STAKEHOLDER ENGAGEMENT TRAINING HANDBOOK

Project TASKFORCOME
Transnational Action to advance SKills and competences FOR COmmunity engagement and social Migrants Entrepreneurship initiatives in the Central Europe

CEDRA Split

Content

1. Introduction

Welcome to this Handbook, titled as a Stakeholder Engagement Training Handbook. Namely, the handbook is intended to provide practical guidance, advice and signposts for the efforts of all those who are interested in practical ways how to make stakeholder engagement more effective and beneficial for the TASKFORCOME project and all its stakeholders, including local implementing organizations, but also others interested in stakeholder engagement process in similar contexts.

The Handbook is based on the “Stakeholder Involvement Concept" which is also integrated into this handbook as its integral part. This integrated Handbook is aimed primarily at practitioners who will execute trainings and co-creation process for establishment and running of community social hubs for social and migrant entrepreneurship promotion and support in order to enable their social and economic inclusion and integration, and contributors to a more sustainable and dynamic local and regional socio-economic development, cohesion, intercultural exchange and socio-economic innovation which are all so much needed across most of the region and even beyond it. Thus, our sincere hope it that this Handbook will help practitioners in improving their interaction and communication with stakeholders, especially in order to adopt a more strategic approach to their engagement activities.

The aim of this Handbook is not to replace existing frameworks or reinvent the wheel. Rather than that, the aim is to complement them by providing practitioners’ perspectives and practical guidance that build on and further develop the key frameworks that local implementing partner trainers and consultants are already using. However, we do hope that the Handbook will contribute to the mind-set change necessary for wide and deep stakeholder engagement in the migrant entrepreneurship promotion and development, away from mistrust and towards mutual synergistic benefit.

Despite the obvious challenges of stakeholder engagement, the outcomes of best possible practice in stakeholder engagement clearly justify the necessary efforts. Successful stakeholder engagement not only helps partners to secure leadership in an increasingly complex and underdevelopment migrant self-employment ecosystem but will also help to bring about systemic change towards general acceptance of migrants as new contributing members of the local community and economy.

The introductory part of the Handbook includes a general overview of the project and its obsvi jectives and activities; then, the first section focuses on the theoretical framework of stakeholder engagement.

The second section is a “Guidance” to the engagement process, providing suggestions and instructions about how to implement and put into practice the TASKFORCOME Stakeholder Involvement Concept; ideally, it launches the process of identification, selection, activation and engagement of local stakeholder to become participative members of CSHUBs.

Then, the third section provides supports in terms of techniques, case studies and experiences that can be helpful in the management, running and follow-up of the engagement process in order to achieve the co-creation and co-development within CSHUBs.

2. About the Project Context

Project "Transnational Action to advance SKills and competences FOR COmmunity engagement and social Migrants Entrepreneurship initiatives in the Central Europe" with a project acronym "TASKFORCOME" is a transnational project supported through the 3rd Call of the Interreg Central Europe under Program priority 1. Cooperating on innovation to make CENTRAL EUROPE more competitive and Program priority specific objective 1.2. To improve skills and entrepreneurial competences for advancing economic and social innovation in central European regions.

The project is led by the lead partner Cracow University of Economics and includes twelve partners from five countries (Poland, Austria, Croatia, Italy and Germany).

The other involved project partners are: Institute for Economic Promotion of the Austrian Economic Chamber (AT), Municipality of Split (HR), Małopolska Provincial Office in Krakow (PL), Polytechnic University of Marche (IT), CNR National Research Council (IT), Cluster for Eco-Social Innovation and Development CEDRA Split (HR), Culture Goes Europe - CGE Erfurt e.V. (DE), Polish-Ukrainian Economic Chamber (PL), O.P.E.N. Network - Offenders Pathways to Employment National Network (IT), Multicultural Association (AT) and Platform (DE).

The project TASKFORCOME addresses two of the major challenges of the Europe today: the labour and social integration of an unprecedented presence of migrants and the systematic capitalization of the concept of social innovation as a powerful engine for social and economic development. The project aims to develop ecosystems for inclusion and social Innovation, where key actors work in new ways to provide services for citizens and possibilities for entrepreneurial business, together with universities, NGOs, public bodies and citizens, to create the conditions for innovation and development.

Main specific objective of the project is to develop local action plans and a transnational blueprint to support migrant and social entrepreneurship as a channel of social innovation through engagement and commitment of key actors, improvement of skills of migrant and social entrepreneurs, development of a one-stop-shop of targeted support for migrant and social entrepreneurs, elaboration of policy frameworks and related funding instruments, able to sustain the co-creation/co-management of local ecosystems for Inclusion and social innovation, changing the bottom-up perspective of cohesive and economic development in Central European regions.

The planned project outputs are learning tools, training packages, one-stop-shops piloted and strategies targeting migrants and entrepreneurs, enabling them to act as drivers of social innovation in Central Europe.

Its innovative approach relies in the creation of so-called "Community and Social Hubs" (CSHubs) where bottom-up initiatives of inclusive entrepreneurship are co-developed (e.g. community social businesses). It relies also in the commitment of a partnership representing the main operating arms of an ecosystem: policymaking, migrants, business, education.

The transnational added value is achieved with policy schemes targeted to migrant entrepreneurs, acting at country level and able to support the development of a unitary framework in Central Europe in which different regional micro-programs can be aggregated and capitalised.

The project intervention is supported by the hard data. Namely, in general, migrant unemployment rates are higher than for country-born people (15.7% in Poland, 11.4% in Austria, 16.4% in Italy and 13.2% in Germany). However, migrants are also more likely to be entrepreneurs: 18,8% of working migrants in EU works as self-employed, which is greater than the proportion for country-born people (14%): the self-employed rate for migrants as % of total employment is 27% in Poland, 10% in Austria, 15% in Italy and 21% in Croatia.

The challenge is to capitalize Migrant Entrepreneurship (ME) attitudes to foster the economic growth along with the social cohesion.

On the other side, migrants face specific challenges to establish and manage enterprises in the target regions, which are often interlinked and typically stem from:

- Limited specific human capital,
- Lack of familiarity with the functioning of local labour markets and business regulatory frameworks,
- Difficulties in accessing business networks and
- Scarcity of targeted start-up and business support schemes and tailored trainings.

Parallel to this, social innovation (SI), as key asset for increased regional competitiveness and integration of migrants, is hampered by:

- Insufficient knowledge and awareness of the potentiality of the social economy for regional development,
- Lack of a bottom–up approach to create innovation ecosystem and
- Limited targeted support for Social Entrepreneurship (SE) and lack of networking and scaling-up strategies.

Joint assets addressed by this project are:

- Social innovation and social entrepreneurship as strategic approaches able to tackle societal challenges and empower society's capacity to innovate and economically grow,
- High potential in TASKFORCOME regions from synergies amongst public, private and research bodies, as for bottom-up social innovation cases.

To build such ecosystems, TASKFORCOME plans to develop innovative solutions targeted to migrants' entrepreneurial needs, offering:

- Training for Capacity Building and Stakeholder Engagement,
- User-centred training and Multidimensional Support Schemes,
- Community-based Social Enterprises (CbSE) as a model for innovative bottom-up initiative
- Community and Social Hubs (CSHUBs), Transnational Network of CSHUBs (TNCSHUBs) and eLearning platform for catalysing places and instruments for collective works and
- Action Plans for supportive policies.

The TASKFORCOME project includes eight working packages:

1. Preparation
2. Management
3. Capitalization: Sharing Knowledge & Stakeholders' Engagement
4. Development: Innovative Tools for CbSE & Migrant Entrepreneurship
5. Pilot - Implementation and Social Impact Evaluation
6. Advancement - Economic and Social Innovation in CE Policies
7. Investment: TASKFORCOME CSHub in Split
8. Communication

TASKFORCOME approach combines all key components needed to define an ecosystem for social and migrant entrepreneurs, involving and engaging the key actors to make alive a natural environment for social innovation: universities and research, policy and decision makers, entrepreneurial organisations, associations representing final beneficiaries (migrants), training and educational agencies, cluster of social enterprises.

The innovation feature of the approach in fostering social innovation in target regions, is to develop, pilot and formalise through policy frameworks, most relevant dimensions for local social innovation ecosystems and its network of transnational peers in Central Europe, able to make of migrant and social enterprises a driver of social and economic development. Such an approach is based on existing experiences at the partnership and Central European level, then going beyond existing practices with innovative model of social entrepreneurship and co-creative process of innovative solutions.

3. About the Working Package

This document is part of the first thematic working package of the project TASKFORCOME titled "Capitalization: Sharing Knowledge and Stakeholders' Engagement".

This working package is aimed at collecting and analysing practices, policies and strategies for a "base of knowledge" needed to design tailored solutions for migrant and social entrepreneurs which are to be included in the second working package; it is also aimed at initiating a multi-stakeholder co-creation process needed for local CSHUBs establishment as well as exploiting and enhancing (in the framework of TASKFORCOME concept) the existing networks and hubs.

Main outputs of this working package are:

a. **Training Handbook** to be used by project partners to implement training and a follow-up facilitation process towards local stakeholders to co-participate and co-manage CSHUBs. The training handbook includes step-by-step a guidance for the engagement of local stakeholders; it covers methodology, materials, case studies, activities, as well as experiences of incubators, introduction on co-design, co-creation and co-development principles, approaches and practices to prepare and equip stakeholders with contents and tools to co-participate and co-manage CSHUBs.

b. **5 Trainings sessions with local stakeholders** and key actors in co-design, co-creation and co management, to support them in the development, valorisation and exploitation of TASKFORCOME CSHUBs, where to start-up and scale-up migrant entrepreneurship (ME). It provides mind-set and capacity building to engage and commit local stakeholder in making of the TASKFORCOME CSHUBs the engine for promoting and supporting ME as a mean for Social Innovation It includes methodology referrals, mapping schemes and implements the whole process of engagement (mapping, selection, commitment) of key actors to involve them in collaborative management of social community needs.

Activities and deliverables of the same WP are:

1. Analysis of labour market trends at transnational/ national/ local/ sectoral/ labour levels with a focus on social entrepreneurship (SE) and CbSE; it delivers feasibility and context reports;
2. Needs analysis of migrants' competences and skills and Benchmarking of Support Schemes for ME in TASKFORCOME regions; it delivers report and database of benchmarked schemes for ME;

3. Comparative analysis of existing policies and strategies in TASKFORCOME regions for identification of synergies and main strategic guidelines to be pursued by TASKFORCOME implementation; it delivers overview analysis of ME policies;
4. Mapping and training of stakeholders and key actors, activating relevant players (from policy making, entrepreneur support, education, migration) in co-creation and co-management of CSHUB; it delivers a Learning Tool for Stakeholders Engagement.

The project TASKFORCOME target groups are:

- Local public authorities
- Regional public authorities
- National public authorities
- Sectoral agencies
- Interest groups including NGOs
- Higher education and research institutions
- Education/training centres and schools
- SMEs
- Business support organisations
- International organisations, European Economic Interest Groupings (EEIG) under national law
- Other stakeholders relevant and interested in the project and its objectives

Target groups will be involved as:

- main beneficiaries of the learning co-creation process explained in this training handbook
- direct and main recipients of the training, gaining of a mind-set on co-creation, co-management, active engagement and commitment to be an active member of the local CSHUBs.

Sustainability

Project outputs will be also used after TASKFORCOME end, as a replicable handbook/manual and a training experience (representing a case study) to prepare the co-working environment of a CSHUB. So, it is expected that training and its methodology will be sustained and implemented all over the running of the CSHUBs.

Transferability

Training handbook is transferred to local, regional and national education providers: higher education, VET centres, adult education bodies and schools, through networking, thematic events and open day. Training experience is transferred to incubators, support organisations, municipality and local policy makers, as method for community engagement through cross-fertilisation events and workshops. Both are transferred through leaflet/infographic, website and social media.

4. Stakeholder Involvement Concept

Stakeholder involvement concept represents a strategy for stakeholder engagement, detailing the steps for stakeholder analysis and providing contents of a stakeholder involvement plan. The methodological approach is the modular one, based on guidelines AA1000 Stakeholder Engagement Standard (2015) and other best practices in stakeholder engagement.

This step is followed by set of stakeholder maps for each of 5 project target regions. The maps will involve list of stakeholders profiled, selected, classified and prioritised according to the level of intensity of their 'relevance' to the project outcomes and future sustainability. This is then followed by this training handbook which is created to support the stakeholder engagement process in co-creation and co-management of community and social hubs in each region. The process of stakeholder involvement is presented in the iterative roadmap below (Image 1).

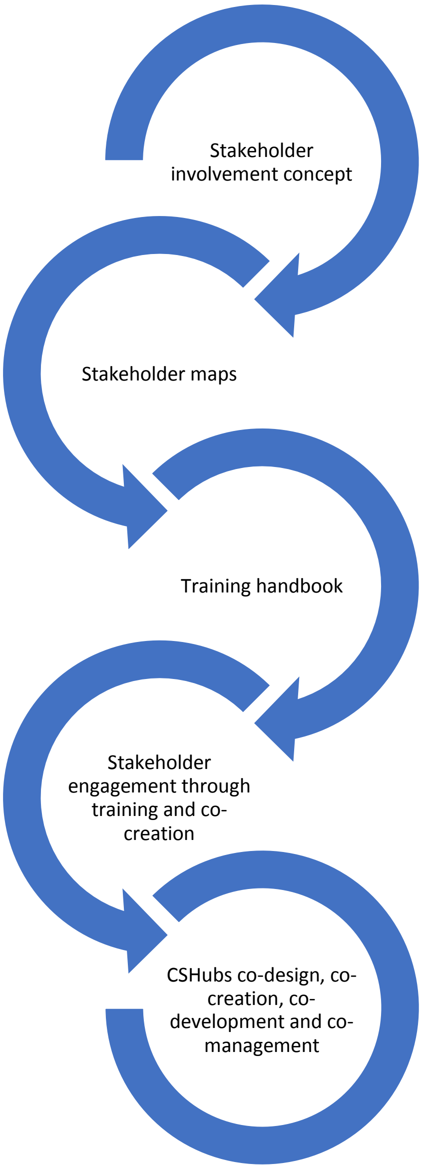

Image 1 – Stakeholder involvement concept is an iterative process designed to enable co-creation and co-management of CSHubs as feasible and sustainable regional ME/SE support eco-systems

The training handbook explains co-design, co-creation and co-development principles, to provide stakeholders with contents and tools to co-participate and co-manage CSHUBs.

After the training, a narrative transnational report will be created describing the stakeholder engagement process, collecting the regional case studies, minutes of the meetings, list of participants, SWOT analysis, obstacles and solutions, and main outcomes.

Working package is led by CEDRA with methodological/scientific support of the lead partner Cracow University of Economic and Polytechnic University of Marche. All partners are involved in analysis and research (implementation, collection, reporting), mapping and training (network, elaboration, report).

Stakeholder analysis and content proposal is integrated and explained in detail in this material in the following sections.

5. Relevance of the Stakeholder Engagement Strategy in TASKFORCOME

TASKFORCOME addresses multiple delicate challenges whose causes and consequences extend far beyond the project scope (five countries involved in the project) and/or the Interreg Program scope of the Central Europe. These challenges include global competitiveness of the target economies and communities, promotion of crucial entrepreneurial and innovation skills among individuals and organizations, and finally global challenges of migrations and migrant issues, and an effective social and labour market integration of these and other socially marginalized groups in the target territories. These challenges are clearly of universal global nature but have different appearances in the different parts of the world, including in the different countries and regions of this project as well.

However, all these challenges are affecting multiple stakeholders in the target communities. Also, many of the stakeholders in these communities have some influence on these challenges and may contribute to series of positive and/or negative outcomes regarding these challenges. This means that their inclusion in the processes related to analysis of the challenges, strategic options and solutions and finally defining optimal intervention strategies is crucial not only for a proper understanding of these challenges and finding best solutions to adequately cope with them, but also for making them relevant and co-owned by the crucial stakeholders which is of greatest importance for the solution(s) feasibility, efficiency, cost-effectiveness and sustainability.

Moreover, TASKFORCOME proposes sets of activities, outputs and outcomes that are in the very essence of a participative and collaborative nature. Activities such as e.g. user-centred training and multidimensional support schemes, establishment of community-based social enterprises, community and social hubs are all activities that largely depend on an intensive, timely and methodologically appropriate stakeholder engagement.

Hence, development of a proper stakeholder involvement strategy is crucial not only for success of these activities but for the project itself. This is the reason why this activity is foreseen as the part of the initial project implementation phase.

This activity is led by Cluster for Eco-Social Innovation and Development CEDRA Split especially because of its own history of cross-sector stakeholder engagement in creation of a social (innovation) cluster and community based social enterprise with functions of a community and a social hub (including incubation and acceleration functions). This cluster seems to be a unique case of a social cluster at EU and maybe even global level. Moreover, CEDRA Split was itself a result of several multi-stakeholder projects, programs and platforms whose existence is based on the wide participation of the public, private and civic stakeholders in its co-creation, co-development and co-management. These concepts will be used as one of the case studies for development of approaches and tools for this project as well.

Finally, CEDRA Split is an innovative educational platform and a social innovation in education sector, developing unique solutions and tools for an agile and radically innovative entrepreneurial learning and support based on user-centred approaches and multidimensional support schemes but also on radically new, innovative concepts of a sustainable, business modelled stakeholder involvement with elements of collaborative digital platform design with elements of gamification, tokenization and even AI and blockchain.

This means that many of these innovative models may be tested and eventually applied for the activities, outputs and outcomes of this project as well.

However, besides these practices and experiences, the proposed stakeholder engagement strategy will embrace all other project partners' experiences and best practices, including those specifically relevant for the migrant and social entrepreneurs' engagement. All the partners in consortia have a very rich knowledge base on many on the topics of the first working package and are actively participating on co-design and co-creation of the strategies and their co-management and implementation. Furthermore, each of the region involved has experienced (and it is actually experiencing) different background, needs and framework in terms of local stakeholder and key actors' engagement, as well as in 'social innovation and entrepreneurship incubators; all of that needs to be valorised, capitalised, contextualised and enhanced in the scope of TASKFORCOME CSHUBs.

Finally, the project will use all the relevant global best practices and standards in stakeholder engagement such as the AccountAbility's AA1000 Stakeholder Engagement Standard (SES) 2015 and other relevant literature on stakeholder engagement. AA1000 Standard represents a global example of a multi-stakeholder process in developing a stakeholder engagement standard through multiannual collaborative and participative approach and represents the best-known standard on stakeholder engagement globally. Other similar literature although covering other thematic and sector structures provides enough knowledge base on the topic that may be used for the TASKFORCOME specific needs and challenges. Of course, all these experiences, standards and recommendation will be adapted to the needs, scopes and objectives of this project and all its stakeholders, in the spirit of an effective contextualisation leading to a sustainable local impact.

Of course, this strategy will be established as a dynamic developmental framework open for a continuous revision, adaptation and optimization using the project and other communication and collaboration channels in order to make it continuously relevant, feasible, viable, cost-effective and impact oriented for all involved stakeholders. Hence, we invite you to join us in this inspiring effort of co-design, co-creation, co-development and co-management of the eco-systems for a smart, sustainable and inclusive social and economic development of our businesses and communities in the target regions, countries and the Central Europe, but why not, maybe even beyond them.

6. How to Use this Handbook?

This handbook is designed to support regional application of the stakeholder engagement process in implementation of the TASKFORCOME project activities. It is aimed to provide all the project partners and their local and regional, and maybe even national stakeholders with the relevant tools, methods and knowledge base, representing a clear roadmap in implementation of the stakeholder engagement activities in order to achieve optimal outcomes and impact of their efforts.

The handbook is thus foreseen to be a set of guidelines, outlines and tips and tricks for all project stakeholders involved in the process of co-design, co-creation, co-development and co-management of the local eco-systems, and especially community and social hubs as operational frameworks for a sustainable support of migrant and social entrepreneurs in the target territories.

The handbook covers the basic terminology, explains the benefits, but also challenges and risks of the stakeholder engagement, provides tools for stakeholder mapping and positioning, including finding ways for their timely, effective and sustainable activation, thus providing guidance on stakeholder engagement planning, implementation, management, monitoring and evaluation. The handbook is not tending to be prescriptive in any way. It is more a list of options and suggestions to support project partners and other relevant project stakeholders in their efforts by helping them to recognize all important aspects of the stakeholder engagement process, use some of the tools and best practices to improve their efforts and to establish operational frameworks for the local, regional or national project teams.

Summarising, the Training Handbook is a supporting reference tool for the implementation of the training workshops (as starting step of the stakeholder engagement process, see Annex I for suggestion in organisation) and the follow up facilitation processes to be organised in each partner region, aimed at promoting the stakeholder involvement within CSHUBs, then allowing the the co-creation and co-development of educational tools and supporting measures for Migrant Entrepreneurs . The handbook is not comprehensive but provides a wide set of tools, methods and insights into the stakeholder engagement process and practice that should be enough for a self-guided application in the specific project partners' contexts. However, additional reading is provided at the end of the handbook for all interested readers to explore in detail.

The theoretical and methodological section of the handbook introduces the main topics such as setting the objectives of the stakeholder engagement process and defining the main concept of involvement.

The Guidance section of the handbook covers the main steps of the process, supporting partners in organising the Training Workshops and since then, launching and implementing the engagement process in CSHUBs. This include:

- Mapping and analysing the stakeholder to be involved
- Stakeholder involvement prioritization/timing
- Stakeholder engagement methods and models
- Innovative stakeholder engagement tools and business models
- Stakeholder engagement planning and implementation
- Stakeholder engagement capacity building programs

Finally, the Follow-up section deals with suggestions and tools to manage a long, effective and participative process in CSHUBs, dealing with:

- Stakeholder engagement risks and mitigation strategies
- Stakeholder engagement monitoring and evaluation

- Engagement and co-creation techniques

Case studies, best practices and experiences. In the Annex section, further reading and insights of possible future development are provided (e.g. Stakeholder Engagement Platform) together with suggestion agenda and organisational framework for the Training workshop about stakeholder engagement and co-creation.

Part A - Theoretical and methodological approach to stakeholder engagement

7. Introduction into Stakeholder Engagement

In order to dive deeper into the TASKFORCOME project stakeholder engagement concept, let’s first define the basic terms of the stakeholder engagement.

Stakeholder in its general meaning may be defined as any person, group, organization or a body who influences or is influenced by the problem, opportunity, solution, project or an effort.

In the scope of TASKFORCOME, and especially of this activity, stakeholder may be defined in a much more specific way:

CSHUBS STAKEHOLDER DEFINITION PROPOSAL

“Stakeholder of TASKFORCOME, in each of the regions involved, is any person, group, organization or a body who may influence or may be influenced by the processes activated and the activities implemented by the TASKFORCOME community and social hubs as well as by their future functions including especially those connected with migrant and social entrepreneurship.”

Engagement, on the other hand, means active involvement and participation of the stakeholders in some or all phases of the community and social hub preparation, establishment and operation as well as in supporting and promoting migrant and social entrepreneurship.

However, the level of stakeholder engagement may be very different for each stakeholder and may vary on intensity in different stages of the community and social hub preparation, establishment and operation. These levels may include information sharing, consultations, informal collaboration or even formal partnerships, but also any combination of these.

The main benefits of stakeholder engagement are:

- Increasing the relevance of the community and social hubs for the stakeholders involved and thus promoting their more active involvement and support to the community and social hubs preparation, establishment and operation;
- Access to a wide set of stakeholder information, knowledge, experience, social, economic and financial capital and other resources crucial for a more successful and sustainable operation of the community and social hubs as well as its services and impact on migrant and social entrepreneurs but also providing more impact for all involved and for the target communities and economies;
- Promoting and applying the concepts of good governance, transparency, participation, democracy, social and economic inclusion, participation and integration, trans-sector and trans-disciplinary collaboration and partnership as crucial values and pre-conditions for a more sustainable, inclusive and smart social and economic development of individuals, organizations and communities;
- Co-learning and empowerment of the stakeholders involved;
- Generation of new perspectives, ideas, insights, knowledge, solutions, innovations and inventions, including new business models for a more successful coping with the local, regional, national and global challenges;

- Increasing the social capital and trust among stakeholders especially in the context of delicate social challenges such as migrations, labour market mismatches, migrant and social entrepreneurship support, promotion, business development and impact, socio-economic competitiveness and eco-socio-economic sustainability and inclusion;
- Increased resilience toward political, social, economic and environmental crisis and risks.

However, stakeholder engagement has some negative consequences as well. These include:

- Increased need for human and financial resources especially in the early preparatory phases;
- Stakeholder engagement is time and energy consuming, difficult to implement, involving many risks of conflicts and misunderstanding and make the project team efforts more complicated;
- Stakeholders may express resistance, lack of trust or even "stakeholder fatigue" if they feel overloaded with activities whose positive impact may be seen only in the long-term perspective which may negatively affect willingness to participate and contribute at the level of quality needed for the success of the effort;
- Imbalanced representation of stakeholders may cause biased, wrong or poor decision making;
- Potential conflict of interest may appear in decision making which may decrease the quality of decisions or even make them illegitimate.

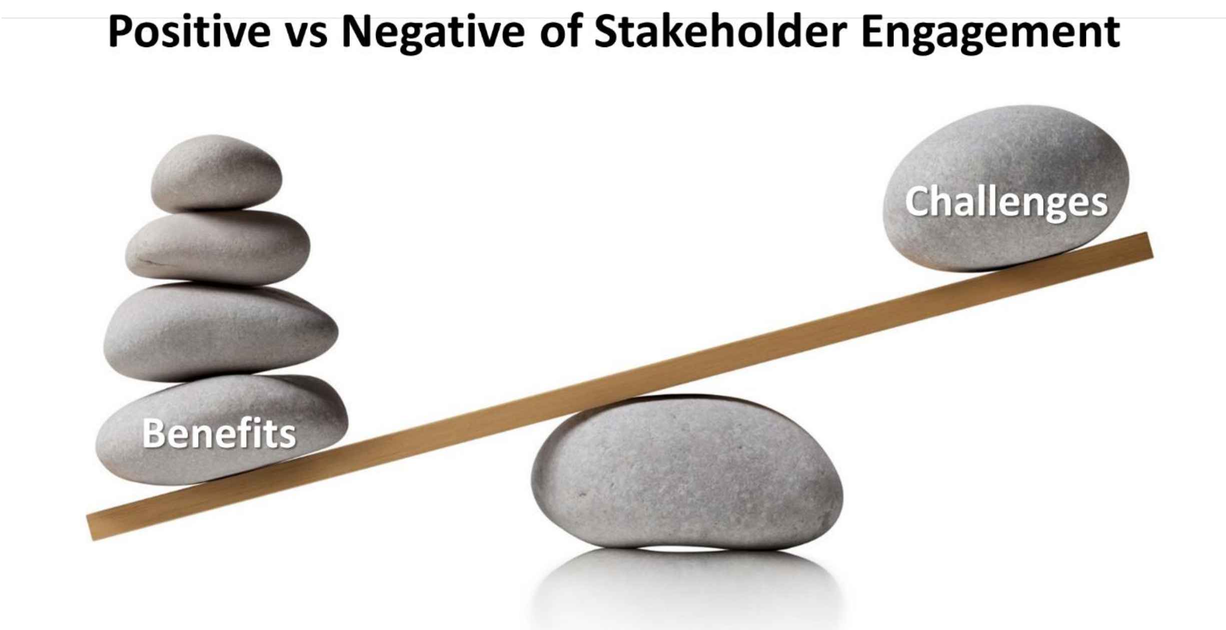

Image 2 – Effective stakeholder engagement provides more benefits than challenges, but we need to be aware of both sides to make the most use of the positive sides and prevent the risks of the negative aspects of the stakeholder engagement

The global practice provides strong evidence that the effective stakeholder engagement creates more benefits than issues, but proper understanding of all the positive and negative aspects of the stakeholder engagement is crucial for an appropriate preparation and implementation of the process. Hence, the Handbook will try to cover all these aspects in the following sections.

8. Big Picture of Stakeholder Engagement

One of the most important preparatory steps of the stakeholder engagement is understanding the essential "whys" or the final purpose of the stakeholder engagement. Other parts of the big picture of the effective stakeholder engagement include understanding "what" or the scope and "who" or the stakeholders to be involved in the engagement process.

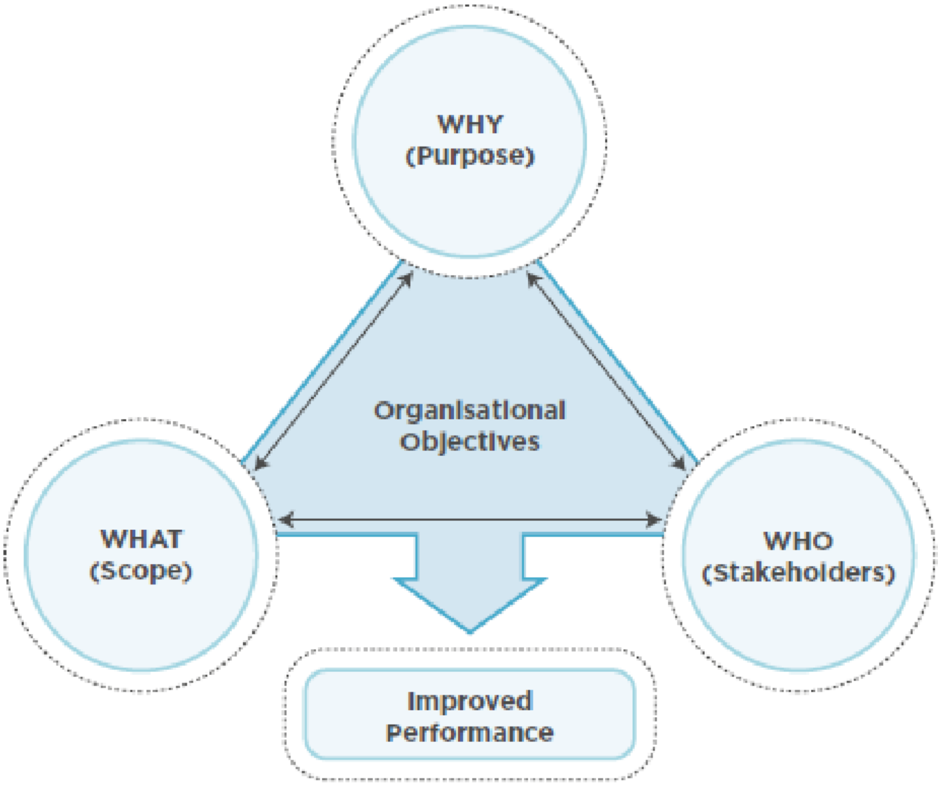

Image 3 – Effective stakeholder engagement includes understanding of the purpose, scope and stakeholders involved in the stakeholder engagement connected with organizational/project goals[1]

In the image above, AA1000 Stakeholder Engagement Standard proposes a model of the big picture based on the idea of its linkage with the organizational visions, values and objectives. However, this may be well connected with the project or programme objectives as well.

However, since the relevant objective of TASKFORCOME for this activity and for this Handbook namely, is to provide project partners with training and facilitation references to support the involvement, the commitment and the participation of local stakeholder in the management and running of the community and social hubs in 5 target regions of the project, we may consider stakeholders engagement from the perspective of the organizational objectives of these very five community and social hubs. Therefore, the first step of this process would be definition of the objectives of each of the five of the community and social hubs. Since these organizations are intended to be co-designed and co-

[1] AA1000 Stakeholder Engagement Standard, AccountAbility, 2015

created by all stakeholders, this may lead to a classical situation of which comes first, the chicken or the chicken egg.

Moreover, since the project defines the initial formulation of the community and social hub, we can use the agile approaches, starting with the first definition as a proposal or hypothesis to be tested, adapted or pivoted at the later stages through the direct communications with the relevant stakeholders, taking into account the features, the needs, the networking practices and existing contexts of each of the 5 regions.

In the project application, CSHubs objectives are defined as follows:

CSHubs are dedicated (both physical and virtual) spaces representing eco-systems for local, national and transnational social innovation, social, community based and migrant entrepreneurship in order to contribute effectively to social and economic innovation, activation of unused social and economic resources and making cities and regions better places to live and work.

Applying the logics of why, what and who to this objective, may lead to the concrete formulations of the purpose, scope and stakeholders relevant for the stakeholder engagement process for the CSHubs in the TASKFORCOME project.

However, these steps are explained in more detail, describing the stakeholder engagement concept or strategy proposal at the project level that may be adapted to the local situation.

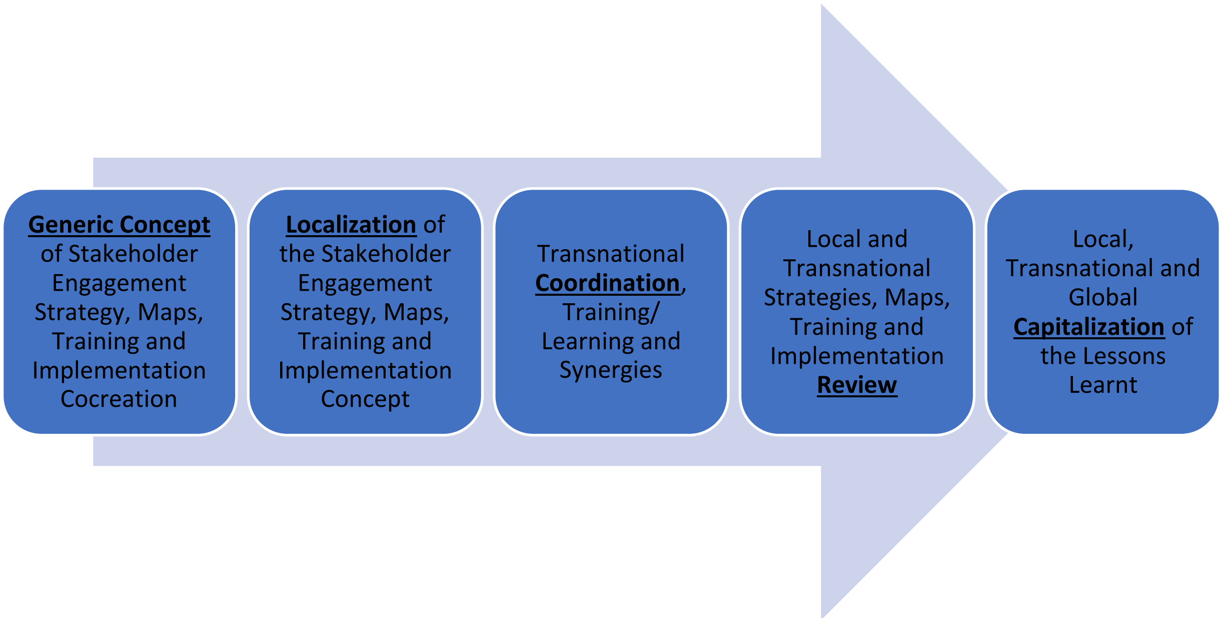

Image 4 – How to proceed from the generic concepts to a local/regional context

The proposed generic stakeholder involvement concept presents the next steps including:

- **Generic concept co-creation**: first iterations co-created by WP leaders and all partners to be localized and tested in real-world situations
- **Localization**: adapting the relevance of the generic concepts to the local/regional context
- **Coordination**: creating local, regional, national and international synergies
- **Review**: continuous monitoring, evaluation and review of the generic and local stakeholder engagement process including through agile learning by doing, i.e. launching the local/regional CSHUBs and experience sharing, evaluation and optimization

- **Capitalizing**: creating tools and platforms for dissemination and scaling the lessons learnt

9. Stakeholder Involvement Concept Design

The whole process of stakeholder involvement may be divided into seven steps of the stakeholder engagement process design. Each step has its clear function. However, each step should be defined in an interactive, iterative way, as a set of initial hypotheses that may be adapted by the very stakeholders we are involving in the process.

Stakeholder engagement model design may be represented in the following scheme:

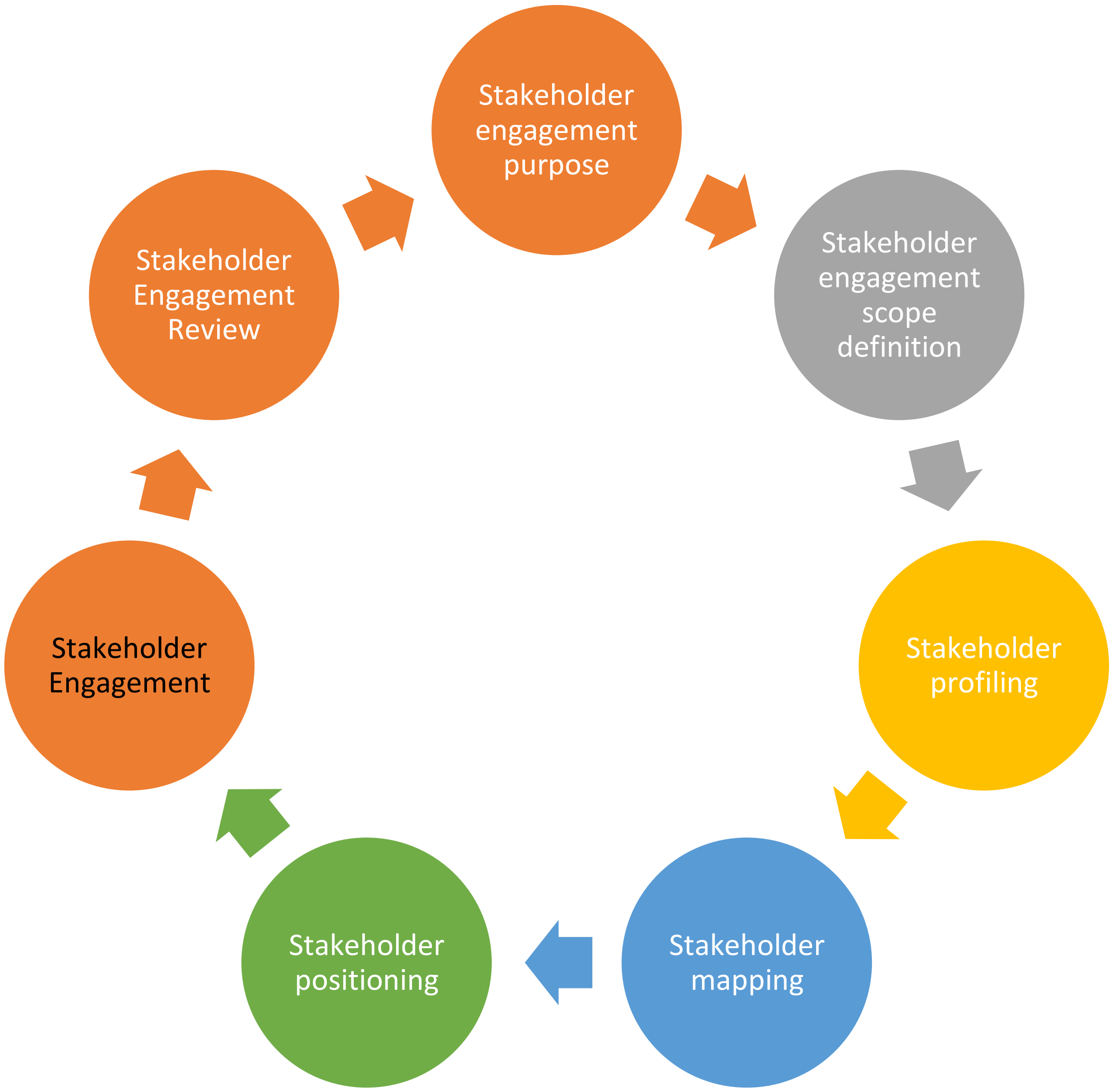

Image 5 – Seven stages of stakeholder engagement model

Every step of the stakeholder engagement concept or strategy will be explained in detail in the next sections with a proposal of a workflow for applying it into a local or regional project context.

The concept of the stakeholder engagement may be further divided into four steps or level of stakeholder engagement which starts with:

1. **Stakeholder information** about the project, main issues, visions, goals, values, principles, methods, tools, best practices, opportunities and benefits of participation and cooperation, etc.

2. **Stakeholder consultation** as a next step of the stakeholder engagement where stakeholder is invited to provide feedbacks to information provided, including proposing improvements, giving relevant perspectives, opinions (both positive and negative ones), ideas and other relevant suggestions, that create feeling of appreciation, respect and of being welcome to participate in co-creation of the outputs and outcomes of our efforts (activities, projects, programs, etc.).
3. **Stakeholder involvement** is a next higher level of stakeholder engagement where stakeholder starts to feel "ownership" over the efforts and its outputs and outcomes and where the models of more active participation are discussed and agreed, more complex and comprehensive inputs are co-created by the stakeholders on a repeating basis but mostly in informal way and without decision making element involved.
4. **Stakeholder collaboration** is a highest level of stakeholder engagement where stakeholder starts to collaborate and contribute to the effort in a more systematic and sustainable way. This creates relationship building through establishment of some sort of organized and structured work (more regular meetings, participation in formal bodies and structures with some elements of decision-making responsibilities, or even through formal cooperation and decision-making structures, collaboration agreements, partnerships and business models). This is the level of involvement expected within the local CSHUBs.

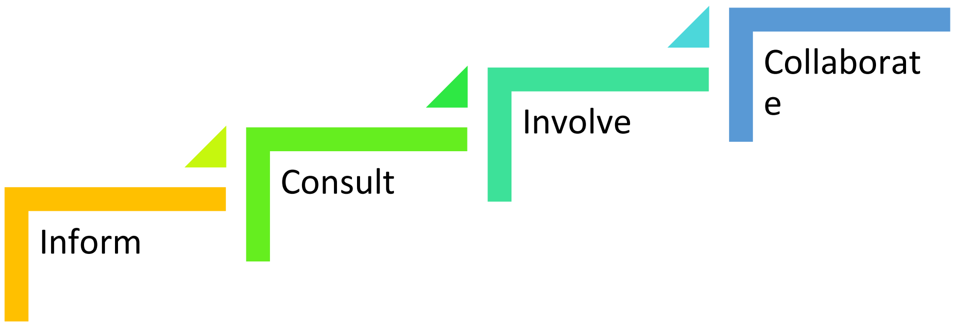

Image 6 – Four levels of stakeholder engagement indicate the growth of the engagement intensity with each step of the engagement; however, each step usually includes the previous one

Inform	Consult	Involve	Collaborate
Most basic level of engagement, mostly one-directional with no or minimum interaction	Specific questions are asked, but not full discussion or interaction	More opportunity for discussion and co-creation, but not involved in decision making	Full involvement, often including some sort of decision making and sometimes even partnership

Image 7 – Four levels of stakeholder engagement and types of their engagement

Following the similar logical sequence of steps, other approaches (based on the same theoretical framework) focus the vision on the 'outcomes' rather than the 'actions', then promoting a process that is successful as it is based on strategic thinking, analysis, valorisation of capacities, design, revision and reporting. That is to say: a very similar concept of engagement in somewhat different in wording and in structural scheme.

Similar, but slightly differently grouped stakeholder engagement process is presented in the scheme below, dividing the process into five main stages with each stage including the following activities:

STAGE 1 | Think strategically about engagement
Mapping your stakeholders; Setting strategic objectives for engagement; Identifying issues; Prioritising stakeholders and issues

STAGE 2 | Take time to analyse and plan the engagement
Reviewing your progress; Learning from others and identifying potential partners; Assessing your current engagements and drafting stakeholder specific objectives; Understanding and learning about stakeholders and their representatives; Checking for resource commitments and defining “margins of movement” or which expectations we can and want to meet and which not; Creating an issue focused plan for stakeholder engagement

STAGE 3 | Maintain and strengthen the capacities needed to engage effectively
Strengthening your company’s ability to respond; Developing the internal skills and characteristics needed for stakeholder engagement; Consider your stakeholders’ requirements for engagement

STAGE 4 | Engage with your stakeholders in ways that work
Identifying the most effective engagement methods; Common Stakeholder Engagement Approaches Designing the engagement process;

STAGE 5 | Take action and review the engagement
Creating a plan for action; Reporting back and giving assurance to your stakeholders; Reviewing the engagement process

Image 8 – Another approach to a stakeholder engagement framework based on the Practitioner’s Handbook on Stakeholder Engagement

Part B - How to launch the stakeholder engagement process in CSHUBs

This section of the Handbook is a guidance for TASKFORCOME partners to implement the stakeholder engagement process in their specific local context. In other words, this section provides a concrete "application" of the Stakeholder Involvement Concept in the framework of the local CSHUBs foreseen in TASKFORCOME.

The starting point is the identification of a person or a group of people who would be actively employed as facilitator of the stakeholder engagement process preparation, implementation, monitoring, evaluation and optimization throughout the whole process of stakeholder engagement.

Some of the following activities are intended for a process preparation which will involve only a few of the stakeholders in the preparatory activities (such as project partners' staff and experts, including some possible external experts or a stakeholder with relevant knowledge on the topic and willingness to participate in the stakeholder engagement process preparation).

Other activities will involve other stakeholders, maybe even wide scope of relevant stakeholders to kick-off the process of stakeholder engagement through initial meetings and trainings or workshops were larger number of locally and regionally relevant stakeholders will be informed on the project, expected outcomes, the stakeholder engagement process, and where their role and benefits of their participation will be presented and discussed and some follow-up steps will be agreed.

The handbook provides tools, ideas and guidance not only for the initial stakeholder training and engagement kick-off meetings, expected at the beginning of the process and representing a specific output of TASKFORCOME (Training Workshops, see Annex I for a suggested format of agenda); it also provides guidance for a continuing and sustainable interaction among stakeholders in order to achieve their intrinsically motivated, consistent and proactive involvement, constructive and productive participation and hence relevant and efficient contribution to the running of CSHUBs .

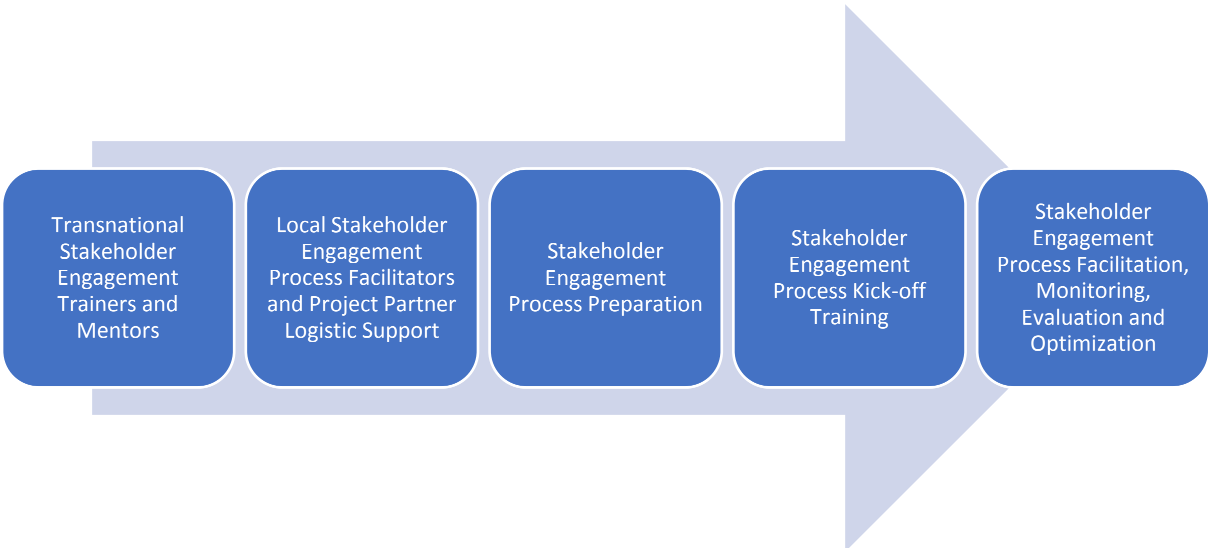

Image 9 – Practical implementation starts with establishment of the local teams at the level of partner organizations consisting of the stakeholder engagement process facilitators and logistic support and then involves preparatory activities (e.g. preparation of materials, communication and coordination activities, etc.), organization of kick-off training and follow-up meetings and activities necessary for a successful establishment and running of a local CSHub

10. Stakeholder Engagement Process Initiation

This step is a first practical step of the stakeholder engagement process. It involves definition of the stakeholder engagement team led by a stakeholder engagement facilitator.

Stakeholder engagement facilitator is a person who will facilitate the stakeholder engagement process from its beginning to its final phases of CSHub establishment and running. The main responsibilities of this person are to lead and facilitate the process of communication, inspiration, involvement, trust and relationship building and cooperation initiation and maintenance among the project team and the stakeholders relevant for establishment and running of the CSHub. His or her main goal is to establish a supportive and conductive atmosphere first in the project partner stakeholder engagement team and then in the wider stakeholder.

Since human relations are always a sensitive task, this person should ideally be an excellent and inspiring communicator with relevant social and public speaking skills including preparation and implementation of participative training, networking and group facilitation activities, team building, co-creative cooperation development and management, conflict resolution skills and similar people related skills and experiences. Since the project deals with migrant issues, high level of intercultural understanding is also a crucial character element of a successful facilitator for this project. If the organization has not such a person on its payroll, he or she may be outsourced (subcontracted).

Finally, besides the facilitator, the project partner team should involve project members and staff who will assist in the process of stakeholder engagement preparation, implementation and monitoring through preparation and dissemination of stakeholder engagement materials, preparation and implementation of activities (initial communication by email, phone, etc. provision of information, organization of a kick-off training and follow-up operative meetings, etc.). The team should consist of at least two persons (the facilitator and the logistic support), but optimally it could involve more people from the partner organizations but also some other interested local organizations.

Both the facilitator and the logistic staff should start with using this training material to get acquainted with the stakeholder engagement process goals, strategy, tools, case studies and other relevant resources necessary for initiation and implementation of a successful stakeholder engagement process. All facilitators will have an ongoing support from the work package activity leaders but can also share their experiences through peer-to-peer communication at the transnational level.

In the next pages, the stakeholder engagement process is explained step by step, as well as contextualised to TASKFORCOME framework. Every step has an introductory part explaining the purpose and a proposed methodology for every stakeholder engagement process activity proposed. Then there is a description of a proposed activity for each stakeholder engagement step. Of course, proposed activities and methodologies are only indicative, and each partner can adapt it to its specific local needs, situations and capacities.

TASKFORCOME is expected to deliver multiple outputs based on a dynamic stakeholder engagement framework, consisting of 'living' elements that may be updated during the stakeholder engagement process as well as during the CSHUB establishment and running, to increase the relevance of the framework and the CSHubs, and finally to reinforce and enlarge the membership base, support, sustainability, reach and impact of the established CSHUBs in each project area.

11. Stakeholder Engagement Purpose

Most processes of planning start organically from the strategic thinking level where the big pictures of the stakeholder engagement are defined. It may start with the broad vision of the final goal; the issues to be addressed and/or priority objectives to be achieved or the benefits and potentials to be capitalized with the stakeholder engagement process.

Hence, the reasons why stakeholders are involved, or a stakeholder engagement purpose is the first strategic step of the effective stakeholder engagement strategy.

The purpose in the context of TASKFORCOME may be deducted from a vision or a big picture we want to achieve with the CSHubs, migrant and social entrepreneurship and community based social enterprises in general, and/or from the list of issues we want to address, and/or with the general list of benefits of the stakeholder engagement process.

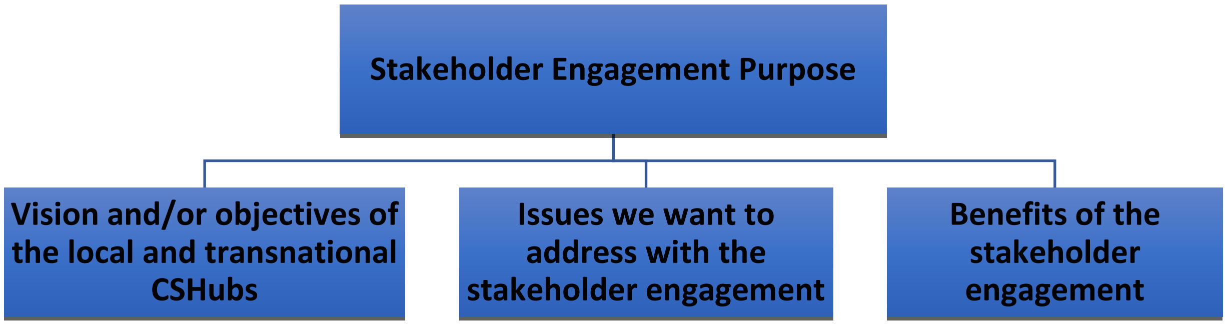

Image 10 – The purpose definition of the CSHubs stakeholder engagement may include one or more parallel processes: definition of a hypothetical big picture and objectives of the CSHubs creation, defining the issues we want to address and understanding all the benefits of the stakeholder engagement

Each project partner is encouraged to use one or more of these options, or all of them, to create its own purpose of the process.

However, a general definition may be defined at the transnational project level as it is presented in the table below.

Stakeholder engagement purpose for CSHUBs creation at the transnational level		
Vision and/or objectives of the local and transnational CSHUBs	**Issues we want to address with the stakeholder engagement**	**Benefits of the stakeholder engagement**
Vision of the CSHUBs at TASKFORCOME level is to create globally innovative and attractive open physical and virtual spaces able to synergize interests, needs, opportunities and resources of the local and regional communities and economies, and their stakeholders on one side, and migrant and social entrepreneurs and enterprises on the other side and turn them into a positive impact for all involved and into more innovative, sustainable and inclusive societies across target regions, Europe and beyond. CSHUBs are places where interested, developmentally progressive stakeholders meet, learn, share and trade among each other, co-develop new ideas, concepts, business models, products, services, innovations, collaborations and partnerships but also co-create and co-manage a supportive, self-reliable and efficient eco-systems supporting their unique individual visions, missions, objectives, activities and initiatives through a mix of equally unique capacities, resources and socio-economic and cultural perspectives.	- Migrant Entrepreneurship (ME) and Social Entrepreneurship (SE) are not adequately capitalized to foster economic growth along with social cohesion in the target territories of the project, EU and globally, - Limited specific human capital of the migrant and social entrepreneurs, - Lack of familiarity of the ME with the functioning of local labour markets and business regulatory frameworks, - Difficulties in accessing business networks for both ME/SE; - Scarcity of targeted start-up and business support schemes and tailored trainings for ME/SE; - Insufficient knowledge and awareness of the potentiality of the social economy for regional development, - Lack of a bottom–up approach to create innovation ecosystem and - Lack of networking and scaling-up strategies	CSHUBs should create clear benefits to all stakeholders involved in the process of its creation and operation as well as for the CSHub itself. Some of the benefits may include building mutual understanding and trust (in creation and sustenance of the CSHub but also in helping each other), providing strong and sustainable motivation for participation and contribution, collaboration, etc. Stakeholder engagement increases the level of relevance, impact, ownership, feasibility and sustainability of the CSHUBs and its programs and activities for all involved stakeholders (they have a say in CSHub activities and programs co-creation). This is achieved through synergy of resources but also through economy of scale (e.g. of migrant entrepreneurial efforts), networking and enabling of continuous learning and sharing, and increase of their competitiveness. Stakeholder engagement contributes to the representativeness, democracy, transparency and good governance of the efforts and systems, promotes intercultural dialogue, participation, inclusion, integration but also innovation, human and social capital development of the stakeholder and the joint effort.

Image 11– A proposed vision of the CSHUBs, the issues they address (defined from the project proposal) and the list of benefits of the stakeholder engagement at the project level which may be used for inspiration and/or for an adaptation of the locally/regionally relevant visions and reasons of the stakeholder's engagement in local/regional CSHUBs

Activity 1

GUIDANCE FOR A LOCAL/REGIONAL PREPARATION ACTIVITY

The first task for the stakeholder engagement process team is to create a locally/regionally **relevant proposal of a CSHUB stakeholder engagement purpose** using the same or similar template as above proposal at the project level. Here are the steps for the activity preparation.

1. Define members of the project team (chosen stakeholder engagement facilitator, project partners' stakeholder engagement working group members) and maybe few other interested and competent persons (e.g. representative of an organization who may be representing migrant entrepreneurs or migrants in general or who has experience in supporting migrant entrepreneurs). These persons will be involved in creation of the first draft of the local/regional CSHub purpose for stakeholder engagement.
2. Arrange a 1,5 h meetup in a form of a workshop. The facilitator should briefly introduce the project, the CSHub objectives, introduce herself/himself, the project team and explain the purpose, objectives, outputs and the methodology of the meetup.
3. Use a presentation or a text editor with an empty table projected on a wall or a screen like the one presented below to fill in or a poster with the same printed or drawn table fixed on a flipchart or a wall to brainstorm the ideas.
4. Create a proposal of the local/regional CSHub vision, issues you want to address and the reasons and benefits of the stakeholder engagement in the local/regional CSHub co-creation and co-management.

Stakeholder engagement purpose for CSHUBs creation at the local/regional level		
Vision and/or objectives of the local/regional CSHUB	**Issues we want to address with the stakeholder engagement**	**Benefits of the stakeholder engagement**

Image 12 – A form template for the first project team meetup for definition of the local/regional CSHub vision and main reasons and benefits of the stakeholder engagement of the CSHub at the local level

5. Share this proposal as a draft with the relevant stakeholders (during the kick-off training) and with the public (through public consultation at the web and social media pages of the project and your organizations). Invite feedbacks and proposals from the target groups at your local/regional level.
6. Iterate the proposal until it is acceptable and inspiring for all involved and the target groups at the local/regional level and use it for the next steps as an input for the stakeholder engagement process.

12. Stakeholder Engagement Scope

Stakeholder engagement scope includes definition of all the relevant aspects of the stakeholder engagement scope for the organization, project or activity. Within TASKFORCOME, CSHUBs creation and functions may define e.g. four main engagement scopes

- **Issues or sectors** CSHUBswill deal with or will be focused on. Scope of the issues or sectors to be covered by a CSHUB defines also which kind of stakeholders are relevant to be involved. E.g. if we are planning to include focuses or issues of providing business, legal and financial support to social and migrant entrepreneurs, but also to support economic and social innovation, socially, economically and environmentally sustainable community development, social and economic inclusion and integration of marginalized people and groups etc., we will need stakeholders who can cover these issues in the stakeholder engagement planning process. Also, some local CSHUBsmay decide to focus on specific sectoral areas of support such as, e.g. creative and cultural entrepreneurship, sustainable and inclusive tourism, social R&D&I, trans-sector cooperation, economic democracy, digital innovation, social impact investment etc. (also following the results and insights from the analysis of the local labour market contexts realised in TASKFORCOME). These specific topics then will require involvement of stakeholders with this specific sectoral expertise.
- **Geographies or territories** the CSHUBs will serve. This may be local or regional community, or it may have even a national or cross-border or transnational scope. E.g. the CSHUB in Split may choose to have a regional focus and serve four Dalmatian Counties in Croatia and then the stakeholder mapping would involve stakeholders from all these counties.
- **Time frames** of the stakeholder engagement: short, mid or long-term strategic aspects of stakeholder engagement. This may be only in the creation phase, but in TASKFORCOME, the initial focus was both creation and operation phase, meaning that the stakeholder engagement is proposed in all the time frames.
- **Mandate of the engagement** defines the responsibility for the process and owners of the engagement process. In TASKFORCOME, the minimum mandate and ownership is in the hands of the project partners. However, the mandate and ownership may be extended beyond the project partnership and each partner should define the scope of the mandate and ownership for their community and social hub. In higher levels of engagement, this may mean a joint-venture or a shared ownership, a partnership model that would enable long-term sustainability and effectiveness of the proposed local and/or regional and/or national and/or transnational community and social hubs.

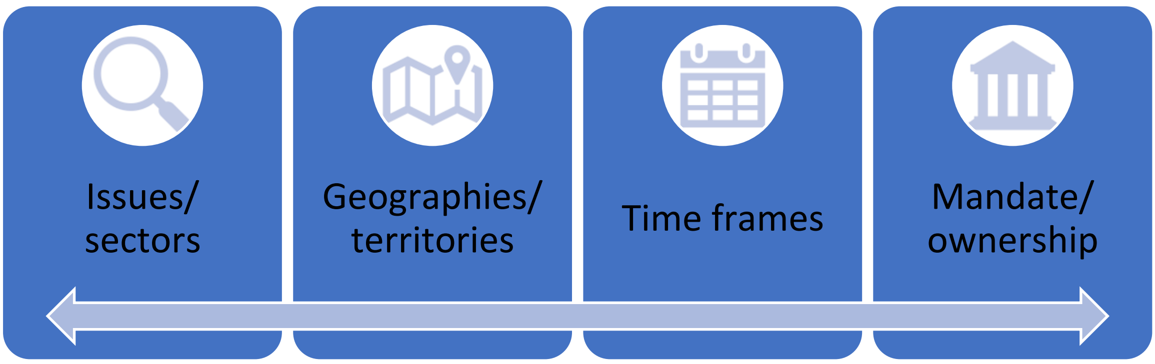

Image 13 – Stakeholder engagement scope definition includes thematic, spatial, time and jurisdiction scopes to be defined in the initial preparatory phase

At the project level, we can propose a following draft version of the stakeholder engagement scope:

Sectors	Geographies/territories	Time Franes	Mandate/Ownership
- Social innovation - Social entrepreneurship - Migrant entrepreneurship - Social innovation - Local/regional smart, sustainable and inclusive development - Cultural and creative industries - Labour market - Migrations - Migrant, labour and social policies	- Local and regional communities - International/ interregional at the level of the project partner countries - Central European level - EU level - Migrant countries (of the migrants involved in the CSHUBs' entrepreneurial activities e.g. for international trade and other exchange promotion) - Globally	- Short-term: CSHUB co-design phase - Mid-term: CSHUB co-creation phase - Long-term: CSHUB co-management phase (permanently)	- CSHUB ownership options: local/regional project partners, project partners + key local/regional institutional stakeholders, **<u>project partners + key local/regional institutional stakeholders + target groups and final beneficiaries (e.g. social enterprise of fair-share business model structure)</u>**

Image 14 – A draft proposal of the stakeholder engagement scope definition at the project level with proposed chosen options of the mandate/ownership in bold and underlined

Activity 2

GUIDANCE FOR A LOCAL/REGIONAL PREPARATION ACTIVITY

The task for the project team stakeholders at the local/regional level is to create a locally/regionally relevant proposal of a stakeholder engagement scope definition using the same or similar template as above proposal at the project level. Here are the steps for the activity preparation.

1. Follow the same or similar preparatory steps as in Activity 1.
2. Create a proposal of the stakeholder engagement scope.

Sectors	Geographies/ Target Territories	Time Frames	Mandate/Ownership
-	-	-	

Image 15 – A draft proposal of the stakeholder engagement scope definition form for a workshop at the local/regional level covering four aspects of the stakeholder engagement scope

3. Follow the same or similar follow-up steps as in Activity 1.

13. Stakeholder Profiling

Stakeholder maps and their preparation (or stakeholder mapping) is very much connected with the previous steps of the big picture definition. Namely, definition of different scopes may mean very different stakeholder mapping exercise.

Stakeholder mapping may start with the stakeholder profile definition. This may mean listing the qualities relevant for the big picture (e.g. of the community and social hub), the stakeholder engagement scope and the already known stakeholders (e.g. project partners, target groups such as migrants, migrant entrepreneurs, social entrepreneurs, community based social enterprises, support institutions for SMEs etc.). After profiling, the process involves mapping and positioning and finally reviewing of the stakeholder maps.

The qualities may involve:

- The crucial competences and other resources relevant for community and social hubs design, creation and operation (e.g. knowledge on SMEs formation, development and marketing, access to relevant groups of migrant population, knowledge on migrant entrepreneurship funding);
- Type of expectations and motivations we would like to have on board (e.g. intrinsic motivation for social inclusion, innovation or better eco-systems for socio-economic development);
- The levels of influence or social capital and/or connections with the target groups (e.g. migrant entrepreneurs, migrants, decision makers, etc.);
- Capacity to engage (e.g. political, technical, operational, linguistic, literacy, ability, etc.);
- Legitimacy and representativeness;
- Type of sectors or structures (public, private, civic, consumer, education, social, health, etc.);
- Existing relationships with the partners and/or target groups and/or other stakeholders (e.g. stakeholders connected with the funding or competence sources).

[redacted]

GUIDANCE FOR A LOCAL/REGIONAL PREPARATION ACTIVITY

The task for the project team stakeholders at the local/regional level is to create a locally/regionally **relevant proposal of stakeholder profiling** using the same or similar template as proposed above at the project level. Here are the steps for the activity preparation.

1. Follow the same or similar preparatory steps as in Activity 1.
2. Create a proposal of the crucial competences, resources, expectation, motivations, levels of influence, capacities, legitimacy, sectors, structures and relationships are relevant to our specific local/regional project vision, mission and objectives? Use the examples list in the paragraph above to stir discussion, but also prepare an own list of answers for each group to complement the inputs from the team. These may be further discussed during the training workshop as a preparation step of the stakeholder mapping element.
3. Follow the same or similar follow-up steps as in Activity 1.

14. Stakeholder Map

After profiling, we can continue with the mapping by listing all the relevant stakeholders for the CSHUBs establishment. At the project level, we can propose a generic map of stakeholders relevant for a CSHUB establishment and operation, especially to those relevant to migrant and/or social entrepreneurship.

The basic group include the categories of target groups generally identified by TASKFORCOME (Groups 1-11 in Image 16), and these should be 'translated' and 'filled-in' with real local actors; or even extended locally, regionally, nationally or internationally relevant stakeholders as well. In the image 16 , we added examples of some other groups, including opponents and/or sceptics which may not be the target group of the project but are certainly the stakeholders who could either slow down or even stop our efforts so the analysis of these stakeholders may help create measures for mitigation or minimisation of these risks.

Stakeholder Groups relevant to the CSHub establishment and operation, especially to those relevant to migrant and/or social entrepreneurship at the project level
1. Education/training centres and schools Training centres for VET; One-stop-shop services providers; Centres for non-formal education; Educational ICT tools providers; Skills centres for entrepreneurship.
2. Business support organisations Chambers of Commerce and networks (i.e. Forum of AICC); Business and Start-up Incubators/Accelerators; Social Innovation Clusters and Networks; Centres for Social Innovation.
3. Local public authorities City departments responsible for social services & migration; Local departments providing services for migrants, entrepreneurship and innovation.
4. Regional public authorities (including regions, counties and urban agglomerations) Regional departments for labour inclusion and integration of migrants; Regional departments dealing with RIS3; Managing authorities for ESI Funds.
5. National public authorities National systems of protection of asylum seekers and refugees; Managing authorities for AMIF; Ministries for foreign affairs, welfare and social integration.
6. Sectoral agencies Local and regional development agencies; Innovation agencies; Employment and carriers centres; Labour and employment agencies; VET agencies; Co-working spaces; Business angel associations; Venture capital, financial, charity/philanthropic, foundations/donor organizations and other support institutions and organizations.
7. Interest groups including NGOs Providers of assistance, re-settlement, education, VET & labour market integration; Voluntary, participative and civic engagement agencies; associations of migrants/refugees.
8. Higher education and research institutions Universities for social and economic studies; National and international research centre for social innovation; Schools of international studies on Migration.
9. SMEs and large companies (e.g. in search for workforce) Social enterprises; migrant enterprises; community based social enterprises; social cooperatives; SMEs; social vocation and innovative start-ups led by migrant entrepreneurs.
10. International organisations, EEIGs under national law International organisations and associations promoting social inclusion of migrants; International

Labour Organization; Governing bodies and secretariats representing macro-regional strategies.
11. General Public Resident/natives, legally staying third country nationals, EU citizens with a migration background and refuges from involved Regions (Malopolska Region, Wien and Tyrol Regions, Dalmatia County, Thüringen, Lombardia, Emilia Romagna and Marche Regions)
12. Individuals with relevant competences or influences Experts, advisors, consultants, trainers, innovators, activists, philanthropists, influencers, journalists, politicians etc. who support or might have interest in supporting migrant and/or general social and economic inclusion and integration
13. Opponents and/or sceptics Political parties, public, civic and private actors, business competitors, etc. who do not support or care for migrant and/or social and human rights issues, do not understand or support benefits of migrant/social entrepreneurship, community based social enterprises and community social hubs and may even express hostility toward migrants, migrant and/or social entrepreneurs, community based social enterprises, community social hubs, and those who support them

Image 16 – Generic map of stakeholders relevant for a CSHub and support eco-system co-creation

Activity 4

GUIDANCE FOR A LOCAL/REGIONAL PREPARATION ACTIVITY

The task for the project team stakeholders at the local/regional level is to create a locally/regionally relevant proposal of a stakeholder mapping list using the same or similar template as above proposal at the project level. Here are the steps for the activity preparation.

1. Follow the same or similar preparatory steps as in Activity 1.
2. Create a proposal of the stakeholder engagement map.

List and group all stakeholders you believe may be relevant to the local/regional CSHUB establishment and operation, especially to those relevant to migrant and/or social entrepreneurship at the project level – be precise and if you can name them (e.g. NGOs with experience with migrants and refugees social integration – e.g. Association Mi with headquarters in Split but covering three counties in Dalmatia and one in Lika)

Image 17 – A draft proposal of the stakeholder engagement map definition form for a workshop at the local/regional level covering four aspects of the stakeholder engagement mapping

4. Follow the same or similar follow-up steps as in Activity 1.

15. Stakeholder Positioning

After the list is created, the stakeholder analysis should enable us to group the stakeholders in accordance to a pre-defined set of criteria. Namely, it is important to understand that not all the stakeholders will have the same motivation and interest, but also competence, capacity or level of influence to equally participate, contribute and benefit from the engagement. Proper understanding of the stakeholder can help us better position each stakeholder in the stakeholder map.

For stakeholder analysis, many tools are available: stakeholder analysis matrix, stakeholder SWOT/PESTLE analysis, Venn diagrams, spider diagrams, including previously presented stakeholder impact maps, etc. In the following chapter, we will use few of them.

The stakeholders mapped in the previous exercise may be distributed into a stakeholder impact map based on the estimation of their impact on the main project topics, i.e. migrant and social entrepreneurship, community based social enterprise and CSHUBs design, establishment and functioning. Some of the stakeholders have great impact or can significantly affect them, others are affected by their existence, and then, there are those who are both affected and affect these issues.

	Least affected	Moderately affected	Most affected
Least affecting	- Sectorial institutions in culture, creative industries, hospitality, construction and other sectors were workforce and services are missing	- Local workforce, included in status of unemployment - Users of community social hubs such as other entrepreneurs, co-workers,	- Migrants and other socially excluded groups; - Employees of migrant and/or social enterprises
Moderately affecting	- Influencers, journalists, experts, media	- Other NGOs, social and education institutions dealing with migrants, socially excluded groups, etc.	- Migrant entrepreneurs - Social entrepreneurs
Most affecting	- Local, regional and national political leaders and decision makers, policy - Local business support institutions, such as business incubators, investors, donors, etc.	- Local, regional and national governments, VET and educational agencies	- Project partners - Organizations who are supporting or against migrant and/or social entrepreneurship, community-based enterprises and community social hubs

Image 18 – Generic stakeholder impact map proposal for community social hubs, migrant and/or social entrepreneurs, and community based social enterprises at the project level

Activity 5

GUIDANCE FOR A LOCAL/REGIONAL PREPARATION ACTIVITY

The task for the project team stakeholders at the local/regional level is to create a locally/regionally **relevant proposal of a stakeholder position map** using the mapping list (activity 4) as a hint to provoke discussion among the project team and other involved stakeholders at the local/regional level. Here are the steps for the activity preparation.

1. Follow the same or similar preparatory steps as in Activity 1.
2. Create a proposal of the stakeholder map. Try to be more specific than the generic names (use the names of concrete local/regional NGOs, business support institutions, political parties, etc. rather than generic names of the groups – e.g. in Croatia this could be NGO Association Mi who has been working with refugees and forced migrations, Multimedia Cultural Centre and Platforma Doma mladih/Youth House Platform who are stakeholders managing the Dom mladih/Youth House, a building where CSHub will be situated, or NGO "Okus doma"/"Taste of Home" - who has been working on migrant inclusion etc.). For listing all stakeholders try to ask yourself some of the following questions:

a. Who has been working or active in the topics of migrations, migrants, and especially migrant entrepreneurship? Who are their stakeholders who are affected by their activities or may affect their activities?
b. Who has been working or active in the topics of social inclusion, socio-economic integration, and especially in the social entrepreneurship and/or community based social enterprises? Are there any community social hubs? Who are working on their design, development and management? Who are their stakeholders who are affected by their activities or may affect their activities?
c. Who are migrant/social entrepreneurs at the local/regional level? Who are their stakeholders who are affected by their activities or may affect their activities?
d. Who may have any positive or negative interest for these topics and stakeholders connected to these topics? Who is interested or may be interested to help the above-mentioned stakeholders? Who are potential enemies, competition or suppressors of these stakeholders and their activities?
e. Are there any unusual suspects who can help or can hinder our efforts in these fields?

2. Use the following map to understand level of impact the stakeholders have on the local/regional CSHub and migrant/social entrepreneurship like those at Image 11.

	Least affected	Moderately affected	Most affected
Least affecting	-	-	-
Moderately affecting	-	-	
Most affecting	-	-	-

Image 19 – Stakeholder map form proposal for mapping stakeholders relevant for CSHUBs, migrant and/or social entrepreneurs, and community based social enterprises at the project level

3. Follow the same or similar follow-up steps as in Activity 1.

One of the next, widely used stakeholder analysis tools is a stakeholder analysis matrix. Although there are many variations of the stakeholder analysis matrix, here is the one of the most useful ones we use in local context of Cluster for Eco-Social Innovation and Development CEDRA Split based on our multiannual experience of the stakeholder analysis and engagement.

This version of the matrix is a slightly adapted version of the tool that is part of the Project Cycle Management Guidelines, Volume 1, published by the European Commission – EuropeAid Cooperation Office. The difference is mostly in wordings, but the general concept remains the same covering the main steps:

1. **Grouping all the mapped stakeholders** into the logical stakeholder groups (the first row of the table) that we consider having similar characteristics, visions, interests, objectives, needs, related to the main problem/opportunity/initiative we are dealing with, similar capacity and motivation, as well as constraints in these, and who may be addressed with similar actions, measures and responses in order to be effectively engaged;
2. **Analysing stakeholders' visions, interests, objectives, expectations and needs** (the second row of the table) relevant to our general problem(s), opportunity or initiative to make a change;
3. **Analysing the stakeholders' capacity and motivation** (the third row of the table) to contribute to change, including negative aspects of capacity and motivation (e.g. constraints);
4. **Designing possible actions, measures and responses** (the fourth row of the table) to stakeholder visions, interests, objectives, expectations and needs and full engagement of their capacity and motivation.

The table presented below is an example of the stakeholder analysis matrix applied to a specific project case of a migrant analysis in one of the target territories of the project, i.e. the Split City and Split Dalmatia County. This case may be used as an example how a concrete analysis could look like for a CSHub at the different project target territories.

Stakeholder relevant to our general problem(s), opportunity or initiative to make a change and basic characteristic of the stakeholder	Their visions, interests, objectives, expectations and needs relevant to our general problem(s), opportunity or initiative to make a change	Capacity and motivation to contribute to change, including negative aspects of capacity and motivation (e.g. constraints)	Possible actions, measures and responses to stakeholder visions, interests, objectives, expectations and needs and their capacity and motivation
SMEs & large companies 16.751 active legal economic entities in Split Dalmatia County, most of them in trade (4.712), hospitality (2.972), construction (2.636) and expert services (2.405). Many of them are facing workforce issues, due to depopulation, and are growingly dependent on tourism. **Migrant entrepreneurs and their families** Ca 500 (?) entrepreneurs, mostly from Kosovo, Bosnia and Herzegovina and other ex-Yugoslav countries, smaller number from far and middle east (China, India, etc.), Ukraine, etc., mostly small-scale businesses, some of them organized in minority associations or informal groups, mostly in hospitality and retail **Social entrepreneurs and their members** Ca 100 social enterprises, mostly associations with economic activities, cooperatives and LLCs, organized in informal networks and a few formal structures, incl. an eco-social economy cluster, poor visibility of the sector **Community based social enterprises** Only a few of them, low level of understanding and public awareness on them, their functioning and potentials	● A stable and successful business to maintain and improve their means of livelihood (for ME) and/or their social, economic and/or environmental mission and impact (for SE) ● Need all the support needed by other SMEs + additional support due to their specific business contexts and needs (e.g. specific socio-cultural context or the triple bottom line business models and its specific needs and challenges) ● The socio-economic context may be discriminatory due to lack of the understanding of their specifics ● Lack of workforce and specific types of entrepreneurship could be an opportunity. Also, more and more social issues on one side and less and less available funding on the other require innovative models of approaching these issues where ME/SE could be the leverages of the social change	● Very interested to create better migrant/social business development conditions and their specific need tailored support systems ● Limited information, knowledge, skills, resources, political influence and sometimes even trust in the local stakeholder efforts to help them ● Limited social capital and lack of networking among local economy stakeholders prevent activation of the social capital and synergies ● Social entrepreneurs are in general very motivated to contribute to a social change, but often lack necessary knowledge, skills and resources to successfully combine both business and social/ environmental aspects of their social enterprise	● Information and capacity building activities ● Involve them and consult them in all the activities relevant to the project and especially CSHubs and support systems co-creation and co-management ● Propose, co-create and co-manage relevant, sustainable, effective support infrastructure (CSHUbs) and soft programs from mentoring up to investment readiness and funding for MEs/SEs at the local, regional and transnational level ● Awareness raising campaigns on ME/SE and their potentials, issues and solutions ● Develop social enterprises, networks and clusters targeting MEs/SEs as members and help them grow through joint marketing, R&D&I, internal exchange and short-supply chains etc. ● Create a follow-up projects that will use the lessons learnt from this project and target MEs/SEs needs even more directly

Education/training centres and schools Training centres for VET; One-stop-shop services providers; Centres for non-formal education; Educational ICT tools providers; Skills centres for entrepreneurship; 200+ subjects in Split-Dalmatia county	● Development and sustainability of the centres and schools ● High quality education and training programs relevant for the local community and education/training attendants ● Most education and training institutions in many regions are facing challenges in keeping the attendants' number steady, so migrants may become new "market" for their services and programs ● Most of these stakeholders still need to adapt to the specifics of the migrant demographics and could need some support in adapting their programs and services to these target groups	● They have expertise in education, training, information, animation and communication plan, programs and activities development, implementation and monitoring/evaluation ● They have some expertise in subsidizing education and training programs for socially marginalized groups ● They are motivated to create new or adapt existing programs if this may help improve their own institutional relevance and sustainability ● They may need help in recognizing the potential and implementation of the specific programs for migrants, migrant entrepreneurship and social entrepreneurship in general	● Information and capacity building activities on migrant and migrant entrepreneurs' education and training needs, migrant demographics, etc. ● Involve them and consult them in all the activities relevant to the project and especially migrant education and training, CSHubs and support systems co-creation and co-management including co-creation of education and training programs for the target groups ● Awareness raising campaigns on ME/SE and their potentials, issues and solutions (especially those dealing with education and training of these groups, available public and other financing options for these programs, etc.) ● Promotion of new education and training programs for MEs/SEs
Business support organizations Chambers of commerce and networks (i.e. Forum of AICC); Business and start-up incubators/accelerators; Social innovation clusters and networks; Centres for social innovation. 60+ organizations in Split-Dalmatia county. **Sectoral agencies** Local and regional development agencies; Innovation agencies; Employment and carriers centres; Labour and employment agencies; VET agencies; Co-working spaces; Business angel associations; Venture capital, financial,	● Development and sustainability of the support organizations and their programs ● High quality support programs relevant for the community, institutional mission, organization stakeholders and members and the program attendants ● Most support institutions have challenges in attracting highly motivated, entrepreneurially oriented, and especially innovation-oriented individuals, start-ups and SMEs ● Most of these stakeholders still need to adapt to the specifics of the migrant	● They have expertise in providing information, advice, mentoring and promotion, support programs and activities development, implementation and monitoring/ evaluation ● They have expertise in subsidizing business support programs for start-ups and promising entrepreneurs, innovators, and some of them with social enterprise support as well ● They are motivated to create new or adapt existing programs if this may help improve their own institutional relevance and sustainability	● Information and capacity building activities on migrant and migrant entrepreneurs' business support needs, migrant demographics, etc. ● Involve them and consult them in all the activities relevant to the project and especially CSHubs and support systems co-creation and co-management including co-creation of business support programs for the target groups ● Awareness raising campaigns on ME/SE and their potentials, issues and solutions (especially those dealing with provision of business support programs

charity/philanthropic, foundations/donor organizations and other support institutions and organizations. 40+ organizations in Split-Dalmatia county.	demographics and could need some support in adapting their programs and services to these target groups	• They may need help in recognizing the potential and implementation of the specific programs for migrants, migrant entrepreneurship and social entrepreneurship in general	to these groups, available public and other financing options for these programs, etc.) • Promotion of new education and training programs for MEs/SEs
Local public authorities City departments responsible for social services & migration; Local departments providing services for excluded groups (incl. migrants), entrepreneurship and innovation. 16 cities and 39 municipalities in the Split-Dalmatia county. **Regional public authorities (incl. regions, counties and urban agglomerations)** Regional departments for labour inclusion and integration of migrants (social departments); Regional departments dealing with RIS3; Split City is a managing authority for EU ITI instrument. **National public authorities** National systems of protection of asylum seekers and refugees; Managing authorities for AMIF; Ministry for foreign affairs, welfare and social integration.	• Sustainable development of the community and its economy • Increased economic activities, investment, employment and tax income, decreased costs of social transfers, provision of appropriate responses to the socio-economic and political risks and issues of migrations and migrants • Improved quality of life, social cohesion, stability, security and safety • High quality policies relevant for the community, all its stakeholders and members and the program attendants • Most support institutions have challenges in attracting highly motivated, entrepreneurially oriented, and especially innovation-oriented individuals, start-ups and SMEs • Most of these stakeholders still need to adapt to the specifics of the migrant demographics and could need some support in adapting their programs and services to these target groups	• They have expertise in providing information, advice, social transfers and PR, policy and support programs development, implementation and monitoring • They have expertise in subsidizing businesses as well as support programs for start-ups and promising entrepreneurs, innovators, and some of them with social and migrant enterprise support as well • They are motivated to create new or adapt existing policies and programs if this may help promote their own political and institutional relevance and sustainability • They may need help in recognizing the potential and implementation of the specific policies and programs for migrants, migrant entrepreneurship and social entrepreneurship in general	• Information and capacity building activities on migrant and migrant entrepreneurs' business support needs, migrant demographics, etc. • Involve them and consult them in all the activities relevant to the project and especially CSHubs and support systems co-creation and co-management including co-creation of business support programs for the target groups • Awareness raising campaigns on ME/SE and their potentials, issues and solutions (especially those dealing with provision of business support programs to these groups, available EU other financing options for these programs, etc.) • Promotion of new policies and programs for MEs/SEs
Interest groups including NGOs Providers of assistance, re-settlement, education, VET & labour market integration; Voluntary, participative and	• Development, higher impact, visibility and sustainability of the organizations and their programs • High quality support programs relevant	• They have expertise in providing information, advice, animation and advocacy, support programs, projects and activities development and	• Information and capacity building activities on migrant and migrant entrepreneurs' support needs, migrant demographics, etc.

civic engagement agencies; associations of migrants/refugees. Number of these groups is around 5.000 in Split Dalmatia county.	for the organization vision, mission and, organization stakeholders and members and the program attendants ● Diversification and stability of funding and income streams ● Most organizations have challenges in provision of highly relevant, impactful and sustainable support to their members and beneficiaries ● Lack of competences in/for social entrepreneurship, innovation, clustering ● Most of these stakeholders still need to adapt to the specifics of the migrant demographics and could need some support in adapting their programs and services to these target groups	implementation ● They have expertise in public fund-raising, volunteering, participation and inclusion of marginalized groups ● They are motivated to create new or adapt existing programs if this may help improve their own organizational relevance, impact and sustainability ● They may need help in recognizing the potential and implementation of the specific programs for migrants, migrant entrepreneurship and social entrepreneurship in general	● Involve them and consult them in all the activities relevant to the project and especially CSHubs, social policy and support systems co-creation and co-management including co-creation of social business and social innovation programs for the target groups including their own members and beneficiaries ● Awareness raising campaigns on SE/ME and their potentials, issues and solutions (especially those dealing with provision of assistance, education and voluntary programs, to these groups, available public and other financing options for these programs, etc.) ● Promotion of new assistance, education and voluntary programs for the target groups
Higher education & research institutions Universities for social and economic studies; National and international research centre for social innovation; Schools of international studies on migration. There 5+ these institutions in Split Dalmatia county and 50+ in Croatia.	● Development and sustainability of the institutions and their programs ● High quality education and research programs relevant for the community, students, teaching and research staff and their funders ● Most education and research institutions in many regions are facing challenges in keeping the students' number steady, so migrants may become new "market" for their programs ● Most of these stakeholders still need to adapt to the specifics of the migrant	● They have expertise in education, research, information, animation and communication plan, programs and activities development, implementation and monitoring/evaluation ● They have some expertise in funding education and research programs and activities ● They are motivated to create new or adapt existing programs if this may help improve their own institutional relevance and sustainability ● They may need help in recognizing the potential and implementation of the	● Information and capacity building activities on migrant and migrant entrepreneurs' education and research needs, migrant demographics, etc. ● Involve them and consult them in all the activities relevant to the project and especially research activities, CSHubs and support systems co-creation and co-management including co-creation of education and research programs for the target groups ● Awareness raising campaigns on ME/SE and their potentials, issues and solutions (especially those dealing with

	demographics and could need some support in adapting their programs and services to these target groups	specific programs for migrants, migrant entrepreneurship and social entrepreneurship/innovation in general and their connection with migrants	education and research of these groups, available public and other financing options for these programs, etc.) ● Promotion of new education and research activities for target groups
International organisations, EEIGs International organisations and associations promoting social inclusion of migrants; International Labour Organization; Governing bodies and secretariats representing macro-regional strategies. There are 10+ these institutions in Croatia.	● Development and sustainability of the organizations and their programs ● High quality programs relevant for the target groups, institutional mission, organization stakeholders and members ● Most support institutions have challenges in connecting their policies and missions with local and regional policy levels, programs and activities ● Most of these stakeholders still need to adapt to the specifics of the migrant flows and situations in Croatia, there is no system established, national measures seem to create controversies. There is little coordination of information, knowledge and solution exchange among international, national and local levels.	● They have expertise in policy development, financial programming, implementation and monitoring/ evaluation ● They have expertise in international programs, communication and policy exchange. ● They are motivated to create new or adapt existing policies if this may help improve their own institutional relevance and impact ● They may need help in recognizing the potential and implementation of the specific innovative local and regional cross-sector transnational pilot programs for migrants, migrant entrepreneurship and social entrepreneurship in general since they mostly focus on policy level interventions.	● Information and involvement of co-creation of programs relevant to achievement of the policy objectives. ● Co-creation of new policies that include social innovation, social entrepreneurship and migrant entrepreneurship based on the research ● Awareness raising campaigns on ME/SE and their potentials, issues and solutions (especially those dealing with provision of high-quality policies to the need and potentials of these groups in relation to general policies and goals such as economic development, social inclusion and cohesion, job creation, business and social innovation, etc., available public and other financing options for these programs, etc.) ● Promotion of new policies and funding programs for ME/SE
General Public Resident/natives, legally staying third country nationals, EU citizens with a migration background and refuges in Split Dalmatia county 380.000 inhabitants, most of them (200.000) with secondary education, 50.000 with higher education, 70.000 with	● Life quality, security and safety ● Inclusion, participation, social inclusion, identity, culture, equal opportunities ● High quality and diversity of jobs, professional and business opportunities ● Most individuals are not making use of the concepts of social and migrant entrepreneurship, and	● There is a broad experience in tourism and hospitality sector, relatively educated workforce, often English speaking, most of them very motivated to find more lucrative jobs but relatively low level of awareness for the need of improving their competences and developing more proactive and	● Information and capacity building activities ● Involve the public in all the activities relevant to the project and especially CSHubs and support systems co-creation and co-management ● Awareness raising campaigns on ME/SE and their potentials, issues

elementary education, 60.000 without elementary school, number of migrants not known. Number of people migrated to the county from other countries is around 2.000 per year, and number of emigrated persons to other countries is above 2.500 per year.	entrepreneurship since they lack information, skills and resources for this ● Many individuals are focused on migrating to other more developed areas in Europe or to short term, highly seasonal employment in tourism.	entrepreneurial mindset. ● Most people have low trust in institutions, cooperation, and social entrepreneurship has often negative connotations or connections with socialistic ideas.	and solutions ● Develop social enterprises, networks and clusters targeting locals and providing benefits to their life quality
Individuals with relevant competences or influences Experts, advisors, consultants, trainers, innovators, activists, philanthropists, influencers, journalists, politicians etc. who support or might have interest in supporting migrant and/or general social and economic inclusion and integration. 1.000+ in Split Dalmatia county	● Opportunities to maintain and improve their efforts, expertise, visibility and professional opportunities ● They are in search for market and audience ● They need to recognize potential for these in socially innovative concepts and models (such as migrant and social enterprising, CSHubs, social innovation, etc.) ● They need to understand invest their time and energy in learning and capitalizing these opportunities for their own benefit	● Very interested to capitalize their knowledge, skills, position and resources through socio-economically and/or politically relevant professional engagement opportunities ● Lack of understanding of the concepts of social and migrant entrepreneurship, community social hubs and social and business innovation as potential solutions to their interests and goals	● Information and awareness raising activities on the potentials of SE/ME, CSHubs, social innovation, etc. ● Involve them and consult them in all the activities relevant to the project and especially CSHubs and support systems co-creation and co-management ● Propose, co-create and co-manage relevant, sustainable, effective support infrastructure (CSHUbs) and soft programs with co-created business models of their involvement ● Develop networks and clusters targeting them as members and help them grow through joint marketing, R&D&I, short-supply chains etc. ● Co-create a follow-up projects that will use the lessons learnt from this project and target these groups even more directly
Opponents and/or sceptics Political parties, public, civic and private actors, business competitors, etc. who do not support or care for migrant and/or social and human rights issues, do not understand or support benefits of migrant/ social entrepreneurship,	● To realize and/or promote their political and business interests ● To improve their image and position among their clients, partners and constituents ● They need attention, solutions and tools to achieve their political and business	● Very interested to capitalize their position and resources through interventions that may support their political and business goals ● Sometimes they will stick to their political and business agenda even if they see positive impacts of the	● Information and awareness raising activities on the potentials of migrants for the local economy and workforce capacity improvement, etc. ● Involve some of them (those who are less extreme in their political and business agendas) and consult them in

community based social enterprises and community social hubs and may even express hostility toward migrants, migrant and/or social entrepreneurs, community based social enterprises, community social hubs, and those who support them	goals ● They need straightforward understanding how the migrations, migrant, social and migrant entrepreneurship and social innovation may be positive to their political and business goals rather than a burden or hindrance	migrations, migrant, social and migrant entrepreneurship and social innovation because of the prejudice, xenophobia or because they want to appeal to specific constituency groups	all the activities relevant to the project and especially migrant employment promotion, socio-economic development support systems co-creation and co-management (through CSHubs) targeting also other relevant issues (safety, security, life quality, economic development, etc.)

Image 20 – Stakeholder analysis matrix proposal for mapping stakeholders relevant for the CSHUBs, MEs/SEs and CbSEs

In order to choose the level of involvement of a stakeholder, a table below may be helpful. The purpose of the table is to distribute all stakeholders in one of these four fields depending on how much they are affecting on an issue or how much they are affected by the issue. Those who are most affecting and most affected should be chosen for collaboration (e.g. migrant organizations are most affecting and most affected by the efforts to create an entrepreneurial support to migrant entrepreneurship and it is clear we should involve them as collaborators in our efforts.

MOST AFFECTING	**Involve** These stakeholders should be adequately informed and if possible, actively involved or at least a regular communication should exist in order not to have any issues that can affect our efforts.	**Collaborate** These stakeholders are crucial to our efforts and should be fully engaged in them. We should strive to enlist their full help, create partnerships, galvanize support of the project, and make the greatest effort to keep them satisfied.
LEAST AFFECTING	**Inform** These stakeholders should be monitored and kept adequately updated as and when required, tailoring communications to meet the stakeholder needs.	**Consult** These stakeholders should be provided with enough information and interaction to keep the updated and to address their concerns, to co-design and co-create, and eventually co-monitor the activities, but we should take care not to overwhelm them with too much information, activities or responsibilities.
	LEAST AFFECTED	MOST AFFECTED

Image 21 – Stakeholder impact analysis framework for mapping stakeholders relevant for the CSHUBs, MEs/SEs and CbSEs

Stakeholders in TASKFORCOME may be involved in all the project specific activities starting from initial stakeholder engagement to the CSHub establishment and promotion.

Project Activity (Work Package)	Example of the Stakeholder Engagement
Capitalization: Sharing Knowledge & Stakeholders' Engagement	Stakeholders such as migrant organizations may share their knowledge on ways how to inform, involve and engage migrants in the project activities such as training and co-creation of the hub programs relevant for MEs.
Development: Innovative Tools for CbSE & ME	Stakeholders such as innovation support institutions may become partners in co-creation of the tools for CbSE & ME.
Pilot - Implementation and Social Impact Evaluation	Almost all stakeholders may participate in pilots to make them more relevant, sustainable and impactful for all.
Advancement - Economic and Social Innovation in CE Policies	Public bodies involved may help in co-creation of policies that would be supportive to economic and social innovation.
Investment: TASKFORCOME CSHUB in Split	Stakeholders of the Youth House where CSHub will be co-created will be invited to participate in co-creation of the CSHub.
Communication	Stakeholders such as public bodies or migrant organizations may actively participate in project communication activities.

Image 22 – Examples of stakeholder engagement in TASKFORCOME project activities

16. Stakeholder Engagement Tools and Business Models

Stakeholders may be involved in our efforts in different ways. We have already mentioned this in the Stakeholder Involvement Concept where we mentioned the different levels of the stakeholder engagement from the basic level of information, through consultation, active involvement and finally to a collaboration. E.g. social innovation is a social practice and a process that include interaction among stakeholders to co-create solution(s) to complex problem(s). Thus, they have a purpose (creation of innovative solutions to social problems), but also may be used as a tool for stakeholder engagement, a method of social capital co-creation, promoting participation, cooperation and ownership of the outputs created through the process. Similarly, this may be applied to other proposed tools (social enterprising, community social hubs, projects, programs, business models etc.).

However, to achieve all these levels of stakeholder engagement, we need cost-effective, efficient, feasible, sustainable and accessible tools that will provide foundations for equally cost-effective, efficient, feasible, sustainable and accessible engagement. Stakeholder Engagement Tools are numerous. The choice of the tools varies depending on the type and intensity of engagement. Stakeholder communication tools and methods are listed in the image below:

Tool/method	Inform	Consult	Involve	Collaborate
E-mails	**	**	*	*
Phone calls	**	**	*	*
Meetings		*	**	*
Interviews		*	**	*
Questionnaires		**	*	*
Websites	**	**	*	*
Social media	**	**	*	*
Lectures	**	*	*	*
Workshops		*	**	**
Forums	*	*	**	*
Community events	*	*	**	*
Practical demonstrations			**	**
Platforms	*	*	**	**
Games	*	*	**	**
Tokenization and games	*	*	**	**
Crowdsourcing	*	*	**	**
Social innovation	*	*	**	**
Social enterprising		*	**	**
Networks	*	*	**	**
Community based social enterprises	*	*	**	**
Community social hubs	*	*	**	**
Projects/Programs	*	*	**	**
Cocreation	*	*	**	**
Joint ventures		*	**	**
Working groups		*	**	**
Steering bodies		*	**	**
Business models		*	**	**
Clusters	*	*	**	**

** most appropriate level of engagement for a method * other levels for which a method is also relevant

Image 23 – Levels of stakeholder engagement and methods and tools of their engagement

17. Stakeholder Engagement Planning

Stakeholder engagement planning could thus have the following steps:

Nr	Activity	Output	Responsibility	Duration	Methods
1	Creation of the initial working group at the local/ regional level with a working group chair, a deputy and a facilitator (may be the same as the chair or deputy)	List of members of the working group with their roles and contacts	Local/regional project manager	7-14 days	Meetings, emails, phone calls
2	Definition of the first iteration of the stakeholder engagement purpose	Stakeholder engagement purpose draft	Working group chair/facilitator	7-14 days	Workshop, social media, emails
3	Publication of the stakeholder engagement purpose proposal	Website page, feedbacks	Local PR team leader	15-30 days	Website, social media, emails
4.	Stakeholder engagement scope and profile definition	Stakeholder scope and profile draft	Working group chair/facilitator	7-14 days	Workshop, social media, emails
5.	Publication of the stakeholder engagement scope and profile draft	Website page, feedbacks	Local PR team leader	15-30 days	Website, social media, emails
	Stakeholder mapping	Stakeholder map draft	Working group chair/facilitator	7-14 days	Workshop, social media, emails
	Publication of the stakeholder map draft	Website page, feedbacks	Local PR team leader	15-30 days	Website, social media, emails
	Stakeholder positioning	Stakeholder analysis matrix and/or impact map draft	Working group chair/facilitator	7-14 days	Workshop, social media, emails
	Publication of the stakeholder analysis matrix and/or impact map draft	Website page, feedbacks	Local PR team leader	15-30 days	Website, social media, emails
	Stakeholder engagement models definition	Stakeholder engagement models draft	Working group chair/facilitator	7-14 days	Workshop, social media, emails
	Publication of the stakeholder draft	Website page, feedbacks	Local PR team leader	15-30 days	Website, social media, emails
	Definition of the final stakeholder engagement strategy and model	Stakeholder engagement strategy and model document	Working group chair/facilitator	15-30 days	Website, social media, emails, chosen method of stakeholder engagement

Image 24 – Stakeholder engagement plan proposal – workshop is included in almost all steps after the initial meeting of the working group. Workshop may be organized as a one or multiple day workshop with the stakeholder thus covering some or almost all above mentioned topics in a co-creative process

Following all written, you will have identified the stakeholders, assessed the level of engagement, suggested appropriate methods for engagement, and proposed the role each stakeholder will play. Note that the role, or roles, that the stakeholder will play will partly determine when the engagement is likely to occur.

It is now time to start effectively planning the engagement process, and to consider the full list of activities you intend to carry out. At this stage, it is important to take the following into consideration:

- Target your activities – it may be better to do less, but to do it more effectively
- Estimate likely costs (time and money) accurately, and be realistic (don't underestimate)

- Think about what expertise you have and plan accordingly. Do you need to involve/employ external experts, and if so, do you have the funds?
- Where choices have to be made, use high impact/ low cost methods and activities, and if necessary, concentrate on the most important and in essential stakeholders
- Try to make use of other pre-existing approaches or activities where available and appropriate
- Time your research, or some of its outputs, where appropriate, to enable it to inform any relevant external or policy processes.
- Take into account possible unexpected outcomes (positive or negative).

The engagement planning table

For the purposes of this *Handbook*, we have developed a 'matrix' (Table), which enables the researcher to bring together information on the role(s) the stakeholder will play, the timing of when engagement activities take place, the method of engagement, and the level of engagement to be adopted. Note that stakeholders may, and often will, have multiple roles to play throughout a project.

It is important to recognise that the level of engagement depends partly on the method of engagement being adopted as well as the stakeholder involved and not every engagement activity needs to be at the level of engagement identified for a particular stakeholder. In some instances, engagement may be more frequent and conducted at a different level, particularly as the role a stakeholder may play can vary throughout the lifetime of the project. For example, a stakeholder may fall into the 'involve' category, but this level of engagement may only be necessary in the early stages of the projects, whereas later on the same stakeholder may only need to be involved with activities that 'inform'.

It is important to ensure that the methods being adopted are realistic and appropriate for delivering the desired outcomes, and that the proposed timing has been accepted by those who are planned to be involved. It should also be remembered that the location, timing, number of meetings, and methods employed can all have a great impact on the overall results and outcomes.

18. Stakeholder Engagement Timing Considerations

Actual levels of engagement are likely to vary at different times throughout the lifecycle of the project, depending on the possible and actual contributions of stakeholders at different times. Most stakeholders are likely to be involved at discrete times throughout the project, rather than all the time. Involvement of all stakeholders throughout the whole project, from inception to dissemination of final outcomes, would be costly in terms of time and resources, for both the project and the stakeholders.

Although much can be done to adapt outputs to feed into the events and issues of relevance to different stakeholders, timing (whether good or bad) will always influence the extent to which some information is likely to be perceived as relevant by the engaged stakeholders. Timing may also affect the way that information is used in the decision-making process.

In order to maximize the benefits of stakeholder engagement, it is useful to consider the timing of the most-appropriate contributions that each stakeholder might make towards the project; the roles they might adopt; and when these are critical to the success and impact of the project. It is also useful to assess the possibility of temporary or complete disengagement, for whatever reasons, and how this can be managed and how it will impact on the outcomes of the project.

The desired contributions or roles that stakeholders are expected to play can be assigned to various stages of the project, keeping in mind that roles may vary as the project progresses. For example, stakeholders assisting in early development of the project will be involved at inception, whereas those involved with disseminating or using results will mainly be involved at a later stage.

Stakeholder interaction is an important consideration that can complicate the timing of engagement and the roles that some stakeholders take. In some cases, especially those purposefully tackling controversial issues, for example related to e.g. social rights and public subsidies for migrant entrepreneurs especially if they are scarce even for local struggling entrepreneurs, it will be critical to build trust, and a broader range of engagement methods will be needed. For some tasks, separate meetings with single stakeholders or groups might be required to help develop relationships and avoid conflict, as well as bringing different stakeholders together to allow exchange of views. Timing of engagement might differ when dealing with stakeholders in conflict and more time and resources will be required.

Project stage	Stakeholder role or contribution
Before	- Help to define the project concept and project design/intervention strategy, including identifying useful potential outcomes and common interests - Identify other potential stakeholders and possible roles - Help define the best governance approach for stakeholder engagement - Identify possible scope of their own contributions, including motivation, and associated limitations - Highlight possible risks and potential for conflicts to arise - Advise on knowledge exchange requirements
Before and during	- Establish agreements on access to study sites - Provision of resources – for example, equipment, funding, staff time - Defining project plans, including stakeholder engagement planning - Co-design and development of conflict resolution approaches, if relevant - Networking and awareness raising with non-contributory stakeholders
During	- Assist with training of other stakeholder to enhance delivery or participation - Data provision, including capturing new data (monitoring) - Prediction and modelling – informing development of scenarios and models, or participation in data analysis - Review project success, including stakeholder engagement approach - Assist in defining and developing tools - Conflict resolution, if relevant
During/ after	- Define, develop and help deliver knowledge exchange activities and publications - Implementation of results – testing outputs of the research (e.g. tools, new methodologies, strategies) - Advise on data exchange requirements
After	- Publicity, promotion, via channels such as websites, academic materials, research reports, newsletters, books, guidelines, social media and the general media (newspapers, radio and television) - Review project success, including stakeholder engagement approach - Identify future information, tools and research needs - Develop stakeholder-led monitoring and networking beyond life of funded project

Image 24 – Stakeholder engagement timing of roles and contribution in regard to the project phase

Part C - Techniques, tools and case studies to follow up the stakeholder engagement and co-creation in CSHUBs

The methods used for stakeholder engagement depend upon objectives, the required level of engagement, the timing of when engagement activities are intended to take place, and the expected role of the stakeholder(s). Initial assessment with stakeholders of the desired outcomes from a project can help identify which methods are most likely to deliver these outcomes and achieve the purpose identified for the engagement process.

All engagement methods have strengths and weaknesses; the key is to choose those right for the particular purpose and context. Methods should also be selected to meet the needs, capacity and expectations of the relevant stakeholders. More than one method is often desirable, and several methods can be combined to achieve an aim.

Stakeholder engagement methods can be participatory (two-way) or informative (one-way). Informative methods are considered for engagement if they meet the needs of stakeholders and are designed with those needs in mind; which usually means that they are co-defined and possibly co-designed with the stakeholders. There are many engagement methods being used by different projects and new methods are being continually developed. The methods described in this section include the ones most commonly used by civic organizations and projects.

After providing a basic theoretical and strategic mapping overview in the first section of the handbook, in this section of the handbook we provide a set of a more 'operational' and concrete list of techniques, tools and examples that may help practitioners in their daily work with the stakeholder engagement. Each local team is invited to consider those who seem relevant for their specific context, and then to select, adopt and adapt those methods according to the level of engagement sought, already existing situations, or what seems feasible and relevant to the stakeholders and CSHubs needs and constraint in the specific the area, etc.

19. Co-design and Co-creation

The stakeholder engagement methods involve terms such as co-creation and co-design[2].

Co-creation is usually used as an umbrella term for participatory creativity, design, co-design and open design. Co-creation means actively involving end-users and other relevant stakeholders in a development process. Co-creation connects all relevant parties affected by a challenge while building on equal cooperation. A key concept of co-creation is that users are experts of their own experience. For this reason, co-creation means mutual learning between all relevant parties. It is particularly useful in connecting end-users and creative professionals while developing new products, services and systems.

It is important to stress that co-creation moves much further from usual involvement of users as sources of data. In co-creation users are actively participating in shaping the future together. To put it

[2] http://www.cocreate.training/

differently, co-creation is built on the concept that the project and design work is NOT done ON BEHALF OF the user, but WITH the user.

Co-design is a similar participatory approach applied to design attempting to actively involve all stakeholders in the design process to help ensure the result meets their needs. It enables a wide range of people to make a creative contribution in the formulation and solution of a problem. Co-design means developing processes for understanding, developing and supporting mutual learning between multiple participants in collective decision-making and collective design; a transparent process of value creation with end-users playing a central role.

It marks a clear shift from formalized models of work dominated by traditional and hierarchical decision-making which usually transform work into disembodied procedures and make invisible the social nature of everyday work routine and processes of co-design are implemented. Other key aspects are participant roles, the interaction process, co-design infrastructure, time frame and success factors.

Since the beginning of civilization, people have been designing together, until after the industrial revolution, when design was established as a discipline and taken over by the experts. They did not involve clients in the design process, although they were designing for them. Nowadays, it is generally accepted that people are essentially creative beings who can participate in the design process and contribute to product development as co-designers. As mentioned before, co-design is a process of planning that brings together different people, their roles and ideas, which means everyone (designers, suppliers and consumers) is focused on better problem understanding and finding the best solution. Everyone participating has a right to express their opinion throughout the process, which helps them to exchange their experiences, increasing their knowledge and mutual understanding.

Some of the general benefits of collaborative design are:

- Generation of original ideas by involving individuals or groups of people (who are not design experts) in negotiation and dialogue;
- Increased motivation and commitment of everyone who participates;
- Immediate validation of ideas or concepts due to opportunities for discussion and reflection with different stakeholders;
- Better cooperation between different stakeholders, which will allow them to share information better than before;
- Higher degrees of satisfaction and loyalty of costumers and users.

The difficulties of collaborative design are:

- Involvement of many stakeholders can result with size, as well as social complexity - the social style and the differences of culture and knowledge of stakeholders could counteract collaboration;
- Collaborative design can be a very slow process because collaboration requires transparency and a lot of communication;
- The skills for managing collaborative design projects are very specific and often difficult to apply by non-experts.

A methodology for co-design helps the design team to analyse and record the dynamics of relationship between people, places, objects, and institutions. This is often called co-design framework, which establishes the methods and suitable materials that can be implemented in co-design process. The methods used in the design process should be planned and chosen in relation to the subject, main goals and participants of the overall process. Co-design process consists of several stages – analysis, synthesis, development and realization, and involves basic steps:

- Understanding the issue/challenge in question;
- The generation of ideas and “brainstorming”;
- Organization of solutions proposed and selection of criteria for finding the solution;
- Prototype development and solution selection;
- Presenting and testing the solution;
- Modifications and adaptation of selected solution.

There are lots of methods used in co-design, but most commonly used are qualitative methods such as individual interviews, group interviews, brainstorming, workshops and prototyping. An individual interview can give insight into the behaviour and experiences of people involved and can be used at all stages of the process. Group interview can also be used at all stages and combined with other methods. This method provides an insight into objective community-related questions, if there are participants of different education, gender, age, and economic background, but is not adequate for asking personal questions. The basic goal of brainstorming is to encourage the expression of opinion, and it is used to generate ideas, even the ones that are impractical and unreasonable, because they can ultimately lead to innovative solutions. The workshop is mainly used in the early and middle stages of the process, especially when there is little time, human or financial resources to develop a solution. Prototyping is a way of presenting a solution for testing purposes and is used to reduce the risk of misinterpretation of content.

According to Co-design Best Practice Report, when engaging in a co-creation process, there are eight elements that are necessary to create an open mind set:

SKILLS OF FACILITATOR = a well-trained and skilled facilitator who can set up the process and to react spontaneously to unforeseen developments. The facilitator needs to have an open attitude, be able to create a safe space and let people feel free to contribute in their own way. Facilitators need to be clear on what they expect from participants and how their efforts are made visible.

CLEAR NEEDS AND SHARED PAINS = clear definition of needs of the target group, the background, aims, targets and tasks. Co-creation is a strategic choice, has strategic consequences and invites multiple perspectives. Everyone is an expert in their own right – by balancing professional and experiential expertise, a level playing field is created. It is also important to learn how to communicate needs and pains. This is the basis to achieve a balance and to understand individual motivations.

BUILDING A HEALTHY ENVIRONMENT FOR CO-CREATION = using special tools, methodologies and framework settings. An inspiring and open setting is crucial for bubbling over with ideas. But it is just as important to have a clear structure. Structure applies to content, space, time frame and even (if visible) rules of participation, as well as to the flexibility to adjust procedures during the co-working process whenever necessary. In co-creation, co-working and co-participation, problems like precariat and exploitation can be present. Questions of transparent management and money distribution should be part of the open discussion within the group.

DIVERSITY OF TEAM = involving all relevant and necessary stakeholders inside and outside the organisations. Co-creation is inclusive or should rather be non-exclusive. Think about the representation you aim for, don’t (only) go for the obvious. It’s about people, not about users or customers. Think of participants as ‘active agents’ rather than ‘beneficiaries’.

COMMON VISION & SHARED VALUES = developing a common value and a common vision during the process. The aim of co-creation is to create shared value – together with your stakeholders. Co-creation is an open and constructive process, where (process and/or outcome) control is shared. Co-creation thrives with shared ownership – in both results and process.

INDIVIDUAL ROLES FOR INDIVIDUAL GOALS = the art to involve stakeholders at the right stage of the process to ensure a positive outcome. Co-creation is open ended. Keep people involved after the session was concluded. Give feedback on the choices you make afterwards.

HANDLE CONFLICTS AND INTERESTS = setting up a process to avoid conflicts and varied interests or acting spontaneously when conflicts pop up. It's about collective creativity – in a creative process, a different dialogue between people is started. It's not about finding the right idea, it's about finding a multitude of ideas. Give open and respectful feedback. Conflicts might, however, also be a tool of the process to create space for a more open communication. Conflicts help to find out what really matters to oneself or others.

REFLECTION AND EVALUATION = it's not enough just to get feedback on the choices you make afterwards, but also to evaluate and reflect on the whole co-creation process. This can provide important data for the following stages of co-creation or the next project. Also, evaluation should be long-term – following up on the results and new project developments. Projects are open-ended, it is therefore important to keep an eye on their development.

20. Techniques and Tools for Stakeholder Engagement and Co-Creation

The key to success of a stakeholder engagement process is to understand the broad range and types of methods being used in co-creation and other participatory processes of stakeholder engagement, what they are being used for, and why one might be more suitable than another in a particular context and for a particular purpose.

A wide range of techniques are available to facilitate effective two-way engagement between project team and stakeholders; finer details of these techniques are listed below but broadly speaking these can be categorized as:

OPENING OUT techniques for opening dialogue and gathering information with stakeholders about issues linked to the project. This collection of techniques is particularly useful during the initial phases of a project, either during the development of initial preparatory questions prior to writing a funding proposal, or in the early phases of a funded project, where the project goals and program of work are being adapted to the needs and interests of stakeholders better.

EXPLORING techniques that can help evaluate and analyse preliminary findings with stakeholders. Given the length of most projects, getting early feedback on preliminary findings can help keep stakeholders interested in the process and give them greater ownership over the eventual outcomes. Feedback can also provide project team with ideas about how to further refine their work, such as where assumptions are not clear or are questioned by stakeholders. This may be the case for the TASKFORCOME project since some initial design and research has been done and the outputs of these activities may be shared with the project stakeholders.

DECIDING after issues have been opened, explored, and analysed, it is often necessary to start closing options and deciding upon actions based on the findings. There are several techniques that can engage project team and stakeholders in decisions based on the findings, for example prioritizing particularly interesting or relevant findings for further action.

INTEGRATING techniques can be used for exploring, analysing and deciding. These techniques can be used throughout the entire project implementation process.

Opening out techniques

ICE-BREAKING techniques can be an effective way of starting a training session or a group event. They are interactive and often fun activities that help people connect to each other, the facilitators/trainers and the purpose and objectives of the training or event. If well designed and facilitated, they accelerate and catalyse the learning and team building facilitation process. One of the simplest way to ice-break any group session is to do a round circle of introduction where participants are invited to say few words on themselves, their organizations, their visions, relations and experience with the topic of the workshop, their expectations and maybe even worries or constraints related to the workshop or the topic. This may be also spiced with same game elements or doing presentations in pairs where each person in a pair first interviews each other and then present each other to the group. More on the ice-breaking techniques for easing group contributions you may find at the following link: https://www.mindtools.com/pages/article/newLDR_76.htm.

BRAINSTORMING techniques can help rapidly identify initial ideas from a group. By getting participants to think rapidly and express their ideas in short phrases, the technique encourages participants to suspend the normal criteria they would use to filter out ideas that may not appear immediately relevant or acceptable. As such, many of the ideas may not be useable, but there may be several new and creative ideas that would not have been expressed otherwise, that can be further developed later. A useful guide to a range of brainstorming techniques can be found at the following link: https://www.mindtools.com/brainstm.html

When using a **METAPLAN**, participants are given a fixed number of note papers (usually between two and five, depending on the size of the group; with fewer pieces of note paper being used in large groups), and asked to write one idea per piece of paper. Participants then take their note paper and place them on the wall, grouping identical, similar or linked ideas together. The facilitator then summarises each group, checks the participants are happy with the grouping (making changes where necessary) and finally circles and names each of the groups. Within ten minutes, it is usually possible for everyone to express their views and this provides a summary of the key issues that can be used to structure subsequent group activities.

VENN DIAGRAMS can be used for a similar purpose as metaplans, helping participants identify key issues and overlaps or connections between the issues. In the **CAROUSEL** technique, participants are assigned to groups (with the same number of groups as there are stations) and given a fixed time to contribute to one station before being rotated to the next. If each group is given its own coloured pen, it is possible for participants to see which ideas were contributed by previous groups. When a group reaches a new station, they are given time to read the contributions of the previous group(s). They can then query or build upon previous contributions, listing their own ideas beneath the ideas expressed by previous groups. As the activity continues, it becomes increasingly difficult for groups to add new points, so the time per station can be decreased. Once participants return to the station they started at, they can be requested to report on what other groups have added to their points. Although not fully comprehensive, this gives everyone a good idea of what has been contributed. For those who want a more complete picture, the notes can be left displayed on walls or flipcharts to be viewed during subsequent breaks.

Exploring Techniques

CATEGORISATION techniques ask participants to sort or group ideas into themes, for example based on pre-set criteria or based on similarity. For example, the grouping stage of a metaplan, or putting ideas on cards and asking participants to sort the cards into different piles based on their categorisation.

MIND-MAPPING techniques (also known as concept mapping, spray diagrams, and spider diagrams) can quickly capture and link ideas with stakeholders. The idea is to start with the main topic or issue to be discussed that is put into the centre of the map (a blank piece of paper on a flipchart, a blank word document or a presentation slide) and then ideas are written around the central idea and connected with lines with the central idea. Each idea around central topic and issue may be further branched into other ideas around it. This creates a series or a network of terms, ideas, but also issues, solutions, resources that enable creative, non-linear thinking in both individual, but even more group work. For instance, you may put an issue of a CSHub sustainable financing in the centre of the map as an issue to discuss and then participants of the mind mapping session may create ideas around the topic such as EU funds, local business support schemes, philanthropy, crowd-funding, etc. Then EU funds may be further branched into ESF, Interreg projects, Norway and EEA grants, etc.

PROBLEM TREE ANALYSIS (also known as cause-effect mapping) is like mind-mapping. It is a simpler tool and therefore limited in the way it can be used. It may be useful in settings where the complexity of a mind-map may be considered intimidating for some participants, or where analysis needs to be kept simple and brief. Rather than assessing how all issues are linked, problem tree analysis visualises links between the root causes and solutions to a problem. A simple picture of a tree is drawn, with the problem written on the tree trunk. Participants draw roots, writing the root causes of the problem along each root. Some root causes may lead to other root causes, so an element of linking may be done between roots, but this should not get too complex. At the top of the trunk, branches are drawn, along which potential solutions are written with links drawn from branches to other branches to show how one solution may be dependent upon another solution being first implemented. Additionally, circles of coloured paper (‘fruits’) can be used to represent anticipated impacts or outcomes of implementing solutions.

SWOT ANALYSIS encourages people to think systematically about the strengths, weaknesses, opportunities and threats as they relate to the issues being researched.

TIMELINES can be used to help structure discussion in relation to historical, planned or hoped for future events, this is particularly relevant to issues that have a strong temporal dimension or for project planning with stakeholders. There are various ways to construct timelines. For example, a time- line may be drawn horizontally on paper starting from the present and marking specific years and/ or historic or known future events, to help participants orientate themselves along the timeline. Participants may then write comments at various points in the past or future.

Deciding Techniques

VOTING in most group settings can make it difficult to ensure anonymity during the voting process. This can lead to biased results and there is little room to explore reasons behind stakeholders voting preferences.

RANKING can be used to place ideas in rank order. Getting consensus amongst participants for a particular ranking can be challenging, although the discussions that this exercise stimulates may prove to be revealing. It is also not possible to differentiate between options that are particularly popular or unpopular and this may be important in situations where only a limited number of ideas are considered viable. Additionally, ranking may imply that mid-ranked options are viable or somewhat preferred, where in reality they are not.

PRIORITISATION differs from ranking by enabling participants to express the strength of their feeling towards a particular option. Prioritisation exercises identifies options that are considered to be particularly popular (or not) by participants, which may require further exploration. In prioritisation exercises, participants are given some form of counter that they can assign to different options (e.g. stickers, stones or crosses marked in pen). Participants are normally provided with a fixed number of counters (at minimum this should be the same number as the number of options) as this prevents certain participants assigning more counters than other participants to the options they prefer, thus biasing results. It is then possible to identify which ideas are preferred, and it is relatively quick to total the number of counters assigned to all options, and if desired, create a ranked list.

MULTI-CRITERIA EVALUATION (also known as Multi-Criteria Analysis or Multi-Criteria Decision Modelling) is a decision-support tool for exploring issues and making decisions that involve multiple dimensions or criteria. It allows economic, social and environmental criteria, including competing priorities, to be systematically evaluated. Both quantitative and qualitative data can be incorporated to understand the relative value placed on different dimensions of decision options. Broadly, the process involves context or problem definition, representation of evaluation criteria and management options, and evaluation.

There are many other stakeholder engagement techniques that can be explored in the project context as a part of preparatory or follow-up activities of the stakeholder group work if there is a need to go into more details or some sort of public consultations, including:

PROMOTING DIRECT/PRO-ACTIVE INTERACTIONS:

- One-to-one meetings and interviews
- Questionnaires and surveys
- Knowledge exchange groups (steering groups, advisory panels, multi-stakeholder forums…)
- Informal contact
- Workshops, focus groups and other types of meeting, including social events. Stakeholder-led workshops or conferences focussed on relevant issues linked to the research
- Talks or lectures
- Practical demonstrations, including participatory events (e.g. training, games), field visits to facilitate shared dialogue and understanding of study sites or research processes

TOOLS TO INCREASE AWARENESS ON THE PROJECT AND ITS RESULTS:

- Websites (including blogs, online consultations, online games)
- Social media (including online discussion groups and forums)
- Posters (including brochures, leaflets or fact- sheets), videos, newsletters and bulletins
- Press releases (including Frequently Asked Questions)

Each project team can check if these may be of relevance for the local situation. If this would be a case, a collection of practice notes on a selection of most frequently used methods will be available to download from the project website. The practice notes contain guidance on how to conduct the following stakeholder engagement activities:

- Interviewing stakeholders
- Organising stakeholder workshops
- Participatory mapping
- Writing a policy brief
- Scenario analysis
- Co-developing outputs with stakeholders
- Making and commissioning videos
- Delphi method
- Enabling stakeholders to monitor research outcomes and generate data
- Social media
- Multi-criteria decision analysis
- Facilitating workshops

21. Matching Methods to Stakeholders

Once stakeholders have been identified, overall levels mined, the appropriate methods of engagement and their timing can be established, and the roles be selected.

	Inform		Consult	Involve		Collaborate
Method of engagement	**Website**	**Newsletters**	**Questionnaire**	**Workshop**	**One-to-one meeting**	**Steering Group**
Government		*		*	*	*
SMEs		*	*	*	*	
Business support and sectoral organizations		*	*	*	*	*
Interest groups and NGOs	*	*	*	*	*	*
Education, schools and research	*	*	*	*	*	*
International organizations	*	*	*	*	*	*
General public	*	*	*			
Individuals with competences, position…	*	*	*	*	*	*

Media	*	*	*			
Other…						

Image 25 – Matching methods of engagement with the stakeholders

22. Planning the details of engagement

For the purpose of this handbook, we adapted a table from a Biodiversa Stakeholder Engagement Handbook that is focused on research projects. The CSHub may be considered as a CSHub project design process where stakeholders are needed to establish a functional and relevant CSHUb. Their involvement should be planned for each phase, beginning with the initial phases at the bottom of the table and then progressing to the final stages. Stakeholder involvement may be thus planned for each phase for each of the target groups of the TASKFORCOME project.

After	Identifying Future Project Ideas													
	Communication and Dissemination of Results to Stakeholders													
	Feedback													
During/After	Data user/Recipient /Beneficiary													
	Implementation of Project Finding													
	Training													
During	Resource Provision by Stakeholder (equipment, data, money, contacts) –													
	Monitoring													
	Prediction/ Modelling													
Before/Druing	Advice/ Recommendations/ Project Revision													
	Networking													
Before	Project strategy/ Project Design													
Engagement phase	Roles of Stakeholders/ Areas of and Level of Influence/ How Stakeholders are Engaged **Stakeholders**	**Education/training centres and schools**	**Business support organisation**	**Local public authority**	**Regional public authority**	**National public authority**	**Sectoral agency**	**Interest groups including NGOs**	**Higher education and research**	**SME**	**International organisations, EEIGs**	**General public**	**Individuals with competences, position…**	**Others?**

Image 26 - Example of a matrix that can be used when planning activities for different levels of engagement. A template of this matrix can be downloaded from http://www.biodiversa.org/577

Before developing the matrix further, or sharing with stakeholders, it is important to consider the practicalities of the engagement being proposed to establish if the plan is feasible. This should also involve a consideration of the costs of the engagement, in terms of both time and money, and will allow the researcher to identify any constraints.

The following questions can help with considering practicalities:

- Are the timeframes for each activity realistic, including preparation and reviewing and analysis?
- Who will be responsible for the engagement – are different people to be responsible for different parts of it?
- How much staff time will be required? Is this time available? What will it cost?
- What are the costs of using external expertise (if desired/required)? What are the administrative costs, including hiring venues, making phone calls, provision of documents, etc.?
- Are stakeholders to be reimbursed for their time? Are their expenses to be covered? Are there other costs associated with communication and publishing information, including recording and providing feedback to stakeholders?
- How might the local culture or customs affect or restrict the engagement process? What contingencies need to be included in case engagement needs to change during the process, and what might different options mean to overall timescales and costs?

The responses to these questions may result in the need to update the engagement table.

Once the practicalities have been considered, and the matrix has been revised where appropriate, it should be shared with stakeholders and funders, to provide them with some clarity over what will be undertaken, and when. Stakeholders may also have different views on their availability or have demands and constraints. For example, stakeholders may:

- Request that the engagement they undertake is on a one-to-one basis rather than in a group situation. Prefer not to interact with other stakeholder groups.
- Have difficulty travelling to or reaching the location where the engagement is expected to take place, and therefore prefer to engage by a different method, perhaps remotely.
- Be unable to engage at the time proposed.
- May suggest that a different level, or method, of engagement is more appropriate.

The matrix should remain a flexible and adaptable document, which can be amended and updated as and when required.

23. Stakeholder Engagement Monitoring and Evaluation

Assessing the effectiveness of the stakeholder engagement undertaken and learning from the experience for the future is very important. For example, evaluation might be used to provide evidence of value for money to the project funders, evidence of value for the project co-design and implementation process and its outputs, or it could be used to demonstrate to stakeholders how their participation has been used or if the final effort co-created relevant outcome for all relevant project stakeholders.

Therefore, some form of monitoring and evaluation is a necessary important part of the stakeholder engagement process and should be considered from the outset, in the planning stages. Time should also be taken throughout the stakeholder engagement process to reflect on what has (or perhaps has not) proven effective.

Rather like the whole stakeholder engagement process, there is no single, or simple, way, of evaluating stakeholder engagement. The purpose of the evaluation can help determine the evaluation design – in the same way as the purpose of the engagement determines the project design and methods of engagement. Ideally, indicators for evaluation should be agreed with stakeholders (especially in projects with high levels of engagement or in projects with conflict) reflecting recognizable, achievable, describable, tangible, and relevant results. The approach taken to evaluation of engagement largely depends on whether it is the effectiveness of the engagement process that is to be evaluated or the outcomes and impact of engagement process. It is therefore important to consider how the results of the evaluation are to be used and applied. Broadly speaking, there are two types of evaluation:

Summative evaluation tends to be used where there is a need for accountability, for example for audit purposes, or to demonstrate to stakeholders how their contributions to the engagement process have been adopted. Therefore, data will need to be collected to demonstrate that specific targets have been met and a range of statistical methods may need to be employed to undertake this. This data collection may have to be undertaken at a later stage, as some outcomes may take some time to achieve. Summative approaches, however, can have limited capacity to understand the often fluid and dynamic nature of engagement, because they focus more on the outcomes rather than the processes that led to them).

Formative evaluation may be designed to enable project managers and stakeholders to learn from the engagement process, so they can do better engagement in future research. Formative evaluation may be embedded in activities throughout the research cycle, enabling projects to adapt to feedback to enhance engagement during the project. Formative evaluation may be participatory, using more qualitative methods, such as interviews, focus groups and observation, to describe and illustrate why and how the engagement process did, or did not, work.

There are several benefits to evaluating engagement, which include:

- If evaluation is done from the very start of the project, it can help with planning stakeholder engagement. It helps project team focus on what needs to be achieved, how to go about achieving objectives, and how to measure success. Therefore, evaluation can help in defining aims and outcomes more clearly.
- Evaluation throughout the process provides an opportunity to reflect on the adopted approach and to make changes and improvements where necessary.
- Evaluation provides evidence, which can be used to prove the value and benefits of the activity, and to provide a record of achievements. It can also demonstrate value for money.
- Evaluation can be used to demonstrate to stakeholders where their participation has contributed to the project.
- Evaluation allows you to consider what has worked well and can therefore be used to help inform future engagement activities.

If evaluation is undertaken well it can improve the engagement process and will enable the project team to understand more about the impact of the project.

The evaluation process often considers three areas:

1. The success of the engagement process. For example, have the aims and objectives of the engagement process been met?
2. The process of engagement. Were the methods selected appropriate? Were the costs reasonable? What worked well and less well, and why? What lessons could be learned for future engagement processes?
3. What impact has the process had (on the stakeholders and on the project)? Have there been any unexpected outcomes?

As well as considering the impacts, the outcomes and the process, it is also important to consider if the engagement fulfilled the aims of the stakeholders, and to consider their views on the engagement process and its outcomes.

For the evaluation to be holistic, it needs to be specifically elaborated, at the very beginning, through all stages of the overall process. The planning stage evaluation is planned separately from the implementation phase, and further evaluation of the final effects is considered additionally. Each of these basic evaluation aspects is elaborated by first defining the purpose of the evaluation, defining what exactly the evaluation wants to find out. Thereafter, the evaluation methods and specific forms for each of the subjects are individually presented, as shown in the following matrix.

	What do you want to know?	What evaluation methods will you use?	How will the evaluation be conducted?
Planning process			
Engagement			
Benefits/ outcomes			

Image 28 – A simple stakeholder engagement evaluation table (available to download from the BiodivERsA website)

24. Evaluation Process

STAGE 1: FROM THE OUTSET

Evaluation plays an important role right from the start of a project. By considering the process of evaluation early on you can ensure that the evaluation is based upon the aims and desired outcomes of the project and the engagement process. It may be that by considering evaluation at the outset your outcomes become more defined, making them more measurable and achievable.

In addition, it may be necessary to collect some baseline data before the engagement begins in order to have data to compare against. This is particularly important if you want to see if there is a change in the state of a affairs following the engagement.

STAGE 2: THROUGHOUT THE PROCESS – ON-GOING EVALUATION

Engagement activities should be monitored and reviewed throughout the process to ensure the engagement is t for purpose, and to enable changes to be made where appropriate or necessary. This is particularly important if any aspects of the project or engagement process have changed – perhaps because of the outcomes of some engagement activities. If changes need to be made, it is necessary to understand why things are working, or not.

Methods such as attendance forms, feedback forms or evaluation discussions can be used to help identify where improvements might need to be made to the process as you undertake the engagement. Establishing whether the engagement is going as planned needs to include all those involved in the process, including the stakeholders. This monitoring process may be particularly useful when first engaging difficult-to-reach or new stakeholders and may be of particular use when things are not going as planned or expected.

It is also important to maintain contact and to give feedback to stakeholders when not engaging with them, especially in projects which have long time scales. This enables the stakeholder to continue to feel involved in the process and helps to keep them informed and updated. Participation of stakeholders in the engagement process may also enhance ownership and responsibility for the process of engagement, facilitating further discussions that can improve the final project impact and build social relationships.

STAGE 3: FINAL EVALUATION

The final evaluation should consider not only whether the engagement has fulfilled its aims and objectives, but also whether the process of engagement was appropriate and for purpose. In addition, it is important to ensure that stakeholders are able to identify where their input through the engagement process has been employed. It is both good practice and common courtesy to follow up with the stakeholders who were involved, to advise them of the outcomes and any proposed next steps. This feedback might include information on what has happened to their input, and what difference it has made.

An important factor to consider in the evaluation of engagement processes is that it may sometimes take a long time before the outcomes are achieved, perhaps some time after the culmination of the project. Therefore, the conclusions about the success of a particular engagement exercise may need to be revisited at a later date.

In evaluating the process, it is necessary to consider whether:

- Levels of participation were considered appropriate for the stakeholders;
- Methods were appropriate, and successful;
- Costs were reasonable. The following questions can help refine evaluation of the process[15]:
- What methods can be used to determine the effectiveness of the engagement?
- Will/should stakeholders be involved in the assessment?
- Are there other stakeholders that might be appropriate for the assessment process?
- What value are stakeholders likely to place on the assessment?

There are many methods for capturing information on the effectiveness of engagement, from assessment of willingness to engage, to feedback forms, to interviews or meetings designed specifically to test perceptions. In some project, it might be worthwhile including a range of formal methods to ensure that the outcomes can be adequately analysed. For example, projects with potential for conflict might require more opportunities for assessment and evaluation.

EVALUATING THE OUTCOMES

When evaluating the outcomes and impact of the engagement process it is important to consider the aims and objectives of the engagement and to develop indicators and measures that can be used to evaluate find demonstrate outcomes. An evaluation table can be used to help consider the information required.

GOALS/ PURPOSE	POSSIBLE INDICATORS	HOW TO OBTAIN DATA	IMPORTANT ASSUMPTIONS
To better inform stakeholders and the general public	Increased understanding and awareness	Questionnaires and interviews with participants before and after the process	That both the awareness, and willingness to engage, are as a result of the engagement activity, rather than any other factors
	Willingness to participate in the future	Questionnaires and interviews after the process, and follow-up interviews at a later date	

Image 28 – Example of a table for evaluating outcomes (adapted from Warburton et al.1). A template for of this table can be downloaded from http://www.biodiversa.org/577

Different research teams may use slightly tables in this stage of evaluation; these are all equally valid in helping develop the thinking different required to evaluate the outcomes of the engagement.

Part D - Annexes

Annex I
Local Workshops for Training of Stakeholder in co-design and co-creation of CSHUBs

In order to enable an effective stakeholder engagement, a capacity building program is planned within TASKFORCOME through Training Workshops to help leaders of this process and all the participants to organize the process in an appropriate way. Furthermore, those Training Workshops are intended to be used not only for knowledge transfer but as well as to initiate all the relevant co-creation processes crucial for the running of CSHUB and the achievement of project and its main outputs and outcomes.

The training should involve all those stakeholders who are crucial for the effective stakeholder engagement in the CSHub establishment and its vision and mission realization.

The training covers the following topics:

1. The context of the stakeholder involvement (project, partners, objectives, issues)
2. The stakeholder engagement maps, purpose, benefits, methods/tools, models and plans
3. Co-creation of the services, interventions and supporting measures to be provided by CSHUB

Most of the training content is generated from this handbook, namely in section B. The methodology of the training should be based on the interactive workshops that combine theory and practice, including working in small teams. However, the training should already include the activities that will enable practical implementation of the lessons learnt through co-creation and co-design of the TASK4COME activities.

The workshop facilitator could be the same facilitator of the engagement process, who plays the role of trainer for the wider stakeholder groups going through the same process as it is described in section B.

TASKFORCOME foresees 1-day training workshop, as opportunity to initiate the process of engagement and co-creation; it is expected that for the successful and functional running of each local CSHUBs other training sessions and events are organised. These workshops can be organized as a team-work in smaller teams of 4-6 participants per team, each working on the same task and then integrating the result of each team into a unified document after the workshop by the project team and then distributed by email to all workshop participants for a further review, improvements, comments, corrections and amendments. This will create a high level of ownership and the capacity building program may closely be interconnected to the planning process combining two objectives through one activity.

Stakeholder Engagement Capacity Building in the TASKFORCOME project is focused to develop the individual skills and organisational systems needed to engage stakeholders effectively in the project and its activities, and especially in the activity of co-creation, co-development and co-management of the five local CSHUBs. This Stage is crucial to ensuring that project and new organisation can understand (completeness) and respond (responsiveness) in a coherent manner.

TASKFORCOME Training Workshop programme is based on the following deliverables assumptions may be design in the following way:

- 15-20 stakeholders should be involved in each local training workshop, representing the target groups categories already mapped;

- Main scope of the workshop should be mind-set and capacity building to co-design, co-develop, launch and run a successful local/regional CSHUBs, strongly enhancing the local dimensions and then focusing on the vision, the needs and the benefits of/for stakeholder in each local CSHUB;
- TASKFORCOME Training Workshop is expected to catch stakeholders interest and commitment towards local CSHUB in short training sessions (1 day), counting in the achievement of a successful stakeholder involvement all through the CSHUB running and TASKFORCOME implementation, also allowing revisions, updates, improvements of the concepts, strategy, materials and tools delivered.

As a suggestion for the agenda of the Training Workshop, it is useful to design a working sessions that aligns theoretical and practical elements with the working packages of the project. Then, the sequence of items/issues to be developed during the Training Workshops can be organised as following:

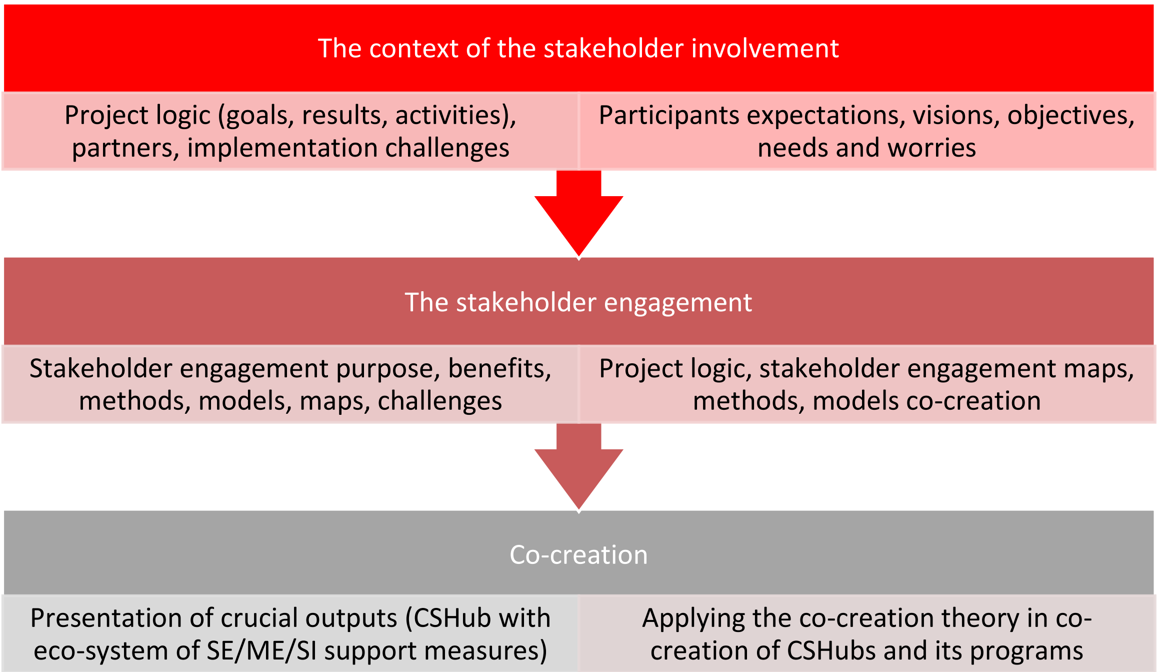

Image 27 – Stakeholder engagement training proposal – training includes theory and practice implemented during the same workshop program.

After each theoretical element, a relevant exercise provides direct implementation of the learn material and immediate co-creation of the outputs relevant for the project TASK4COME. In the first step, participants express their expectations, needs and worries related to the workshop and the project and its intervention logic. In this way the project may increase its relevance to the stakeholders involved and connect its goals and activities to the interests and needs of the stakeholders.

As soon as they learn practical co-creation tools, they can participate in co-design of the project logic improvement, definition of the more complete and relevant stakeholder engagement maps, methods and models. Finally, after the crucial set of outputs is presented (CSHub and its programs idea), they can start co-creating the CSHub and its program in order to be more relevant to them and their perspectives of the optimal and sustainable eco-system co-design. More significantly, through the training workshops, it is expected to stimulate their engagement, to attract and to maintain their active involvement within the CSHUB (as developer, provider, trainer, expert, counsellor, etc.), to generate a participatory mind-set.

A suggested agenda for the Training Workshop foresees:

1. Welcome words (15’)
2. Presentation of the project, partners, trainers and workshop objectives (30’)
3. Ice-breaking introduction of the participants in pairs: who we are, why are we here, what are our visions, objectives, needs and worries, one small secret (passion, hobby, etc.) (45’)
4. Pause (15’)
5. Presentation of the purpose, benefits, methods, models, maps, challenges of the stakeholder engagement (30’)
6. Co-creative workshop discussing the project logic, stakeholder engagement maps, methods, models through working in small groups and presentation of the results in the panel (60’)
7. Lunch pause (60’)
8. Presentation of crucial outputs (CSHub with eco-system of SE/ME/SI support measures) (30')
9. Co-creation of the CSHub defining main aspects of the hub (goals, programs, resources, management model and financing sources) (60’)
10. Wrap-up of the workshop conclusions and action plan proposal (45’)

TASKFORCOME training workshops are expected to be 1-day training session in each region site (here CSHUB is going to be implemented); they are aimed to start and launch the engagement process, that should continue with more sessions, more meetings and more discussions within the local CSHUB, in order to co-develop new services and interventions targeting ME and to pilot them further on. The stakeholder workshop may be divided into more sessions spread in a longer period.

Annex II

Collaborative Platforms for Stakeholder Engagement

Understanding a platformization opportunity for an effective stakeholder engagement in the contemporary interconnected world is an essential step of the platform design process.

The great part of today's world and businesses is organized around platforms. Android, Windows and iOS, Google, Apple, Facebook, YouTube, Alibaba, Instagram, Amazon, WhatsApp, Waze, Uber, Lyft, Airbnb, Pinterest, Square, Social Finance, GitHub, Kickstarter, ZocDoc or Medium (a platform where anyone can post articles or blog posts) to name only a few. In 2016, four of the top five members of Forbes's list of most valuable brands were platform companies, as were eleven of the top twenty. And as of early 2017, the top five companies by market cap are all platforms.

Today, this is turned into a business model that may be extremely relevant for all those efforts involving large number of diverse stakeholders into a synergistic engagement model. This model can create not only high level of participation, but also enable diverse models of networking, synergizing and collaboration among stakeholders but also among wider community as well.

A simple definition of platforms is: **<u>A platform is a business model that creates value by facilitating exchanges between two or more interdependent groups</u>**, usually consumers and producers. However, in the social context, these may be stakeholders relevant to a specific topic, such as for instance, migrant and social entrepreneurship promotion, or establishment of a community social hub. A digital platform may enable easier communication (information), consultation (feedback), involvement (discussion and co-creation) and collaboration (co-management and partnership).

So, a platform is not a piece of technology, a website or an app. It is rather a holistic business model that creates value for all stakeholders involved in the platform. In order to use the potential of platforms in stakeholder engagement process, we need to understand the platform design process.

We normally detail the process of a platform design in four macro steps. The exploration phase that is detailed in this document is critical as it helps the shaper (the team or organization that is actively trying to create the stakeholder engagement strategy) in understanding if there's the right opportunity to shape a context, and/or an organization of the context.

To identify an opportunity to create a platform strategy, a shaper needs to understand first the relationship between its current identity and assets (transient "competitive advantage" of the project team working on the CSHub establishment) and the existing ecosystem, and later what key strategic gameplays can characterize a strategy that, in any case, is firstly and foremostly designed for the ecosystem (CSHub *is* an eco-system).

The exploration phase ends with the first chasm of the platform design process: defining the opportunity means understanding if a more complex continuous iteration of design, validation, and prototyping should be put in place, with the aim of demonstrating that there's a fit between the existing ecosystem, the potential that it can express, and the platform strategy that aims at sustaining it.

The exploration process as we perform it currently can itself be structured in four steps:

1. Mapping the existing eco-system experiences: a process focused on identifying how the ecosystem is interacting already, what are the involved entities, the mediators, the infrastructural elements;

2. Identify patterns of platformization that can be used, assets that can be leveraged by the shaper, existing moats;
3. Analyse the value chain, in terms of layers, value perceived, state of evolution of all the components, to be sure that a shaper can aggregate the right elements;
4. Identify the gameplay that a shaper can pursue with the aim of transforming the rules of the market, enable better experiences and create an attraction.

This may mean that the shapers of the CSHub eco-system may use such platforms to attract all the relevant stakeholder, from migrant and social entrepreneurs, to the relevant NGOs, business support institutions, bodies, donors, etc. to participate and use the platform as a tool for their engagement in the field of their own interests, expectations, visions, plans and resources in an organic way. Although this may look as a piece of a stretch for a project like this, there is a huge potential behind the platform concept that should be considered at least in its simplest form as an option for the

This document will go through these four phases, sharing with our community (of stakeholders we want to engage in CSHub creation and management) the way we approach this with our partners, and customers, hoping to bring more conversation on the topic, to make everyone progress.

Hence, besides the proposed, generally oriented (and very useful) AA1000 Standard - used for "wide spectrum" engagement, we propose additional «platform business model» perspective:

- (M)SEs created under TASKFORCOME umbrella strategically positioned as sub-platforms, independent platforms as part of our core arch-platform ecosystem;
- Not all shareholders are the same, some act as key contributors and long-term project partners;
- "Methodology referrals, mapping schemes, training handbooks" we are starting to produce now, have incorporated this additional "platform shaping" concept and logic.

According to this analysis, it should be then clear that the most promising role in the economy of the 21st century is that of the aggregator (the "platform"). This may well be true for the social economy and social economy eco-systems, including community social hubs.

But what are the key aggregator types, and what are their key characteristics?

The aggregator controls the user (stakeholder) relationship directly. Actually, the aggregators increasingly control not only supply but also demand side of the marketplace (or social exchange): in a world of plummeting coordination cost, the advantage is moving towards aggregating demand (visions, interests, needs, expectations in the stakeholder analysis matrix), and that's what most of the successful aggregators do.

The aggregator has zero marginal cost of connecting users to producers/products, or those stakeholders in need to supply of goods, resources and services they need. Thanks to digital technologies, the aggregators have zero marginal cost of connecting users to producers/products. This happens either because they provide entirely digital goods, or because they use internet technologies to provide channels for self-managed coordination between peers.

The aggregator has decreasing acquisition cost. The attraction generated by the network effect generate stronger customer user acquisition with growth: in non-connected businesses, the declining customer-product fit makes acquisition cost increase once the brand moves away from the initial cohort of "perfect" customers.

Aggregators can also be characterized by type. Thompson differentiates them according to the relationship they have with the supply side (as all of them normally aggregate demand in the same way):

- Aggregators that acquire supply — e.g.: Netflix (that essentially buys or creates shows);
- Aggregators that face a cost of transaction to onboard organic supply source-e.g.: UBER (that needs to make background checks for new drivers);
- Aggregators that have zero marginal supply cost — e.g.: Google search or Facebook (if your page is not on Google you don't exist, therefore you'll optimize to be crawled).

A common context of application of Platform Design is related to shaping and mobilizing ecosystems that already exist. As we often say, Platform Design is heavily rooted in the observation of the emergent: you can't design a strategy for an ecosystem that doesn't exist (where exists = already trying to create and exchange value). The analogy would be designing a solution for an inexistent problem: who would do that?

This consideration is at the core of this first context of applicability: if you see that value is being created and traded in a market (or any other societal context that you don't normally call like that, can be for example your organization); if you see producers and consumers that are self-organizing around value creation, and you think this market (context) is performing below potential, then this context is perfectly worth of organizing through a platform strategy that amplifies its potential. We call this context of application, ecosystem mobilization. This may be well applied around migrant and social entrepreneurs who are performing below their potential or the needs of the communities and markets for their products and services.

As a synthesis, we could say that platforms are scalable collaboration agreements powered by technologies: it's impossible to discern between a technology, a strategy or the organization itself; at the end, everything moulds into seeing platform thinking a way to organize value creation at scale for a particular ecosystem of interacting entities.

Platform thinking is a way to organize value creation at scale for an ecosystem of interacting entities. According to these reflections we can use the word "platform" to describe things as different as an internet marketplace business, a corporate strategy encompassing and motivating to shape a particular mission (open innovation, IT development or HR are all cases on which we've been working on or a local/regional CSHub with its physical and virtual functions). Platform thinking can also be a whole new way to look at organizations or processes (including stakeholder engagement), or even a way to innovate how a place or a community works — as when applying platform thinking to cities or towns policies and services.

Platform Design Glossary

Here you find a glossary with some of the most recurring words we use in platform design. We suggest you get familiar with these notions as they will be useful while going through the step by step process.

Canvas — A design canvas is a pre-formatted sheet of paper that enables a group of people to work and think together, as well as having structured conversations around a series of key topics to ultimately produce a shared vision and rich knowledge output. In our workshops we use design canvases to help the team members to apply step by step our platform design approach, get insights together and share outcomes clearly with their stakeholders.

Platform Design Brief — A Design brief is a document for a design project developed by a person or team (the 'designer' or 'design team'). The brief outlines the scope of the platformization project including initial insights and element of initial vision.

Platform (strategy) — a strategy, run by a "platform shaper" that wants to mobilize and help an ecosystem in creating value, with the aim of capturing part of this value. A platform strategy is made of a combination of different elements: narrative, technologies, rules, channels, contexts, enabling services, protocols and more.

Ecosystem — a set of entities playing in a context (e.g. a sector, an industry, a market, an organization) interacting and exchanging value, leveraging resources, generating outcomes. We often use "system" as an alternative of ecosystem. Note that contexts often overlap, and boundaries of ecosystems are hard to define.

Entity — an individual, economic and social actor with specific objectives. It can be a person, an organization, an institution, a team.

Role— in platform thinking, defining a role is a way to cluster several kinds of entities into the same category of players, primarily according to how much they share motivations to join, assets and capabilities (resources that they can leverage) and type of value exchanges they're looking for. Clustering entities into roles helps you to apply platform thinking. As an example, modelling a healthcare platform-ecosystem, to facilitate booking and consumption of medical advice, one could model a general practitioner (GP) or a specialist under the same role of "medical professional" or "healthcare service provider".

Transaction— a transaction is an interaction between two entities. It happens in a channel or context and it involves an exchange of value unit between the two entities. Transactions are already happening even before we deploy our platform strategy, however the more the channel is well designed to reduce the coordination/transaction cost the more of this kind of transactions will happen easily. A good transaction is elementary, atomic.

Incentive— one of the main pillars of designing and deploying a platform strategy is to deeply understand what the incentives would be we foresee for every entity to join our platform strategy. Usually incentives have to do with everything that address the entities' performance pressures, life goals or generates more convenience for them. The more we understand incentives, the more is likely that they would embrace the "new rules of the game" embedded in our platform strategy.

Platform Narrative — is the macro message that embody the "new rules of the game" that a platform shaper wants to offer to the entities of a sector, industry, organizational or market context. The platform narrative aims at convincing existing players to join a platform strategy because it will be easier for them to produce and exchange value, as well as because they will learn and evolve much faster as compared to not joining the platform strategy. One way to describe it is what John Hagel calls a narrative of positive opportunities: "…an effort to broadly redefine the terms [..] for a sector through a positive, galvanizing message that promises benefits to all who adopt the new terms"

Network Effects — A Network effect is the mechanisms, peculiar of networks, where adding a new user (or producer) makes the product/service/experience more valuable to every other user. Network effects are of many types. One example could be the network effect generated by adding a landline to the network (Metcalfe's law).

The Entities in the Ecosystem

When developing a platform strategy, one needs to address, mobilize and support an Ecosystem. To make it easier for platform designers to confront with the complexity of Designing for Ecosystems, we've created a simple framework to frame the entities involved in a Platform Strategy.

We differentiate entities in three groups:

1. IMPACT Entities

a) PLATFORM OWNERS (or SHAPERS) [PO]

is the entity who owns the vision behind the realization of the market and ensure that the platform strategy exists, evolves and thrives. It can be a team, an organization or sometimes is a set of teams throughout different organizations in a form of committee or a consortium.

This category refers to the “owners” of the Platform. Owners are those ultimately responsible to ensure that the platform strategy exists and evolve. Normally we are talking about the firms - being them Start-ups or Scale-ups or corporate firms - that own the platform, but nothing prevents this to be a non-profit organization, a foundation or an even a cooperative structure that is open to the participants. In our case, a CSHub at the local/regional level or at the transnational level may be design as a digital collaboration and stakeholder engagement platform.

In the latter, peers or partners could also be somehow owners of the platform: as an example, in the Bitcoin Blockchain ecosystem, peers collaboratively own the infrastructure that makes the platform.

Sometimes, and increasingly, we see the potential to separate owners from shapers. One player can design a strategy with the objective to craft a sustainable business model that is not necessarily related to owning the infrastructure of the strategy. This potential separation is reflected by several trends in the evolution of platforms, their governance, and the increasing type of players that can develop or influence the future of platform strategies.

EXAMPLES

- Airbnb (as a firm), Apple (re the Apple app store ecosystem), Google (re the Android ecosystem for example), TripAdvisor, WordPress: they’re all owners.
- In the Bitcoin ecosystem, Bitcoin developers can be considered as the shapers (as compared to the actual owners of the infrastructure and value that are the Bitcoin miners and Hodlers).

In the project context, this may mean that the shapers may be the project partners or a wider group of stakeholders who will be co-founders of the CSHub and its platform, and the owners may be all those who will work at the platform and create value for the platform members and users.

b) PLATFORM STAKEHOLDERS [PS]

Stakeholders are entities that have a specific interest in platform success or failure, in controlling platform externalities and outcomes, in regulating it or in exercising rights in the platform governance.

This category normally includes for example all the actors dealing with the regulation and control of platform strategy on a local basis. It can also include the representatives of the plurality of peers and partners involved in the value creation, or any pre-existing institutions that can help the platform thrive. Additionally, this can include entities that can help distribute the strategy and help it grow. Normally, we’re talking about entities that are hit by the positive or negative externalities of the platform.

EXAMPLES

- A municipality affected by the gentrification effects of short time rentals that wants to regulate Airbnb. In a platform strategy that wants for example to help people “get fit”, a provider of sports apparel can be an excellent PS, as it can hugely distribute and onboard new participants to the strategy, for example by mentioning this possibility to all its customers. Note that potential “distributors” are always great stakeholders to mention.

Local, regional or national institutions dealing with migrants, migrant policies and solutions may be PSs interested in such a platform.

2. Demand Entities

a) PEER CONSUMERS [PC]

Peer Consumers (PC) who we may also call users, are entities interested in consuming, utilizing, accessing the value that is created through and on the platform.

They are individuals but can also be small/medium business and single representatives or teams in bigger organizations. Eventually, in some cases they may evolve into peer producers, when they realize that beyond fulfilling a need, they can seek evolutionary opportunities to produce.

EXAMPLES

- Travelers in Airbnb (PC), Bloggers in WordPress (PC), Angels in AngelList (PC), Homeowners in Houzz (PC)

An industry such as hospitality or construction or ICT industry may be interested in CSHubs and their migrant entrepreneurs who fit the needs for specific services and products they provide. An education institution providing necessary qualification programs for migrant entrepreneurs and their workforce or social entrepreneurs and other excluded groups may be another type of PS relevant for the platform based on the local/regional/transnational CSHub idea.

3. Supply Entities

A) PEER PRODUCERS [PP]

Peer Producers (PP) who we may also call producers, prosumers and providers, are entities – most of the times individuals – interested in providing value on the supply side of the ecosystem/marketplace, usually seeking for opportunities to improve their professionality and honing their capabilities towards a better performance.

Typically, these players produce value occasionally and not systematically. Often the same peer may behave as both consumer and producer in different phases of its relationship with the brand-platform. Like in the case of a traveller that also rents her house when she’s not at home, such a user may sometimes contribute to the value and other times consume it, depending on lifetime phases, contexts and more. Peer producers can as well be SMBs or individuals.

EXAMPLES

- Hosts in Airbnb (PP), a non-professional trainer (PP) in a platform strategy regarding fitness ecosystems, a Uber X driver (PP) that drives only sporadically, a casual developer that is trying to publish her first app on the Apple marketplace (PP).

b) PARTNERS [PA]

Partners (PA) are professional entities – individuals and SMBs, most of the times – that seek to create additional professional value and to collaborate with platform owners on a stronger level of relationship.

Typically, partners are professional value creators that tend to specialize in a niche or advanced/premium product/service and become better and better within time. Partners sometimes also facilitate, cater and enhance the value production by acting as brokers, facilitators, connectors.

In particularly polarized platforms, where you substantially have two sides (supply and demand) the partner could be an evolution of the peer producer into a more professionalized entity. This evolution is typically well received from the platform since partners drive more value than peer producers and are able to pull many other players towards a better overall platform experience.

EXAMPLES

- Airbnb Superhosts (PA), WordPress theme developers (PA), Companies developing applications on Apple or Android marketplaces (PA), Salesforce Forge developers (PA), AngelList syndication SuperAngels (PA), WordPress Cloud service providers (PA), ...

We just presented you a possible way to classify entities in your ecosystem. It's highly possible that your ecosystem doesn't feature a "full" picture: it may, for example haven't any peer producers - often in Business to Business ecosystems). Sometimes is also hard to figure out who is a partner or peer producer, but we normally don't care much about the difference. The reason for introducing the Partner and Peer Producer differentiation is to stress the point that - most of the times - real platform strategies mobilize wide ecosystems, involving producers of different types: some more strategic, professional, commercial (partners), some more informal (peer producers).

In the instructions coming later, we're going to be back on mapping, and especially focusing on how to group "entities" into "roles", to simplify and streamline your design.

The Two Key Engines of Platform Design

Platform Strategies are based on two principles: the creation of two essential engines of value creation. As a Platform Owner (Shaper), designing, building and evolving these two engines - and finding a sustainable model to do so - is the critical challenge.

Transactions Engine

is the set of channels and contexts specifically designed to facilitate interactions and exchanges between entities? Transactions are - at least partially - already happening even before we deploy our strategy, however the more a channel is designed to reduce the coordination/transaction cost the more transactions can easily happen.

Why it's Important

Creating and Improving channels to Reduce Transactions cost (allowing more niche interactions)

By making interactions easier, faster, reducing the cost of interaction between value producers and value consumers, platforms that aggregate and facilitate make it easier to interact in smaller niches: if the cost of coordinating with your consumer (as a producer), is lower, it will be easier to create a solution that fits exactly with the niche expectations. Key Question to ask: How is my strategy reducing the cost of interaction and improving the possibility to interact in the context I'm willing to shape and organise?

Learning Engine

is the set of support services and contexts that the platform shaper provides and maintain for the participants so that they can learn, improve and evolve? Is the way the platform shaper helps entities to cope with and adapt to the complexity of the networked age?

Why it's Important

Creating a Learning engine to help ecosystems face VUCA

As we live through a Volatile, Uncertain, Complex and Ambiguous World, platform offer a huge promise of accelerated learning, ways to find new opportunities and hone new capabilities. The promise of a platform strategy is essentially that learning will happen faster by being "inside" than by staying "outside". Key Question to ask: What incremental process is available for the entities of my reference ecosystem to evolve? Am I offering radical opportunities of improvement?

The Phases of Platform Design

The work of a platform shaper can be roughly framed in four macro phases:

(The step by step instructions contained in this part of Handbook will mainly revolve around phase 2. and 3.)

1. Exploration – in this phase, a shaper understands the existing context, as well as the strategic meaning and applicability of a platform strategy that could impact, shape and influence the context. The key question that is asked in this phase is: "What could be a fruitful context where we can apply a platform strategy, given our position in the ecosystem, our assets and specificities as an organization or team?"

2. Strategy Design – in this phase the platform shaper maps and cluster existing entities, understands their individual context and explores the potential they have to exchange value among them. Eventually, the platform shaper designs the two key platform engines (the Transactions Engine and the Learning Engine) and it selects an high potential platform experience– along with its sustainability model (business model)– that can be brought to the context and iteratively validated with the ecosystem (see next phase).

3. Validation and Prototyping – in this phase the shaper conducts a series of interviews (this could also partially happen during the design phase and is generally an iterative process) to get feedback on the riskiest assumptions in the design. Later the shaper makes an actual MVPs (or just run experiments, or build prototypes) that is focused to validate or invalidate the assumptions in real life;

4. Growth Hacking – after the validation has happened, the shaper applies tactics to help the strategy grow in the context (being it a market, or something different). By growing supply and demand side of the system, generating network effects, the strategy becomes more relevant and valuable.

The Step by Step process in the User Guide

The step by step process presented here will cover most of the canvases we have released so far that have been widely used and adopted. Some experimental canvases are still not part of the process we suggest here. Before starting the process highlighted in this document, we suggest the reader to clarify the context and patterns that may operate in the context.

1 Mapping the Ecosystem

First, by using the Ecosystem Canvas you will reflect on the ecosystem you're looking to shape and organise with your platform strategy.

You will map the entities present in this ecosystem and you will then understand what roles they might play, clustering them if necessary.

2 Portraying Ecosystem's Entities

With the Ecosystem Entity Portrait you will make a consistent picture of the entities' context: what they're trying to achieve, with whom and how they're trying to connect, what potential they can express, and what kind of experience gains they're looking for - and therefore you should provide - as a platform shaper.

3 Analysing the potential to Exchange Value

With the Ecosystem's Motivation Matrix you will then analyse their potential to exchange flows of value: in other words you will map what kind of value exchanges the entities are performing already (or trying to), and what additional type of value they might exchange if properly enabled.

4 Choosing the core relationships you want to Focus on

At this point in the design process, it's important that the shaper identifies the focus: what are the entities in the ecosystem we want to focus on? What relationships are going to be the core of our design work (at least for this iteration?).

5 Identifying the Elementary Transactions

With the Transactions Board you will map how your ecosystem is currently exchanging value (focusing on the entities and the relationships you decided to prioritize), and you envision how your platform strategy can help them transact value in a easier, cheaper and faster way by providing, and curating channels and contexts that will make interactions and transactions more likely to happen.

6 Designing the Learning Engine

With Learning Engine Canvas, you will design a step by step process made of support/enabling services that will help your entities embrace your platform strategy. These services will help them evolve, emerge from the crowd, become better producers and consumers, and ultimately to undergo a radical evolution that will have them explore new opportunities, and behaviors not intended initially.

7 Assembling the Platform Experiences

With the Platform Experience Canvas, you craft an experience that synthesizes the core value proposition(s) arising from the Strategic Design phase and that - more than others - you consider essential for your platform strategy. With this canvas you will assemble the elements emerged from the Transactions Board(s) and the ones emerged from Learning Engine Canvas. You will then reflect around the sustainability model of this experience, thus covering the basic elements of Business Modeling, you will think at what resources and components you will have to set in place and manage in order to deliver this experience, and how you will extract value from it.

8 Setting up the Minimum Viable Platform

With the Minimum Viable Platform Canvas, you finally move out of the building to test in the real world if all your design assumptions have a future or not. By looking at your design outputs, especially the

Platform Experience Canvas(es) you have compiled, you'll extract the riskiest assumptions in your strategy, and you'll set experiments and metrics to validate them with your ecosystem.

Annex III

Gamification

The field of Gamification is still young and rapidly developing, so there are numerous opinions as to what Gamification exactly is. A popular – and striking – definition is:

Gamification is the use of game elements and game thinking in non-game environments to increase target behaviour and engagement.

Gamification in a stakeholder engagement strategy may create additional aspect of the attractiveness and motivation, since serious issues may be turned into challenges and adventure, and sort of fun, entertainment or edutainment. The gamification may support some values such as solidarity, contribution, participation, etc. thus supporting the very core idea of the stakeholder engagement.

Gamification is about using:

- Game elements (not full games)
- And game thinking (This doesn't need to involve game technique, it's more about the way games are designed and the idea behind games)
- In a non-game environment (commercial as well as not-for-profit environments)
- To increase target behaviour and engagement (target behaviour is central to this definition)

The added value of Gamification isn't limited to companies that are in a commercial environment. It can be used in any company or organization or eco-system to increase target behaviour.

Game designers seem to have found the 'holy grail' of engagement, which marketers have been searching for a long time. Great games are able to captivate and engage players for a longer period of time. Who hasn't played a game like Farmville, Angry Birds, Temple Run or Candy Crush once and found it hard to put away? "One more level", or "5 more minutes until these crops are ready".

Well-designed games give players a feeling of joy and happiness. They make sure players are involved and that they want to continue this feeling. To know if this can also be used in Gamification, it's important to know how this works exactly.

Every time someone gets a reward, the brain creates a substance called dopamine. This substance causes a feeling of pleasure, happiness and wellbeing. The amount of dopamine created is larger when the perceived degree of challenge, achievement and satisfaction are larger.

So, games can make people feel good, by continuously offering challenges that can be over won, to ultimately create dopamine. Yet, a big part of games isn't about winning, it's about losing or failing. After all, it takes a while before the player has gained the skills to complete a level. That's why it's important to make sure the 'challenge – satisfaction cycle' isn't too long. This can be done with small challenges, bonuses or even random surprises. When another shot of dopamine has been fired, the player is good to go again.

As with most marketing efforts, effective Gamification needs a plan: It's important to think about the business goals, the target audience and the target behaviour. Instead of immediately starting to implement Points, Badges and Leader boards, effective Gamification is benefited by a well-designed Gamified system.

Therefore, the Gamification Design Framework is created. This framework helps marketers and other professionals to step by step design a Gamified system that encourages certain behaviour and stimulates engagement. Starting with the business goals, every aspect of a Gamified system is covered to finally decide which game elements should be applied in the system.

Game elements

Only in this last phase it's time to look at the game elements. After going through all of the previous steps, it should be very clear which game elements are to be applied in the gamified system. Deciding which elements should be used is done 'from top to bottom'. First the outline is made, then it will be filled in step by step.

A) Dynamics

The dynamics form the big picture. These are not the rules that apply within the game, but the hidden elements of the game or gamified system. Two questions need to be answered in this phase:

1. Which dynamics will be used?

2. How will they be used?

- Constraints – Limitations in choices to make them meaningful
- Emotional reinforcement
- Narrative – Consistent graphical experiences, creating a sense of flow and using story ideas
- Progression
- Relationships

B) Mechanics

One level below dynamics the choice for mechanics is made. These are an elaboration of the chosen dynamics. For each dynamic element one or more mechanics can be used.

- Challenges – objectives to reach
- Resource acquisition
- Chance
- Rewards
- Competition
- Transactions
- Cooperation
- Turns
- Feedback
- Win states

C) Components

The components form the last – and most specific – level. These are the specific instances of elements which have been chosen previous levels. By choosing these last, a consistent and coherent experience is created.

- Achievements
- Leader boards
- Avatars
- Levels
- Badges
- Points
- Boss fights
- Quests
- Collections
- Social graph
- Combat
- Teams

- Content unlocking
- Gifting
- Virtual goods

The 6 steps in the Gamification Design Framework are:

1. Define business objectives – How should Gamification benefit the organisation? What's the ultimate business goal?

2. Delineate target behaviour – What behaviour is expected of players? What behaviour should be rewarded?

3. Describe the players – What is the target audience? Who should be playing this Gamified system?

4. Devise the activity loops – These make sure the players keep playing

5. Don't forget the fun – Where's the fun in the Gamified system?

6. Deploy the appropriate tools – What elements from the Gamification toolbox are necessary to design the system?

All our further IT infrastructure building activities can take this into consideration when designing platforms or solutions for stakeholder engagement in CSHub eco-systems. E.g. those who do business over platforms or involve other stakeholders may be rewarded with the coins that may be used in internal or even external transactions.

Hence, additional methods and logic we suggest considering (beside core, LM system):

- Tokenization – IT platform extension that allows to convert the rights to assets with economic value (point earned through gamified activity) into a digital token form. Such tokens can be stored and managed on a blockchain network.
- Viralization – Incorporate mechanisms to spread platform content throughout the internet by aggregation and distribution on social media sites, streaming sites and other methods of social content sharing.
- Regeneration – «more than sustainable» principle behind core incentivizing mechanisms. Real positive social impact should be considered and valuated properly though platform, rewarding users' actions and activities true footprint.

Annex IV

25. Case Studies and Examples

Stakeholder Engagement in CEDRA Split Cluster

CSHubs may be designed as self-reliable sustainable stakeholder engagement business models. These models may be designed as social enterprises in many different organizational forms. One of the forms that is particularly interesting for CSHub is a social cluster model.

A social cluster may be defined as a trans-sector business structure and an innovative means of creating and implementing social innovations that are targeted at solving social and economic problems relevant to the society. Clusters in their basic form include businesses, public sector and academia (R&D&I with education sector). Quadruple clusters involve civil society and social capital, and quintuple clusters involve natural capital and stakeholders taking care of it.

Cluster for Eco-Social Innovation and Development CEDRA Split is a pilot model of a quintuple cluster that may be used as a case study for CSHub creation embracing all relevant stakeholders for the migrant and social entrepreneurship capitalization at the local, regional, national and transnational level in a synergistic way.

Clusters combine interests of the diverse stakeholders into a synergistic whole using stakeholder engagement models presented in the previous sections but turning them into an attractive and mutually stimulating business model. All stakeholders see their clear business interest to participate in the cluster, either as its shaper, an owner, a member or a client.

CEDRA Split has many functions that may be replicated in the CSHub design, such as co-working incubator and accelerator, training programs, project development services, marketing and PR services, business networking, etc. Hence, this model may be presented in greater detail to all interested stakeholders as an inspiration or basement for a further brainstorming and co-creation.

CEDRA Split applies many innovative methodologies of stakeholder engagement. E.g. stakeholder mapping may involve some innovative approaches such as:

- Mapping out of the „silos” => „unusual suspects” e.g. children can spread wisdom and solutions in community
- Disruptive/radical innovation thinking => problems become resources => the most vulnerable groups and toughest challenges as attractors of attention, curiosity and creativity
- Social development opportunity, freemium and platform development models
- „Personal drivers” – values, visions, missions, passions, interests… => self-actualization
- Andragogy and good governance principles (instant relevance and applicability, co-design, co-management, co-ownership)
- „Impact/Business modelling” – long term „glue”
- Metapreneurship.

Metapreneurship as stakeholder engagement models is a model based on the following principles:

- Giving value for free, capitalizing later, but much higher value o
- Shared vision, glocal meetups, discussions

- Connecting the dots
- Capacity building and project spin-offs
- Project pipelining and thematic clustering
- Eco-social venturing

One-Stop Shops. Barcelona Activa Entrepreneurship Centre

This example from Barcelona shows importance of providing support to entrepreneurs which in long term enhances local economy and boost of SMEs and start-ups. Barcelona Activa Entrepreneurship Centre (Barcelona City Council's economic development agency) was established in 2004. Entrepreneurship centre provides both online and on-site services that support entrepreneurs at each step, from developing business ideas to creating a company. Depending on sector entrepreneurs come from the Centre provides specialised trainings, workshops and education that match their needs. The centre also offers one-on-one coaching, mentoring opportunities, free access to pre-incubation spaces, facilitation and advice on accessing conventional and nonconventional finance, and assistance in the transition between business creation and business expansion. In 2011 Barcelona Activa won the European Commission's European Enterprise Promotion Award – an initiative rewarding the success of programs initiated by public bodies or public-private partnerships in promoting entrepreneurship at national, regional, and local levels. Through this project more than 134,000 people received trainings and help through workshops and more than 222,000 people had attended its events each year. Between 2004 and 2011 it helped create 6,214 new businesses and 11,800 new jobs.

Sources: European Commission, „European Enterprise Awards-2011 Winners, „accessed August 4, 2014, http://ec.europa.eu/enterprise/magazine/articles/smes-entrepreneurship/article:11004_en.htm; Barcelona Entrepreneurship Centre-Barcelona Activa, „All about Barcelona Activa, „accessed August 4, 2014, www.barcelonaactiva.cat/barcelonaactiva/en/all-about-barcelona-activa/who-we-are/promocio-de-la-iniciativa-emprenedora/index.jsp.

Supporting Entrepreneurship in disadvantaged areas in Dortmund

Next example from Dortmund shows how local authorities planned to improve economic status of their citizens and encourage immigrants to start their own businesses to become economic independent from social help. City authorities of Dortmund, Germany have run the NordHand program since 2006, with the aim of supporting entrepreneurship in the Nordstadt area. Nordstat area of Dortmund is part of city that faces most difficult socioeconomic conditions with the highest unemployment rate (25 %) and the lowest purchasing power. Also, Nordstat is part where seventy percent of Dortmund's immigrants reside. Promoting entrepreneurship is seen as a strategy for stimulating economic activity and employment in the area, thus reducing social welfare costs. NordHand has focused on providing financial support to Nordstadt's residents to help them establish or expand small businesses. To this end, the city authorities, in partnership with GLS Bank Bochum and the Deutsche Mikrofinanz Institut, have established a credit union offering microfinancing to local businesses. Funding from the European Union and the German federal government was also made available to the credit union. In seven years of activity NordHand has granted 47 loans totaling more than 400,000 euros which contributed to creating or saving more than 300 jobs. Business counseling is also provided by the program, and new services are set to be introduced.

Source: Eurocities, Cities Supporting Inclusive Entrepreneurship (Brussels: Eurocities, 2013).

Open Innovation Challenge

This example is relevant to TASKFORCOME project as example of co-creation project that was successfully implemented. Open Innovation Lab at Vienna Central Station is space for employers, internal and external innovators and managers to co-create and bring ideas to life. The Austrian Federal Railways ÖBB organized an Online Open Innovation Challenge to gather ideas on relevant topics. All stakeholders (users, customers, employees and suppliers) were invited to submit ideas and participate in this online idea-finding process. In end 179 people submitted their ideas which were analysed and evaluated with respect to customer value, feasibility and degree of innovation. The ideas were generated, clustered and handed over to the Open Innovation Lab for further development, prototyping and testing. Participants in the Open Innovation Lab are balanced between internal and external experts, employees, managers and users. A jury chose three winning ideas. One of them, an electronic train information device, is now in its pilot phase.

Source: Co-Design Best Practices Report, CO-CREATION project

Role Playing on ME challenges

The aim of this exercise is to analyse the situation of a given immigrant family business and try to find a solution to the challenges faced in this specific case, in order to allow its sustainability.

Teacher's note:
Divide students into a group of 2-3 and provide every group with one of the case studies listed below. Then read or give the instructions. Answer all the students' questions before they start working on the case studies.

It is also possible to make it an individual exercise by giving one case study to every student. In this case it may be interesting to see different solutions for the same cases.

Time required:

- 15 min for reading the case study
- 15 min for reading the instructions + questions to the teacher
- 45 min for preparation
- 5-10 min for presentation of the results
- 30 min for discussion
- 5 min summary of the exercise
- total: 2 hrs minimum

Instructions:
Try to create a development plan for the entrepreneur described in your case study using the sustainable family business model described above. In order to achieve this goal, try to identify:

- the resources and constraints from the point of view of the family and the business concerned;
- processes taking place on the levels of family and business at the times of stability (initial situation of the company) as well as at the times of possible change described in the case studies;

- possible achievements of the immigrant family firm, measured both as an objective and a subjective success.

Case studies: immigrant family business

Case study 1 – market integrated business

Paulinho, 43 years old (country of origin: Brazil)

Migration experience

Paulinho was born in Araucária, southern Brazil. After a secondary school, he stared university education and received a scholarship to study in Spain. During his studies in Europe, he met a girl from Colombia and decided to stay in Europe. He did not manage to complete the MA, but one of his Brazilian colleagues from university has arranged for him a summer job in the UK. He decided to stay permanently, working initially as a storekeeper, then as a waiter in a restaurant. Then he has married a British girl. They have two children. Thanks to marriage with the British citizens he was able to legalize his stay in the UK and obtain a loan to start his own business.

Current entrepreneurial model

Currently Paulinho is running a successful enterprise - a school of capoeira (traditional Brazilian dance - mixture of martial arts and folk dance) in Liverpool. Most of his clients are young British citizens and foreign students who live in Liverpool. He is directing the school, training the more experienced pupils and maintaining contacts with other capoeira associations in Europe. He is employing 2 trainers - both from Brazil, he also hires temporary highly-skilled trainers (Mestres and Grão-mestres) for short-term stays, which include shows and specialized courses. His pupils take part in Capoeira competitions in Brazil, but also in other centres of Brazilian Diaspora.

According to aforementioned classification, Paulinho is a diaspora entrepreneur, as he uses the diaspora resources (short-term mobility of Brazilian trainers, cooperation with other capoeira schools located in various centres of Brazilian diaspora).

Involvement of family members

The foundation of business was possible thanks to the loan obtain by Paulinho's wife. She is his main business partner: she is employed in a firm, taking care of financial matters (a job position which combines a role of the secretary and accountant). Moreover, both of his sons: Alex (14) and Maurício (17) are training capoeira in the school. The older son helps sometimes the mother with organizational issues, but is not interested in staying in family business. On the other hand, the younger one is more interested in capoeira and might be a possible successor in family business.

Sustainability of family business: challenges and opportunities

According to Curci and Mackoy (2010) typology, Paulinho firm belongs to market-integrated businesses, as it offers offering ethnic services to the non-ethnic clients. Reliance on non-ethnic clientele expands considerably the possibilities for business development. Yet, while capoeira school is a profitable business for Paulinho's family, it faces several problems which threaten its sustainability in a long run. The most important one is the high volatility in the number of pupils - as most of the clients are academic students, they usually are involved in training for a maximum number of 2-3 years. After graduation they usually move and leave the school. The business needs to be expanded in two directions: first, aiming at the enrolment of children, who could stay in the training track for a longer period. Second target in terms of possible clients are the working adults. In both cases, Paulinho lacks ideas and social capital to attract such people. Moreover, he needs further investments in a business - the current premises which are rented are too small, badly need refurbishment and are located in a peripheral area. Moving to a bigger office space in a better neighbourhood would enable to attract more customers, but is involved with higher costs. Paulinho so far is afraid of taking more risks, but the current business model is unsustainable in a long run.

Case study 2

Rajesh, 34 years old (country of origin: India)

Migration experience

Rajesh was born in New Delhi in upper-middle class family. After the education in a private college in India, he decided to continue tertiary education in the US. He graduated in Computer Science program at Caltech and decided to stay. Initially he was working in several ICT companies in Silicon Valley, then he moved to San Francisco when he met his current partner (Paulo is an artist specialized in modern art photography). Together they have decided to start a new business: Paulo contributed with financial capital, while Rajesh with his technical experience and know-how. Although the parents do not accept his involvement with Paulo, he remains very attached to them and visits his mother 6-7 times per year. Moreover, he keeps the contact with India alive as the branch of his firm is located in Bangalore and he must supervise the activity of his team there.

Current entrepreneurial model

Currently Rajesh is running a small ITC company specialized in delivering ICT solutions and programs for art galleries. Albeit small in the number of employees (apart from Rajesh who is both managing director and main IT specialist, in the headquarters of the firm in San Francisco there is another IT specialist and a secretary), the scope of operations is global: the firm has clients in Western Europe, the US and Canada, Australia, Russia and Japan. The main competitive advantage is the reliability, elasticity of the company and quick reaction to clients' needs (in this sector almost every client has different expectations, moreover the modern art market is highly volatile in terms of trends and requirements). Rajesh is able to be successful mostly due to his connection with the home country: he has outsourced most of work to Bangalore, when he employs a group of 12 Indian IT workers. His competitive advantage is the knowledge of soft skills – most of the artists are unable to communicate in technical language: in such situation, Rajesh constitute a bridge between typical "computer nerds" and modern artists.

According to aforementioned classification, Rajesh is a transnational immigrant entrepreneur, as he is able to conduct his operation across international borders: both in the US and his home country (his company has two branches – one in San Francisco and the other in Bangalore), but also on various international locations.

Involvement of family members

The role of Paulo, Rajesh's partner, was absolutely crucial in the foundations of the enterprise. Albeit being a successful ICT specialist, Rajesh did not have enough capital to start a new business and due to his non-traditional style of living his conservative family in New Dehli was not interested in sponsoring such a business. Paulo not only provided financial capital, but also important social networks – first clients of the enterprise were actually his friends and business partners. Yet, Paulo is an extremely successful artist – also in material sense – and is not interested in any further involvement in company's activity. Yet, he expects to have a stake in the profits that Rajesh makes with his business and considers himself a co-owner of the enterprise (albeit this issue was not formally written).

Sustainability of family business: challenges and opportunities

According to Curci and Mackoy (2010) typology, Rajesh is running a highly-integrated business: his services are not connected to his ethnic background and he is serving a non-ethnic clientele. Therefore, at least in principle the perspectives for development of such firm are high. The main challenge to the

Rajesh business model is the complicated relationship with his partner. Paulo apart of being a successful artists is 15 years older than Rajesh and wants to focus more on their private relationship. 1 year ago they have adopted a boy, and they are thinking about a marriage. Paulo thinks that Rajesh should focus more on family life and should work less, especially that with the Paulo's artistic activity their economic situation is very comfortable. On the other hand, Rajesh is very excited about his company, which is developing very fast. He also wants to be financially independent from Paulo. He is planning to repay the loan to his partner but is worried about the personal impact of such decision on their relationship.

Case study 3

Selena, 65 years old (country of origin: Poland)

Migration experience

Selena was born in small village in north-eastern Poland, in a traditional Tatar family. Tatars are an ethnic group of Turco-Mongol origin, who have settled in Eastern Europe from 14th century onwards. This group, albeit highly integrated in Polish society has retained its cultural heritage, including Islamic tradition. Selena, after having studied history at Warsaw University, has decided to come back to her home village. She runs an agrotourism farm with her husband.

Current entrepreneurial model

Selena and her husband are running an agrotourism farm including small Bed and Breakfast, a traditional Tatar restaurant and events for tourists (visits in a Tatar mosque, cartload trips and horse rides). With the increased fashion in Poland for more traditional, close-to-nature tourism, their firm is bringing a reasonable profit.

According to aforementioned classification, Selena is a minority entrepreneur, as she the main marketable item of her enterprise is the Tatar cultural heritage, including music, customs and – most important – Tatar food.

Involvement of family members

Selena runs a firm together with her husband. While she takes care of housekeeping (cleaning the rooms for guests) and cooking, her husband is responsible for repairs in the household and manages the reservations. He also drives the carriage during the trips organized for tourists. Selena and her husband are using their traditional family house, inherited from her parents. As they had very little capital in the beginning of the enterprise, most of the repairs needed to accommodate guests was done by themselves.

Sustainability of family business: challenges and opportunities

According to Curci and Mackoy (2010) typology, Selena's firm belongs to market-integrated businesses, as it offers offering ethnic services to the non-ethnic clients. Yet, the scope of such activity is rather limited, as the house they own hosts on maximum 30 guests. Moreover, the village in they operate is poorly connected to major metropolitan areas, so many tourists get discourage to visit their farm. But the biggest obstacle in their further activity is their age: Selena is 65 and her husband is 72 years old. They find it difficult to continue such intensive work. In the region, it is very difficult to find an adequate worker, moreover due to limited profitability of their business, their wages are not competitive. Selena and her husband do not have children and must think of either closing the enterprise or finding an external successor. A perfect candidate would be Weronika, the best friend of Selena. She is also of Tatar origin, and she is much younger than the couple (45). She already helps in the farm on informal, short-term contract and has proven to be extremely dedicated and reliable. Selena would like to offer Weronika a partnership in the enterprise, but Selena's husband is not ready for such decision.

Case study 4

Natasha, 39 years old (country of origin: Belarus)

Migration experience

Natasha was born in Hatejino, a small village near Minsk in Belarus. After completing the vocational education, she started working in textile factory in Minsk. Then her colleague from high school offered her a job of a caregiver and cleaning maid in the house of the elderly Italian citizen in Bologna. Although this was a very difficult and also moonlighting job, Natasha found this occupation very profitable. She has worked as a caregiver and a cleaning maid for several years: first in Italy, then she moved to Germany. She became a friend of one of her clients. As this old gentleman had no family, he left her all his property after his death. With this initial capital, she started her firm in Berlin. Natasha is single and has one daughter (19 years), who helps her in the enterprise.

Current entrepreneurial model

Natasha is running currently a small firm (ca. 10 employees) specialized in cleaning and care services in the households of the elderly in Berlin, Germany. She is mostly employing immigrant women, not only from Belarus, but mostly from CEE countries: Poland, Romania, Ukraine and Slovakia.

According to aforementioned classification, Natasha is running an immigrant firm.

Involvement of family members

The role of the family is very important: Natasha is running the enterprise, supervises the work of caregivers and sometimes provides temporary replacement for workers (when they go home for holidays, or leave the job). Her daughter is responsible for contacts with the clients, recruitment of the staff and financial matters. As the firm operates at a very low profit margin, Natasha is unable to hire additional administrative staff, and her daughter is actually not paid for her job.

Sustainability of family business: challenges and opportunities

Natasha's firm is considered as highly integrated business, as it offers non-ethnic services for a general (non-ethnic) clientele. In spite of this, the firm faces serious problems in terms of its sustainability. Due to the nature of the activity, the firm provides household services via self-employed individuals (caregivers, which are de facto employees, but are not employed on a formal contract due to taxation issues). This means that the enterprise is facing a competition from the informal/illegal caregivers and large companies, which offer employment contracts. Therefore, Natasha has to cope with extremely high volatility of the staff with whom she cooperates. In order to keep the clients and the reputation of the company, she must sometimes replace her employees until she finds replacement. This makes her work extremely tiresome and stressful. Moreover, her daughter wants to study at the university and leave the job, and she is not interested to take over the enterprise in the future.

Case study 5

Mamed (38 years old, country of origin: Chechnya)

Migration experience

Mamed was born in Chechen Republic, which is now a part of Russian Federation. He has fled his home country during the First Chechen War (1994-1996). They have been granted a tolerated stay status in Poland, and afterwards they moved to Bielefeld in Germany, where the cousins of his father lived. Upon his graduation from vocational school in Germany, Mamed started working as a taxi driver, driving a cab car of his uncle Ali.

Current entrepreneurial model

Mamed is currently running a small car repair shop in the ethnic district in Dusseldorf in Germany. The shop is located in immigrant neighbourhood dominated by Afganis, Chechens, Arab and Turkish migrants. He is managing the firm and repairing cars, helped in this second obligation by his two younger brothers. Their parent is responsible for book-keeping. According to aforementioned classification, Mamed is a refugee entrepreneur.

Involvement of family members

The foundation of the shop would not be possible without the financial assistance from cousins of Mamed's father. The whole family was strongly supported by their relatives, who have settled in Germany before the domestic conflict in Chechnya. Initially, they were living together in the same apartment, despite the inconveniencies caused by such a visit (Mamed has 2 brothers and 3 sisters, so together with the parents the family consists of 8 persons). The premises for a shop were rented at a preferential price from another Chechen refugee and most of the initial clients were also former refugees. Mamed did not have to repay the loan, but in return the cousins have 20% stake in the firm's revenues.

Sustainability of family business: challenges and opportunities

According to Curci and Mackoy (2010) typology, Mamed firm belongs to product-integrated businesses, as it offers offering mainstream services to the ethnic clients. This specific market niche was perfect at the beginning, as Mamed and his family could rely on other members of Chechen refugee community in Dusseldorf. However, there are severe limitations of this approach. As he was helped in the beginning of the firm establishment by his extended family, but also by his co-ethnic neighbors, the same is expected now from him. Many times, he is not paid for the repairs made in his shop, as the Chechen fellows explain that "they had a difficult period". Yet, Mamed has an impression that the "difficult periods" tend to happen too often and he simply feels exploited by his co-ethnics. He would like to move his shop to a more profitable location and serve richer clients, but he lacks funding to make a new investment. Moreover, he is afraid of the reaction of his local community.

Case study 6

Muhammad (36 years old, country of origin: Morrocco)

Migration experience

Muhammad was born in a poor family in Marrakesh, Morroco. When he was 12, he has lost his parents in car accident. Fortunately, his uncle who was living in Brussels invited him to Belgium and took care of the boy. Mohammed finished high school there, and thanks to financial support of uncle he went to vocational school specialized in cooking. After completing the education, his uncle helped him financially to open a small restaurant in Kuregem, an Arab-dominated district in Brussels.

Current entrepreneurial model

Muhammad is running a very small ethnic restaurant and cafe, specialized in Morroccan cusine. Here you can eat a traditional tangine dishes, drink mint tea, have a Sisha pipe to smoke and eat some sweet baklava for dessert. As most of habitants in the neighbourhood are also Morroccan, his basic clientele are his co-ethnics. He is the chef of the restaurant and has another kitchen helper, and there are 2 waiters. Mohammad uncle Amir (70 years) is his main business partner, co-owner of the restaurant and is responsible for financial matters (mostly book-keeping).

Involvement of family members

The Muhammad business is a traditional small-scale family firm. The initial capital needed for the start-up was provided by his uncle Amir, who now is the co-owner of the restaurant and takes care of accountancy. Additionally, 2 cousins of Muhammad work as waiters, the kitchen helper is also

Morroccan immigrant, but not related to family. Moreover, the main ingredients (lamb meet, vegetables, etc.) are supplied by the halal shop, owned by Amir brother, Hamid.

According to aforementioned classification, Muhammad is an ethnic entrepreneur, as his business is operated in an ethnic district, he relies mostly on the work and cooperation of his family members and other members of the ethnic group, offers typical ethnic goods (food) and serves his co-ethnic clientele.

Sustainability of family business: challenges and opportunities

According to Curci and Mackoy (2010) classification, Muhammad is running a highly segmented businesses, as he is offering ethnic-specific goods and services mostly for the co-ethnic clients. The reliance on ethnic clientele is usually good at the initial phase of the company development due to low barriers of entry, ethnic solidarity and reliance on ethnic networks (f.i. Hamid – an uncle who supplies halal food to restaurant, offered him a merchant credit). Yet, at a current stage of the development the reliance on ethnic enclave has reached its limits. Muhammad wants to move the restaurant to another – more multi-ethnic location, hoping to get more customers. Obviously, the uncle Amir is the biggest obstacle. He is happy that the restaurant is located at the same building where he has an apartment. Muhammad actually is not exploiting the full potential of the premises, as 50% of the tables are “always busy”, occupied by Amir old friends, who are now retired and have a lot of free time. They just drink mint tea and sit for hours, so many potential guests are discouraged to wait for a free table. However, ending the partnership is not easy not even for financial (Muhammad was able to accumulate some founds) but due to emotional reasons. Amir treated Muhammad as his own son and has no children of his own, so it would be hard to leave the uncle and open a new business elsewhere.

Source: FAME project

Role Play Game as an example of possible activity in the local workshop

Teaching notes:

Local Cultural Center is a multi-party meeting exercise among members of a local community. This exercise is designed to highlight the differences and connections between immigrant, ethnic and minority entrepreneurship.

Main goal of the exercise: Revision of the theory of the workshop

Background: Local Council of a medium sized city announced a competition to rent a place in the Local Cultural Center. The priority of renting the premises is provided for immigrant, ethnic and minority entrepreneurship. There are two candidates who are going to compete for the place. The candidates are going to present their business plans before the Council and the Council has to make a choice according to defined criteria.

Mechanics:

Time required: preparations: 30 min, then presentation in front of the council: 10 min (each candidate). After the presentation's questions from the council: 15 min, then the decision making: 10min. Finally, the summary of the exercise and discussion: 30 min.

Group size: minimum 6, maximum 12 persons

Materials: instructions for the Local Council, Instructions for Nuan, Instructions for Ji-hoon

Procedure:

1. Explain the background (scenario) for the exercise
2. Divide participants into groups:
   - one person for the role of Nuan (+ 1-2 students to help her with preparation)
   - one person for the role of Ji-hoon (+ 1-2 students to help him with preparation)
   - rest of the group as the Local Council
3. Distribute the instructions and ask the participants to read them carefully (10min)
4. Answer the questions if any
5. Ask the participants to prepare presentations of the bidders (Nuan & Ji-hoon) and criteria for selecting the winner (Local Council) - 20-30min
6. Make a draw among the bidders, who is going to be the first to perform in front of the council.
7. Run the presentations (10min each)
8. Allow the questions from the Local Council to both bidders
9. Let the Local Council vote on the best bidder
10. Announce the results
11. Debrief

Instructions for Nuan

Your name is Nuan, 22 yrs. old and you are a Chinese immigrant who came to EU five years ago to study art. You come from a wealthy Chinese family who was able to sponsor your studies, but once you have finished your degree, your family asked you to come back and start your professional life in your hometown. You are very well integrated into the local society; have a lot of friends and you generally love living in the city where you have studied. You do not intend to go back to China, although you surely miss your family. In response to your refusal your family decided to stop financing your stay abroad. In those circumstances you must start generating income ASAP.

As an artist and a person of Chinese origin you are especially interested in Chinese painting techniques and calligraphy. Those techniques are unique for your country and you are managing advanced skills in this area as you have been learning them since your childhood. You have an idea for running your own business where you could teach those techniques to a different group, especially children, women and elderly people. Brush painting and Chinese calligraphy has proven to be very beneficial for developing the ability to focus one's attention, improve handwriting and as a relaxation technique. It is also considered as a supportive therapy for curing diseases such as ADHD and autism.

Unfortunately, you have close to no capital to start your company. All you can afford is the materials for painting (brushes, ink, paint, paper, canvas etc.) but there is no way you could rent any space for your business. Moreover, if you don't hurry your scarce financial resources are going to finish.

You think that the only chance for you to start your business is to take part in a bid organized by the Local Council to rent a space for your workshop at the local cultural centre. The Local Council is planning to rent the space for free on a condition that activities held there are going to be focused on immigrant, ethnic or minority entrepreneurship. You are strongly convinced that you fit those requirements. Moreover, you are planning to import original materials for your workshop from your cousin living in China.

Prepare a 10min presentation for the Local Council to convince its members that you should get the place. You may ask one or two of your friends to help you with the preparations. Decide what kind of business you are going to run (ethnic, minority, diaspora, migrant, or maybe more than one type). List the characteristics of each type and use it as the arguments before the Council.

Instructions for Ji-hoon

Your name is Ji-hoon and you are Korean living in a medium sized city. For years you have been a successful table tennis player, but five years ago you had a very serious car accident and consequently you lost your legs. After the accident you have been facing severe depression and you even had a suicidal attempt. Luckily your family send you to a therapy where you met new friends. They taught you how to play role-playing games (RPG) and board games. After a while you became an expert and you have even designed your own board game, which was a huge success in the country. You regained your self-confidence and became a well-known propagator of RPG and board games in your city.

As to your financial status you are receiving a modest disability pension and living with your parents, who support you as much as they can. A year ago, you met the love of your life and now you decided to start your life together. Moreover, you have just learned that your girlfriend is 2 months pregnant. You are crazy with joy but as a responsible young man you think it is high time to move from your parents and start living with your brand-new family. Therefore, you feel urged to find a decent source of income.

Lately you have learned than the Local Council is organizing a bid for renting a space at the local cultural centre. The Local Council is planning to rent the space for free on a condition that activities held there are going to be focused on immigrant, ethnic or minority entrepreneurship.

You strongly believe this place would be perfect for you to start your business. You have a business idea for opening a local game centre where people from your city could come during the cold and rainy days (in fact most of the days are cold and rainy here) and spend time together learning how to play and playing with each other. You would like this place to offer something for everyone starting with games like chess or backgammon and ending with your beloved RPG.

Prepare a 10 min presentation for the Local Council to convince its members that you should get the place. You may ask one or two of your friends to help you with the preparations. Decide what kind of business you are going to run (ethnic, minority, diaspora, migrant, or maybe more than one type). List the characteristics of each type and use it as the arguments before the Council.

Instructions for the Local Council

You are organizing a bid for renting some space at the local Cultural Center. Your priority is to rent it to somebody who is going to engage in ethnic, migrant or minority entrepreneurship. You will be meeting with two bidders, who are going to make a short presentation in front of the Council, and you have to decide which offer is more suitable for you.

List the characteristics of ethnic, migrant and minority entrepreneurship and according to this list, set the criteria for making a choice between the bidders. Decide on the evaluation system for the bid. Prepare a list of questions you are going to ask each of the bidders.

Debriefing

Debrief the exercise. The debriefing may include the following questions to elicit discussion on the topic:

- Local Council:
    - How did you define the criteria for making a choice between the bidders?
    - What was your evaluation system for the bid?
    - Which entrepreneurship concepts did you discover in the presentations (ethnic, migrant or minority entrepreneurship)?
- Nuan & Ji-hoon:
    - Which entrepreneurship concept did you present? Why? List the characteristics of the entrepreneurship concepts you were presenting.

Source: FAME project

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