

REGIONAL INNOVATION HUBS CREATION AND ESTABLISHMENT MANUAL

2019

rise



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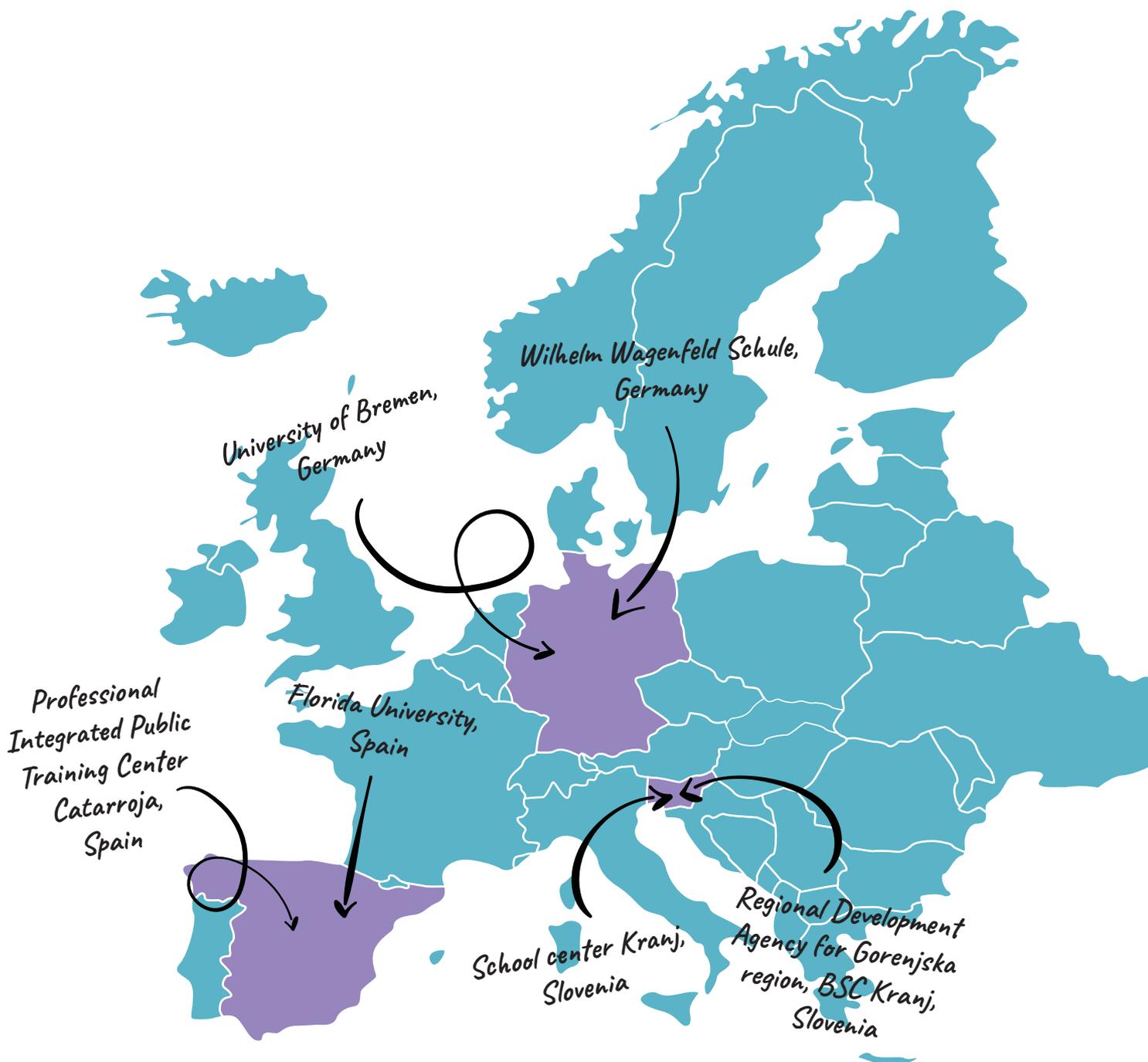
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Introduction

This manual is for those teachers or students who are passionate about social innovation and want to share their passion with others to change society and the world to be a better place, also to pupils or students.

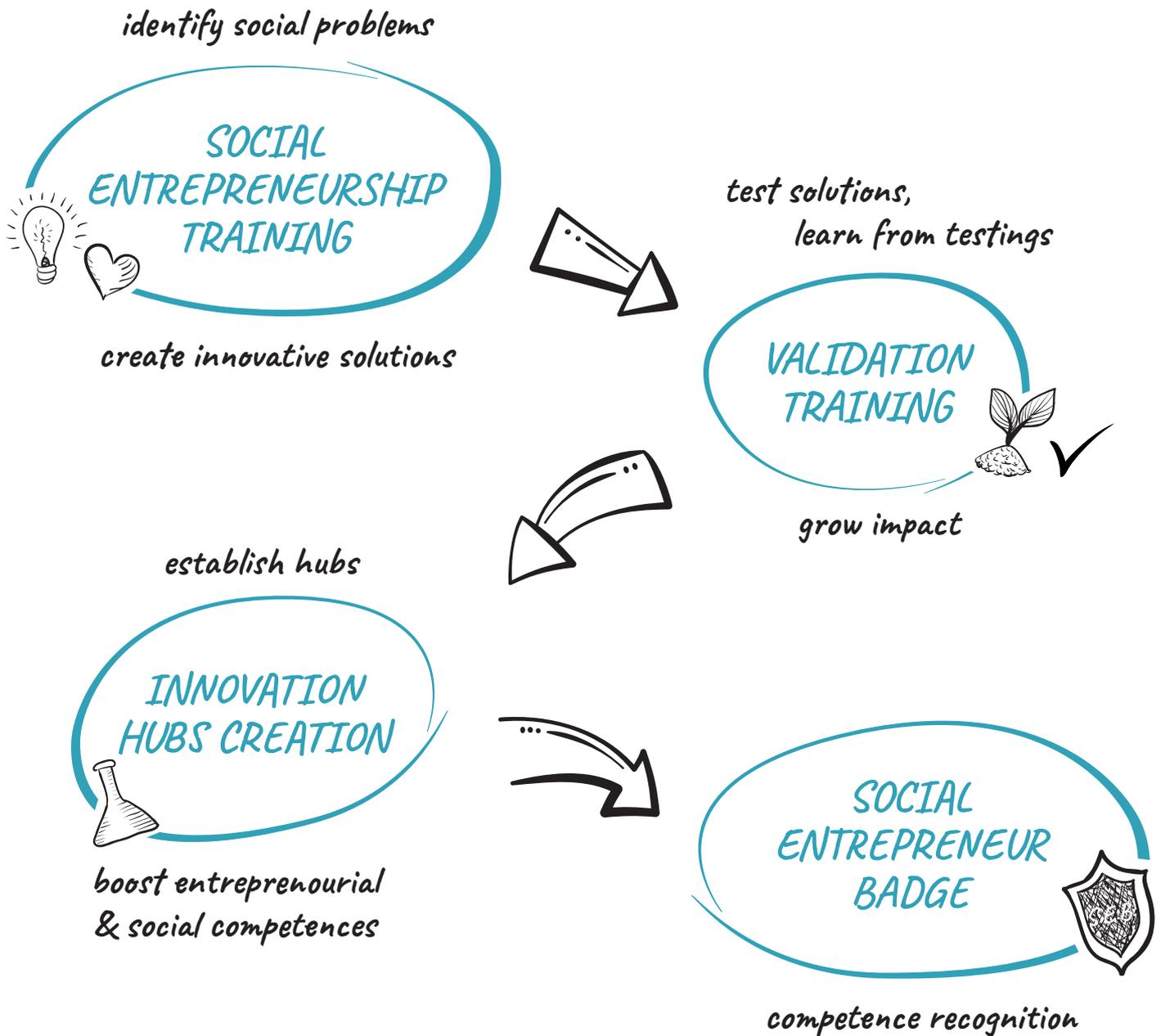
This manual is output of the RISE project - Regional Innovation Hubs for Strengthening Social Entrepreneurship through Cross-Border Community Projects by Erasmus+ program. The objective of project is the creation of regional Innovation Hubs in the partner vocational schools, where the students run these themselves supported by their teachers. The goal of these regional Innovation Hubs is the student's acquisition of entrepreneurial competences by solving current social problems happening in their regions and in the regions of the project partners in Europe.

Project partnership of the RISE project



Throughout the project four outputs were developed:

1. social entrepreneurship training,
2. validation training,
3. Regional Innovation Hubs creation and establishment manual and
4. social entrepreneur badge (SEB) distinction for student's competences recognition will be originated.



You are now reading an intellectual output number 3: Regional Innovation Hubs Creation and Establishment Manual.

Key factors of long-term hub success

The long-term success of such centres depends on the, appropriate mission, right values, well-designed goals and thoughtful integration into the wider innovation environment.

Mission of hub



You need to design the mission of the centre around the real desire to provide quality learning environment to social innovators from your school. Considering that you work with young and often inexperienced people, we suggest that you design the centre as a first entry point into the whole process of innovation development. Such an approach requires a lower entry threshold and offers wide open door for many innovations and innovators. It should act as the first sieve.

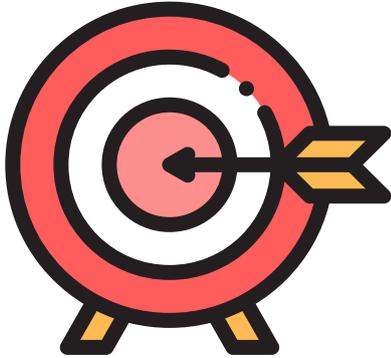
Key values of hub



The set up and operation of such hub requires a lot of involvement. Whenever you want people truly motivate for a job, you must start with the right values. Values are an invisible magnet that attracts certain people and reject it others. This means that the reflection and debate about what you and your team believe in and what you respect most in life in context of establishing hub is extremely important and necessary at the very beginning.

Based on our experience with setting up such hubs, we can strongly believe that there is one ultimate value that every hub should follow: **ultimate openness to new ideas**. This value is most clearly reflected in how you treat innovators and their ideas. It has big impact on evaluating innovation that innovators want to develop in the hub. Innovations are changing through the process of realization, and they are often ahead of time, so we can do a lot of damage if we judge too quickly and perhaps just because we do not understand innovation. Be very open and flexible when selecting ideas and without judgments.

The main goal of hub

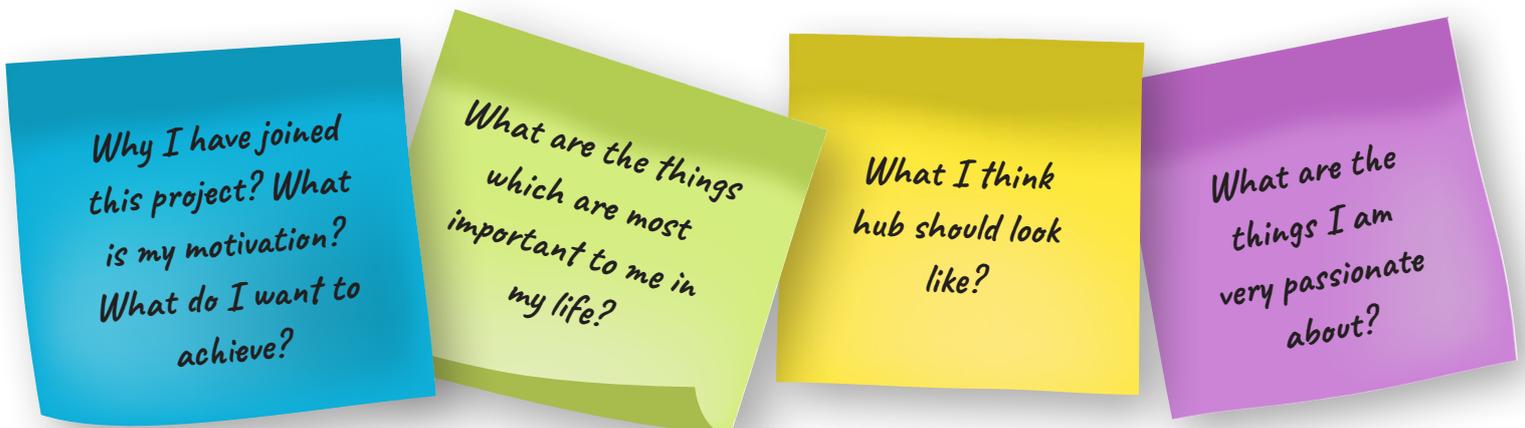


Because you will work primarily with young - beginner innovators, it is highly recommended that the goal of a hub is to enable these young people to obtain as much entrepreneurial practical experience as soon as possible. **So, your overall goal of the hub should be to create learning environment in which students are able to gain cutting edge social entrepreneurial competencies and learn about methods used by the most advanced companies and start-ups. Young people who take part in such projects gain experience which should have significant and direct impact on their employability in the labour market.**

And there is another very important goal you should focus on: **creating positive effects on society.**

An exercise that can help you define mission and values of the hub:

In a meeting of students and teacher who are involved in hub creation ask them to write on PostITs personal answers to those questions:



Then you collect all the anonymous answers on a wall and introduce to your team the main goal of a hub: "To create learning environment in which students are able to gain cutting edge social entrepreneurial competencies and learn about methods used by the most advanced companies and start-ups. Young people who take part in such projects gain experience which should have significant and direct impact on their employability in the labour market."

Then you go back to PostITs and remove all answers who are not somehow connected with a goal.

From the words from the answers which stay on the wall, whole team can design proper mission and define core values.

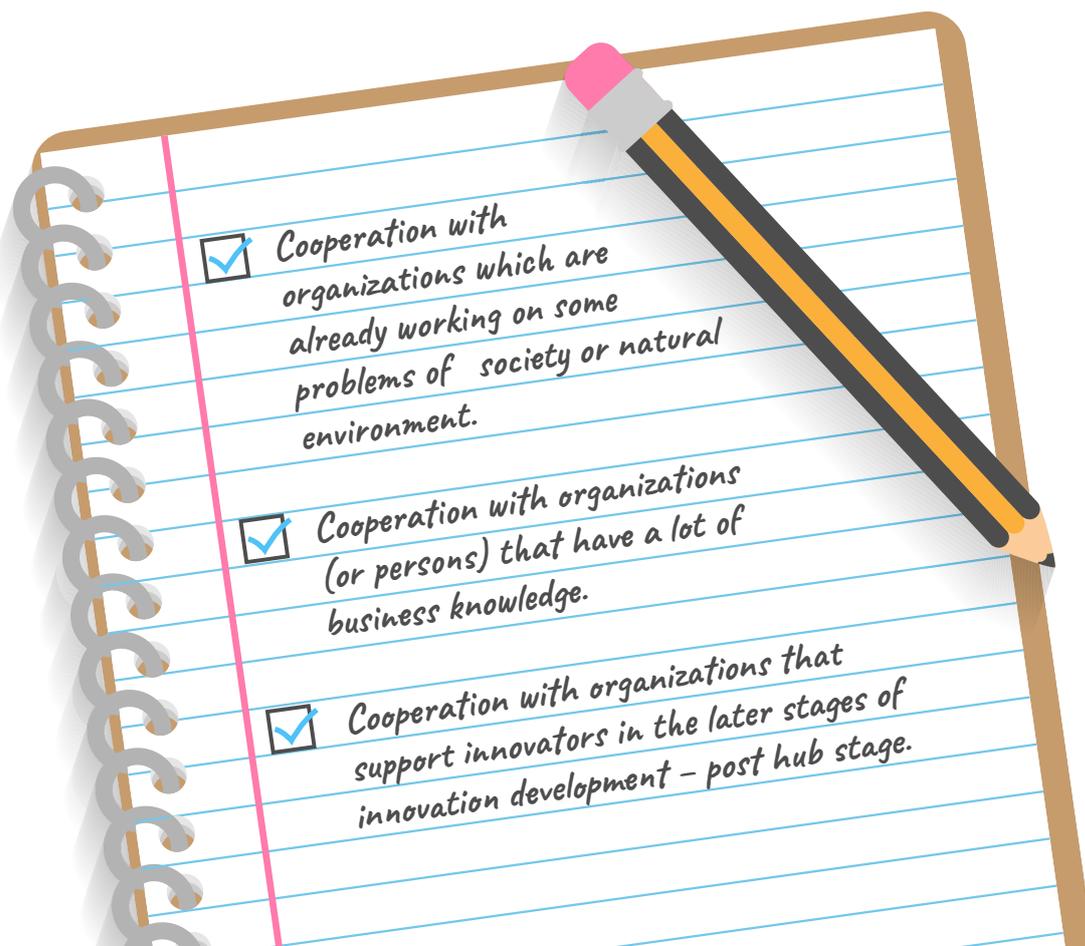
Integration into the wider innovation environment



So far, we have been dealing primarily with the hub as a certain independent entity. Now it's time to look at the hub more widely. Think about the wider local, regional and national context and how you want to place your hub in this bigger picture.

When thinking about integration into the broader environment, you should have in mind primarily the connections and cooperation with other organizations that can support and enrich the functioning of the hubs and their users.

According to our experience, it is recommended that the hub is integrated into the environment at three points:



- Cooperation with organizations which are already working on some problems of society or natural environment.
- Cooperation with organizations (or persons) that have a lot of business knowledge.
- Cooperation with organizations that support innovators in the later stages of innovation development – post hub stage.

Organizations
with business
knowledge



Regional
Innovation
Hub



Organizations
dealing with
society problems



Organizations
which support
innovators in
later stages

Why is important to cooperate with the organizations which are already working on some problems of society or natural environment?

When thinking about supporting local young innovators we mostly think of the students who already have a certain idea that needs help in developing it. However, many people want to change the world for the better, but they have no) idea how to do it. These kinds of individuals should be connected to organizations who are already dealing with some problems and already making some social impact, but they are open to new social innovations which they could implement in their daily work. Their missions and vision are often very inspiring and perhaps could spark an innovation fire in your students.

You can find partners among:

- environmental organizations

- organizations involved in the collection and management of garbage

- organizations engaged in the efficient use of energy

- organizations that work with people with special needs and disabilities

- organizations that deal with the detection and prevention of various abuses

- organizations that offer programs for young people with behavioural disorders

- organizations that deal with alcohol and other drugs abuses

- organizations that deal with non-chemical addictions (internet, video games ...),

- organizations dealing with the problem of homeless people

- organizations involved in the reintegration of prisoners

- other innovation hubs (and schools which are involved)

In the beginning is the easiest way to start connecting in local level. But don't forget about regional, national and cross border cooperation.

Therefore, you should organize the events (or organize study visit) on which this organizations can present themselves and their work. Let them speak to your students, to show them exactly what they are doing, to tell them about what problems they are facing and what problems their users have. Offer them the opportunity to invite your students to seek solutions for them.

With this kind of approach, you ensure a constant flow of fresh inspiration for your students.

Why is important to cooperate with organizations (or persons) that have a lot of business knowledge?

For the needs of educating members of your hub in the field of social innovation and social entrepreneurship, you should use two tools that were developed within RISE project:



These two manuals are designed to guide you through the most important educational stages within your hub. In there you will find a lot of very handy and practical advises and tips what kind of knowledge you should offer to your members how those activities should be organized. Manual include so much useful information, that if you integrate all of them into you program it should enable you to perform majority of activities by you and your team.

But probably during this process some of students will appear that they will be very passionate about their projects and innovations and they will wish to go further - beyond this educational phase.

In that case you should connect them with other organizations and individuals who have a lot the business knowledge. They don't have to have social sector background or be strongly familiar with social innovation and social entrepreneurship, because their job should be delivering "hard" business knowledge into these social innovations. If you are wondering which organizations or individuals could participate on this level, we offer a few options:

Who can help me?

- (retired)successful local entrepreneurs and craftsmen

- successful business consultants and business coaches

- successful lecturers (from business schools)

- former hub members who succeed in business - you can design an alumni club, maker labs (also called Fab labs) - workshops with latest (technology) equipment, often for producing physical products (3D printers, CNC...)

The best way to include this organizations and individuals into your program **IS THROUGH MENTORSHIP**.

Why is it important to cooperate with organizations which support hub members in the later stages of innovation development – post hub stage?

It is impossible to provide adequate support to innovators at all stages of innovation development. From all your future hub members there will be some who will be specially motivated and passionate about developing their innovations. They will want to go to market and will want to go beyond “learning and building competences phase”. If they show definite determination to realize their innovation you should connect them to business support organizations who will help them go further. There is list of some possible partners:

- Start-up accelerators

- Start-up schools

- Local Technology Parks

- Regional Impact HUBs

- University Incubators

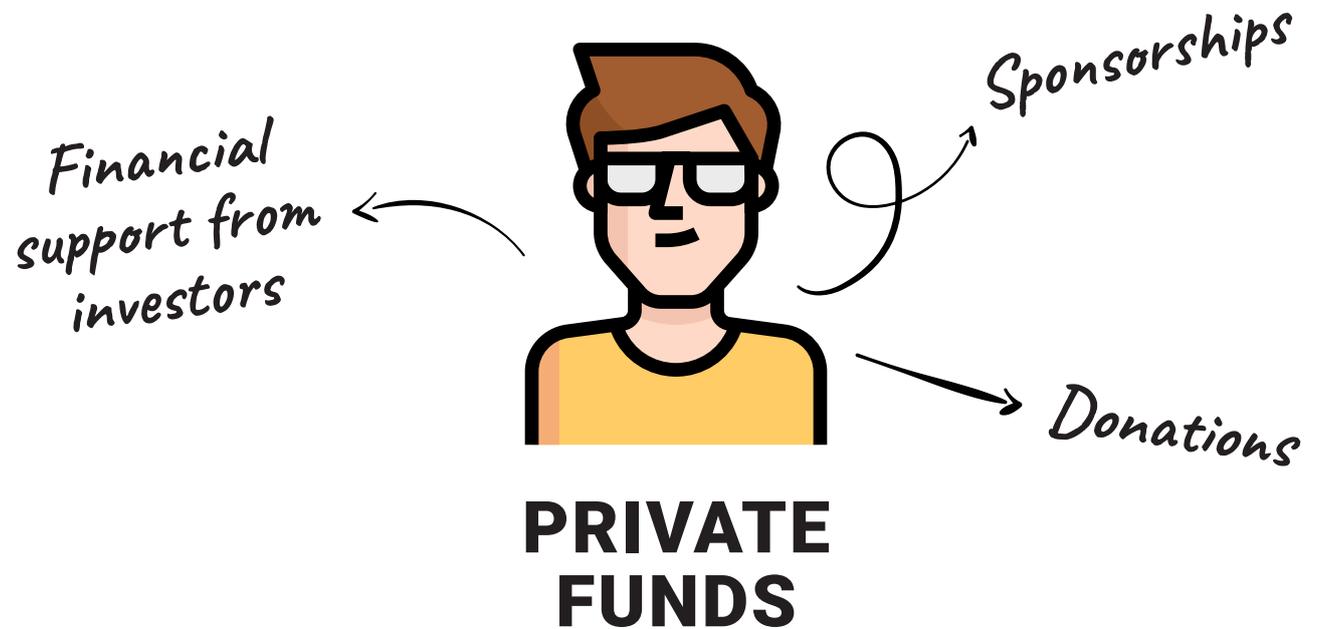
- Networks connected to investors - business angels

- Special support programs designed exclusively for social entrepreneurs at national level

- European networks of organizations that support cross-border social entrepreneurs (European Social Innovation Competition, Social Innovation Community, Euclid network, Investment ready program...)

Hub`s revenue sources

We have listed some ideas about the potential financial sources from which you can fund the activities of the hub below:



In the context of various forms of financing your hub check and explore what your school can offer. Choose the path that best matches hub's goals, mission, vision and possible support your school can offer.

At first you should design a business model of the whole hub and be very specific in a revenue streams section. This part of business model could be basis of more detailed hub's funding strategy. We are adding some action items you can implement:

What do I need?



Make a list of things you need for operating the hub (how much money, which equipment/tools, which materials...)



Check and explore what hub (and your school) can offer. Have in mind that every cooperation is based on added value you bring to the table. Your potential investors (and other partners) certainly will not be interested if you do not have anything to offer.



Connect with a school project office and explore how they can help get funding via applying in (public) tenders.



Ask for donations. Analyse which companies and other organizations already gave donations to similar project. Try them first. And do not always ask for money. Also ask for other things you need.

Step 1 in process of establishing a hub:

DEFINE KEY FACTORS OF THE LONG-TERM HUB SUCCESS

IMPORTANT QUESTIONS	YOUR CONTENT	
<p>What are the goals of your hub?</p>	<p>The main goal: To create learning environment in which students are able to gain cutting edge social entrepreneurial competencies and learn about methods used by the most advanced companies and start-ups. Young people who take part in such projects gain experience which should have significant and direct impact on their employability in the labour market.</p> <p>You can add additional sub-goals here:</p>	
<p>What is a mission of your hub?</p>	<p>Our mission is:</p>	
<p>What are the key values of your hub?</p>	<p>Our most important values are:</p>	
<p>Strategy of Integration into the local environment</p>	<p>A list of our partner organizations which are already working on some problems of society or natural environment</p>	<p>We will cooperate with:</p>
	<p>A list of partner organizations and individuals with a lot of business knowledge</p>	<p>We will cooperate with:</p>
	<p>A list of partner organizations that support innovators at later stages</p>	<p>We will cooperate with:</p>
<p>What is a mission of your hub?</p>		

Fundamentals of operating the social innovation hub

4P's

Four pillars

Our own experience in the field of establishing innovation hubs, discussions with experts and analysis of existing good practice have shown that if you want to run hub successfully, you need to ensure:



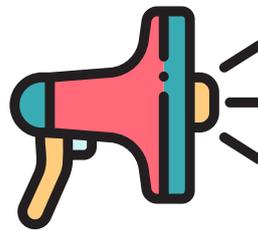
Place

that suits the needs
of all participants



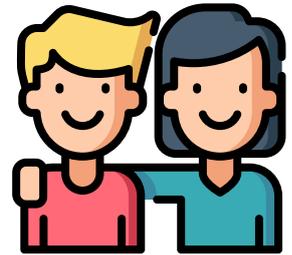
Program

that meet the needs
of all participants



Promotion

which is multi - channel



People

who are motivated
to run a hub

Place



*#PLACE, that suits the
needs of all participants*

Many organizations, when launching supportive innovation environments, give priority to the usage of physical space. Somehow the public impression was created - that if you offer people a room, WI-FI, a table and chair, it's already enough that people will come and starts to develop their ideas.

Unfortunately, it's not that easy. Indeed, your most important task (at the very beginning) is to create a community - the community of innovators, future entrepreneurs, program creators, supporters and local and national authorities.

Such community can only be formed if you succeed in installing the hub in the local ecosystem - but more in the head of the local population than in the physical walls and buildings. And after the desire to build the new community, the desire to create opportunities for meeting and collaborating with like-minded people, must also follow the definition of the physical space where members of the community meet.

Use communication campaigns to give students the opportunity to speak and express their needs. If you offer services that students really need, they will join the initiative, and support the hub. Find existing creative communities and invite them to participate. Start by organizing a series of informal events in public spaces.

The fact that many successful innovation initiatives started were that people began to meet once a week in a local library or in a coffee shop, that is, in a "neutral" territory. But when they participated in these meetings, which were good and constant, they found their own physical space where they invited regular visitors to events. The creation of physical space in this context meant formalization and professionalization of support for innovators, which at that time was no longer a problem because the basic trust between them was already built.

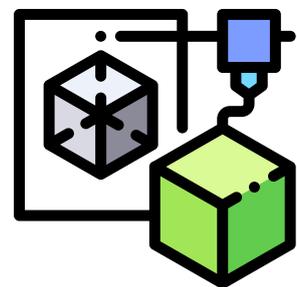
The analysis of the establishment of such spaces suggests that if they go too fast into formalization, people resign because trust has not yet been built. Therefore, this "neutral territory" is extremely important at the beginning. In the context of implementing such activities in the school environment, we advise you to start with activities in pre-existing locations that are popular among students.

When you decide to have your own physical space there are some guidelines you can follow:

- The entire physical infrastructure must ensure the benefit of users. It should be as informal as possible, easy to use and accessible. It should encourage creativity.

- The location of the hub is one of the most important things. Often, the location is a key factor for success. Ensure easy accessibility, if possible, be this in ground floor where there is a lot of natural light and close good traffic connections - location near public transport. If so, provide parking spaces and bicycle stands. Since people in the beginning always have problems with spending time in rooms that they do not yet know, it is necessary to provide as little physical obstacles as possible when accessing space. It is best that the space gives the feeling that a person can only stop by and that he can very quickly leaves if he becomes uncomfortable.

- It is recommended that the space be divided into three units.



First unit **SPACE FOR SOCIALIZING**



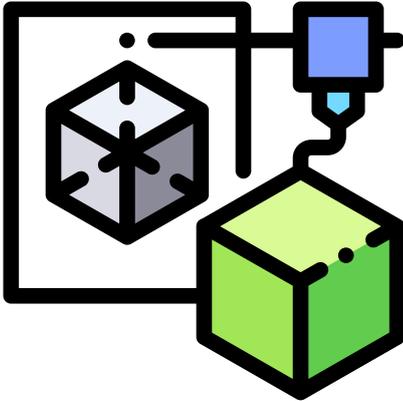
An open space for informal gatherings, conversations and spending time between work and free time. This space is also used to carry out events (conferences, lectures, workshops). Use this room to get as close as possible to the sense of the home living room. The equipment should include: comfortable chairs, sofas, seating bags, club tables, inspirational paintings and photos, lots of greenery, appropriate room lighting, stage lighting fixtures, wardrobe, large folding chairs (for events), stage, laptop, projector, projection canvas, stand-alone flipchart board, microphone, speakers, audio mixer, refrigerator with drinks and sandwiches, coffee machine, warehouse, sanitary facilities, waste bins.

Second unit **WORKING PLACE**



The space is intended for work and it should allow practicing the methods of RISE (human - centred design, testing, validation, pitching, storytelling, business model canvas, etc.) which are described in both manuals developed as a project output. It should be as open as possible, well lit, and ventilated, without unnecessary walls, without other obstacles and any unnecessary disturbance of attention. Many surfaces should be provided on the walls for writing and drawing. Equip it with modular furniture (especially with tables, chairs and mobile partitions) that allows you to adjust according to the current needs of each user. Silence or peace is also required here. Telephone conversations and other voice communication are carried out in a meeting room. Better yet, if you can provide sound-proof booths to the users of the room, where they can talk smoothly over the phone or make video calls and thus do not disturb anyone. It is urgent to provide (at least one) separate meeting room, to hold private meetings and to meet with external partners, mentors and other visitors. The meeting room with option of a pre-booking system should be equipped with an LCD screen and a flip chart. Also for users of this room you need to provide a bathroom, a kitchenette with basic equipment (utensils, glasses, cups, jugs, refrigerator, cooker, dishwasher, microwave oven, toaster, water heater) and waste bins. Also provide them with a wireless printer and an optical scanner. It is also very good to offer members the opportunity to apply for a business address at the address of the hub. In this case, mailboxes should also be provided.

Third unit
WORKSHOP
- MAKER LAB



If you will also direct your mission in support of innovators who want to produce physical products, it is highly recommended that you design a workshop within the hub. The equipment of such a workshop depends on your financial capabilities and the equipment that is already available to you.

Keep in mind that these workshops are prototyping focused. That's why they don't have to be designed for mass production, but for development of very specific and small series products.

Most often, in these kind of workshops, the following equipment was found: lathes, laser milling machines, soldering machines, (3D) printers, engraving machines, photo and video equipment, CNC cutters, knitting machines, sewing machines, welding equipment, LEGO robots, oscilloscopes, thermocouples, VR glasses, supercomputers and also classic handicraft equipment found in every domestic garage-drilling machine, screwdrivers, angle grinders,...



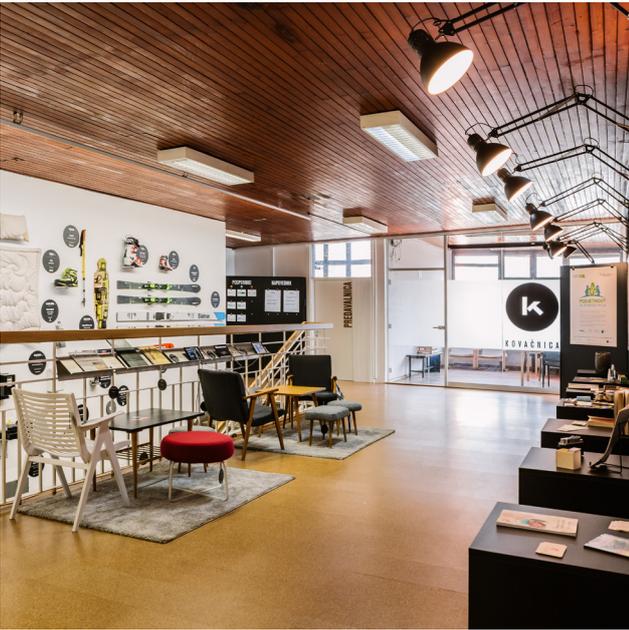
- Strive to make the spaces as open and flowing as possible. To be as airy as possible, it is important to have adequate winter heating and cooling in the summer (air conditioning). Although open working environments can be associated with disturbing elements, they are crucial for promoting communication, while modular furniture allows users to adjust the space to their preferred frames.
- Ensure quality and safe wireless internet access in all rooms. Also ensure that there are enough electrical outlets that are well distributed around the premises.
- Care for order and cleanliness is also very important part. In any case, encourage the members to clean after themselves, but a professional cleaner also will be needed.
- Consider also appropriate protection (physical / electronic).



We understand that there are many different options described above. We do not expect you to include all recommendations in your hub. We are aware that you are limited by the spatial and financial abilities of the school / faculty in which you work. It is likely that you are an educational institution that certainly eases certain things, but certain ones are more difficult to perform than usual. Use and implement as much as you can. The rest should be for inspiration and a goal in the future.

Photo examples of hub:

Coworking center Kovačnica Kranj



Step 2 in process of establishing a hub: FIND, DESIGN AND EQUIPPED PROPER PHYSICAL PLACE

Sub step #1: ARRANGE SPACE FOR SOCIALIZING	Sub step #2: ARRANGE WORKING PLACE	Sub step #3: ARRANGE WORKSHOP* - MAKER LAB <small>* Depending on the branch and core focus of the school</small>
<ul style="list-style-type: none"> • comfortable chairs, sofas, sitting bags, club tables, • inspirational images and photographs • lots of greenery • appropriate room lighting, • lighting for the stage, • wardrobe • large folding chairs (for events) • stage • laptops • projector • projection screen • flipchart board • microphone • sound system • drinks and sandwich machine • coffee machine • warehouse • toilets • waste bins • adequate protection • appropriate heating • air conditioning • free WI-FI 	<ul style="list-style-type: none"> • surface / white board that allows writing and drawing • modular furniture (mainly tables, chairs and mobile partitions) • sound insulated booths • (at least one) separate meeting room with LCD screen and flip chart board • an online program for booking a meeting room • toilets • kitchenette with basic equipment (dishes, glasses, cups, jugs, fridge, stove, dishwasher, microwave oven, toaster, water heater) • waste bins • wireless printer • Optical reader • mailboxes • sufficient number of electrical sockets • adequate protection • appropriate heating • air conditioning • free WI-FI 	<ul style="list-style-type: none"> • lathes • laser milling machine • (3D) printer • engraving machine • photo and video equipment • CNC cutter • knitting machine • sewing machine • welding machine • LEGO robots • Oscilloscope • VR glasses • supercomputer • licensed software • Classic handicraft equipment (drilling machines, screwdrivers, angle grinders, hand saws, sockets and ring wrenches)

Program



In this chapter, we will mainly discuss the program in terms of content that will flow through your hub.

The very strong content pillars that you can use to shape the program and focus on them are tools that have been designed during this project »RISE – Regional Innovation Hubs Strength-en- ing Social Entrepreneurship through Cross-Border Community Projects«. These are:

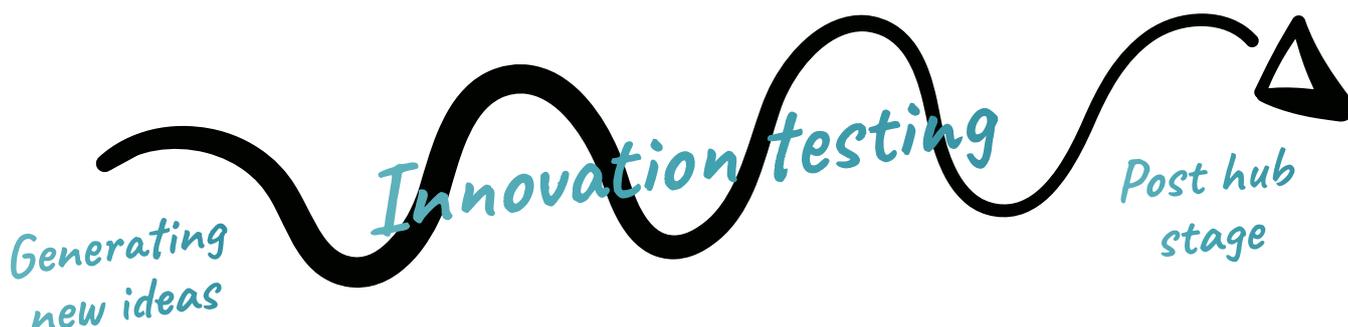


However, these pillars need to be placed in a broader picture of the program. As mentioned, several times, in view of the whole context and your target audience (pupils and students), we recommend that you organize yourself as first stage support - entry point in the way of the development of social innovations. In this case, it is advisable to organize the content that defines your support offer in three stages.

Level 1: Activities that support innovators in generating new ideas

Level 2: Activities that help innovators to finalize and test innovation

Level 3: Post hub stage: Guidance and support for the further development of innovation from prototype to production (market entry)



Level 1:

Generating
new ideas



Competences you are building on this level:

#team work

#proactive observation

#active listening

#problem solution focus

When thinking about innovators, we often have a person who already has a certain idea. And here we often forget about people who do not yet have ideas, nevertheless they are interested in work in the field of social entrepreneurship and social innovation. The fact is, however, that people themselves won't come to the hub or join the initiative. In any case, they should be invited and motivated to participate. And the easiest way to do this is to link invitations, motivation and participation to specific concrete activities around which innovators gather. At this stage you can:

*Organize
inspirational
presentations to
the organization
dealing with
social problems*

These are informal, social events in the TED format, where representatives of these organizations present the area in which they work, presenting the problems often encountered by them and their users, and ultimately asking the audience to find solutions in 15 minutes of condensed presentations. These kinds of events are usually very inspiring and filled with emotions. From the point of view of generating certain ideas, most of them contribute to those individuals who do not have their own ideas.

*Organize start-up
weekends*



These are two-day educational events, which usually take place during weekends (Saturday, Sunday). At the beginning of the event, teams are formed, which include both people who already have a certain idea, as well as those who don't have it yet. A very wide audience is invited, a limitation on the area from which the idea should come. During the weekend, the participants are encouraged to create the first draft business model, to test through interviews with potential buyers, and ultimately formulate and briefly introduce the idea - business pitch. The commission shall also determine the winner.



Organize hackathons

An event that is both a content and time-like start-up weekend, the difference is that there is an initiative by companies that present participants with specific challenges they face or their vision in the hackathon and invite participants to help them find solutions during the event. This means that the domain of innovation is already well defined and targeted. In most of the hackathons also employees of these companies are participating in searching for solution of challenges. The innovations that are developed over the weekend are finally presented to the company's management. And those innovations that prove that have potential can be bought by the company, or participants of hackathon may be recruited by company in order to implement the solutions in a company.

Organize contests and competitions for "BEST SOCIAL INNOVATION"



It is a public call for innovators to submit ideas to a platform. As a rule, they are motivated to apply for a specific prize. It can be a help in realization, a cash prize, a paid tuition fee for entrepreneurship education, an entrepreneurial scholarship, mentoring, and connections with potential buyers. As a rule, the winner of the competition is also provided with media visibility.

This phase is the most demanding in terms of communicating and activating potential innovators. Therefore, it is highly recommended that you cooperate with other schools, which invite also their pupils and students to these events, so you will get a larger pool of potential members.

This is just a list of possibilities. Of course, you don't have to do all these activities. You choose these ones which are the most applicable to the branch and core focus of your school. Probably a lot of this activities are organized in your community by other business initiatives, so your hub members can also participate in such event which are organized by others.

Level 2:

*Designing
and testing
innovations*



Competences you are building on this level:

#courage to experiment

#learning by doing

#efficient prototyping

#market research

#pitching

This is the most important phase of Innovation HUB. Include those innovators who demonstrate a certain degree of seriousness and a real motivation for the realization of their ideas during the first stage. Design a stable (smaller) group of innovators and offer them a more thorough, longer and more in-depth training program. During the project, project partners have developed tools that could be very helpful and supportive at this stage. For participants, prepare workshops and lectures based on the guidelines of the Social entrepreneurship training manual. Through workshops, you build a fundamental knowledge about social entrepreneurship, social innovation and what social impact means. When you build these theoretical foundations, it's time for program participants to develop their own innovations. In the Social entrepreneurship training manual, you also have good guidelines on how to design ideas using the Design Thinking method. Do not forget to use very useful templates that are part of the manual and will greatly facilitate your work.

Once the participants of the program have their own innovation, they need to test it. As help you can use a second guide that has been developed during the project: Validation training manual, which offers you many concrete tools and methods to quality check ideas and innovations and adequately represent them to the interested public.

Both manuals contain a useful and very detailed plan for the implementation of such workshops, therefore it will be best to keep the curriculum already in place with concrete implementations.

The last part of this stage, however, envisages the inclusion of people from organizations with a lot of business knowledge. Our experience shows that the level of personal motivation of the innovator is greatly enhanced by the personal mentor. So, find suitable mentors for your innovators, they might be successful entrepreneurs, perhaps your former members (alumni) or a recognized academician or business consultants. All in all, encourage the innovators to test as much as possible, to build and rebuild their prototypes based on tests and to try to impress as many potential customers as possible. Provide support for prototype design too. An external mentor is necessary when it comes to designing a physical product, even if you do not have a proper workshop within the hub or you may not have the necessary tools.

During this phase in the end, open the debate with the participants and analyse all new experiences and knowledge they have gained so far. Discuss about raising their value and connect it with employability in the labour market.

Level 3:

*The post
hub stage*



Competences you are building on this level:

#business development

#leadership

#selling

#negotiating

#financial planning

#funding

As already said, it is illusory to expect that your hub could cover all stages of innovation development. If your support is high quality in the early stages of innovation, now is the time to get involved with other organizations that specialize in supporting later stages of development. Make good use of your involvement in the local, regional and national innovation environment. Depending on the industry where the innovator works, and according to the needs of him and his team, examine the options available to him and help them in this transition to the next stage of development.

Some possible ways were to connect innovator and his team:

- Start-up accelerators

- Business angels - an association of investors

- Special national support programs designed to encourage specific industries

- Visit and presentations at investment conferences

- European networks of organizations that support cross-border social entrepreneurs - European Social Innovation Competition, Social Innovation Community, Euclid network, Investment ready program ...

However, if the innovator needs more additional knowledge, colleagues and possibly additional research are usually included in the:

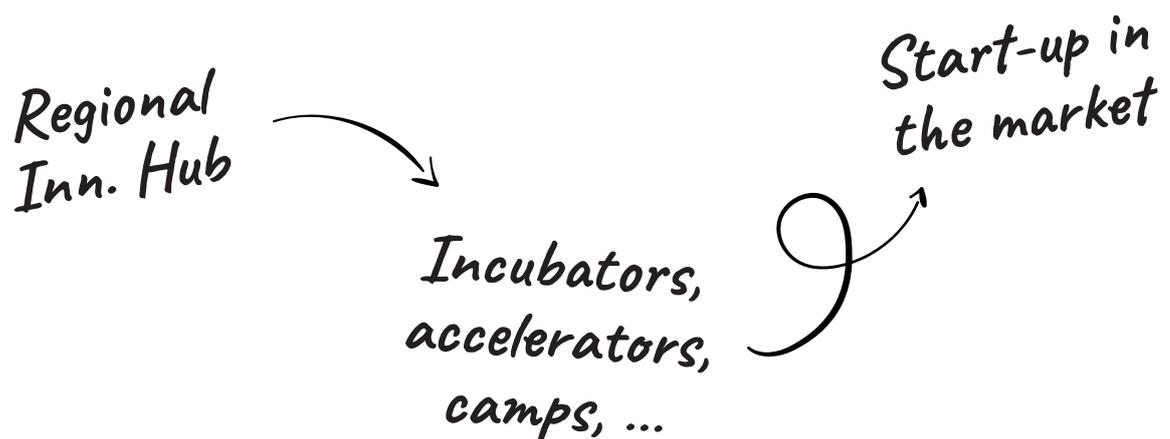
- University incubator,
- Start-up school,
- Regional Impact HUB,
- Research hubs set up by consortia companies.

At this point students leave your hub. Probably they will also leave school soon. But you can always keep them around as an alumni member.

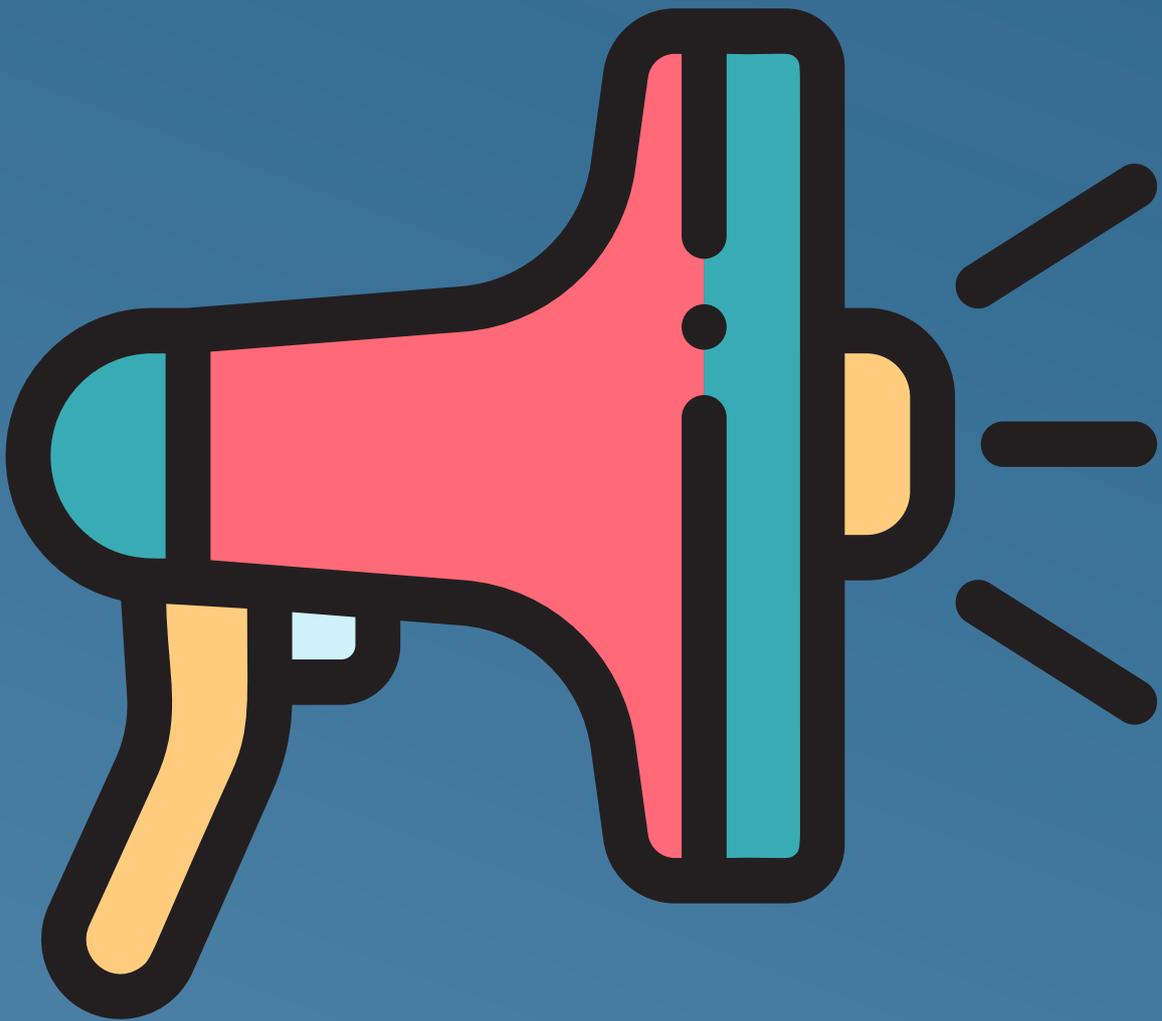
Step 3 in process of establishing a hub: CREATE A PROGRAM

Sub step #1: DESIGN A MODULE FOR GENERATING NEW IDEAS, WITHIN:	Sub step #2: DESIGN AN INNOVATION TESTING MODULE, WITHIN:	Sub step #3: DESIGN A PROCEDURE IN POST HUB STAGE
<ul style="list-style-type: none"> • Organize inspirational presentations of the organization dealing with social problems, • Organize start-up weekends, • Organize hackathon, • Organize competitions for "BEST SOCIAL INNOVATION". 	<ul style="list-style-type: none"> • Conduct an in-depth training of social entrepreneurship through the Social entrepreneurship training manual, • Conduct a training to validate a social entrepreneurial idea with the help of Validation training manual, • Award with social entrepreneurial badge, • Organize personal mentoring and coaching. 	<ul style="list-style-type: none"> • Connect with start-up accelerators, • Connect with business angels - associations of investors, • Connect with special support programs aimed at encouraging specific industries, • Organize visits and presentations at investment conferences, • Connect with University incubators, • Connect with start-up schools, • Connect with research hubs set up by consortia companies.

Placement (or role) of the HUB in bigger picture of innovation support environment:



Promotion



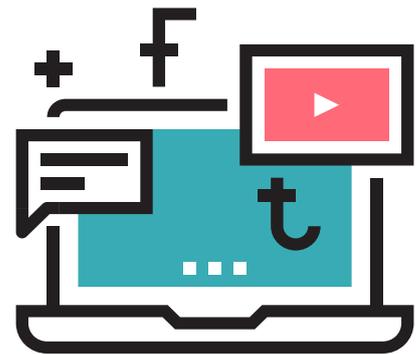
Promotion outwards

We are bombarded every day with more than 1000 information. Even young people here are no exception. They seem to be even more “under attack” than other groups. And just because of this noise and chaos of information, promotion is very important. You can have a great idea of supporting social innovations, wish to help young innovators, but unless you find the way to them in this information jungle, they simply will not notice you. When designing hub’s promotion plan, you should not restrict yourself to advertising methods that you already master, or to certain marketing approaches that you have used in your school in the past. It’s a dangerous game. The world and technology around you are constantly changing and you must never fall asleep. Therefore, do not take the guidelines listed below as the only possible way. We wrote them at some point in time. Maybe tomorrow there will be a technology that will completely change the rules of the game.

We recommend that you implement the promotion of the hub on three levels. In digital form, physically and through PR (public relations)

Digital promotion

Each digital promotion is a combination of content that you share between trackers and channels - these are the paths on which your followers stay and follow them. Your content goes to them along these paths. When you’ll be thinking about the content that you want to share among your followers, it’s good that you are already designing specific content areas from which you will build up communication content. It is necessary that you ask yourself: What content will bring to our follower such added value that they will want to consume it?



According to our experience, we advise you to mainly produce content in the form of entrepreneurial advices and information that your members are most likely to ask when they meet with you personally. Create content about how to start a business, how to register a company, what needs to be done at the beginning, how to get a good idea, how to connect with capable people, and create a good team, legal advice ... Another useful content area are success stories. It may be best to record conversations with successful entrepreneurs and, for example, members of your alumni club and share videos between followers. For example, one of your members can begin to record applications in which he records his daily business adventures.

Now some information about promotional channels. When choosing promotional channels, always ask yourself: What do young people use today? On which channels is most of our target group? At this time, we recommend that you design a website, on which you also set up a blog. Publish all the content that we wrote above on the blog. Make this your “central store” of your content. Whenever you post something new on a blog, you can share it on the Facebook page, on Instagram profile and on the Snapchat profile. Upload video clips of successful entrepreneurs to YouTube channel, you can also make live conversations via Facebook live.

Over time, many trackers can be collected on these channels. You can use each time you run the first phase of your program - generate new ideas. Through your own channels, you can very easily invite your potential members to participate in the activities that you will organize during this phase. Do not forget about your partner organizations. Ask them to also share your information on their channels.

In the most intensive promotion steps, you also use paid posts on these channels. This will bring to you a lot more people.

Physical promotion

Probably when we mention physical promotion, you first thought is about posters that you can stick on school surfaces and flyers that you can share along the corridors. However, it seems that this kind of “printed” promotion is in decline. But one aspect of physical promotion is the strongest of all. Even stronger than digital promotion. It’s genuine human contact. Therefore, we invite - instead putting posters on every centimetre of the school - to organize an “innovative tour” class by class and to talk and invite your pupils and students to participate.

Use printed materials, especially on the outer surfaces of your hub. So even the passer-by’s will get to know about your hub. The paths to the entrance to the hub should be marked with various floor labels and arrows.



PR (public relations)

You can use relationships with different audiences as a way to larger and more expensive media. Instead of paying expensive radio, television and newspaper ads, is better to get invitation on these media as guests with good and successful stories from the local environment. In this way, your promotion is more authentic and freer at the same time. It is advisable to build long-term relationships with journalists and gain them for allies. This ensures regular media coverage of your major events and projects.

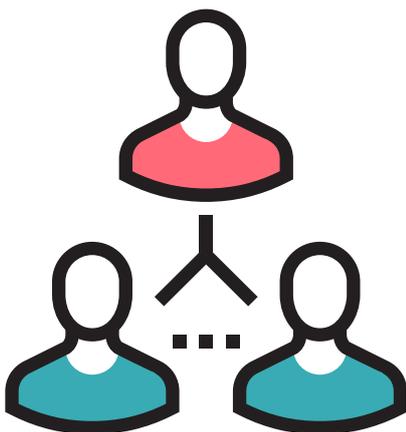


Promoting inward

Usually, co-workers in innovation hubs are so focused on promotions outwardly, that they simply forget that it is necessary to communicate properly and advertise within their own community. Everyday life teaches us that the lack of communication in the long run always causes problems. It is precisely communication that is the gravitational force that strengthens the sense of belonging, strengthens the motivation and disperses doubt and rumours. This type of promotion can also be separated into digital and physical.

Digital internal promotion

The least you can do here is to create a closed Facebook group or private channel on the Slack platform, for members only. The group serves as internal communication channel. Upcoming events and projects that will be held in the hub, useful information and articles are published here, without fear, questions can be raised, members' problems are solved, and successes and inspiring stories are published.



Physical internal promotion

You will greatly enhance the sense of belonging if you also organize internal personal meetings of members. It can only be a lunch, or you can also organize an evening meeting where you can host a successful entrepreneur live. It is important to enable socializing at an informal level, where information is easier to circulate among members. In some hubs, weekly meetings were also very enjoyable, where everybody is gathering for half an hour, and one member presents a new idea, or what kind of problem he is currently suffering from and he cannot find a solution. All members present give him feedback and they are looking for a solution together with him.

In order to strengthen the motivation, it is advisable to set up an exhibition space or a wall of fame in where you expose successful member and stories. By doing so, you can clearly demonstrate that they can succeed, but you also make it clear that you are a quality hub that offers good conditions for success.

HUB AS A BRAND

Of course, branding is all in your hands. Good trademarks reflect values, mission and cultural (perhaps also regional) context. When you shape your brand, be sure to:

ADAPTABILITY

*more products and
more media*

DIFFERENT

*no one wants to be like
another; it does not have
to be something new; it
must be recognizable*

FOCUS

*consistent use,
consistent
communication*

ESTHETICITY

*simple and useful,
long term use - we
do not change
every year...*

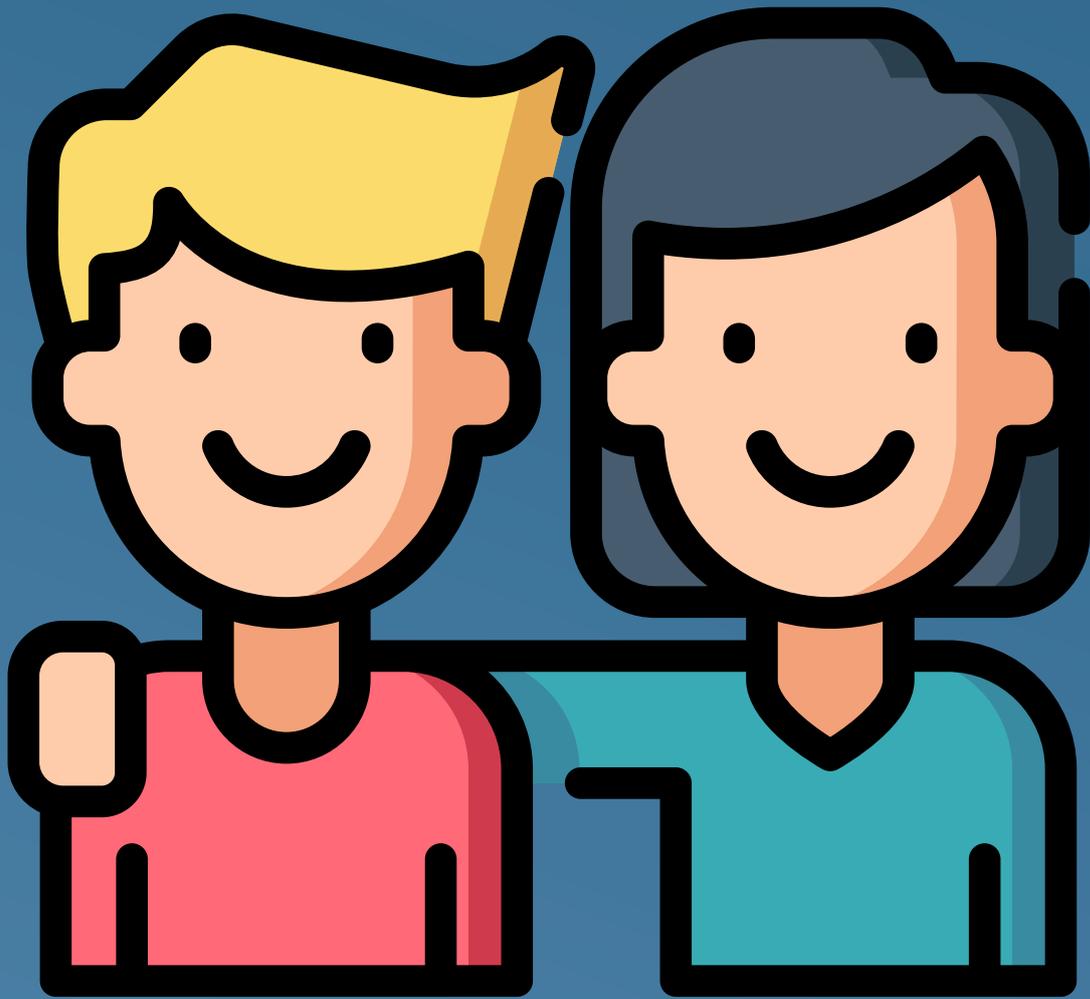
Do not overdo innovativeness of the brand, namely (too) great innovation in brand; it needs (too much) new information that is lost in the overflow of information. Less is more. Always put yourself in the shoes of your users.

Step 4 in process of establishing a hub:

DESIGN PROPER BRAND, PROMOTION PLAN AND EXECUTE IT

FORM/ORIENTATION	Sub step #1: PERFORM AN EXTERNAL PROMOTION	Sub step #2: PERFORM AN INTERNAL PROMOTION
Digital promotion	<ul style="list-style-type: none">• Start writing a blog,• Start creating content for vlog,• Create a Facebook page,• Create an Instagram channel,• Create a Snapchat profile,• Create a YouTube channel.	<ul style="list-style-type: none">• Create a closed Facebook group,• Create a channel on the Slack Platform.
Physical promotion	<ul style="list-style-type: none">• Organize an innovation tour through the classes of your school and partner schools	<ul style="list-style-type: none">• Organize lunches, evening meetings, presentations of ideas and members' problems.• Prepare exhibition space or wall of fame.
PR-public relations	<ul style="list-style-type: none">• Arrange with the press and present successful stories from the local environment.	

People



We have deliberately placed a section on the necessary staff to ensure the smooth functioning of the hub at the end of this manual. It is only now that we know exactly what will happen in the hub and how it will function; we can form a real staff list that we need to realize our plan. Let's emphasize that there is no need for separate person for every personnel position. One person can take up more positions at the same time.

The role of teachers and the role of other employee (staff member) of a school:

The mission of HUB is to support students and it is right that students are involved as much as possible in the management of the HUB itself. However, when integrating students into managerial functions, it is necessary to realize that their involvement is short termed. If they are studying, they can be very active, but when they complete their studies, they mostly finish with their managerial functions as well. They not only leave the faculty, but they also take with them all the acquired knowledge and experience. This must be considered when students are involved in hub leadership and it is important that you form a system of knowledge transfer to younger generations.

Measures for knowledge transfer

1.

If you want to be sure that at least basic knowledge will preserve over the years, the hub general manager needs to be a regular teacher. He/she is also a trainer and provider of activities under the second level of support for innovators. In order to ensure the operation of HUB, the existing school maintenance service should be also used. Other functions (under the mentorship of the general manager of the hub) can be taken by the students.

2.

Since this kind of work involves the intensive strengthening of (employment) competences it is necessary to find solutions to how to integrate work in the HUB into the fulfilment of study obligations. Of course, each educational institution has its own system, but the fact is that these active students must in some way be rewarded by working in hub as part of their study obligations or working practices.

Steps to ensure the appropriate personnel structure

Specify the persons who will be responsible for the work areas described in the table below.

AREA	MANAGEMENT	MIDDLE MANAGEMENT	POSITION* <small>*This is just list of ideas. Organize your hub based on characteristics of your school</small>
PROGRAM	GENERAL HUB MANAGER (it must necessarily be a teacher or employee of a school)	Program manager	<ul style="list-style-type: none"> • Event organizer • Moderator of events • Competition administrator • Trainings organizer • Internal consultant / coach • Administrator of the workshops • The head of the alumni club • Fundraiser function
PROMOTION		Head of promotion	<ul style="list-style-type: none"> • Content Creator • Content Designer (text formatting and publishing, video formatting, graphic design) • Promotional Channel Manager - Posting on Channels • External organization manager • Manager for different audiences • Internal communication administrator
MOTIVATORS		Head of HR	<ul style="list-style-type: none"> • Coordinator - a person who is always available to members, knows them well, helps them, develops and connects them with others. It also keeps records of members' competences and talents. • Coordinator of motivators - takes care that in addition to the members, the management of the hub develops
SPACE		Head of maintenance	<ul style="list-style-type: none"> • Technician (sound system, computers, internet, ...) • Janitor • Cleaner

Conclusion

We have brought the theme of the establishment and launch of the Hub for Social Innovation to the end. We hope that the information collected in this guide is useful to you. You are now at the end of the manual and at the beginning of your great story. The Russian writer Tolstoy once said that it is easier to write 10 volumes of top philosophy than to apply one principle in practice. Good luck!

ADDITIONAL RESOURCES:

Additional links that contain more information about coworking:

www.deskmag.com

10 steps to the successful establishment of the coworking space

A guide to an excellent coworking space based on the experience of managers and users of coworking premises:

www.shareable.net/blog/the-10-step-guide-to-a-successful-coworking-space

7 tips for setting up your own coworking space

Some tips you need to consider when starting creating an effective and successful coworking space:

www.entrepreneur.com/article/240002

What are the most important features of a successful coworking space?

Before you open the coworking space, look for the 10 people that want to participate in it. More importantly, find 10 people who want to spend time together, but they do not have the opportunity to do so. Find 10 people with a common goal that goes beyond the coworking space.

www.quora.com/What-the-most-important-attributes-of-a-successful-coworking-space

PICTURE ACKNOWLEDGEMENTS:

All pictures and icons were downloaded from Freepik and Flaticon.

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