PEOPLE, LANDSCAPE, SUSTAINABILITY

A Handbook for Community Innovation Promoters

DIRK FUNCK, BEATA DREKSLER, ELLEN FETZER

SUPPORTED BY ANNA SZILÁGYI-NAGY

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INTRODUCTION

This handbook aims at bridging the theoretical and practical dimensions of innovation for sustainability.

Our focus is on the empowerment of individuals involved in initiating and sustaining local system change in partnership with a community. A part of the books' target audience can be found in the academic world and these are graduate students, researchers or educators. The important aspect here is that the profile of a community innovation promoter does not require a specific academic discipline as a prerequisite. In that sense, this book is addressed to any academic field because it primarily presents a method of how academic knowledge can be effectively activated for more local sustainability. Academic audiences will find the theoretical foundations of community-based changemaking plus a set of practical, widely tested methods and tools that can directly be applied in any local context. On the other hand, we believe that this handbook can also be useful for people who are deeply engaged in practice, for example those running local NGOs or anyone who already has a community-building function. For these audiences, the book will strengthen the theoretical understanding of their own practice and make room for a reflective dimension. The presentation and detailed explanation of the practical methods will help professionalize their work and strengthen their positions as democratic community leaders.

There are several possible pathways of how our target audiences might use the content of this handbook. Academics can integrate this approach into their own university curricula and design courses in the fields of social innovation and sustainable entrepreneurship. We may imagine these courses as being organized in a very contextualized way and in close cooperation with local communities, addressing their specific challenges and potentials. This way, students are introduced at a very early stage to community-based changemaking. You will find examples for these settings in this handbook.

Another goal from the academic perspective might be to support the qualification and empowerment of local community leaders as a dedicated Third Mission. Both might happen after all in the same educational context and process.

The concepts, methods and educational approaches presented in this book build on various years of curriculum development. The first impulse was given in the period 2015 - 2018 by the ERASMUS+ funded Cooperation Project 'Social Entrepreneurship for Local Change'. Five European universities and three NGOs from Estonia, Romania, The Netherlands and Germany were working together, led by Nürtingen-Geislingen University. The goal was to establish an interdisciplinary social entrepreneurship course in a transnational blended learning format. The partnership continued from 2018 - 2021 with a subsequent project titled 'Community Learning for Local Change' during which the concepts of community-based innovation and local living labs were introduced, leading to the establishment of living labs at each campus location. During this period, Nürtingen-Geislingen University expanded the partnership by means of DAAD-funding to the Middle East. This involved the German-Jordanian University in Amman, Birzeit University in Palestine, the American University of Beirut in Lebanon as well as the Jordanian NGO RSCN, the Royal Society for the Conservation of Nature. This partnership evolved in two subsequent projects until 2022 which provided the foundation for documenting a holistic perspective on the entire approach in this book. The authors would like to thank everyone who has been involved over this development period. It has been a unique educational journey that has substantially inspired many academics, students and local communities.

We hope that this handbook will also become meaningful and accessible for audiences from outside the academic world. There are many people already involved in community development on a daily basis and in a very practical sense. Our aim is to support all these local agents of sustainability by providing them a theoretical and practical framework for their valuable work. This leads to a constant give and take: communities are informed by science and technology, science is informed by local community knowledge. Together, innovation for sustainability can be envisioned.

1

CHAPTER ONE

SUSTAINABLE COMMUNITY DEVELOPMENT – A CONCEPTUAL FRAMEWORK

1.1 Sustainability competencies are key to achieving the global sustainability agenda

In 2015, all United Nations Member States adopted 17 Global Goals, officially known as the Sustainable Development Goals, SDGs, and when they set out a 15-year plan to achieve the Goals and their related targets (UN 2015). Education is the key transversal force for achieving the goals, which is why Education for Sustainable Development (ESD) gets particular attention worldwide, endorsed by UNESCO, the UN's Educational, Scientific and Cultural Organisation. In addition, Quality Education (SDG 4) represents a goal in its own right. Our handbook aims at contributing to these goals.

Education for Sustainable Development is a lifelong process aimed at ensuring that people of all ages acquire knowledge and skills in order to be able to live and act in the interests of sustainability. This includes understanding the consequences of one's own actions and for everyone making responsible decisions. It is also about actively shaping the future. ESD promotes the ability for dialogue and orientation, creative and critical thinking as well as holistic learning that considers religious and cultural values. It aims at the willingness to deal with uncertainties and contradictions, to solve problems and to participate in the creation of a democratic and culturally diverse society. We therefore believe that the target audiences of this handbook can be found in all contexts, disciplines and age groups.

In recent years, various educational scientists (Haan 2002; Wiek et al. 2011, 2016) have dealt with a definition of skills and competencies that could serve as a target framework for training in this context. Since the models do not substantially differ, as confirmed by a very recent Delphi Study (Brundiers et al. 2021), in the following we will focus on the key sustainability competences as presented by Wiek et al. (2016) (see Figure 1-1).

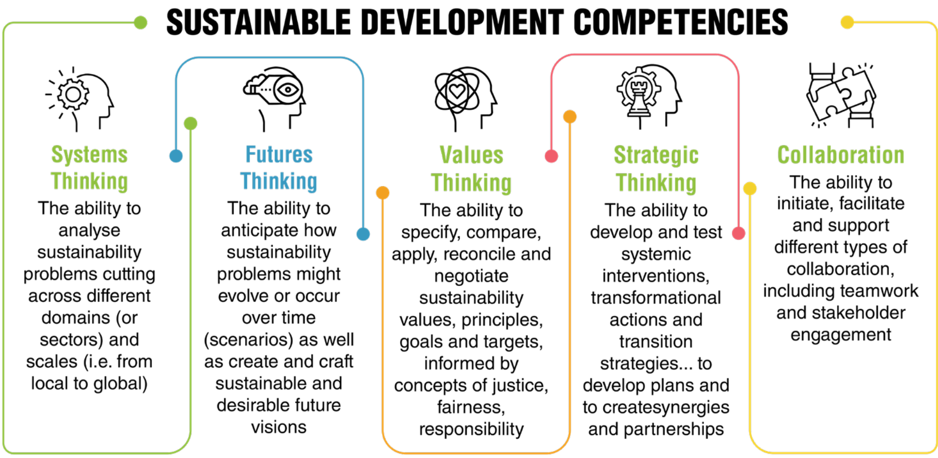


Figure 1-1: Sustainability Competencies According to Wiek et al. (2015)

- Systems thinking competence: The ability to analyze sustainability problems cutting across different domains (or sectors) and scales.
- Futures thinking (or anticipatory) competence: The ability to anticipate how sustainability problems might evolve or occur over time (scenarios) as well as create and craft sustainable and desirable future visions.
- Values thinking (or normative) competence: The ability to specify, compare, apply, reconcile and negotiate sustainability values, principles, goals and targets, informed by concepts of justice, fairness, responsibility, etc., including visioning, assessment and evaluation.
- Strategic thinking (or action-oriented) competence: The ability to develop and test systemic interventions, transformational actions and transition strategies toward sustainability. The ability to develop plans that leverage assets, mobilize resources, and coordinate stakeholders to overcome systemic inertia and other barriers.
- Collaboration (or interpersonal) competence: The ability to initiate, facilitate and support different types of collaboration, including teamwork and stakeholder engagement, in sustainability efforts
- Taking the interrelatedness and complexity of these competence goals into account, this handbook on Community Innovation aims to present a learning process in which all knowledge dimensions are integrated.

1.2 Landscape as a framework for sustainable and community-based development

Figure 1-2: Landscape as a Holistic System

In the context of the approach presented in this handbook, landscape is understood as the local system context at the interface of nature, society and culture. It is important not to reduce 'landscape' to merely a beautiful scenery or an aesthetic category. This definition exists of course and shapes common understanding, but for our context, a holistic and system-oriented landscape concept is key. Therefore, community innovation builds on a conceptual definition of landscape that is constantly reflected upon and refined by our activities. This definition is informed by the European Landscape Convention which defined landscape as "an area as perceived by people (Council of Europe, 2000). Thus the individual human factor regarding the definition of landscape values is really relevant. Furthermore, the ELC avoids a polarization of the landscape concept between urban and rural. According to this document, landscape includes urban, peri-urban and rural areas, both outstanding and degraded ones. The convention is a clear pledge for the everyday environment that starts in front of our doors. It calls on everyone to take action and responsibility.

Taking the local landscape context as a shared starting point, many knowledge domains that are relevant for sustainability can be analyzed, ideally by bringing academic and local knowledge together. This includes amongst others: the natural systems (water, spoil, flora, fauna), the cultural system (natural and built heritage), the social system (use patterns, public space, patterns of living, social infrastructure) and the economic system (land use, local economy). In that sense, we may rather speak here about a landscape approach, or landscape approaches, as our methodical framework . “A landscape approach is known for its holistic way of looking at areas or landscapes and the people within. It builds on the notion that people depend on their landscapes for their food, livelihood, income, culture and identity, and that these need to be handled with care (Global Landscapes Forum)”. Building on this understanding, it makes sense to follow the way how the Stockholm Resilience Centre has changed the order of the 17 UN Sustainable Development Goals. Rather than showing them as a board with every goal having the same relevance, the so-called “Wedding Cake Model” suggests that the natural resources need to be protected and regenerated with priority and this become the basis for all other social and economic goals:

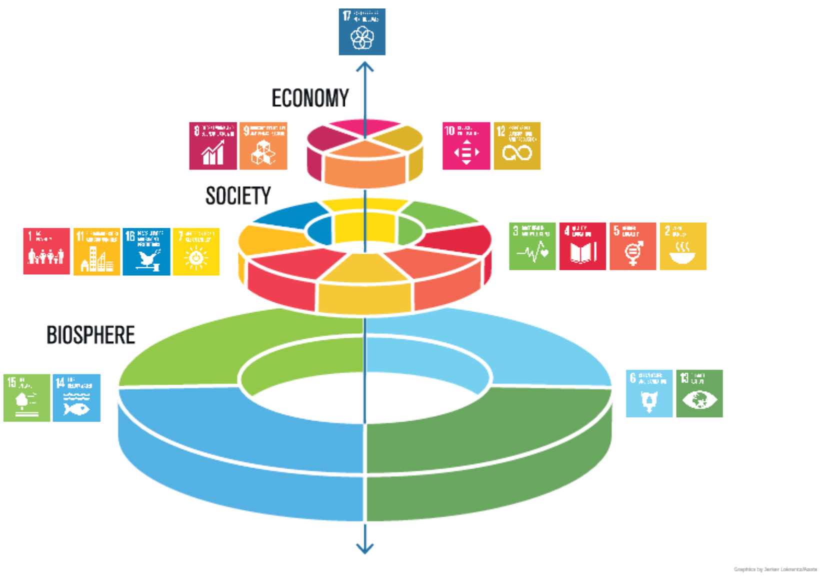


Figure 1-3: The wedding cake model of the UN Sustainable Development Goals shows the relevance of natural resources as the foundation for achieving all other goals (Azote for Stockholm Resilience Centre 2016)

A relevant task of the Community Innovation Promoter is therefore to guide a complex knowledge building process that helps local communities to understand the systemic interconnections of their local landscape system, the capacity limits of this system, the risks it is exposed to and the possible alternative futures.

1.3 Social Innovation and Social Entrepreneurship

Social innovation refers to the process of development and implementation of new services, products, processes, and business models which address social and environmental problems. It aims to improve the well-being of communities and leads to positive social change (Ramus et al., 2018).

Social entrepreneurship is one of the approaches for social innovation and can be defined as the process of creating and growing a venture, either for-profit or non-profit, where the motivation of the entrepreneur is to address a particular social challenge or set of challenges (Tracey and Stott, 2017). A social enterprise can be a social innovation if its strategy, organizational model, and operations are new and original in solving a social problem. On the other hand, a social innovation, as a product or a service, can be completely unlike a social enterprise and it can take the form of any entity: for example governmental initiatives to use renewable energy sources, such as wind and solar power, to reduce reliance on fossil fuels and mitigate climate change or market-based solutions to reduce water consumptions by large multinational companies (Vaccaro and Ramus, 2022).

Social enterprises are founded with a social mission – they combine social and commercial agendas to generate revenue to support their social and environmental goals. They may focus on areas such as social inequality, poverty reduction, education, clean energy, or environmental sustainability. As presented in figure 1-4 they are placed between philanthropy and traditional charity (focus on social value) and traditional business (focus on financial value) and they seek to achieve a measurable social and environmental impact alongside financial return (Ryder and Vogeley, 2018; Kingston and Bolton, 2004; Maretich and Bolton, 2010).

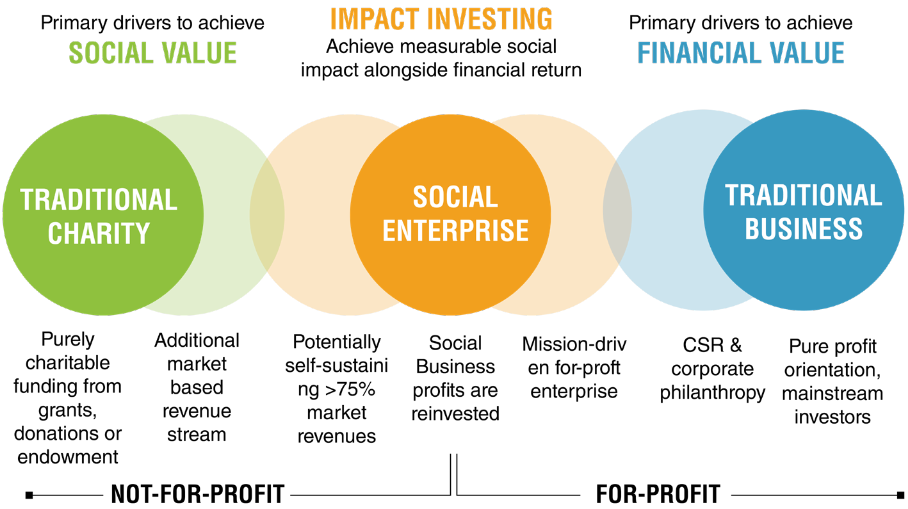


Figure 1-4: Social Enterprises: A Hybrid Spectrum (Ryder and Vogeley, 2017, p. 2)

Social enterprises need profits to serve their social agenda, providing more benefits to the environment and society. It can happen in many different ways. Some examples of social enterprises are:

- Flowercycling and women employment - HelpUsGreen (2023), India, recycles flowers discarded for rituals into biodegradable products such as organic fertilizer and incense.
- Rural community empowerment - CocoAsenso (2023), Philippines, processes coconut directly from local farmers through a network of medium-scale processing plants built in remote areas. The business sourced coconuts directly from the farmers and allowed them to work part-time in the mill, as well as to provide training and financing

- Energy and women empowerment - Solar Sister (2023), Africa, brings clean energy technology to rural Africa, provides services, training, and support for women entrepreneurs to build businesses.
- Education - Better World Books (2023), USA, for-profit social enterprise that collects and sells books online to fund literacy initiatives worldwide. Books that cannot be sold are donated to at risk communities in the U.S.

1.4 Communities and sustainable development

1.4.1 Importance of the local and community level

With the help of top-down approaches such as the above already mentioned 2030 Agenda with its 17 sustainability goals or the "European Green Deal," important initiatives have been launched that define a framework for orientation and action as the result of a political negotiation process. However, bottom-up approaches must also be used for promising change processes. Sustainability on a larger scale is only possible if it starts at the local level and is successfully implemented. This emphasizes the importance of empowering communities at the local level to take ownership of their local sustainability priorities. (Szetey et al., 2021, p. 7; Luederitz et al., 2013, p. 41; Tapia et al., 2019, p. 41; Bonsu et al., 2020, p. 2).

When executing sustainable projects, the diverse interests of stakeholders involved at the local level and the resulting conflicts of objectives must be recognized and brought to a meaningful balance (Kapsalis and Kapsalis, 2020, p. 2). Sustainable development will only succeed if the respective local and regional context is understood, and appropriate measures are developed. This is above all a social process in which values, interests and needs must be brought in and negotiated (Leal Filho et al., 2022, p. 5).

If we now look at local actors, the term “community” is often used to describe a group of people that take part in joint activities. However, the concept of community is multifaceted and requires closer examination in order to avoid misunderstandings. Following Hepp & Hitzler, communities are described by four characteristics: (1) a community distinguishes itself from those who do not belong to it, (2) a sense of belonging, (3) a shared set of values and (4) some kind of (virtual) space that is accessible to members for their interaction with each other (Hepp and Hitzler, 2016, p. 137; Israel et al., 2005, p. 7). It should be noted that people can be part of different communities at the same time, based on neighborhood or geography, nation, faith, politics, race or ethnicity, age, gender, hobby, or sexual orientation. Gilchrist distinguishes possible communities according to seven possible motives (Gilchrist, 2009, p. 14):

- communities of purpose (to achieve a common goal)
- communities of identity (to share cultural activities and experiences)
- communities of interest or passion (to pursue or resist shared fates)
- communities of practice (to exchange experience and learning)
- communities of inquiry (to collectively investigate an issue)
- communities of support (to provide mutual aid and encouragement)
- communities of circumstance (to deal with temporary, sometimes unplanned, situations).

In summary, we would like to emphasize the importance of local and regional activities for sustainable development. These activities usually take place in communities, which must be activated for this purpose to understand the local context and to be able to use the given networks and resources in the sense of sustainable development.

1.4.2 Success factors

There are some references in the literature to the prerequisites for successful work for sustainable development in communities and the success factors that can be identified here. The following four can be highlighted: (1) ability and willingness to change, (2) knowledge and skills, (3) participation as well as (4) cooperation.

Ability and willingness to change

In any case, innovation for sustainable development means that people must question and change their routines and behavior. It is about what is done, how things are done, how assets are organized and, of course, how and which resources are consumed (Tapia et al., 2019, p. 12). The challenge even goes beyond that, as it is ultimately also about questioning and further developing or at least reprioritizing the shared values (Tapia et al., 2019, p. 52).

Against this background, Kapsalis/Kapsalis have developed a model that is intended to make the potential success of a change process in communities visible. According to this approach, a successful change process requires a sufficient degree of dissatisfaction with the initial situation, a shared image of the “ideal” future, and the trust of the community members in the change process and the associated methodology. This results in the change forces, which must be large enough to overcome the resistance that exists with every change. It is therefore essential to win over enough community members to leave their personal comfort zone and embark on the path of change together (Kapsalis and Kapsalis, 2020).

Knowledge and Skills

The availability of internal knowledge, skills and expertise determine the innovation capacity of organizations of any kind (Tapia et al., 2019, p. 16). The question of which knowledge and competencies are important for successful work on sustainability issues has already been explained in section 2.1 with reference to the EU's sustainability competence framework: embodying sustainability values, embracing complexity, envisioning sustainable futures and acting for sustainability (Bianchi et al., 2022).

The complexity of sustainable development activities can only be adequately resolved by opening up discipline-specific discourses and ensuring interdisciplinary collaboration across relevant fields of knowledge (Luke and Alavosius, 2012, p. 70).

Our approach to ensuring "Acting for Sustainability" continues to be not only to develop concepts and make design proposals. Rather, the common good economy is to be strengthened. This is done in a special way through the development of long-term resilient business models for social innovations and social enterprises (Tapia et al., 2019, p. 50).

Participation

There seems to be consensus in the literature that participation and the associated legitimation can be seen as a success factor for the sustainable development of communities (Szetey et al., 2021, p. 1; Tapia et al., 2019, p. 18). In this context, Bonsu et al. make particular reference to the importance of involving young people in the success of local measures to implement the 2030 Agenda (Bonsu et al., 2020, p. 2).

However, a more in-depth consideration of the question of whether, to what extent and how exactly participation can and should be carried out leads to a differentiated view, in which the aspects of "legitimation", "emancipation" and "effectiveness" must be taken into account (Newig et al., 2011, pp. 28–29). Questions of democracy and the formation of wills in a society are addressed here, which are designed and developed quite differently in countries and cultures all over the world. Who should be involved in the sustainable development of a community, to what extent, how and on the basis of which values must therefore be decided according to the respective context (Katina Kuhn and Heinrichs, 2011, p. 22).

The degree of involvement can furthermore range from "informing without feedback" to "co-production" or the final decision by the community alone. In-depth analyses (in a western country) have shown that the degree of involvement should be higher, if (Schneider and Buser, 2018, pp. 135–137):

1. the community is large and diverse.
2. the values or measures relevant to the community project are controversial.
3. influential community members oppose the planned decisions and/or measures.
4. the level of trust in the moderators of the process is low.

Cooperation

Participation and joint decision-making ultimately also establish joint action or action in a common sense. The various forms and also institutionalizations of cooperative action are often seen as a prerequisite and important success factor in connection with sustainable development issues: „Hence, the key factors enabling social economies and community-centered innovations relate to the capacity of stakeholders to organize, link and cooperate." (Tapia et al., 2019, p. 52). In this context, Howaldt states that the social opening of innovation processes and the networks that go with it favor the development of social innovations (Howaldt, 2019, p. 26).

The advantages of cooperative action lie in the strengthening of the community and in the sharing of resources. Visibility increases and with it the influence on the formation of public will. In addition, key material and immaterial resources can be pooled and used for the common purpose of sustainable community development. It is often forgotten, however, that networks and cooperative ventures lead to transaction costs, as they are associated with an increased need for communication, coordination and agreement (Taylor and Singleton, 1993, p. 196).

These transaction costs of a cooperation and thus its long-term success depend in particular on the homogeneity and stability of the shared values and goals. In addition, soft integration mechanisms such as reputation, trust and solidarity play an important role. In conjunction with this, trust then develops, which reduces the need for formal rules and control instruments and thus also lowers transaction costs. Furthermore, perceived fairness is also important: A cooperation is stable if all participants are convinced that the results and benefits from the cooperation correspond to their personal commitment. Finally, those involved in the collaboration should be able to establish common governance rules and impose sanctions. If a functioning cooperation develops in this way, a self-reinforcing control loop is created: the cooperation norms are strengthened, which in turn promotes the cooperation process (Morner and Wälder, 2013, p. 190).

With reference to the work of Nobel Laureate in Economics Elinor Ostrom and her book "Governing the Commons: The Evolution of Institutions for Collective Action", published as early as 1990 (Ostrom, 1990), the following recommendations can be derived in addition for primarily local collective action in consideration of scarce, public resources: First, the number of participants should be kept manageable. If the communities are too large, it is difficult to realize shared values and rules and the measures that can be derived from them. Furthermore, it should be possible to demarcate the jointly designed area or the jointly used resources from outsiders, which is not always easy or even possible with collective goods. Finally, it should be ensured that the collective rules established by the community or the decisions made are recognized by higher-level institutions on local, regional, national or even international level (Newig et al., 2011, p. 41).

1.4.3 Community Innovation Promotor

An important driver of social change towards more sustainable communities can be and often are key individuals with the capacity to connect various networks and involve them in the development of strategies and actions for sustainability (Kusakabe, 2013, p. 55). Those societal change agents are people who through their own initiative engage complex societal issues with an aspiration to contribute to systemic change at some scale level: in local communities, regions, countries, the global society (Jordan, 2011, p. 48).

Van Poeck et al. have addressed the variety of possible manifestations of change agents in the challenging environment of sustainability issues and developed the matrix shown in Figure 1-5. for this purpose. First, they distinguish between an instrumental and an open-ended approach to social change. The second axis represents the two poles of "personal distance" and "engagement". Here, it is necessary to classify the extent to which the change agent is more professionally or more emotionally involved in the change process. This results in a typology of four possible role models of a change agent (Van Poeck et al., 2017, pp. 4–7):

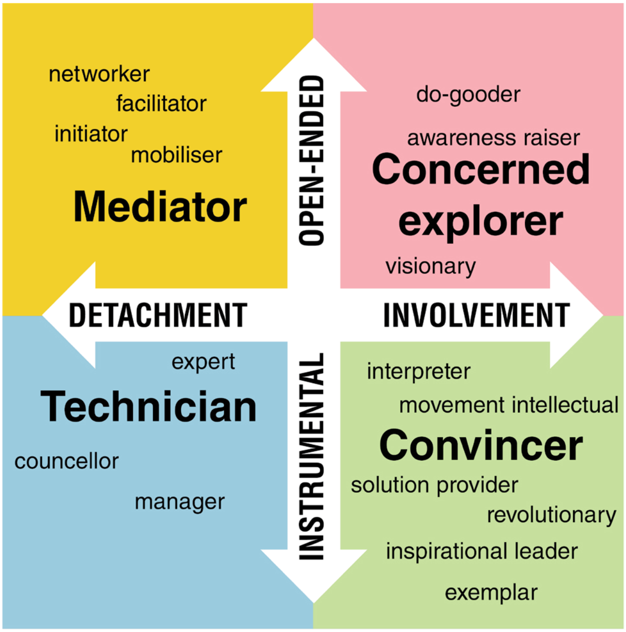


Figure 1-5: Typology of Change Agents (in accordance with Van Poeck et al., 2017, p. 5)

1. **Technician:** Change is seen as a matter of concrete problem solving. Important are technical knowledge, innovations and dealing with sociocultural factors. From the perspective of education, the acquisition of knowledge, skills in more linear problem-solving approaches are paramount and take precedence over ethical and aesthetic values. Technicians as managers can manage change processes and as an expert bring expertise to the change process.

2. **Convincer:** Sustainability is a personal concern that is linked to values, convictions and emotions. Predominant focus on socio-cultural change. Sees himself as reconnaissance, wants to convince and gain followers of a particular community. Aesthetic and ethical values are given priority over epistemological values. The focus on radical change at the individual or societal level is characteristic of the many roles that the convincer can take on. Conceivable roles include revolutionary, exemplar, leader or intellectual, or interpreter.

3. **Mediator:** Open-ended in terms of sustainable development and sees him or herself as an impartial third party shaping an open-ended, participatory and creative dialogue. Focuses on the collective creation of new knowledge or the transformation and further development of existing ideas and practices. Initiates, mobilizes, networks, and facilitates change processes.

4. **Concerned Explorer:** Similar to the "Convincer" but is personally involved. He or she brings opinions, values, and beliefs to the process and advocates for concrete solutions. Ideas and new ways of thinking emerge in a mutually responsive exchange within the community. The concerned explorer sensitizes, stimulates interest, and creates visions, inspiring others to engage in change processes or to change themselves.

The more emotional "Mediators" and "Concerned Explorers" can also be described by the role model of a "Democratic Leader." Democratic leadership, as understood here, is conceptually different from positions of authority; rather, it is defined as the exercise of three functions: distributing responsibility among members, empowering group members, and supporting the decision-making process in the group (Gastil, 1994, p. 953).

1.5 Third Mission of higher education institutions

The collaboration of higher education institutions with their local community environment requires a significant mindset shift towards transformative science. A local community is not a neutrally observable object of science. Instead, there is a constant co-evolution of knowledge, goals, questions, expectations and actions between all actors. According to Schneidewindt et al (2016, p 15): "The relationship between scientists and society has to be redefined where they take real-world problems as the starting point for research, where research questions are framed together with societal stakeholders and where different types of disciplinary and non-academic knowledge need to be integrated." It is therefore really important to always remain at eye level with the communities we aim to engage with. A community-oriented cooperation at the interface of university and civil society should be based on trust and characterized by mutual understanding of the goal, as well as ways of thinking and working. A culture of cooperation and transparency as well as active communication are a precondition for successful and long term cooperations. Universities stepping into this realm of education for sustainable development need to be aware that establishing and maintaining a cooperation culture at eye level is a demanding activity. Ideally, additional resources should be allocated to make sure there is always transparent communication, knowledge sharing and continuity. Often, a one semester cooperation does not lead to the required deeper system changes. One approach is to take a specific landscape as the ongoing system context. This could even be the direct environment of a university. Within this landscape, different sub-communities and their topics can be addressed over various years, leading ideally to cross-fertilization across groups and challenges.

1.6 Design Thinking and Business Development

The explanations in the previous section have shown overall that sustainable development at the local level entails a variety of challenges: Networks must be activated and designed in which those involved develop and turn into reality future visions in a participatory and interdisciplinary manner. This process should be based on shared values and mutual trust.

Regarding the desired changes towards more sustainability, it becomes clear that the trust of the community in the process and in the methods used is an important success factor. Against this background and based on our many years of experience in community-based sustainability projects and Living Labs, this chapter presents a proposal for the design of a change process with explanations of a broad portfolio of methods and instruments. From the point of view of the typology presented above, this addresses in particular the competence profiles of the mediator, which we believe are indispensable as part of the community development process.

With our work, we want to enable social innovations and the creation of social enterprises. To support this process effectively, further considerations are based on the Design Thinking approach. The method goes back to work by the Joint Program in Design (JPD) and the Design Department at Stanford University that began in 1957 (Auernhammer and Roth, 2021, p. 625).

Design thinking is a process to understand customers/beneficiaries' wishes, needs, and visions. It relies on observing, with empathy, how people interact with their environments, and employs an iterative, hands-on approach to create innovative solutions. It is a human-centered interdisciplinary approach to innovation that draws from the designer's toolkit to integrate the needs of people (desirability), the feasibility of technology, and the requirements (viability) for business success (Weiss, 2002, pp. 35–37). The method is therefore particularly suitable to support the solution of urgent sustainability problems. (Shapira et al., 2017, p. 286).

Figure 1-6 shows the interdisciplinary approach of design thinking with a view to the social, technical, and economic influences on the innovation process.

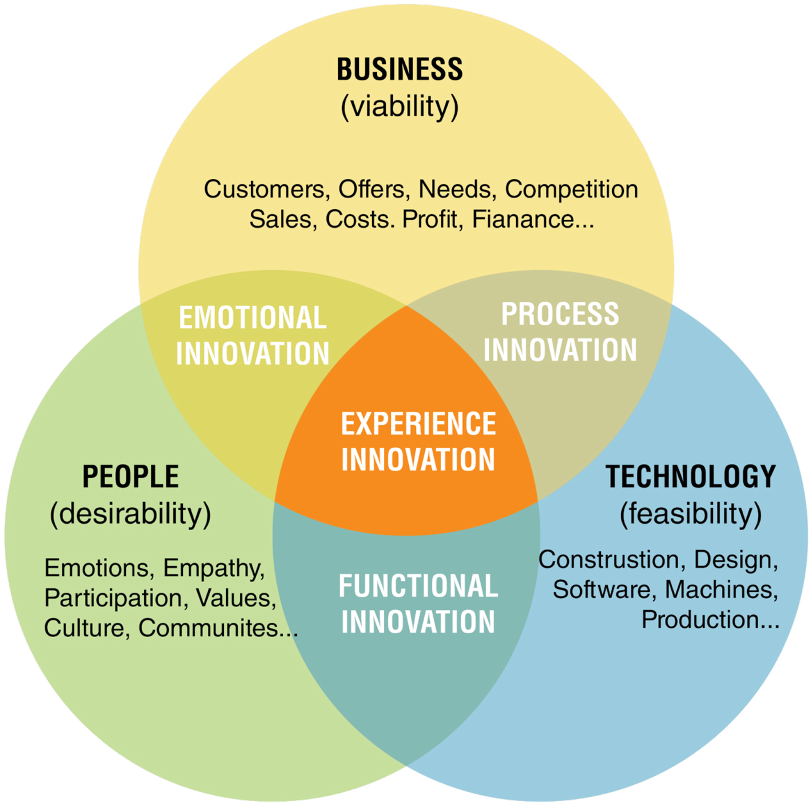


Figure 1-6: Design Thinking as an Interdisciplinary Approach to Develop Innovations (in accordance with Pererez, 2022)

At the beginning of the innovation process, it is necessary to identify and understand the existing problems. All relevant influencing variables should be included. Since it is a human-centered approach, Design Thinking in our interpretation begins by engaging with the people in the selected community and their needs, wishes, problems, challenges, and desires **(step 1: empathize and understand).** Based on this, the next step is to define the initial situation and challenges **(step 2: define).** The system interrelationships and the actual causes of existing problems and challenges must be fathomed (ask the last "why?"). The big challenge in this phase is to objectify the subjective perception and evaluation of the given situation from the community members' point of view, which results from step 1, as much as possible in an unbiased way. The goal is to work with the community to develop a body of knowledge that incorporates existing conflicting goals and addresses identified hurdles to sustainable development in the community. The research phase, consisting of steps 1 and 2, is a crucial phase for the success of the innovation process, and accordingly, sufficient time should be allocated here. Therefore, it is also important to carefully synthesize the collected information, contexts, and assessments. Methods of visualization and storytelling have proven their worth here (Grots and Pratschke, 2009, pp. 19–20).

Now follows the creative phase in Design Thinking. How can solutions be found for the identified problems and challenges **(step 3: ideate)?** Successful ideation takes place in groups that are as diverse as possible (age, education, gender, background, ...). Meetings usually involve small teams (5 to 10 participants), and facilitation aims to promote a creative way of thinking and acting in the groups (Knight et al., 2019, p. 1932). There are a variety of possible methods for this purpose, which are explained in more detail in the following section.

Knight et al, have stated in this context that ideation is a conceptual activity whose success depends on the actors involved and physiological factors. They make three recommendations: (1) participants should be prepared for creative activities through low-level cognitive and physiological stimuli, (2) involving participants who have ideation experience improves output, and (3) motivating participants in the ideation process is important to its success. Techniques such as gamification can improve the quality of outputs (Knight et al., 2019, p. 1937).

The goal of the idea phase is to create as many different and "wild" ideas as possible. For the further innovation process, it is now necessary to reduce these step by step and to create the solutions mentioned above that are just as desirable as they are affordable and feasible **(step 4: prototype).** For this purpose, the ideas must be made more realistic. Prototypes can take different forms. Models, pictures, storytelling or even simulations are possible. Measured by the degree of realism, prototypes range from further developed ideas to products, services, programs, or even draft legislation ready for implementation. These prototypes can now be tested in various iterations **(step 5: test).** This step is important in order to gain certainty about the relevance and feasibility of the prototype before the subsequent more detailed elaboration and resource-intensive implementation (Grots and Pratschke, 2009, pp. 21–22).

The design thinking process ends with the test phase. For our purposes of developing social innovation and business models, however, we need to think further. We need to go beyond the design of products, places, landscapes, or even services and programs to ensure that they can be implemented in the long term. Investments must be made, processes must be ensured, and ongoing costs must be covered. In our process model, these questions are initially answered by a business model based on the Business Model Canvas **(step 6: conceptualize)** and culminate in a comprehensive business plan with market analysis and detailed investment, financial and revenue planning **(step 7: plan the business).**

It is important to point out that this process cannot be run through in a linear and strict step-by-step manner. During the development of a business model, questions will arise that will make it necessary to fall back on methods and instruments from earlier phases. For example, in the phase of idea generation it may be necessary to re-examine the acceptance on the part of customers or beneficiaries (empathize and understand), or it may become clear in the "conceptualize" step that the social enterprise's offer is not yet convincing. In this case, suitable ideas must be sought again. All in all, it is an iterative process in which individual phases must be passed through several times.

Figure 1-7 shows an overview of the iterative seven-stage innovation and development process we have used as a conceptual framework for our community innovation process. In the following section, we will now discuss the individual steps in more detail and present a selection of possible methods that have proven useful and successful.

DEVELOPING SOCIAL INNOVATIONS / SOCIAL ENTERPRISES: AN ITERATIVE PROCESS

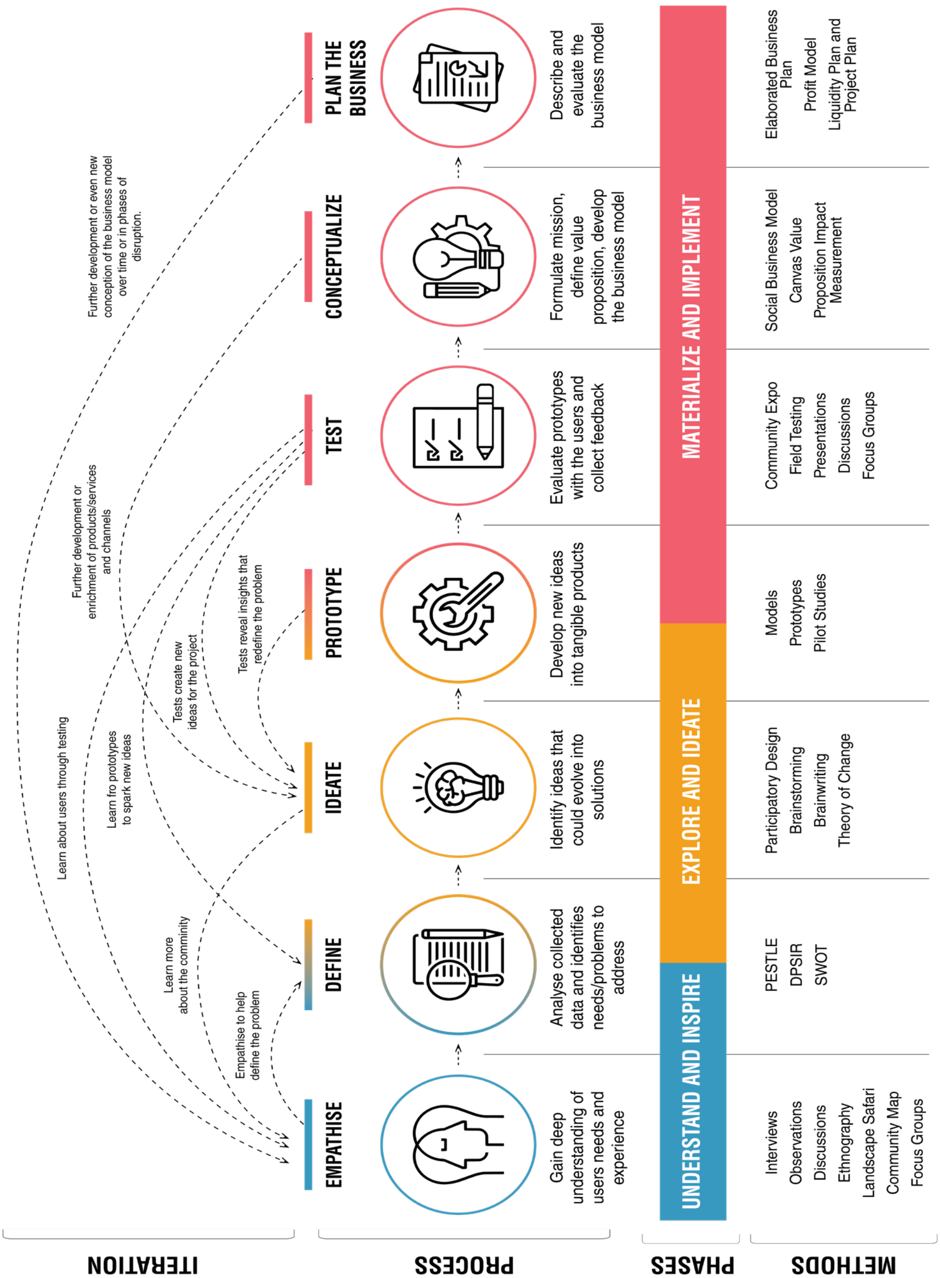


Figure 1.7: Developing SI/SE - An Iterative Process

2

CHAPTER TWO

DEVELOPING AND TESTING PROTOTYPES (BASED ON DESIGN THINKING APPROACH)

2.1. Empathize and Understand

2.1.1 Empathy and community development

An empathic approach can have a profound impact on the success of your [NM1] work as a community promotor. If you want to truly change something, talk to the people and understand their problems, needs, potentials, and desires. Empathy is a valuable tool in empowering communities and promoting positive change. By fostering a culture of understanding and collaboration, you can work together with community members to address the challenges they face and create a brighter future for themselves and their neighbors.

Empathy is the ability to understand and share the feelings of another person. It involves recognizing and putting oneself in another person's shoes to imagine what they might be feeling and experiencing. Empathy should not be confused with sympathy, which is a feeling of concern for someone else's well-being and distress, often accompanied by a desire to help. Sympathy is a reaction to another person's emotions, while empathy involves actually feeling what they are feeling. Empathy is feeling with someone, while sympathy is feeling for someone.

When you are able to understand and relate to o people's experiences and perspectives, you are better equipped to work together to create meaningful solutions to the challenges facing their community. Empathy helps to break down barriers and build bridges between you and the community as well as different groups within a community. By creating a safe and inclusive environment where everyone is heard and respected, community members are more likely to feel empowered to take action and bring about positive change.

In community projects, empathy can be shown in a variety of ways, such as active listening to others, showing interest in their experiences, and being open to different perspectives and ideas. Be mindful of how your words and actions may impact others. Put yourself in the shoes of your target audience/beneficiaries. See the world through their eyes. What motivates them? What are their pains and gains? What dreams do they have and what constraints are they under? Understand the landscape they live in. What are the potentials and limitations? Who is in power? What are the resources? This is the phase of questions. Be curious, empathetic, and unbiased. Do not: assume the answers, lead to an answer by saying "so, you're telling me this..." and make any initial hypothesis.

Here are a few ways you can demonstrate empathy when working with communities:

Active Listening: Show that you are genuinely interested in what others have to say by actively listening to their concerns, ideas, and experiences. Avoid interrupting or imposing your own perspectives and give people your full attention.

Understanding: Make an effort to understand the perspectives and experiences of others, even if they are different from your own. Try to put yourself in their shoes and see things from their point of view.

Respect: Treat everyone in the community with respect, regardless of their background, beliefs, or opinions. Avoid judgment and be open to different ideas and perspectives.

Cultural sensitivity: Be aware of and respectful of the cultural norms and practices of the community you want to understand. Avoid making assumptions and take time to understand the cultural context.

Support: Be there for people when they need support, whether that means lending an ear or offering practical assistance. Demonstrate that you care about their well-being and that you are invested in their success.

Community engagement and participation: Work with others to find common ground and build bridges between different groups within the community. Encourage collaboration and cooperation, and help to build a positive and inclusive environment. Encourage active participation and co-creation from community members by providing opportunities for them to share their experiences, perspectives, and needs. This can include conducting focus groups, surveys, and one-on-one interviews.

Reflection and self-awareness: Reflect on your own experiences and biases and how they may influence your mapping practices. This can help to prevent the imposition of outside perspectives and assumptions.

In order for empathy to be effective in empowering communities, it must be accompanied by action. Community members must be willing to take concrete steps to address the challenges facing their community and work together to find solutions. This might include organizing community events, advocating for change, or working with local leaders and organizations to create a positive impact.

When you start your work as a community promotor, it is critical to gather information about the community, its stakeholders, challenges, and opportunities. By demonstrating an empathic approach, you can build trust, increase collaboration, and foster a more positive and inclusive environment in the community. This, in turn, can lead to greater success and fulfillment in your work as a community promoter. Several tools and methods can be used for understanding the community.

2.1.2 Community Mapping - basics and methods

Community mapping is a process of creating a visual representation of a community, its physical and social characteristics, and its assets and challenges. The goal of community mapping is to gather and represent information about a community in order to better understand its needs, strengths, and opportunities. Community maps are unique and powerful spatial learning and planning tools and can be used for a variety of purposes, including community understanding, planning and development, resource allocation, and advocacy. They can also help to build community connections and promote collaboration between community members, organizations, and decision-makers. Community maps help to document the past, inventory the present and envision the future (Lydon 2003). Maps are inspiring and provide a unique language for humans to communicate with one another.

Understanding community involves using empathy to comprehend and represent the perspectives, needs, and experiences of the individuals and communities being mapped. The goal is to create a map that accurately represents the community and its needs, rather than imposing outside perspectives and assumptions.

There are several techniques for empathy research - field research when you experience first-hand what it's like to be the person you wish to understand:

- **Empathic listening** - is an in-depth interview (IDI) that involves playing back what you have heard to check you understand its emotional meaning "You feel...(name the emotion expressed by interviewee) because... (name the thoughts, experiences, and behaviors they mention)
- **Empathic laddering or The Five Whys** - consists of laddering 'up' from the answer to an initial 'why' question i.e. How did you feel about that? Why do you feel that is? Why do you feel that?...
- **Empathy mapping** - a technique used in design research in order to better understand the emotional world of someone else

Community maps help you communicate your understanding of the community to the community and allow the community to make corrections, so that step-by-step a deeper understanding evolves. They illustrate your own understanding of the community and your group members' understanding to develop a joint understanding within your team and community.

Community mapping can involve a wide range of data and information, including demographic data, land use patterns, transportation networks, community assets, and more. The mapping process can involve the use of various technologies and methods, including GIS (Geographic Information Systems), paper maps, and digital tools. The range of techniques is wide. They may be hand-drawn, painted on fabric or poster, or printed as folded maps or book-length atlases. Community maps may be entirely web-based.

Mapping might involve the use of different methods such as interviews, questionnaires and surveys, interviews, round table and focus group discussions, observations, landscape safari, mental mapping (drawings made by individual community members), and photovoice. These data might be cross-referenced with GPS coordinates or extant geographical data systems. Increasingly, community-mapping projects employ GIS technology in various forms, suggesting an important relationship between the fields of community mapping and PPGIS. (Parker 2006)

There are several steps in the successful community mapping process:

Landscape Safari – you start to become familiar with the landscape system and the community that lives there.

Map of Actors – you will understand actors/stakeholders.

Empathy Map and Persona – you will understand individuals who form the community.

Community Map – you will create the final diagram that will include people, landscape, and challenges.

1. Landscape Safari

Landscape Safari is a new methodology that will add a layer of understanding. It is conducted in a natural setting. This method is all about going "into the wild" to experience the landscape and its community, even without any basic information about them.

During the Landscape Safari you are immersed in the environment where the community lives and you observe, analyze and describe what exists, including landscape, people, and ecosystems. It is very important to be specific and avoid personal judgment and perception.

Community members may or may not know about them being studied. The **what/how/why** method is used to observe the community and understand:

what they are doing,

how they are doing it, physically,

why they are exhibiting those behaviors.

The "**why**" is very important because it will start giving us information about their behavior and either validating some of our early assumptions or crafting new hypotheses.

Picture 2-1: Discovering Landscapes in Ajloun, Jordan During Landscape Safari, October 2022

During Landscape Safari you can combine different methods to record your findings or be exposed to existing conditions such as:

- **ethnographic field notes** are short notes you create on the spot, they record and analyze culture, society, or community;

- **interviews** conducted with the community members: might be conducted informally, conversationally, or in an open-ended interview;
- **the direct observatio**n that is unstructured (without a specific plan or goal) observation of the community members;
- **participant observation** when you take part in the community's everyday life.

Picture 2-2: Meeting with one of the Members of the Community of Rasun, Jordan, October 2022

During Landscape Safari, it is important to record your impressions right on the spot by writing, sketching, or making photos (photos of people should be taken after their consent). Landscape Safari can provide you with a first impression and basic overview and can become a starting point for further analysis. During Landscape Safari, it is important to record your impressions right on the spot by writing, sketching, or making photos (photos of people should be taken after their consent). Landscape Safari can provide you with a first impression and basic overview and can become a starting point for further analysis.

Picture 2-3: Meeting with an Owner of a Private Museum in Orjan, Jordan, October 2022

2. Map of Actors

Understanding different actors and stakeholders that are relevant to the social challenge you want to address is crucial for community mapping. Map of Actors, presented as visual diagrams, helps with the understanding of the key organizations and/or individuals and the relationships between them (Gopal and Clarke 2015; GmbH 2015).

The Map of Actors, also known as Stakeholder Analysis, is a tool used in project management and strategic planning to identify and analyse stakeholders involved in a project or initiative. The origins of the stakeholder analysis approach are unclear, but it is believed to have been developed in the late 1960s or early 1970s. It has become a widely used tool for identifying and engaging with stakeholders in a variety of fields, including business, government, and social entrepreneurship.

To create a successful map you should follow these steps, which will help in defining local and external stakeholders:

1. Identify the topic and set boundaries

- What is the topic and what are the boundaries of your issue?
- What is the scale of your challenge? Local, regional, or national?
- How specific do you need to be? (focusing on generic actors [NM1] such as schools, governmental agencies, or service providers or specific actors such as specific organizations, groups, or individuals)
- What is the level of detail that allows you to summarize and capture relevant relationships between the actors?
- Consider developing separate maps for different sub-topics if the issue is very complicated.

2. Organize the structure of your map and identify an initial set of actors

- Pick the template (see figure 2.1 – please note both templates allow you to include the state (public sector), civil society, and the private sector if you need to differentiate between them) or create/adjust the template according to your project.
- Define the issue
- Identify the core area (key actors and primary actors). Key actors have a significant influence on the project and they are usually involved in the decision-making process. Primary actors are stakeholders affected by the project. Primary actors might benefit or might be negatively affected by the project (i.e. by losing power or privilege). The boundary between these two categories might be fluid and usually reflects the grade of involvement in the project. These three groups are usually local stakeholders and exist within the community context you are observing. Usually, they have concrete and specific interests (stakes).

- Define secondary actors. Usually, their involvement in the project is indirect or temporary and they represent external stakeholder groups. Secondary actors usually are not living or working in the community but still, they have stakes and interests. These can be local authorities, politicians, associations, or service providers.
- Identify veto players. They can be key, primary, or secondary actors. Because of their power, institutional position, or other resources, they might affect the grade of participation of other actors – speak on behalf, influence, or even exclude from the process.
- Select the form of participation (private sector, civil society, state). You can add other forms of participation if necessary.

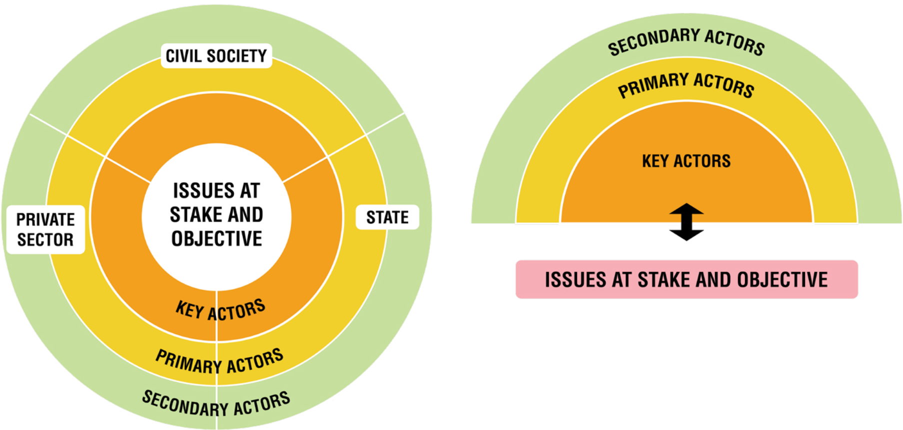


Figure 2-1: Map of Actors – Onion and Rainbow Templates (GIZ, 2015, p.131)

3. Understand the role of the actors in the system.

You can use symbols from figure 2.2, or complement them with additional ones if necessary. The size of the symbol represents the actor's influence with respect to the issue at stake. The symbols should reflect:

- What is their level of influence?
- Can they change the objectives of the project?
- Place the actors on the template. If there is a relationship between the actors, place them close to each other.

	Key or primary actor with little influence
	Key or primary actor with little influence
	Veto player
	Veto player

Figure 2-2: Symbols of Actors (GIZ, 2015, p.132)

4. Map relationships between the actors (figure 2.3). In this step, you also assess the level of engagement and connections among actors and related systems.

- Use different visuals according to the type of relationship (close, weak, informal, etc.).
- Define the quality of the relationship (mutual trust, coordination, dominance, etc.)
- Develop new symbols if needed.

———	Solid lines symbolise close relationships in terms of information exchange, frequency of contact. overlap of interests, coordination, mutual trust, etc.
- - - ? - - -	Dotted lines symbolise weak or informal relationships. The question mark is added when the nature of the relationship is not clear yet.
═══	Double lines symbolise alliances and cooperation partnerships that are formalised contraactuallyor institutionaly.
⟶	Arrows symbolise the dominance of one actor over another.
➤ ➤ ➤ ➤	Series of arrows symbolise relationships marked by tensions, conflicting interests or other forms of conflict.
vvvvvvvv	Coiled lines symbolise relationships that have been interrupted or damaged.

Figure 2-3: Symbols for Visualization of the Relationships Between Actors (GIZ, 2015, p.132)

5. Evaluate the outcome jointly with the community Answer the following questions during the discussion:

- Does the map reflect the current reality?
- Are all relevant actors mapped?
- Are there any relationships missing?
- What changes are suggested to the structure?

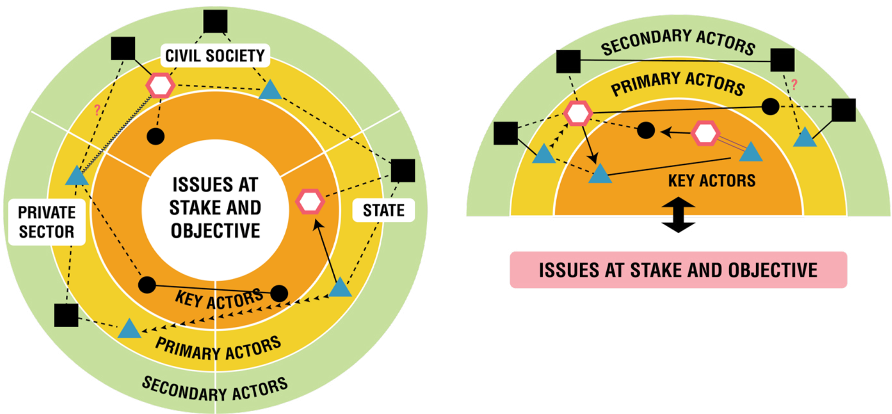


Figure 2-4: symbols for visualization of the relationships between actors (GIZ, 2015, p.132)

3. Interviews, Empathy Map and Persona

With all actors and the relationships between them identified, you are ready to move to the next step. Community mapping is an iterative process, you might need to go back to the previous phase. Now it is the time to identify the needs, objectives, power, and capacities of each group. If your community is linked to a physical location (i.e. neighborhood, village) you may also represent the local landscape context, cultural elements, and other spatial characteristics.

To understand all these issues you should apply the appropriate methods. Meeting with a politician will be different from meeting with a group of local farmers. You should decide if you use qualitative or quantitative methods. Normally in community research, you should combine different methods to achieve a good level of understanding and create a final community map.

Interviews

Conversations are a rich and crucial source of knowledge about personal and social aspects of our lives (Brinkmann 2023). However, the question arises: with whom and how should we talk? The interview should be designed according to the audience (key informant, individual, group, stakeholder interview). Interviews are usually one component of a research strategy utilizing complementary methods such as questionnaires or observations, to verify and humanize data collected using other means.

There are three types of interviews based on the structure:

- **Structured interviews** – based on the same logic as questionnaires, they follow a script of questions that allow easy comparison between answers of different stakeholders. This kind of interview does not take advantage of the dialogical potential for knowledge production due to their rigid organization but they are easier to control in terms of questions and timekeeping and are easier to analyze. They are passive recordings of people's opinions and attitudes (Brinkmann 2023).

- **Unstructured interviews** – do not have a structure allowing for narrative interviewing such as "story of my life". It means that you cannot prepare specific questions, since they arise during the interview. It means also that a significant amount of time should be spent with the interviewee in order to facilitate telling the story.
- **Semi-structured or relatively unstructured interviews** fall between the previous types. They make better use of the knowledge-producing potentials of dialogues and give you a greater chance of becoming visible as a knowledge-producing participant but at the same time, you have more control in focusing the conversation on issues that are important to the project. Semi-structured interviews allow for flexible detours in a conversational format.

The interviews will vary also according to the number of participants:

- **Individual interviews** - one interviewer and one interviewee – are usually less dynamic than group interviews. They are often much easier to conduct, more personal, and more confidential. With empathy, you can create an atmosphere of trust, understanding, and support.
- **Group interviews or focus group discussions** – you become a "moderator," and you guide the group discussion on specific themes of interest allowing participants to share experiences, stories, memories, perceptions, wants/needs, and fantasies. The dynamic created by a small group of well-chosen people, when guided by a skilled moderator (you), can provide deep insight into themes, patterns, and trends and can be used to include a number of different perspectives. Focus groups should always be supplemented with well-chosen quantitative and qualitative methods that continue to investigate attitudes and behaviors, and

allow you to observe people in the actual context for which your product or service will be used. Results from focus groups should never be extrapolated for how the population in its entirety feels. Important factors to take into consideration are moderation, proper recruitment, safe environment (to avoid the fear of being judged being diminished i.e. peer setting). Group interviews are more flexible in comparison with individual interviews, and they may be closer to everyday discussions. The standard size for a focus group is between 6 and 10 participants. With fewer participants, you will not have the expected variety of perspectives, while with more participants it might be difficult to moderate.

Picture 2-4:Focus Group Meeting with Women from Local Community, Ajloun, Jordan, October 2021

Before developing the strategy for the interview, you should define:

- Purpose and scope – what kind of knowledge would you like to produce? What will the agenda look like? Which issues will you tackle during the interview?
- Participants– is it going to be an individual or group interview? Who will be invited? How do you inform participants about the aim and scope and receive their consent to use the data they will share with you?

- Guidance - How are you going to guide the interview? Even for an unstructured interview, you should develop a set of open-ended questions you would like to ask.
- Media - is it going to be a face-to-face interview or do you use telephone, internet, or other media? During a face-to-face interview, you might record other data such as body language, facial expressions, and gestures.
- Process – how you will facilitate the process of describing certain situations or phenomena by the interviewee by inviting him to give a description (i.e. could you please describe...? What does it mean for you...? Why do you think....?). You can use the strategy of Five Whys to facilitate the process.
- Recording and analyzing – how are you going to record your findings? How are you going to analyze them?

The Empathy Map (figure 2-5) is a tool, which helps in understanding another person's perspective. It will help to structure your interview and at the same time, it is a tool to record the answers. It can be used during individual interviews and focus group meetings where all participants are coming from a similar background.

The Empathy Map was created by Dave Gray, an American entrepreneur and author who is best known for his work in the field of design thinking. Gray introduced the Empathy Map in his book "The Connected Company," which was published in 2012 (XPLANE, 2023).

There is a set of questions that can help you to understand people's perspectives:

- What do people **THINK AND FEEL?** - What is important for them? Which priorities do they have? What are their main concerns, worries, preoccupations, dreams, and aspirations?
- What do people **HEAR?** - What do they hear from other people: their friends, neighbors, representatives of authorities?
- What do people **SEE?** – How do they perceive the landscape? How is the environment they live in?
- How do people **SAY AND DO?** – What is their attitude in public? What is the public's attitude toward you? How are they perceived by others? How do they behave? What contradictions do they present?

From the above questions you can obtain **PAINS, JOBS,** and **GAINS** – a conclusion of what is there, what should be done, and what are the expected results.

PAINS - What are their fears? What limits and obstacles do they face in achieving what they want? What risks are ahead and must be taken? What efforts or risks are they not willing to take?

JOBS - What are the efforts they make? What else can be done?

GAINS - What are the results, and the benefits they hope to obtain: What are their real needs or wants? On what do they base success? How can they achieve their goals?

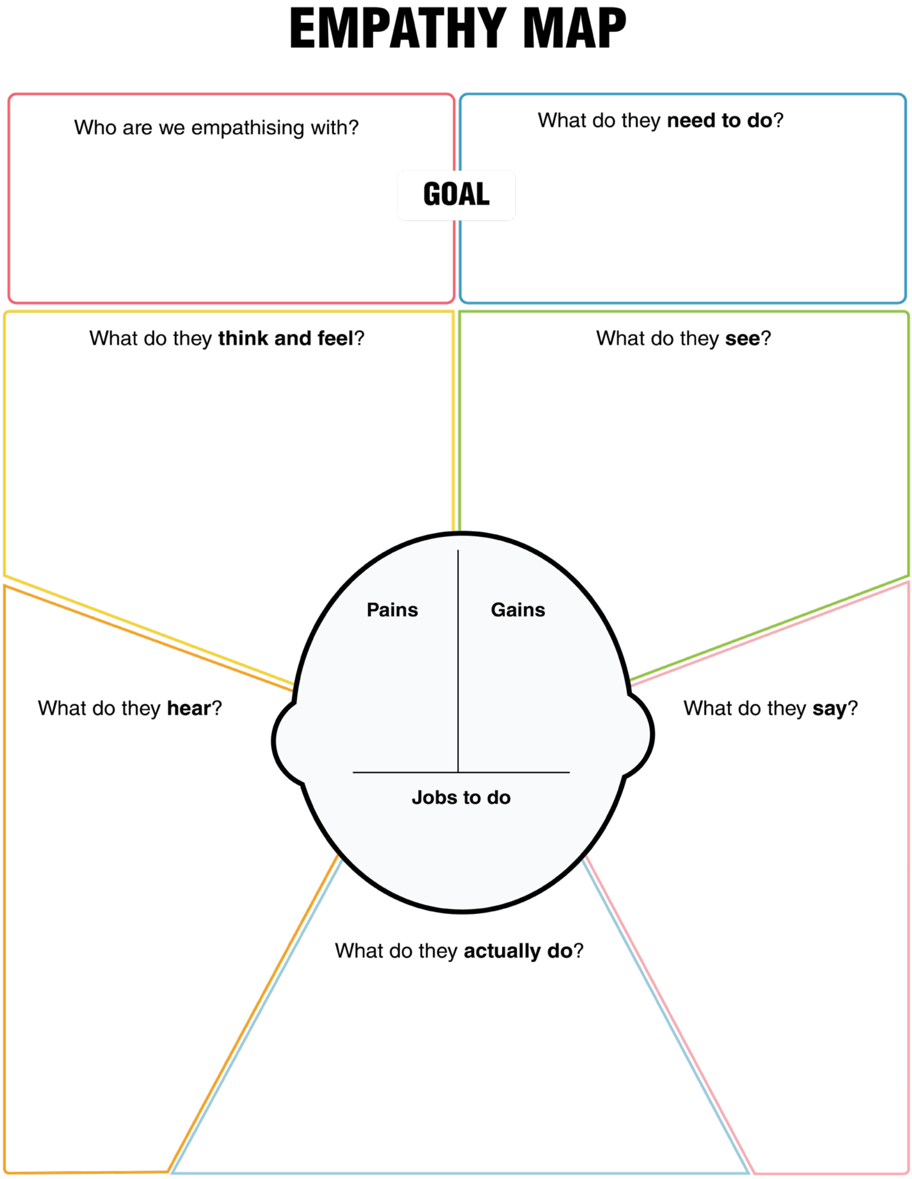


Figure 2-5 Empathy Map Template (Gray et al., 2011)

Personas

When you are creating an Empathy Map, you can notice that some people are sharing similar perspectives. This is the moment where you can group your findings and define Personas (figure 2-6). Persona Canvas template was developed by a team of designers and strategists led by Dave Gray, the founder of XPLANE (2023).

Personas consolidate archetypal descriptions of user behavior patterns into representative profiles, to humanize design focus, test scenarios, and aid design communication (Cooper 2004). Persona consists of a description of a fictional person who represents an important group of stakeholders. Typically it presents information about the demographic, behavior, attitudes, etc.

They have several characteristics:

- it has a user-centered design – delivered by understanding people's perspectives
- crafted from information collected from real users through sound field research
- capturing common behaviors in meaningful and relatable profiles
- human description facilitates easy empathy and communication
- similarities across users are clustered to begin forming synthesized, aggregate archetypes
- helpful in developing, discussing, and presenting product, service, or system design in the definition and ideation phase
- provide a persuasive human reference when communicating research summaries and scenarios

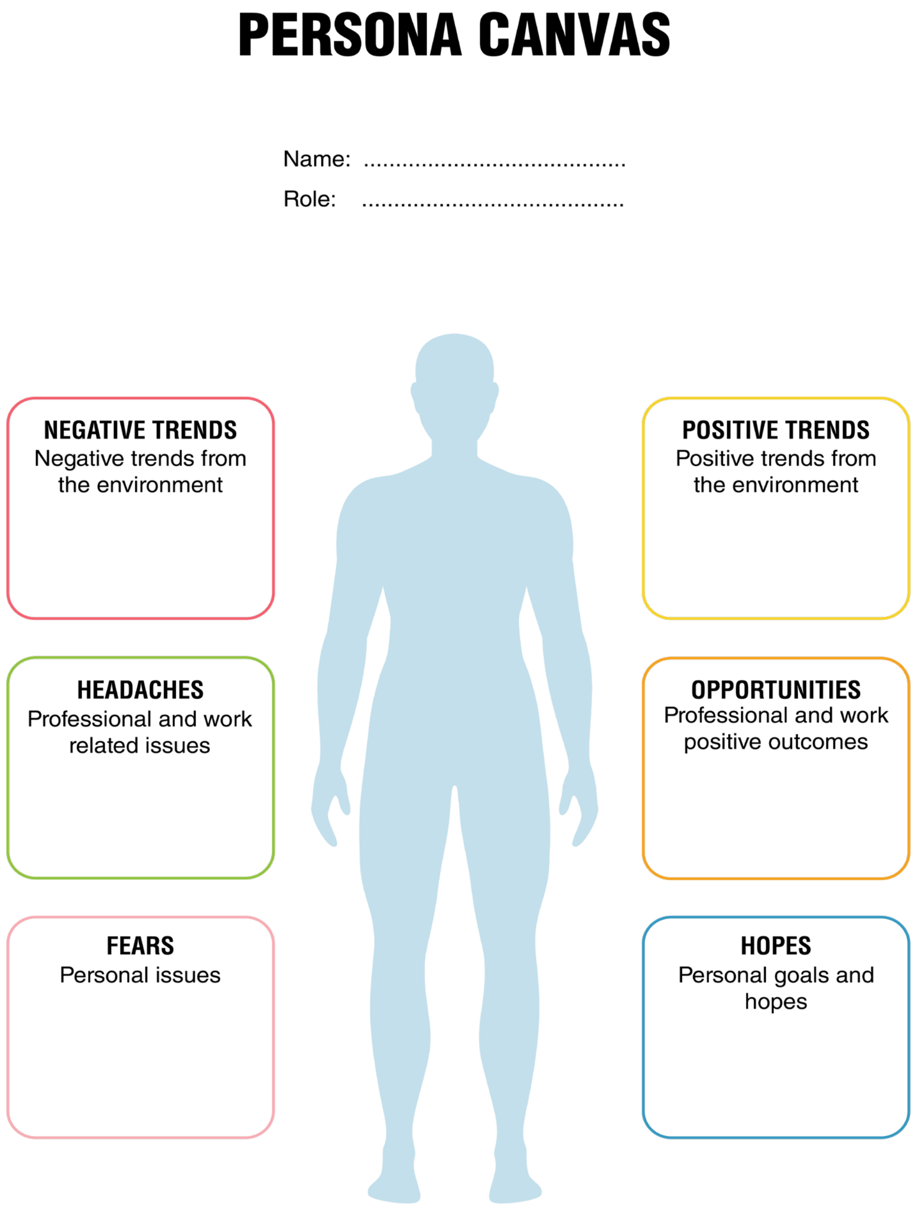


Figure 2-6: Persona Canvas Template (designbetterbusiness tools, 2019)

How to fill the Persona Canvas template? Start with defining who he/she is. Give the name, age, background, personal story, and role in society. More elements you include the more "real" persona you will create. Put yourself in his/her shoes. As you can see our persona is in the middle of the sheet, on the left side (negative) we have Fears, Headaches, and Negative Trends on the right side (positive) we have Hopes, Opportunities, and Positive Trends. Starting from the bottom of the sheet, we define negative and positive assets in personal and professional life and finally trends that are affecting Persona from the environment. Define from his/her perspective what are his/her:

Negative	**Positive**
FEARS - refers to personal issues, is there any pressure from the family or society? Personal problems and challenges? HEADACHES – refers to professional issues, they might be related to work, lack of resources or professional development NEGATIVE TRENDS – what impacts Persona in a bad way – it might include social trends, changes in the environment	HOPES - refers to personal goals, hopes and dreams, what are personal expectations for the future? OPPORTUNITIES - refers to professional goals, achievement expected in the work or professional development goals POSITIVE TRENDS – what impacts Persona in a good way – it might include social trends, changes in the environment

Table 2-1: Positive and Negative Trend in Persona Canvas

Creating Personas for different actors will help you to better understand their needs, hopes, challenges, and trends that might affect them in both positive and negative ways.

Questionnaires

Questionnaires are survey instruments designed for collecting self-report information from people about their characteristics, thoughts, feelings, perceptions, behaviors, or attitudes, typically in written form. They might help to validate your findings and highlight important trends. You can print them on paper and conduct the survey face-to-face by reading questions and collecting the answers or you can do it online using different Internet questionnaires and survey tools (i.e. SurveyMonkey, Google Forms, LimeSurvey). Online surveys might reach more people (by using i.e. Social Media) but on the other hand might not generate too many responses, especially from community members that are not familiar with the technology.

There are two types of questions you can use:

- open-ended questions that provide an opportunity for depth of response (i.e. what do you think about your village? The participant can share his or her experiences and perceptions)
- closed-ended questions that are easier to numerically analyze and communicate – they might be composed of YES/NO choices, different words to choose, or a Likert scale (when you want to measure attitudes, feelings, or opinions)

A Likert scale provides a greater degree of nuance than a simple YES or NO by allowing different options (usually five to seven). The options on each end are called response anchors. Each item has a score from 1 to 5 or 1 to 7. The example could be as follows:

Question: I think my village is a great space to live

1. Strongly disagree (response anchor – negative)
2. Disagree
3. Neither agree nor disagree (neutral)
4. Agree
5. Strongly agree (response anchor – positive)

With the Likert scale, you can explore the level of agreement, satisfaction, experience, etc.

For instance:

- **Quality:** Very Poor, Poor, Fair, Good, Excellent
- **Satisfaction:** Extremely Unsatisfied, Somewhat Unsatisfied, Satisfied, Somewhat Satisfied, Extremely Satisfied
- **Experience:** Very Negative, Somewhat Negative, Neutral, Somewhat Positive, Very Positive

How to compose a questionnaire? They are rules you should follow:

- question-wording and response options - the question should be clear and specific, don't use words that might confuse your responders, in the case of open ended-questions the responses might be generic if the question is not specific enough
- include different types of questions and statements to keep your participants engaged
- sequencing – all questions should appear in a logical sequence
- length – if the questionnaire is too long people might decide not to respond
- layout, appearance, clarity, instructions, arrangement, and design – it should be easy to follow
- compose your questions using both – positive and negative framing, otherwise, the participants might be biased towards

agreeing or disagreeing with all questions

- avoid double negatives – you might confuse participants and they might hesitate about which options they should choose
- ask about one thing each time, otherwise, participants might not be sure what to answer
- make your question clear and create relevant responses
- Questionnaires may be used in isolation, but are more commonly triangulated with other methods such as observations or interviews.

With all information gathered, you are ready to prepare your final community map. Choose the technique you prefer, add visuals, and understand the information gathered.

One of the tools to create a Community Map might be ArcGIS StoryMaps, which is a story-authoring web-based application that allows you to share your maps in the context of narrative text and other multimedia content. It can be used to:

- build stories that can include maps, narrative text, lists, images, videos, embedded items, and other media,
- publish and share stories with a unique URL that can be shared within your organization, to specific groups, or with everyone
- create and publish collections of stories for easy sharing and presenting
- manage different stories (ESRI 2023)

Discover our stories from Ajloun, Jordan (MESILTeam, El Khoury, and Miller 2022) and Beirut, Lebanon (AUBTeam, MESILTeam, and Dhaini 2021)

Combine it with Empathy Map and Persona Canvas. You may identify gaps and power conflicts. Are there any invisible communities? Don't represent these elements as separated from each other. What is the relationship between them?

- Are they close or distanced from each other?
- Who is more powerful? Which voices are hardly heard?
- Do they have any shared concerns?

4. Community Map

A community map is a graphic representation of any human-centered system context. You can create a hand-drawn artifact or use digital tools for development. Hand-drawn maps are nice because they trigger fun and identification among community members. Digital maps have the advantage of being easy to modify and develop. Please consider the community map as a tool and working document that is constantly evolving. Therefore, a flexible display method should be preferred.

Typical elements of a community map include the following - For each group, you can identify their needs, goals, power, and capacity.

- Social groups within the community, e.g., youth, children, students, parents, retirees, etc. These groups usually have specific needs that you can also make clear in the map. These people may not be organized in any way, but they are usually present in the context you are observing.
- Local Interest Groups: These groups are organized in one way or another. They exist only within the community context you observe. For example: the local community center, local churches, local interest groups, landowners, small businesses, and retailers

- External stakeholder groups are not present in the context you are observing, but have stakes and interests. These may include local government, politicians, associations, care providers but also visitors and tourists.
- If your community is tied to a physical location (e.g., neighborhood, village), you can also map the local landscape context, cultural elements, and other spatial features.
- Try not to portray these elements as separate from each other. What is the relationship between them? Are they close or distant to each other? Who is more powerful? Which voices are barely heard? Do they have common concerns?

Of course, much of your thinking will be based on assumptions, especially at the beginning of your observations. Discuss the map in the community to allow for corrections and additions. Figure 2-7 shows an example for a community map of a neighborhood in Beirut, Lebanon - created by students in summer 2021.

Figure 2-7: Example for Community Map

2.2. Define

2.2.1 Be confused!

In the previous phases, you tried to understand the community. You conducted interviews with stakeholders, drafted a community map, and developed Personas. You may encounter conflicting or unclear information. You are confronted with wicked problems, which can lead to confusion. That is great because confusion is a natural part of the design thinking process! You are just about to leave your comfort zone!

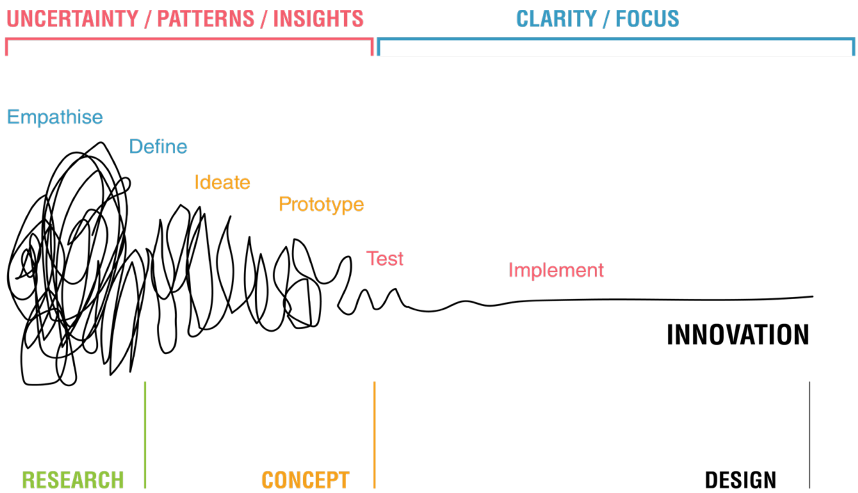


Figure 2-8: Design Squiggle by Damien Newman (2023), Adapted

1. Wicked Problems

You have just discovered that you are dealing with complex issues that are difficult to define and solve. We call them “wicked problems”. They are characterized by high levels of uncertainty, ambiguity, and interconnectedness. Wicked problems have 10 defining characteristics (Rittel and Webber 1973):

- they are not amenable to definitive formulation;

- it is not obvious when they have been solved;
- solutions are not true or false, but good or bad;
- there is no immediate or ultimate, test of a solution;
- every implemented solution is consequential, it leaves traces that cannot be undone;
- there are no criteria to prove that all potential solutions have been identified and considered;
- every wicked problem is essentially unique;
- every wicked problem can be considered to be a symptom of another problem;
- a wicked problem can be explained in numerous ways and the choice of explanation determines what will count as a solution and the actors are liable for the consequences of the actions they generate.

Figure 2-9: Wicked Problems (Wahl, 2017)

Some common examples of wicked problems include climate change, poverty, inequality, public health, education, and social justice. These issues are difficult to define and solve because they involve a multitude of factors and stakeholders involve conflicting goals, and are often deeply embedded in complex systems and structures.

Wicked Problems: examples

- There are many examples of wicked problems, as these issues can be found in various fields and contexts. Here are some common examples of wicked problems:
- Climate change: The impact of human activities on the environment has led to rising global temperatures. It is causing changes in weather patterns, sea level rise, and loss of biodiversity. Addressing climate change requires global cooperation, technological innovation, and changes in human behavior.
- Poverty: Poverty is a complex issue that affects individuals, families, and communities around the world. It is often caused by a combination of factors, including a lack of access to education, healthcare, and economic opportunities. Addressing poverty requires systemic changes, such as improving social safety nets, providing access to education and job training, and promoting economic growth.
- Social justice: Social justice issues involve fairness and equality in society, including issues related to race, gender, sexuality, and economic status. Addressing social justice requires systemic changes, such as addressing systemic discrimination, improving access to resources and opportunities, and promoting diversity and inclusion.

Wicked problems are different from tame problems, which are relatively straightforward and can be solved using established methods and tools. Tame problems have clear goals,

well-defined boundaries, and predictable outcomes, whereas wicked problems are characterized by uncertainty, ambiguity, and unpredictability.

Solving wicked problems requires a collaborative, innovative, adaptive, and interdisciplinary approach that engages stakeholders with diverse perspectives and expertise. It also requires creativity, experimentation, and iterative learning, as there is often no clear solution or best practice for these problems.

2. Comfort zone

What is the **comfort zone**? In short: it is a state or situation where you feel safe, in control, and comfortable - your skills, ability, and determination are not being tested. As defined by Bardwick (1995) "The comfort zone is a behavioral state within which a person operates in an anxiety-neutral condition, using a limited set of behaviors to deliver a steady level of performance, usually without a sense of risk." Your comfort zone depends on your experience, education, cultural background and personal preferences. Inside your comfort zone, you do not typically engage in new experiences or take on any challenges. You participate in activities that are familiar, making you feel "in control" of your environment. It is an area of relaxation but at the same time - stagnation. In your comfort zone you feel competent and familiar with the problem and the solutions are predictable. Leaving your comfort zone has several benefits such as self-actualization, growth mindset, greater self-efficacy and improved resilience.

The area outside of your comfort zone, the **fear zone**, is new territory; unpredictable, unexpected, unfamiliar, and perceived as risky and uncomfortable. Very often while moving outside of your comfort zone you feel great confusion. You will face new challenges you are not familiar with – you might feel fear, anxiety, and lack of self-confidence. You will try to find excuses to go back to your comfort zone. By embracing confusion at this phase, you can push beyond your initial understanding of the problem, challenge your assumptions, question existing solutions, and develop more creative, innovative, and effective ideas.

Whenever you face your challenges, focus on solutions rather than problems and spot new opportunities you will move into a **learning zone**. You will acquire new skills to overcome the challenge and you will start to expand your comfort zone and you will feel more comfortable and secure than before.

As your personal development continues you will start to create long-term visions. Welcome to the **growth zone!** You will learn to set new goals, you will find your strengths, develop new ideas, and you will obtain new outcomes. As a last step, you will start to feel comfortable in your growth zone, it means that you have just expanded the comfort zone. You will notice that the process will start again when you face a new challenge. As Maslow (1998) said: "One can choose to go back toward safety or forward toward growth. Growth must be chosen again and again; fear must be overcome again and again".

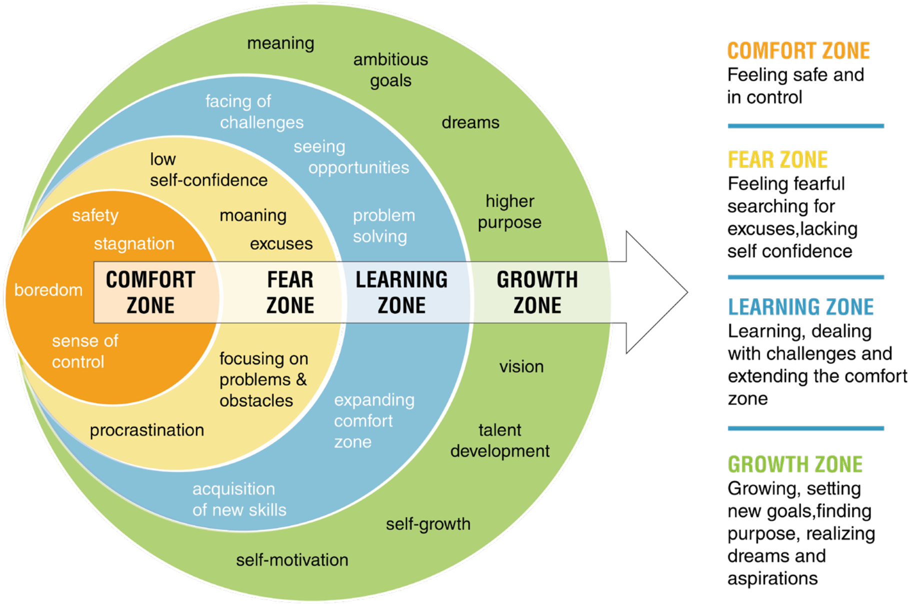


Figure 2-10: Leaving the Comfort Zone' Source: PositivePsychology.com Toolkit (2023) – 'Leaving The Comfort Zone' and Innobatics (2023) adapted

Challenges and leaving the comfort zone

Challenges have different dimensions for different people. For some, it might be tasting new food, for others traveling alone to another city or turning off your cell phone for one week. It means always stepping outside of your comfort zone and taking on a new task. It might happen on a physical, emotional or mental level. On June 3rd, 2017, Alex Honnold, the famous rock climber became the first person to free solo ascent of El Capitan, the granite monolith 914 m high in Yosemite National Park, USA. He scaled the wall without a rope, a partner, or any protective gear—completing what was described as "the greatest feat of pure rock climbing in the history of the sport" Of course he did not start with this rock, it was a journey of his life, steps he followed challenging his fears and developing skills. As he said: “My comfort zone is like a little bubble around me, and I’ve pushed it in different directions and made it bigger and bigger until these objectives that seemed totally crazy eventually fall within the realm of the possible” (Honnold and Roberts 2018). You can also watch the documentary Alone on the Wall where he talks about how the challenges appeal to him: “always being able to push yourself, always having something bigger to do or harder to do, or anytime you finish a climb there is always the next thing you can try”.

2.2.2 Methods

1. PESTLE

In the context of wicked problems, PESTLE analysis - a framework that is used to analyze external factors - is a useful tool for analyzing and developing strategies to address them by understanding the external factors (Aguila, 1967). It can help stakeholders understand the complex and interconnected factors that contribute to the problem and identify potential opportunities and threats. The acronym PESTLE stands for Political, Economic, Social, Technological, Legal, and Environmental factors.

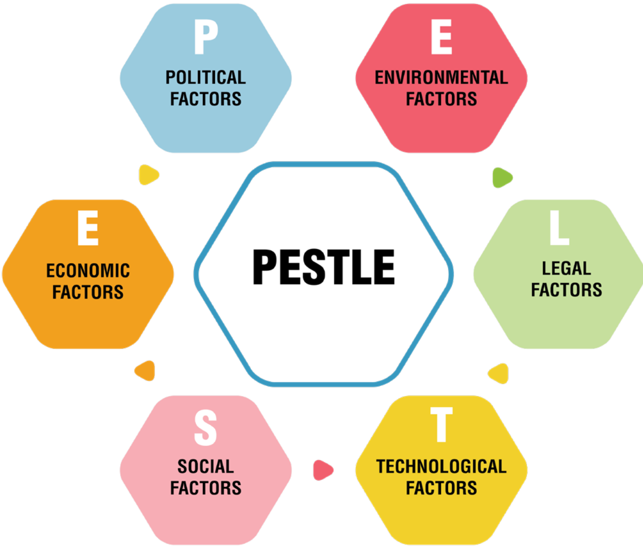


Figure 2-11: PESTLE-Analysis

For example, a PESTLE analysis of climate change might identify

- political factors such as government policies and international agreements,
- economic factors such as the cost of renewable energy technologies,
- social factors such as public attitudes and awareness,
- technological factors such as advances in clean energy technologies,
- legal factors such as environmental regulations, and
- environmental factors such as natural disasters and changes in weather patterns.

Additionally, the following aspects are analyzed:

- Trends are the directions in which a particular factor is moving. For instance, demographic trends may include population growth, changes in age distribution, etc. Technological trends may include the adoption of new technologies, the increasing prevalence of automation, etc. These trends can help you identify opportunities and threats in the external environment. Remember, trends might change!
- Pressures are the external forces that impact the community. They might include government regulations, economic downturns, social changes, and environmental challenges. You need to understand the pressures you will face to develop effective strategies for managing them.
- State refers to the current situation. It might include factors such as economic conditions, political stability, access to resources, etc. Understanding the state is crucial to identifying potential risks and opportunities.
- Impact refers to the effect that external factors can have on the community. For instance, demographic changes can impact preferences and demand. Understanding the potential impact of external factors is key to developing effective strategies for managing risks and capitalizing on opportunities.

	Trends	Pressures	State	Impact
P Political	The government is placing greater emphasis on community development and engagement as a means of improving social outcomes.	Changes in government policy or leadership could impact the availability of funding or support for community empowerment initiatives.	There are a variety of government agencies and programs that provide support for community empowerment and social innovation, such as the Department of Housing and Urban Development or the Social Innovation Fund	Political support and funding can have a significant impact on the success of community empowerment initiatives.
E Economic	Economic inequality and the increasing importance of technology are driving the need for new approaches to community development and empowerment.	Economic downturns can lead to decreased funding and support for community initiatives.	Economic factors can impact the availability of resources and the ability of community members to participate in and benefit from empowerment initiatives.	Economic conditions can either facilitate or hinder the success of community empowerment initiatives.
S Sociocultural	There is growing interest in community-driven solutions to social issues, and a greater appreciation for the value of diverse perspectives and voices in decision-making.	Resistance or lack of engagement from some community members can impede progress.	Sociocultural factors such as demographics, community norms, and social cohesion can affect the success of community empowerment initiatives.	Sociocultural dynamics can either facilitate or hinder the success of community empowerment initiatives.

	Trends	Pressures	State	Impact
T Technological	New technologies are creating opportunities for community members to connect and collaborate in new ways, and to access information and resources that were previously inaccessible.	The need for technical expertise and infrastructure can be a barrier for some communities.	The level of technological adoption and infrastructure in a community can affect the success of empowerment initiatives.	Technology can either facilitate or hinder the success of community empowerment initiatives.
L Legal	There is a growing recognition of the need for legal frameworks that support community empowerment and social innovation, and a desire to remove legal barriers to these efforts.	Legal constraints or conflicts can impede progress or create uncertainty.	The legal landscape for community empowerment and social innovation varies depending on the jurisdiction, and can impact the success of initiatives.	Legal frameworks and constraints can either facilitate or hinder the success of community empowerment initiatives.
E Environmental	Climate change and other environmental challenges are driving the need for more sustainable and resilient communities.	Environmental constraints or disasters can disrupt community empowerment efforts.	The environmental conditions and vulnerabilities of a community can affect the success of empowerment initiatives.	Environmental factors can either facilitate or hinder the success of community empowerment initiatives.

Table 2-2 – Example of PESTLE Analysis

In the context of PESTLE analysis, there is no single solution that can be applied to all situations – you obtain a spectrum of responses. Instead, you gain a better understanding of the external factors that can affect the community to develop strategies for managing these factors. For example, policymakers might use the analysis to identify policy changes that can support social innovation, while social entrepreneurs and innovation promoters might use the analysis to identify opportunities and challenges in their local context.

2. DPSIR

DPSIR analysis is an acronym that stands for Drivers-Pressures-State-Impacts- Responses. It is a methodological framework used in environmental management and policy analysis to understand and manage complex environmental issues. The framework was originally developed by the European Environment Agency (EEA) in the 1990s as a tool for environmental reporting and assessment. The framework has since been widely adopted by environmental researchers, policy-makers, and practitioners around the world.

The DPSIR model is a cause-and-effect framework that identifies the key drivers of an environmental problem, the pressures they create, the state of the environment, the impacts on human society and the ecosystem, and the responses needed to mitigate or adapt to the problem.

The elements of the DPSIR Model are:

- Driving forces are areas of public life whose processes can exert pressure on social, environmental, or economical aspects (e.g. consumption by private households, digital disruption of industries, carbon-based economy, and demographic changes).
- Pressures are the resulting burdens, for example through emissions into the air, unemployment, or loneliness of older people.

- State is the state of a field of sustainable development that is exposed to pressures, for example changes in the earth's atmosphere, poverty or quality of life of elderly people, and less space for biodiversity.
- Impacts are the specific effect of pressures, for example, lack of water, local biodiversity loss, and limited access to economic opportunities.
- Responses are the societal reaction to Impacts, for example, environmental research, investment in education, or better supervision of elderly people.

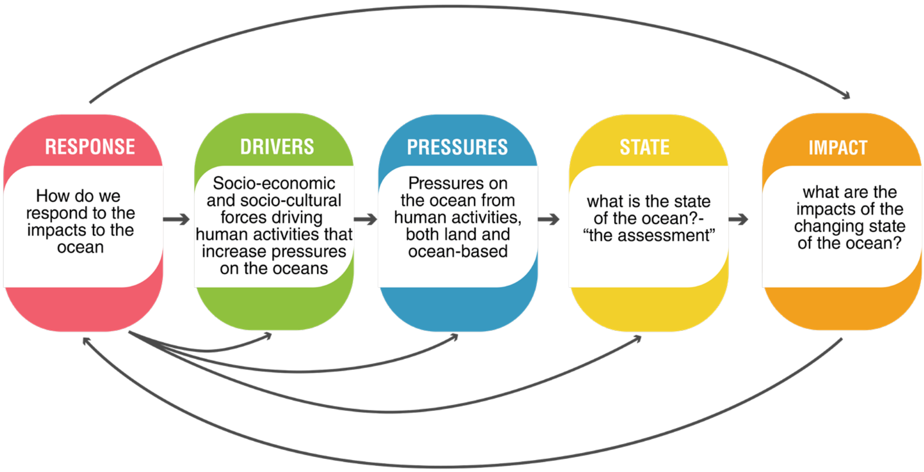


Figure 2-12: DPSIR Framework

Instrument to analyze a chain of causal links. Starting with

1. Driving forces through
2. Pressures to
3. States and
4. Impact on systems leading to
5. (possible) responses

Describing and analyzing the causal chain with DPSIR-Analysis helps to understand complex systems. It is important to understand the reasons for identified problems and the possible courses of action. It is important that you do not think about responses while filling out the diagram!

Example

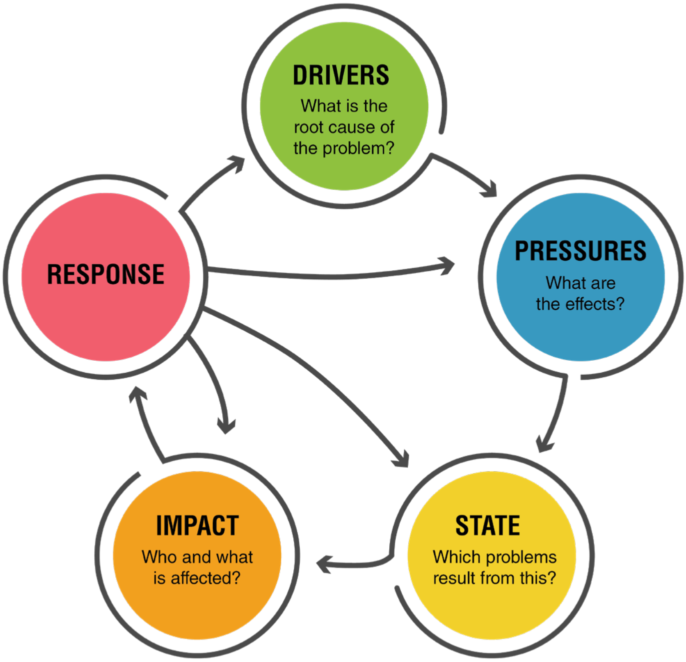


Figure 2-13: Working with DPSIR-Diagram 1/3

1. Start with DRIVERS. For example, Climate change is caused by CO_2 emissions.
2. The effects (PRESSURES) are Increasing temperatures, desertification, and less rain.
3. Heat stress is a STATE, the result of the problem
4. The IMPACT can be on elderly people who are affected by the heat and get sick, vegetation dies because of lack of water

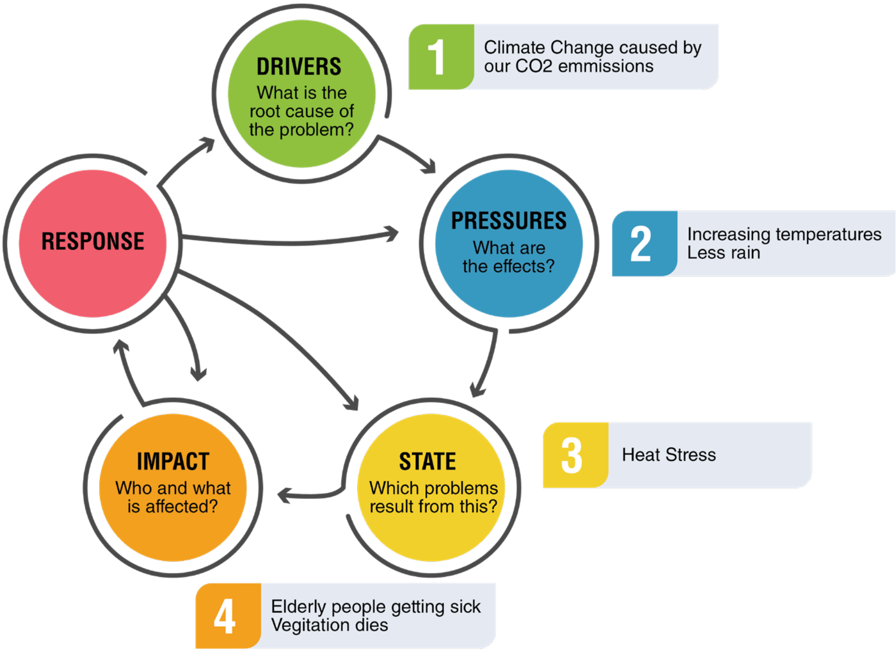


Figure 2-14: Working with DPSIR-Diagram 2/3

You are ready to move to the next step: defining responses.

1. Stop CO2 emissions to address the cause (DRIVERS)
2. Build a climate-resilient city to address the effects (PRESSURES)
3. Build shady shelters or irrigate vegetation to mitigate the results and those who are affected (STATE and IMPACT)

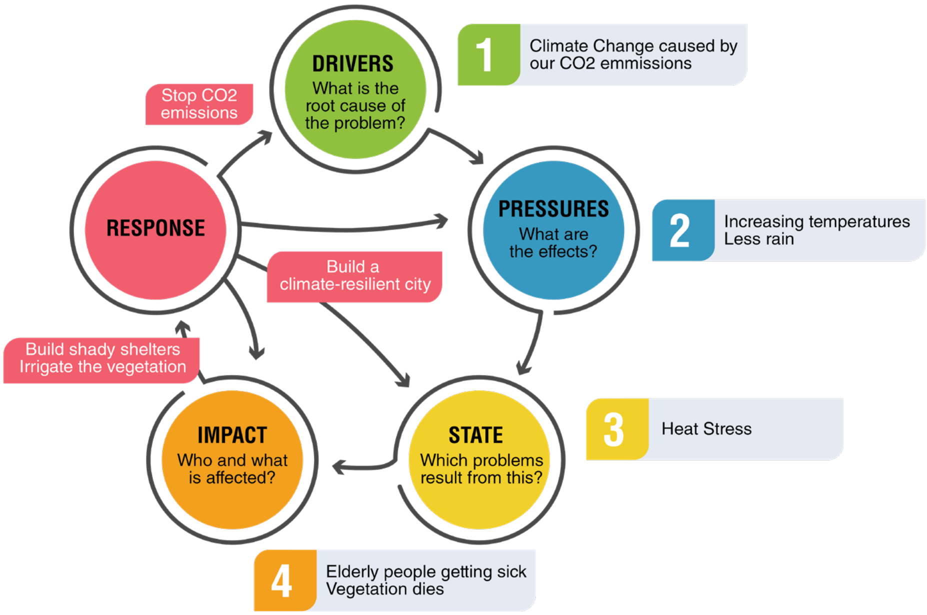


Figure 2-15: Working with DPSIR-Diagram 3/3

3. SWOT

SWOT analysis was created by Albert S. Humphrey in the 1960s to analyze and compare the performance of over 400 companies and since then, it became a widely used tool in business strategy and planning. It is used to evaluate the strengths, weaknesses, opportunities, and threats of a business or project. It is a simple but effective method of analyzing the internal and external factors that can impact the success of the community project. The acronym SWOT stands for:

- Strengths: Internal factors that give a community/project an advantage over its competitors.
- Weaknesses: Internal factors that put a community/project at a disadvantage compared to its competitors.
- Opportunities: External factors that can be leveraged to create new opportunities for a community/project.

- Threats: External factors that can negatively impact a community/ project'sperformance.
- SWOT includes different dimensions:
- Perspectives: internal or external factors
- Impact: favorable/helpful or unfavorable/harmful

Figure 2-16: SWOT-Analysis

SWOT always should be put in context and with clear objectives set. Something that is a STRENGTH for one project can become a WEAKNESS for another and vice versa. Let's see an example of a SWOT analysis for enhancing social entrepreneurship in a local, hypothetical community.

	HELPFUL	HARMFUL
INTERNAL	• The strong local community with a culture of social responsibility and volunteerism • Access to a diverse and skilled workforce • Supportive local government and business organizations • Existing social enterprises and organizations serving as potential partners and mentors • Availability of grants and funding opportunities for social entrepreneurship initiatives	• Limited awareness and understanding of social entrepreneurship among residents and businesses • Limited availability of resources and infrastructure for social enterprises, such as incubators and co-working spaces • Lack of expertise and experience in social entrepreneurship among potential entrepreneurs • Limited access to financing options for social entrepreneurs • Competition from established businesses and non-proft organizations
EXTERNAL	• Growing interest and demand for socially responsible products and services among consumers • Potential to address local social and environmental challenges through innovative and sustainable business models • Collaboration and partnerships with local government, non-profts, and businesses • Potential to attract outside funding and investment for social entrepreneurship initiatives • Expansion into new markets and sectors through partnerships and collaboration	• Economic downturns or changes in government policy that could impact funding for social entrepreneurship initiatives • Limited access to talent and expertise in specialized fields, such as technology or marketing • Potential for the competition from larger and more established social enterprises • Limited public support or awareness of social entrepreneurship initiatives • Regulatory or legal hurdles that could impede the growth of social enterprises

Figure 2-17: SWOT-Analysis (Example 1/2)

Based on the SWOT analysis, four basic strategies that can be used to enhance social entrepreneurship in the local community can be developed.

Figure 2-18: SWOT-Analysis (Example 2/2)

By analyzing these factors, you can identify potential areas for improvement and growth, and develop strategies to capitalize on opportunities and address challenges to - in our example - enhance social entrepreneurship in the local community.

Now you already know WHAT should be done, it is time to explore HOW to do it. Time to IDEATE.

2.3 Ideate

2.3.1 Preliminary remarks

Once we have started to dive into our local community context with all its spaces, stories, people, problems and peculiarities, it is useful to synthesize this complexity by means of ideas and to do so at an early stage, even if there are still many unknown aspects. It is important to recognize that ideas help structuring and directing our possible actions. If there are (too) many ideas: this is not a problem at all! Simply prioritize them by means of a quick voting or after some discussion. Ideas can be any possible response to an observation or a perceived local problem. It is helpful to formulate them in the form of a How might we....? question. At this stage, it is important to go for quantity, to encourage wild ideas and to involve everyone, especially the community itself. True to the design thinking process, we may recognize that some ideas might not make sense to be further developed. Then we simply choose another one. All of this is part of a broader learning and development process which should be followed in an open, constructive and reflective way. Ideas are part of a holistic knowledge building process as they sharpen our collective creativity and energy. They help build trust within teams as they become enthusiastic for a shared idea. At the same time, ideas raise new questions about the context and guide our further community-based research. Be open to creative and unconventional ideas. The quality in this phase is determined by diversity and the willingness to think beyond existing boundaries

2.3.2 Methods

In the following we give a few examples of ideation methods suitable at this stage of the design thinking process:

Picture 2-5: Facilitator Prepares for a Structure Brainstorming Session

1. Structured Brainstorming

This method is very useful in the moment when a group has returned from exploring a new landscape and community context. Everyone is full of impressions, thoughts, concerns and feelings about the context and the question is how to get started and what to prioritize without overruling those who are more silent. The team sits together around a table or a board, everyone has access to pens and sticky notes. The following categories are set up, for example as cards on the table, and the participants are asked to write down what they have discovered during their visit to the community landscape:

- Lessons learnt: Which themes can be identified?
- Surprises: What was unexpected?
- Contradictions: Which themes are contradicting?
- Wild Ideas: What would be a really wild idea? What could be a simple idea? Go for quantity!
- How might we.....? : Identify possible 'How might we....?' questions that imply a possible pathway for collective action.

Each participant responds to each category for him/herself writing the idea on the sticky note. One after another, participants read out their notes and add them to the board. No discussion during this phase. Once everything has been displayed and read out, the group can spend some time clustering the material and discussing the results. They finish by prioritising one or two 'How might we...?' questions, either based on voting or resulting from the discussion.

Organizational aspects: Make sure you have a silent space where people can sit around a table. Materials: pens and sticky notes for everyone, voting dots, cards and a board (alternatively a wall). In a group of 4-5 participants you will need around 90 minutes in total.

Tasks of the facilitators: Explain the process and why it is important at this stage, keep the time, make sure everyone can explain his/her ideas without being interrupted, and take care that the discussion is balanced and fair. Make sure that the process leads to the prioritization of a 'How might we...? question and that everyone agrees with the result.

Example, also model worksheet:

Picture 2-6: Brainstorming Outcome Community Innovation Workshop in Ajloun, Jordan, in November 2021

2. Brainwriting

Each person writes down their ideas in response to a question or problem. When finished, they pass their paper to the next person who then reviews the ideas and adds to them. Once the papers have made a full round, the team shares all the ideas (usually on a whiteboard). This method can be used in combination with the previous one, for example as a follow-up. The advantage is that it supports those team members who are less eloquent and speak less in group discussions. Furthermore, every team member is invited to build on everybody else's ideas. This way, collective knowledge and common ownership of ideas within a team can be encouraged.

Picture 2-7: Brainwriting Session Community Innovation Workshop in Ajloun, Jordan, in November 2021

3. Multiplying ideas with 6-3-5 Brainwriting

This is a variation of the basic brainwriting session. Here you have a group of six people write down three ideas in five minutes on a worksheet. When the five minutes is up, each person passes their sheet to the next person to add another three ideas, and so on. This process lasts for six rounds. By the end of the process, you should have 108 ideas written down and ready to review. Main task of the facilitator is to keep the time. Later he/she helps the group to synthesize and prioritize the results.

4. Forced analogy

As a preparation you need to define the challenges, topics or themes identified as two words (e.g. energy efficiency, flood protection, youth unemployment). Then, everyone writes a random list of things on index cards. Descriptions should include "things" (animals, objects, people) and their "qualities and attributes" e.g. What does that thing do? How does it operate? What does it look like? E.g. airplane flies through the air, airplane moves along predefined routes, airplane can fly autopilot

When there are enough “things” on the table, shuffle index cards and distribute randomly among participants. Then you start a 20 minutes ideation phase: 20 min - Ideation phase:

Prepare a flipchart with the following guiding questions:

• How is this problem similar to the random object?

• How would I solve this problem with the random object?

Nominate a person who collects the ideas on a big flipchart. Go in a circle and read out loud the thing you found on the card. Use cards to develop analogies to the problem or issue at hand.

Try to build an analogy: how would we use a (random object e.g. paperclip) to solve this (flood protection)?

More references on ideation: Brainstorming (IxDF, 2023), Brainwriting (Lucidchart, 2023), Game Storming as cocreation tools (GameStorming, 2023)

2.3.3. Theory of Change

Once sufficient ideas have been found, they must first be roughly selected according to feasibility and then prioritized. For the best ideas, an in-depth evaluation can then take place to select the ideas to be prototyped.

Since in the given context we are usually dealing with the question of change in complex societal systems, the Theory of Change is suitable as a method to concretize a found idea and thus to open it for prototyping. This also includes the requirement to integrate a majority of the ideas found into an overall concept, if necessary.

Figure 2-19 shows the 7 steps necessary to organize a change process. (Bacq, 2017)

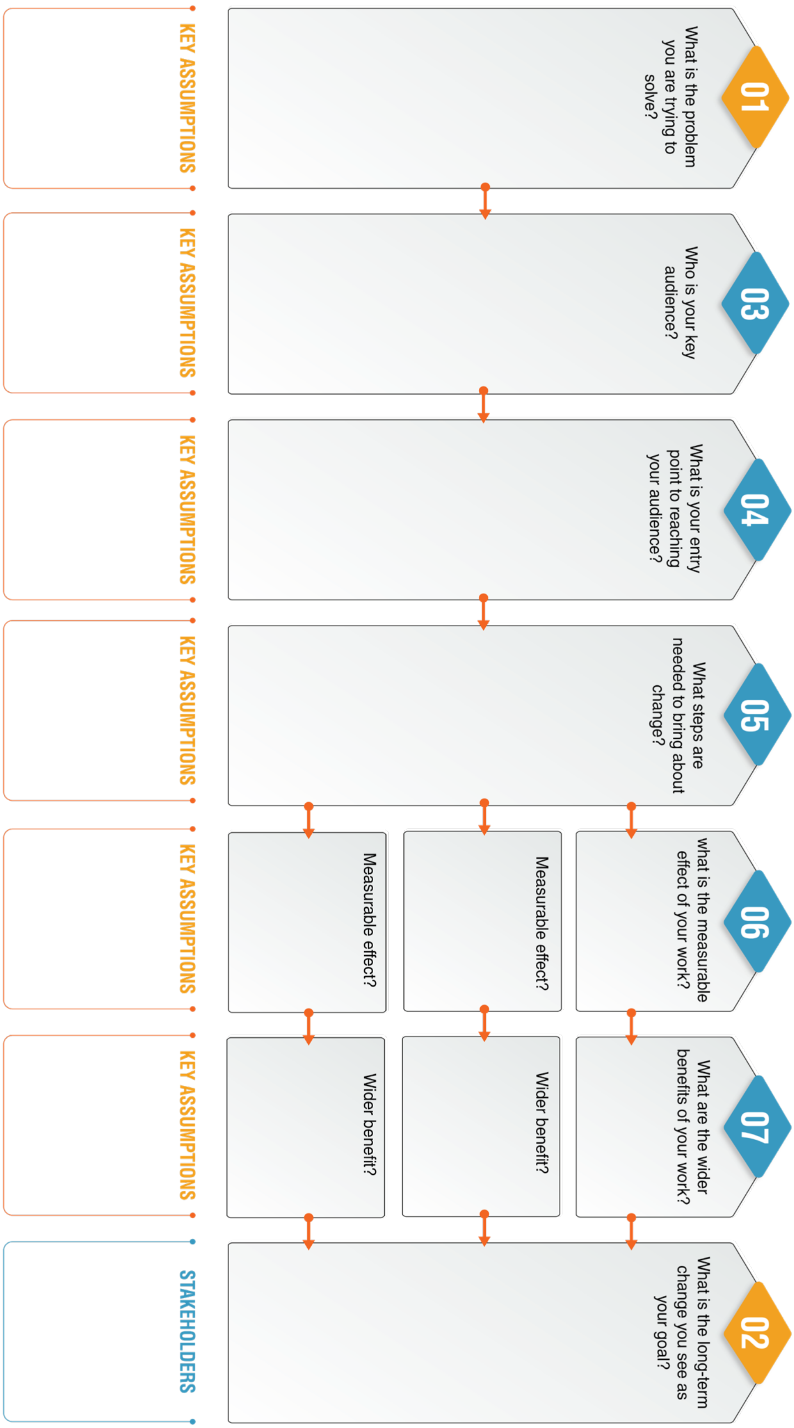


Figure 2-19: Theory of Change (Bacq, 2017)

The starting point is always a sufficiently specific definition of the problem or challenge. Which key question should be answered? Then care must be taken not to simply run through the process from left to right, but to first answer the question in the column on the far right as to what desirable state will be tackled in the future as the goal of the change process (see numbering of the steps!). For example, a problem statement might be that people are becoming lonely in nursing homes. Our vision would then be to develop sustainable communities in which older people are also integrated and can actively participate.

The next steps are:

- (3) Which people are our central target group? In our example, these are the elderly and the people who live in the neighborhood (community at neighborhood level).
- (4) Then there needs to be a special starting point / kick-off of the change process. This must send a signal that cannot be overlooked to all those involved and relevant stakeholders that there is a need for change and that the corresponding process for this has begun. Creativity and courage are required here. Public events with appropriate communications support are particularly suitable for this. In our case study, a neighborhood festival could be organized.
- (5) This step calls for organizing the change project. The main activities and milestones must be named. At this point, this does not mean working out the concept in detail. However, it would be important to formulate a few central and goal-oriented activities so that a sense of whether and how the goal can be achieved is created. In our case, it would be important to have a mixed project team (e.g. residents management, residents, citizens in the neighborhood). In addition, formats should be developed to bring people together (formation of tandems, joint community garden, joint activities such as game night, cooking or baking, etc.). Here, if necessary, a majority of the ideas developed could

be incorporated into the rough concept that is being developed. The focus should be on the opportunities for change. An in-depth discussion of the necessary resources and possible hurdles would be counterproductive here.

Steps 6 and 7 deal with impact measurement. On the one hand, the intended results of the project work should be named (e.g., number of established tandems, participants in events), and on the other hand, it is of course to be appreciated whether the desired impact can also be achieved (in the example: do the residents have more contact with people from the neighborhood and does this also increase their well-being or life satisfaction.

Finally, the method invites us to question the chain of effects developed in this way. What assumptions have I made that may be wrong? It is important to remain vigilant and, in the spirit of the first two phases of the Design Thinking process, to take in the needs of the beneficiaries with a lot of empathy and to keep questioning whether you are open enough and listening and understanding well enough. In our case, for example, it can be questioned whether people really feel lonely, whether contact with people from the neighborhood actually changes anything about this, or whether joint events are a meaningful activity in this sense.

The summary of the case study can be found in Figure 2-21. The following recommendations can be made for working with this method:

- It is not just a template! It is a theory-based instrument to find a way to solve complex problems. If you want to use the template – use it! Follow the method – step by step.
- Be as precise as possible, when you define challenges, metrics, beneficiaries etc.
- Think deep about your assumptions and be aware of them. Wrong assumptions are leading to wrong activities, misunderstandings, disappointments and waste of resources.

- It is done, when it's done. During the change process you will learn and might have to revise your theory of change more than once.

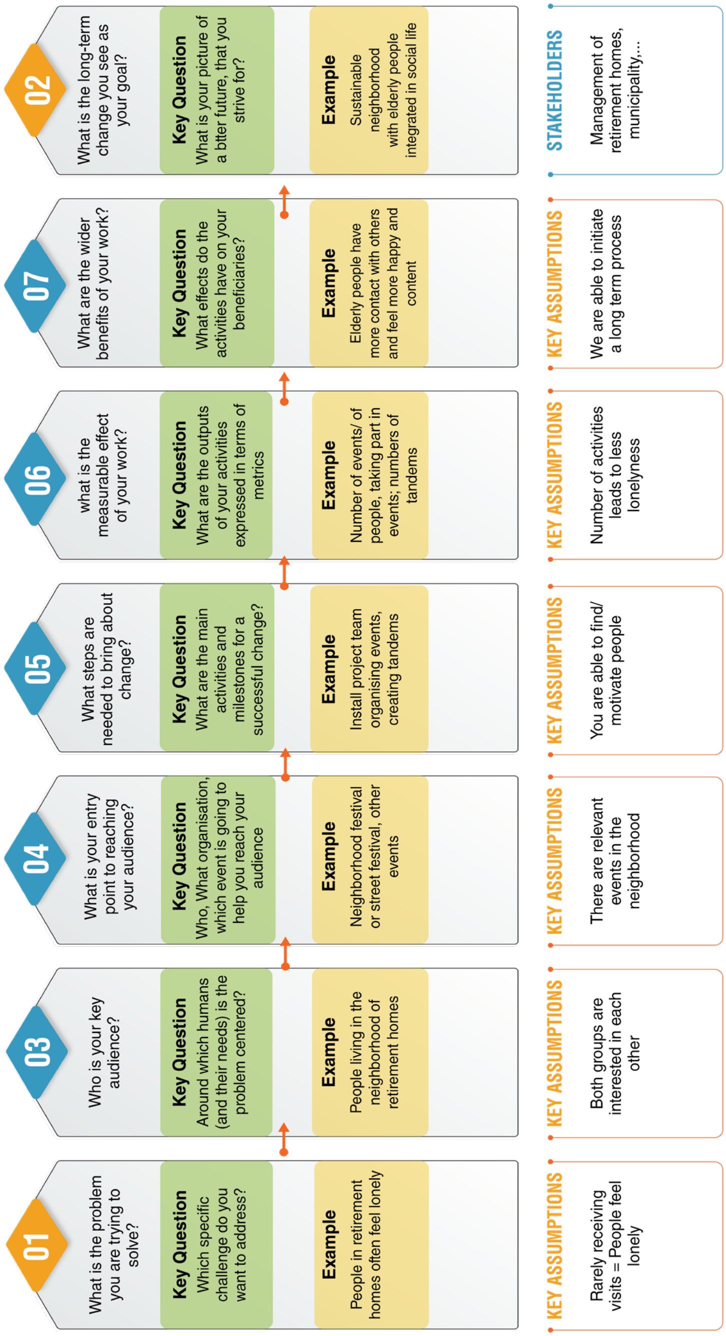


Figure 2-20: Theory of Change - Example

2.4 Prototype

2.4.1 What is a prototype?

Once we have selected our ideas and summarized them in a rough concept, which could be a suitable solution for the formulated challenge, it is time to show them to others and get their opinion on whether we are on the right track to a solution. Presenting this idea works best when the idea takes a physical form. It can be a quick sketch, a cheap scaled-down version of the final solution, or it can be a simulation or a sample that allows you to test your ideas and design before we invest even more time and money into further developing the final product. The first physical form of the idea that is intended for testing is called a prototype.

Prototypes are the first physical manifestation of ideas that allows people to test and explore the technical and social feasibility of an idea.

Prototypes are typically used in the low-risk phase of development, before investing resources.

Prototypes can help you to

- test designs and ideas;
- see how people use the design;
- understand people's experiences;
- collect feedback from people;
- develop the design further based on the feedback of the people;
- refute assumptions;
- ensure the design concept works;
- generate shared understanding.

A prototype is physical: 'Physical manifestation' is an important part of our definition of prototype, as this makes the social innovation idea (thoughts, suggestions, actions, aims and purposes):

- perceptible by our senses: the idea becomes visible, audible, smellable, tactile, tasteable or movable, affects our sense of balance and may trigger a physical reaction from us (e.g. sweating, accelerated heartbeat, which is called interoception).
- concrete for us: it makes a specific character or instance of the idea perceptible in the form of an object.
- tangible (touchable): thus we can interact with the idea through bodily contact or an activity.

A prototype is testable and explorable: Prototype is this material embodiment that allows your idea to be **tested** and **explored** by your target audience or stakeholders.

- Testing can best be understood as a goal-oriented experiment. We ask a "research" question (e.g. does the idea fulfil my purpose or goal, does my audience like the design, can my audience use the idea well, does the idea work well, is the idea reliable, etc.), then our target group, e.g. potential users or stakeholders try the prototype and we answer the question based on their feedback or observations.
- It is not only important to test an idea and find out whether the idea works or not, but also to learn about alternatives or ways to improve the idea. This is what the term exploration draws attention to, which allows the target audience to spend time with the prototype, play with it, explore it in depth, make suggestions for its improvement, or come up with different alternatives. In-depth study, reflection and discussion of the prototype helps in thorough evaluation and perfecting of the idea.

What to test and explore with a prototype? Testing and exploring the prototype help us to make sure that our social innovation idea is worth pursuing before it is implemented or widely adopted. With the help of the prototype you can receive honest and genuine feedback from a variety of individuals. Testing and exploration might focus on the strength and weaknesses of the idea in two areas:

- **Technical feasibility:** this aspect examines whether the idea can be implemented with the available technology (Is the idea technologically possible?), time (Can the idea be done on time?), and people (Are there enough people to do it?), and budget (Is there enough budget to do it?) and whether the idea will be economic (Will it be profitable?) or legal (Is the project legal?).
- **Social feasibility:** this aspect examines the acceptance of the target group regarding the idea (product/design) to be launched. It can focus on individuals, groups using the idea, their routines, relationships, public goods, education, health, etc. and the influence of the idea on those.

Low-fidelity vs high-fidelity prototype

- Low fidelity prototypes: are tangible, cheap (compared to the final product) and quick representations of ideas that test functionality, and are suitable for rapid experimentation.
- High-fidelity prototypes: go into a much greater level of detail than do the low-fidelity prototypes, they appear and function as close as possible to the final idea (product, design, etc.).
- You might want to start with a low-fidelity prototype first and gradually invest into the high fidelity prototype as your social innovation idea gets refined based on the repeated feedback cycles.

2.4.2 How to build a prototype?

Building a prototype is simple in theory, but in real life it can be a big challenge, since as soon as we start depicting the idea, we have a thousand questions. Here are some points to help you during construction:

- **Techniques:** There are many techniques you can choose from to create low-fidelity prototypes. Typical formats include sketches, renderings, flowcharts, diagrams, small mock-ups, 1:1 models, presentations, montages, which help to present some characteristics of the idea (design detail such as size or colour, the functions, the processes, etc.).
- **Digital or analogue:** Most of the previously mentioned techniques can work both digitally and analogically. Think about your idea, what kind of technique does it require? Think about the testing situation, how do you reach your audience, e.g. in a personal meeting or online? Think about your target audience, which do you prefer in person or online? What can you do fast and cheap?
- **Static or dynamic:** In addition to static display of the idea, feel free to think about movable and changeable parts so that your testers can interact with your prototypes. Another way to encourage interaction is to create a short simulation or situational game in which the audience can try out how your idea works.
- **Not just visual:** In certain situations, it may be worthwhile to focus on other senses instead of vision. Imagine how you can convey your idea (its effect, characteristics, etc.) if the tester closes his eyes. It can be exciting to express what you have to say with a song or a poem, to influence the feeling of well-being with a line of sounds, a scent sample, the movement of air or changing the temperature, and to trigger a physical reaction. You can play with the different tactile materials on your prototype, as well as the movement associated with it.

- **Attachment:** We recommend not to spend too much time on the prototype, but to produce it quickly and cheaply. This prevents you from becoming emotionally attached to your ideas. The advantage of a rapid prototype is that it can be modified more quickly and easily if necessary than a well-developed version. A quick solution can be e.g. a storyboard, a montage, a miniature model, or a performance.
- **The audience:** Another piece of advice for prototyping is to keep your target audience in mind. Create an interactive prototype or test experience that appeals to your target audience and that they enjoy.

Tips for testing prototypes: Once the prototype is ready, it's time to test it.

- First, think about the occasion for testing. You may want to start with an icebreaker (with a question or game) to create trust and a safe atmosphere for feedback.
- Now think about the different roles before the test! Who is the facilitator? Who is the note taker: Who documents the testing and with what?
- Plan your questions ahead. What do you want to understand?
- Think about the way you want to document how people use the prototype and their feedback. Do you need any special preparation?
- Think about the consent forms especially when you work with vulnerable people (e.g. young people), you might need the caretaker's or parent's consent. Communicate the rights of the participant. Clarify the question of anonymity. Respect if the participants wish to remain anonymous in the documentation. Ask for their agreement to their responses being used. And clarify the data storage and disposal of GDPR policy.

Thoughts on Prototyping with Target Audience: It may happen that you don't want to make the prototype yourself, but you want your target audience to make them as part of a social action. Why not? Invite your target group to a joint creation, split them into groups of 3-5, and give them different materials or formats with which they can express their ideas (service, product, design, solution etc.). When the prototypes are ready, walk around and present the ideas to each other. Try them out and give feedback on the prototype freely (explore) or based on the pre-formulated 'research questions' (test). Discuss how the idea could be tailored even more to the needs, or perhaps what versions the idea could have. Collect these so you can incorporate them into another, more refined prototype.

Sanders and Stappers (2014), who studied "forms of making" in co-design processes, provide a clear explanation for this. They divided the design process into four phases (pre-design, generative, evaluative, post-design phases) and pointed out that the joint 'making of objects' used in these phases is always adapted to the purpose of the given design phase.

- Thus, in the 'pre-design' phase, the so called 'probes' help the target audience to reflect on and express their experiences, feelings and attitudes remotely and asynchronously from the designer in formats (e.g. polaroid cameras with instruction end up with thematic photos, filled out workbooks) that provide inspiration for designers.
- Later, in the 'generative phase', the so called 'toolkits' with instructions help the target audience to express their ideas of living, workin, etc. during facilitated collaborative activities in workshops led by the designer to imagine and for the designers.
- In the 'evaluative phase', the so called 'prototypes' (models, scenarios etc. made of clay, foam, wood, buttons, etc.) help the target audience / the designer to explore and test their ideas during test events.

Consequently, the prototypes, whether or not made jointly with the target group, serve to test, explore and evaluate ideas and designs in contrast to the previous making activities that inspire (pre-design phase) or generate ideas (generative phase) for designs.

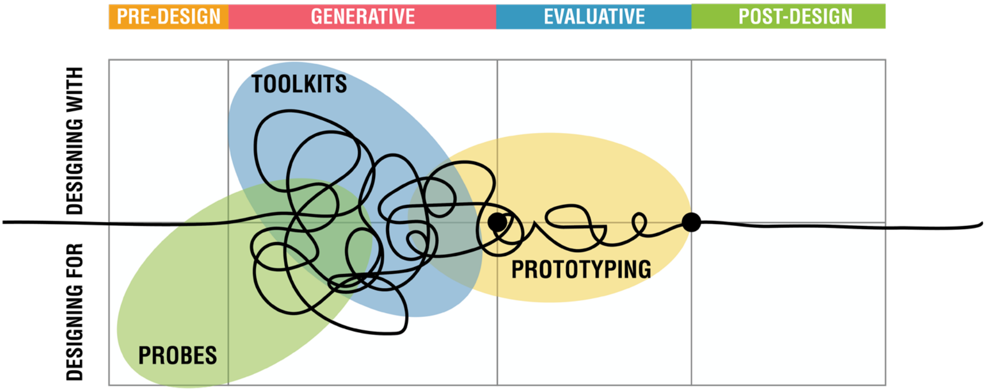


Figure 2-21: Difference Between Probes, Toolkits and Prototypes as a Form of Making in Design Processes (in accordance with Sanders/Stappers, 2013)

Thoughts on the iterative design process: The making of the prototype is followed by its testing, analysis of the test results and feedback, and if needed, the refinement of the idea. Based on the results of the testing, there are several options for moving forward with your idea.

- If the feedback was positive and the idea works, you can move on to the conceptualising step.
- If you receive feedback about how to improve your idea, you can refine the idea, create a modified prototype that you can test again.
- If you received negative feedback, you can decide to discard the idea, go back to the idea pool you created during the ideation phase, and create a new prototype for testing. It is also possible that you revise the conclusions of the previous social innovation steps – the empathizing, the understanding, the ideation phases –, which might lead you to new understanding, ideas, thus a new prototype and testing experience.

When the cycle of building, testing, analyzing, and refining the prototype repeats itself, we talk about an iterative design process. The iteration lasts until the social innovation idea meets the target audience goals and expectations or the desired goal or result is achieved. In this way those features, functions that resonate with the audience can be improved further while those that do not meet their requirements can be abandoned or modified. This iterative process focuses on the user experience and enables social innovators to build and test their ideas quickly. Iteration can be used to explore multiple social innovation ideas (products, processes, initiative, solutions, or designs) to a problem and gradually refine them based on feedback from users or other stakeholders.

2.5 Field-Testing

Presenting your ideas to the community is an important step in testing your idea, receiving feedback, and gaining support and resources. Here are some steps to follow:

1. Identify your audience and tailor your presentation accordingly. Consider the demographics of the community, their interests, and concerns.
2. Define the way how the goals and objectives will be presented.
3. Focus on the benefits to the community and highlight any unique features or innovations that make your idea stand out.
4. Use prototypes, photos, charts, and videos. Stories and anecdotes can also be powerful tools.
5. Be open to feedback, comments, and questions from your audience. This will help you to understand their concerns and perspectives and make any necessary adjustments to the project.

6. After presenting your idea, follow up with the community to address any questions or comments that have been raised. If necessary go back to previous phases of the process to adjust your ideas.

Some examples of how a presentation on a social entrepreneurship initiative can be structured:

- **Slideshow presentations** can be an effective way to present your ideas to the community. You can use slides to convey your message, share visuals, and provide statistics or data to support your initiative. You can also use animations or transitions to make your presentation more engaging.
- **A video presentation** can also be a powerful tool to tell the story of your initiative, share testimonials from stakeholders or beneficiaries, and showcase the impact of your work.
- **Storytelling presentations** can be a creative way to engage your audience and build an emotional connection with your initiative. You can use personal stories or anecdotes to illustrate the impact of your work, showcase the challenges and successes, and inspire your audience to get involved.
- **Presentation of the prototype** is a great way to engage the community. It might be an abstract idea or physical model of the project that facilitates discussion and feedback. It is a great idea to make it interactive.
- **An interactive presentation** can be a fun and engaging way to involve your audience in your initiative. You can use games, quizzes, or activities to explain your idea, encourage participation, and foster a sense of community. Be sure to provide clear instructions for participation.

Community Expo is especially useful if you have a variety of ideas and initiatives targeting one community. Community Expo is a kind of interactive exposition, composed of several stands where different teams are presenting their ideas. It allows you to combine diverse methods to engage the audience and allow them to “shop” for the idea they like or that is the most relevant for them. The community members are walking around in small groups visiting all stands, participating in activities, and listening to the presentations. They can stay longer to explore some ideas of interest and move to another idea faster if they wish.

There are several advantages of the Community Expo:

- Timing and flexibility – stakeholders can join the Expo at any time within a certain limit and spend as much time as needed while visiting the stand of the interest
- Group size - Once the participants arrive the small groups are formed and start to discover ideas. It facilitates direct discussions and engagement.
- Creativity – the stands are prototypes of the ideas, for example, interactive physical models, or actual spaces mimicking the real setups

Picture 2-8: Presenting Ideas During Community Expo, Ajloun, Jordan, October 2021

For Community Expo you will need:

1. Recruit volunteers (if your team is not big enough) or donors.
2. Secure a venue and identify a suitable location, such as a local park, community center, or school. Be sure to secure any necessary permits or permissions.
3. Identify and invite stakeholders who can support your initiatives, such as local businesses, government officials, community organizations, and residents. Send out invitations and provide clear instructions for participating in the expo.
4. Plan activities that engage and educate your audience about your initiative. For example, you can set up booths or displays that showcase your work, provide hands-on activities or demonstrations, and host guest speakers or panel discussions. You can also provide food, music, or other entertainment to make the fair more enjoyable for attendees – you will need donors for this.
5. Promote the event through various channels, such as social media, local newspapers, flyers, and word of mouth. Be sure to communicate the benefits of attending the expo and encourage people to spread the word.
6. Follow up with attendees and stakeholders to gather feedback and continue building relationships. Use the feedback to improve your initiative and plan future events.

Community Expo can be combined with a Community Fair – an event that includes a multiplicity of activities and events for all group ages, not necessarily targeting only the main idea but also creating a venue for the community to gather, enjoy and have fun. The events incorporated within community fairs act as magnets to encourage public participation and will raise awareness based on the new ideas (DSE 2005). If combined with a Community Fair it might be easier to find donors who can also have their own stands.

CHAPTER THREE

CONCEPTUALIZE AND PLAN THE BUSINESS

This chapter is devoted to the last two steps in our innovation process, which is illustrated once again in its 7 steps in figure 3-1: Step 6: Business Model and Step 7: Business Plan.

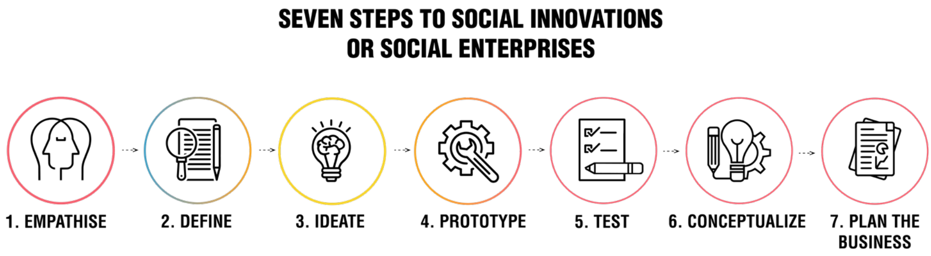


Figure 3-1: Seven Steps of Social Business Model Innovation

3.1 Conceptualize: Design of a Social Business Model Canvas

Conceptualizing means to summarize the collected ideas in a concept. It is a model that includes the essential features and key components of the planned solution. It results in a detailed description of the prototype to better check the feasibility. Our process is therefore about integrating the developed ideas and prototypes for social innovations and social enterprises into a concept. Business models are suitable for this purpose, which should map the central requirements and elements for a successful organization.

Osterwalder/Pigneur have developed a proposal for this, which has been widely recognized and used in recent years, especially in the start-up scene (Osterwalder and Pigneur, 2010). It is a practice-oriented and very appealingly visualized preparation of the central elements of a classic business model. However, this should not obscure the fact that this book is based on years of research and the evaluation of many case studies. Remarkably, the book is based on the knowledge of 470 experts from 45 countries, which was summarized in the Business Model Canvas (Au-Yong Oliveira and Pinto Ferreira, 2010, p. 4). The model is not only suitable for describing an existing business model. It also provides an analytical framework for identifying the strengths and weaknesses of a business model and deriving appropriate further developments and innovations from it. Finally, the compact and clear visualization of the model also makes it possible to use the business model as a project map.

The authors identify a total of nine elements of a business model which are illustrated in Figure 3-2: The focus is on the customers and the values to be created for them (value proposition). From this, the concrete offerings (products and services) are to be defined as well as the channels through which the customers are to be reached. From this, the question must be derived as to how these customer-related offers can and should be ensured in the long term. The value-adding processes as well as the key resources and strategic partners of the company must therefore be determined. Finally, to be able check the economic viability of the business model, the cost structures and revenue drivers are determined (Osterwalder and Pigneur, 2010, pp. 16–17).

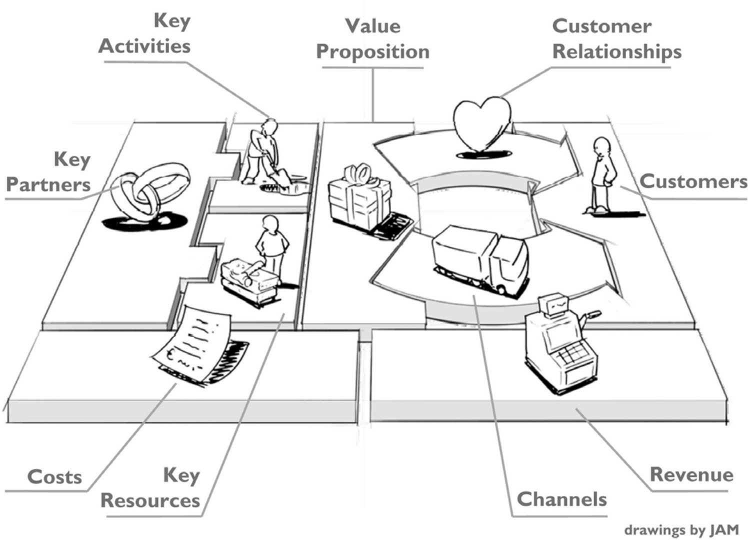


Figure 3-2: Business Model Canvas (Osterwalder and Pigneur, 2010, pp. 18–19)

Following Qastharin, however, the Business Model Canvas developed by Osterwalder/Pigneur must be extended from the perspective of social enterprises to correspond to the specific character of these organizations. Social enterprises are mission and impact oriented, i.e., they base their entire business model on their social/ecological mission and their success on the social/ecological impact they want to achieve. In addition to the customer as the point of reference for the values and offerings to be created, beneficiaries must also be included in the consideration as a relevant target group (Qastharin, 2015, pp. 7-8). This results in the extended Social Business Model Canvas shown in Figure 6. In addition to Qastharin's proposal, we have added a field to the model for a better overview, in which the social enterprise is described in its important formal framework conditions (e.g., name, legal form, number of employees, location, etc.). Finally, we have divided the fields “Impact” and “Measurement” into two fields. In the case of impact, reference should also be made to the UN’s 17 SDGs.

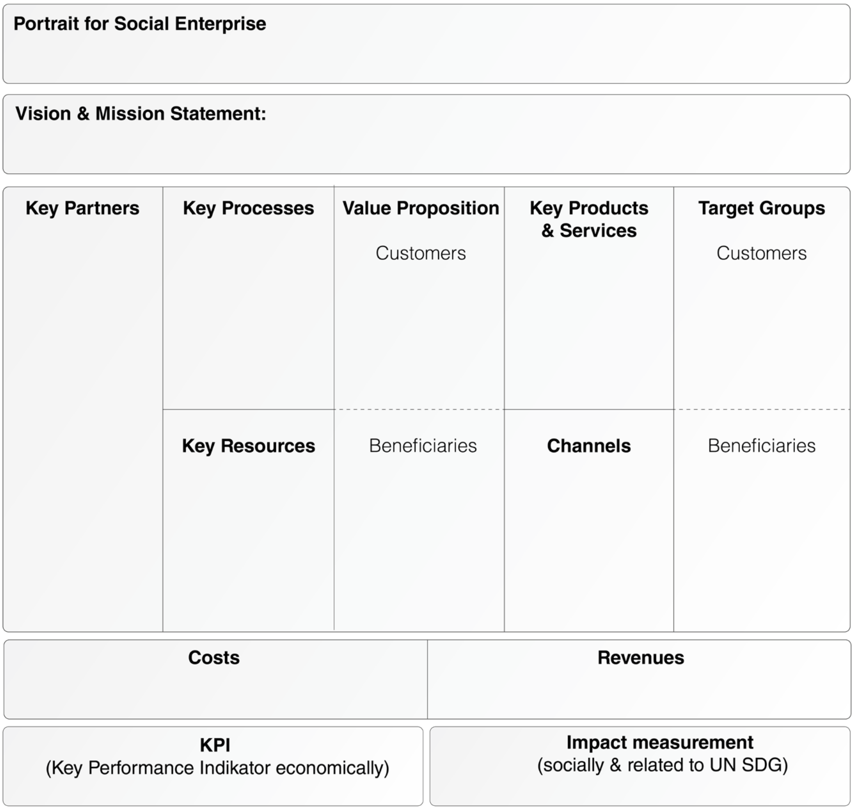


Figure 3-3: Social Business Model Canvas

Social enterprises thus claim to pursue social and economic goals simultaneously and in competition with classic, profit-oriented companies. Stevens et al. (2015) have pointed out that a socially oriented mission combined with the aspiration to compete with other, more profit-oriented companies can lead to conflicts of goals and resources in the social enterprise: “A higher level of social mission means a lower level of economic mission and vice versa." (Stevens et al., 2015, p. 1068). The reason for this is essentially that ways of thinking and working associated with the pursuit of socially related goals differ significantly from those that arise with the pursuit of economic interests in customer-oriented competition with traditional companies. Both perspectives must therefore be integrated into the culture and daily management of the social enterprise. Decision makers and managers have a key role to play in this process. Both aspects must be balanced in the management of the company as well as in internal and external communication (Stevens et al., 2015, pp. 1068–1069). This has consequences for the design of the business model in almost all areas since both dimensions must always be considered. This applies to all fields of the outlined Social Business Model Canvas.

In this section, all fields of the Social Business Model Canvas are explained in detail against this background. A logical sequence must be observed: Since social enterprises are mission-driven, the analysis starts with the (1) vision and mission statement. This is followed by a consideration of the (2) customers and beneficiaries as well as a formulation of the (3) value proposition to be derived from this with the (4) concrete products and services as well as the relevant (5) channels. This is followed by clarification of the (6) processes, (7) resources and (8) partners. Then follows the evaluation of the business model by analyzing the (9) costs and revenues as well as the definition of (10) key performance indicators and the final evaluation of the (11) impact. Finally, for the reader's better understanding, a (12) brief description of the organization to be formed should be provided and precede the canvas.

Figure 3-4 shows the Business Model Canvas with a view to the sequence of elements of the business model to be analyzed and developed.

Figure 3-4: Social Business Model Canvas with the Sequence of Elements to be Worked on

In the process of developing a business model we can generally assume an iterative development. If, for example, in-depth considerations are made about the beneficiaries or the products to be developed, it may well be that there are new impulses regarding the mission. Likewise, further thoughts about the necessary resources can lead to a rethinking of the targeted products or services.

The remainder of this chapter is illustrated by the example of a business model for a women's empowerment project in Beirut, Lebanon, which was developed by an interdisciplinary student project group as part of a DAAD-funded seminar in the summer of 2021. Karantina is near the port of Beirut where the catastrophic explosion occurred on August 4, 2020, which killed over 200 people, injured 7,000, and caused immeasurable property damage. Karantina was very much affected by the consequences of the explosion - emotionally and materially.

3.2 Twelve Steps to develop a Social Business Model

3.2.1 Vision and Mission Statement

Mission statements can strengthen the identification and commitment of an organization's employees and strengthen relationships with key stakeholders. Overall, a mission statement can have a major impact on the success of an organization (Alegre and Berbegal-Mirabent, 2017, p. 15).

The starting point for formulating a mission is the vision of an organization. The vision describes what should be different or better at a point in the future or what goal should be achieved (Bowen, 2018, p. 2). In social enterprises, the focus is on overcoming challenges of a social or ecological nature, which has motivated and inspired the founders. The vision thus answers – if possible, in one sentence – the question of which image of the future to strive for. For example, Jimmy Wales, co-founder of Wikipedia, formulated the following vision: "Imagine a world in which every single person on the planet is given free access to the sum of all human knowledge." (Wales, 2022)

The mission can then be derived from this picture of the future. A way should be shown how the vision can be achieved. A mission answers the questions of the organization's purpose, it is values-based and addresses the organization's key stakeholders who there should be involved in the development of the mission statement. In social enterprises, this always includes beneficiaries as well as customers. It should make clear what makes the organization special or even unique. At the same time, it should be written realistically and in a way that is easy to understand and should not be overstated or exaggerated. The mission usually includes several sentences, but should not be too long (Bowen, 2018, pp. 3–4).

Berbegant-Mirable (2019) has demonstrated in this context that there is a correlation between mission statement and performance of a social enterprise. It is recommended to explicitly include references to the target groups and to the customers of the enterprise in the mission (Berbegal-Mirabent et al., 2019, pp. 17–18).

A mission statement should thus address the following topics:

Purpose: Why does the company exist?

Offer: What products and services are offered?

Values: Which tangible and intangible values are created?

People: For whom are offers and values created (customers, beneficiaries, other stakeholders)?

Based on the vision outlined above, Wikipedia describes its mission this way: “Our mission is to empower and engage (> **purpose**) people around the world (> **people**) to collect and develop educational content under a free license or in the public domain (> **offer**), and to disseminate it effectively and globally (> **values**).”

Vision and mission in the sense understood here provide orientation both internally and externally. They have been proven to promote the commitment and motivation of organizational members. Likewise, goals and priorities for more effective and efficient cooperation in the organization can be reliably derived from them. This is especially true for guiding difficult decisions and overcoming conflicting goals. A visible and clearly formulated mission statement also ensures transparency, which is the basis for stakeholder trust. A motivating and inspiring vision and mission can also facilitate the search for partners and investors (Bowen, 2018, pp. 7–8).

WOW
Women on Wheels

Vision: Karantina is a livable intercultural and resilient neighborhood where people live together as equals - a model for other distressed communities in the region.

Mission Statement: With "Women on Wheels" we provide citizens and tourists in Beirut with high-quality and diverse food from the region, which we prepare with love and passion. In doing so, we empower women in Karantina through entrepreneurship and create employment opportunities in Karantina.

3.2.2 Customer and Beneficiaries

In the mission, the customers and beneficiaries are already addressed. Customers are those persons who purchase something. This includes buyers of products or services (companies, end consumers) as well as public institutions that assume costs for social services provided or distribute subsidies (e.g., publicly funded women's shelter). It is also conceivable that services are provided to beneficiaries for somebody else pays (parents pay for the care of their disabled child).

Customers are thus one and possibly the most important source of income for a company. At the same time, all companies and organizations operating in the economic cycle are competing to a greater or lesser extent for commercial or private customers and their available budgets for the purchase of products and services.

On the other hand, beneficiaries are those persons or institutions who benefit from the social enterprise's performance without having to pay anything for it themselves. This often involves socially disadvantaged groups of people or individuals (e.g., in issues of youth unemployment, fair trade, or integration projects). Businesses that have an impact on the quality of life of people in local or regional areas such as neighborhoods, communities or cities are also conceivable. In the case of environmental protection-related business models, subsequent generations can also be among the beneficiaries.

Customers

The financial success or failure of a business model is closely linked to the question of whether and to what extent the wishes, goals and needs of customers are recognized and met. For this reason, it is of particular importance to describe the people and institutions addressed here as precisely as possible and to delimit them from one another (market segmentation). The delimitation must take place with the help of such characteristics, which have a correspondingly high influence on the purchase decision. The segments should be as similar as possible in terms of these characteristics, but different in comparison to other sub-segments. For the fundamentals of market segmentation, see Bruhn (Bruhn, 2022, pp. 59–62).

If, for example, one is concerned with an offer for sustainable tourism, then this target group would have to be examined regarding different aspects. Are they tourists from the region, from the country or are they international visitors? Are the tourists looking for recreation, pleasure, physical activity, culture, or adventure? Do the visitors come for a day, a weekend or for a longer time? Are the tourists more self-directed or do they want planned trips and an accompanying? Through the respective combination of these criteria, a customer segment can finally be defined for which a suitable offer can be developed. Figure 3-5 shows the procedure exemplarily with the help of a morphological box.

TARGET GROUPS IN SUSTAINABLE TOURISM

Motif	Recreation	Physical Activity	Culture	Adventure	...
Region	Local	Regional	National	International	...
Stay	Day	Weekend	Week	Month	...
Degree of self-determination	None	Low	Medium	High	...
Status	Single	Couple	Family	Group	...
...	...	...	...	...	...

Target Group 1 Target Group 2

Figure 3-5: Morphological Box for Determining Target Groups

In the case of consumers (B2C), **demographic criteria** (e.g., gender, age or place of residence) and **socioeconomic criteria** (e.g., income, occupation or household size) are initially used to describe them. For a differentiated determination of target groups, however, further aspects must be considered. Particularly in the case of the value-based business models discussed here, these include **psychological criteria** such as motives, attitudes, and benefit expectations. These are closely related to the value propositions to be formulated in the next section. Finally, **behavioral criteria** such as the importance of brands, price behavior or the choice of shopping location should also be considered.

When dealing with commercial or institutional customers (B2B) such as companies or a municipality the choice of a supplier or service is much more rational, price takes on greater importance, and in the case of important decisions or longer-term partnerships, it is not uncommon for purchasing committees (buying centers) to make the decision.

When determining market segments, in addition to the relevance of the criteria for the selection of an offer or provider, it must finally be ensured that they have sufficient size and temporal stability for systematic and economically viable market development.

The systematic determination of target groups with the help of a larger number of criteria can lead to closed typologies of possible customers. In this context, SINUS has developed a social model for psychographic target group segmentation based on over 40 years of research (SINUS, 2022). This was initially done for the German-speaking market, but these typologies have since been internationalized: A distinction is made between established markets (e.g., Germany, South Korea, or USA) and developing markets (e.g., Brazil, Indonesia, Turkey).

People with similar values, a similar lifestyle and a comparable social situation are divided into groups of “like-minded people” in this model. Two criteria are used for this: the vertical axis shows the social situation (from low to high) and the horizontal axis shows the value orientation (from traditional to postmodern). The higher a milieu is in this graph, the more upscale its education, income and occupational group; the further to the right it is, the more modern in a sociocultural sense is the basic orientation of the respective milieu.

In the typology for emerging countries (see Figure 3-6) the milieu “Traditional Popular (rural)” is explained e.g., with strong community and family ties; religion and belief (spirituality); ritualized everyday-life, obedience and modesty; afraid of losing traditions, rules and values. In contrast to this the segment “Modern Performing”: new economic elite, entrepreneurial, performance & efficiency, self-determination; semi-global thinking, superiority & distinction, willingness to perform.

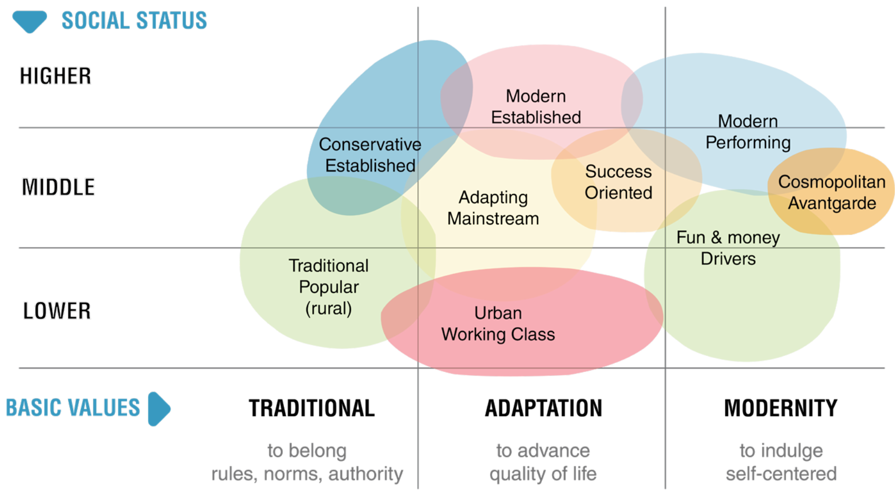


Figure 3-6: SINUS-Milieus in Emerging Markets (SINUS, 2022)

Beneficiaries

Methodologically, the same guidelines apply to dealing with beneficiaries as to customers: The needs should be recorded in as differentiated a manner as possible to be able to form groups that are as homogeneous as possible, for which value propositions and offerings can then be created. When talking about strengthening the role of women, unemployed and possibly poorly educated women in emerging countries are addressed here as well as possibly well-educated women who need support in caring for and raising their children to be able to participate appropriately in the work process.

It is important to link this to the purpose of the enterprise as formulated in its mission. The beneficiaries of social enterprises primarily include socially and / or socially disadvantaged groups of people. Issues such as unemployment, lack of equal rights, illnesses, physical impairments or even the necessary support in old age establish purposes for social enterprises, from which the groups of beneficiaries can then be derived.

The view changes when it comes to ecological goals and purposes. Here, the concept of ecosystem services enables a deeper analysis of the relationship between humans and nature and the associated benefits. Ecosystem services are the services provided by nature to humans through habitats and living things such as animals and plants. Social and physical processes are set in the context of places and regions to reveal and make tangible the connections between humans and nature. It should be noted that in addition to measurable relationships and outcomes, there is also a subjective component: evaluations are partly dependent on how the beneficiaries see the world. Ecosystem services are divided into four categories, which we have visualized in Figure 3-7:

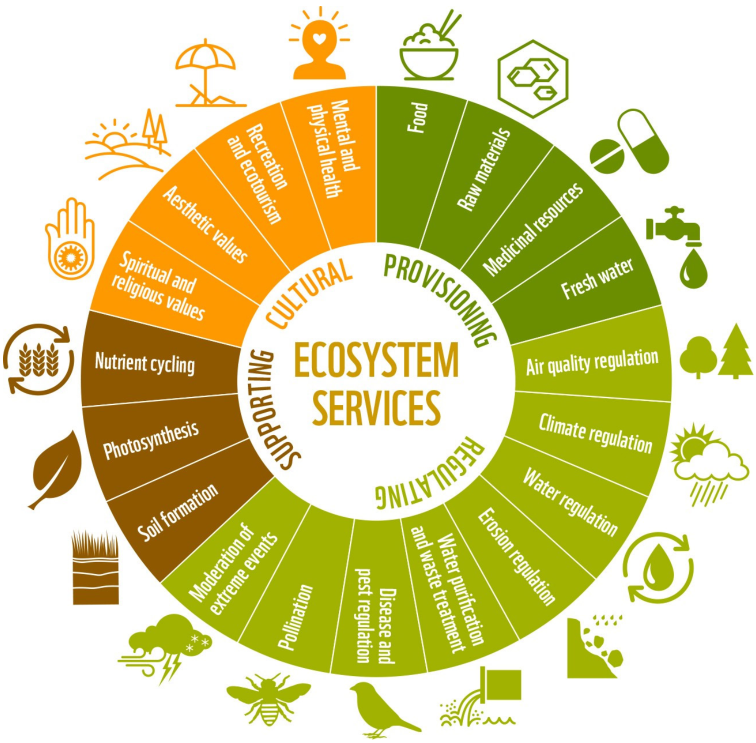


Figure 3-7: Ecosystem Services (WWF, 2016, p. 51)

Provisioning services provide products such as food or water.

Regulating services regulate a natural process to our benefit, such as reducing flooding or air quality.

Supporting services help other ecosystem services function, such as photosynthesis and soil formation.

Cultural services provide non-material benefits that are important to our health and well-being, such as a sense of place, recreation, and aesthetic quality.

Ecosystem services can provide direct, clearly definable benefits, such as agricultural employment or flood control, as well as indirect, less tangible benefits. For example, natural capital as a whole contributes to the sense of place, which in turn supports people's well-being, recreation, and the tourism industry. Figure 3-8 shows the impact cascade discussed here, in which benefits and values for people are created from natural resources via the four types of ecosystem services (Potschin-Young and Haines-Young, 2011, p. 578). Accordingly,

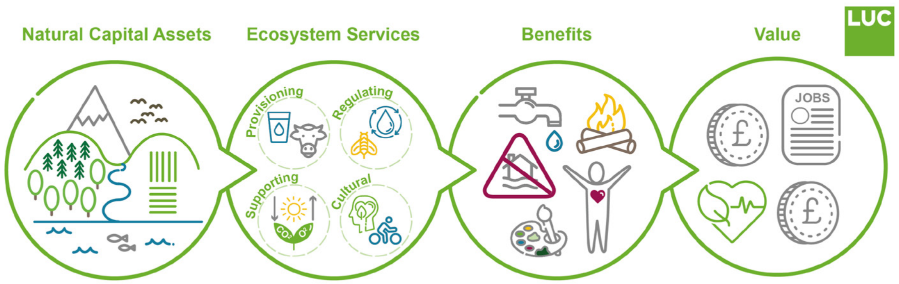


Figure 3-8: Impact Cascade of Ecosystem Services (Potschin-Young and Haines-Young, 2011, p. 578)

if the social enterprise to be established fulfills an ecological purpose, this can be classified in the concept of ecosystem services to derive the beneficiaries. For example, the establishment and maintenance of a local recreation area would be a benefit for the citizens of a city as well as for its visitors. In addition, there is local tourism and the associated jobs and tax revenue for the community.

Cstomers & Beneficiaries

Customers: People looking for quality authentic food from the region. This includes citizens of Beirut (residents, workers on their lunch break) and tourists visiting the city. The food truck can also be used or booked for events (e.g., company or family celebrations).

Beneficiaries: Women in Karantina who are trained and employed by WOW. The community in Karantina (tax revenues, jobs, image). Other communities in the region for those the initiative can be a hope-giving role model,

3.2.3 Value Proposition

The value proposition of a social enterprise is closely related to its mission. The purposes formulated there should be specified here from the perspective of the beneficiaries. Regarding the company's customers, the value proposition expresses why a customer should choose the company and its offering. The question to be answered is which values are created for which customers (Osterwalder and Pigneur, 2010, p. 23). Here, the social enterprise competes with other providers for the customer's favor and cannot rely on the Social Mission alone. The value proposition must therefore be elaborated with reference to the mission for the beneficiaries as well as with reference to the competition for the customers (Burkett, 2020, p. 17).

In chapter 2 we have already shown which methods and instruments can be used to gain a deeper understanding of the needs, wishes and problems of communities and individual citizens (e.g., field research, empathy techniques, personas). Based on this, it is now necessary to think more deeply about the specific benefits that customers and beneficiaries expect to be able to derive from the central offerings.

In the literature, a more in-depth "Value Proposition Canvas" is proposed as a method for this in connection with the Business Model Canvas (Osterwalder, 2015, pp. 52–53). Figure 3-9 shows the relationship between the customers/beneficiaries and the values to be created. The aim here is to achieve the greatest possible match between the expectations, wishes and needs and the company's offering.

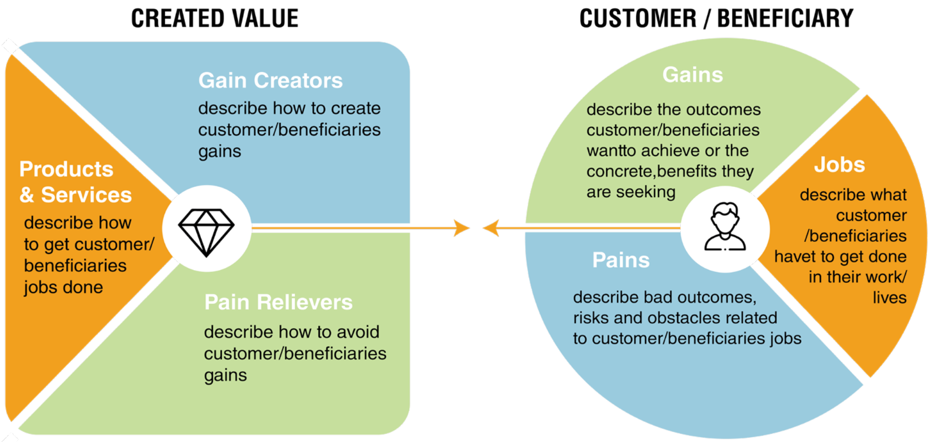


Figure 3-9: Social Value Proposition Canvas (along the lines of Osterwalder, 2015, pp. 52–53)

The canvas should help to think as deeply as possible into the persons for whom the values are to be created. It is not just about specific situations or problems, but about a comprehensive understanding of the entire process (customer journey) that the customer goes through from the creation of the need, through the entire value chain (from the extraction of raw materials through the entire distribution to the sale, the utilization phase and recycling management, and finally disposal). From the perspective of the beneficiaries, the aim must accordingly be to reflect the entire life situation and to derive necessary value propositions and services from this.

The Value Proposition Canvas supports this process by deriving questions from three different perspectives:

- **gains & gain creators:** Gains describe the outcomes and benefits that customers and beneficiaries expect from an activity or purchase of a product or service. It is a question of what will be better, easier, nicer, more pleasant, faster, or cheaper as a result. Tasteful food, fashionable clothing, punctual means of transportation, an entertaining vacation or the trouble-free repair of a product would be such gain creators. For the social enterprises considered here, the purpose of the organization formulated in the mission offers central starting points for gain creators: creating jobs, qualifying people, organizing access to important resources such as water and energy, or even designing public places where people can relax and recuperate.
- **pains & pain relievers:** Pains describe anything that troubles, disturbs, seems difficult, causes stress, or prevents customers or beneficiaries from completing a task. It is the subjective perception of activities or conditions that are seen as a risk or obstacle. Problems can also arise from the lack of aesthetics or functionality of goods. Examples of pains are perceived stress due to long commutes with frequent traffic jams or long waiting or delivery times. In the case of technologies, perceived pains are often associated with a lack of functionality (e.g., weak WiFi or low range of electric cars with a low number of charging stations, inadequate public transport). Pain relievers reduce or eliminate these problems. Mission-driven social enterprises often create “pain relievers” as, for example, issues such as waste reduction, less air pollution, reduction of unemployment, or support in case of illness or need for care are addressed. In relation to the company’s customers, for example, insurance is a classic “pain reliever”, as risks are reduced, e.g., in the event of impending illness, unemployment or in relation to provision for old age, and provisions can be made.

- **jobs to be done & products- or services:** What tasks or activities that the customer/beneficiary must perform could be taken over by the company to be established? Possible jobs to be done in a customer's or beneficiaries' daily life that can be starting points for the creation of products or services are mowing the lawn, eating healthy, finding a job, repairing something, transporting something, taking care of children, etc. Products/services can then be derived from this to relieve the people concerned of these tasks. An online store with delivery service, for example, relieves a customer of the task of driving to the retailer himself. For women for whom we create a work opportunity, it could also be important to organize childcare during working hours.

The above-mentioned perspectives on possible value propositions are very subjective in their evaluation and therefore cannot be distinguished from one another without overlap. What is a "pain" for one person (e.g., childcare in competition with one's own working hours) may be classified as a "job to be done" for another. It is therefore important not to classify an aspect conclusively in a particular field, but to capture all relevant starting points for the development of a value proposition and to derive beneficial products and services from them.

The complexity of a value proposition can be considerable. We must distinguish between customers and beneficiaries, and there may be several, sometimes quite different, target groups in each category. In addition, topics are addressed at different levels (e.g., social, economic, ecological). For a better overview, it is therefore advisable to formulate a value proposition for each group, at least for customers and beneficiaries. If there are several very different target groups within these groups, individual charts can be created here as well.

Petchanková et al., for example, have developed three value propositions regarding the offer of alternative energies from the perspective of a city administration in a triple bottom line value proposition canvas and specified the associated economic, ecological, and social aspects of the service offer in each case. In doing so, they would like to contribute to creating new perspectives for low carbon energy communities and the decision-making authorities in energy policy. For example, the following "gains" were formulated: economic: local value creation and revenue for the municipality, social: participatory and value-based energy concept and secure energy supply, ecological: lower CO2 emissions (Pechancova et al., 2022).

Overall, the value proposition should be summarized in an in-depth analysis, each for the customers and the beneficiaries. This allows the value proposition to be expressed in a compact way for the social business model canvas, which should be summarized as a one-pager for communication to the relevant target groups such as investors and strategic partners in the first step, if possible. For this purpose, the following three questions should be answered - as compactly as possible and as differentiated as necessary:

- **Which product or service is offered to whom?**
- **What is the benefit of the offer?**
- **What makes the offer special and, if applicable, unique?**

In contrast to the mission, the specific benefits of the organization's offering are named more concretely here. In addition, the special nature of the values created in comparison with the competition is to be pointed out, thus addressing the entrepreneurial side of the business model more strongly.

Value Proposition

gains, pains, and jobs to be done: The figure below shows the Value Proposition Canvas for our case study. An alternative to the presentation as a chart and for a better overview with very differentiated target groups. For each customer group and group of beneficiaries, the corresponding aspects "pains - pain relievers", "gains - gain creators" and "jobs - products & services" are compared.

Value Proposition Summary:

Customers: We are the only food truck services with high quality food from different cultural areas of the Middle East in Beirut. Citizens, workers, and tourists can choose from a wide selection of affordable food at different locations on our route through the city, in our store, as well as during events, and take it away or consume it immediately.

Beneficiaries: In our organization, women from Karantina are qualified and employed on a long-term basis. Jobs are created and additional tax revenue is generated for the community. We are a hope-giving example for other actors in Karantina and for other communities in the region.

Value Proposition Canvas "WOW"						
	pains	**pain relievers**	**gains**	**gain creators**	**jobs**	**products & services**
Customers						
residents of Beirut (daily food or events)	long wait for food	ready to eat food	quality food	standards, trained staff	cooking	prepared food
tourists	no satisfactory range of offers	rmulti ethnic food	affordable price	social pricing	search for good restaurants	multi-channel distribution
Beneficiaries						
women in Karantina	no or low income	social entrepre-neurship and fair wages	higher life satisfaction	demanding self-determined employment	search for job opportunities	social entrepre-neur-ship
community of Karantina	unemployment rate	creating new jobs	higher income	paying taxes	education & training of un-employed	training for entre-preneurs & staff
communities in Karantina	lack of optimism	best practice WOW	lack of Inspira-tion	best practice WOW	developing own concepts	support and know how transfer

Table 3-1: Value Proposition Canvas Case Study "WOW"

3.2.4 Products and Services

Products and services describe what the company offers its customers and beneficiaries. These can be derived from the value proposition and consistently relate to the identified “gains”, “pains” and “jobs to be done” from the perspective of the customers and beneficiaries. With reference to the phases “ideation” and “prototyping (incl. testing)” in the design thinking process, this is primarily a creative process in which the respective stakeholders and participants are to be involved as far as possible and in an empathetic manner. As already made clear elsewhere, the entire value chain (from raw material extraction to disposal) as well as all stages of the customer or beneficiary journey must be included.

Let’s take the example of a customer who wants to buy fair trade and organic coffee: This requires the supplier to check and ensure the appropriate cultivation and working conditions in the producing area, as well as a good-tasting coffee at an appropriate price and in quality-assured packaging accompanied by competent advice in the store

When considering possible products that can be offered by a social enterprise, there are practically no limits. The decisive factor is that, compared to conventional products, these have a demonstrable and relevant benefit from a social perspective and represent a solution to a correspondingly identified challenge. These include local food that is produced under fair conditions and in an environmentally friendly manner, as well as sustainably produced clothing or appliances with comparatively low energy consumption. The Fairphone is a good example of this. It is a smartphone that meets current functional standards and systematically considers and optimizes all social and ecological aspects of production, transport, use and disposal. The cost of the product is below the prices of the well-known brand suppliers and overall, in the middle price range (Fairphone).

Services are intangible goods. These can be closely related to the tangible products discussed above or the associated purchasing process (e.g., delivery, advice, repair, recycling, disposal, individualization of products, providing parking spaces, generous opening hours, financing the purchase price) and thereby make a significant contribution to the perceived benefit of the product (services with product reference). Products in combination with various services can give rise to entire business models (e.g., reusable system or online store with online advice, payment function, delivery and returns service). Services as product substitutes: Services can further contribute to substitute the purchase of a product, as it is e.g., the principle in the sharing economy (sharing or renting, instead of buying). Finally, there is a variety of possible personal services that remain without direct product reference. These include, for example, health services, care and nursing services or cleaning services. Relevant are also cultural offerings or offerings for education and training. Increasing the quality of ecosystem services, such as better air or water quality, contributions to climate-resilient cities, or the aesthetics and quality of stay in public places are also part of this. Finally, social enterprises often create benefits by developing platforms for networking and knowledge as well as resource sharing.

Products & Services

The central offer of WOW is the food offer, consisting of sixteen authentic ethnic dishes of high quality (see chart below). In addition, there is a range of prepared dishes to take away and prepare at home as well as a delivery service. We also offer cooking classes and, with beneficiaries in mind, training and coaching on social entrepreneurship.

Figure 3-10: Products and Services - Case Study “WOW”

3.2.5 Channels

The products and services explain how the value promised in the value proposition is to be created for customers and beneficiaries. Now the channels through which these lines reach the target groups must be determined. A distinction must be made between communication and sales channels.

Through these channels, customers are made aware of the company’s offerings and helped to evaluate the products and services. Essential is the ability to purchase these products and services or access to the services or to have them delivered. Post-purchase customer support (e.g., advice, repair services) and services in the context of the circular economy (recycling, reuse, upcycling, etc.) are also important here (Osterwalder, 2015, p. 26).

Overall, the sum of the channels addresses the so-called customer contact points on the customer journey at which the customer or beneficiary encounters the social enterprise and its offering. In addition to the self-designed or at least influenceable contact points, it should be noted that there are also communication channels that cannot be influenced by the company. These include classic word-of-mouth as well as part of the communication in the social media or on the public evaluation platforms.

Communication Channels: For the communication with customers and beneficiaries, basically all available means of communication can be used, which are available in very large numbers. The most important **print media** include catalogs, brochures, advertisements, posters, and flyers. About **online communication**, there is a great variety of possible means of communication. In addition to the obligatory web page, these include e-mails and electronic newsletters, search engine optimization, online advertising, and social media (online communities, messenger services, sharing platforms and blogs). Finally, **personal communication** with the customer is also of great importance, especially for smaller companies or start-ups. This can take place virtually, by telephone or from person to person.

Today, people are confronted with a large density of communicative messages on a multitude of channels. It is therefore important to ensure that the target groups are narrowed down as specifically as possible in every means of communication and that clear, short, and relevant messages are formulated and sent. It should be noted that different target groups often use different media.

Regarding the **web page**, the following check questions can help to make it more successful:

- Is the information credible, understandable, and useful, especially in view of the social enterprise's mission?
- Are the (different) customers, beneficiaries and, if applicable, stakeholders addressed in an appropriate way?
- Is the operation of the site user-friendly and intuitive (clear, no long click paths, short response times)?
- Is an emotional appeal achieved through aesthetic attributes such as layout, color, contrast, and visual richness of the information presented?
- Are all relevant data security and data protection issues considered?

A **sales channel** is characterized by the fact that the sale is concluded, or the places where the service is provided. A distinction must be made between real and virtual locations. Stationary locations are properties in which, for example, retailers, hotels, restaurants, hairdressers, training rooms or even workshops and treatment rooms are located. In addition, there are ambulatory sales channels such as food trucks, personal sales at the front door or marketplaces (classic weekly market, second-hand markets) and trade fairs.

On the other hand, we have ways of **location-independent sales**. Online shops and online platforms are particularly important here. Online platforms / online marketplaces have become increasingly important in recent years and are a good way for smaller companies and start-ups to sell online without having to invest in their own online shop. In addition to the major players such as Amazon or eBay, there is now a wide range of specialized virtual marketplaces, some of which are regional. Also, more specific applications or even own marketplaces can be programmed. In addition, it is also possible to conduct transactions on social media beyond communication with customers (e.g., buy button on Facebook or Instagram). Finally, virtual conference rooms for training and consulting or online video tutorials in which facts are explained or activities demonstrated (e.g., cooking, repairing) are also worth mentioning. The telephone should also not be forgotten as a possible sales channel - at least in B2B sales, it is still of great importance.

Figure 3-11 shows an overview of the communication and sales channels discussed.

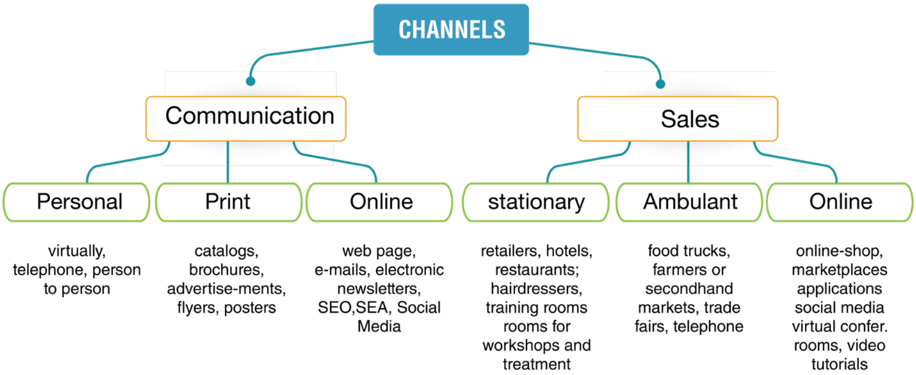


Figure 3-11: Communication and Sales Channels

Channels

communication: It is important to have your own web page as well as active online marketing, which includes social media and search engine marketing in particular. Classic print media such as flyers and posters can also be recommended.

sales: The central sales channel is the food truck (in perspective, possibly more than one). The following graphic shows selected stopping points. For this, reliable stopping times must be defined. In addition to the food truck, a separate store is to be set up in which the prepared food can also be sold (WOW store).

Cooking courses and training for entrepreneurs can also be held in the store (community kitchen). In addition, sales at local farmers markets are planned.

The sale of prepared food via online channels has been deliberately avoided (for the time being). An online store of our own and the associated supply would be far too costly. In addition, there is a lack of sufficient quantities to meet a larger demand. Finally, the limited shelf life is also a problem here. Online sales would only be conceivable with a significantly larger structure and in conjunction with a well-known and high-profile "WOW" brand.

Figure 3-12: Channels - Case Study "WOW"

The development of the business model has now reached an important milestone. At this point, all elements visible to the public, and thus especially to customers, beneficiaries, and stakeholders, have been defined and explained. In the spirit of design thinking, we have above all worked out the prototype in more detail. To develop a business model from this, all the prerequisites must now be clarified so that the promised offers and activities can be provided in the long term. To this end, appropriate conditions are required in the company, especially in three areas of action:

- Which key processes must be ensured?
- What resources are required for this?
- Which partners and networks do we need?

3.2.6 Key Processes

Processes help manage the operations of an organization so that they can produce valuable results. Very formally, a business process is a collection of activities that take one or more types of inputs and produce an output that is of value to a customer or beneficiary. It should be emphasized that an organized and controlled flow of operational and management processes is a core element in the efficiency and effectiveness of an organization (Abijith et al., 2013, p. 2)

Based on the formulated value proposition and the defined products and services, a process serves to describe the way in which the desired result is to be generated. This already makes it clear that processes link different areas inside and outside the company. They are usually cross-workplace or even cross-departmental or cross-company. Actors in process management can be people as well as machines or IT applications.

Finally, the definition of processes serves to ensure that defined quality standards are traceable and verifiable, and that experience gained from past activities can be systematically and sustainably incorporated into the organization, thus enabling the company to develop further. Accordingly, processes should not only be named, but also modeled and documented. Likewise, processes should be measured in terms of their impact, with three main metrics being considered: Time, quality, and costs. Conflicts of objectives often arise here, since clearly structured and standardized processes help to work efficiently and thus save costs and time. At the same time, however, specific, and possibly individual customer requirements cannot be adequately met in this way. The goal of customer satisfaction is then missed. Individual skills and experience on the part of the employee can also often not be sufficiently incorporated and utilized in strictly standardized procedures. Highly standardized, inflexible processes lead to less agile and bureaucratically managed organizations, such as those often found in public administrations or centrally managed large companies.

Against the background, the distinction between (1) structured, (2) unstructured as well as (3) intuitive processes is helpful (Niebisch, 2022, pp. 19–24): In the first case, the process steps are clearly defined and have a clear sequence. This is the case, for example, with many technical processes in production, product maintenance, logistics, or digitalized processes such as the check-out in an online store. The more the process takes place in a dynamic context with individual influences from those involved, the less structured it can be. In unstructured processes, the tasks of the process are therefore definable but not always their sequence or the number of repetitions (e.g., serving customers in a restaurant, garden maintenance, training, and continuing education). The more individual and context-bound the task becomes, the more impossible it becomes to plan it. The person responsible for the process must therefore achieve the desired result based on his or her competence, experience, and creativity. In doing so, tools or models are used in modular form to create a process model that is appropriate for the situation (e.g., haircut, strategy coaching, house construction).

The guiding principle for process design is therefore: as standardized as possible (efficiency) and as differentiated as necessary (effectiveness).

To obtain a holistic overview of the processes in a company, process management requires the systematic development of a company-specific process map. For this purpose, all essential processes of a company must be defined and structured. Various structuring options are used for this purpose. In this context, it is common to divide company processes into core processes, management processes and supporting processes (see Figure 3-13). Core processes are operational, create value for the customer and generate revenue. In a process map, these processes are sequentially related to each other and map the company's value creation. Depending on the industry and business model, processes such as purchasing, production, logistics and sales are often found here. The term "production" in particular can be interpreted very differently depending on the business model (agricultural production, production of a technical product, production of a service like consulting or a haircut). At the strategic level, the management processes are summarized, which provide a framework for the core processes and align them. Typical management processes are strategy development, personnel management and controlling. Support processes provide resources to the core and management processes and enable them to operate as effectively and efficiently as possible. Typical supporting processes are IT, recruiting as part of HR management, or accounting, which provides the figures for controlling. (Malinova et al., 2015).

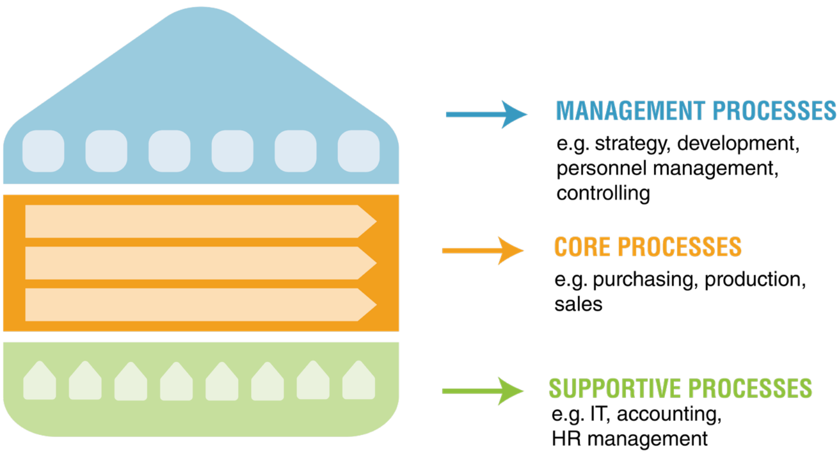


Figure 3-13: Process Map

The task in developing the Business Model Canvas is now to identify the (5-10) key processes that are central to business success to keep these ones in mind as the company is further established and managed. Key processes can come from all three of the above areas. For example, relationship management with important investors or other stakeholders (leadership process) could be among the key processes relevant to success for a social enterprise, as could the procurement of good quality input materials (core process) or the ability to recruit sufficient volunteers (supporting process).

Key Processes

Based on the mission and value proposition, the focus is on offering high-quality food (fresh and prepared) and organizing cooking courses. These offers should be made known to the customer and be attractive enough to create sufficient demand for the social enterprise to be founded. As a result, women from Karantina will be able to find jobs and earn income as entrepreneurs and employees. However, they must be trained accordingly. The central prerequisite for the business model is the food truck. This must be financed and should be reliably operational. The following key processes are derived from this:

management processes:	financing / funding
core processes:	buy ingredients, prepare food, marketing, sell food; conduct cooking classes
supporting processes:	recruitment,education, operation, and maintenance of the food truck

3.2.7 Key Resources

Based on a consistent alignment of the business model with the mission and derived from this, with the needs of customers and those in need, the development of a viable business model requires an analysis of the necessary and available resources.

If the identified key resources were not available, the business model would not be feasible. Conversely, looking at resources also leads to identifying specific competitive advantages of the organization and making them usable for the business model. This view results from the theoretical concept of the resource-based view, which is based on the assumption that companies have different resources at their disposal and that these resources cannot be transferred at will (Barney, 1991, p. 101).

In principle, resources can be all tangible and intangible goods that are used in the process of production and utilization. In the sense of the resource-based view, however, we only speak of a resource when it leads to a competitive advantage. Against this background, a resource has the following - more or less pronounced - characteristics: it should be valuable and rare, as well as difficult to imitate and substitute (Barney, 1991; Madhani, 2010, p. 5). The characteristics of resources will be illustrated here using the example of a frequent key resource in social enterprises: the founder.

- **Valuable:** a resource is valuable if it is relevant to the success of the business model. Valuable is meant here in the strategic sense. Resources help to exploit market opportunities or reduce market threats. Resources increase the value of the company. The founder of a company takes a central role here and proves to be a resource when his decisions lead to the right services being offered, the right target groups being addressed, and the right employees being selected.

- **Rare:** Resources become a resource only when they are not abundant and available to any competitor. Therefore, resources must be rare or unique to also establish a competitive advantage. This, of course, applies to the founder of a social enterprise. People with an entrepreneurial mindset who are also socially engaged and decide to start a business in a specific market are rare.
- **Difficult to imitate:** Copying or imitating a resource should be impossible in the best case. At the very least, imitation should be difficult and involve, for example, major investment or a great deal of time. The imitation of a person (here the founder) is fundamentally difficult. Of course, certain competencies can be trained, and experience can be gained over a certain period. However, the specific combination of creativity, training, and experience in conjunction with the personality of a founder cannot ultimately be copied.
- **Difficult to substitute:** Resources should not be able to be replaced by an alternative resource, or only with considerable effort. In our example, we can say that human labor can already be partially replaced by technologies (software, machines), but this only applies to a very small extent to the tasks of a founder and entrepreneur.

It should be noted that only a few resources meet the absolute requirements of the resource-based view. Also, reality shows that with the appropriate effort and over a certain period, there is hardly any resource that is not interchangeable or imitable and leads to competitive advantages over other companies in the long term. Powerful resources in this sense are e.g., the patent-protected technologies or also medicines.

Often the development of a resource succeeds through the development of a strong brand with a clear identity and high credibility with which the customers are permanently bound (e.g., Apple). However, even strong brands must constantly reinvent themselves and be sufficiently agile in view of the highly dynamic nature of competition and technological and social developments. Nokia is an example of how a market-leading technology group has failed to keep pace with technological development. The mobile communications division has now been abandoned by the company.

It is also important to note that the spatial scope of a business model must be considered here. If a company is in a local, regional, or even national competition, then this is also the spatial context in which the importance, rareness, imitability, and interchangeability of resources must be evaluated. A local retailer with a very good location and a product range that offers the widest selection and best advice in the catchment area of the city can have a market-leading position locally, even if there are retailers with better offerings in other cities.

A final fundamental note applies to the combination of resources. Even if individual elements of a business model do not meet the high standards of the resource-based view, the unique competitive advantage often only arises from the combination of various factors (Madhani, 2010, p. 5). In ball sports, for example, there are often individual outstanding players, but they are only successful in connection with other players as a team and with the right tactics and individually adapted training. If players change clubs, this does not mean that they will have the same success there.

Based on these considerations on the resource approach, Barney presented an approach for evaluating strategic resources of an organization. In addition to the quality of the resource (valuable, rare, difficult to imitate/substitute), the VRIO scheme also addresses the question of whether suitable organizational structures and processes exist in the company that enable the existing potential to be exploited (organization). These results (see Figure 3-14) in a strategic evaluation from the perspective of performance, competitive strength and with regard to the assessment of the strengths or weaknesses of a company. The scheme can be applied to each resource, but also to the totality of resources (Barney, 1997, pp. 145; 163; Mikus and Götze, 2004, pp. 326–327).

IS A RESOURCE...				EVALUATION		
Valuable	Rare	Difficult to initiate/ substitute	Exploite by the organisation	Economic performance	Competitive implication	Strength or weakess
No	No	No	No	Below normal	Competitive disadvantage	Weakness
Yes	No	No		Normal	Competitive parity	Strength
Yes	Yes	No		Above normal	Temporary competitive advantage	Strength and distinctive competence
Yes	Yes	Yes	Yes	Outstanding	Sustained competitive advantage	Strength and sustainable distinctive competence

Figure 3-14: Resource-Based Analysis According to the VRIO Scheme (along the lines of Mikus/Götze, 2004, p. 327)

To analyze the relevant resources of a business model, the final question to be answered is what types of resources exist in social enterprises. Reuter (2011) proposes three categories for this purpose. Supplementing the classic division into tangible and intangible resources, the author creates a separate category for human resources in order to emphasize the special importance of human capital for the success of business models (Reuter, 2011, pp. 14–16).

Human resources relate to the people in the company. This includes the management team and the employees. In the sense of the approach pursued here, it is the value system, competencies, experience, but also creativity and existing networks that are relevant to be able to derive competitive advantages for a company.

Tangible resources can be divided into financial resources and the physical chapter. Competitive advantages can be derived from a company's capital strength and liquidity as well as from access to physical assets such as land, technology or scarce raw materials and supplies.

Intangible resources encompass a larger number of possible non-material competitive advantages. These include competition-relevant structures and processes in an organization (e.g., knowledge management: controlling, reporting) as well as elements of the corporate culture (motivation, agility, efficiency). As discussed above, the reputation of a company and its products and services is also important. Based on awareness and existing networks, particularly strong brands lead to competitive advantages. Finally, there remains the reference to technologies. This could also be classified under physical capital. However, it is often more about software and algorithms or related patents, which is why it is classified here as intangible.

Following shows Figure 3-15 an overview of the possible resources of a company. Based on this, the resources relevant to success must now be identified and their availability checked during business model development. From this, in accordance with the VRIO scheme explained above, assessments can be derived as to whether the company has weaknesses, strengths or even (sustainable) competitive advantages here. If resource gaps have been identified, the options for supplementing, improving, or expanding the resource base must be examined. If this is not possible from the company's own resources, then these resources must be made accessible with the help of partners and networks. This question is the focus of the following section.

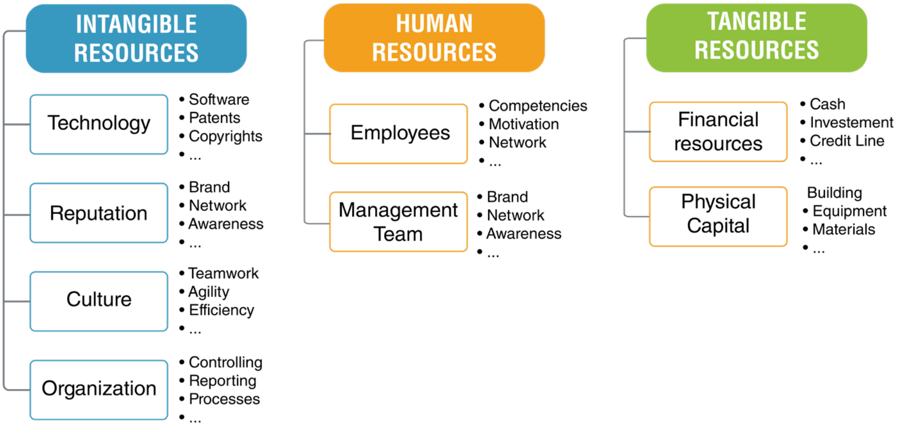


Figure 3-15: Resources of Companies (along the lines of Reuter, 2011, p.15)

Key Resources

As with all smaller companies, which also belong to the service sector, the people (entrepreneurs and employees with their competence and motivation) are also of central importance to the success of the company at WOW. The appropriately equipped food truck as well as the store and the community kitchen are important material resources. The competitive difference ultimately also results from various intangible resources. In addition to the culinary art and recipes, these include creative marketing campaigns and an intercultural mindset. Not to be forgotten: WOW must secure the rights to also use the selected stand locations for the food truck.

human: women entrepreneurs, good educated and motivated employees

tangible: food truck (and investment), store, kitchen

intangible: cooking know-how/recipes, creative marketing campaigns, intercultural mindset, rights to use the selected stand locations for the food truck

3.2.8 Key Partners

In section 2. on success factors for sustainable community development, we have already dealt in some detail with the issue of cooperation and the findings from the literature in this regard. Especially in social enterprises with their often limited resources, cooperation and working in networks could be an important success factor or even necessary for survival.

However, it was also worked out that every cooperation with an external partner takes energy. In theory, this energy is named “transaction costs” (TAYLOR and SINGLETON, 1993, p. 196). These arise in cooperation, for example, in the search for and evaluation of cooperation partners during the negotiation of a cooperation agreement or also during ongoing coordination and especially when disputes arise. Even though the partners in a cooperation remain legally independent, they give up part of their self-determination, as coordination with the partner and corresponding consideration are required. For this reason, a partner should be chosen carefully regarding the associated costs and benefits of the partnership. The more intensive the cooperation with another organization or company, the more important it is that a common foundation of values and agreed strategic orientation exists. A trusting and loyal partnership should be lived, and it needs a fair distribution of rights, obligations, and cooperation gains.

All in all, the Reflection show that a social enterprise should carefully plan its strategic partnerships and networks with a view to its own goals and resources Figure 3-16 shows various possible constellations of such partnerships. These range from bilateral, trilateral, and multilateral partnerships to more or less close networks with highly diverse forms of cooperation and possibly joint decision-making. The higher the number of partners and the closer the desired cooperation, the higher the expected transaction costs will be.

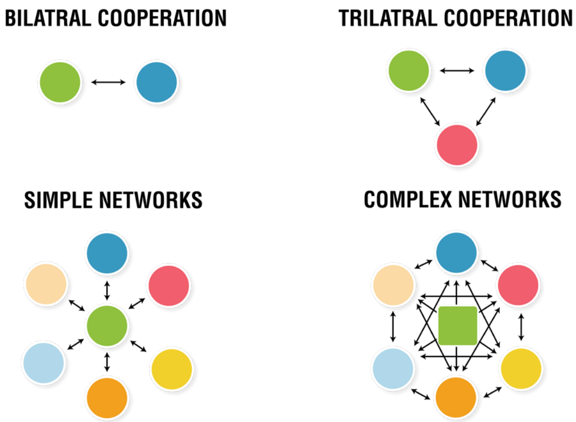


Figure 3-16: Types of Cooperations and Networks

In summary, when integrating external partners into the business model, three questions need to be answered carefully to be able to activate the potential of cooperations and at the same time minimize the possible risks:

1. Which are the goals and content of the cooperation?
2. With which partners is cooperation sought?
3. How should the partnership be structured (cooperation management)?

Goals and contents of cooperation

Advantages of corporations can be found on three levels (Osterwalder and Pigneur, 2010, p. 39): (1) Economies of scale are possible at all stages of the value chain. This is done, for example, through volume bundling in purchasing (better conditions), joint use and thus better utilization of infrastructure (e.g., warehouse, administration, vehicle fleet) or through joint marketing and sales activities. This can save costs or improve the degree of professionalization and resourcing of the organization. (2) An important goal of cooperation can be the reduction of risks and uncertainties. This refers to joint investments and their financing. (3) Probably the most common form of cooperation is the sharing of resources. In the analysis of resources in the last chapter it already became clear that social enterprises often lack resources and that the mission can only be fulfilled if they succeed in finding appropriate partners. Financial support and the exchange of knowledge and know-how are of great importance. Access to and use of premises and rooms or the use of licenses can also play a role, as can (better) access to procurement and sales markets.

Selecting the right partner

Based on the objective of the cooperation, the right partner(s) must now be selected. First and foremost, they must be able to support the organization in the necessary way. Conversely, potential partners must also be willing to cooperate. Co-operations will only be stable if all partners consider them to be fair. Subjectively, the impression must arise that the respective contributions to cooperation are also matched by corresponding benefits (what you give is what you get). If one is interested in a partner or is even dependent on it, then these possible benefits from a cooperation should be worked out for the partner in a comprehensible way.

In addition, soft factors are of particular importance for lasting good cooperation. It is a matter of trusting as well as open and participatory joint action. Based on its many years of experience in international cooperation projects in the context of sustainable development, the Society for International Cooperation (giz) has developed the catalog of criteria shown in Figure 3-17 to evaluate possible partners. Important aspects such as understanding of governance, results orientation, communication behavior or conflict behavior are addressed.

One does not always have a free choice of partner and usually has little influence on their characteristics and behavior. Nevertheless, be aware of these aspects and at least find an appropriate way of dealing with those characteristics where a partner does not correspond to the ideal profile. An organization should consciously decide with whom cooperation makes sense and with whom it is better not to cooperate.

ITEMS	-	--	+	++
Vision of development: The actor possesses a constructive vision of development based on democracy and fairness.				
Managing for results: The actor acts in a result-based manner and periodically reviews the achievement of results.				
Flexibility and innovation: The actor is open to new ideas and adjusts his/her organization to new challenges.				
Contractual loyalty: The actor sticks to agreements and meet their provisions on time.				
Communication: The actor actively informs partners of his/her activities, exchanges information and answers inquiries swiftly.				
Managing for results: The actor acts in a result-based manner and periodically reviews the achievement of results.				
Relationships: The actor facilitates contacts, creates spaces for encounter and adjusts his/her actions to the capabilities of his/her external partners.				
Management: The actor acts on the basis of transparent guidelines and strategies as well as defined roles and responsibilities.				
Managing for results: TThe actor acts in a result-based manner and periodically reviews the achievement of results.				
Trust: The actor informs others proactively of his/her intentions, aims and expectations, and shows understanding for others' interests.				
Conflicts: The actor draws attention to tensions early on, and is willing to address them constructively, openly and quickly.				
Capitalizing on experience: The actor evaluates his/her experiences, is open to criticism and shows a willingness to learn and to change.				
-- / ++ = disagree / agree				

Figure 3-17: Actor Profile (giz, 2015, p. 136)

Cooperation management

Simple, bilateral partnerships that only involve the regular exchange of information do not require a special degree of organization or corporate governance. However, this changes with the intensity and complexity of the cooperation. Five types of cooperation can be distinguished: These range from the regular exchange of information to systematic knowledge sharing to coordinated action in which - beyond information and knowledge - joint resources are used. This can be more operational or long-term strategic (strategic alliance). The most intensive form of cooperation is co-production: Actors utilize comparative advantages and act based on coordinated strategies, plans and allocation of resources (giz, 2015, p. 142).

Depending on the degree of complexity of the cooperation, an increasingly professional cooperation management must be established. This begins with the cooperation agreement on the object of the cooperation as well as the associated rights, obligations, and the distribution of possible profits (if necessary, as a contract). It must also be clarified how decisions are to be made in the cooperation. In less complex structures, this can be done very informally and on a case-by-case basis. Intensive and long-term cooperation often requires the establishment of bodies such as advisory boards or arbitration boards in case of disputes. Consideration must be given to the organization of the cooperation (e.g., frequency of meetings, ways of exchanging information). Finally, the cooperation should be evaluated regularly, and its development and perspectives should be discussed.

Key Partners

Looking at the resources required for the business model developed so far, WOW mainly needs capital resources to purchase the food truck, to buy a kitchen and to rent the shop. Furthermore, WOW needs to get / acquire the rights from the respective owners to park the food truck on the planned route. Furthermore, it would be important to publicize the social enterprise as quickly and widely as possible. Finally, it should be examined whether the supply of high-quality and specific ingredients for the food offer should be secured through partnerships with suppliers.

financial support: private donors, corporate sponsors, funding agencies

rights for parking the truck: landowners (private/public)

public awareness: press, municipality

ensuring the supply of ingredients: suppliers

3.2.9 Cost- and Income-Driver

To develop a stable business model, the ongoing costs of running the business must be estimated to compare them with the expected revenues. Costs are the valued consumption of goods and services required for the operation of a business model. The relevance of different types of costs varies greatly with the respective business model. While in service companies the costs for personnel dominate, in trading companies this is usually the purchase of goods. In contrast, production companies often require high levels of investment in technical equipment and buildings, which is why particular attention must be paid here to capital expenditure and the resulting depreciation and amortization. Table 3-2 shows an overview of the most important cost types.

No.	cost type	explanation & examples
1	material costs	All raw materials, auxiliary materials and operating materials that are important for the production of goods (raw materials: wood, steel or ore; auxiliary materials: lubricating oil, packaging material; operating materials: electricity, gas, crude oil)
2	cost of goods procurement	Goods purchased in trading companies for resale (books, furniture, clothing, electrical appliances)
3	personnel costs	Wages & salaries as well as all personnel-related benefits such as bonuses, vacation and Christmas bonuses, personnel development, costs for company cars and social security contributions such as health insurance, pensions or even unemployment insurance
4	advertising & promotion	Print and online advertising, events, trade fairs. Travel expenses are often included here as well
5	utilities	Costs for third-party services like cleaning, tax consulting, management consulting, leasing costs, logistics
6	insurances	Liability insurance, building insurance, fire protection
7	depreciation & amortization	Depreciation on fixed assets (buildings, machinery, fixtures and fittings, vehicle fleet) is the scheduled allocation of the acquisition value over the expected life. If a motor vehicle costs €70,000 and its life is estimated at 7 years, then annual depreciation of €10,000 is incurred.
8	other costs	Costs that are small in amount are grouped under other costs. These include, for example, costs for telecommunications, office supplies, cleaning materials, postage, etc.
9	interests	Interest on loans in order to finance investments in the business model with them

Table 3-2: Cost Types

A sustainable business model only emerges if the costs identified in the ongoing business operations are at least covered by the revenues. However, even a social enterprise should generate profits to a certain extent. These can serve as reserves to balance out difficult business years or be used for necessary investments. Revenues can be generated through the following means (Osterwalder and Pigneur, 2010, pp. 31–32):

- **Sale of goods:** manufacturer, retailers or wholesalers, restaurants
- **Services:** training, consulting, crafts, transport & logistics, cleaning
- **User fees / rent:** hotels, event locations, residential real estate), leasing, for the use of technical equipment, mobile telephony, fitness studio
- **Licenses:** software, media, brands
- **Agency fees:** online platforms, travel agencies, real estate agents
- **Advertising:** information and communication on companies, brands, or service offerings, e.g., via ads, commercials or through influencers
- **Donations / funding:** In social enterprises, all possibilities of generating income through donations should also be examined. In addition to monetary donations, this includes the free provision of rooms or working time (volunteers), for example. In addition, there are also opportunities to apply for appropriate funding if the mission is well-developed.

To assess the long-term financial viability of the business model, all important costs and revenues should be estimated and compared in a profit and loss statement. If it becomes apparent that the costs cannot be covered by the revenues under the given assumptions, the cost structures may have to be re-planned or new revenue opportunities may be required. It may also be necessary to change or expand the value proposition or to develop new or different target groups. Table 3-3 shows an example of an income statement with three different revenue streams and a cost structure dominated by personnel costs.

ITEM	€	%
revenue stream 1	220,000 €	81%
revenue stream 2	40,000 €	15%
revenue stream 3	12,000 €	4%
total net revenues	272,000 €	100%
material costs	37,000 €	14%
personnel cost	187,000 €	69%
advertising & promotion	10,000 €	4%
utilities	9,000 €	3%
insurance	1,200 €	0%
depreciation & amortization	14,000 €	5%
other costs	8,000 €	3%
total costs	266,200 €	98%
EBIT	5,800 €	2%
interests	2,500 €	1%
tax	2,800 €	1%
Net Earnings	500 €	0%

Tabel 3-3: Profit and Loss Account

An important indicator for the economic evaluation of a business model is EBIT (Earnings Before Interest and Taxes). Here, all costs required for the direct provision of the company's offer are compared with the resulting sales and put into perspective. In this case, EBIT is 2% and is suitable as an overarching value for comparing the profitability of business models of all kinds and internationally. Interest and taxes are deliberately not considered here, as the business model is initially to be evaluated independently of the type of financing and the tax framework.

Costs and revenues

The most important costs of WOW are the personnel costs (incl. contractor wages) and the costs for ingredients for cooking. Furthermore, the costs for the truck must be considered (depreciation and maintenance). Relevant costs finally result from the rent for the store and the online marketing.

Revenue Streams: sale of food (fresh and prepared dishes to take away), fees for cooking classes and for renting the community kitchen.

3.2.10 Economical Key Performance Indicators

The economic success of a business model must first be based on the key economic performance indicators, which must be regarded as a permanent prerequisite for the continued existence of a company: A company is not viable or must file for insolvency if the available capital is not sufficient to satisfy the claims of third parties. In addition, a company must be able to always meet its ongoing payment obligations.

This results in at least three financial ratios that are relevant for every business model: Equity or equity ratio, profit and profitability, and liquidity.

- **Equity ratio:** When a company is founded, the founders contribute their own assets to the company (e.g., real estate, vehicles, business equipment, financial resources). In addition, there are financial resources from third parties (e.g., bank loans, supplier credits). Together, these result in the total assets, which belong proportionately to the shareholders of the company (equity) and proportionately to external third parties (borrowed capital), who derive corresponding claims on the company from this. The equity ratio in % is the ratio of equity to total capital (sum of equity and debt) and must be always positive. The higher the equity ratio, the more stable the company. The calculation is based on the balance sheet, which is explained in more detail in the next section on the business plan.

- **Profitability:** The basis for assessing the profitability of a business model is the income statement explained in the previous section. In the long term, this should be balanced or show positive values (profit after tax). As already explained, EBIT as a % of sales is very suitable for underlining the economic performance of a business model. In traditional business models, the return on capital is also of interest, which can be seen as a comparative value to the interest rates of alternative financial investments. In social enterprises, the target figure is less significant, as the focus here is less on capital growth and more on the social impact, which is examined in more detail in the following section.
- **Liquidity**: Every company must be able to always meet its payment obligations. To obtain an overview of this, these must be planned and balanced at specific points in time. A more in-depth look at liquidity planning is also provided in the following chapter on the business plan.

Based on these financial indicators, Kaplan and Norten developed the Balanced Scorecard, a system of indicators in which the financial indicators of traditional accounting are supplemented by additional indicators for managing resources and for processes in the company. In addition to this financial perspective, Kaplan and Norton consider the internal perspective, the customer perspective, and the learning and growth perspective. A balanced scorecard should make explicit the relationships between the goals (and metrics) in the various perspectives, thereby clarifying the performance drivers in the company in context (Kaplan and Norton, 2007). It thus ties directly into the various areas of the Business Model Canvas. The assumption is that central resources and, above all, investments in further education and information technologies (learning and growth) are used to develop the processes of the company to achieve the customer and market-related goals. This then ultimately leads to the achievement of the financial goals. Transferred to the interrelationships assumed in the Business Model Canvas, the following interrelationships are illustrated in Figure 3-18.

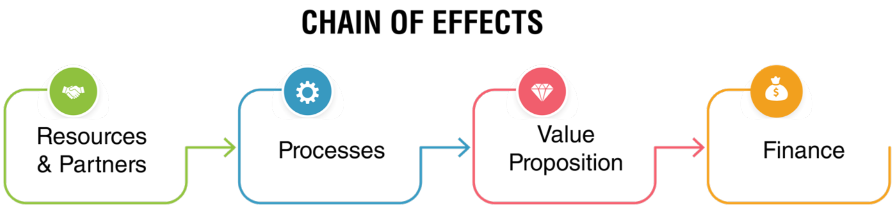


Figure 3-18: BSC – Chain of Effects

The task now is to make the performance indicators relevant to the individual business model measurable in a comprehensible manner in accordance with the corresponding explanations in the preceding sections.

Resources & partners: The strength of a network (number or satisfaction of partners) or key figures such as employee satisfaction or employee productivity can be relevant. All investments in the company's infrastructure can also be measured here.

Processes: Here, the key processes defined in the business model analysis should be made measurable. Indicators such as the number of newly developed products, the duration of deliveries, or the response time to customer inquiries or complaints are conceivable. The quality of purchasing can be evaluated via conditions achieved or the satisfaction of key suppliers.

Value Proposition: The starting point for this is the awareness of the company and its range of services. Based on this, the number of customers, their satisfaction and the turnover and its development are suitable key figures in this area. xi.

Economical Key Performance Indicators (KPI)

Resources & Partners: number of local farmers, delivering their products, number of editorial articles in local press, number of trained employees, employee satisfaction, number of days the food truck is in the repair shop, number of possible stand locations in Beirut.

Processes: number of new recipes, waiting time of customers, quality of recruitment, number of followers in social media

Value Proposition: customer satisfaction, number of meals sold, number of cooking courses held, number of customers in the retail store, turnover

Finances: profit, EBIT, equity ratio, liquidity

3.2.11 Social Impact Measurement

In their analysis on performance measurement of social enterprises, Bengo et al. conclude that, in addition to the financial stability of the business model discussed in the previous section, four categories of performance measurement and evaluation are important from a social perspective. The starting point and outcome should be the mission of the enterprise (Bengo et al., 2016, pp. 659–660):

1. **Input:** What resources were used? In social enterprises, central resources that are not sufficiently considered in economic evaluation systems (e.g., volunteer work, transfer of know-how, etc.) must also be considered here.

2. **Output:** This is about the immediate results from the work of the social enterprise. Were the planned activities implemented (number of products produced, number of trainings offered, number of events held)? Were the planned target groups reached (level of awareness? participants in events or training?)? Were the offers accepted (number of customers or products sold)?

3. **Outcome:** Are the aspirations formulated in the mission achieved? These include changes in perception, acquired competencies, changes in behavior, or changes in the life situation of the target group or beneficiaries.

4. **Impact:** An impact in the sense of the mission and vision is achieved when there are sustainable changes in the topics addressed by the social enterprise and noticeable changes in society (e.g., CO_2 emissions are reduced, female unemployment is declining).

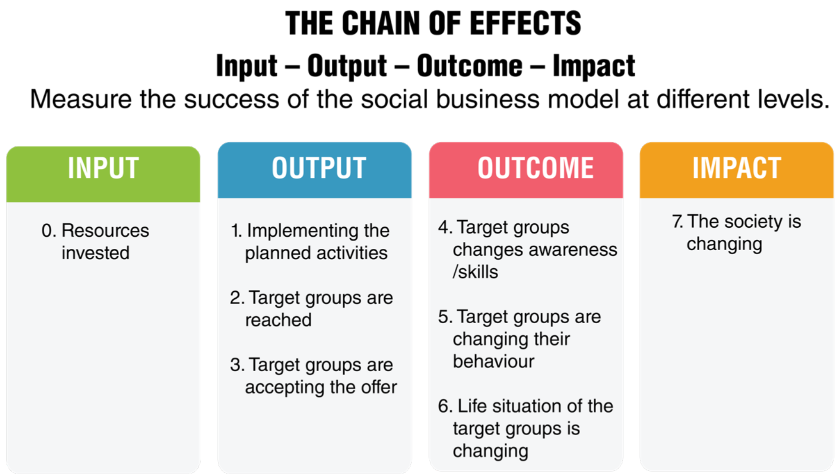


Figure 3-19: Input, Output, Outcome, and Impact

Finally, the 17 UN SDGs are suitable for designing a global structuring of goals and fields of action for sustainable development. We therefore recommend that the central references of the business model of social enterprises to these development goals be elaborated and highlighted.

WOW
Women on Wheels

Social Impact Measurement

resources invested: funding, time and trust of the beneficiaries to walk the path together, food truck

implementing the planned activities: menu has been created, pitches have been rented, trainings have been designed, female entrepreneurs are being searched for

target groups are reached: Awareness of the offer among the target group, application of female employees and entrepreneurs

target groups are accepting the offer: number of female entrepreneurs, number of customers or dishes sold, participants in cooking courses

target groups change awareness / skills: women entrepreneurs run the business independently, attitudes towards gender equality open up

target groups are changing their behavior: more applications, more job offers for women, more start-ups by women

live situation of target groups is changing: higher income, more life satisfaction,

society is changing: unemployment of women decreases, share of female entrepreneurs increase

UN SDG: gender equality, good jobs & economic growth, responsible consumption

3.2.12 Portrait of Social Enterprise

Finally, the social enterprise should be briefly described in terms of its central elements. In addition to the characterization of the central fields of activity, this includes the date of foundation, the number of founders and employees (full-time / voluntary) as well as information on the legal form of the enterprise.

Figure 3-20 shows a summary of the business model of the case study.

WOW
Women on Wheels

Social enterprise organized as an association, which was founded in 2021 by four women in Karantina - a neighborhood of Beirut (Lebanon). The company offers a food truck service for authentic food and has three employees at the time of its founding. In addition, prepared food and cooking classes are offered in the shop and community kitchen.

Vision: Karantina is a livable intercultural and resilient neighborhood where people live together as equals - a model for other distressed communities in the region. **Mission Statement:** With "Women on Wheels" we provide citizens and tourists in Beirut with high-quality and diverse food from the region, which we prepare with love and passion. In doing so, we empower women through entrepreneurship and create employment opportunities in Karantina.

Key Partners

Financial support: private donors, corporate sponsors, funding agencies

Rights for parking the truck: landowners (private/public)

Public awareness: press, municipality

ensuring the supply of ingredients: suppliers

Key Processes

Management: financing / funding
Core: marketing, buy ingredients, prepare& sell food, conducting cooking classes
Support: recruitment, education, operation & maintenance truck

Key Resources

Human: entrepreneurs, educated employees
Tangible: food truck store, kitchen
Intangible: cooking know-how, recipes, creativity, intercultural mindset, rights to use

Value Proposition

Customers:
We are the only food truck service with high quality food from different cultural areas of the Middle East. Citizens & tourists can choose from a wide selection of affordable food at different locations.

Beneficiaries:
Women from Karantina are qualified and employed on a long-term basis. Jobs are created and additional tax revenue is generated for the community. We are a hope-giving example for other actors in Karantina and communities in the region

Key Products & Services

- Sixteen authentic ethnic dishes of high quality
- Assortment of preserved products
- Cooking classes
- Catering services

Channels communication: Web-Site, Online-Marketing, Social Media, Flyer, Poster
Sales: Food Truck, WOW-Shop, Farmers Market, Community Kitchen

Target Groups

Customers

- Residents / workers of Beirut
- Tourists
- People looking for authentic ethnic food

Beneficiaries

- Women in Karantina
- Communities (Karantina and othes in the region)

Costs

Cost-Driver: personnel (incl. contractor wages), ingredients for cooking, truck (depreciation and maintenance), rent for the store, online marketing

Revenues

Income-Driver: sale of food (fresh and prepared dishes to take away), fees for cooking classes and for renting the community kitchen

Economical Key Performance Indicators (KPI)

Resources & Partners: local farmers, editorial articles in local press, trained employees, employee satisfaction, stand locations in Beirut.
Processes: number of new recipes, waiting time of customers, quality of recruitment, number of followers in social media
Value Proposition: customer satisfaction, meals sold, number of cooking courses held, number of customers in the retail store, turnover
Finances: profit, EBIT, equity ratio, liquidity

Social & Environmental Impact (SDG 5, 8 12)

Input: funding, time and trust of the beneficiaries to walk the path together, food truck; **Output:** menus been created, trainings have been designed, awareness of the offer, applications, number of customers or dishes sold, participants in cooking courses; **Outcome:** attitudes towards gender equality open up, more job offers for women, higher income, more life satisfaction; **Impact:** society is changing: unemployment of women decreases, share of female entrepreneurs

Figure 3-20: Social Business Model Canvas for the Case Study “Women On Wheels” (WOW)

3.3 Plan the business

The final step in establishing a social enterprise is the business plan. To create this, the previously created business model must be refined and expanded by individual components. The business plan fulfills various purposes: In addition to the associated greater certainty of the feasibility of one's own plan, it is above all the means of communication with the relevant supporters and the capital market.

The refinement therefore relates to financial planning (revenue model, liquidity, and financing), whereby the calculations required for this should include a forecast for the next 3 to 5 years. Different scenarios are also useful (realistic case, worst case, best case). In comparison to the business model, the following components must also be explicitly explained, most of which were the subject of analysis and evaluation in the early phases of the design thinking process: Analysis of the challenge and initial situation incl. current offers and competitors. Finally, a SWOT analysis should also be performed to conclude the business plan. In particular, the existing risks in the business model should be commented on in depth and backed up with possible measures.

Regarding the structure of a business plan, there are different variants in practice, and for this you may have to comply with the requirements of banks or other institutions from which you expect funding. Of course, the business plan must also do justice to the special character of social enterprises.

Figure 3-21 show the here suggested structure for a business plan, based on the Business Canvas Model:

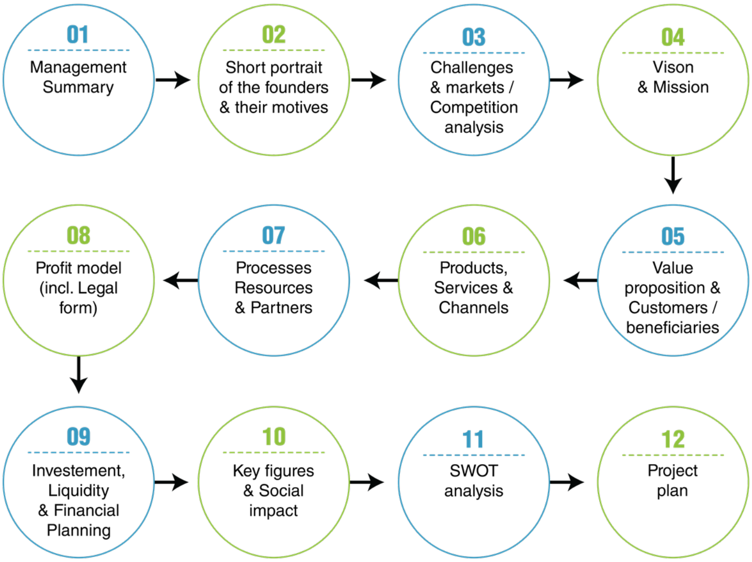


Figure 3-21: Structure of Business Plan

The length of the business plan will hardly fall below 20 pages and should not exceed 50 pages (with attachments). It is important that the project is presented in a clear and comprehensible manner, that the concept is coherent and that the figures are reliable.

1. Management Summary

This section is prepared in the final step after the business plan is completed and is an overarching summary highlighting key points. The executive summary is targeted to the social enterprise's key supporters and funders, and its importance cannot be overstated. It is often read first, and only if the remarks are convincing will the business plan be properly appreciated. The executive summary is usually no longer than 2 to 3 pages, if possible it is advisable to limit it to one page (Haag, 2013, p. 22).

2. Portrait of founders

The founder or the founding team introduces itself. Of importance is all the evidence in the curriculum vitae (education, work experience, further training, motivation for founding) and the resulting skills and experience that are significant for the business start-up. The more diverse a founding team is, the more convincing it is. In addition to the market-ready business idea, the people who are responsible for the business model and its development are decisive for the evaluation by the investors.

3. Challenge and market / competitive analysis

In this section, the starting position for the business model to be developed must be presented. Building on the results of the first two phases of design thinking (Empathize & Understand), the challenge addressed, and its social relevance must be explained here just as convincingly as the relevant starting position regarding existing demand and alternative offerings. In this section, it must become clear that the business idea meets a gap in the market.

4.to 7. Vision/Mission, Value Proposition, Products-Services-Channels, Processes-Resources and Partners

Explanations on these topics can be found in section 3.2.

8. Profit model

The basic framework for creating a revenue model has already been presented in the section on cost and income drivers. For a business plan, it is generally expected that this planning should cover at least the first three financial years and include rather positive or rather negative scenarios. Table 3-4 shows an exemplary overview. In the best-case scenario, sales are estimated more optimistically (here +10%) and the cost structures are adjusted slightly upwards (here +5%). For the worst-case scenario, the procedure is reversed (sales: -10%; costs -5%).

ITEM	Realistic case			Best case			worst case		
	t	t+1	t+2	t	t+1	t+2	t	t+1	t+2
revenue stream 1	200,000 €	220,000 €	240,000 €	220,000 €	242,000 €	264,000 €	180,000 €	198,000 €	216,000 €
revenue stream 2	30,000 €	35,000 €	40,000 €	33,000 €	38,500 €	44,000 €	27,000 €	31,500 €	36,000 €
revenue stream 3	5,000 €	8,000 €	12,000 €	5,500 €	8,800 €	13,200 €	4,500 €	7,200 €	10,800 €
total net revenues	235,000 €	263,000 €	292,000 €	258,500 €	289,300 €	321,200 €	211,500 €	236,700 €	262,800 €
material costs	34,000 €	37,400 €	40,800 €	35,700 €	39,270 €	42,840 €	32,300 €	35,530 €	38,760 €
personnel cost	140,000 €	160,000 €	160,000 €	147,000 €	168,000 €	168,000 €	133,000 €	152,000 €	152,000 €
advertising	12,000 €	14,000 €	16,000 €	12,600 €	14,700 €	16,800 €	11,400 €	13,300 €	15,200 €
utilities	9,000 €	9,000 €	9,000 €	9,450 €	9,450 €	9,450 €	8,550 €	8,550 €	8,550 €
insurance	1,200 €	1,200 €	1,200 €	1,260 €	1,260 €	1,260 €	1,140 €	1,140 €	1,140 €
depreciation	14,000 €	14,000 €	14,000 €	14,700 €	14,700 €	14,700 €	13,300 €	13,300 €	13,300 €
other costs	8,000 €	8,000 €	8,000 €	8,400 €	8,400 €	8,400 €	7,600 €	7,600 €	7,600 €
total costs	218,200 €	243,600 €	249,000 €	229,110 €	255,780 €	261,450 €	207,290 €	231,420 €	236,550 €
EBIT	16,800 €	19,400 €	43,000 €	29,390 €	33,520 €	59,750 €	4,210 €	5,280 €	26,250 €
interests	2,500 €	2,500 €	2,500 €	2,500 €	2,500 €	2,500 €	2,500 €	2,500 €	2,500 €
tax	5,000 €	5,900 €	14,000 €	9,500 €	11,000 €	20,000 €	600 €	975 €	8,313 €
Net Earnings	9,300 €	11,000 €	26,500 €	17,390 €	20,020 €	37,250 €	1,110 €	1,805 €	15,438 €

Table 3-4: Profit Model with Realistic, Best, and Worst Case Scenario

9. Investment, financing, and liquidity

While founding a company, investments in tangible assets are usually necessary. These include, above all, real estate, business equipment, software and hardware, and the vehicle fleet. In addition, there are start-up costs (business registration, costs of operation before opening, etc.). These expenses are incurred before the start of the business. Because there is no income at this point, their financing must be clarified. Can this be covered by the company's own funds, or must outside capital be obtained? There are legal forms that are particularly well suited to obtaining additional equity capital (e.g., cooperatives: members acquire shares that are to be regarded as equity capital). Furthermore, in social enterprises, additional equity can also be raised through donation campaigns (e.g., via crowdfunding) or through grants. If a financing gap remains, this must be filled by borrowed capital. This usually takes the form of loans from banks. However, other lenders are also possible. It should be noted that borrowing leads to ongoing interest payments and that the capital must also be repaid. Depending on the business plan and the type of investment, the terms for such loans can range from a few years (loans for equipment or IT) to 20 or 30 years (loans for real estate).

Finally, liquidity planning is required to keep track of ongoing capital requirements. It is not only important to generate enough profits to cover the costs of the business model, but it is also necessary to be able to always meet financial obligations. If this fails, there is formally a reason for insolvency. Often, the disbursements in a business model arise before there are any deposits. In a trading company, for example, goods must be purchased before they can be sold. However, the supplier usually expects payment before sales have been made. It is therefore advisable to draw up a liquidity plan on a monthly basis, in which current payments are compared with current receipts. This may result in further capital requirements, which can be covered by an additional loan or a current account credit with the house bank.

In Table 3-5 you will find an example of a liquidity plan. Here you will find some of the same items as in the revenue model. However, various items must be added which have an effect on payments but no effect on earnings (e.g., VAT, loan repayments, etc.).

Starting from the liquidity at the beginning of the period (cash, bank), first all items affecting payments and then all items affecting disbursements are recorded. This results first in a monthly result and then, considering the opening balance, in the actual liquidity balance. In this example, liquidity is more often negative at the end of the month (in months 1, 3, 6, 8, 9 and 10). In this case, the overdraft can be used to compensate for this. The interest on this must be considered in the next month. In months 3, 9 and 10, there is a shortfall even when the overdraft is calculated. Additional funds must be generated here, or disbursements must be reduced or shifted. Overall, the example shows a tight liquidity situation. It would be advisable to increase the bank loan from €50,000 in the first month to remedy the structural underfunding.

PERIODS (MONTHS)	1	2	3	4	5	6	7	8	9	10	11	12
Liquidity begin of period	9,583	7,390	13,374	5,983-	3,719-	3,648-	4,461-	1,948-	4,097-	6,740-	8,071-	4,758-
Deposits												
(Sales (incl. VAT	6,000	7,200	8,000	12,000	14,000	12,000	8,000	11,000	12,000	14,000	13,000	13,000
Income from investments	0	0	0	0	0	0	0	0	0	0	0	0
Borrowing	50,000	0	0	2,500	0	0	0	0	0	15,000	0	0
Start-up grant	2,478	2,478	2,478	2,478	2,478	2,478	2,478	2,478	2,478	2,478	2,478	2,478
Refund of input tax	626	10,794	863	2,855	1,376	1,273	969	1,396	1,273	1,425	4,398	1,349
Refund of income tax	0	0	0	0	0	0	9,500	0	0	0	0	0
Private deposits	2,500	0	0	0	0	0	0	0	0	0	0	0
.....												
Total deposits	61,604	20,472	11,341	19,833	17,855	15,751	20,947	14,875	15,751	32,903	19,877	16,827
Disbursements												
Materials and supplies	2,880	3,200	6,000	5,600	4,800	3,200	4,400	4,800	5,600	5,200	5,200	0
Consulting costs	199	398	3,500	298	249	249	249	249	249	249	249	249
Advertising, marketing	750	750	1,580	750	750	750	1,800	750	750	1,800	750	750
Repair and maintenance	681	0	2,587	176	450	450	450	450	450	450	450	450
Insurances	305	305	305	305	305	305	305	305	305	305	305	305
Travel expenses	2,300	195	1,360	420	450	450	450	450	450	450	450	450
Value added tax payment	2,182	1,140	1,368	1,520	2,280	2,660	2,280	1,520	2,090	2,280	2,660	2,470
Investments	50,000	0	0	0	0	0	0	0	0	15,000	0	0
repayment, interest	0	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Private withdrawals	4,500	4,500	10,000	4,500	4,500	4,500	4,500	4,500	4,500	4,500	2,500	4,500
.....												
Total disbursements	63,797	14,488	30,699	17,569	17,784	16,564	18,434	17,024	18,394	34,234	16,564	13,174
Surplus/shortfall per month	2,193-	5,984	19,358-	2,265	71	813-	2,513	2,149-	2,643-	1,331-	3,313	3,653
Liquidity end of period	7,390	13,374	5,983-	3,719-	3,648-	4,461-	1,948-	4,097-	6,740-	8,071-	4,758-	1,105-
Limit overdraft	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Maximum liquidity	12,390	18,374	983-	1,281	1,352	539	3,052	903	1,740-	3,071-	242	3,895

Table 3-5: Liquidity Plan (monthly basis)

10. Key figures and social Impact

Explanations on these topics can be found in the section 3.3.6.10 (Economical Key Performance Indicators) and 3.3.6.11 (Social Impact Measurement).

11. SWOT-Analysis

In the business plan, potential providers of depth capital usually request a self-evaluation of the business model presented. A method for this that is as simple as it is common and used worldwide is the SWOT analysis (see Chapter 2). Analyzed are the strengths, weaknesses, opportunities, and threats of a business model. Strengths and weaknesses can be directly influenced by the company and its stakeholders and represent either competitive advantages or disadvantages or are a success factor or a hurdle in the sense of the formulated mission. The company's strengths and weaknesses relate to all elements of the business model as discussed in the previous section (mission, value proposition, products & services, channels, process, resources, networks, revenue model). To illustrate, resources can be a strength (high competence in the founding team) or a weakness (low equity).

When attracting investors, it is particularly important for a company to illustrate its development prospects. This addresses the question of scaling strategy or, in other words, what opportunities there are to increase the company's impact. Four possible strategies for expanding the business activities of a social enterprise can be distinguished (Weber et al., 2015, pp. 26–28):

1. capacity building ("doing more of the same"): Development occurs within given structures through greater efficiency and productivity. No material or spatial expansion of the offer.

2. strategic expansion through the development of new products or services, addressing new target groups or a geographical spread of its activities.

3. knowledge dissemination: motivating and empowering others to follow suit, accompanied by appropriate public relations and lobbying work and intensive exchange of experience. Here, the social enterprise takes on the role of a best-practice role model.

4. contractual partnerships: one promising approach for social enterprises to increase social impact is to develop networks whose actors develop common principles, goals, and activities. Such networks can take on varying degrees of commitment and institutionalization through licensing to the design of franchise systems.

The opportunities and risks, on the other hand, address all aspects relevant to the success of the social enterprise that lie outside the responsibility and sphere of influence of the enterprise. To structure such factors, the PESTEL analysis can be used, which provides the following perspectives (see Chapter 2). According to this, politically unstable conditions, high inflation, strong competition, climate change or a lack of laws to protect employees are conceivable risks for a social enterprise. Opportunities could be low interest rates, technological developments, and a good infrastructure.

In particular, investors expect an honest and in-depth discussion of the risks of a business project. Consideration should also be given to their probabilities and consequences. It should also be discussed how the risks can be limited or circumvented. If major risks are identified that make the failure of the venture at least possible or even probable, an exit plan should be drafted: How can the abandonment of the business succeed with the least possible material and immaterial damage (e.g., realization of assets, collateral for investors).

12. Project plan

At the end of the business plan, the further steps for founding and establishing the planned social enterprise should be outlined. For this purpose, all important activities and milestones should be summarized in a clear and realistic timetable (e.g., date of foundation, start of production or sales, achievement of certain goals e.g., regarding members, customers, turnover, hired employees etc.).

4

CHAPTER FOUR

EDUCATION OF COMMUNITY INNOVATION PROMOTERS (CIP) – THE CASE OF AJLOUN, JORDAN

In recent years, the authors have been able to gain extensive experience with the didactic approach and methods outlined here (keywords: community-based, along the design-thinking process, interdisciplinary, intercultural, development of concepts for social innovations or for social enterprises). This was done in the context of different Erasmus- or DAAD-funded projects, which were carried out in networks of universities in Europe and in the Middle East. In the following, a seminar concept for the training of CIP will be explained for illustration, which was carried out in October 2022 in the context of a Social Innovation Lab in Al Oyoun, Jordan, developed over two years.

4.1 Social Innovation Lab in Al Oyoun

First project-based experiences with community-based projects could already be gathered in the framework of the DAAD-funded project “Middle East Social Innovation Lab” (MESIL) in 2019 and 2020. In the follow-up project “Middle East Partnership for Productive Landscapes” (MeProLand) in 2021 and 2022, the goal of establishing a Social Innovation Lab (SIL) in Al Oyoun in Jordan was actively pursued. Al Oyoun is located in Ajloun governorate, one of the 12 governorates of Jordan (about 200.000 inhabitants) which covers an area of about 420 sq km and is bordered by Jerash Governorate from the southeast and Irbid Governorate from the north and west. The name “Al Oyoun” is the Arabic meaning for “springs” because the area is characterized by its many springs, as it is in a low area surrounded by mountains from all sides.

One of the biggest challenges is the high unemployment rate, especially among women (38.6%, males: 13.1%). The high rate of poverty and unemployment attributed to (1) the high dependence on the public service and service jobs, (2) the reluctance of the private sector to invest in the province and (3) the high proportion of graduates from universities and institutes in comparison to the weak employment opportunities.

Agriculture is the main source for the people of the region, in addition to raising livestock and it is famous for its fig, peach, grape and pomegranate orchards. There are approaches for tourist offers (cultural and historical tourism, nature-based tourism), but these are expandable. Al-Oyoun was established in 2001 as a cluster to merge four municipalities: Arjan, Ba’oun, Rason and Owsara into one municipality. Our SIL was developed in the rural and contiguous communities of Arjan (appr. 4,000 inhabitants) and Rason (appr. 2,800 inhabitants).

An important partner in the establishment and operation of the Lab is the Royal Society for the Conservation of Nature (RSCN), one of the largest NGOs in the country. The chosen community is partly located in a nature reserve established and managed by the RSCN, the Ajloun Forest Reserve. Throughout the project period, despite the difficult corona conditions, local project officers have deepened contacts with community stakeholders and successfully established a network engaged in and for sustainability-related projects in the region. In this context, an in-depth analysis of the landscape and community has been conducted (ecosystem resource analysis; resilience survey: online as well as interviews). Central results have been processed on the project web page. In this way, the project weeks in the fall in 2021 and 2022 as well as an additional project stay of the core team in March 2022 were prepared and continuous work in the project region was ensured.

4.2 The didactical concept

The organizational framework of the training measure carried out in the winter semester of 2022 as part of the MeProLand project was based on cooperation between three universities: Nuertingen-Geislingen University (NGU, Germany), American University of Beirut (AUB, Lebanon) and German Jordanian University (GJU, Jordan). From each university there were teachers, young academics, and students from 8 countries (Armenia, Germany, Jordan, Lebanon, Poland, Syria, Tajikistan USA), representing 9 different disciplines (Agriculture, Architecture, Business and Administration, Design & Visual Communication, Ecosystem-Management, Landscape Architecture, Political Economics, Rural Community Development and Urban Planning).

Based on the Design Thinking process, we were able to use our knowledge and experience from two intensive project weeks in Jordan in 2019 and 2021, the establishment of the Lab in 2020 and 2021, and a workshop with stakeholders from the region in March 2021, and already had a good foundation for the “Empathize” and “Understand” phases in October 2022 and the subsequent online seminar. This was prepared in preparatory documents and presented and communicated in an online kick-off on October 13. To be able to work out the most far-reaching results possible during the project week from 25 to 29 October in Jordan, the five groups have already defined the main topics that have emerged from the process so far (women-center, community network, two tourism projects and a project about aquaponic roof gardens). During the first two days of the project week, the groups went through the steps "Empathize" and "Understand" again (landscape safaris, site visits, and meetings with the respective communities). Based on this, the topics and goals were specified on the third day, the "Ideation" was carried out and with the help of the Theory of Change, the necessary change process with its target image and the essential steps and prerequisites were worked out. Day four then served to elaborate a value proposition, which culminated in a "Prototyping". The "Testing" of the prototype was then organized in a community exhibition on day 5.

Picture 4-1: Mommunity Exhibition, Ajlou Jordan, November 2022

The overview of the weekly schedule can be found in Table 4-1. One day was reserved for each phase in the design thinking process (see Outcome of the day in the last line). However, in a process based on the division of labour, the groups repeatedly contacted the community, questioned the ideas, and collected in-depth information. In addition, the process was accompanied by systematic feedback. The learning process took place on two levels: 5 groups with 3 to 4 students were formed. These were each coached by 2 young academics, who in turn were each accompanied by an experienced university lecturer in the sense of a “train-the-trainer”. In addition, peer feedback sessions were organized between the groups. After returning to their respec-

25.10.	26.10.	27.10.	28.10.	29.10.
Tuesday	Wednesday	Thursday	Friday	Saturday
10.00 - 12:30	09:30 - 12:30	08.30 - 10.00	08.30 - 10:00	08.30 - 09.30
welcomimg, introduction organisation, outline local context presentation of given com-munities and challenges	outline of the day reflection of landscape safari and community work Input Methods: empathy map, map of actors, personas Groups organizing their day preparation of field work	Review / Status of groups Peer Feedback	Review, Outline & Organisation Status of groups and (peer) feedback	Outline & Organisation Status of Groups
		10.00 -12:30	10.00 -12:30	09:30 - 12:30
		Group work challenge definition and ideation	group work prototyping	preparationn of community exhibition
13:30 - 19.00	13:30 - 19:00	13:30 - 14:00	13:30 - 15:00	14.00 - 16:30
Landscape Safari tour of the area by coach	groups field work & desk research	Input TOC	(peer) feedback Prototype	community exhibition
		14.00 - 18:00	15.00 - 18:00	16:30 - 18:00
		group work TOC presentation & peer feedback	work on prototype and preparation of community exhibition	Reflecting on the findings from the community exhibition
20:00 - …	19:30 - …	19:30	20:00 - …	19:00 - …
dinner reserve	dinner Nazek, Irjan	dinner reserve	dinner reserve	dinner reserve & farwell party
Outcome of the day empathinzing & understanding local context (I)	Outcome of the day empathinzing & understanding local context (II)	Outcome of the day challenge, ideation and TOC	Outcome of the day prototype	Outcome of the day test prototype

Table 4-1: Schedule of the Intensive Project Week (IP) – October 2022 in Jordan

tive universities, the learning process continued online. In five 2-hour sessions, accompanied by working meetings of the groups, the Social Business Model Canvas was explained and illustrated, in preparation for the final presentation of the groups on December 13. This marked the completion of the 6th step of Design Thinking (Conceptualize). Due to time constraints, the preparation of a business plan was waived.

The students had to complete three examinations: (1) design of a community exhibition by the group to test the developed prototypes, (2) research and written elaboration of a "best practices" case study, suitable for their own project (individual performance) and (3) the final presentation of the groups in which the social business model was to be explained.

Figure 4-1 shows an overview of the didactic concept.

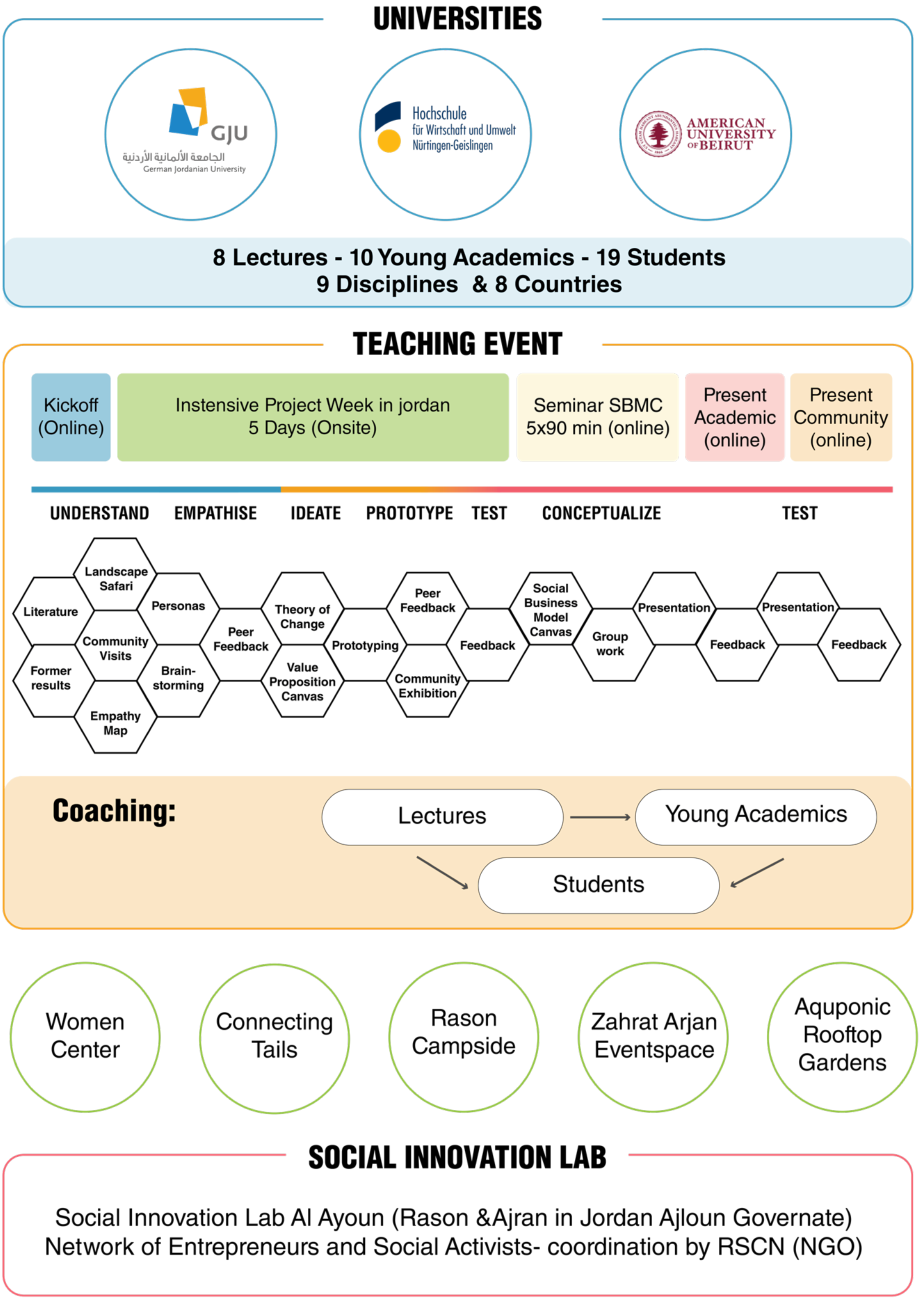


Figure 4-1: Didactic Concept

4.3 Outcome and Impact

In the end, five projects emerged in which concepts were developed during the project weeks in the winter semesters of 2021 and 2022, some of which have good prospects for continuation. After their stay in Jordan in October 2022, the students, accompanied by online coaching, further developed the projects into viable business models. Finally, a hybrid final presentation in Arabic was organized on a voluntary basis for the community in the conference center of the RSCN on 10.01.2023 to discuss the results and next step with the community (see picture 4-2).

Picture 4-2: Screenshot Hybrid Community Presentation January 2023

Below is a brief summary of the results of the five groups.

1. **Women-Center:** A local investor, Am Turki, has been secured to develop a property under construction into the first women's center/café in Rason and Arjan. The concept, developed by the students, is to promote local products and services and to educate women through the exchange of skills, workspace, and a marketplace for their products. There will also be a children's area with

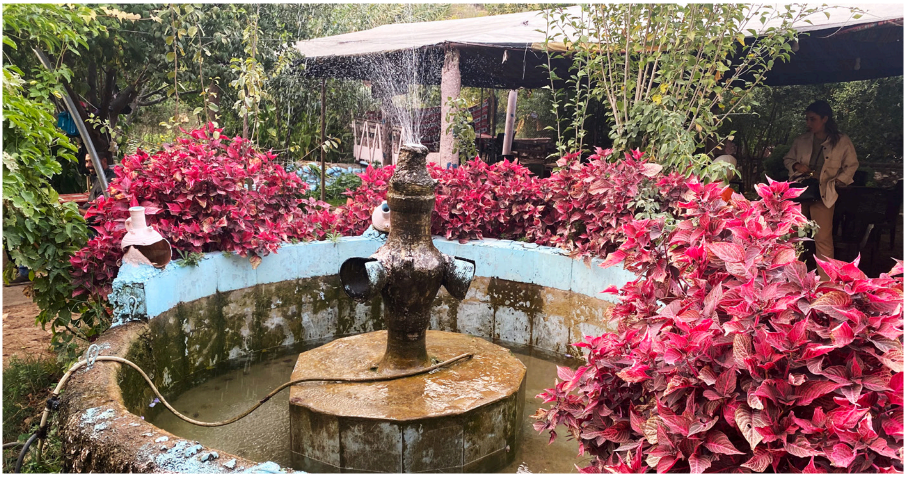
a greenhouse and a multifunctional space for events that can be rented out. Likewise, a co-working space will be made possible. Still during the project week, the investor has received funding for this project. The picture shows the presentation of the prototype for the women's center during the community exhibition in the project week.

Picture 4-3: Prototype Presentation "Women Center"

2. **Rasun Camp Side:** To develop and expand an existing family business (El Sheikh Zouhair and his sons). The mission was formulated to promote a sustainable, community-based, and educational experience at an ecotourism campsite in Ajloun. At the same time, to preserve local cultural and natural identity and promote strategies for inclusion of people with special needs to support investment in the region. The family does not have financial means to fully implement the innovative impulses. Assistance in seeking funding is needed. The image shows the prototype that was created for discussion with the community.

Picture 4-4: Prototype Presentation “Camp-Sider”

3. **Zahrat Arjan – Recreation and event space:** Here, too, we have a family business (Alaa Dwekat and family) that owns a natural area and wants to develop it into a tourist attraction. The students have developed a detailed operating concept that relies heavily on networking and the creation of joint offers from the community. Alla’s daughter would like to develop the business further after the birth of her child.

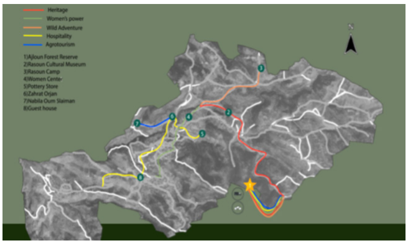


Picture 4-5: Zahrat Arjan

4. **Aquaponic project for rooftop gardens:** Um Suleiman (pictured) is an entrepreneur in the region who already operates an aquaponic-aisled rooftop garden. However, the technology is outdated and, due to relocation, it also needs to be relocated. The project group has developed a plan to develop the facility as a model operation as a first step to build a network of other private operators. This is a promising project that could make an important contribution to water-saving food self-sufficiency in the region. One of the students (agricultural economics in Germany) has decided to write his master thesis on the project.


Picture 4-6: Um Suleiman

5. **Community-based network of walking trails:** The core of the concept are walking trails dedicated to different themes and leading tourists to the businesses and tourist attractions of Arjan and Rason. In a creative way, the group has reworked a legend of the region (Gar & Araa) to create a connecting storytelling. A realizable concept is available. A representative of the Ministry of Tourism was involved in the project and in cooperation with the group. The RSCN has agreed to assist in the implementation of the project.



Picture 4-7: Network of Trails

Evaluation SIL:

Overall, all of the concepts have direct links to the community and existing players there. They are also very much characterized by the spirit of bringing the community together more and joining forces. Central goals are the advancement of women, sustainable tourism offers in connection with the economic development of the region, and the issue of food security and self-sufficiency. In the two years, a network of actors has been developed and sustainable business models with perspective have been conceived.

In addition, there are initial structures and also actors for community management in the region. The RSCN is very interested in the involvement and development of the communities in their reserves, independent of the project funding. This is also a guarantee for the continuation of the initiated activities.

Overarching findings can be summarized as follows.

1. The community-based approach we are pursuing cannot be followed in the region in the same way as we know it from Europe. The “family” and “tribe” instances play a prominent role and must be incorporated into the methodology and processes of the concept.

2. The topic of sustainability is by far not treated as comprehensively and with as high a priority in the community as we are used to in Europe and especially in Germany. Only in connection with additional benefits (e.g., jobs through sustainable tourism, self-sufficiency through the use of aquaponic technology) can the issues be activated.

3. Administrative procedures are often lengthy and follow strict hierarchies. It is helpful to have personal contacts. The work with partners is reliable and loyal. It is characterized by mutual appreciation and empathy. Without the involvement of the RSCN and especially the project manager responsible for us, essential goals would hardly be achieved. The RSCN has the contacts on site, the people trust the institution and the project staff employed there. In addition, there is outstanding competence and experience in development projects.

GLOSSARY

Beneficiaries

Persons or institutions who benefit from the social enterprise's performance without having to pay anything for it themselves. This often involves socially disadvantaged groups of people or individuals (e.g., in issues of youth unemployment, fair trade, or integration projects). Businesses that have an impact on the quality of life of people in local or regional areas such as neighborhoods, communities or cities are also conceivable. In the case of environmental protection-related business models, subsequent generations can also be among the beneficiaries.

Business Plan

A business plan is a written and detailed explanation of a business model. In addition to the associated greater certainty about the feasibility of one's own project, the business plan is the means of communication with the relevant supporters and, above all, investors. Starting with a management summary, the elements of the business model are explained and supplemented by a market analysis and more detailed financial planning (revenue model, liquidity, and financing). The conclusion should be a self-critical analysis of the strengths, weaknesses, opportunities, and risks of the business model. The business plan comprises at least 20 and up to 50 pages.

Channels

A distinction is made between communication channels (information) and sales channels (transaction). The relevant channels result from the customer or beneficiary journey, which comprises all the points at which contact with the company takes place (becoming aware, informing, buying, using, utilizing/disposing).

Community

Group of people who take joint activities. They distinguish themself from those who do not belong to it, they have a sense of belonging, a shared set of values and some kind of (virtual) space that is accessible to members for their interaction with each other (Forms of appearance: Communities of purpose, identity, interest or passion, practice, inquiry, support, circumstance.

Community Innovation Promoter

People who initiate sustainable local or regional change processes. They can shape an open-ended, participatory, and creative dialogue in the community. In this way, it creates collective new knowledge and enables the transformation and evolution of existing ideas and practices.

Customers

Customers are the people who buy something. This includes buyers of products or services (companies, end consumers) as well as public institutions that assume costs for social services provided or distribute subsidies (e.g., publicly funded women's shelter). It is also conceivable that services are provided to beneficiaries for whom someone else pays (parents pay for the care of their disabled child).

Design Thinking

Design thinking is a process to understand customers/beneficiaries wishes, needs and visions. It relies on observing, with empathy, how people interact with their environments, and employs an iterative, hands-on approach to create innovative solutions. It is a human-centred interdisciplinary approach to innovation that draws from the designer's toolkit to integrate the needs of people (desirability), the feasibility of technology, and the requirements (viability) for business success.

Ecosystem-Services

Services that nature provides for humans through habitats and living beings such as animals and plants. Social and physical processes are placed in the context of places and regions to show the connections between humans and nature and make them tangible. It should be noted that in addition to measurable relationships and outcomes, there is also a subjective component: Valuation depends in part on how beneficiaries see the world. Ecosystem services are divided into four categories: (1) Providing services provide products such as food or water (2) Regulating services regulate a natural process for our benefit, such as by reducing flooding or air quality. (3) Supporting services contribute to the functioning of other ecosystem services, such as photosynthesis and soil formation. (4) Cultural services provide non-material benefits that are important to our health and well-being, such as a sense of place, recreation, and aesthetic quality.

Empathy

Empathy is the ability to understand and share the feelings of another person. It involves recognizing and putting oneself in another person's shoes to imagine what they might be feeling and experiencing.

Key Performance Indicators

KPIs in social enterprises are those economic indicators that provide information about the stability of the business model. The focus is on profit, equity ratio and liquidity. Based on this, further KPIs can be identified at three levels in line with the impact logic of the business model: (1) resources & partners, (2) processes and (3) value proposition.

Landscape

According to the European Landscape Convention (2000), landscape is an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors. We suggest a holistic landscape concept for community innovation. Landscape represents the concrete spatial context in which communities exist. It is an integration of natural, social, economic and cultural systems. This integrated system knowledge is relevant for identifying and solving sustainability challenges.

Mission

The mission answers the question how the vision can be achieved. A mission statement should thus address the following topics: (1) Purpose: Why does the company exist? (2) Offer: What products and services are offered? (3) Values: Which tangible and intangible values are created? (4) People: For whom are offers and values created (customers, beneficiaries, and other stakeholders)?

Personas

Personas consolidate archetypal descriptions of user behavior patterns into representative profiles, to humanize design focus, test scenarios, and aid design communication (Cooper 2004). Persona consists of a description of a fictional person who represents an important group of stakeholders. Typically it presents information about the demographic, behavior, attitudes, etc.

Processes

Processes help manage the operations of an organization so that they can produce valuable results. A business process is a collection of activities that take one or more types of inputs and produce an output that is of value to a customer or beneficiary. It should be emphasized that an organized and controlled flow of operational and management processes is a core element in the efficiency and effectiveness of an organization.

Prototype

Prototypes are the first physical manifestation of ideas, allowing people to test and explore the technical and social feasibility of an idea.

Resources

Resources in the sense of the resource-based view led to competitive advantages of the organization that can be harnessed for the business model. In principle, resources can be all tangible and intangible goods used in the production and utilization process. They should be valuable and rare as well as difficult to imitate and substitute. A distinction must be made between tangible, intangible and personal resources.

Segmentation

Differentiated description of the customers or beneficiaries of a business model. The differentiation between different segments is made with the help of characteristics that have a high influence on the purchase decision or needs. The segments should be as similar as possible in these characteristics but should differ in comparison to other sub-segments. Possible segmentation criteria are socio-economic, socio-demographic, psychological or behavior-oriented.

Social Business Model Canvas

A business model maps the central elements of a successful organization (value position, target groups, channels, processes, resources, partners, costs, and revenues). It provides an analytical framework for identifying the requirements of the business model as well as its strengths and weaknesses and deriving appropriate further developments and innovations. A social business model canvas supplements the classic purely market-oriented view with the society-oriented dimension:

Social Enterprise

Social enterprises are mission- and impact-oriented, i.e., they align their entire business model with their social-ecological mission and measure their success with a view to its social-ecological impact. In addition to the customer as a point of reference for the values and offerings to be created, the beneficiaries must also be included in the considerations as a relevant target group.

Social Impact Measurement

The success of a social enterprise must be measured according to the formulated mission and the corresponding impact. There are four dimensions to consider: (1) Input: What resources were used? (2) Output: the immediate results of the social enterprise's work. (3) Outcome: were the goals formulated in the mission achieved? (4) Impact: An impact in the sense of the mission and vision is achieved when there are sustainable changes in the subject areas addressed by the social enterprise and tangible changes in society.

Social Innovation

Social innovation refers to the design and implementation of new solutions that imply conceptual, process, product, or organisational change, which ultimately aim to improve the welfare and wellbeing of individuals and communities.

Social Innovation Lab (SIL)

Social Innovation Labs are real-life experiments in local communities supporting networking, social and reflexive learning for joint visions, capacity building and co-designing beyond hierarchies, unequal power relations and the dominance of economic interests.

Transaction Costs

Compared to uncoordinated, individual action, cooperative action leads to transaction costs, as it requires increased communication, coordination, and agreement. (e.g., in the search for and evaluation of cooperation partners, during the negotiation of a cooperation agreement, or during ongoing coordination and especially in the event of disputes). The more intensive the cooperation with another organization or company, the higher the possible transaction costs. These can be limited to a greater extent the stronger the common foundation of values is, the more trusting and loyal the cooperation is and the fairer the distribution of rights, obligations and cooperation gains is assessed by the partners.

Value Proposition

The value proposition should answer the question of what values are created for whom. In a social enterprise, this means on the one hand that the purposes of the organization formulated in the mission are to be specified from the perspective of the beneficiaries. With regard to the company's customers, the value proposition expresses why a customer should choose the company and its offer in a given competitive situation.

Vision

The vision describes what should be different or better at a point in the future or what goal should be achieved. The vision thus answers – if possible, in one sentence – the question of which image of the future to strive for. In social enterprises, the focus is on overcoming challenges of a social or ecological nature, which has motivated and inspired the founders.

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