INCUBATORS FOR CO-PRODUCTIVE ENTERPRISES AND SOCIAL INCLUSION

IN-CUBA PROJECT

OUTCOMES & ACHIEVEMENTS

in-cuba

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1. INTRODUCTION

Entrepreneurship is rarely thought about for people with intellectual disability. Even if there is an openness to supporting people's ideas and ambitions, setting up and management may be seen as a heavy burden, and the necessary sup-port to do so very difficult to find. Sometimes, however, what is needed is just a change of perspective to expand the concept of enterprise to embrace something creative, personally ful- filling and validating that is attempted or under- taken, particularly if it requires boldness or courage.

Then you need a group of visionary partners that are not afraid of breaking barriers and are willing to involve users and their families in a new adven-ture; one that develops an "incubator" methodo-logy focussed on people with intellectual disability and based on the principles of co-production.

A business incubator is an organisation that helps new and start-up companies to deve-lop by providing support services and insure the access to the resources they need. It aims at helping a founder or team determine if a business concept is viable and then set them up for success. In the context of IN-CUBA, we can define incubator a support for the developments of projects and ideas, a methodology based on co-production that support the development of ideas to transform them into entrepreneurial projects. Together with the valuable experience developed during the project ENABLE, that was our starting point. Three years, and several focus groups later, we are happy to present the results of this adventure and the path followed to achieve it. The moment is particu-larly apposite as we have just seen the launch of the new European Disability Strategy, which will provide a strong framework for all the EU initiatives in these fields in the next ten years.

The starting point of IN-CUBA can be found in the ENABLE project, which allowed a very committed partnership to test co-production as a way to organise and provide social services for people with intellectual disability. ENABLE was overall a successful project and left the partnership with the desire to go a little further and develop an incubator methodology based on co-production addressed to people with intellectual disability to foster the access to entrepreneurship and self-entrepreneurship.

2. CO-PRODUCTION

CO-PRODUCTION

Co-production can be defined as a way of doing that sees all the actors involved as equal contributors towards the same goal, to reach a collective and participative outcome. Therefore, in the field of social services it can be considered an inclusive and participatory way of developing and delivering services. Co-production means delivering public services in an equal and reciprocal relationship between professionals, people using services, their families and the related community.

Applied to social services, co-production requires abandonment of traditional approaches concentrated on identifying the 'needs' of passive recipients that are viewed as burdens on an overstretched system, in order to provide people with opportunities for personal growth and development so that they are treated as having unique knowledge and experience that are assets to a common approach. In this sense, the theoretical framework of co-production suggests that conventional public service reform is failing because the consumer model of public services – where professional systems deliver services to grateful and passive clients – misses out what is most effective about their 'delivery': the equally important role played by those on the receiving side.

Applied to the disability field, it has been shown that the co-production model and methodology increase also the awareness and knowledge of staff working with people with Intellectual Disability on issues of equality, diversity and inclusion and how these should be core features of their daily work.

Co-production is the conceptual framework and the related methodology that underpins the projects ENABLE (2015-17) and IN-CUBA (2018-2021). This is an innovative approach since it moves beyond simple consultation with, or the participation of, service users.

Due to the economic crisis and related cutbacks in the provision of public services, the concept of co-production has been approached as a new way of developing and delivering

public services: a way of developing new forms of service delivery, particularly for the disadvantaged groups most affected by austerity measures, and of strengthening citizen engagement through a more inclusive, bottom-up and participatory approach.

It is important to note, however, that the primary aim of co-production is neither that of reduction of costs nor of "getting something for nothing"; co-production takes a wider and inclusive view of the inherent assets of a community, including its citizens, and the core economy that they and their inter-relationships represent.

Co-production has been defined in different ways. An interesting definition, for the social service sector, is the one provided by The Cooperative Council (1) that consider it "the process that literally turns services users from passive recipients into active shapers of public services because it means involving all stakeholders, including the people who use a service, in the process of determining what services are delivered and how they operate".

The co-production approach is based on reciprocity between the user and the service provider. Reciprocity ensures that people are actively involved in partnership, providing experiences of feeling included, needed and valued by others and can play an important role in increasing self-esteem, personal aspiration and a sense of purpose for the person with Intellectual Disability. Both service users and professionals are jointly engaged in a learning process that acknowledges personal experience, skills and knowledge as being shared assets on which everyone can build regardless of role or social status.

(1)
https://cooperativecounciltoolkit.wordpress.com/whatcooperativecouncil/what-is-co-production/

The core principles of co-production (as described by the Nesta foundation) are:

- Recognising people as assets: seeing people as equal partners in the design and delivery of services, not passive recipients or burdens on public services.

- Building on people's existing capabilities: rather than starting with people's needs (traditional model), co-produced services start with people's capabilities and look for opportunities to nurture and develop them.

- Mutuality and reciprocity: co-production is about a mutual and reciprocal partnership, where professionals and people who use services come together in an interdependent relationship recognising that each are invaluable to producing effective services and improving outcomes.

- Peer support networks: developing peer and personal networks alongside professionals as the best way of transferring knowledge and supporting change.

- Blurring roles: blurring the distinction between professionals and recipients and between producers and consumers of services by approaching services.

- Professionals as catalyst of change: Enabling professionals to become facilitators and catalysts of change rather than providers of services and focusing on delivering.
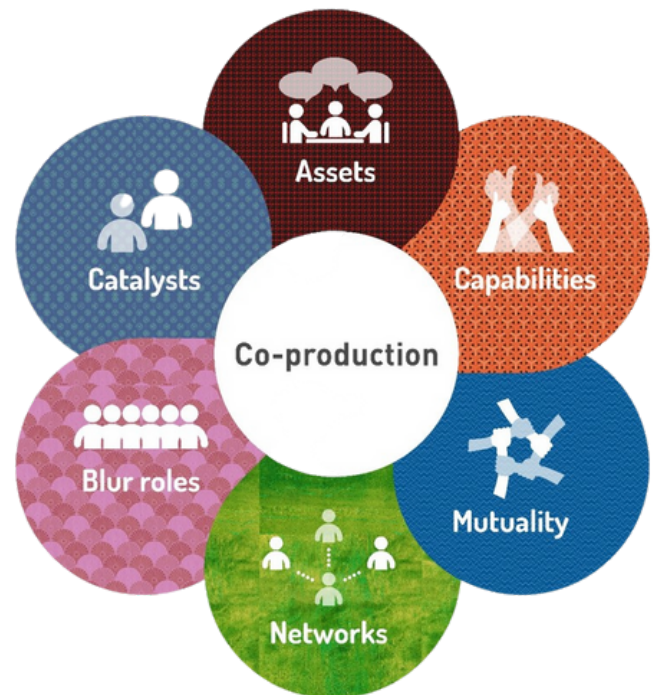
...CO-PRODUCTION

Furthermore, the co-production model and methodology increase impact on the staff working with people with Intellectual Disability by increasing the awareness and knowledge on issues of equality, diversity and inclusion and how these should be core features of their daily work.

The co-production approach establishes equal and reciprocal partnerships between professionals, people using services, their families and the local community, and it foresees four phases aimed at the creation and delivery of public services:

- Co-design (planning of services);
- Co-decision making in the allocation of resources;
- Co-delivery of services;
- Co-evaluation of services.

The co-production approach on which first the ENABLE project and then IN-CUBA have been built is fundamentally rooted in addressing social injustice and inequity. Training and focus groups were approached from the standpoint of collaboration and partnerships that regard diversity and inclusion as vital assets that contribute to the richness, accessibility and effectiveness of learning and training activities. The IN-CUBA Partnership strongly believes that service users with intellectual disability are to be considered as individuals with unique experiences, knowledge and skills, and that require access to lifelong learning and personal development opportunities on an equal basis with others.

Perhaps it is also time to challenge the use of the term "service user" with a labelling that better reflect equality, reciprocity and acknowledgment of a rebalancing of traditional relationships.

co-design • co-decision

co-delivery • co-evaluation

3. ENABLE RESULTS

ENABLE RESULTS

IN-CUBA finds its origin in the results of the ENABLE project, which allowed a very committed partnership to test co-production as a way to organise and provide social services for people with intellectual disability.
The ENABLE project aimed to develop an inclusive training for professionals of social services on how to develop services through co-production together with service beneficiaries, educators, families, experts and community representatives.
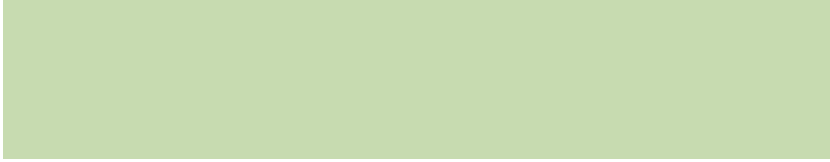
These objectives allowed the partnership to:

- Plan and deliver services together with service users, families, experts and communities, with the aim to improve the quality of life of people with intellectual disability;
- Enable service users and families to be equal partners in the planning and delivery of services, enhancing their self-determination;
- Provide opportunities for the development and inclusion of people with intellectual disabilities;
- Promote the development, testing, nurturing and implementation of innovative practices in the field of training and learning;
- Promote activities that could better prepare professionals on equity, diversity and inclusion challenges in the training and learning environment.

The objective of the partnership was to bring innovation in services for people with intellectual disability through the promotion of inclusive learning and the mechanism of knowledge transfer aimed at reducing learning disparities for disadvantaged groups. In this sense the partnership developed a learning and training platform (2) to offer access to the materials developed during the implementation of the project and that show how to successfully use the co-production approach in the planning and delivery of social services.

(2) https://co-production.eu/learning-2/

The main result of ENABLE has been its Inclusive Training/Learning Platform on co-producing services for people with intellectual disability. It has been developed after several focus groups that gathered a variety of stakeholders involved in the process of co-design, co-delivery and co-evaluation: service beneficiaries, family members, managers, assistants, experts, and representatives of the local community. The Training Platform is composed of two main products:

- An Interactive user lead inclusive learning portal integrated in the co-production website: a container that channels the materials and contributions obtained through project implementation.
- Training guidelines on developing inclusive training, which are meant to provide practical know how and knowledge on how to develop inclusive learning opportunities through a co-productive approach.

ENABLE was a success, not only because it showed how co-production is an effective way to organise and deliver social services, but also because following the project, all the involved partners introduced it in their statutes as a way to organise and deliver their services. As a consequence, the partnership felt motivated to open up to new partners and to attempt to apply co-production to the development of something that could have an impact on the self-development of service users and increase their opportunity for professional independence: a methodology to 'incubate' new ideas, and support their development in entrepreneurial projects.

4. IN-CUBA

in-cuba

New approaches to access entrepreneurship for people with intellectual disability

The IN-CUBA (Incubators for CO-productive Enterprises and Social Inclusion) Project was built around the main objective of fostering social inclusion by developing an incubation methodology based on co-production addressed to people with intellectual disability. Working on co-productive approaches has highlighted the capacity of users to become protagonists and play an active role in the development of services, opening the doors to new possibilities and further developments. Published studies and several success stories confirm that, through the appropriate support, people with intellectual disability can succeed in concretizing ideas through long-term projects, especially projects that lead to the creation of something stable that requires boldness or courage. This opens up new opportunities for the development of people's employability and social inclusion. However, if at present national systems tend to promote entrepreneurship and innovation, these programmes are rarely accessible to people with intellectual disability and no measure is put in place to investigate the potential impact entrepreneurship can generate for them and their social and support networks.

An incubator is an organisation that helps new and start-up businesses to develop by providing support services and enabling access to the resources they need. In the context of IN-CUBA however, we can interpret incubator as being a support for the development of projects and ideas; a methodology based on co-production that supports the development of ideas and projects to transform them into enterprises. Here it is important to keep an open perspective and consider the concepts of entrepreneurship and enterprise in their broadest sense, as something that is attempted or undertaken, especially if it requires boldness or courage (Cambridge Dictionary).

Entrepreneurship in the IN-CUBA project was framed as a process of supporting and developing individual or group ideas, enthusiasms and talents with the anticipated outcome of personal fulfilment, validation and greater social inclusion with reduction in inequalities. It was hypothesised that this approach would also have positive effects of wellbeing and quality of life.

The goals of the project were therefore to:

- Develop a methodology based on co-production to incubate ideas, identify the means and sources of funding, and transform them into enterprises;
- Enable users to be equal partners within the planning and development of a project, thus enhancing self-determination;
- Provide opportunities for self-development and inclusion for people with intellectual disabilities so that they can be acknowledged as partners that can contribute to the development of their community.
- Test the results in dedicated pilot actions;
- Evaluate the impacts of the entrepreneurial process on the quality of life of the users as well as the overall impacts of the project in terms of social inclusion;
- Disseminate project experience and outcomes, with the view of enhancing social representation and promote the adaptation of methodologies at local level;
- Promote the development, testing, and implementation of innovative practices in the field of training for professionalisation;
- Promote activities that could better prepare professionals on equity, diversity and social inclusion in the training / learning environment.

A strongly committed partnership engaged with these goals in developing a plan of action over 36 months action, to help address diversity and promote shared values, equality, non-discrimination and social inclusion through innovative and integrated approaches. The project has been coordinated by APEMH with the support of ARFIE and the involvement of partners from 5 European countries: APEMH (LU – Coordinator), ARFIE (EU), AMPANS (ES), CADIAI (IT), DeLork - HUBBIE (BE), FENACERCI (PT), Fondazione San Sebastiano Onlus (IT), OpenGroup (IT).

With the aims of improving professionals' skills, creating new opportunities, and increasing users' self-development, the project was built around three main axes:

- Elaboration: a set of activities aimed at clarifying and socialising the concepts and issues relating to access to entrepreneurship for people with intellectual disability followed by activities aimed at elaborating a methodology for the incubation of ideas and their transformation into projects;
- Testing: a set of activities aimed at putting the methodology into practice;
- Evaluation: of what has been done and its impact on the community and on the life of the persons involved. In addition the evaluation is reflexive, providing feedback to to not only update the methodology but also, to develop and enhance more widely the concepts and practice of entrepreneurship and its development

To reach its goal, 8 Intellectual Outputs were foreseen:

- IO1 - users' needs and requirements
- IO2 - Report: levers and obstacles in the access to entrepreneurship for people with ID;
- IO3 - Business incubator Toolkit:co-productive methodology
- IO4 - Pilot Actions: testing of the methodology
- IO5 – Evaluation and Impact Analysis IO8 –   Publication: Outcomes and Achievements
- IO6 - Video Tutorials: How to apply the methodology;
- IO7 – Training guidelines: How to apply the methodology:
- IO8 – Publication: Outcomes and Achievement.

These deliverables were interconnected that allowed the partnership to reach its goal.

The first steps in the implementation of the IN-CUBA action focused on exploring and defining entrepreneurship. Prior to the development of the methodology for incubation, the IN-CUBA partnership focused on the concept of entrepreneurship and the need and requirements for the development of an incubator tool that addresses the levers and obstacles in access to entrepreneurship for people with intellectual disability in Europe. First and foremost, the partnership agreed that in the context of the IN-CUBA project, the concept of enterprise is considered in its widest possible meaning, to embrace something creative, personally fulfilling and validating that is attempted or undertaken, particularly if it requires boldness or courage. This applies to any project or undertaking, and more precisely to the action of starting these, or developing an idea, even when it does not result in business creation (commercial or social). Thus, this expanded definition covers all entrepreneurial activities, whether they be for profit or not, or whether they have a commercial or social aim. All partners were also all asked to brainstorm and provide some key words concerning the subject 'entrepreneurship for people with intellectual disabilitiesThe key words collected were clustered in 13 categories and assimilated in the following mind map. This provides an encompassing summary of all aspects that were to be considered during the project. It proved to be a very useful tool in explaining entrepreneurship and it was actively used during the focus groups that led to the development of the methodology.
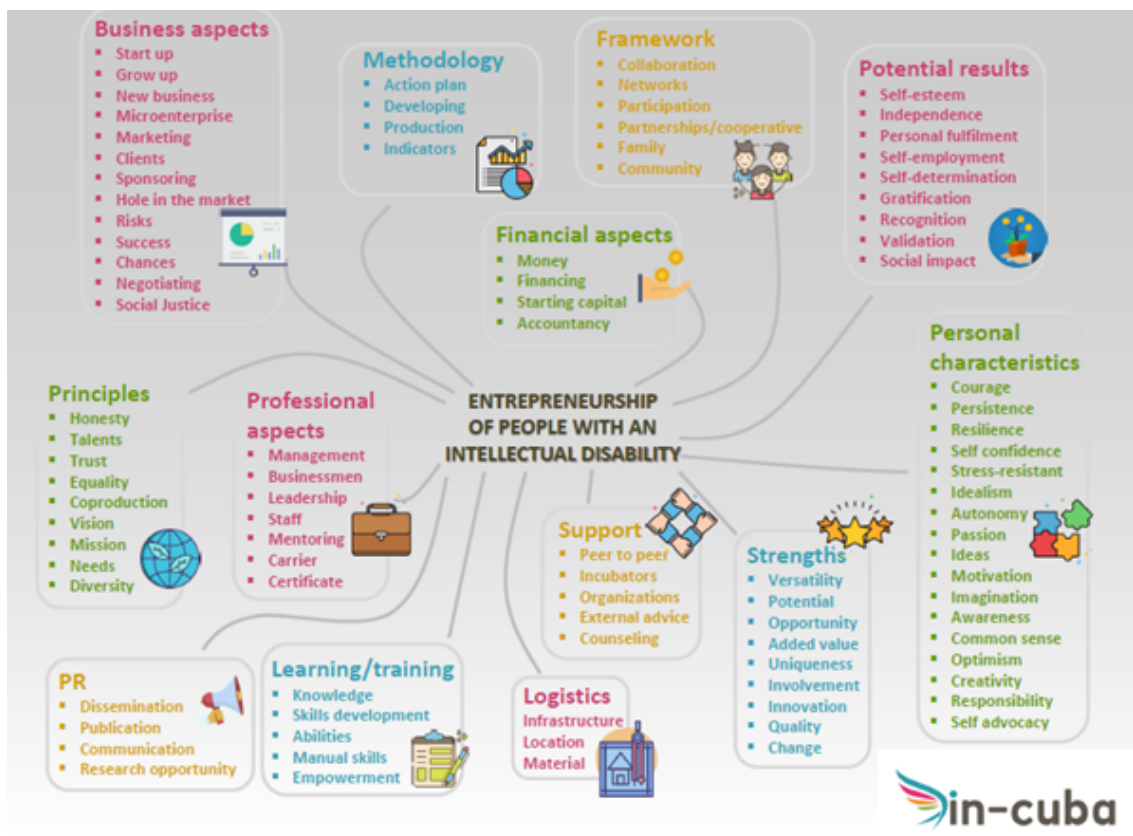
The focus was then moved to the literature that might support the idea of entrepreneurship for people with intellectual disability (IO1). In general, even if not numerous, the published literature agrees on the positive aspects of entrepreneurship and self-employment for people with intellectual disabilities. However, even with this theoretical support, there are not many examples in Europe. It can be said that there has been little real experimentation and support systems are non-existent. Furthermore, an important report made by John Kitching (2014) sought to answer the question of whether entrepreneurship can provide a solution to the challenge of increasing the participation of disabled people in the labour market specifically, and social inclusion more generally. The answer was a meaningful 'yes', but this is unlikely to be a sustainable option for many others without extensive and/or long-term support. All this emphasized the rationale for the IN-CUBA project.

Another important part of this first phase of the project was the preliminary analysis of the levers and obstacles in access to entrepreneurship for people with intellectual disability (IO2). This research was carried out with the help of the following short survey, aiming to identify how and where entrepreneurship is accessible at the European level for people with intel-lectual disability, and what are the main barriers in this regard. The questionnaire was composed of 6 questions addressing entrepreneurship for people with intellectual disability and the possible involvement of them in the management of companies.

It was shared with all the members of ARFIE and all the professionals and experts connected to the Network, as well as with the National networks of IN-CUBA Partners. More than 50 res-ponses were received which allowed ARFIE, responsible for this deliverable, to identify relevant elements for the project.

In particular, the survey shows that there is a gap to fill in terms of support in the access to entrepreneurship for people with intellectual disability.

Entrepreneurship can be considered a gateway to the labour market for people with ID, but there are barriers to overcome. Legislation is not always clear, but it doesn't seem an obstacle per se, even though it doesn't favour directly entrepreneurship for people with intellectual disability.

There are prejudice and lack of confidence to overcome and support services to be shaped. Access to finance was also identified as an issue.

It can be noted that there is an interest in access to entrepreneurship for people with intellectual disability and the IN-CUBA Project seems to be orientated appropriately in trying to fill the gap and encouraging the overcoming of certain barriers.

A business incubator for social entrepreneurs with intellectual disability would be particularly useful because it would allow the provision of support, opportunity, peer mentoring, technical assistance, and shared resources.

B. THE IN-CUBA METHODOLOGY

i. Elaboration

The core of the IN-CUBA project has been the development of a methodology, based on the principle of co-production, to incubate new ideas, and support their development in enterprises. This has been the main focus of the first two years of activity, which has seen its elaboration and then its testing via dedicated co-productive focus groups.

Results from European survey
20%

Input from experts and incubators
20%

Co productive focous groups
60%
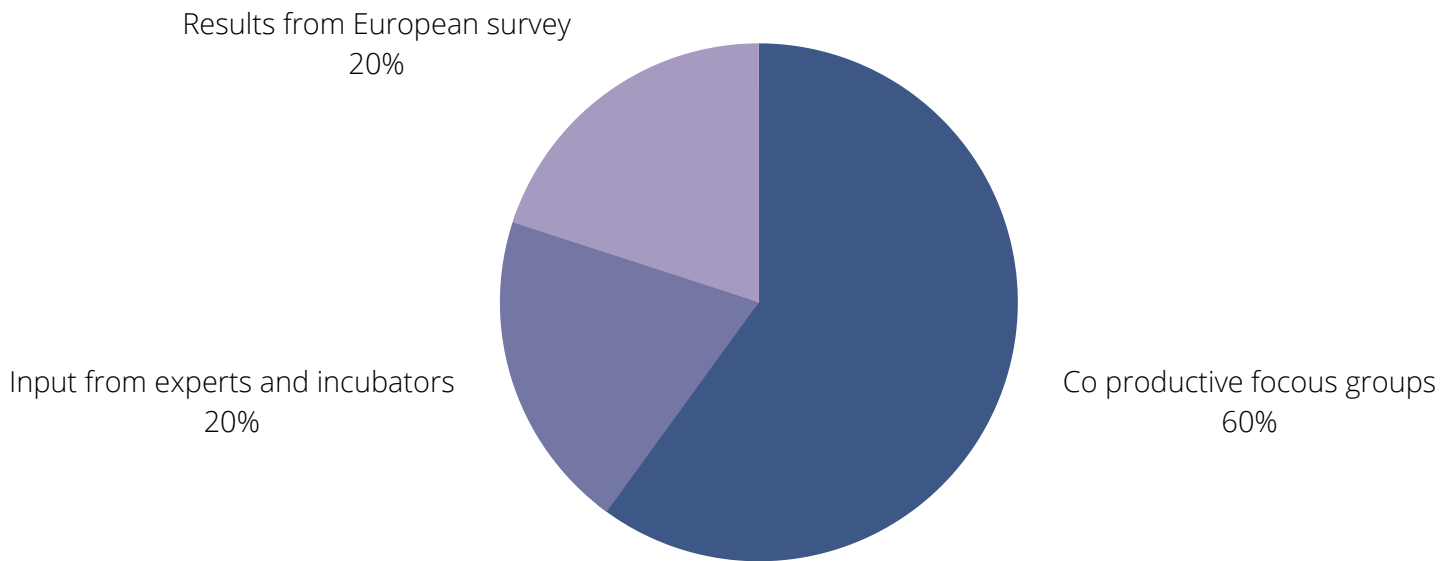
The elaboration of the methodology has been a complex activity involving all partners of the project, and is the result of 3 main critical components:
1. Inputs from experts and incubators: several meetings have been organised with interesting results. In particular, several partners (APEMH, ARFIE and DeLork, AMPANS) met with experts, professionals, business incubator and accelerators, in order to get inputs and suggestions of how to create an incubator addressed to disadvantaged groups, and in particular to people with intellectual disability. These meetings proved to be very helpful for the partnership, as they provided professional inputs and helped identify what an incubator for people with intellectual disability could do. Furthermore, all the experts encountered showed interest in the project and willingness to stay in touch and get involved in its implementation.
2. The second element that helped in shaping the methodology was the European survey on levers and obstacles in the access to entrepreneurship for people with intellectual disability in Europe (IO2). As we have seen above, the survey showed that there is a gap to fill in terms of support for people with intellectual disability.

There are prejudice and lack of confidence to overcome and support services to be shaped. The access to finance seems an issue. Furthermore, there is an interest towards the access to entrepreneurship for people with intellectual disability and the IN-CUBA Project seems to go in the right way in trying to fill the gap and maybe make the right push to start breaking certain barriers.

3. Co-productive Focus Groups: This has been the most important activity in the path leading to the development of the Methodology. Co-productive focus groups were organised in each country involved in the project to bring together service users, their families, experts and community representatives, enterprises and the support that is needed to transform an idea into a stable activity. To get the most out of this activity, a set of guidelines (see Annex 1) have been elaborated by APEMH and ARFIE on how to develop the focus groups, what topics should be discussed, and what to look for. Every partner was free to identify the best way to organise them and were asked to seek feedback on:

   a) What is understood by "enterprise" and "entrepreneur"? Explain the concept of project in its wider possible meaning

   b) What is understood by an "incubator"?

   c) What "good ideas" and / or interests do you have?

   d) What entrepreneurial project would you like to develop?

   e) What would be required to start such a project?

   f) What things might get in the way or may be difficult?

   g) What help and resources do you think you will need?

   h) What would be the benefit to you of being an entrepreneur?

   i) What would you want from a structure that supports the development of entrepreneurial projects (incubator)?

   j) Identify a project to take forward (it will be tested in the pilot actions) - why do you think this is a good project?

   k) How can you start to put the project into practice?

Partners also took advantage of an interesting role-play game elaborated by the Italian partners CADIAI and OpenGroup for the discussion of entrepreneurship and to identify entrepreneurial projects. The game is called The Store of Ideas, a collective game that involved all the participants in playing and experimentation with the concept of enterprise (3).

Furthermore, the mind-map developed in IO1 was translated in all the project languages and used as a guiding tool in the development of these focus groups.

The result of these activities is a methodology for incubation based on co-production to support the development of ideas and their transformation into entrepreneurial projects based on 5 steps:

1. Enabling, empowering (triggering potential): Who is interested in an entrepreneurial project? How to stimulate the potential of those who are interested?
2. Idea generation: How to identify the ideas? What competences are required for the educators?
3. Planning & realisation: It is now time to undertake the path to make the project real with good planning and getting in touch with an incubator (already at this stage).
4. Stabilisation: focus on the setting-up of a clear and effective organisation to make the initiative real in an appropriate timeframe and with the appropriate financial plan.
5. Feasibility: make sure the development of the project does not affect negatively the life project of the people involved. Assess the implementation of the entrepreneurial project to determine its effectiveness and success and eventually what needs to be improved. Finally, a social impact evaluation can help to check the social effects of the entrepreneurial project and integrate the overall evaluation.

(3) The Store of Ideas game is based on 6 steps: 1) using post-it, everyone wrote three things he/she knows how to do: I know how to cook, how to sew, to dance, how to use the PC, etc.; 2) the post-it were then attached to a big board called "the store of ideas"; 3) Participants were then organised in small groups; 4) Each group decided which company they wanted to create and were asked to choose in the "store of ideas" the skills or abilities needed for their project; 5) Each group then named their company; 6) Each group elected a representative who presented the company in the plenary receiving in exchange a seed to put in a jar with earth: the seed of the idea. To concretely deposit a seed in the earth, effectively evokes the concept (abstract) of incubation, of an idea that needs to be protected and nourished in order to make it grow. All the jars were collected and will be preserved to check in a little while what will be born out of those beginnings.

ii. Testing & evaluation

The Methodology developed in IO3 has then been tested in dedicated focus groups meant to assess it, identify elements to be further improved, and eventually support the setting up of an entrepreneurial project. The testing of the IN-CUBA co-productive methodology has been a very important phase of the project, as it allowed the putting into practice of the elements elaborated by the partnership and get significant feedback from all the users involved. This feedback, together with the evaluation reports (IO5), helped in updating and refining the methodology.

The testing phase has been organised in four phases (corresponding to the first four steps of the methodology) and a final separate step, impact and evaluation that corresponds to a separate Output:

1. Analysis (enabling, empowering)
2. Objectives (Collecting, generating and developing ideas)
3. Opportunities (Idea Development - from idea to practice-
4. Feasibility (Stabilization)

The testing has been planned and organised (initially) via co-productive focus-groups according to the guidelines already followed during the first stage of the project implementation. However, the pandemic and the confinement measures that have been adopted in all the countries involved impacted on the project activities and in particular on the Focus groups planned for the testing phase (several organisations involved in the project were forced to close their front-line services leaving users at home for safety reason). Nevertheless, even in face of an uncertain situation, all partners manifested a strong commitment to move on with the project and agreed to work online when physical meetings were not

possible. In this sense, thanks to the experience already developed by OpenGroup (partner of the project), who pre-tested this methodology during the first lockdown and shared its approach and tips with all the partnership in a dedicated webinar, all partners were able to organise effective online co-productive focus groups. In this sense the partnership organised a dedicated webinar where OpenGroup shared its approach and tips and all partners agreed on a set of guidelines for effective online co-productive focus groups (see Annex 2).

These focus groups were also accompanied by an evaluation that covered several aspects connected with the activities carried out. In particular, the evaluation focused on two main aspects:

1. the quality of life of the persons involved (to be entrepreneurs) in order to assess how the activities carried out have an impact on and fit in to the user's life project. This evaluation was organised into three major domains: Being, Belonging, and Becoming, which have been further broken down into nine areas: Physical Being, Psychological Being, Spiritual Being, Physical Belonging, Social Belonging, Community Belonging, Practical Becoming, Leisure Becoming, and Growth Becoming. For each area, three measurement dimensions are assessed: Importance, Satisfaction, and Opportunities.

2. the social impact dimension, assessing the impact on the society and its contribution to societal changes.

Enabling, empowering (triggering potential)

Idea Generation

Idea Development: from idea to practice

Stabilisation

Feasibility, Impact, Evaluation

This methodology is the main result of the project; it is firmly based on the principles of co-production, places the person at the centre and focuses on his/her potential, thus providing important tools in the development of alternative possibilities for entering the labour market as entrepreneurs.

What makes this methodology unique is this co-productive approach used in its development and deployment, and hence the importance ascribed to bringing together the knowledge and skills of all in order to achieve, each in their own field, a common goal. In other words, building the "business of individual dreams" in a collective mentality, bringing personal skills to common realization.

The Methodology is based on 5 phases that aim at supporting people with intellectual disability in identifying and developing an idea, transforming it into a project, and eventually an enterprise:

1) Enabling, empowering (triggering potential)

Prior to initiating the process, it is important to provide relevant information regarding entrepreneurship, and discuss co-productively what it may mean to be an entrepreneur. The objective is to provide people with disabilities with information and perspectives that can broaden their understanding and increase their self-confidence, proposing a new angle for their self-development where they can see themselves as potential entrepreneurs. The discussion should fuel ideas and give participants time to start imagining, allowing potential candidates to emerge.

Potential candidates may have a fair level of autonomy, but you should be open to endeavour, to engage and support those who would potentially benefit but would need a greater degree of support.

A useful means of progressing this approach is via co-productive focus groups (either physical or online, see Annex 1 and 2) involving users, their families, educators, as well as experts in entrepreneurship and employment. During the focus groups the concept of enterprise and what it means to be an entrepreneur can be mutually explored.

Throughout the process, educators and supporting staff should be driven by change-orientated motivations, co-productive work, transformation of the status quo, the ability to see solutions without ignoring possible obstacles, passion for social change, organizational skills.

Some methodological points:

- Have a look at the 6 pillars of the co-productive approach (assets, capabilities of each participant, blurring roles, mutuality, professionals as catalysts, networking) and the 4 steps in co-production (design/plan, decide, carry out and evaluate together).
- Composition of co-productive focus groups: in order to have a view from a variety of perspectives and to gather a range of experience and skills, it is good to have people from different disciplines or domains who can enrich the research. Bear in mind that these may not always be the most "obvious" people or those usually involved in supporting the lives of the service users - be creative and exploratory in your thinking - ask around in your communities and networks.
- A focus-group should not be too large (6-8 core members, but this is not a rule).
- You can also invite other people or experts to make occasional contributions. You can also split up the group for specific tasks. Example: 3 people will do a specific task until next time, 3 others take care of another task...
- Involve the participants on an equal basis: each one has ideas, experience and competences. Find out together the assets of the participants in the focus group; distribute tasks together respecting the interests and abilities of each one.
- Clarify everyone's roles in the group: who is the coordinator, writer, and timekeeper; who keeps the participants informed between meeting. You could consider the use of role cards to make this clear during meetings
- Designate one person as facilitator to explain and support participants with Intellectual Disability in language that is easily understood, to help them participate in group discussion, to visualise and interpret difficult concepts or decisions. This person should not be the same as the moderator of the focus group.
- Use easy to understand and easy to read language

- More information is available here: https://easy-to-read.eu/european-standards/
- Organise the meeting clearly: topics/agenda on the flipchart, presence list, red-green-yellow cards for stop-vote-ask to speak...
- Use interactive methods for working on topics; change the working methods throughout the meeting: do not only discuss around a table; move around, make tandems (professional participant and participant with ID), use crafts, use video-clips to see and discuss, ...
- Allow short breaks during the meeting
- Make a short written or visual report as a reminder containing also photos of flipchart drawings and writings and of other manual activities carried out during the meetings
- Plan the time to prepare the participants with intellectual disability between the focus groups (repeat, go into more depth on some aspects...).
- Visit other entrepreneurs, have a look at good practice examples around your network, and use pictures and videos to inspect and discuss existing examples around the topic that you have chosen.
- Invite people to interview participants on their experience during the focus group.

It may not be possible to organise physical meetings... but online activities can be very effective as well when planned carefully and supported by professionals. All the tips mentioned before are of course valid, but it is important to work in order to set up a comfortable online environment:

- Create and train a group of educators in digital communication systems, so they can support and lead the digital group;
- Make the point on the skills and tools available: find information about participants' existing technological skills and on tools available to work online effectively;
- If necessary train and support participants, starting with users and families, with tutorials and end explanations;
- Organise sessions of no more than one hour, the concentration and attention span of all participants can fall sharply after this period of time;
- The programming of the activities must be well structured and as much as possible constant in order to create a reassuring routine for users;
- Opt for free digital platforms and apps to avoid extra costs for the participants, but consider investing in paid services to ensure the quality of the communication, less advertisements, a risk of interruptions;

- Do not think that all platforms are suitable for their intended purpose, but use different platforms depending on the objective and the confidence of the participants;
- It is important to know the people who access the various "rooms" and for this purpose it is useful to create cognitive tools (e-id, portfolio of participants, …);
- It is important to monitor the activities in order to understand their criticality and to see the possible developments, for this reason it is useful to create evaluation processes and distribute satisfaction sheets.
- Do not give up! Take the time that is needed and adapt to the situation!

2) Idea Generation

Once the ground has been set and potential candidates helped to emerge, it is time to support the generation of ideas.
- who has ideas and would like to give it a try?
- how do we create a "can-do" culture?
- how do we listen and validate individual aspirations, enthusiasms, hopes at every level (from the day-to-day decisions to the larger 'project')?
- how do we ensure that the 'quietest voices' are heard and enabled to share their ideas?
- how to unlock potential?
- who can help us out or give us technical support?
- what skills do we have, as individuals and collectively as a group?
- what other skills should we look for?

It should not be underestimated that it is not always easy to identify and give a meaning to an idea or a talent to be developed. An idea is the result of several thoughts and different points of view. Thus, it is important:
- To work in small groups, in order to reach a greater level of engagement co-productively.
- To provide a point of view, a perspective: a vision of the future, a path that can be followed; to enhance our resources, what we have done until now, to highlight results and see possible failures as falls from which we can learn and stand up again.

- To use techniques that can deploy and bring out knowledge, skills, motivations and personal desires: an interactive game can be a good choice.

It is fundamental to start from simple things that belong to daily experience. Produce ideas starting from what you do: make it available to others and try to get the same contribution from them – according to their characteristics, innate talents and their resources, in a co-productive approach. The involvement of other subjects makes it possible to reach different points of view and several ideas, but also to stress possible limits, in line with a perspective of constructive criticism. It is also important to involve people that are relevant for the participants involved, so they can support them at an emotional level. Above all, it should bear it in mind that any idea is valuable. Some tips that proved to be useful are:
- Use a co-productive approach so that every participant can provide relevant contributions;
- Use images, objects, drawings, and everything that can be relevant in a person's life.
- Identify the project purposes, starting from sharing the content that was discovered and writing down a clear and definite project by using the Easy-to-Read guidelines.
- Start from what you are already doing or what you have already experienced in the past, but try to highlight what can be done/modified as well.
- Identify the next steps: improve/modify/change your own experience, etc.

In this phase, it would be useful to use games/group activities that can enhance individual skills and create a colourful collaboration with a clear social connotation. One that we propose is called "the store of ideas" and it has been successfully used by our Italian partners. All you need is a comfortable meeting room, some colourful post-it notes, a board, some seeds and vases, and 2-3 motivated educators to conduct the group.
- using post-it notes, everyone writes three things he/she knows how to do: to cook, to sew, to dance, to use the PC, etc.;
- the notes are then posted on a big board called "the store of ideas";
- participants are then organised in small groups;
- each group then decides the type of business they want to set-up and are asked to choose from the "store of ideas" the skills or abilities needed for their project;
- each group then gives their 'company' a name;
- each group elects a representative who presents the company in the plenary receiving in exchange a seed to put in a jar with earth: the seed of the idea

Depositing a seed in the earth effectively evokes the (abstract) concept of incubation, of an idea that needs to be protected and nourished in order to make it grow. All the jars are then collected and will be preserved to check in a little while what will be grown out of those seeds.

3) Idea Development: from idea to practice

Having identified ideas and potential projects, it is now time to undertake the path make them real. It is important to put the idea or the project into a long-term perspective and try to plan the next steps accordingly.

The ability to work together, develop ideas, listen to others, make and receive critical observations in a positive manner represent important skills that should be a common trait to the idea development. Some relevant questions at this stage:
* how to explore ideas further?
* how to test out some ideas?
* how to think about feasibility (build on the can-do culture)
* how to begin to develop a plan?

It may be useful to look at other projects or ideas that have already been developed and that can inspire or help our project, even just as a possible inspirational path. Experiment, try, try again, be ready to give up an idea if it doesn't work and keep the pros that could benefit the people that worked at that idea (understand why it hasn't worked: personal growth is due to re-elaborated abandoned paths, too). The ones who have reached this stage have enough motivation and a small but relevant experience and knowledge to deploy. They could put the idea into effect by testing it. Accept differentiation in the process: every single person has his/her own timing and results.

It is important to make sure that the project(s) are realistic (depending on the human resources, materials, of knowledge and economics) and sufficiently innovative. Having social value and an impact on the community may further foster the motivation of the users involved.

At this stage, you can already involve experts (coach, a business incubator) to help you refine the idea and give you tips to make it real.

An important tool is the Business Model Canvas (BSM) in its adapted version. This is a user-friendly strategic management start-up template for developing new or documenting existing business models. It is a visual chart composed of different blocks describing a firm's or product's value proposition, infrastructure, customers, and finances. It helps you understand a business model in a straightforward, structured way, also illustrating potential trade-offs. The BMC was developed by Alex Osterwalder and Yves Pigneur, and co-created with an array of 470 practitioners from around the world. It offers a simple, visual, one-page canvas on which we can design, innovate and dialogue about our business models. Thanks to the experience of our partners we developed an adapted version, improved in terms of easy to read and understand.

Business Model CANVAS

Project.
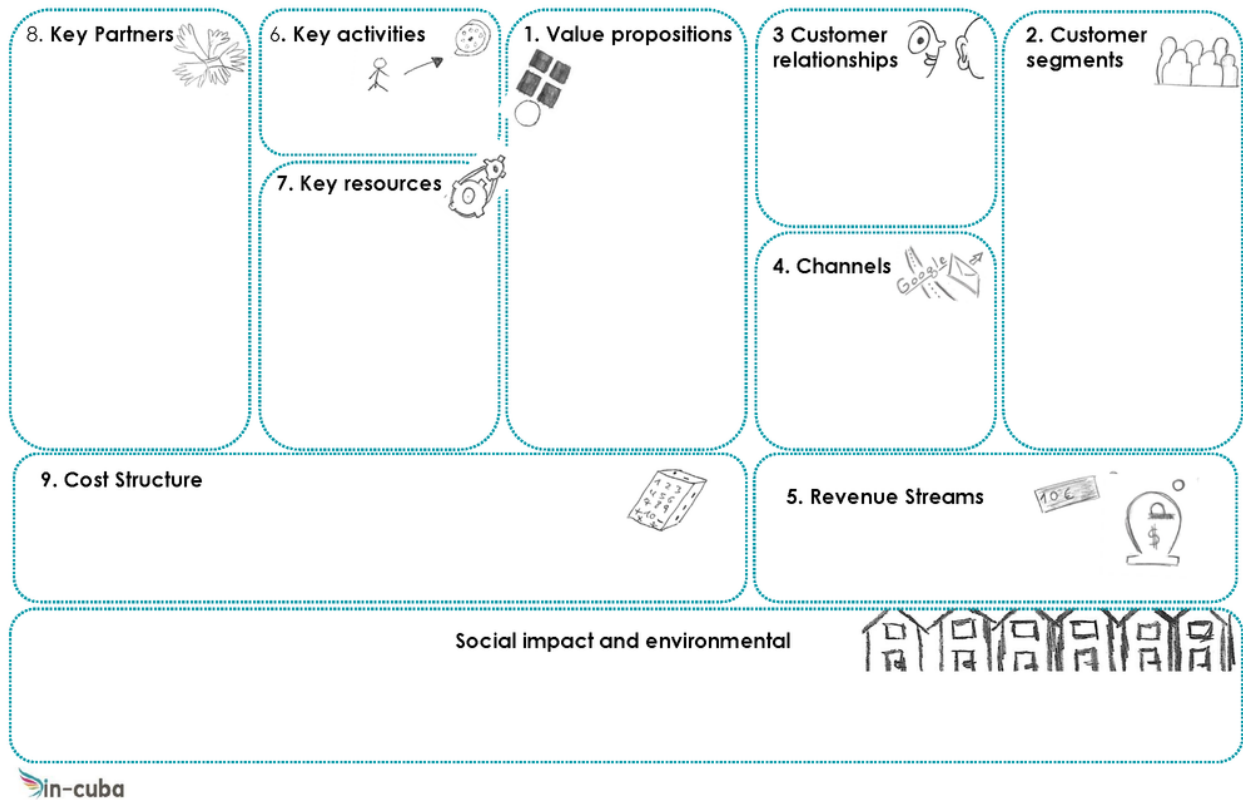
CANVA BLOCKS (4)

1. Value Proposition (proposal, product/service): what are your products and services? What is the job you get done for your customers?
2. Customers segment: identify the segments that provide the most revenue.
3. Customers relationship: how do you reach them and how do you maintain the relationship?
4. Channels (distribution): how do you communicate with your customer? How do you deliver the value proposition?
5. Revenue Stream:
6. Key activities: what do you do to run and maintain your business model?
7. Key resources: people, knowledge, means, and money you need to make your project real.
8. Key Partners: all the partners you need to make your project real and running (not suppliers).
9. Cost structure: the costs you need to consider looking at activities and resources.
10. Social and environmental impact: the set of actions you would like to undertake in the social and environmental fields

(4) For more information on each block, please see Annex 3.

4) Stabilisation

After having started the process towards the realisation of the idea, it is time to focus on the setting-up of a clear and effective organization in which everyone has a task in line with his/her resources/skills and the product that should be developed.

The project should become reality; therefore, it is important to appreciate also the external elements that may affect your initiatives: legal context, fiscal rules, organisational models. This bring you to the need to understand the contexts and the rules, and try to transform/adapt them by giving everyone the possibility to work with his/her own timings.Therefore, it is important to:

- understand what actor(s) and organisation(s) should be involved;
- identify a realistic timeframe;
- identify and plan to overcome possible barriers;
- keep the outcome under control (but being aware that some outcomes may not be planned for);
- Proceed in stages/processes: In a "one step at a time" approach, you should tackle one stage at a time and then move forward;
- Ensure that everyone is following the process and has a clear comprehension of the goals;
- Get in touch with experts: coach, mentor, incubator. At this stage, the involvement of experts is highly recommended to help you further refine the idea and give you tips to make it operational, providing further support in the project development and realization. It is essential to get an external and neutral viewpoint, which can enrich our experience.

Determination and willingness to go further should be cultivated and stimulated. Overcoming frustration, being ready to encounter and learn from unexpected results that are nevertheless valuable, being open to changes.

5) Feasibility, Impact, Evaluation

It is important to make sure the development of the project does not have a negative impact on the life project of the persons involved. Therefore, an impact analysis is required. This should be followed by an evaluation of the implementation of the entrepreneurial project to determine its effectiveness and success and eventually what needs to be improved. Finally, a social impact evaluation can help to check the social effects of the entrepreneurial project and integrate the overall evaluation.

A) Quality of Life evaluation is about the person
that develops the project:

- how the project fits in the his/her life project?
- how can we get a measure of the person's current quality of life?

The quality of life should be assessed with the help of specific tools that consider the interests and the level of satisfaction with certain areas of life, in addition to the opportunity and the possibility to take an active part in decisional processes. In broad terms, a QoL framework should identify the degree to which individuals attribute importance to various areas of their lives, and the degree to which they perceive satisfaction. This should be carried out with a view to increasing overall life satisfaction in the life areas that are deemed to be most important. In doing so, global QoL will be increased.

Given the opportunity, carrying out a work project can have an impact on different areas and aspects of life of each beneficiary involved (e.g. personal identity development, psychological being, sense of community inclusion, autonomy, sense of belonging, opportunities for growth, etc.). Therefore, the QoL approach should be seen as an effort to mobilize and revalue resources that can support a person (and the holistic systems that they represent) to embark on or to continue developing personal skills over their life-span improvement. The project can be seen to be concerned with increasing individual autonomy and providing the additional required support in the attainment of key aspirations and expectations in the domains associated with quality of life
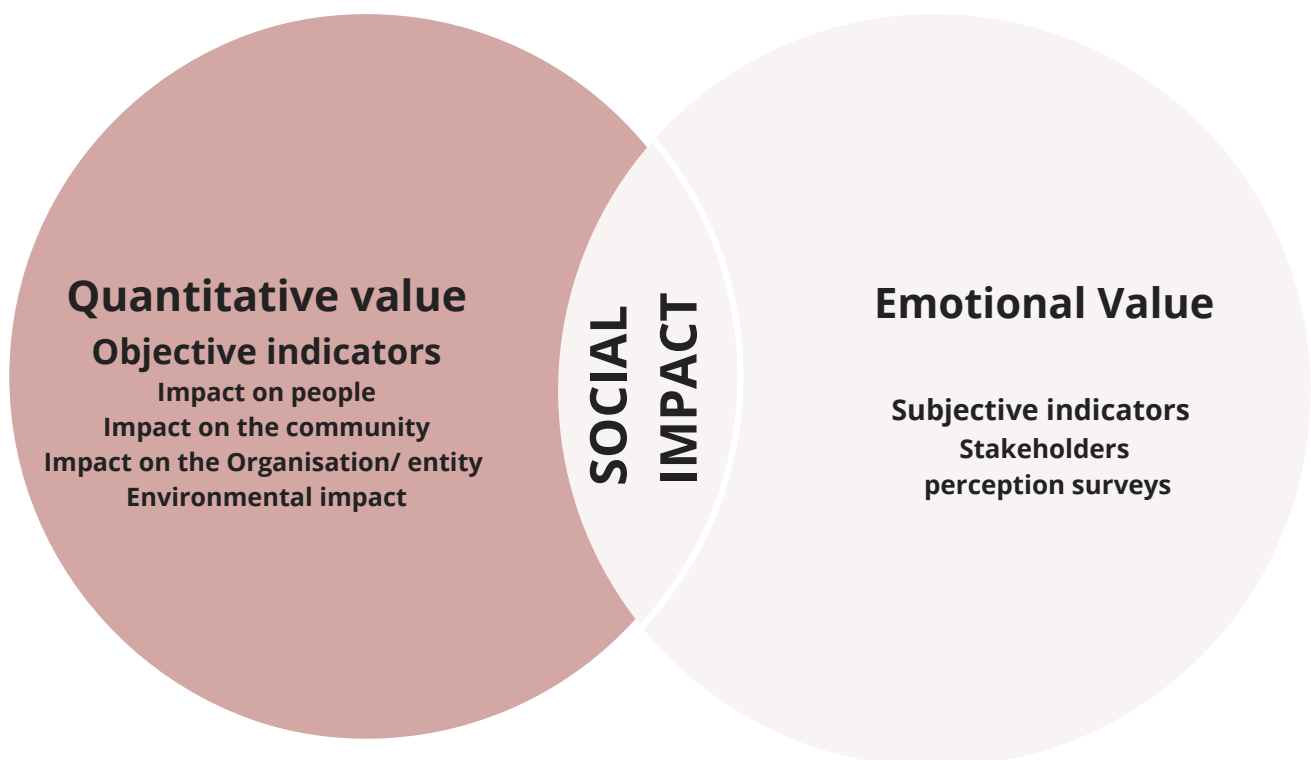
B) Assessment of the entrepreneurial project

Here the evaluation focusses on the project and its effectiveness, also in terms of costs/revenues. It is helpful to know people that already experienced similar paths, since you can better understand how to develop your ideas and to define possible changes. The relationship with the surrounding community and stakeholders that can support your idea is important: therefore, the setting-up of a network is essential. Satisfaction can be evaluated in terms of interest and effort that can be preserved over time, as well as in terms of ability to face dissatisfaction and setbacks.

C) Social Impact evaluation

The objective of this activity is to verify whether the entrepreneurial project has contributed to generating changes in society, that is, if it has contributed in its transformation. The value of social impact is the result of:

- actions carried out, which provide us with quantitative data (objective indicators): Impact on people, on the community, on the organisation / entities, on the environment;
- the analysis if the emotional value generated by the project in on the agents involved (perception/subjective indicators).

Quantitative value

Objective indicators
Impact on people
Impact on the community
Impact on the Organisation/ entity
Environmental impact

SOCIAL IMPACT

Emotional Value

Subjective indicators
Stakeholders
perception surveys

D. VIDEO TUTORIALS AND TRAINING GUIDELINE

An important output for the IN-CUBA partnership was to make the methodology accessible to all; presenting it in easy to understand videos corresponds well to this objective. The videos are all available on the IN-CUBA website (5). The Methodology has been also enriched by a set of Training Guidelines for educators and trainers in order to make it transferable. The training guidelines are based on the work developed by all partners in the definition and implementation of a co-production methodology that aims to empower persons with disability with tools to create and develop entrepreneurial projects. The guidelines aim to empower professionals working with persons with disability with contents and resources to facilitate the adoption of the co-production methodology for incubation.

The document, addressing professionals and front-line staff working with people with intellectual disabilities, should be understood as a tool that can be used to develop skills in trainers and introduce new tools, methodologies, practical and innovative knowledge. The training guidelines are organised into 34 hours and 7 modules' curriculum addressing the following areas:

- Framework and Learning Methods
- Entrepreneurship and People with Intellectual Disabilities
- Business incubator Toolkit:
    - Enabling, Empowering – Triggering potential
    - Collecting, generating and development ideas
    - From Idea to practice
    - Stabilization
    - Feasibility, Impact and Evaluation

Each module has been developed with a session plan that includes a summary and the definition of time, objectives, contents, methods, activities, and suitable resources used and tested by the partnership.

This document identifies the core competences and the areas that should be addressed during the training, and trainers can then build up the training sessions accordingly to the participant's previous knowledge on the different subjects. It is also included a self-evaluation sheet, where participants can score their knowledge before and after the training, in what comes to the core competences identified for each module. The training guidelines are available on the IN-CUBA website (6)

(5) https://co-production.eu/videos/
(6) https://co-production.eu/in-cuba-learning-materials/

5. CONCLUSION AND POLICY RECOMMENDATIONS

The IN-CUBA project began with the ambition of a very committed partnership to apply co-production to the elaboration of new tools for professionals aimed at supporting the desire of people with intellectual disability to undertake a path towards professional independence. After three years and several hours of co-productive focus groups, it is possible to say that the results of this action are extremely positive and went beyond what was initially foreseen in the project description, witnessing a process of personal and professional growth for the persons involved, and in particular for beneficiaries and service providers.

The IN-CUBA Partnership benefitted from previous successful collaboration that made co-production part of its backbone. Co-production represents a unique opportunity to re-think the partnership between the state and the citizen through the redefinition of the role of service users, families, professionals and local community making them equal partners and engines of change within the production and delivery of social services.However, the development of the action wasn't just about co-production, but also about sharing dreams and giving shape to ideas. Undertaking a project is a vital moment for people, and this is particularly true for people with intellectual disability. Therefore, being able to bridge the gap between dreams and ambitions, and concrete goals and reality, it is a major achievement both for professionals and for persons with intellectual disability. Entrepreneurship can provide a concrete solution to the challenges that people with intellectual disability face in the access to the labour market, at the same time as favouring social inclusion. Persons with intellectual disability might be able and willing to take up self-employment or business ownership as a paid work option, however, in a medium/long-term perspective this can be hardly sustainable without an appropriate support. We have seen that this support is generally missing but not the interest in it, as the exchanges with business incubators and other experts in the field have proven.

At EU level unemployment for people with disabilities is higher than for the rest of the populations. There is therefore an interest in all initiatives that can create good working conditions.

However, the risk of losing benefit is a huge barrier for all people with disability who want to enter the labour market. According to a study run by the European Disability Forum (7), the Countries with higher employment rates for people with disability are those with a flexible social system that allows persons to keep some of the support they need while they start working. Social protection benefits are extremely important to cover those costs, and starting a working activity (either as employee or as an independent worker) may put this at risk. Therefore, a good starting point to foster entrepreneurship for people with disability would be to recognise social protection benefits at least in the first years of activity, when an enterprise starts up.

During the IN-CUBA journey it was made clear that entrepre-neurship can be considered a gateway to the labour market for people with intellectual disability. However, there are barriers to break. Even if it does not seem an obstacle per se, legislation is not always clear and it does not directly favour entrepreneurship for people with intellectual disability. It is often the prejudice and the lack of confidence that block any initiative. The IN-CUBA Project was appropriately directed in trying to fill the gap between intellectual disability and entrepreneurship and maybe develop the necessary impetus to begin breaking certain barriers. Perhaps it is also time to challenge the use of the term "service user" with a labelling that better reflects equality, reciprocity and acknowledgment of a rebalancing of traditional relationships.

The experience developed during ENABLE and IN-CUBA allowed the partnership to make the point on what should be done at European, National and local level. In particular:
- Promote co-production as a way to foster equal opportunities and social inclusion for disadvantaged groups;
- Sustain co-production as a way to favour self-determination and active participation of persons with intellectual disabilities and in general of all disadvantaged groups;
- Consider entrepreneurship as a real possibility for people with intellectual disability;
- Introduce flexibility into the social supporting system to allow persons with disability to keep some of the support they need while they start working;
- Consider entrepreneurship as a real possibility for people with intellectual disability;
- Introduce flexibility into the social supporting system to allow persons with disability to keep some of the support they need while they start working;

(7) European Human Rights Report 2020: Poverty and Social Exclusionhttps://www.edf-feph.org/publications/european-human-rights-report/

Through the research carried out by the partnership and the exchanges with experts, it emerged that a helping hand towards entrepreneurship for people with intellectual disability can come from the Social Economy, whose enterprises play an important role in the social inclusion of disadvantaged groups and whose legal forms may prove to be friendlier models. Social economy enterprises combine societal goals with an entrepreneurial spirit, and focus on achieving wider social, environmental or community objectives. Furthermore, social enterprises have great achievements in social insertion of disadvantages groups.

The current moment is also particularly interesting also because social inclusion has come back to the EU priorities by the adoption of the new Strategy for the Rights of Persons with Disabilities 2021-2030 (8) It is therefore important to take advantage of this moment to build policies that allow people to access the labour market either as employees or as independent workers and that introduce mechanisms to sustains the costs of a worker with disability. The new European Disability Strategy is very ambitious and aims at fully implementing the UN Convention on the Rights of Persons with Disabilities (UNCRPD) and equal participation in all areas of life. The Strategy is part of a broader range of initiatives that also tackle employment and it goes together with EU Pillar of Social Rights, which pushes for a more inclusive society and a fair labour market. The European ground is therefore ready to welcome new seeds to foster social inclusion and professional independence of persons with intellectual disability.

(8) https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8376&furtherPubs=yes

6. ANNEXES

To develop the IO3, focus groups will be established in each country to discuss entrepreneurship and the support that is needed to enable the development and setting up of one enterprise.

It is important to bear in mind that, in the context of the IN-CUBA project, the concept of enterprise has a broad interpretation, referring to the action of starting a new project or undertaking, or developing an idea, even when it does not result in the creation of a business (commercial or social). All entrepreneurial activities are considered, whether or not they be for profit, or whether they have a commercial or social aim.

You are free to organise the focus groups in the most suitable way according to your situation however you may wish to consider organising them in several sessions to better enable service users and family members to process information. The following points should be considered during the co-productive focus groups:

1. What is understood by "enterprise" and "entrepreneur"? Explain the concept of project in its wider possible meaning
2. What is understood by an "incubator"?
3. What "good ideas" and / or interests do you have?
4. What entrepreneurial project would you like to develop?
5. What would be required to start such a project?
6. What things might get in the way or may it difficult?
7. What help and resources do you think you will need?
8. What would be the benefit to you of being an entrepreneur?
9. What would you want from a structure that supports the development of entrepreneurial projects (incubator)?
10. Identify a project to take forward (it will be tested in the pilot actions) - why do you think this is a good project?
11. How can you start to put the project into practice?

You are free to organise the focus groups in the most suitable way according to your situation. However, you may wish to consider organising them in several sessions to enable service users and family members to better process information.

Some methodological points

- Information on inclusive co-productive focus groups may be found in the results of the project Enable www.co-production.eu. For example, in the guide on "How we design inclusive learning situations for a co-productive approach" (See file enclosed);

- Have a look at the 6 pillars of the co-productive approach (assets, capabilities of each participant, blurring roles, mutuality, professionals as catalysts, networking) and the 4 steps in co-production (design/plan, decide, carry out and evaluate together);

- Composition of co-productive focus groups: to have a view from different angles and to gather a range of experience and skills, it is good to have people from different disciplines or domains who can enrich the research. Bear in mind that these may not always be the most "obvious" people or those usually involved in supporting the lives of the service users - be creative and exploratory in your thinking - ask around in your communities and networks. A focus-group should not be too large (6-8 fix members, but this is not a rule). You can also invite other people or experts occasionally. You can also split up the group for specific tasks. Example: 3 people will do a specific task until next time, 3 others take care of another task...

- Involve the participants on an equal basis: each one has ideas, experience and competences. Find out together the assets of the participants in the focus group; distribute tasks together respecting the interests and abilities of each one;

- Clarify everyone's roles in the group: who is the coordinator, writer, and timekeeper; who keeps the participants informed between meeting. You could consider the use of role cards to make this clear during meetings;

- Designate one person as facilitator to explain and support participants with Intellectual Disability in language that is easily understood, to help them participate in group discussion, to visualise and interpret difficult concepts or decision. This person should not be the same as the moderator of the focus group;

- Use easy to understand and easy to read language: https://easy-to-read.eu/european-standards/

- Organise the meeting clearly: topics/agenda on the flipchart, presence list, red-green-yellow cards for stop-vote-ask to speak;

Some methodological points
- Use interactive methods for working on topics; change the working methods throughout the meeting: do not only discuss around a table; mover around, make tandems (professional participant and participant with ID), use crafts, use video-clips to see and discuss;
- Allow short breaks during the meeting;
- Make a short written or visual report as a reminder containing also photos of flipchart drawings and writings and of other manual activities carried out during the meetings;
- Plan the time to prepare the participants with intellectual disability between the focus groups (repeat, go into more depth on some aspects...).
- Visit other entrepreneurs, have a look at good practice examples around your topic or/and use pictures and videos to inspect and discuss existing examples around the topic that you have chosen;
- Invite people to interview participants on their experience during the focus group.

All the tips mentioned for physical focus groups are valid, but here you need to work in order to set up a comfortable online environment:

- Create and train a group of educators in digital communication systems, so they can support and lead the digital group;
- Make the point on the skills and tools available: find information about participants' existing technological skills and on tools available to work online effectively;
- If necessary train and support participants, starting with users and families, with tutorials and end explanations;
- Organise sessions of no more than one hour, the concentration and attention span fall sharply after this period of time;
- The programming of the activities must be well structured and as much as possible constant in order to create a reassuring routine for users;
- Opt for free digital platforms and apps to avid extra costs for the participants, but consider investing in paying services to ensure the quality of the communication, less advertisements, ad risks of interruptions;
- Do not think that all platforms are suitable for their intended purpose, but use different platforms depending on the objective and the confidence of the participants;
- It is important to know the people who access the various "rooms" and for this purpose it is useful to create cognitive tools (e-id, portfolio of participants, …);
- It is important to monitor the activities in order to understand their criticality and to see the possible developments, for this reason it is useful to create evaluation and distribute and satisfaction sheets.
- Do not give up! Take the time that is needed and adapt to the situation!

1. **VALUE PROPOSITION**

What do I want to do? What need will fill my

product/activity/business?

The social companies have two values: the commercial one

and the impact on the society

What different or special value does it provide?

Graphic representation:
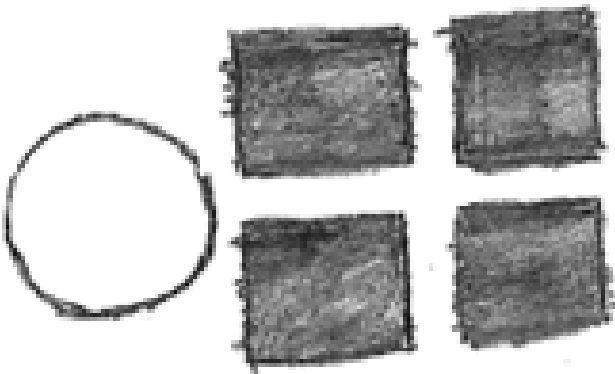
Example:

An elderly residence where its value is linked to the

neighborhood and give its spaces to the community so that

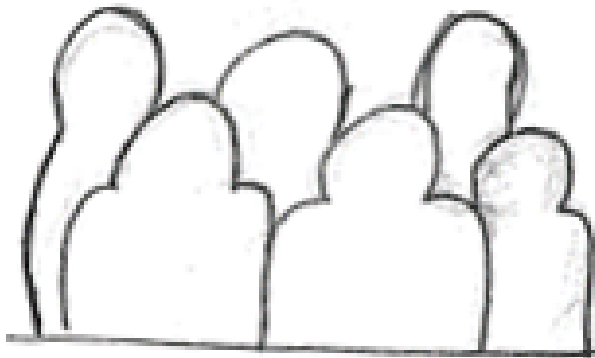they can organize and carry out activities'. Children in the neighborhood use the

residence garden to play.

2. CUSTOMER SEGMENT

Group of people (age, gender, profession, habits,...) to whom is our

product/activity/business addressed?

It's important to identify thw final user but also the client

Graphic representation:

Example:

The final user of a geriatric residence are the old people but

the clients are also their families.

It's important to know how they are and what they need.

3. CUSTOMER RELATIONSHIPS

What relationship do I want to have with my clients?

It's important to have defined the type of relationship and

Systems to value this relationship.

Graphic representation:
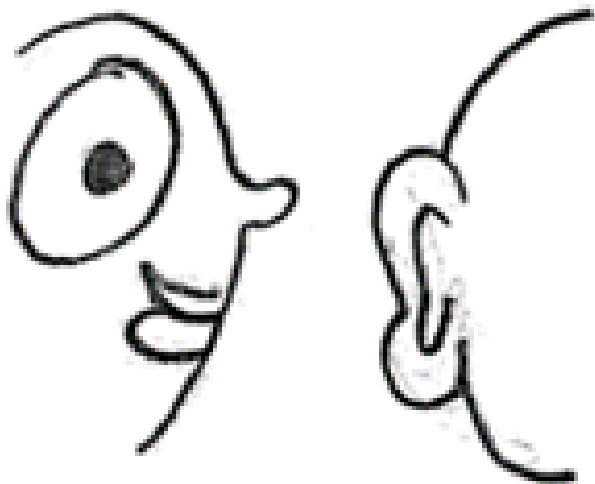
Example:

In the residence we want to have a proximity, kindness, accompaniment...

and we will do satisfaction surveys every year

4. CHANNELS

How will I get the proposal to my clients

How will I communicate with the client?

How will I get loyalty customer?

Graphic representation:
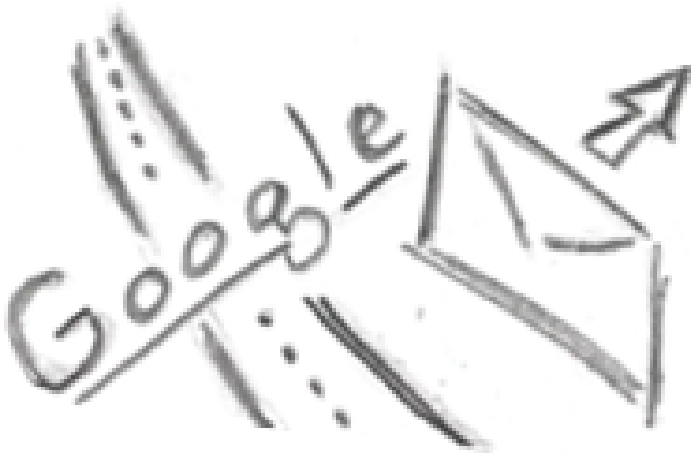
Example:

We will do an open day to make known the residence,

we will make follow-up meetings with our clients

5. REVENUE STREAMS

What are you willing to pay?

How will you get the money?

What sources of income will we have? Direct revenues

(the customer pays), indirect revenues (grants, scholarships ...)

Graphic representation:
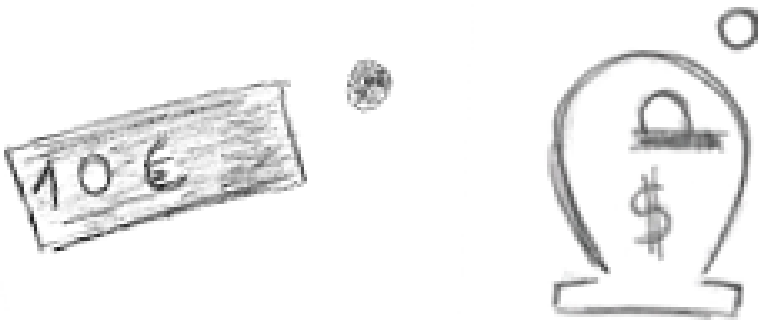
Example:

The elderly people will pay a fee to live in our residence,

but we will also recieve money from the administration

6. KEY ACTIVITIES

Main activity of what we will do.

List other activities that accompany our main task a

nd guarantee commercial and social value

Graphic representation:
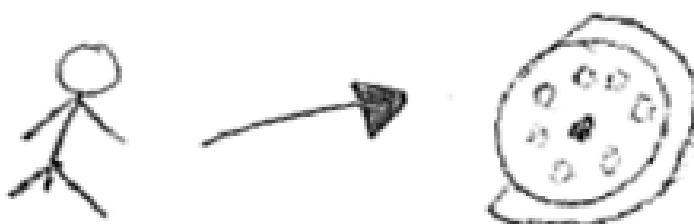
Example:

In a geriatric residence the key activity is take care of the people,

but this implies a management of food, the cleaning of spaces,

the management of the workers...

7. KEY RESOURCES

What do we need?

We must identify the material, economic,

human and knowledge resources

Graphic representation:
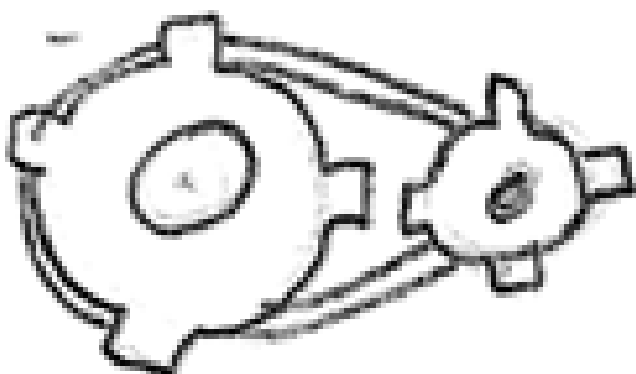
Example:

In a residence we need:

- Beds, sofas ... (material resources)

- Initial investment, a credit, administration aids ... (economic resources)

- A nurse, carers ... (human resources)

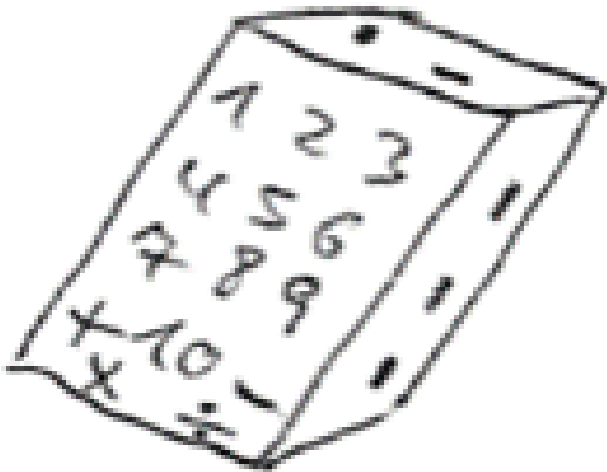- Knowledge about aging, health ... (intellectual resources)

8. COSTS STRUCTURE

Describe business expenses

to be sustainable

Graphic representation:

Example:

In a residence we will have to consider

the expenses from the supplies,
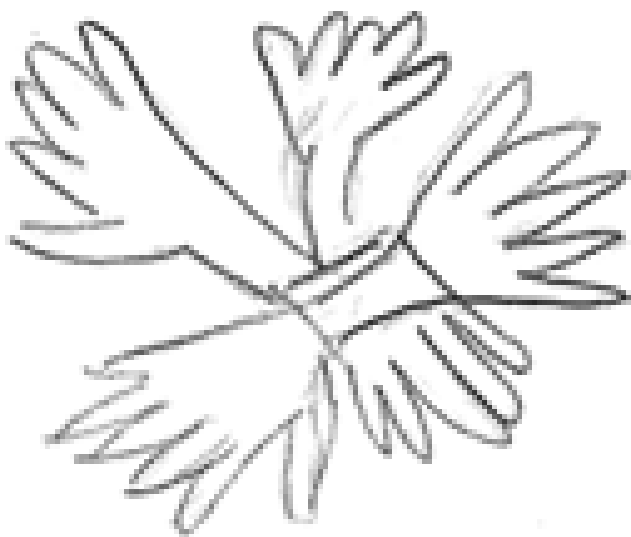
the salaries of professionals...

9. KEY PARTNERS

With whom will we collaborate or establish agreements

Who will be our suppliers, allies and partners?

How will we work with them in a co-productive way?

How can they help us to make better our value proposition?

Graphic representation:

Example:

The residence may have a collaboration agreement

with a university that will help us with the home automation

and adaptation of materials

10. SOCIAL IMPACT

How will we affect society/environament

Describe actions that will be carried out that will have

an impact on society and the environament

Graphic representation:

Example:

The residence will recycle and use renewable energy
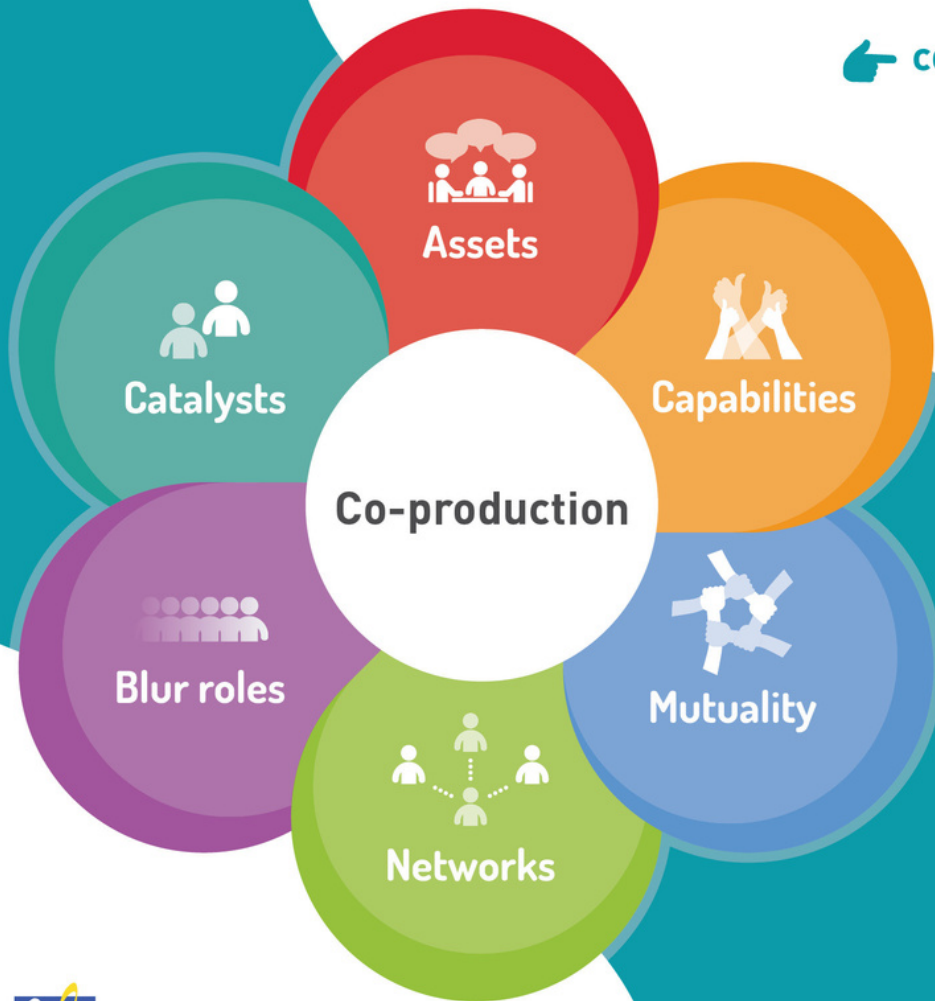
Designed by Atelier du Tricentenaire

Developing an incubation methodology based on co-production

in-cuba

New approaches to access entrepreneurship for people with intellectual disability

co-production.eu

Assets

Catalysts

Capabilities

Co-production

Blur roles

Mutuality

Networks

APEMH

arfie

AMPANS
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