



# **Innovation services**

## **Final Toolkit**

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# Deliverable

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# Executive Summary

This deliverable compiles an overarching shemakes model, constituted by the sub-models and tools created in the three tasks that characterise the Innovation Services work package.

The final shemakes Lab model can be replicated and implemented to enable and empower future shemakes Labs - and other interested Labs - in search for tools and models to change their local and networked efforts towards more gender equal practices.

These tools and models unfold into empowering their communities, groups, members, and participants through 3 different types of innovation actions or services.

The overarching model has the scope to further define what enabling environments are, more strongly focusing on how Labs can set the conditions to enable others. Indeed, shemakes holds that, above all else, change is only possible when the environment in which it needs to take place supports that process: in a word, *enabling*.

Chapter 2 unrolls the overarching Lab model, capturing the organic complexity that emerges from the natural or intuitive actions of Labs that put their efforts into being an enabling environment for their current and future members. Five values from the 'modus operandi' are being operationalised in a variety of activities (innovation services and learning paths), each in a different way.

After that, in Chapter 3 the sub-models are explained in detail, following the logics of each task and level of engagement. Community, Lab-to-Lab, and Business have their own model of operationalisation of the shemakes' values and how that is translated into the activities executed by the Labs.

Chapter 4 is an update on the final structure of the online shemakes Open Toolkit, what has changed from the last version reported on the D3.3 and the legacy of this toolkit after the project comes to an end.

Since the focus of this last deliverable is to deliver and describe the general shemakes Lab model, the various elements, sub-models, and tools - coming from TCBL Lab model, the innovation services, and the learning paths - are brought together to address the shemakes lab model in a holistic approach.



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# 1. Introduction

## 1.1. Context and Objectives – Task 3.1 Models and Tools from the shemakes DoA

This task departs from the existing TCBL Lab Model, which has been described and critically evaluated in the previous deliverables, highlighting how the shemakes Lab model is built upon a common framework, developed by the TCBL Labs, in which Laboratories in the textile and clothing industry all over Europe are brought together as a varied and complementary network. The TCBL Lab Model has proven its capacity to bring about innovation in the T&C industry.

This task, throughout the different phases of the shemakes project, shifts the focus of operations from working mainly with adults towards a greater openness towards different age groups and exploring gender related challenges, adapting the Lab model to these new targets by drawing on the lessons learned during the two phases of experimentation.

The goal is to lay the groundwork for all TCBL Labs to become enabling environments and physical entry points for women to develop and shape their abilities and roles in society and the economy.

### The shemakes Lab model: a journey

The shemakes Lab model derived from the TCBL Lab model in a more extensive and advanced way to fit the wide variety of shemakes Labs while simultaneously guiding the Labs to become enabling environments and to understand what that means in different contexts.

During the first phase of shemakes (M1-3) a first concept of the innovation model was drafted in which tools were developed to guide the Labs during the first phase of action (M4-9). The 7 principles coming from the TCBL Lab model that frame a shared value-driven vision have been adjusted towards shemakes values and help to outline the characterization of an enabling attitude of the Labs. The shemakes values function as a 'moral compass' and determine how the Labs act internally and externally, where they believe in and what they propagate.

The Lab characterization and portfolio help to better understand the variety of Labs within the network. It demonstrates how the different characteristics are complementary and strengthen the comprehensiveness of the network. It is a way to map the Labs according to their capabilities and help to understand differences, limitations, and opportunities.

The Lab's activities are included in the innovation services and consist of Lab activities engaging with the community, Lab-to-Lab, and businesses. The activities are designed for



Labs to discover how they act as enabling environments fostering growth and support of female innovators. During the two activity phases of shemakes (M4-9 and M13-18) the Labs have collectively designed a shared portfolio of activities to operate on each of the three engagement levels of the innovation services.

During the last phase of shemakes (M19 -24) the outcomes of the activities and the hypothesis are compiled into one shemakes Lab model for future Labs to reuse and cultivate. The model aims to shine light on how shemakes Labs act as enabling environments, while delivering a set of concrete tools to be adopted and used by any Lab that aspires to become an enabling environment for women. The model structure unfolds in the next chapters from an overarching view, while diving further into the different levels of engagement, models, and tools within Chapter 2. This final version of the shemakes Lab model will be published on the TCBL platform.



## 2. The shemakes Lab model: hypothesis, aims and structure

Shemakes as a project started with the hypothesis that the Labs, active in both the TCBL and Fabricademy networks, can intuitively enable their communities, focusing on supporting their varied communities' groups and providing the space to enable change with them.

Throughout the shemakes project, we researched and modelled how Labs act as enabling environments through a variety of elements, such as their activities formats and their tools. Labs offer access to Lab space, including various machines or technologies, as well as access to knowledge, while acting as a platform that supports gaining visibility and networking.

The shemakes Lab model drafts directly from these elements - abstracting them to create a *stacked* overarching common Lab model, with the aim of sharing this newly gained knowledge with other Labs interested. We see this type of model beneficial especially for the ones interested in more deeply understanding what are possible enabling routes and wish to learn from other Labs to act as enabling environments together.

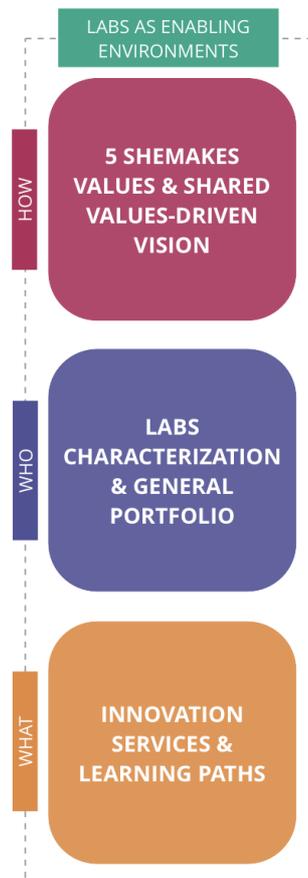


Figure 1. The stacked shemakes Lab model.

The stacked elements form a structure that is recurrent within the model itself: from the overarching level to the sub-model levels – each is analysed based on WHO, HOW, WHAT – together forming a structure that is similar to a fractal.

From a distance, the model visualises a simple systemic architecture but when looking closer, it becomes clear that the model continues to repeat itself to reveal more concrete elements, that include tangible tools and activities. Furthermore, the model allows for a variety of approaches. More practical or action-oriented Labs may benefit from the more concrete elements of the model in which tools can be found that help shape and execute activities, whilst the more systemic-driven Labs may benefit from exploring higher levels of abstraction to help them focus on systemic modelling and to contextualise their activities and way of working.

The model graphically represents three different entry points or levels, each functioning as a valid departure point for exploration by a Lab:

- the *values-driven vision level* – to design departing from a set of enabling values
- the *Lab characterisation level* – to contextualise the positioning of the Lab within a network
- the *activities level* – to implement, adapt and re-use existing tools and formats

Each level is further shaped, developed, and mapped in the chapters below.

## 2.1 The five shemakes values and the shared value-driven vision level

This level functions as an overarching level and explores **HOW a value-driven approach is put into practice**. The five shemakes values construct the network's vision and defines the 'HOW' from which a Lab culture and modus operandi can be cultivated. Each Lab puts these values into action differently and often in a natural and intuitive way. The values embody change and are made more explicit in tools and guidelines in the other levels of the shemakes model.

The 5 shemakes values, defined as “*equal, collaborative, welcoming differences, empowering, and inspiring*”, lead to a gender vision in which the shemakes model seeks to inspire and enable women and girls to learn new skills, innovate and take risks free from stereotypes<sup>1</sup>.

This level can be seen as an overarching level and serves as a guideline for the other elements in the shemakes model to unfold. The WHAT, HOW and WHO of this level affects the modus operandi and culture of each Lab.

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<sup>1</sup> <https://shemakes.eu/gender-vision>



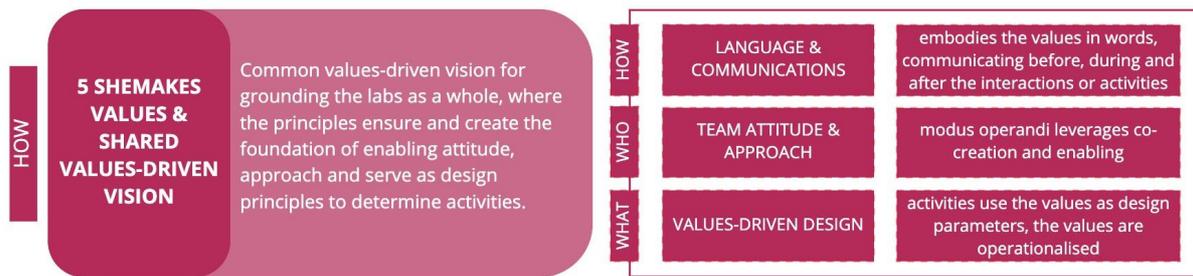


Figure 2. The values-driven level within the shemakes Lab model..

HOW defines the **language** (use of words) and how the Lab expresses inclusion, gender equality etc. – the language of how things are presented, inviting kindness, openness, and transparency to reflect the *welcoming differences* value. Looking at HOW the shemakes values are used in all the communication efforts of the Lab, about the activities and or during the activities.

WHO defines the **embodiment** of the values by the team and its reflection on the formats (co-creative, collaborative, supportive). Looking at how the shemakes values affect WHO in terms of the Lab culture.

WHAT defines the **practise**: the execution of activities and the approach of the Lab. How the values used as design parameters address the themes of gender equality, empowerment, and mutual inspiration

## 2.2. The Lab characterization and portfolio level

This level **forms the first bridge between the Lab and its network of operations** – other Labs that are similar, or believe in the same set of values and principles, yet are different in nature due to a number of different factors – such as location, size, local community, technical or content expertise etc.

It helps to highlight how each Lab differs one from another, what the added value & core essence of each Lab is, and how a network of Labs is stronger together, forming a complementary group. When all involved Labs believe in a shared set of overarching values, as in TCBL and shemakes, the knowledge is gained by observing how these are put into practice in different ways intuitively – creating a multiplicity of paths that need to be acknowledged to better understand the differences and values brought in by each Lab in the network.

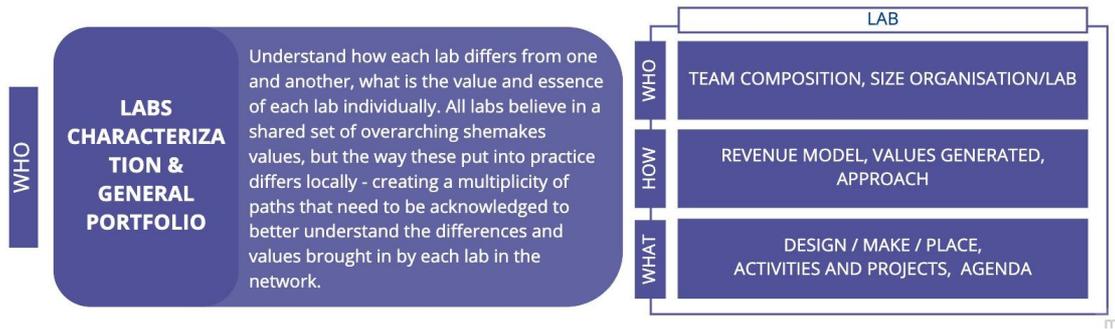


Figure 3. Lab characterization level within the shemakes Lab model.

In this case, WHO looks at the staff composition in terms of gender, quantity, and experience.

The level of HOW explores and maps different revenue models, how the Lab or organisation hosting the Lab is structured, and what kind of funding streams it relies on.

Lastly, the WHAT, is clearly adherent to the two above levels, but also represents the core mission, expertise, and typology of work the Lab executes on a daily basis – such as research, engineering, education, social inclusion, or design and experimentation practices.

## 2.3. The activities level: innovation services and learning paths

This level **addresses the core of the shemakes activities**, exploring the **WHAT** and forming 4 areas of action – each holding a set of sub-models and tools for activities, coming from the 3 types of innovation services and the educational character of the 3 learning paths. Also providing locally actionable activities.

An essential part of any Lab are the activities, creating the true activation and enabling action towards and with the public that surrounds the Lab. From local and active community members, to networked efforts with other Labs, all the way to connecting to businesses and educating new generations. Labs strive in being enabling towards all these groups, functioning as a place where Labs create the space for change (or “magic”) to happen.

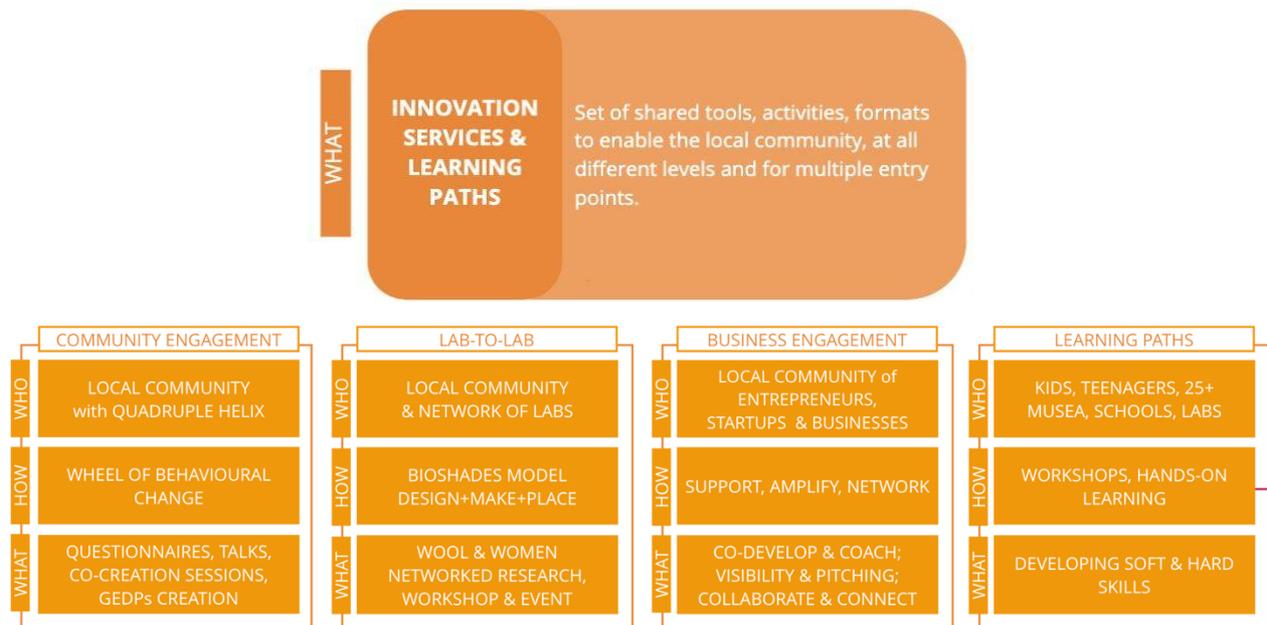


Figure 4. The activities level within the shemakes Lab model.

From each task in the innovation services, we see a model and a set of tools emerging. Additionally, we see the fundamental importance for a Lab model to have educational activities, clearly coming from the learning paths of shemakes. When looking at each of these set of activities, we see that that they strive to enable, at different levels: forming Lab sub-models and tools:

- **Community engagement actions** – Addressing WHO is the LOCAL community to be enabled, HOW we enable in terms of approach and WHAT are enabling tools for Labs to put this into practice.
- **Lab to Lab** – Addressing WHO are the 2 levels of LOCAL & GLOBAL community, HOW we enable and connect these between local and networked approaches, and WHAT are the supporting research tools that enable connections in these two levels of engagement.
- **Business engagement** – Addressing the local landscape of entrepreneurs, start-ups and businesses WHO surround the Lab, HOW and through WHAT tools the Lab can support their growth towards more concrete business opportunities.
- **Learning & Education activities** – Addressed in the Learning paths – but highlighted as an essential set of activities necessary for a Lab to be an enabling and fundamental piece to achieve change and to illustrate the shemakes Lab model.

## Operationalisation of values

On a more operational and actionable level, as described in D 3.3, each type of activity creates a variety of options of how the values can intrinsically be set to work and put into practice in

designing the activities. Forming a clear list of examples to approach and quickly understand values-driven design of activities and crafting a series of formats behind each innovation service.

Although intertwined and present in all layers of the model and in all 3 innovation services, some values are more strongly portrayed in certain activities, acquiring a central role, as highlighted in the matrix with examples below:

- **Community engagement actions created a gender equality plan** – which defines together with its local community how a Lab functions as a place for **enabling equality**
- **Lab-to-Lab actions iterated the bioshades model**– which defines how a Lab acts as an enabling place for **collaborative / networked research**
- **Business engagement actions draft processes and tools for how a Lab enables women as an empowering and inspiring environment**, providing a stage and fostering the formation of a network of like-minded innovators and entrepreneurs.
- **Curiosity & Discovery** explore the Lab as a place for **knowledge transfer** and enabling the **welcoming of differences** with roles such as the observer and practical tips.

The shemakes Lab model emerges when these levels are fully deployed and put into action, unfolding the stacked image at the start of this chapter into a set of concrete tools and activities that promote Labs to act as enabling environments that enable gender equality in the textile and clothing sector.

One might notice that when displaying the overarching shemakes model, we set the order HOW, WHO, WHAT, whereas the sub-models are ordered by WHO, HOW, WHAT. The order itself does not mean a sequence of steps to be taken but somehow reflects the relevance within the shemakes journey. When conceptualising the bigger model, it was essential to have the values on the top of the model, acting as a "filter" and shaping everything that comes next. As we move into the fractal, the order is then updated to have WHO in first place, the reasoning behind this choice is to depart from the crucial human/people aspect involved in order to choose the HOWs and WHATs for that specific task.

A full representation of the model can be found the figure on the following page.



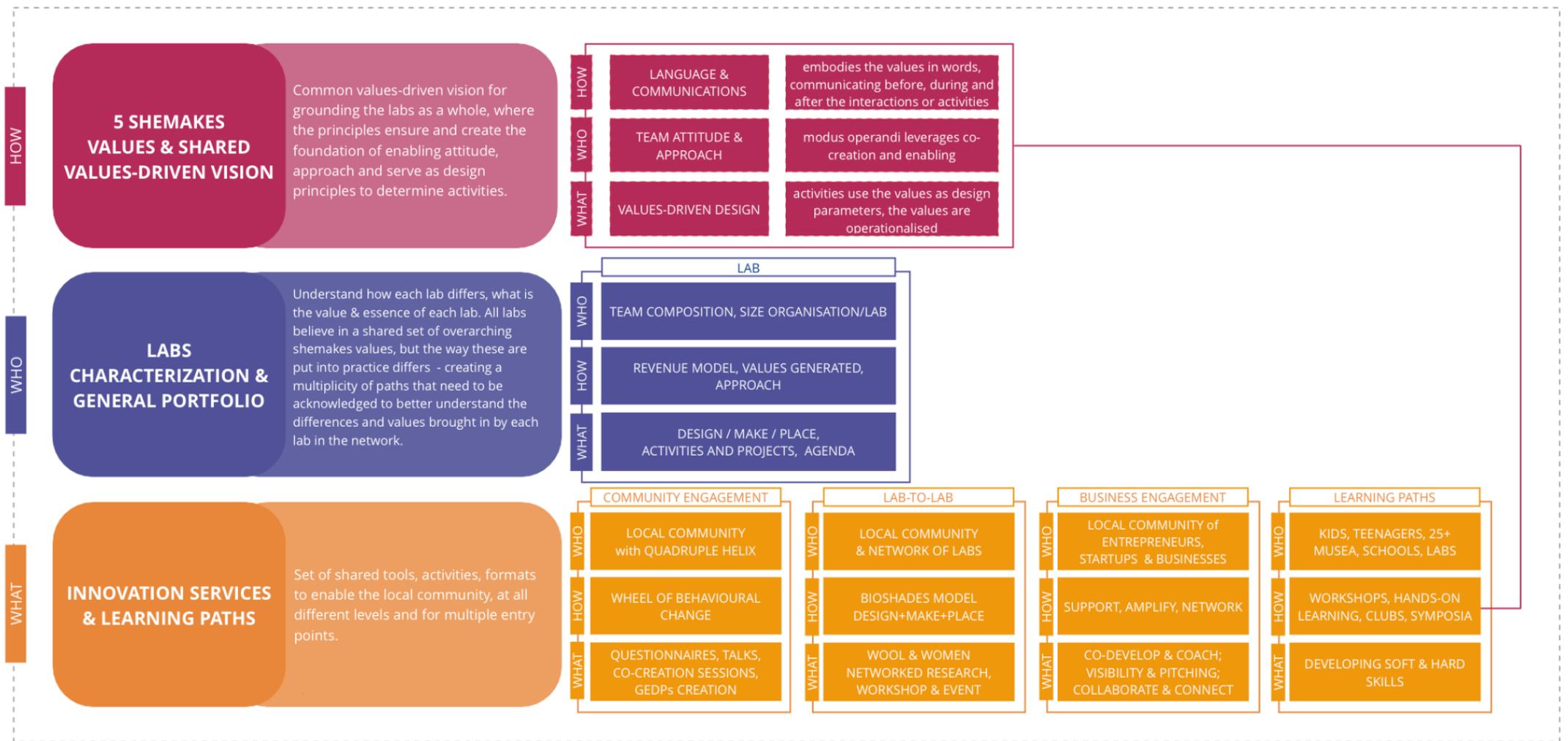


Figure 5. The stacked shemakes Lab model.



## 3. Emerging sub-models

In this chapter, the clusters of activities within the Innovation Services are further modelled to draft sub-models and extrapolate journeys and tools, creating the concrete set of elements that populates the online OpenToolkit<sup>2</sup>.

The three clusters analysed, each address the interaction between Lab and a specific group of community members and are defined below.

The community engagement actions fostered opportunities for a broad group of local members, ranging from the ones exploring the topic of gender inequality to the ones that are more active and striving for direct implementation and activation of change for this cause.

The Lab-to-Lab actions brought together local actions and global knowledge - acting as network connectors through place making, designing new paths, and making Lab scale solutions around a specific sub-topic.

The Business engagement actions supported the growth of those local members that had entrepreneurial and business goals - empowering them in the network.

### 3.1. Community driven change from co-creation to Gender Equality and Diversity Plans

#### The relevance of the model for Labs

Community engagement has revealed itself to be a fundamental core entry point for the shemakes Labs, by addressing gender equality head-on and making it the topic of all the activities, while ensuring the full adhesion of the values by all involved members, in a multiplicity of ways. This set of activities is fundamental for all those Labs that recognise themselves as local community **driven** Labs – that experience the empowerment of the community as a crucial aspect for their own functioning.

*Common vision, 16ollaborative and local adaptations towards enabling trust emerged as key success factors for the Community engagement model.*

The local community of a Lab forms a strong voice and vision, by holding a shared common mission and being represented by a multiplicity and diversity of people. As already stated in

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<sup>2</sup> The Open Toolkit can be found online here:  
<http://fabricademy.fabcloud.io/shemakes/handbook/>



D3.1, the more diverse the categories of community members involved, the more potential they have to contribute to a positive alteration of the mission they are set to achieve – in shemakes it is the addressing of gender inequality. Throughout the two rounds of activities, we observed that shemakes Labs have managed to provide a safe space through their activities, able to motivate and inspire all members of the community and other Labs to join this mission. Embracing the variety within the community is key for enabling change. By sharing a mission and a set of values, the feeling of belonging of the community members enables them to gain control and acquire a deeper understanding of the real daily issues regarding gender inequality. This is why also all activities within Community engagement are collaborative by nature, reinforcing the idea that when individuals work collectively for a common goal, they develop a shared sense of value.

Throughout two rounds of activities and reflections, the importance of local context and working in the local language or adapting activities to better fit the local culture also emerged as one of the most significant practices, to ensure relevance for the community.

This approach welcomes differences on two levels, it highlights the different needs and opportunities for each Lab, and it welcomes a variety of participants locally.

Community engagement actions welcome everybody: from the ones that are exploring the gender issue for the first time, getting acquainted – to the ones ready to implement change and serve as examples.

## Community engagement models & tools

Looking back at two years of models, activities, and reflections, throughout the deliverables it becomes clear that a shemakes approach and subsequent model emerges as a stacked model once again, one that is formed by a multiplicity of tools – each addressing one of the questions of

- (A) **WHO** / FOR WHOM
- (B) **HOW**
- (C) **WHAT**



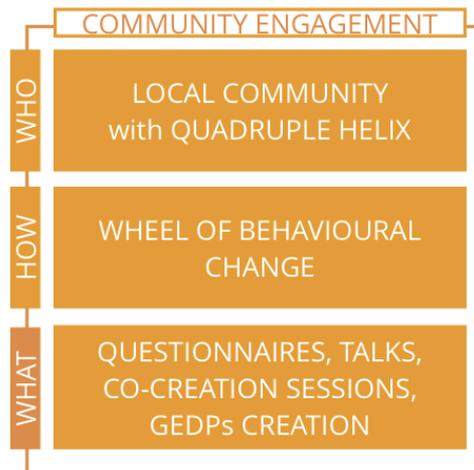


Figure 6. The Community Engagement stacked model.

### WHO / FOR WHOM – Quadruple helix

With WHO we invite Labs to sense and discover who is our local community, who we see is essential to involve to truly achieve change towards more equality, empower others in a collaborative fashion and welcome differences.

Since **D3.1** we clearly set the stage towards embracing the Quadruple helix model – *involving academia, citizen, business, government*. This model accounts for a holistic vision of WHO is the Lab community and makes sure we do not exclude, but we embrace a multiplicity of approaches. From a Lab perspective, this means looking at WHO are we designing activities for and with (using the behavioural change wheel described below), ensuring that activities foster the different needs and participation of the different groups highlighted by the Quadruple helix.

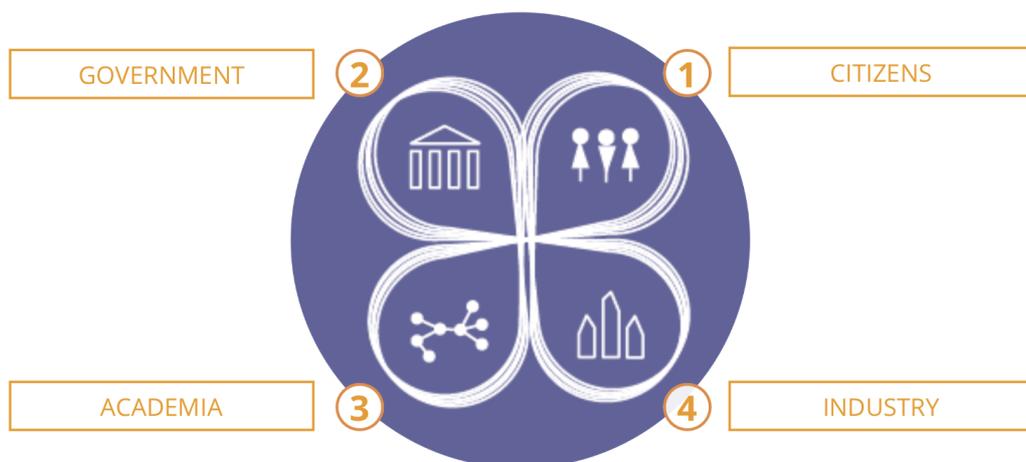


Figure 7. The quadruple helix level within the community engagement model.

## HOW / PROCESS – Behavioural change wheel

Once it is clear WHO is the active local community of a shemakes Lab, the level of HOW comes into play to form the second element of the model. Since **D3.1** the need for a behavioural change about the questions of Gender and equality, as well as the support and enabling of this change from the Lab towards the Community, emerges and finds its representation in the Behavioural Change Wheel model. In this model, activities are designed to fit 5 stages of change:

- *Learn* – where the community at an entry-level can gain and receive information about a specific problem.
- *Engage* – where the community can understand and start to participate more deeply in the conversation about the problem.
- *Situate* – where the community can more deeply participate because they both gained perspective, understood what others are acting upon and realises how they could contribute with their perspective to foster change together with the Lab.
- *Change* – where the community doesn't just participate, but actively voices their view in the Lab setting, providing information about the specific problem to new community members that find themselves at the Learn stage.
- *Continue* – where community and Lab form a deeper bond – together they move forward to create plans and agreements of how they can keep things in motion in their desired direction.

This model accounts for active participation of the community but also empowers those who at start might feel shy or not yet able to voice their opinion.

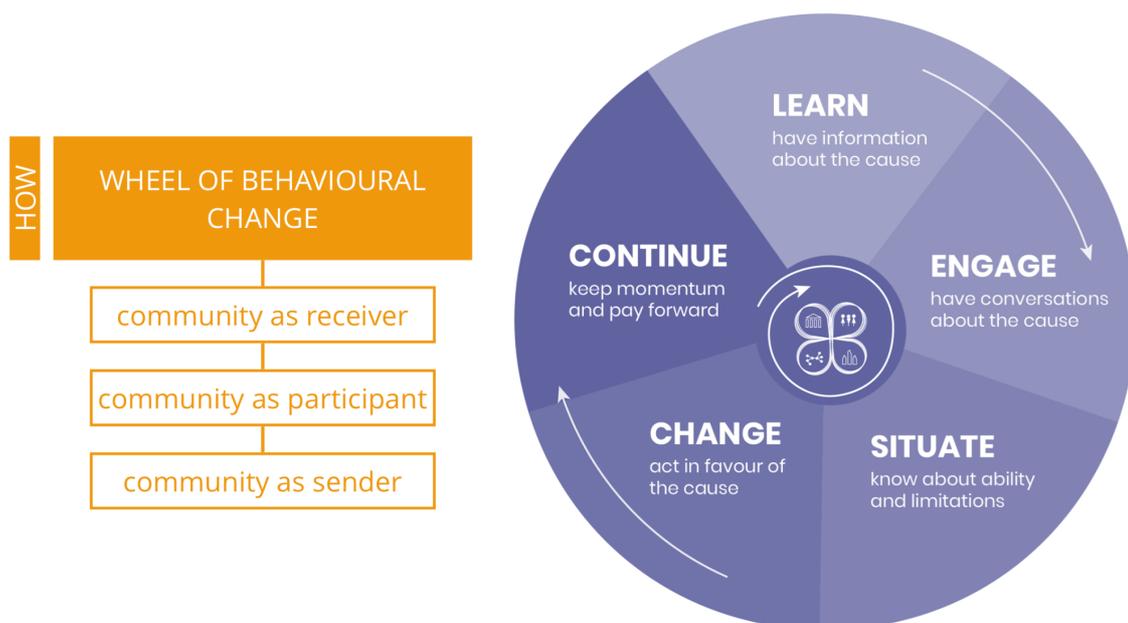


Figure 8. The behavioural change wheel level within the community engagement model.

Clearer community roles emerge – where the community is free to choose their starting point and acts as *receiver* – *participant* – *sender*.

The *community as receiver* sits well in the first step of the behavioural wheel, in the “LEARN”, receiving information about the cause from the Lab and selected community members that are further in the process already. The community is thus not aware, or little aware, about the cause and challenges surrounding the topic of gender inequality.

The *community as participant* sits across engage and situate, offering structured engagement, where a Lab creates the conditions for community to interact and position themselves.

Finally, the *community as sender*, sees an active involvement where the members are aware, have interacted and are ready to share and tell their story, their perspective to less experienced community members.

### WHAT – 4 types of activities > distilled from 2nd round of activities D3.3

Finally, once WHO is the community, and HOW we can support them, and foster change are clear – 4 types of activities are defined through the 2 rounds of activities by both core Labs and Transfer Labs that can be used to determine or activate the community and the needed activities mapped on the so-called entry levels in the steps towards change.

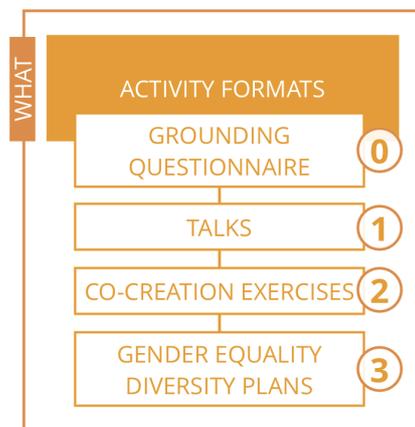


Figure 9. The four activity formats.

- **Questionnaires** for sense-making of WHO is the community and what is their vision, perspective and experience about the gender equality and diversity gap.
- **Events and Talks** – to share knowledge and information for who needs to gather information about the issue and to empower community members to form their vision.
- **Co-creation sessions** – to define together what is necessary and what we believe in a shared group carrying the wish for change – community as a whole and Lab staff become one.

- **GEDPs<sup>3</sup>** – to act together – create the rules and plan from which both Lab staff and members actively promise to each other to work together to create change and involve others.

## Compiling a stacked model for Community engagement the shemakes way

Based on the ingredients that emerged and the experience of two rounds of tested activities in six locations around Europe – the shemakes Community Engagement model and set of tools is formed into:

- We can state that the starting point in building a community is to involve in the initial efforts partners/local stakeholders with whom we share the same values (as was the case with REDU and RogLab), internal and collaborating members of a Lab team (WAAG), students and professors from a university (UAL). Trust is an important pillar in building the core of a community.
- The whole process of community engagement depends very strongly on the longevity of an organisation/Lab, its size, the experience, and community already gravitating around it and not least the degree of awareness regarding gender issues.
- Local actions that are replicated at European or global level make a significant contribution to understanding the gender issue – there are country-specific problems but there are also recurring global problems in all countries.
- The Quadruple Helix approach was the basis from which we started, involving stakeholders representing business, civil society, government/public administration, and academia. With this approach in mind, the Labs, regardless of their experience or background, have managed to expand and diversify their communities by creating important links with relevant stakeholders.

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<sup>3</sup> The abbreviation “GEDP” stands for Gender Equality and Diversity Plans. A finer explanation is to be found in the online Open Toolkit and in activity reports of D3.3



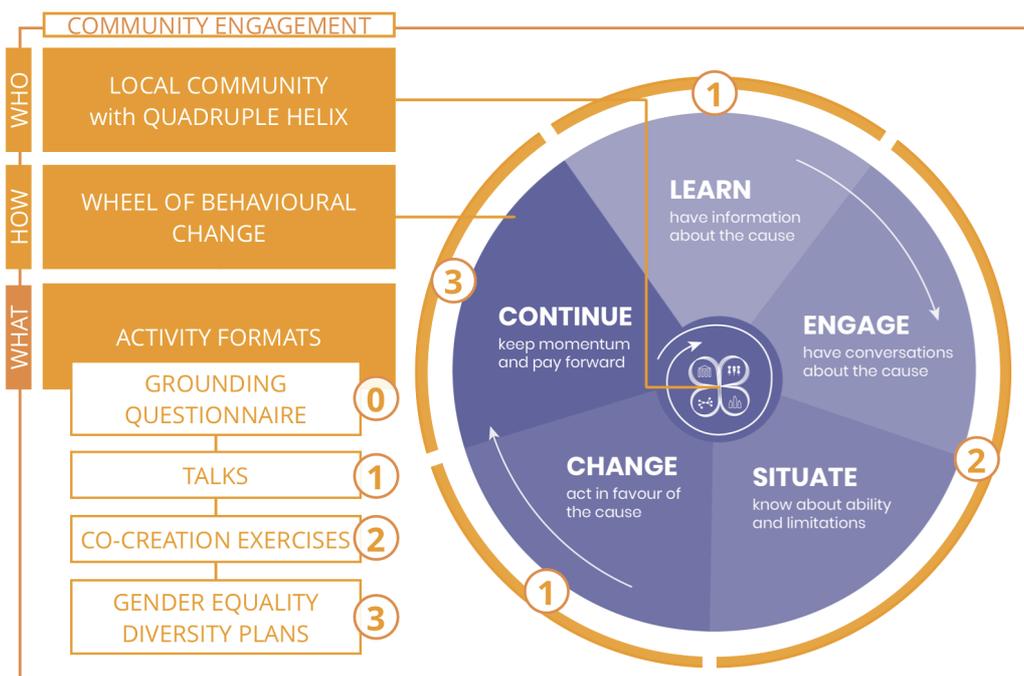


Figure 10. The stacked view of the community engagement model.

Community engagement actions promote the formation of an enabling environment – for a broad community of participants that populates the shemakes Lab, fostering and activating local change on a community level – to carry and address challenges around gender equality together (Lab staff and community) as one.

Paving the way forward – after the project life cycle has ended – Labs that believe in the importance of local community in such a broad sense can source:

- Models and tools to form their activities vision, understand WHO, HOW and WHAT.
- Ready-made activities and how to put these models into active practice and reach new opportunities with their local community by adapting the tools to fit their local needs.

Community engagement becomes the entry point for any woman or any community member caring for gender equality to start to interact with the Lab context and vice versa.

## 3.2. The Lab-to-Lab model, connecting local & networked efforts

### The relevance of the model for Labs

The Lab-to-Lab model is an activation model that acts as research medium and connector for the different community levels that characterise shemakes Labs: the local community and the global networked community.

It supports Labs in their distributed research journeys, by offering a step-by-step journey that any group of Labs can undertake together – accounting for agenda setting, research session and subsequent knowledge exchange rounds, to finally formulate a hybrid workshop that shared and concretises the high-level research to create local impact towards empowering local creatives, scientists, and general public.

It embodies and further expands the values-driven approach: creating design parameters for decision making, fostering a multiplicity of research cultures, and strengthening the shemakes gender equality values, with examples such as:

- *Equal*: different research and input valued equally, being part of a bigger, overarching research (question).
- *Collaborative*: working together with different researchers and artists locally, while exchanging knowledge between Labs globally, connecting design, make and place Labs, building a collaborative, interdisciplinary research network, welcoming differences: local problems and opportunities concerning the wool research,
- *Empowering*: sharing facilities locally, sharing knowledge, giving stage
- *Inspiring*: in all different ways, from the emerging role models leading the Labs, fostering change in terms of approaches as in how we work together by actually doing research together, exploring opportunities, fostering a design-research culture that strives for participation.
- *Welcoming differences*: by offering 3 entry points that welcome different research qualities and cultures: place, design and make.

### Origin & Final version (iterations of Lab-to-Lab model)

The Lab-to-Lab model is a model inherited from the TCBL project, created by Waag for the BioShades research project around bacterial dyeing as an alternative for synthetic dyes and water waste pollution of the textile dyeing.



### Practical iterations

The initial model provided a baseline structure, serving as a starting point for the research process of three projects within the Lab-to-Lab activities.

Overall, the BioShades Lab-to-Lab model has proven to be stable, valid and extremely useful for researching and exchanging knowledge about a common topic across a network of Labs. Several simple alterations has been made after the two rounds of research to make the model more fitting to the group and topic of research chosen in the case of shemakes.

The model initially formed in 9 steps, has evolved to become a 11 steps process after the second round of activities of shemakes with transfer Labs.

The model in this case partially adapts from mainly knowledge sharing and receiving from one "sending Lab" to multiple "receiving Labs", to a model that is even more participatory - giving more focus on the local context and time to research that. Labs joining the second round of expansion - not only acts as "receiving Labs" but also as "contributing Labs", expanding the research based on their local perspective.

In shemakes we see this reflected in the second round of activities - where an additional 2 steps of research and knowledge exchange (steps 6-7) have been added to cover this need of local research. Compared to the earlier BioShades model and its research topic, wool is a more complex and broader topic. Therefore, local research will vary much more depending on the Lab and its local context and environment.

Depending on the nature of the research topic step 6-7, can be added, or taken out.

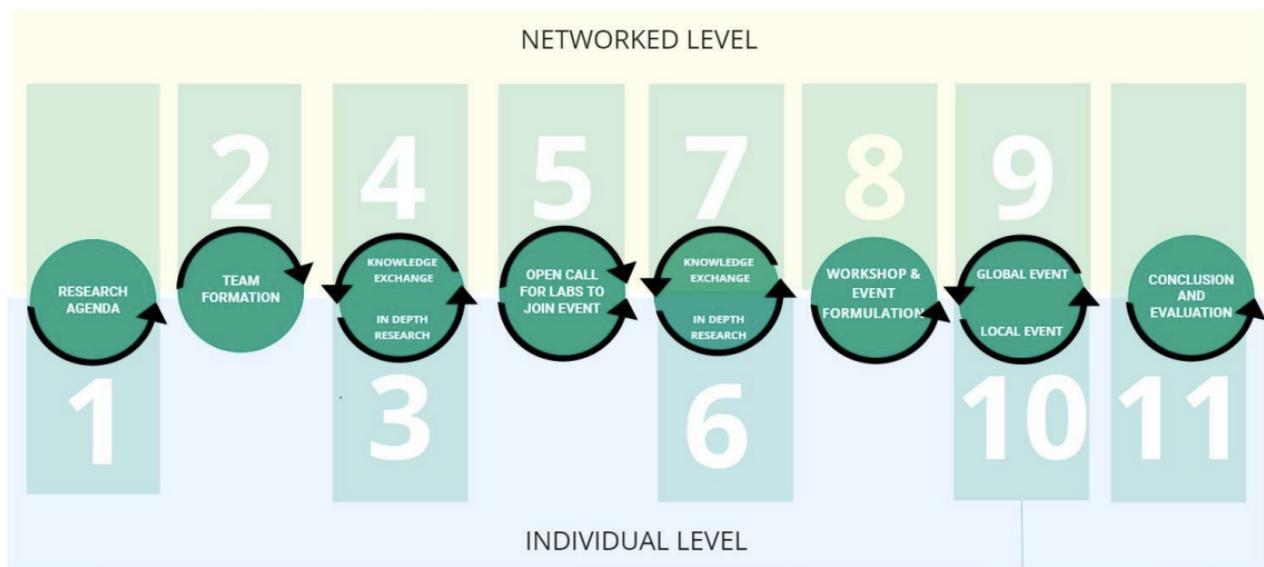
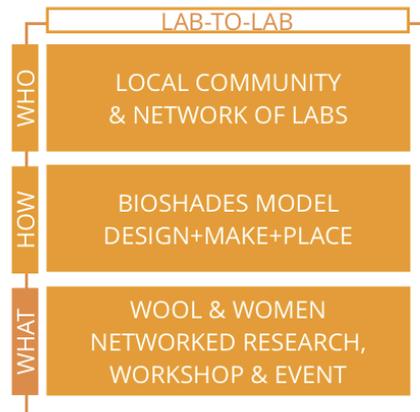


Figure 11. The Bioshades model, second iteration.

*From the wool-adapted model to the shemakes Labs model*



**Figure 12. The stacked Lab-to-Lab model.**

When we deep dive into the shemakes Lab model contribution we see that, additionally to the iterated “bioshades model”, the other aspects of WHO, HOW and WHAT also give form to the shemakes Lab model.

In this case, WHAT and HOW “lead” the operationalisation of the values and approaches into action. WHO becomes a natural consequence of the Lab’s local and global network on one side and is highly influenced by the 3 categories that characterise the HOW (design, make, place - more on these in the HOW section).

### **WHO - Local and global communities, connecting Lab realities**

This WHO connects two layers of interaction of a Lab - local and global. Locally - the Lab is the place where a multiplicity of approaches combine and meet: the eagerness in engineering Lab-scale tools that grant technological access for the community meets the explorative design nature of crafts & technology that allow to (re)discover technical and aesthetic languages, which again promotes local sense-making of both issues and opportunities of the T&C sector. Together these approaches work on activating the design of alternative values-driven paths for specific textiles.

Globally, this kind of practice and research fosters knowledge exchange in a networked fashion, where Lab experts exchange both technical and theoretical findings. Simultaneously it offers the opportunity for reflection across a network of Labs: discovering patterns, challenges, issues, and opportunities that echo each other, that are similar in nature or outcome.

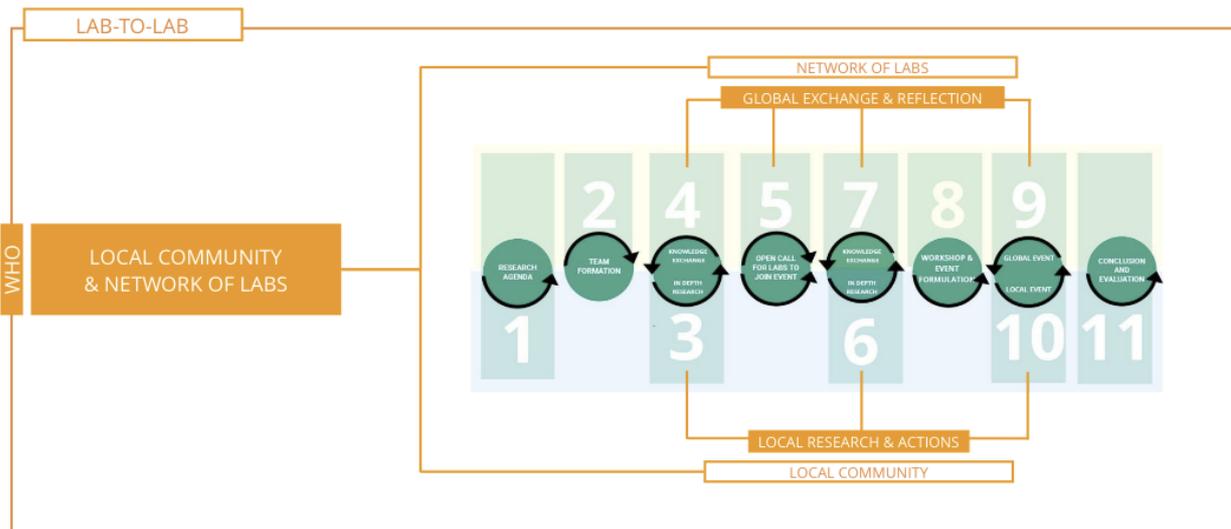


Figure 13. The participatory level within the Lab-to-Lab model.

In the figure above, the two levels of operations are highlighted:

1. Networked exchange and reflection.
2. Locally bound research & actions.

The local composition can be even further broken down into different groups:

- The team of experts within each Lab.
- The community of experts that is involved in one or multiple approaches.
- The general Lab public that attends the hybrid event: at the Lab or online.

## HOW / PROCESS – Design, Make and Place

Furthermore – the 3 elements of the initial BioShades model – design, make place – were further developed. They form a 3-axe execution on the team formation, agenda, research, and workshop/event formulation – creating the necessary space for all different community members to adhere and take part in the activities – everybody feels welcomed.

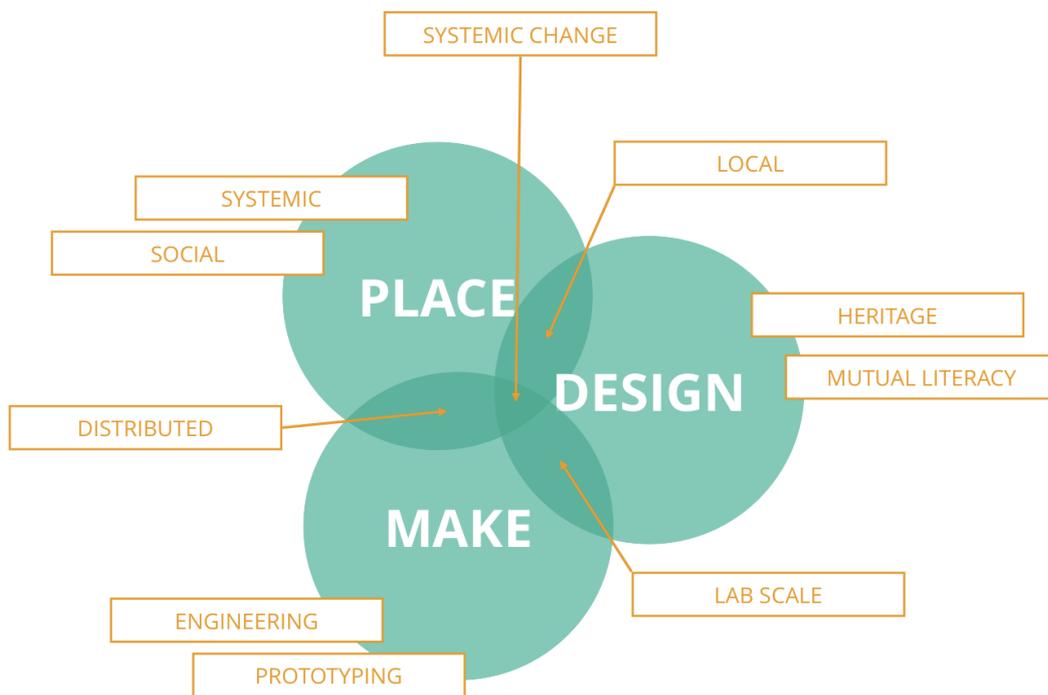


Figure 14. The values-driven approach throughout the Lab-to-Lab model.

**Place makers**, both at a local community level and a networked Lab level, connect deeply to the issues at hand in the textile industry, but do not always have the urge to make or design physical solutions – they are connectors at heart, look at a systemic mapping of challenges and opportunities for change, creating the context to promote change. There is a social element and a value driven element.

**Design** fosters opportunities to experiment and discover alternative paths – connecting craftsmanship knowledge, with current technological opportunities to solve design-bound issues in the textile field. It is best executed when it approaches challenges from a multidisciplinary approach – science, arts, technology come together to foster mutual literacy – a language that crosses the boundaries of technical knowledge. Value driven approach is key to design the alternative paths.

**Make** empowers the real makers, that believe in providing change by engineering solutions and opportunities at a Lab scale level – using machines to create new machines and tools – empowering a totally new scale of operations that is supportive of the distributed and networked level of research and scaling.

**WHAT – Wool & women – one focus entry point and one technical topic to create movement and directional change in a unified way**

Finally, the WHAT is fundamental in this adaptation of the BioShades model. The choice of wool, a material that is found and grown across Europe for centuries, one that deeply feeds

the textiles industry from heritage knowledge to innovative practices, is by nature both locally bound, due to the abundance of sheep and a variety of breeds, and globally exchanged, in terms of knowledge and processing of the material.

Wool, being a natural, abundant, historical fibre, which is now being faced with challenges at a European level, becomes the perfect medium to develop three complementary projects, each highlighting or uniting the three approaches. As a result, place makers, designers and makers (or their qualities) need one another to make sense of the local challenges, opportunities and actions to be undertaken.

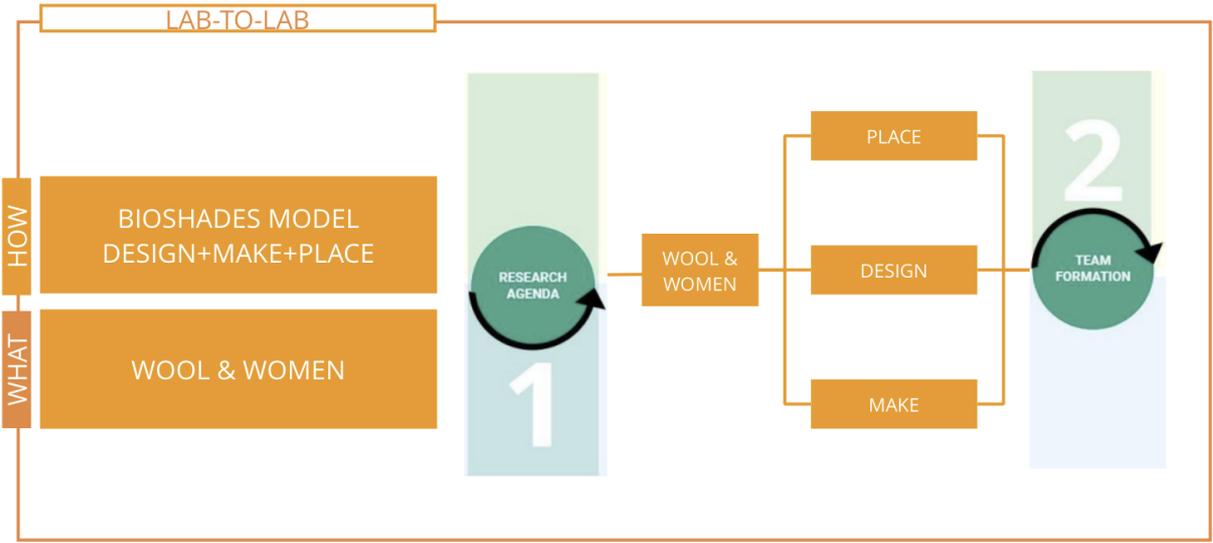


Figure 15. The combined focus and values-driven approach levels within the Lab-to-Lab model.

In the model above, the combination of WHAT - women and wool; meets and adapts further the 3 projects and approaches - place, design and make, which affect the WHO in both team formation and attracted / involved community or public.

Below, the final formulation of the model for the shemakes wool approach, encompassing the various elements.



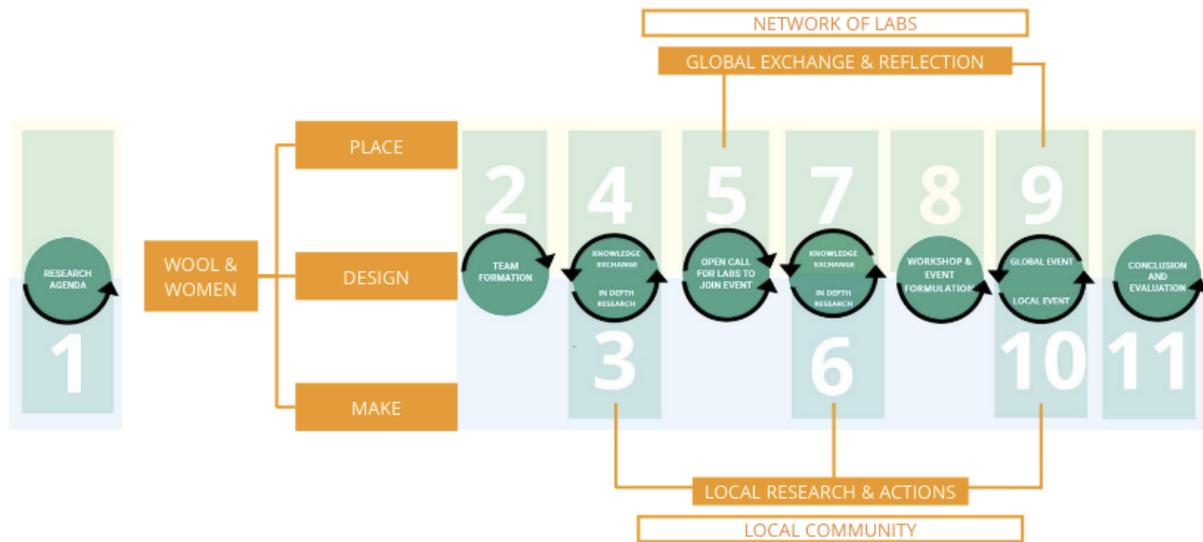


Figure 16. The stacked unfolding of the Lab-to-Lab model.

## How to use and replicate, adapting locally to the relevant topic, community, or approach

Paving the way for future shemakes Labs – after the project life cycle has ended – this model proves itself pliable yet structured enough to be applied to a variety of different project approaches for the future research across shemakes Labs. We see that a social, value-oriented focus (such as women and the gender gap) can be easily combined with a technical or material topic (bacterial dyes, wool etc.)

Below is a compilation of alternative ways in which we could explore in the future of shemakes, and how this BioShades model is adaptable to other research focuses or topics.

### *Another material*

The model would function similarly, when the focus is again on another textile chain that is material focused.

When looking at traditional materials being grown locally across Europe – such as cotton, linen, or silk – we see clear opportunities for the development for all three approaches of place making, design and making practices, in combination with gender issues and Lab scale work, that together could offer both innovation, knowledge exchange and a strong basis for creating enabling environments thrive further. When looking at other types of biomaterials such as ones that are being casted in sheets or extruded into yarns and 3D structures from pulps, mixtures, composites – recycled, regenerated or crafted from locally abundant materials – we see similar results/possibilities.

### *A technique or technology*

The first model is generated from the research and knowledge transfer of the bacterial dyeing technique, informing, and introducing bio-tech knowledge in textile Labs across Europe. All three elements were accounted for also in this case, ensuring multiplicity in team, community, and public composition.

## **3.3. Business approach and women support**

### **The relevance of the model for Labs**

A core aspect of the shemakes Lab model is the variety of different Lab profiles, among those there are Labs whose expertise is to support, facilitate, guide innovators in their entrepreneurial process, from ideation to business plan and furthermore to commercial partnerships.

Other Labs focused more on research and innovation, with a strong focus on community engagement or education, at some point might want to support the growth of those women innovators part of their community that have a strong entrepreneurial character.

These women in the Labs community, not only want to research and learn about innovation, but want to put it into practice in the real world – creating new products or services, launching new businesses, with values that align with the ones of Labs: sustainable and innovative, equal, and inclusive, and coming from shemakes, supportive to other women or bridging equality.

In this context where entrepreneurial mentorship may or may not be an existing skill set in a Lab, the shemakes business engagement model is extremely relevant when it focuses on female entrepreneurship in the Textile & Clothing Sector, highlighting the specificities of gender barriers when creating a business and the ones associated to the fashion industry as well. The model provides a clear path that allows Labs to understand the different entry points of the women innovators and the different types of activities it can be done to enable them.

### **Origins & Final version (iterations of tools, formats, categories)**

Looking back at initial tools, we see that rather than starting from a strict framework, the business engagement activities are operational and intuitive at heart – they start from support actions to serve the needs of growing entrepreneurs that surround the Lab. The model that emerges, bridges a variety of tools and approaches coming from all the shemakes involved in the activities, from starting Labs that need to gain skills on supporting entrepreneurial activities to experienced Labs that own a variety of tools to support.



The final model for this task is formed as a journey focusing on the HOW, where WHO (the Labs, the entrepreneurs, start-ups and businesses) and WHAT (the activities developed) are interchangeable depending on the local landscape and Lab knowledge.

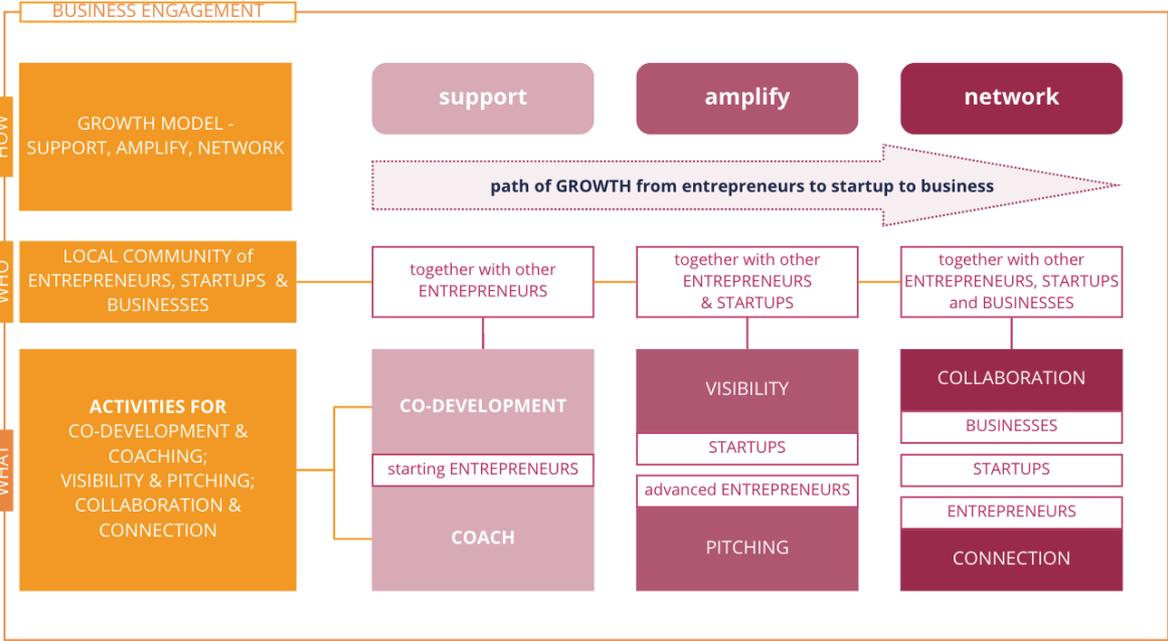


Figure 17. The stacked unfolding of the business engagement model.

Above we see the graphic representation of this model as a whole. Unpacked below are the three layers of WHO, WHAT, HOW.

**WHO / FOR WHO - Labs, Entrepreneurs, Start-ups, and Businesses**

Throughout two phases of activities led by a variety of Labs with different skills sets and nature, we have seen that the population of women entrepreneurs, start-ups, and businesses surrounding the Labs is greatly complementary and a variety of approaches is necessary to feed and foster growth both at a Lab level and at a business-oriented community level.

Especially in task 3.4 we see the focus oriented to entrepreneurs that have the wish to eventually upscale or commercialise their efforts, moving from entrepreneur to start-up level and eventually move into full swing of operations as a business.

Below is the graphic representation of these four emerging groups: the LABS, the starting and the advanced ENTREPRENEURS, the START-UPS, and the BUSINESSES.



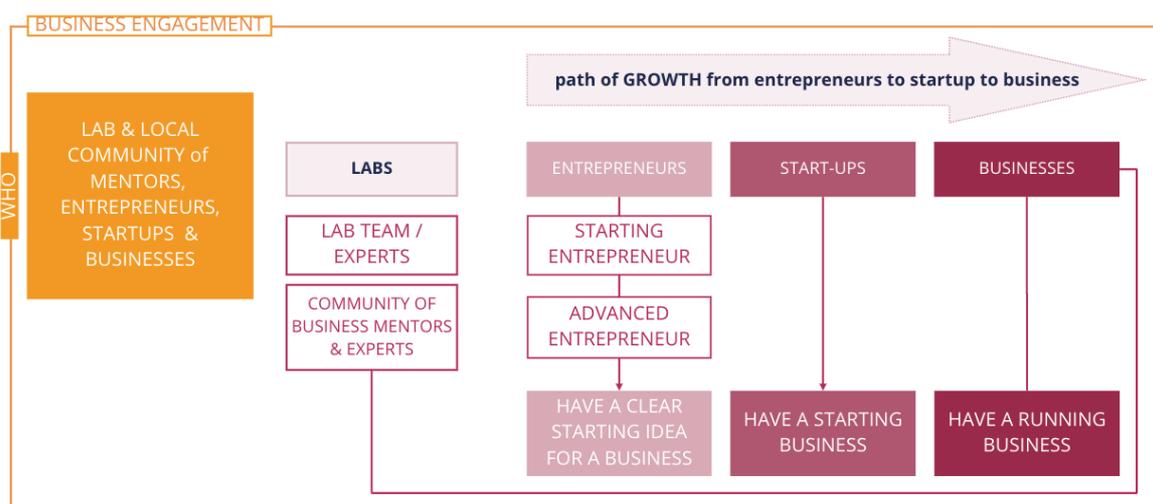


Figure 18. The four emerging groups.

**Labs** act as enabling environments for the growth of entrepreneurs and start-ups, and foster connections and support through businesses. They offer mentoring and expertise both of their own staff and of the community of experts from the businesses that surround the Labs.

This also brings into play that Lab staff, as much as other experts, need to constantly learn from others – both businesses and other Labs, accelerators, or incubators about how to best support their growing entrepreneurs. In this sense the Lab itself plays the role of a business in the ecosystem, providing innovation services to the women innovators while also empowering itself to become better equipped in business advice and support.

**Starting & Advanced Entrepreneurs** are industry innovators at heart, having a more or less defined idea about how to start their own business, they require at first support, mentoring and coaching activities from the Lab, to sharpen and concretise their concepts, making them industry and future proof.

Often at this stage innovators need guidance on the multiple paths their innovation might take, this is the moment that the innovator needs to assess if the initial idea has potential to be developed commercially, to develop and iterate prototypes, to understand its scalability (and the wish for it), to set-up a business plan and so on.

**Start-ups**, being starting businesses, their concept is much more refined than the starting entrepreneurs, they require less sharpening of their direction, while may lack visibility or presentation skills: the Lab functions as a stage for them, amplifying their reach.

Start-ups entrepreneurs need guidance in how to better position their idea in the market, to create an appealing storytelling and further develop their product/service idea based on the constant feedback received.



**Businesses** in shemakes serve a double role, they can be field experts, given their experience and clear direction in daily business, but any business innovation journey requires collaboration and a network of like-minded peers and starters to change the industry for a more inclusive and future proof outlook.

Established businesses in the industry might also be open and wish to innovate by offering opportunities for partnership with a start-up or entrepreneur, developing then new business lines inside the company itself.

This is the moment to bring together innovative young businesses with experienced mentors to solve specific problems, or to understand what are the alliances that will benefit both sides. The Lab acts as a facilitator and mediator of these encounters.

**HOW / PROCESS - Support, amplify and network**

It is crucial to know HOW to build a support system around innovators to help them, as mentioned above, refine their concepts, and go to market. As a Lab, there is a dual role to play of direct support, but also of connecting with the right people. The process of growth is core to the model and unfolds into 3 steps:

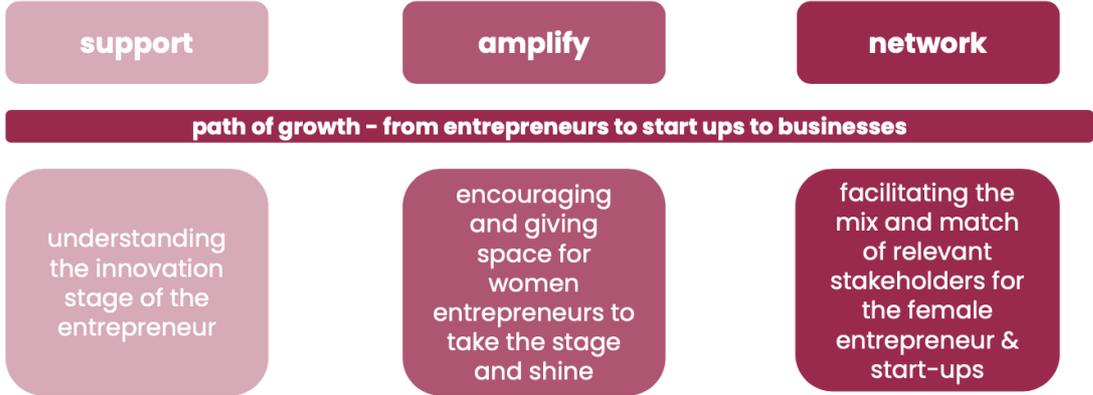


Figure 19. The path of growth.

**Supporting** women innovators in their entrepreneurial activities forms a strong basis for growth in the Labs landscape. From collective intelligence, to coaching by the Labs, to co-development to get entrepreneurs to help each other overcome their challenges based on their respective experiences. The ways to achieve this are numerous and sometimes, fortunately, independent of the Labs' capacities and knowledge of the entrepreneurial challenges addressed. At this moment the Lab understands in which stage the entrepreneur is at and how is the best way to engage with her.

**Amplifying** women innovators' voices to empower them as storytellers while inspiring future generations, where the Lab acts as a stage and propeller for women to share their business stories, broadening their reach and audience, at the same time using those moments as



practice to position themselves and become better “performers” in the art of business pitching and conveying a strong message.

**Facilitating a network of like-minded entrepreneurs and start-ups, while creating connections with business and Labs.** To turn their innovation into a social/sustainable enterprise or a new business line, innovators often lack a wide range network, coming from a background that might be considered “too artistic/creative” or “too technical/commercial.” There is always a gap to fulfil the complex challenges of becoming an entrepreneur in the T&C sector. Therefore, the Lab can play a significant impactful role in putting their energy into facilitating beneficial networks for their innovators.

### **WHAT – Activities that observe and actively support transition and change towards a more journey inclusive, distributed, and varied approach for the textile industry**

When we zoom into the activities, the work of the Labs as an enabling environment, as a connector and supporter of the growth path of entrepreneurs can be extrapolated:

- **Co-development & Coaching activities** – necessary for starting entrepreneurs, to get over the many obstacles that are encountered on the way to successfully bringing a meaningful innovation to market. They further aid in accessing all the codes of entrepreneurship<sup>4</sup>, deconstructing gender biases that block the development of an entrepreneurial project, mastering many skills to carry a structure sometimes alone.
- **Visibility & Pitching** for advanced women entrepreneurs and women led start-ups, to whom the stage always seems less often offered, the Lab acts as a platform by specifically giving more visibility to innovations and to the women who carry them, increasing opportunities for partnerships, financing etc. and inspiring future generations of women on innovative paths.
- **Collaboration & Connection** for start-ups and businesses. Another observed challenge for women innovators is related to the difficulties in having their network expanded. Together with shemakes Labs, certain activities were designed to kick-start useful and targeted collaborations between innovators and other stakeholders.

Networking among Labs also proved to be a very important tool for empowering the Lab team, having a moment to share their best-practices and specific knowledge around the challenges they have encountered. The Lab networking event helped create a community of better-skilled and better-equipped Labs to support women in their entrepreneurial paths.

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<sup>4</sup> Codes of entrepreneurship refers to the specificities of belonging to the entrepreneurship tribe and its own language, code of conduct, dos and don'ts and so on.



## Business Engagement Toolkit – How to use and replicate, adapt locally to relevant communities

The toolkit is intended for Labs that on the one hand are asking themselves questions on how to better accompany their innovators to the job market, and on the other hand, are looking for inspiration on how to practically execute these actions.

In the toolkit, Labs will find advice divided into three categories already mentioned above:

Supporting women innovators in their entrepreneurial activities, amplifying women innovators' voices, and broadening their network while inspiring future generations.

These tips take the form of activities to implement as a Lab (ranging from a two-hour event to setting up a mentoring program or a roundtable exercise) but also guide the reader through the whys and wherefores of each category from which these activities are derived: what's in it for the innovator? What are the main objectives? Which tools the Lab needs in order to execute such activity and so on.

### *Starting point for Labs – business mentors or learning Labs*

As mentioned previously, Labs may or may not have experience in supporting entrepreneurs and start-ups. For the Labs coming to shemakes toolkit with a sharp business eye, it should be easily recognizable the type of activity being proposed there, and the main gain are the adaptations towards gender and the T&C sector that they might not yet be familiar with.

As per the ones starting their journey in business coaching and mentorship, a good starting point is to embark on a self-discovery journey. By understanding its gaps and opportunities, a Lab team can reach out to the network and exchange ideas and go through the various propositions of engagement that the toolkit provides. After some activity iterations, the Lab should feel empowered to also own that content and be able to adapt it, being in the position to become a contributor to the network newcomers.

### *Labs' adaptation to the local context*

Apart from adapting to their own capabilities, Labs may also have to adapt to their entrepreneurial context and specific challenges. To illustrate this, it became clear among the shemakes Labs that there are significant differences on the amount and access for public funding for innovation in the T&C Sector. While certain countries may have a more generous offer in terms of resources to fund research even when there are no commercial strings attached, other countries experience an absolute lack of them.

It is on the expertise of each Lab to situate itself and approach the toolkit in a way that makes more sense to their particular context, giving more or less emphasis and depth on



where is needed. Other adaptations such as approaching the activity in the local language and/or adapting its format (e.g., online vs offline) are also welcome and encouraged.

### *Identifying women's needs in your business community by Supporting, Amplifying, and Networking*

Sensibility and openness are key, innovators often find it hard to express their abstract conceptual ideas both realistically and tactically. The business engagement toolkit suggests activities that offer a grounding and understanding moment. As an example, we can mention the Challenge Solving Workshop<sup>5</sup>, executed by makesense throughout the project.

A Challenge Solving Workshop is a workshop connecting early-stage entrepreneurs with a specific challenge and experienced mentors. The workshop is paced and led by a facilitator with specific questions and generally two sequences (a time of creative divergence and a time of convergence) around entrepreneurs' challenges. The goal is not only to exchange ideas, offer solutions and sometimes change perspectives on a problem, but also to create links between entrepreneurs and potential future business partners represented by the mentors themselves.

It is common in activities like this that the entrepreneur starts framing their challenge in such a manner like *"I don't have sufficient money to run my business"* and ends up with a different goal in mind *"I need to conduct sufficient market research to prove my concept's value"*. It is on the simplicity of this type of realisation that a Lab can be more valuable. Enabling the women innovator to correctly set her next steps towards entrepreneurship.

As an entrepreneur moves on from an initial brainstorming phase and finds herself with the challenges of launching a start-up and positioning it in the market, new supporting activities are presented on the toolkit as possibilities for Labs. Such actions aim to allow the woman entrepreneur to better position herself in crucial moments, such as pitching her idea for a funding opportunity or to have the chance to expand her network by forming connections that were not accessible to her outside the context of the Lab. For this, we exemplify the Pitch my target<sup>6</sup> and the Gender Gap activities.<sup>7</sup>

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<sup>5</sup><http://fabricademy.fabcloud.io/shemakes/handbook/2.-innovation-services/business-engagement/Co-development-%26-Coaching/Makesense-activity-3.4-business-engagement/>

<sup>6</sup><http://fabricademy.fabcloud.io/shemakes/handbook/2.-innovation-services/business-engagement/Visibility-%26-Pitching/Pitch-my-target/>

<sup>7</sup><http://fabricademy.fabcloud.io/shemakes/handbook/2.-innovation-services/business-engagement/Visibility-%26-Pitching/Panel/>



## Bridging models: Women Innovators & Women Entrepreneurs (and its start-ups & businesses)

A fourth combined model emerges, that builds upon the Business engagement model described above, and works on bridging between two target groups: the women innovators aged 25+ of the Innovation Path (coming from the Learning paths) and the entrepreneurs, start-ups & business, involved in the Business Engagement.

When the models inherited from these two types of activities are brought together, two sides of the same coin, mirroring one another in terms of approach, become visible. The approaches are identical, but work their way towards enabling, in opposite directions, serving the “mirrored” needs of two different groups of Labs members.

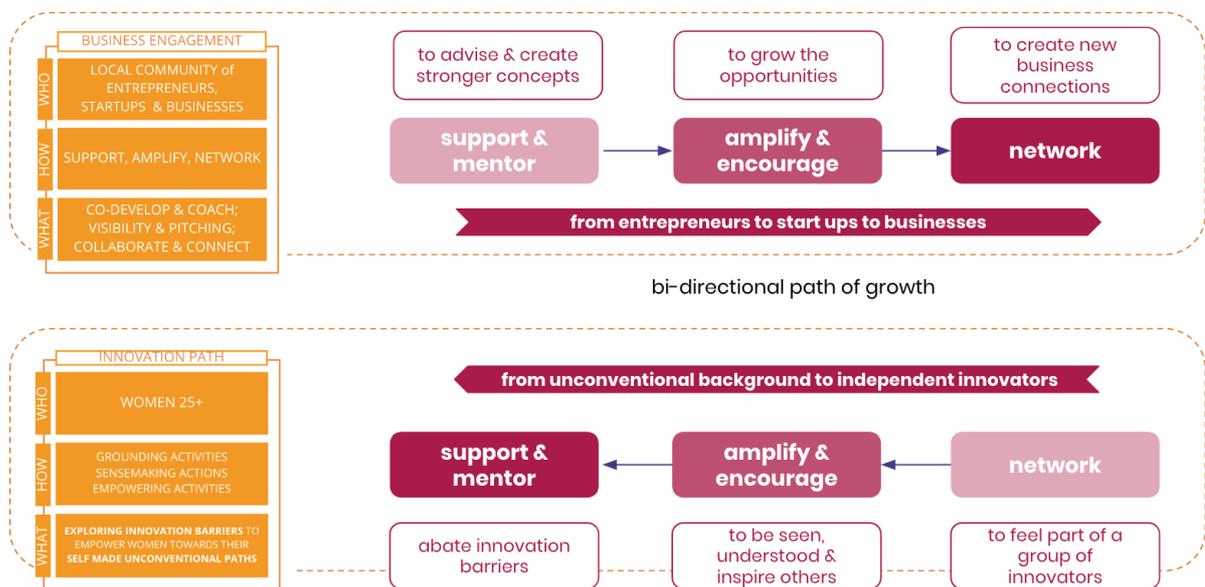


Figure 20. Combined paths - bridging innovation services and learning paths

Starting from the perspective of women entrepreneurs engaging with Labs, the model starts from a support activity. In this case, the starting ideas are still raw; they are seeds in need of care and coaching to grow and mature. To move forward, they are brought into an amplifying phase to increase the reach and maturity of the proposition, from they are finally able to enter networking opportunities, engaging with new and fruitful connections that will shape and support the future of their work.

On the other hand, from the perspective of the Innovation Path model, the path supports growth starting from the needs of women innovators 25+ and results in mirrored steps. Given the multiplicity of types of innovators arising from a network such as Fabricademy combined with the Labs, the first necessary step that emerged as such from both Labs and members, is to connect everybody: Labs and innovators, giving them a chance to exchange and network. This kind of action supports everybody involved in understanding



how such a broad kaleidoscope of careers can be positioned in the complex field of innovation (often still emerging and encompassing pioneering work) and form a mutually beneficial field that embraces them as a group. From this sense of belonging, the woman innovator reaches a new status, with this newly acquired confidence she is positioned and equipped to become a source of inspiration for others, by sharing her story and trajectory. This development is fundamental in this path, it abates the various innovation barriers also described in D2.3. When reaching this point of support and exchange, Labs are equipped with sufficient knowledge to better assist bridging the gaps that their innovator community might require, offering tailored and specific mentorship on technical research topics or support in funding strategies, or offering access to technologies to continue artistic development and practice.

What becomes clear from these models is that the shemakes network embraces all different profiles of women innovating in the T&C Sector, from the market innovators behind the “new B2B platform to be launched in the market” type of innovation; to the work of pioneering innovators researching “biobased fabrics and innovating life-cycles” that might reach market much later, forming much of the proof of concepts necessary for this field to innovate.

By contemplating and crafting complementary journeys for such a big range of innovation typologies, Labs are equipped to support the growth of all these female innovators, whom in return are invited to express themselves without limitations, flourishing into a whole spectrum of career paths.



# 4. Shemakes Open Toolkit

The shemakes open toolkit has been created as a digital documentation system for shemakes Labs to exchange knowledge, organising a shared set of tools that supports the creation of an enabling environment for women. Its form, shape, size, and relevance grew with the project, giving a clear representation of the intensive collaboration by all Labs.

As an outcome, Labs produced a robust multi-purpose toolkit that, within the context of the shemakes project, guided the Transfer Labs on how to situate themselves, adopt, and adapt methods and tools to their local challenges towards gender equality and empowerment of women. The toolkit became the ultimate documentation, set of tools and guidelines capturing the knowledge acquired by the Labs and were identified as the main igniters of change for the Lab's networks and its communities.

## 4.1. Structure & Contents

As previously described, the toolkit has been developed within the FabCloud<sup>8</sup>, a space for repositories that ensures the page's maintenance after the project's timeline has ended and also keeps the same open-source, fully collaborative approach that is already used as Fabricademy current documentation best-practices.

The current and final form of the open toolkit as of the end of the shemakes project, is graphically represented in the figure on the following page.

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<sup>8</sup> <https://www.fabLabs.io/>



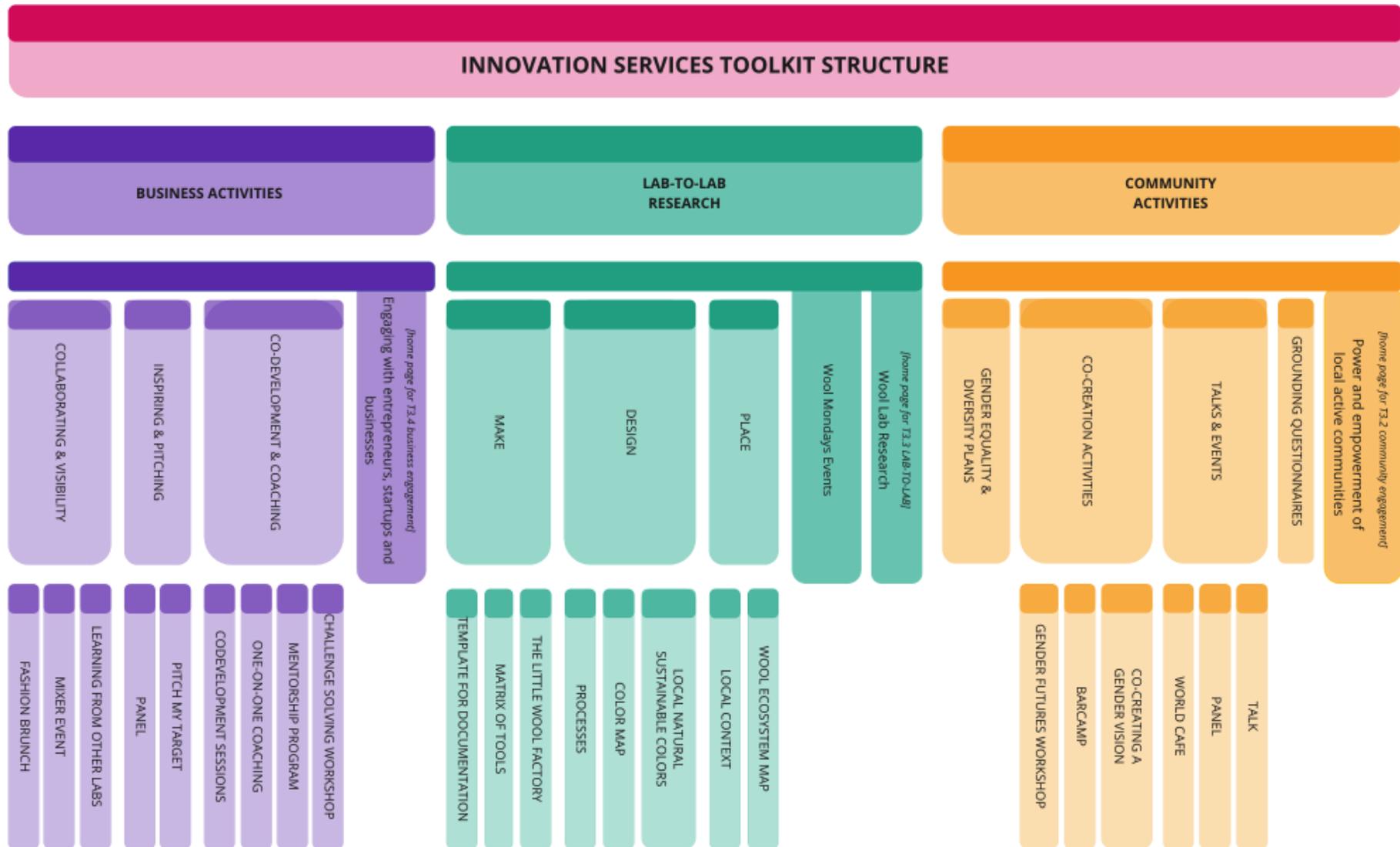


Figure 21. Innovation Services Open Toolkit architecture.



## Value driven approach applied to the toolkit

The shemakes Open Toolkit is also one of the ways we express our shemakes values towards the community. From the choice of a platform that is aligned with the principles of openness, accessibility, and collaboration, to the language used when describing the activities.

The toolkit is the result of all the documentation effort that happened throughout the project, and it is also, via its own existence, that we reinforce the importance of creating and sharing documentation, resulting in an online space that carries the shared knowledge database for all of the network.

Differences are welcome and encouraged in the open toolkit, content sections are organised and structured in different ways, this reflects how the Labs operated differently, and therefore documented differently, and by creating loose guideline templates for activities to be replicated it allows customization for the ones using those guidelines.

The efforts for accessibility also includes the wide range of media formats present, pictures, videos, text, and also audio explanations. The language is gender-friendly, kind, simple and straightforward, it also adapts to the vocabulary of the different target groups (e.g., kids vs entrepreneurs).

## 4.2. Use & users for project afterlife

The shemakes open toolkit is the digital database of all activities' guidelines that were performed by Labs during the shemakes project. For each task it is presented to the user a set of tools and guidelines for potential replicability. From a macro view the toolkit presents the connection of different innovation services on its different levels, for community, Lab-to-Lab, and business engagement.

The main users and contributors to the toolkit so far have been the shemakes Labs. For the project afterlife, a similar group of users is expected, new Labs willing to join the network and expand its efforts. The toolkit is written by Labs for Labs, sharing values and aims, knowledge and experiences.

### Use, adoption, adaptation, and contribution

The use of the content by any future Lab will remain free of charge - aligned with the spirit of open-source education and knowledge sharing that characterises the Labs and is deeply embedded in their culture of collaboration.

Crediting for the use of the template activities is asked to Labs that adopt and adapt the content produced during the life cycle of the shemakes project.



When activities are being adapted, contribution is asked by those Labs who wish to do so and is encouraged by creating connections with the core and transfer Labs of shemakes.

A new Lab will find all useful information on step-by-step instructions on how to use and contribute with the toolkit under the section **Documenting**<sup>9</sup>. If one of the current shemakes Labs needs to be contacted any user can do so by navigating through the home page into the shemakes website, via the network button.<sup>10</sup>

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<sup>9</sup><http://fabricademy.fabcloud.io/shemakes/handbook/4.-documenting/4-howtodocument/>

<sup>10</sup> <http://fabricademy.fabcloud.io/shemakes/handbook/>



# 5. Conclusions

Across the timeline of the project, Shemakes Labs demonstrate to be naturally prone to be enabling environments, and to attract other Labs that embrace or wish to embrace the same values and modus operandi. This becomes visible also through the models and tools, that in the two phases not only emerge as well aligned, but also build upon one another, enriching the offer of Innovation Services for the shemakes Labs network.

The labs model can be seen also as a journey model, implemented by Labs towards becoming more enabling, step by step, providing opportunities to progress for all types and levels of maturity. It embraces local and global communities, providing a common values-driven approach on one side, and a set of tools on the other. This ensures in return cohesion and complementarity in the Labs network, that leverages the multiplicity and variety of approaches to learn from one-another.

On a secondary level, the sub-models for the activities also offer a range of new insights, across the activity types, showcasing that the WHO, HOW, WHAT aspect of the model highlights three elements:

- The importance of the local context as means for collaboration to explore active paths towards gender equality.
- The value of shared models & role models as a facilitating approach to abate innovation barriers.
- The shared ownership that comes with co-creating activities that enable equality through a range of skills development.

The common values-driven vision, combined with the facilitating approach by the lab staff, with the offer of networked open knowledge and facilities - provide, when combined - the main ingredients for a Lab to become a successful enabling environment. A place where challenges and opportunities are faced together, growth is supported across both local and global dynamics and activities such as the Innovation Services and the Learning Paths.

Finally, the Labs models and tools for the Innovation services offer a systemic model, that is overarching, offers growth opportunities and could be used independently from whichever are the challenges, opportunities, or inequalities that a values-driven Labs network decides to tackle or face together.



# Document information

## Revision History

| Revision | Date       | Author                            | partner                | Description                           |
|----------|------------|-----------------------------------|------------------------|---------------------------------------|
| V 0.1    | 17.11.2022 | Cecilia Raspanti,                 | Waag                   | First skeleton draft                  |
| V0.2     | 24.11.2022 | Cecilia Raspanti, Beatriz Sandini | Waag                   | Full draft to reviewers               |
| V 0.3    | 10.12.2022 | All reviewers                     | TCBL, MATR, TIHR, LEON | Reviewer comments completed.          |
| V 1.0    | 20.12.2022 | Cecilia Raspanti, Beatriz Sandini | Waag                   | Final draft for check and submission. |

## Statement of Originality

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