.
- **Interactive Teaching Material:**
 - **Scaling Strategy Exercise:** Have learners create a **scaling plan** for their social innovation project, considering funding sources, partnerships, and sustainability.

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Assessment Unit [Example]

1. **What is the main focus of Impact Evaluation in social innovation projects?**

- A. To measure the efficiency of project implementation
- B. To assess the long-term social and environmental outcomes of a project
- C. To calculate the financial profits generated by the project
- D. To review the project team's performance

Answer: B.

Explanation: **Impact evaluation** focuses on assessing the social, environmental, and broader societal outcomes of a social innovation project. It looks beyond outputs (like products or services) to measure the **long-term change** and impact the project has had.

2. **Which tool is specifically designed to help innovators understand their business model and how to deliver value sustainably?**

- A. Social Innovation Spiral
- B. Business Model Canvas
- C. SWOT Analysis
- D. Theory of Change

Answer: B.

Explanation: The **Business Model Canvas** is a strategic management tool used to describe, design, and analyze the business model of a project or organization. It focuses on how value is



created, delivered, and captured in a sustainable way.

3. **What tool can be used to visualize and manage the timeline of a social innovation project?**

- a) Gantt Chart
- b) Budget Sheet
- c) Empathy Map
- d) Risk Matrix

Answer: a) Gantt Chart

Explanation: A Gantt Chart is a popular project management tool that visually represents the timeline of tasks, making it easier to plan and track the progress of a project.

4. **Which of the following is an essential component of an effective project implementation plan?**

- a) Clear project goals and timeline
- b) Only one resource for execution
- c) Lack of defined risks
- d) Focus solely on marketing

Answer: a) Clear project goals and timeline

Explanation: An effective project plan must include clear goals and a timeline to guide the implementation process. This ensures that all tasks are aligned with the project's objectives and deadlines.

5. **True or False:** In a project plan, risk analysis should only be conducted at the beginning of the project and does not need to be revisited.

Answer: False

Explanation: Risk analysis should be an ongoing process. Risks can emerge or evolve during the project, and it's crucial to continually assess and address them to ensure the project's success.

6. **Which of the following is a common indicator for evaluating the social impact of an innovation project?**

- a) Number of followers on social media
- b) Stakeholder satisfaction and community benefits
- c) Time spent in meetings
- d) Total revenue generated

Answer: b) Stakeholder satisfaction and community benefits

Explanation: Measuring social impact typically involves assessing how the innovation benefits the community and stakeholders, such as improvements in well-being, inclusion, or environmental sustainability.

7. **True or False:** A Theory of Change model is used to identify and measure the long-term outcomes and impact of a social innovation project.



Answer: True

Explanation: A Theory of Change is a framework that helps define long-term outcomes, identify the steps to achieve those outcomes, and measure impact. It's a critical tool for planning and evaluating social innovation projects.

8. **What is the purpose of creating an evaluation matrix for a social innovation project?**
- a) To track daily progress
 - b) To assign tasks to team members
 - c) To measure and analyze the outcomes of the project
 - d) To write the final report

Answer: c) To measure and analyze the outcomes of the project

Explanation: An evaluation matrix helps track the effectiveness of a project by comparing its objectives with actual outcomes. It is a key tool for measuring impact and determining areas for improvement.

9. **What personal skill is essential for overcoming challenges during the innovation journey?**
- a) Passive learning
 - b) Flexibility and adaptability
 - c) Strict adherence to the original plan
 - d) Avoiding collaboration

Answer: b) Flexibility and adaptability

Explanation: Social innovation often involves unexpected challenges and changes. Being flexible and adaptable allows innovators to pivot when needed and continuously learn and improve throughout the process.

10. **What does the Value Proposition in the Business Model Canvas refer to?**
- A. The project's mission statement
 - B. The price point at which the product or service will be sold
 - C. The unique value the project or organization delivers to its target audience
 - D. The cost structure of the project

Answer: C.

Explanation: The **Value Proposition** in the **Business Model Canvas** refers to the unique **value** or benefits that the project or organization offers to its target audience. This could include solving a problem, improving lives, or providing a new service that meets specific needs.



Module 7: Essential Skills for Social Innovation: Communication, Time management, Stress Management, Task Performance, Open-mindedness

Module's Goal

***Module 7** is designed to analyse critical skills for social innovation, apply time management and stress reduction strategies, develop effective communication techniques, and evaluate task performance and open-mindedness through practical activities. Participants will synthesize diverse perspectives and create solutions for real-world challenges, empowering them to lead innovative and impactful projects.*

Learning Audience

Youth workers, trainers, young leaders, and organizations supporting social innovation initiatives.

Learning Outcomes according to Entrecom competences

- **KNOWLEDGE**
 - Understanding Leadership Models and Empathy-Building
 - Stakeholder Engagement and Community Dynamics
- **ATTITUDES**
 - Promoting Diversity and Inclusion
 - Innovation and a Solution-Focused Mindset
 - Inclusivity and Respect for Collective Impact
- **SKILLS**
 - Advocacy for Social Innovation as a Driver of Change
 - Identifying and Breaking Down Problems
 - Solution Development and Adaptation
 - Task Delegation and Team Coordination
 - Resource Planning and Allocation



Learning Methods

Experiential Learning: participants practice and refine skills in real-world scenarios, such as delivering elevator pitches and role-playing different perspectives.

Problem-Based Learning: through case studies, participants identify challenges, strategise solutions, and collaboratively resolve project-related errors.

Collaborative Exercises: group discussions and shared problem-solving, such as prioritizing tasks with the Eisenhower Matrix or brainstorming solutions for time thieves.

Reflective Learning: activities like stress trigger identification and mindfulness meditation promote self-awareness and personal growth.

Creative Role-Playing: techniques like the “Six Thinking Hats” foster empathy, innovation, and open-mindedness in tackling complex challenges.

Interactive teaching material

INTRODUCTION

Engaging in the field of social innovation requires developing and strengthening key skills to ensure the experience is both impactful and fulfilling. This module is designed to help participants build these essential abilities, preparing them to navigate challenges, collaborate effectively, and drive meaningful change in their communities through innovative approaches.

7.1 COMMUNICATION SKILLS

Objective:

The aim of this section is to highlight the importance of effective communication in social innovation, particularly through the use of elevator pitches. It equips participants with tools to express their ideas clearly, persuasively, and strategically to engage stakeholders and inspire action.

Theoretical background – Slide 6



Effective communication is the foundation of collaboration and leadership in social innovation. It involves not only the ability to convey ideas clearly and persuasively but also the capacity to listen actively, adapt your message to different audiences, and foster mutual understanding.

Communication in the field of social innovation often requires storytelling, empathy, and strategic thinking to build support, mobilise communities, and engage stakeholders.

Techniques like the elevator pitch are especially valuable because they teach innovators how to communicate complex ideas succinctly and compellingly in a limited time frame. This skill empowers changemakers to articulate their vision and inspire action, which is key to transforming ideas into impactful projects.

<https://professional.dce.harvard.edu/blog/8-ways-you-can-improve-your-communication-skills/#5-Practice-active-listening>

By learning how to make an impactful elevator pitch, you are going to learn how to approach the right person to make your idea of social innovation come true by strengthening your ability to synthesise the relevant information while telling inspiring stories to catch your audience's attention.

Interactive teaching material:

Activity 1: Elevator pitch – Slides 7-14

The elevator pitch is a technique used to “sell” your idea to a potential “buyer.” Imagine you want to talk with the CEO of an organisation about your project to have their support. For this, your only chance is to catch their attention while you are both in the elevator. The final objective is that your target audience got impressed by your proposition so you can have a second chance for a meeting and explain the whole idea.

You can visit this [link](#) to see some examples of elevator pitches and watch these videos with participants to have extra tips to nail their pitch and catch their audience:

<https://www.youtube.com/watch?v=r-iETptU7JY>

https://www.youtube.com/watch?v=CTkx83_e95o

Step 1: Individually, ask participants to think of the social issue they’d like to solve that they had already described in Module 1 and how they would address it.

Step 2: Group participants according to the type of social issue they are addressing. In these small groups, ask them to brainstorm with whom they should approach to carry out their project. They can ask questions like:

- What kind of entity could help you?
- Which kind of resource can they provide (human resources, knowledge, economics, etc.)?
- Give concrete examples

Step 3: Working again individually, each participant should prepare their own elevator pitch, taking into account the person/entity they should approach. They should take into account that the pitch should last 30-60 seconds, and it should include:

- A hook: something to start the pitch and catch the attention of your audience.
- Your value proposition: think of what you are bringing and what makes you different from the rest



- Evidence: share some proofs of your success to gain the trust of your audience
- A differentiator: highlight what makes you unique and why your idea should be chosen among others.
- A call to action: close your speech inviting your audience to take the action, like exchanging emails, taking a coffee, or scheduling a call or meeting.

Step 4: By turns, each participant should perform their elevator pitch. In the meantime, the rest of the participants should take notes so they can give feedback after it. The idea of the feedback round is that the person doing the speech can learn what to improve next time, so ensure you provide clear instructions to participants on how to provide constructive feedback, like with the sandwich technique (say something positive, then something to improve, and finalise with something positive).

Step 5: Once everyone has presented their speech and all the evaluations are done, ask participants to share which was their favourite speech.

Step 6: Select the 3 elevator pitches with the most votes and start a group reflection to discuss what they have in common to have been the most successful ones.

7.2. TASK PERFORMANCE

Objective:

The aim of this section is to strengthen participants' task performance by developing strategic thinking, problem-solving, and resourcefulness. It prepares them to effectively plan and implement social innovation projects, even in challenging or resource-limited contexts.

Theoretical background – Slide 16

Task performance is closely related to how effectively a person can plan, execute, and complete actions to reach specific goals. In the context of social innovation, strong task performance is essential for turning visionary ideas into tangible outcomes. This includes setting realistic goals, identifying priorities, being strategic in planning, and adapting to unexpected obstacles. High-performing individuals also demonstrate resourcefulness, using available tools and capacities creatively to solve problems. Cultivating this skill not only enhances productivity but also helps maintain motivation and momentum in social initiatives, especially when working under pressure or with limited resources.

To improve someone's task performance, it is important to develop their goal-orientated and strategic thinking, as well as how to be resourceful. With this activity, participants will develop these abilities to help them improve and reach their achievements.

<https://www.linkedin.com/advice/0/what-do-you-tasks-being-completed-expected-ulmbf?lang=en>

Interactive teaching material:

Activity 2: Case study – Slides 17-22

Step 1: Divide participants into groups of 4-5 people and assign each group a case study about project development. ([Annex: Case studies](#))

Step 2: In each case study, there are some intended mistakes that participants should detect.

Step 3: Once the errors are detected, the group should develop strategies to solve them and achieve the project results in the time assigned for it.

Step 4: Each group shares in plenary their case study, presenting the mistakes and the strategies to solve them. The rest of the group can also brainstorm about other possible solutions.

7.3. TIME MANAGEMENT

Objective:

The aim of this section is to help participants develop effective time management skills, essential for successfully leading social innovation projects. By learning to prioritise tasks and identify time-wasting habits, they can increase productivity, reduce stress, and make better decisions under pressure.

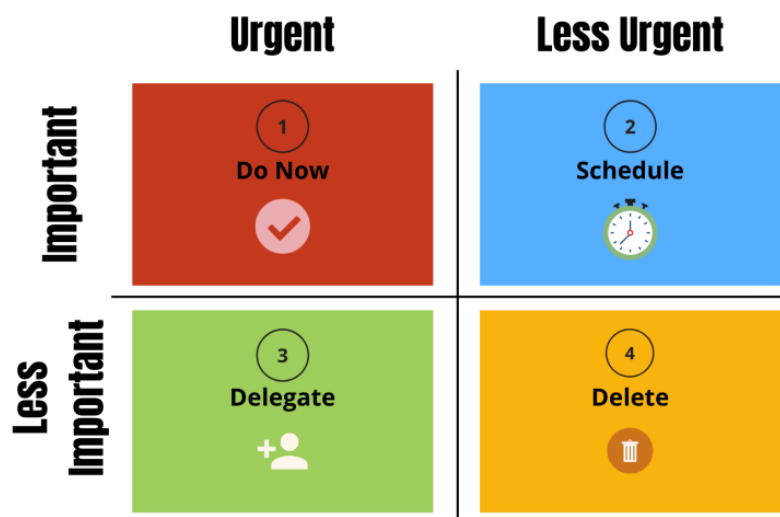
Theoretical background – Slide 24-26

Time management is the process of organising and planning how to divide your time among various activities to work more efficiently. In social innovation, where teams often juggle multiple tasks with limited deadlines and resources, managing time well is critical to success. Good time management involves identifying priorities, setting boundaries, reducing distractions, and staying focused on high-impact activities.

The Eisenhower Matrix (Stephen R. Covey, 1989) model divides tasks into four quadrants based on urgency and importance. It encourages prioritizing important but non-urgent activities, such as planning and learning, over reactive or trivial tasks. This model helps participants reflect on how they use their time and supports better decision-making regarding priorities — essential for managing multiple commitments within innovation projects. Developing this skill not only increases productivity but also reduces stress and burnout, contributing to sustainable impact.

Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. Free Press.

<https://www.franklincovey.com/the-7-habits/>





<https://theblogrelay.com/eisenhower-matrix-for-decision-making/>

Interactive teaching material:

With these activities, participants will develop a better sense of how important time management is in order to achieve our goals, and they will learn how to prioritise tasks and identify common “time thieves”.

Activity 3: Eisenhower matrix – Slides 27-31

Step 1: Ask your participants to watch this video about time management tips and make a group reflection about the insights provided.

<https://www.youtube.com/watch?v=GiUdZ9U-2q4>

Step 2: Divide participants into small groups (4-5 people). Share a scenario with them and give a list of tasks that they should prioritise according to the **Eisenhower matrix**. ([Annex: scenario and list of tasks](#)).

The Eisenhower Matrix **classifies urgent vs. important tasks**. The matrix divides tasks into four quadrants:

Quadrant 1: Urgent and Important (Do First): Tasks that require immediate attention and are crucial for achieving long-term goals. They must be done right away and should not be delayed. Examples could include crisis management, deadlines, and emergencies.

Quadrant 2: Important but Not Urgent (Schedule): Tasks important for personal or professional growth but do not require immediate action. These should be scheduled for a later time to ensure they get completed. Examples include long-term planning, strategic thinking, and self-improvement activities.

Quadrant 3: Urgent but Not Important (Delegate): Tasks that are urgent but not necessarily aligned with your main goals. They can often be delegated to others or handled quickly. Examples could include answering certain phone calls, attending unnecessary meetings, or dealing with interruptions.

Quadrant 4: Not Urgent, Not Important (Eliminate): Tasks that neither add value nor need immediate attention. They are often time-wasters or distractions. Examples include excessive social media browsing, watching television, or engaging in trivial activities.

Step 3: After every group has classified the tasks according to the matrix, ask them to share their results and comment on the similarities and differences.

Activity 4: Time thieves – Slides 32-33

Step 1: In plenary, discuss about “time thieves.” “Time thieves” are anything that steals time from your tasks, often without you realising it. It includes distractions (scrolling on social media), inefficiencies (unnecessary meetings, poor communication), or habits (procrastination). Ask everyone to write on a post-it note (digital or physical) about examples of “time thieves” they can find when developing the tasks of their project.

Step 2: Once they have identified the activities that steal time, ask them to think of strategies to avoid this happening or to minimise its impact.



7.4. STRESS MANAGEMENT

Objective:

The aim of this section is to raise awareness about stress and equip participants with strategies to manage it effectively, especially in the demanding context of social innovation. It supports their well-being and resilience, helping them avoid burnout and stay focused, creative, and emotionally balanced throughout their projects.

Theoretical background – Slide 35-36

Stress is a natural response to challenges, but if left unmanaged, it can severely affect mental, emotional, and physical health. For social innovators, who often work in high-pressure, emotionally demanding environments, managing stress is vital to maintaining well-being and project continuity. Stress management involves recognizing triggers, regulating emotions, and applying coping strategies such as mindfulness, relaxation techniques, or better planning. Understanding how to manage stress helps individuals avoid burnout and maintain clarity, creativity, and emotional resilience—qualities necessary to lead and inspire others in the face of adversity.

Stress kept in time can lead to physical symptoms (headaches, exhaustion, digestive problems, muscle tension, weakened immune system, etc.) and also mental (sadness, panic attacks, anxiety or irritability, depression).

Being in charge of a social innovation project, or any other type of project, can lead to peaks of stress. That is why knowing what stress is, how it manifests itself and how we can reduce or avoid it is essential to making the process as bearable as possible and preventing the consequences of stress from interfering with our projects.

<https://www.mindful.org/how-to-manage-stress-with-mindfulness-and-meditation/>

<https://genquest.eu/emotional-regulation/>

Interactive teaching material:

Activity 5: Understanding stress triggers – Slides 37-38

The aim of this activity is to understand what stress is and learn some tools to overcome it. Stress is the natural response of our body to pressure. It can be triggered by facing new or unexpected experiences that we perceive as threatening. Stress can be positive, as it keeps you aware, motivated, and ready to avoid the danger, but it becomes a problem when it comes without periods of relaxation.

Step 1: Ask participants to watch this video to learn more about stress.

<https://www.youtube.com/watch?v=dERu8051t4w>

Step 2: In plenary, discuss stress triggers that can affect you when developing your social innovation projects. By turns, each person can suggest a trigger, while the rest will suggest some solutions or techniques they can implement to mitigate this trigger. Take notes on a big poster so, at the end of the activity, you will have a complete guide about stress triggers and possible solutions.

Activity 6: Meditation – Slides 39-42



Step 1: Create a comfortable environment and invite participants to take part in a 10-minute guided meditation to relieve stress. Ask them to sit or lie down if possible, in a position that allows their body to be relaxed and free of tensions. You can guide the meditation yourself or play the following video:

<https://www.youtube.com/watch?v=AbckuluEdM0>

Step 2: After the meditation, come back to the plenary calmly and ask them to exchange their impressions. You can ask questions like:

- How were you feeling at the beginning? And at the end?
- Was it hard for you to relax? Why?
- Did you notice any resistance in your body or mind during the meditation?
- Did any pleasant or uncomfortable feeling arise during the meditation?

To go further in stress management, you can check the [GenQuest project](#), where there's a whole module with activities to learn about stress and how to manage it.

7.5. OPEN-MINDEDNESS

Objective:

The aim of this section is to foster open-mindedness as a key attitude for social innovation, encouraging participants to embrace diverse perspectives, think creatively, and collaborate effectively. It equips them with tools like the Six Thinking Hats to enhance decision-making, empathy, and innovation in group settings.

Theoretical background – Slide 44

Open-mindedness is the willingness to consider new ideas, perspectives, and experiences without prejudice or resistance. It is a fundamental attitude for innovation because it encourages curiosity, empathy, and creative problem-solving. Open-minded individuals are better equipped to understand diverse communities, collaborate with others, and adapt solutions to complex social challenges. In group settings, open-mindedness enhances communication and reduces conflict, allowing diverse voices to be heard and valued.

Being open-minded is a superpower for social innovators. When someone wants to implement a change in society, having an open perspective will help them to address the social issues in a more creative way, taking into account different points of view, thinking outside the box to face challenges, being curious, willing to continue learning new things, and also taking the failures as opportunities to grow. Being open-minded also can benefit building stronger relationships, needed when developing a project, as it provides empathy, understanding different points of view and fostering trust.

<https://www.verywellmind.com/be-more-open-minded-4690673>

Interactive teaching material:

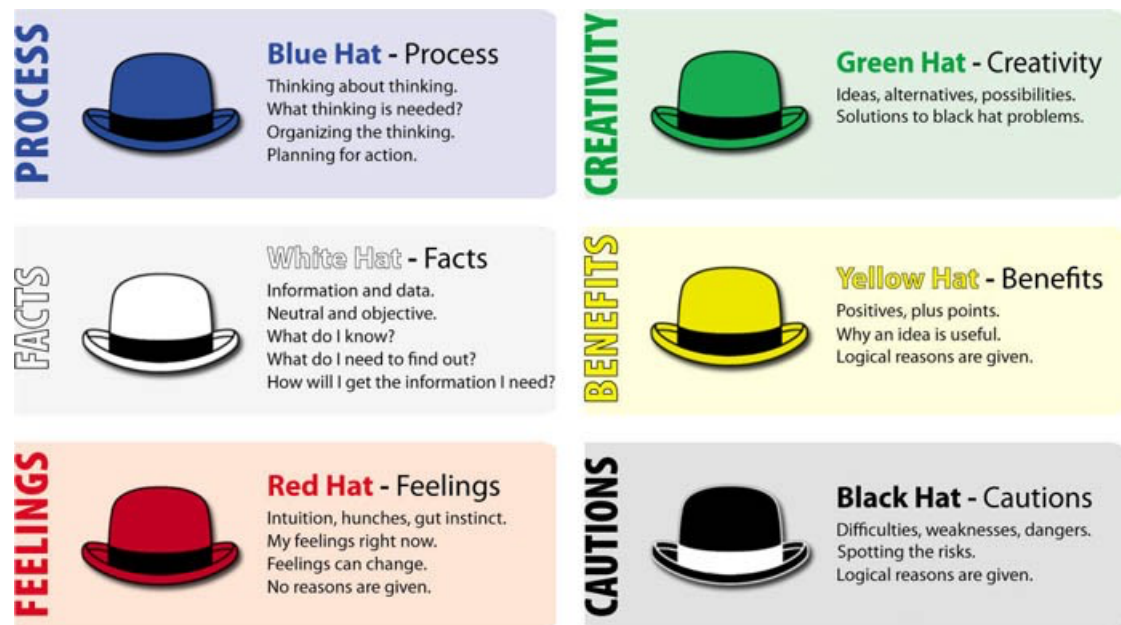
Activity 7: Six Thinking Hats – Slides 45-53

Techniques like *Six Thinking Hats* (Edward de Bono, 1985) used in this module nurture this skill by helping people adopt multiple perspectives, overcome cognitive biases, and make more informed and balanced decisions. This creative thinking method assigns different "hats" to different types of thinking:

factual, emotional, critical, optimistic, creative, and process-oriented. It encourages individuals and teams to deliberately shift perspectives to improve decision-making.

The Six Thinking Hats method is used to **foster cognitive flexibility, empathy, and inclusive thinking**, which are all essential for working in diverse teams and developing innovative solutions to complex social problems.

<https://www.debonogroup.com/services/core-programs/six-thinking-hats/>



<https://www.onedaydesignchallenge.net/en/journal/six-thinking-hats-technique>

Step 1: Divide participants into groups of 6. Each participant from each group will receive a “colourful hat”. Explain the technique of “Six Thinking Hats”:

Each hat represents a different perspective, so the person “wearing the hat” should act according to this perspective. The 6 thinking hats are:

- **Blue Hat:** *The Leader* – Focuses on structure, organisation, and directing the discussion.
- **White Hat:** *The Analyst* – Gathers facts, data, and neutral information.
- **Red Hat:** *The Empath* – Reacts emotionally and considers feelings.
- **Green Hat:** *The Innovator* – Thinks creatively and suggests unconventional ideas.
- **Yellow Hat:** *The Optimist* – Highlights benefits and opportunities.
- **Black Hat:** *The Critic* – Points out risks, challenges, and potential downsides.

Step 2: Assign a scenario to each team and ask them to role-play, thinking about possible solutions for each case. Each participant in the group should “wear” one different hat, so the solutions they propose should be according to this perspective.

- **Scenario 1: Launching a Community Food Bank**
 A neighbourhood has high food insecurity. The team must decide how to start a food bank with limited funding, ensuring the project reaches those in need effectively.



- **Scenario 2: Implementing Solar Panels in a School**

A rural school seeks to install solar panels to reduce energy costs. The project has support but faces scepticism about costs and maintenance.

- **Scenario 3: Tackling Cyberbullying**

An online platform faces increasing incidents of cyberbullying. The team must propose a solution to create a safer digital space for young users.

- **Scenario 4: Urban Green Space Transformation**

An abandoned lot in the city could become a park or community garden. The team must decide on its purpose and engage residents to support the project.

Step 3: Ask each group to present their roleplay in front of the rest of the groups. Once the representation is over, ask the spectators to guess which person was wearing each hat and discuss how each role contributes to finding a solution.

Alternative: instead of presenting the roleplay, you can ask participants to present it in their small groups and every 5 minutes exchange the “hats” to experience a different perspective in their own skin.

Step 4: After all the representations are done, come back to plenary and reflect on how different perspectives shaped different solutions. You can ask questions like:

- Which perspective was most challenging?
- How did empathy influence the decision-making process?
- How could these skills apply to real-world challenges?

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Assessment Unit

Question 1 (Communication Skills): Which element makes an elevator pitch most effective when addressing a potential supporter?

- A) Including only technical details of the project.
- B) Adding a clear call to action to engage your audience (**Correct Answer**).
- C) Discussing unrelated achievements to build credibility.
- D) Using vague language to leave room for interpretation.

Explanation:

Answer A is incorrect, as technical details may overwhelm the listener in a short pitch.

Answer B is correct. A call to action motivates the audience to take a concrete step, such as scheduling a meeting.

Answer C is incorrect as unrelated achievements dilute the focus.

Answer D is incorrect as vague language fails to communicate the value proposition clearly.

Question 2 (Task Performance): How should mistakes in project planning be addressed to ensure success?

- A) Ignore them and focus on new strategies.
- B) Assign blame to team members to ensure accountability.
- C) Identify and resolve them strategically to achieve the project goals (**Correct Answer**).
- D) Start over completely, abandoning the initial plan.

Explanation:

Answer A is incorrect, as ignoring mistakes risks project failure.

Answer B is incorrect as blame creates conflict and reduces collaboration.

Answer C is correct as resolving mistakes builds resourcefulness and ensures alignment with the project's objectives.

Answer D is incorrect, as restarting wastes time and resources unnecessarily.

Question 3 (Time Management): Which task should be prioritised according to the Eisenhower matrix to maximise productivity in the long term?

- A) Scheduling time to plan a social innovation strategy (**Correct Answer**).
- B) Preparing for a last-minute meeting with a low impact on project goals.
- C) Responding immediately to every email received.
- D) Reviewing detailed feedback from a recent project to refine future plans.



Explanation:

Answer A is correct, as strategic planning falls into "Important but Not Urgent" tasks, which are key for sustained productivity and growth.

Answer B is incorrect, as last-minute, low-impact tasks may seem urgent but are not essential.

Answer C is incorrect, as constantly responding to emails interrupts focus and wastes time.

Answer D is incorrect as, while useful, reviewing past feedback is less immediate than planning strategically for upcoming goals.

Question 4 (Stress Management): Which of the following strategies is most effective for managing stress in a high-pressure project environment?

A) Avoid stress triggers by delegating all difficult tasks.

B) Recognize and address stress symptoms while scheduling regular recovery periods (**Correct Answer**).

C) Focus solely on project completion, ignoring physical and emotional responses.

D) Use stress as motivation to work faster, regardless of long-term effects.

Explanation:

Answer A is incorrect, as delegating may reduce immediate stress but doesn't develop resilience or stress management skills.

Answer B is correct, as proactively managing stress symptoms and balancing effort with recovery ensures long-term productivity and well-being.

Answer C is incorrect, as ignoring stress leads to burnout and reduced efficiency.

Answer D is incorrect, as relying on stress can backfire, causing health issues and mistakes.

Question 5 (Open-Mindedness): When using the "Six Thinking Hats" technique to address a complex challenge, how does open-mindedness contribute to better solutions?

A) It ensures the group agrees on the most optimistic perspective.

B) It highlights flaws in other ideas to reach a single best solution.

C) It focuses on avoiding conflict by aligning everyone to one perspective.

D) It balances diverse viewpoints, fostering innovative and inclusive outcomes (**Correct Answer**).

Explanation:

Answer A is incorrect, as optimism alone overlooks risks and challenges.

Answer B is incorrect, as highlighting flaws without collaboration creates a narrow, less effective outcome.

Answer C is incorrect, as avoiding conflict stifles meaningful debate and limits creativity.



Answer D is correct, as open-mindedness allows each hat's unique perspective to contribute to well-rounded, creative solutions.



Module 8: Financing opportunities (self-funded, sponsorship, guidelines for entrepreneurship, decision making)

Module's Goal

This module is designed to equip participants with essential knowledge and skills necessary for securing funding and making informed financial decisions. The facilitator will guide NEET youth (18–29 years old, not in employment, education, or training) to understand self-funding options, sponsorship opportunities, and ethical financial decision-making. The goal is to empower participants with both practical knowledge and confidence to explore financing opportunities for social innovations.

Learning Audience

NEET youth, youth workers, trainers, young leaders, and youth organizations supporting social innovation.

Learning Outcomes according to Entrecom competences

- **KNOWLEDGE**

- Understanding self-funding and sponsorship models
- Familiarity with legal and regulatory frameworks
- Awareness of different types of funding opportunities
- Knowledge of ethical financial decision-making

- **ATTITUDES**



- Openness to continuous learning
- Resilience when facing financial challenges
- Collaborative mindset in fundraising initiatives
- Ethical responsibility in financial management

- **SKILLS**

- Financial literacy and planning
- Identifying and allocating personal and external resources
- Evaluating risk and feasibility
- Building partnerships with funders and sponsors
- Strategic planning and proposal writing
- Communication and negotiation skills

Learning Methods

- Interactive presentations: Facilitator explains funding mechanisms with simple, relatable examples.
- Simulation activities: Role-play pitching ideas with peer feedback.
- Group work: Participants co-create mock funding proposals.
- Discussions: Analyze real-life case studies and challenges in financing social projects.

Interactive teaching material

Part 1: Types of Funding – Slide 7-8

Objective for facilitator: Introduce the range of available funding models for social innovation.

How to facilitate:

1. Begin with a simple story (e.g., a youth project funded through crowdfunding).
2. Show slide 7 and 8 and explain each funding type with examples.
3. Ask participants to discuss in pairs: 'Which funding source seems most realistic for



you? Why?'

4. Summarize key differences in plenary.

Key theory to present:

- Government fundings
- Foundations
- Impact investors
- Corporate support (CSR)
- Crowdfunding
- Universities and research institutions
- International organisations

Suggested activity: 'Funding 'Match'—give printed cards with funding types and project examples. Participants match the correct funding source to the project idea.

Interactive teaching material:

In this activity: “Financing opportunities” participants will practice their knowledge of the types of funding sources.

Participants must complete the exercise according to the following instructions: You have an idea for a social initiative: a mobile team supporting people at risk. You need funding for equipment and volunteer training.

Which funding source is most appropriate to start the project?

Grant from a foundation is the correct answer.

2. Part 2: Communication Strategies – Slide 13

Objective for facilitator: Teach participants how to write and present a project idea effectively.

How to facilitate:

1. Ask participants to recall a time they had to persuade someone (friend, teacher, employer).
2. Present the key theory using slides 14-16
3. Organize a short role-play: participants pitch a simple idea in 1 minute, others give feedback using 7 Cs criteria.



Key theory to present:

- **Strategic thinking and systemic fit-** Align innovation with long-term systemic change; show theory of change, clear goals, and fit with wider social context (e.g. Strategic Fit, Social Entrepreneurship Theory).
- **Problem framing-** Address root causes, system complexity, stakeholders, and unintended consequences (e.g. Problem Trees, Systems Maps, Wicked Problems).
- **Impact measurement-** Use SMART indicators, baselines, and outcome metrics; plan data collection and learning loops (e.g. Theory of Change, Results-Based Management).
- **Storytelling & narrative-** Humanize the issue with lived experience, real-life examples, and emotional framing; combine stories with data (e.g. Narrative Theory, Framing Theory).
- **Proposal writing—Clear,** concise, and funder-aligned writing; avoid jargon and follow logical proposal structure (e.g. Plain Language, Audience Design).
- **Partnership building-** Build strategic collaborations; include letters of support, MoUs, and shared governance (e.g. Collaborative Advantage, Collective Impact Framework).
- **Budgeting-** Present realistic, transparent budgets; show cost-effectiveness and sustainability (e.g. SROI, Resource Mobilization Theory).
- **Policy alignment-** Align with policy priorities and global frameworks (e.g. SDGs, EU Green Deal, Policy Windows Theory).
- **Resilience-** Include agile methods, risk planning, and learning mechanisms (e.g. Adaptive Management, Resilience Theory).

Video resources: 7 C of Communication-

<https://www.youtube.com/watch?v=7B0wMEgMNZs>

The secret to Successfully pitching- <https://www.youtube.com/watch?v=I0hVIH3EnIQ>

8. 3 Preparing your proposal- Components of a Strong Proposal

Objective for facilitator: Guide learners step by step in creating a strong project proposal.

How to facilitate:

1. Show slide 23, 24, 25, 26 with proposal components.
2. Divide participants into small groups. Each group drafts one section of a proposal.
3. Combine all parts into a full mock proposal and present it to the class.



Key theory to present:

- **Executive Summary**- Brief overview of the problem, your solution, target groups, key outcomes, and total budget. (Write it last, present it first – clear and compelling.)
- **Problem Statement**- Shows understanding of the issue using data, lived experiences, and gaps in existing responses. (Include both quantitative stats and qualitative insights.)
- **Objectives & Outcomes**- SMART goals aligned with funder priorities; highlight both short-term outputs and long-term change. (Focus on outcomes, not just activities.)
- **Innovative Solution**- Describe your innovation (product, service, process, or system), how it tackles root causes, and what makes it better than current approaches.
- **Theory of Change- Impact Model** – Logical pathway from activities to long-term impact: Inputs → Activities → Outputs → Outcomes → Impact. (Use diagrams or visual models where possible.)
- **Activities & Methodology**- Outline key phases, timeline, and tools you'll use. (Methods like design thinking or agile are often preferred for social innovation.)
- **Monitoring & Evaluation**- Indicators, baseline/target data, and feedback mechanisms to adapt and learn. (Show how you'll improve, not just measure.)
- **Team Capacity**- Present your team's roles and relevant experience, governance, and partnerships. (Mention advisors, experts by experience, or cross-sector collaboration.)
- **Risk Assessment**- Identify major risks (operational, financial, political) and how you'll address them. (Show you're prepared, not naïve.)
- **Budget & Financial Plan**- Transparent, itemized budget linked to activities and outcomes. (Include co-funding or in-kind contributions if relevant.)
- **Sustainability & Scaling Strategy**- Explain how your work continues after funding ends, and potential for scale or replication. (Demonstrate long-term value creation.)

slide 27, 28

When presenting your project to potential funding organizations, clarity and enthusiasm are key.

Title: Start with an interesting story or statistic that highlights the urgency of your project.

Short and clear: Explain clearly how your project meets the identified need.

Call to action: Conclude with a strong request for financial support, stating the amount needed and what it will achieve.

slide 29, 30

How to present ideas in a clear and effective way?

Verbal communication or techniques for clear communication:

- Use simple language, avoid jargon, and structure information logically.
- Tell stories—engage your audience emotionally while presenting data based on insights.
- Learn to listen actively—effective communication is a two-way process.

Nonverbal communication – This is form of communication through various signals:

- Eye contact, because demonstrates attention and respect, and facilitates emotional connection.
- facial expressions
- body language
- touch

Part 4: Self-reflection – Slide 32,33

Objective for facilitator: Encourage personal reflection and consolidation of learning.

How to facilitate:

1. Ask participants to individually write down :
1. What project do I want to fund? 2. Which funding sources fit my goals? 3. What skills or knowledge do I need? 4. Who can support me?
2. Facilitate a short group discussion: 'What will you do differently after this session?'

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Assessment Unit [Example]

Fill the blank, True- false questions, one choice answers

Fill in the Blank Questions

The primary goal of _____ is to secure financial resources for entrepreneurial ventures.

Answer: funding

A common type of funding source that involves receiving money from individuals or organizations in exchange for equity is called _____.

Answer: venture capital

Effective communication in presenting ideas clearly and effectively is essential for _____ proposals.

Answer: financial

_____ are guidelines that help entrepreneurs navigate the complexities of securing funding.

Answer: Funding guidelines



Techniques for planting financial proposals include conducting thorough _____ research to identify potential funders.

Answer: market

True/False Questions

True or False: Self-funding is a viable option for all entrepreneurs regardless of their business stage.

Answer: False (Self-funding may not be feasible for all entrepreneurs, especially those at early stages.)

True or False: Sponsorships are typically provided by government entities only.

Answer: False (Sponsorships can come from various sources, including private companies and non-profits.)

True or False: Good practices in funding applications include tailoring proposals to meet the specific interests of funders.

Answer: True

True or False: Case studies are irrelevant when exploring funding opportunities.

Answer: False (Case studies provide valuable insights and examples of successful funding strategies.)

True or False: Decision-making for social innovation brokers should always prioritize financial gain over social impact.

Answer: False (Social innovation brokers often balance both financial sustainability and social impact.)

Multiple Choice Questions

Which of the following is NOT a type of funding source? A) Grants

B) Loans

C) Personal savings

D) Social media likes

Answer: D) Social media likes

What technique is most effective when planting financial proposals? A) Ignoring feedback

B) Conducting thorough research

C) Using complex jargon

D) Submitting generic proposals

Answer: B) Conducting thorough research



Effective communication in presenting ideas includes: A) Speaking quickly to cover more information

B) Using visual aids to enhance understanding

C) Avoiding questions from the audience

D) Focusing solely on technical details

Answer: B) Using visual aids to enhance understanding

Which of the following best describes a good practice when seeking sponsorship? A)

Approaching sponsors without prior research

B) Building relationships with potential sponsors beforehand

C) Sending mass emails to multiple sponsors simultaneously

D) Offering vague benefits to sponsors

Answer: B) Building relationships with potential sponsors beforehand

When exploring funding opportunities, it is important to: A) Limit your options to one type of funding source

B) Understand the specific requirements and expectations of each funder

C) Focus solely on large grants

D) Avoid networking events

Answer: B) Understand the specific requirements and expectations of each funder



Module 9: Resources and Networks

Module's Goal

This module is designed to help participants understand how to identify and mobilize different types of resources and build networks that support youth-led social innovation. The emphasis is on collaboration, partnerships, and cross-sector engagement to enhance impact and sustainability.

Learning Audience

Young people (16–30), youth workers, trainers, community-based youth organizations

Learning Outcomes according to Entrecom competences

KNOWLEDGE

- *Understand the role of networks and partnerships in social innovation*
- *Identify types of resources (financial, human, digital, spatial, etc.)*
- *Recognize the value of stakeholder engagement*

SKILLS

- *Map relevant stakeholders and resources*
- *Build and maintain collaborative relationships*
- *Communicate with partners from different sectors*

ATTITUDES

- *Show openness to working in teams*
- *Value collective action and mutual support*
- *Demonstrate initiative in building sustainable partnerships*



Learning Methods

- *Short theory blocks*
- *Community stakeholder mapping*
- *Interactive case study simulation*
- *Partnership pitch preparation*
- *Visual thinking (mind maps, infographics)*

Interactive teaching material

Part 1: Introducing the theory

The facilitator introduces the key concepts

1. Introduction to Resources and Networks

Social innovation does not happen in isolation. It depends on identifying and mobilizing both tangible and intangible resources and building networks of support. This includes financial resources, physical spaces, human capital, knowledge, community trust, and digital infrastructure. Resources and networks are the backbone of sustainable change.

2. What Are Resources in Social Innovation?

Resources go beyond money:

- **Human resources:** volunteers, mentors, youth groups
- **Material resources:** access to space, equipment, tools
- **Digital resources:** free platforms, online learning, communication tools
- **Social resources:** trust, community buy-in, reputation
- **Knowledge resources:** guides, training, local expertise

3. What Are Networks?

Networks include individuals and organizations that support your work — collaborators, advisors, partners, funders, and beneficiaries. Strong networks increase visibility, amplify impact, and provide access to support structures.

4. Principles of Effective Collaboration

- Shared values and goals
- Transparency and communication



- Role clarity and trust
- Mutual benefit

Interactive Teaching Activities

9.1 Network Builder Simulation

- Split into small groups. Each team chooses how to approach a project idea and receives different outcomes based on their decisions.
- If tech is unavailable, you can act this out with printed cards or scripts.

9.2 Stakeholder Mapping Exercise

- In groups, participants identify stakeholders for their project idea.
- Use a 2x2 matrix (Influence vs. Interest) or visual mapping software.
- Debrief: Which stakeholders are key? Which need to be empowered?

9.3 Resource Hunt Game (Drag & Drop via the presentation or printed version)

- Match a list of resources to specific youth project needs.
- In person: print cards and let groups match and discuss.
- Online: use the exercise from the presentation to make it more engaging.

9.4 Pitch Your Partnership

- Small groups create a short pitch to attract a partner (real or fictional).
- They can present verbally, create a poster, or record a video.
- Debrief on clarity, strategy, and potential impact.

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Assessment Unit [Example]

Question 1: Which of the following is NOT a core component of the collective impact model?

- A. Common agenda
- B. Shared measurement
- C. Independent and uncoordinated actions ☒
- D. Continuous communication

Explanation:

C is correct because collective impact requires coordinated, not isolated, action.

A, B, and D are all central elements of the model.

Question 2: Why is stakeholder mapping important in social innovation?

- A. To identify competitors
- B. To visualize power and influence structures ☒
- C. To exclude those with different views
- D. To replace actual community consultation

Explanation:

B is correct. Mapping helps identify the roles and influence of actors in your ecosystem.

A, C, and D reflect misunderstandings of inclusive collaboration.

Question 3: Which of these is a non-financial resource?

- A. Crowdfunding
- B. A grant
- C. A local hall offered for free use ☒
- D. Sponsorship money

Explanation:

C is correct. Free access to space is a non-financial material resource.

A, B, and D are all monetary supports.

Question 4: Which attitude best supports network building?

- A. Openness and trust ☒
- B. Protecting your project idea from others
- C. Working only with people from your own sector
- D. Avoiding communication to prevent disagreement



Explanation:

A is correct. Trust and openness are essential for sustainable partnerships.

B, C, and D hinder collaboration and mutual growth.

Question 5: Which of the following best describes a key principle of effective collaboration?

A. Always agreeing with the partner

B. Focusing only on your organization's gain

C. Having transparency and shared goals 

D. Ensuring the bigger organization makes all decisions

Explanation:

C is correct. Collaboration works best when both sides understand and work toward common goals.

A, B, and D may reflect imbalanced or weak partnerships.



Module 10: Sustainability & social impact (what's next for the innovators)

Module's Goal

Module 10 is designed to equip innovators and social innovation brokers with the skills, knowledge, and frameworks necessary to tackle urgent social challenges while embedding sustainable practices. The facilitator will guide NEET youth (18–29 years old, not in employment, education, or training) to reflect on their societal impact and to develop strategies that ensure the long-term sustainability of their projects, organizations, and ecosystems.

Learning Audience

Youth workers, trainers, young leaders, and organisations supporting social innovation initiatives.

Learning Outcomes according to Entrecom competences

- **KNOWLEDGE**
 - ☐ Understanding of sustainability principles and systemic thinking
 - ☐ Knowledge of community engagement strategies and ethical sourcing
 - ☐ Familiarity with social impact measurement frameworks

- **ATTITUDES**
 - ☐ Empathy and open-mindedness
 - ☐ Ethical responsibility and values-based leadership



☐ Commitment to continuous learning and collaboration

- *SKILLS*

- ☐ Ability to assess and measure social impact effectively
- ☐ Communication and facilitation of partnerships
- ☐ Creative thinking and project management
- ☐ Leading organizations through sustainable transformation

Learning Methods

- **Interactive sessions**- Interactive sessions exploring best practices in sustainability
- **Group discussions** - using video and reverse-engineering techniques
- **Case studies and role plays** - to analyze sustainability challenges
- **Interactive games and strategy**-based learning activities

Interactive teaching material

1.1 Sustainable Social Innovation- slide 7, 9,10

What Is Social Innovation?

Objective for facilitator: Introduce participants to the core principles of sustainable social innovation.

How to facilitate:

1. Begin by asking participants: 'What does sustainability mean to you in daily life?'
2. Show slide 7 and explain social innovation and sustainability with real-life examples (Grameen Bank, Fairphone).
3. Split into small groups to identify one local example of a sustainable initiative.
4. Share insights in plenary.

Key theory to present:

- Social innovation as long-term systemic change.



- Sustainability integrates environmental, social, and economic aspects.
- Importance of scalability, collaboration, and inclusion.

Suggested activity: Ask participants to draw a triangle (social–economic–environmental) and place their project ideas within it, reflecting on balance.

How to measure social impact? https://www.youtube.com/watch?v=KDCYc_0h13g

Examples – Grameen Bank, Fairphone, Ecovillages, M-Pesa, Toilet Board Coalition

Training activity:

At the end of this training section, trainees will do an exercise to test their knowledge of sustainability. Participants must identify which of the examples are sustainable social innovations. The correct answers are: **Refugee Platform** and **App for Elderly People**.

Part 2: Social Impact and Evaluation – Slide 14

Objective for facilitator: Explain how social impact is measured and why it matters.

How to facilitate:

1. Present the Impact Value Chain (inputs–outputs–outcomes–impact).
2. Present Theories Supporting Systemic Impact- slide 15
3. Show examples of SROI and Theory of Change. slide 16,17
4. Activity: Give groups a short scenario and ask them to map inputs and expected outcomes.
5. Compare group work and highlight key lessons.

Key theory to present:

- Social impact = lasting positive change.
- Impact Value Chain (resources, activities, outcomes, impact).



- SROI (monetary value per investment).
- Theory of Change (pathways of change, assumptions, outcomes).

- **What is social impact?**

Social impact refers to significant, positive changes that aim to address social challenges - such as poverty, inequality, education, health and the environment - as a result of targeted actions or interventions. What is important about social innovation is not just the activity or the outcome, but the lasting change it brings to the lives of people, communities and systems.

***Lasting** positive change in people's lives and systems caused by innovation*

- *Impact Value Chain*

Input: Resources invested (e.g., funding, tools)

Output: Activities delivered (e.g., training sessions)

Outcome: Short-/mid-term effects (e.g., skills gained)

Impact: Long-term system-level change

- **Theories Supporting Systemic Impact**

Systems Change Theory: Lasting impact comes from altering norms, policies, institutions.

Stakeholder Theory: All stakeholders should benefit, especially marginalized ones.

Capabilities Approach: Enhancing people's freedoms and opportunities.

- **What is SROI?- slide 16**

SROI (Social Return on Investment) – Measures social, environmental, economic value created per dollar invested

Example: \$1 invested = \$3 of social value

- **SROI Process**



1. Define scope and stakeholders

2. Map inputs to outcomes (impact mapping)

Explain How These Tools Fit in the Social Innovation Lifecycle- slide 19 and use the

following video to watch—The 5 principles of social impact.

https://www.youtube.com/watch?v=vsQJ2Y_F0ZY

Training activity: At the end of this training section, trainees will do an exercise to test their knowledge on how to measure the impact of social innovation.

Participants should complete the exercise according to the following instructions:
Imagine the following project: Reducing youth unemployment in a small town. And consider the question:

Which indicator best measures social impact? The correct answer is:

% of participants who find work (impact)

Part 3: Trends in Social Innovation Sustainability – Slide 23

Objective for facilitator: Present global trends shaping sustainability today.

How to facilitate:

1. Show slide 23 and explain each trend with examples (circular economy, digital tools).
2. Ask Participants to place sticky notes with ideas under each example: 'Which of these trends do you see in your community?'
3. Facilitate a quick brainstorming: 'How could we apply one trend to our own projects?'

Key theory to present:

- **Key Trends in Sustainability:**
 - **Circular Economy:** reuse, recycling, zero waste- model to a circular one that



emphasizes reuse, recycling, and waste reduction.

- **Integration of SDGs & ESG**-Aligning social innovation initiatives with the United Nations' Sustainable Development Goals and the ESG framework to enhance business impact and compliance.
- **Technology for Sustainability** (IoT, AI, data)- Utilizing technologies like IoT, AI, and data analytics to monitor environmental impact, optimize resource use, and develop sustainable solutions.
- **Cross-sector collaboration**- Fostering partnerships between public, private, and non-profit sectors to leverage diverse expertise and resources for social innovation.

Suggested activity: Create a poster with four quadrants (one for each trend).

Explain the theories behind each trend and watch the video: Theories Behind Trends- slide 24

<https://www.youtube.com/watch?v=fUQ5z36uenQ>

Here's how to memorize quickly and easily- slide 25

- *Circular Economy – Focus on reuse, recycling, and zero waste*
- *SDG & ESG Alignment – Link projects with global sustainability goals*
- *Technology for Sustainability – IoT, AI, and data for environmental impact*
- *Cross-Sector Collaboration – Shared resources and knowledge*

Training activity:

At the end of this training section, participants should review a brief explanation of :Green innovation, Digital social services, Circular economy, and Platform cooperatives.

Challenges and Best Practices – Slide 29

Objective for facilitator: Help learners identify common barriers and solutions in sustainability.

How to facilitate:

1. Show slide 29 and discuss typical challenges: funding gaps- fragmentation-exclusion).



2. **Small group discussion:** 'Which challenges do we face most often?'
3. Present best practices (Theory of Change, triple bottom line, design thinking).
4. Encourage each participant to write down one best practice they commit to applying.

Key theory to present:

- **Funding gaps and scaling barriers-** Project-based funding limits long-term sustainability. Many innovations remain local due to lack of funding, infrastructure, or policy support.
- **Fragmentation of effort-** Lack of coordination leads to duplicated or conflicting initiatives.
- **Inclusion and equity issues-** Innovations often overlook the needs of marginalized groups.

Measuring long-term impact - Difficulty in attributing impact in complex systems.

- **Best practices:**

Theory of Change- guides strategic planning and evaluation.

Triple bottom line- Balances social, environmental and economic goals

Design thinking and human-centred design- Puts users and stakeholders at the centre of the innovation process.

Training activities:

With this exercise, learners will self-reflect and answer questions related to receptors for social innovation and sustainability.

Participants must Select one small action you will take this week to contribute to a social cause or innovation.

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Assessment Unit [Example]

Fill the blank, True- false questions, one choice answers

Fill in the Blank Questions

Fill in the blank: One successful initiative in sustainability is the _____, which focuses on reducing plastic waste through community engagement.

Answer: Plastic Free July

Fill in the blank: The role of brokers in change management is to facilitate communication and collaboration between _____ and stakeholders.

Answer: organizations

Fill in the blank: A notable case study of an innovative solution is the _____ project, which utilizes renewable energy sources to power rural communities.

Answer: Solar Sister

Fill in the blank: Good practices for impact measurement include using both qualitative and quantitative methods to assess _____.

Answer: outcomes

Fill in the blank: Current trends in sustainability include a shift towards _____ economies that prioritize environmental health.

Answer: circular



Fill in the blank: One of the main challenges faced by social innovation brokers is overcoming _____ resistance from traditional stakeholders.

Answer: institutional

Fill in the blank: Opportunities for collaboration often arise through partnerships with _____ organizations that share similar goals.

Answer: non-profit

True or False Questions

True or False: Successful initiatives often rely solely on government funding to achieve their goals.

Answer: False

True or False: Brokers play a crucial role in facilitating change by connecting diverse groups and fostering dialogue.

Answer: True

True or False: Case studies are not useful for understanding innovative solutions because they focus on individual instances rather than broader trends.

Answer: False

True or False: Impact measurement should only focus on financial metrics to determine success.

Answer: False

True or False: Trends in sustainability indicate an increasing awareness of climate change among businesses and consumers alike.

Answer: True

True or False: Challenges faced by social innovation brokers are typically limited to funding issues only.

Answer: False

True or False: Collaboration between different sectors can enhance the effectiveness of social innovation initiatives.

Answer: True

Multiple Choice Questions

What is one key characteristic of successful sustainability initiatives?



- a) They operate independently without stakeholder input
- b) They engage communities actively
- c) They avoid measuring their impact

Correct Answer: b) They engage communities actively

Which of the following best describes a broker's role?

- a) To implement solutions directly
- b) To connect resources and people
- c) To manage all aspects of a project alone

Correct Answer: b) To connect resources and people

In measuring impact, what is considered a good practice?

- a) Focusing only on short-term results
- b) Using mixed methods for evaluation
- c) Ignoring stakeholder feedback

- **Correct Answer: b)** Using mixed methods for evaluation

Which trend is currently shaping sustainability efforts?

- a) Decreasing reliance on renewable energy
- b) Increasing corporate responsibility towards environmental issues
- c) Moving away from community-based approaches

- **Correct Answer: b)** Increasing corporate responsibility towards environmental issues

What challenges do social innovation brokers commonly face?

- a) Lack of interest from stakeholders
- b) Overabundance of resources available
- c) Resistance to change within established systems

- **Correct Answer: c)** Resistance to change within established systems

What opportunity can enhance collaboration among organizations?

- a) Competing against each other for funding
- b) Sharing knowledge and best practices
- c) Keeping information soloed



- **Correct Answer: b)** Sharing knowledge and best practices

Which statement about social innovation brokers is true?

- a) They work alone without external support
- b) They are essential for navigating complex social landscapes
- c) Their primary goal is profit maximization

- **Correct Answer: b)** They are essential for navigating complex social landscapes