

FOSTERING SOCIAL
ENTREPRENEURSHIP
IN LATIN AMERICA BY
ANALYZING VIVA IDEA'S
ONLINE CONTENT AND
AUDIENCE



WPI

Danielle Kennon
Carrie Pozaic
Alex Rebello
Michael Tasellari

March 2, 2018



Fostering Social Entrepreneurship in Latin America by Analyzing VIVA Idea's Online Content and Audience

An Interactive Qualifying Project
Submitted to the Faculty of
WORCESTER POLYTECHNIC INSTITUTE
in partial fulfilment of the requirements for the
Degree of Bachelor of Science

By
Danielle Kennon
Carrie Pozaic
Alex Rebello
Michael Tasellari

Date:
March 2, 2018

Report Submitted to:

María Lasa and Shannon Music
VIVA Idea

Professors James Chiarelli and Stephen McCauley
Worcester Polytechnic Institute

This report represents the work of four WPI undergraduate students submitted to the faculty as evidence of completion of a degree requirement. WPI routinely publishes these reports on its web site without editorial or peer review. For more information about the projects program at WPI, see <http://www.wpi.edu/Academics/Projects>.

Abstract

VIVA Idea, an NGO that educates and strengthens social entrepreneurs in Latin America, has struggled with understanding its audience demographics, and whether its online content was useful and engaging. We conducted research on VIVA Idea's audience and gathered content feedback using surveys, polls, focus groups, and interviews. Our findings suggest that VIVA Idea's audience is primarily comprised of social entrepreneurs with varying levels of practical experience, and its content requires creative and personal design elements to be more effective.

Acknowledgments

We would like to extend gratitude towards the many individuals who provided assistance throughout the course of our project.

First, we would like to thank our sponsoring organization, VIVA Idea, and all its team members, for giving us the opportunity to participate in such an engaging and challenging project experience. We especially extend thanks towards our two main points of contact within VIVA Idea, María Lasa and Shannon Music, who have both been unbelievably understanding and helpful throughout the entire project.

We would like to extend our gratitude towards all survey, poll, and interview participants for being gracious in their sharing of information and feedback of VIVA Idea's online content. Special thanks go out to the INCAE Business School students who participated in our MOOC focus group.

We would like to thank Martín Burt and the members within San Jose's Impact Hub for allowing us to talk with them about social entrepreneurship. Their assistance was extremely valuable for gaining insight into the field.

Additionally, we like to acknowledge Jimmy and Marcela Music for giving us the opportunity to work at the San José, Costa Rica project site.

Lastly, we would like to thank our advisors, James Chiarelli and Stephen McCauley, for their generous assistance with our project over the last 14 weeks. Their experience and expertise were invaluable for determining the best approaches for our project. We appreciate you giving us the opportunity to grow as individuals and as team members.

Executive Summary

Part I. Introduction

Social entrepreneurs drive innovation through the cultivation, organization, and management of a business venture which uses profits to achieve large scale, systemic and sustainable social change. In 2013, VIVA Idea was created with the mission of promoting the innovation and sustainability of social entrepreneurship across Latin America. In its early stages, VIVA Idea created a strong network with its audience through an annual workshop and awards competition.

In 2015, VIVA Idea adopted an online platform with the intention of reaching a larger audience. VIVA Idea's online platform includes a website (vivaidea.org), a massive open online course (MOOC), and social media. VIVA Idea's website contains an extensive list of different online resources, including case studies, reports, infographics, videos, VIVA Leaders (a networking platform), and a blog. These resources cover a considerable amount of social entrepreneurial topics such as scaling sustainably, securing funds, and finding inspiration and purpose.

Although the online platform assists VIVA Idea in scaling its efforts towards educating social entrepreneurs, VIVA Idea does not know much about its online users and can no longer use face-to-face methods to gather client information. Additionally, VIVA Idea lacks formal feedback mechanisms which prevent it from assessing the usefulness of its online content. The goal of this project was to help VIVA Idea better understand its web-based audience and evaluate the effectiveness of its online content.

Part II. Audience Profiling

The types of audience information VIVA Idea hoped to gather included profession, experience and expertise, and preferences to be used to tailor their online content. Additionally, VIVA Idea wanted to know how its users found out about the online platform, along with their level of interaction with the content. We acquired audience information using four main strategies: a survey sent to VIVA Idea's general audience, a survey sent out to participants of VIVA Idea's massive open online course, social media polls, and interviews with Latin American social entrepreneurs. We worked closely with the VIVA Idea team to ensure these tools gathered useful and valuable information for the organization. Using these techniques, we attempted to create a profile of every audience we encountered.

General Audience Profile

VIVA Idea's general audience includes website subscribers, social media followers, and workshop and award participants. To gain information on these audiences, we implemented a

survey and administered polls on VIVA Idea's Facebook, Instagram, and Twitter accounts. The survey had a total of 132 responses, while the social media polls had various responses rates. The Facebook polls were the most popular, having a maximum of 69 responses.

In the survey, 56.3% of participants said they worked for a social enterprise or a non-profit organization. In the social media polls, 90% of Instagram participants and 100% of Twitter participants self-identified as social entrepreneurs. 60% of the survey participants were less than ten years into their current career. Most of the survey participants had directly interacted with VIVA Idea's content, with 67% saying they participated in either VIVA Idea's workshop, awards competition, or online course. Additionally, out of the 132 survey participants, 86% said they have interacted with VIVA Idea's online content. Regarding specific interests, 69% of Twitter participants said they follow VIVA Idea for educational content. Meanwhile, 71% of Facebook participants say that the VIVA Idea network is most important to them. When asked how they heard about VIVA Idea, 32% of survey responses said Facebook, with the awards competition coming in at second with 21%.

MOOC Audience Profile

In May 2017, VIVA Idea piloted its first massive open online course, titled *Access to Impact Investment for Social Enterprises*. The MOOC survey received 18 responses.

The average MOOC audience member was interested in learning about securing funds, project or business management, finance, and networking. On a scale from 1-5 (1-not interested, 5-very interested), securing funds ranked first with an average score of 4.23, followed by project or business management with a score of 4.21, then financing and networking both with a score of 4.00. This audience was also knowledgeable in these same areas. When asked three things they expected to learn about in the course, 44% of responses said impact investment or finance. Almost all of the participants were active in all aspects of the course. On a scale from 0%-100% (0%-no interaction, 100%-full interaction), only one course material (forums) was below 60% interaction.

Impact Hub Audience Profile

Impact Hub, a global collaborative business community, has a branch in San José which serves as a meeting point for many social entrepreneurs. We scheduled 15 interviews with social entrepreneurs to learn more about their experiences and content preferences. Each interview lasted approximately 30-45 minutes in length.

When asked about their profession, 67% of the interviewees said they worked for a social enterprise or a non-profit organization. Only 27% of the interviewees said they interacted with

VIVA Idea’s online content in any way. 80% of people responded that their current goal is to scale the impact of their organization, while 20% did not know what the term “scaling impact” meant. When asked what types of content they preferred, the social entrepreneurs had a wide range of preferences. However, videos were the most popular by a wide margin.

Part III. Content Evaluation

For simplicity, we designated each of VIVA Idea’s contents into four categories (Table 1).

Table 1: VIVA Idea’s contents sorted by category

Category	Content
Academic Writing with Design Component	Reports, Blog
Academic Writing without Design Component	Case Studies, Academic Papers
Non-Academic Writing with Design Component	Infographics, Facebook Posts
Worksheets	Worksheets
Videos	Videos
VIVA Leaders	VIVA Leaders

We acquired feedback on the content using four main strategies: the survey sent to VIVA Idea’s general audience, the survey sent out to participants of VIVA Idea’s MOOC, interviews with Latin American social entrepreneurs at Impact Hub, and a focus group with students who participated in the MOOC.

Academic Writing with Design Component

In our survey and interviews, we choose to use VIVA Idea’s *2016 Report on Social Entrepreneurs* as a representative sample of the reports. We evaluated three aspects of the report: the front page, the index, and an extracted page. For the blog, we chose the *Technology and Education Reinvested in Urban Development* post. In the surveys and interviews, we asked questions regarding the format, organization, use of color, use of images and graphics, understandability, level of interest, and usefulness of the information in both the report and blog post.

Reports

When asked whether they would continue reading the report after viewing the cover and index, 80% of the general audience and 67% of the Impact Hub audience said they would. The color and design was praised, along with the organization. However, a few believed the title was slightly misleading and that the term “scale the impact” was used too frequently and

ambiguously. Some also mentioned that the image on the index was slightly distracting. Some participants recommended that the titles on the cover and in the index be more descriptive.

The content of the report page was enjoyed by most, but the design was criticized. 89% liked the content of the page, while only 62% liked the design. The participants thought that the pie chart was not very creative and the colors were difficult to differentiate. Additionally, no source was present with the chart. Others complained that the writing was poor and repetitive and felt very formal.

Blog Posts

Regarding the blog post, many people liked the narrative and thought it was informative (86%), but not the design (40%). Many people recommended including some sort of graphic or picture of the characters within the blog to better connect with the reader. Some readers said the narrative was slightly confusing and needed better transitions. The color and contrast needed improvement also.

Academic Writing without Design Component

To represent the case studies, we chose *uSound* and *Cuidad Saludable (Healthy City)*. For the academic paper, we chose *Moving Latin American Social Entrepreneurs to Scale*. In the surveys and interviews, we asked questions regarding the format, organization, design, understandability, level of interest, and usefulness of the information in the case studies and academic paper.

Case Studies

In the general audience survey, 86% of participants liked the content within the *uSound* case study, while only 41% liked the design. In the MOOC survey, participants were presented the *Cuidad Saludable* case study in narrative (long) and summarized (condensed) form. 50% of MOOC survey participants preferred the summarized version, 40% preferred the narrative version, and 10% had no preference. General comments included there being too much text and not enough graphics or design. The case studies should use more color, bolding, and pictures.

Academic Papers

In the general audience survey, 86% of responses said they liked the academic paper, while only 43% liked the design. Most of the participants said the academic paper was well-written and informative. The design was criticized, however. Some people said the typography was poor and the text was difficult to read. One person said the academic paper lacked a personal story and was boring. Additionally, the text should be broken up by some graphic or images.

Non-Academic Writing with Design Component

Many different types of infographics were shown to the audiences, while a VIVA Leaders Facebook post was used to represent VIVA Idea's social media.

Infographics

Different infographics were shown in the general audience survey, MOOC survey, Impact Hub interviews, and a focus group we had with students from INCAE Business School. Both new and old versions of infographics were provided.

In general, the newer infographics were preferred to the old. The newer infographics had more intuitive icons and diagrams, better contrast and color usage, and less information. The old infographics included more detail, but were reported dense and cumbersome to read. In addition, their titles, headings, and diagrams were sometimes misleading. Some of the old infographics were confusing and could not serve as a standalone piece. Our results suggested that infographic preference is highly-dependent on each audience member. Members of the general audience who lack technical expertise may prefer the new infographics because they value design over content, while business professionals and entrepreneurs may be less concerned about effective design.

Social Media Posts

The VIVA Leaders Facebook post was shown to both the general audience and the Impact Hub audience. Although the post was praised for having an attractive color pallet and a sufficient amount of information, the center graphic was difficult to understand. Some people recommended having clearer titles and more concise and digestible explanations. Some people recommended having more graphics and less text.

Worksheets

Worksheets were shown to the general, MOOC, and Impact Hub audiences and were generally well-received. The worksheets were a main component of the online course. 86% of the general audience survey participants thought the worksheet would help them learn the material presented in an online course. 100% of the MOOC survey participants thought that the worksheet was complementary to the infographics present in the course.

Videos

Three types of videos were shown in the surveys, interviews, and focus groups: a narrator with people performing actions in the background, a person speaking without visual aids, and a fully-

animated video. In general, the animated videos were the most preferred. Participants also preferred neutral backgrounds and no background noise. Video preference is highly-dependent on level of experience. Business professionals or experienced entrepreneurs may prefer lecture-style videos to the typical audience member without expertise, which tend to prefer more easily-digestible cartoons and animations.

VIVA Leaders

VIVA Leaders is VIVA Idea's main networking platform and was widely-praised by all audiences. 87% of the general audience said VIVA Leaders is useful, while 85% said they would likely use it in the future. People liked VIVA Leaders because it allowed them to connect with entrepreneurs across the world. The platform was easy to navigate and the information was very applicable to personal projects. Our results suggest that VIVA Leaders was the most valuable piece of content VIVA Idea offers.

Part IV. Key Findings and Recommendations

Based on our research, a majority of VIVA Idea's audience is involved in social initiatives, and has varying levels of technical experience. Much of VIVA Idea's audience learned about the online platform through social media. In general, VIVA Idea's audience members were interested in financing, securing funds, networking, and scaling the impact of their organization. Additionally, since audience members are constantly maturing and advancing in their careers, their personal preferences change over time. According to these key findings, we propose the following recommendations to VIVA Idea:

- Frequently analyze the audience because it is constantly changing
- Keep utilizing social media because it attracts a majority of the audience
- Provide more information on topics regarding securing funds, finance, and networking, in addition to scaling impact

Regarding its content, we found that VIVA Idea needs to use improved design, writing, and concision to be most effective. New infographics were more popular with general audience members, but more experienced entrepreneurs preferred the older, content-heavy infographics. The animated videos were the most well-received. Based on this, we propose the following:

- Reports, case studies, academic papers, and blogs should include stories and pictures that complement the narrative and connect with the reader
- Some content preferences are dependent on the level of experience of the viewer
- A mix of old and new infographics may cater to all audiences
- Animated videos are more effective than videos without visual aids
- Sometimes content preferences depends on the content's intended purpose

Authorship

This report represents the collaborative effort of all group members. All group members were instrumental in the completion of the report and contributed equally in all phases.



(left to right): Alex Rebello, Carrie Pozaic, Danielle Kennon, Michael Tasellari

Table of Contents

Abstract	iii
Acknowledgements	iv
Executive Summary	v
Authorship	xi
Table of Contents	xiii
List of Figures	xv
List of Tables	xix
Introduction	1
Background	3
Current State of Social Entrepreneurship in Latin America	3
VIVA Idea	3
Sister Organizations	4
Mission	5
Activities	5
Benefits and Drawbacks of Utilizing an Online Platform	6
Benefits of Online Platforms	6
Drawbacks Faced by Online Platforms	6
Defining and Audience and Evaluating Online Content	7
The Importance of Defining an Audience	7
Importance of Content Evaluation	8
Research Methods	8
Surveys	8
Interviews	9
Focus Groups	10
Web-Based Analytics	11
Evaluation Techniques	11
Evaluating an Infographic	11
Evaluating and Online Course	12
Methodology	14
Objective 1: Understanding VIVA Idea	14
Objective 2: Understanding the wants and needs VIVA Idea's Audience	15
Interpreting Existing Audience Data	15
Gathering Audience Demographics with the General Audience Survey	17
Gathering Audience Demographics with the MOOC Survey	17
Gathering Audience Demographics with Social Media Polls	18

Gathering Audience Demographics through Interviews with Social Entrepreneurs	18
Objective 3: Assessing VIVA Idea’s Online Content.....	19
Gathering Content Feedback with the General Audience Survey	19
Gathering Content Feedback with the MOOC Survey	19
Gathering Content Feedback through a MOOC Focus Group.....	20
Gathering Content Feedback through Interviews with Social Entrepreneurs.....	20
Objective 4: Final Results Presentation	21
Results	22
Objective 1: VIVA Idea’s Operations and Offerings.....	22
VIVA Idea’s Organizational Structure	22
VIVA Idea’s Content.....	24
Objective 2: VIVA Idea’s Audience	25
Interpreting Existing User Data	28
General Audience Survey.....	24
Social Media Polls	46
Impact Hub Interviews	47
Interview with Martin Burt	51
Objective 3: Assessing VIVA Idea’s Online Content.....	52
General Audience Survey.....	53
MOOC Survey	72
MOOC Focus Group with INCAE Students.....	99
Impact Hub.....	102
Objective 4: Results Presentation.....	110
Conclusions and Recommendations	111
Audience Profiling	111
General Audience Profile	112
MOOC Audience Profile.....	112
Impact Hub Audience Profile	113
Content Evaluation.....	114
Academic Writing with Design Component	114
Academic Writing without Design Component.....	115
Non-Academic Writing with Design Component	116
Worksheets.....	117
Videos.....	117
VIVA Leaders.....	117

Key Findings and Recommendations	117
References	119
Appendices	123
Appendix A: Images of VIVA Idea’s Resources	123
Appendix B: Images of Database Containing Website Subscribers and MOOC Participants	141
Appendix C: General Audience Survey.....	144
Appendix D: Additional Tables and Figures for General Audience Survey	154
Appendix E: MOOC Survey.....	165
Appendix F: Figures for MOOC Survey	173
Appendix G: Additional Figures for Social Media Polls.....	174
Appendix H: Impact Hub Interview Questions and Flyer	179
Appendix I: Additional Figures for Impact Hub Interviews	182
Appendix J: Martin Burt Interview Questions	194
Appendix K: INCAE Business School MOOC Focus Group Questions	195
Appendix L: Detailed Notes on INCAE Business School MOOC Focus Group	198

Table of Figures

Figure 1: Sister organizations that cooperate with VIVA Idea.....	4
Figure 2: VIVA Idea’s purpose	4
Figure 3: VIVA Idea organization infrastructure	23
Figure 4: Number of contents downloaded by website subscribers	26
Figure 5: Specific content downloaded by website subscribers	27
Figure 6: Which best describes your current profession?	28
Figure 7: How many years of experience do you have in your current profession?	29
Figure 8: Have you participated in any of the following events held by VIVA Idea?	30
Figure 9: What year(s) did you attend the awards?	31
Figure 10: What year(s) did you attend the workshop?	32
Figure 11: How did you hear about VIVA Idea	33
Figure 12: In your experience, how useful are the following for gaining new business knowledge?	34
Figure 13: Which you first visited VIVA Idea's website, what were you looking for?	35
Figure 14: Which of VIVA Idea's online content have you used?	36
Figure 15: Which of the following VIVA Idea accounts do you follow?.....	37
Figure 16: How interested are you in receiving guidance on the following topics?	39
Figure 17: What level of knowledge do you have on the following topics?	40
Figure 18: How did you hear about VIVA Idea?.....	42
Figure 19: What topics were you expecting to learn in the course?.....	43
Figure 20: What is your level of interaction with the course materials?.....	44
Figure 21: What is your current profession?.....	47
Figure 22: Is your objective to scale the impact of your business or organization?.....	48
Figure 23: Are you familiar with VIVA Idea?.....	49
Figure 24: Have you interacted with VIVA Idea in any way?	49
Figure 25: What types of resources have you found most beneficial?.....	50
Figure 26: Do the 2016 Report on Entrepreneurs cover and index make you want to read the report?.....	53
Figure 27: Rate the page from the 2016 Report on Entrepreneurs on the following:	54
Figure 28: After reading the page from the 2016 Report on Entrepreneurs:	55
Figure 29: Rate the introduction to the uSound case study on the following:	56
Figure 30: After reading the introduction to the uSound case study:	57
Figure 31: Rate the introduction to the academic paper on the following:	58
Figure 32: After reading the introduction to the academic paper:	59
Figure 33: Rate the Albina Chapter 4 animation video on the following:	60
Figure 34: Rate the Chapter 3 Financing Model video on the following:.....	61
Figure 35: Which video do you prefer most for acquiring knowledge?	62
Figure 36: Rate the MarViva infographic on the following (part I):.....	63

Figure 37: Rate the MarViva infographic on the following (part II):	64
Figure 38: Rate the MOOC infographic on the following (part I):	65
Figure 39: Rate the MOOC infographic on the following (part II):	66
Figure 40: Rate the worksheet on the following:.....	67
Figure 41: Rate the VIVA Leaders Facebook post on the following:.....	68
Figure 42: Rate the blog post on the following:	69
Figure 43: After reading the blog post:	70
Figure 44: What is the possibility that you will be using VIVA Leaders in the future?.....	71
Figure 45: Do you think you would need this type of platform for you or your business?	71
Figure 46: How do you feel about infographic 1?	73
Figure 47: For infographic 1, order the following from most accurate to least accurate:.....	74
Figure 48: How do you feel about infographic 2?	76
Figure 49: For infographic 2, order the following from most accurate to least accurate:.....	78
Figure 50: How do you feel about infographic 3?	80
Figure 51: For infographic 3, order the following from most accurate to least accurate:.....	81
Figure 52: How do you feel about infographic 4?	83
Figure 53: For infographic 4, order the following from most accurate to least accurate:.....	84
Figure 54: Do you prefer to newer or older version of infographic 4?	85
Figure 55: Why do you prefer the newer infographic?	86
Figure 56: Rate the worksheet on the following:.....	87
Figure 57: Do you find infographic 3 complementary to the worksheet?	88
Figure 58: Which of the following would you prefer?.....	88
Figure 59: Which case study do you prefer?.....	90
Figure 60: Why do you prefer the narrative case study?.....	91
Figure 61: Why do you prefer the summarized case study?	92
Figure 62: Rate the INSIMA Readiness Framework video on the following:	93
Figure 63: Which best describes the first video?	94
Figure 64: Rate the Entering Social Capital Markets video on the following:.....	95
Figure 65: Which best describes the second video?	96
Figure 66: Rate the Financing Model video on the following:.....	97
Figure 67: Which best describes the third video?.....	98
Figure 68: Which type of video do you prefer?	99
Figure 69: Analysis of the 2016 Report on Entrepreneurs.....	102
Figure 70: Analysis of the uSound case study, academic paper, and blog post	103
Figure 71: Design preference analysis for reports, case studies, academic papers, and blog posts	104
Figure 72: Content preference analysis for reports, case studies, academic papers, and blog posts	105
Figure 73: Preference analysis for infographics	106
Figure 74: Preference analysis for infographics	107

Figure 75: Preference analysis for videos	108
Figure 76: Preference analysis and recommendations for videos	109
Figure 77: Report and cover of the 2016 Report on Entrepreneurs.....	123
Figure 78: Page extracted from the 2016 Report on Entrepreneurs	124
Figure 79: uSound case study introduction.....	125
Figure 80: Ciudad Saludable (Healthy City) case study in narrative (left) and summarized (right) form	126
Figure 81: Moving Latin American Social Entrepreneurs to Scale academic paper introduction	127
Figure 82: Albina Chapter 4 animation video.....	128
Figure 83: Chapter 3 Financing Model video	128
Figure 84: INSIMA Readiness Framework video	129
Figure 85: Entering the Social Capital Markets video	129
Figure 86: Financing Model animation video.....	130
Figure 87: Animation used in INCAE focus group	130
Figure 88: Talking person video used in INCAE focus group	131
Figure 89: VIVA Leaders video	131
Figure 90: VIVA Leaders Facebook post	132
Figure 91: MOOC worksheet.....	132
Figure 92: MarViva infographic	133
Figure 93: Approaching Investors infographic (old).....	134
Figure 94: Approaching Investors infographic (new)	134
Figure 95: Who am I? infographic (old)	135
Figure 96: Who Am I? infographic (new).....	135
Figure 97: Types of Investors infographic (old)	136
Figure 98: Types of Investors infographic (new)	136
Figure 99: Measuring Social Impact infographic (old)	137
Figure 100: Measuring Social Impact infographic (new)	137
Figure 101: Entering the Social Capital Markets infographic (old)	138
Figure 102: How to Avoid Mission Drift infographic (old)	138
Figure 103: Building Good Investor Relations infographic (old)	139
Figure 104: Hybrid Financial Models infographic (new)	139
Figure 105: Technology and Education Reinvested in Rural Development blog post	140
Figure 106: Page 1 of the database	141
Figure 107: Page 2 of the database	142
Figure 108: Page 3 of the database	143
Figure 109: Do you think the worksheet would help you to understand the information presented in an online course?	161
Figure 110: Would you use this worksheet?.....	162
Figure 111: Based on the video, how useful do you think VIVA Leaders is?	163

Figure 112: What is the name of your business or organization?.....	173
Figure 113: Do you consider yourself a social entrepreneur?	174
Figure 114: Why are you following VIVA Idea on Instagram?	174
Figure 115: Why do you identify with VIVA Idea?.....	175
Figure 116: What content do you prefer?.....	175
Figure 117: What do you like more?	176
Figure 118: What is your favorite way to receive content?	176
Figure 119: Which of VIVA Idea's content interests you the most?	177
Figure 120: Do you evaluate your impact?	177
Figure 121: Why do you still interact with us on Facebook?	178
Figure 122: Impact Hub flyer.....	179
Figure 123: Do the 2016 Report on Entrepreneurs cover and index make you want to read the report?.....	182

Table of Tables

Table 1: Team members interviewed	14
Table 2: VIVA Idea’s database information	16
Table 3: Possible sample size and quantity of polls per social media platform	18
Table 4: MOOC content.....	24
Table 5: VIVA Idea’s website content	25
Table 6: In your experience, how useful are the following for gaining new business knowledge?	34
Table 7: How interested are you in receiving guidance on the following topics?.....	38
Table 8: What level of knowledge do you have on the following topics?.....	40
Table 9: What is your level of interaction with the course materials?.....	44
Table 10: Sample size and quantity of social media polls	46
Table 11: Rate the page from the 2016 Report on Entrepreneurs on the following:.....	54
Table 12: Rate the introduction to the uSound case study on the following:	56
Table 13: Rate the introduction to the academic paper on the following:	58
Table 14: Rate the Albina Chapter 4 animation video on the following:	60
Table 15: Rate the Chapter 3 Financing Model video on the following:	61
Table 16: Rate the MarViva infographic on the following (part I):	63
Table 17: Rate the MarViva infographic on the following (part II):.....	64
Table 18: Rate the MOOC infographic on the following (part I):.....	65
Table 19: Rate the MOOC infographic on the following (part II):	66
Table 20: Rate the worksheet on the following:	67
Table 21: Rate the VIVA Leaders Facebook post on the following:	68
Table 22: Rate the blog post on the following:.....	69
Table 23: Rate the blog post on the following:.....	72
Table 24: For infographic 1, order the following from most accurate to least accurate:	73
Table 25: What features in infographic 1 would you change to make it more engaging, digestible, or clear?	75
Table 26: How do you feel about infographic 2?	76
Table 27: For infographic 2, order the following from most accurate to least accurate:	77
Table 28: What features in infographic 2 would you change to make it more engaging, digestible, or clear?	79
Table 29: How do you feel about infographic 3?	80
Table 30: For infographic 3, order the following from most accurate to least accurate:	81
Table 31: What features in infographic 3 would you change to make it more engaging, digestible, or clear?	82
Table 32: How do you feel about infographic 4?.....	83
Table 33: For infographic 4, order the following from most accurate to least accurate:	84

Table 34: What features in infographic 4 would you change to make it more engaging, digestible, or clear?	85
Table 35: What features in the newer infographic would you change to make it more engaging, digestible, or clear?	86
Table 36: Rate the worksheet on the following:	87
Table 37: Why do you think the worksheet is complementary to infographic 3?	89
Table 38: Rate the INSIMA Readiness Framework video on the following:	93
Table 39: Rate the Entering Social Capital Markets video on the following:	95
Table 40: Rate the Financing Model video on the following:	97
Table 41: VIVA Idea’s contents sorted by category	111
Table 42: What is the name of your business or organization?	154
Table 43: Are there organizations similar to VIVA Idea that you get educational content from?	155
Table 44: 2016 Report on Entrepreneurs cover and index additional feedback	156
Table 45: Page from 2016 Report on Entrepreneurs additional feedback	157
Table 46: uSound case study additional feedback	158
Table 47: Academic paper additional feedback	159
Table 48: Videos additional feedback	159
Table 49: VIVA Leaders Facebook post additional feedback	160
Table 50: MarViva infographic additional feedback	160
Table 51: Approaching investors infographic additional feedback (old)	161
Table 52: Worksheet additional feedback	162
Table 53: Blog post additional feedback	163
Table 54: VIVA Leaders additional feedback	164
Table 55: 2016 Report on Entrepreneurs cover and index additional feedback	183
Table 56: Page from 2016 Report on Entrepreneurs additional feedback	184
Table 57: uSound case study additional feedback	185
Table 58: Academic paper additional feedback	186
Table 59: Albina Chapter 4 animation video additional feedback	187
Table 60: Chapter 3 Financing Model video additional feedback	188
Table 61: VIVA Leaders social media post additional feedback	189
Table 62: Type of Investors infographic additional feedback (old)	190
Table 63: Type of Investors infographic additional feedback (new)	190
Table 64: Building Good Investor Relations infographic additional feedback (old)	191
Table 65: Approaching Investors infographic additional feedback (new)	191
Table 66: How to Avoid Mission Drift infographic additional feedback (old)	191
Table 67: Hybrid Financial Models infographic additional feedback (new)	192
Table 68: Who am I? infographic additional feedback (old)	192
Table 69: Who am I? infographic additional feedback (new)	193
Table 70: Blog post additional feedback	193

1. Introduction

Social entrepreneurs drive innovation through the cultivation, organization, and management of a business venture aimed to achieve large scale, systemic, and sustainable change (Schwab Foundation of Social Entrepreneurship, 2017). These changes are often applied in fields such as education, health, business, and the environment. Social entrepreneurship is important because it combines the economic rewards of business with the societal benefits of philanthropy, resulting in a stronger community and an increase in the social network between societies (Wu, 2011).

Cambridge Associates and the Global Impact Investing Network (2017) report that social entrepreneurship currently stands as a 10.5-billion-dollar industry globally. In emerging regions like Latin America, however, social-entrepreneurial success remains an ambiguously defined and insufficiently accomplished endeavor (Jäger, 2017). VIVA Idea, a non-profit organization based in Costa Rica, educates and inspires social entrepreneurs in order to foster the growth and recognition of this industry in Latin America.

VIVA Idea aims to inspire a new generation of social, environmental, and productive leaders and entrepreneurs who are committed to sustainability and innovation in Latin America (VIVA Idea, 2018). For approximately five years, VIVA Idea has created an alliance between well-established companies and philanthropic organizations with a strong focus in sustainability projects. This network of leaders works closely with social entrepreneurs to help educate them about business management, securing funds, and measuring their social or environmental impact on the community. VIVA Idea has been conducting workshops across Latin America to spread technical business knowledge and increase the sustainability of social-entrepreneurial enterprises.

VIVA Idea has recently adopted an online platform to scale its impact and make its content easily accessible to social entrepreneurs. This organization has established an online educational presence via a main website, various social media accounts, and an online course. VIVA Idea's website provides users with infographics, case studies, videos, a networking platform, a documentary, and a blog.

Although the online platform assists VIVA Idea in scaling its efforts towards educating social entrepreneurs, VIVA Idea lacks information on its online users and struggles with assessing the usefulness of its online content. VIVA Idea wants to better comprehend what its users are hoping to get out of their learning experience and whether or not its online content is proving useful.

The goal of this project was to help VIVA Idea better understand its web-based audience and evaluate the effectiveness of its online content. In order to do this, we gathered relevant data using four different techniques. First, we employed two surveys to gain demographic information

on VIVA Idea's online users and feedback on specific areas of VIVA Idea's online content. Second, we implemented polls on each of VIVA Idea's social media accounts. Third, we held a focus group with VIVA Idea's online course users to evaluate the usefulness and clarity of its online course. Lastly, we conducted interviews with social entrepreneurs in the field to gain more insight on the wants and needs of this audience. Following our data collection, we analyzed the data and made sense of our findings.

2. Background

In this chapter, we explore social entrepreneurship as an emerging industry in Latin America. Next, we discuss VIVA Idea and its mission to inspire and educate social entrepreneurs in Latin America. Because of VIVA Idea's recently implemented online platform, we look at some of the benefits and difficulties created by distributing content online. Following this, we elaborate on the most prominent challenges: defining an online audience and assessing the usefulness of online content. Lastly, we examine various research methods and evaluation techniques to overcome these challenges.

2.1 Current State of Social Entrepreneurship in Latin America

Social entrepreneurship is evident internationally and plays an especially important role in the developing countries of Latin America. Several countries in this region struggle with maintaining basic living standards, inflation, violence, economic growth, and political security (Aguilar, 2017). Philanthropic initiatives proposed by social entrepreneurs have the opportunity to significantly improve Latin America. It is important to develop this sector because social enterprises often benefit many other industries, the environment, and the community through innovative projects (Jager, 2016). The success of a social enterprise is often measured by the number of beneficiaries and the extent of territorial reach. As of 2014, the Stanford School Innovation Review reports that, "78 percent of social entrepreneurs in Latin America served less than 1,000 beneficiaries and focused on a narrow territorial reach" (Jager, 2016). While these initiatives have certainly delivered a positive impact in many cases, large-scale problems, like poverty or inequality, require even larger solutions (Ashoka, 2018). A vast majority of social-entrepreneurial initiatives aim to serve far greater than 1000 beneficiaries, but lack the resources and knowledge to scale. The Atlantic Council, a philanthropic organization with a worldwide focus, reports that very few social-entrepreneurial projects have actually achieved large-scale success (Ashoka, 2018). With such a small number of beneficiaries and minimal territorial reach, Latin American social entrepreneurship has potential for substantial improvement.

2.2 VIVA Idea

Stephan Schmidheiny, a recognized Swiss entrepreneur, dedicated his success and wealth to sustainability in Latin America through philanthropy-serving organizations (VIVA Trust, 2017). Initially, Schmidheiny managed an eco-friendly foresting business, known as Grupo Nueva. With the funds secured from Grupo Nueva, he developed the Avina Foundation and the FUNDES Foundation, two philanthropic organizations that encourage and strengthen Latin-American enterprises. In 2013, VIVA Idea was created to record and share the philosophies and business practices of Stephan Schmidheiny and his organizations in order to promote innovation and the sustainability of social entrepreneurship across Latin America.

2.2.1 Sister Organizations

Stephan Schmidheiny established a strong network of leaders and entrepreneurs among his various foundations and businesses. VIVA Idea is responsible for the management and distribution of the knowledge and expertise from these organizations. These organizations are the backbone of VIVA Idea (Figure 1 and 2).

			
 <p>Grupo Nueva is a triple bottom line investment holding company, which follows the principle of securing financial return by protecting the environment and contributing to the community of Latin America. Grupo Nueva acquires professional expertise to develop businesses capable of ensuring social, environmental and economic sustainability in the community.</p>	<p>FUNDES identifies plans to improve the sales of businesses through the integration of technology, business training, on-site monitoring and counseling, and financial inclusion. It has created a network of organizations that have developed more than 300,000 micro, small, and medium sized enterprises across Latin America.</p>	<p>Avina acts as a coordinating organization to increase the impact of the social investment sector and has worked closely with more than 7,000 allies and co-investors. The collaborative programs include a coalition of leaders, civil society organizations, business leaders, government agencies, and academic institutions.</p>	<p>INCAE Business School co-created the course <i>Access to Impact Investment for Social Enterprises</i> in collaboration with VIVA Idea. This course utilizes professional methods and techniques that guide social entrepreneurs to establish relationships with their investors. These relationships are important for networking, operating sustainably, and having a social impact on the community.</p>

Figure 1: Sister organizations that cooperate with VIVA Idea

	<p>VIVA Idea was created to digitally document and manage all resources and knowledge gathered from its sister organizations. Its online platform has been developed to educate and inspire the new generation of social entrepreneurs that are committed to preserve sustainability in Latin America.</p>
---	--

Figure 2: VIVA Idea's purpose

Since its creation, VIVA Idea has expanded its network of leaders across hundreds of Latin American businesses and organizations. By combining the diversified professional expertise and the pre-established network of organizations, VIVA Idea has become well-equipped with the knowledge and personnel to effectively impact the community across Latin America.

2.2.2 Mission

VIVA Idea was created to inspire and strengthen social, environmental, and productive leaders and entrepreneurs that are committed to innovation and sustainability in Latin America. It accomplishes this mission through the following goals:

1. The documentation and dissemination of the legacy of its founder, Stephan Schmidheiny, and the leaders and organizations that he and AVINA have supported throughout Latin America.
2. The articulation of a living and dynamic network of leaders and social entrepreneurs across the region.
3. Training and strategic assistance to social entrepreneurial leaders and organizations.

VIVA Idea works to accomplish its mission through face-to-face workshops and seminars, along with its recently-implemented online platform.

2.2.3 Activities

VIVA Idea currently educates social entrepreneurs using both online and offline methods. One of its primary means of distributing content and interacting with social entrepreneurs has been through face-to-face workshops and seminars across Latin America. VIVA Idea's Annual Workshop for Social Entrepreneurs serves as, "a meeting point for more than 70 social entrepreneurs who aim to improve the impact of their organizations and the social progress of their countries" (VIVA Idea, 2018). The workshop, which is led by VIVA Idea professors and members of the VIVA Idea team, includes master classes, field visits, group activities, and webinars. Its purpose is to create new networks, identify strategies to increase impact, learn tools to transmit information in the workplace, and create joint initiatives among the workshop team. The workshop, which is selective due to popularity, has a very wide applicant pool and has been widely successful throughout VIVA Idea's existence.

VIVA Idea also holds an annual competition called the VIVA Schmidheiny Awards, where social entrepreneurs present innovative and sustainable solutions to solve complex social problems. In 2017, the event included over 500 participants from 18 different Latin American

countries. The intention of the awards competition is to motivate social entrepreneurs and increase networking and partnerships between them. Additionally, VIVA Idea uses information gathered from award participants to draft its annual *Report on Entrepreneurs* which is published on VIVA Idea's website.

Approximately 3 years ago, VIVA Idea developed digital means for delivering their content through the use of its main website (vivaidea.org), a massive open online course (MOOC), and social media accounts. VIVA Idea's main website contains an extensive list of different online content, including case studies, reports, infographics, videos, VIVA Leaders (a networking platform), a blog, and a documentary. The content covers a considerable amount of social entrepreneurial topics including finding funds and investors, scaling sustainably, marketing strategies, and finding inspiration and purpose.

2.3 Benefits and Drawbacks of Utilizing an Online Platform

Online platforms are a useful resource that have grown rapidly in the past decade. Although, there are many advantages associated with providing information online, there are also many challenges that must be considered. This section assesses both the benefits and challenges created by internet-based platforms.

2.3.1 Benefits of Online Platforms

As technology continues to advance, online platforms are becoming more beneficial for audience members and content distributors. A major benefit of spreading information online is that the information and delivery methods can be readily adapted and changed when needed (Daniel, 2000). This will allow VIVA Idea to upload new information as it readily becomes available, rather than waiting until the date of the next workshop or seminar. Bartley and Golek (2004), authors of *Evaluating the Cost-Effectiveness of Online and Face-to-Face Instruction*, explain that technology-centered platforms allow for a complex variety of audience members. Bates (2005), author of *Technology, E-Learning, and Distance Education*, supports this claim and states that online delivery methods have the ability to remove situational barriers, such as being in the same location as audience members. As a result, VIVA Idea's online content is able to reach a larger and more diverse audience than the content that is distributed strictly through face-to-face interactions. Transitioning to an online platform it is extremely cost-effective because online platforms do not require as many employees to deliver content (Twigg, 2003).

2.3.2 Drawbacks Faced by Online Platforms

Terry Anderson (2008), a professor and research chairman of Athabasca University, suggests that despite their benefits, technology-centered online models taking priority over face-to-face

culture has begun raising concerns. One of the most important issues in e-learning is measurement and evaluation (Simonson, Smaldino, Albright, & Zvacek, 2006). Typically in online education, measurement and evaluation processes are undertaken through computers or Internet modules, rather than traditional discussion and observation (Jamornmann, 2004). The devaluation of oral discussion has increased the difficulty of obtaining a thorough measure of audience understanding (Anderson, 2008). For example, the ability to notice non-verbal cues, like the nodding of a head, is impossible without the constant video interaction with the users. In addition, this lack of personal interaction often fails to give users the opportunity to ask questions, making it harder to understand their wants and needs.

The Audience Agency, a recognized marketing organization, explains that a thorough understanding of the audience is vital, because “competition for attention online is so huge that if you are not putting the audience at the heart of your planning, they will simply go elsewhere” (Arts Profesional 2016). A study conducted to correlate user profiles with online learning behavior, suggests that characteristics like age, gender, location, level of prior knowledge, and individual skill sets can predict whether users will benefit from or repeatedly interact with the content (Albright, 2009). If content is not written with a particular audience in mind, the tone and vocabulary of the material is likely to attract specific groups of people and turn away others (Albright, 2009). Similarly, a user’s profession and level of intrinsic motivation help foretell whether he or she is likely to regularly interact with the content (Albright, 2009). In order to be successful online, VIVA Idea must clearly define its online audience and assess the usefulness of its online content.

2.4 Defining an Audience and Evaluating Online Content

Two of the most prominent obstacles faced by online content providers are understanding the wants and needs of the audience and assessing the merit of the online content. In the following section, we explain the importance of defining an audience and evaluating online content.

2.4.1 The Importance of Defining an Audience

Any organization, like VIVA Idea, can ensure long-term success by presenting its content to people who will interact with and support the organization’s goals (Sailer, 2016). Defining an audience provides a clear definition of who is interacting with the content, and what these users want and need (DeMers, 2013). Spreading content to people who do not care or benefit from it is a waste of time and resources (DeMers, 2013). In order to relate to the audience, it is important to understand why the content is useful to them and what they are looking to gain (Ricci, 2012). Users are most likely to take interest in content that puts their needs front-and-center (DeMers, 2014).

It is wrong to assume that VIVA Idea's audience is social entrepreneurs, simply because the organization offers social-entrepreneurial content. Social entrepreneurship encompasses many types of actors, and people who don't identify as social entrepreneurs may be drawn to the site for a variety of reasons. The only way to clearly identify who is accessing VIVA Idea's offerings is with hard evidence - qualitative and quantitative data (DeMers, 2016).

2.4.2 Importance of Content Evaluation

Evaluating content is important because it allows the provider to determine whether the content has been successful in fulfilling its purpose (Albright, 2009). With evaluative information, the provider can determine whether remediation or correction is necessary and whether or not the users have misconceptions. If many users have difficulty understanding the same resource, this could signal a design problem. Additionally, resources can be wasted if users do not have prerequisite knowledge or already have a full understanding of the content's concepts. By using careful evaluations, the provider can monitor the effectiveness of the content by identifying and addressing weaknesses or gaps within.

2.5 Research Methods

Data on VIVA Idea's audience can be gathered using qualitative and quantitative methods. In this section, we examine the best practices associated with gathering data using surveys, interviews, focus groups, and web analytics.

2.5.1 Surveys

Large-scale, multiple-choice questionnaires and surveys can provide a plethora of relevant data like demographics or user desires (DeMers, 2016). These will allow users to give feedback as to what they like, what they do not like, and what they are looking for. In order to achieve the highest response rate and most useful information, it is imperative to consider the best practices associated with creating a successful survey.

Questions should be clear and thoughtful, to ensure that the data obtained will be useful (DeMers, 2016). Before drafting questions, it is essential to conduct preliminary research on the audience (DeMers, 2016). Understanding the audience is necessary, because it results in the ability to tailor questions for that specific audience's interests and motivations (Kumar, 2012). Additional research suggests that clear and concise surveys are more likely to yield a lower abandon rate (Ciotti 2016). For this reason, it is important that questions are relevant, unbiased, direct, and use clear and concise language (Vannette, 2015).

A study published by SurveyMonkey, a leading online survey platform, explains that every time a topic is introduced, all questions relevant to it should be included before introducing another topic (SurveyMonkey, 2011). It also reports that presenting survey questions one at a time is preferred over supplying a page full of questions. This will allow participants to consider their options without becoming overwhelmed by the number of questions ahead. Ranking or Likert scales, which allow the respondent to categorize certain topics using a numerical scale, should be used if applicable. SurveyMonkey's "Smart Survey Design Report" explains that ranking scales have the ability to gather information on consumer knowledge, opinion, or feelings in a way that other types of questions cannot.

Survey questions must also follow a logical sequence and increase in level of thoughtfulness from start to finish (SurveyMonkey, 2011). Beginning a survey with a few quick, easy-to-answer questions gives the participant a sense of progress and has been proven to make them more likely to answer thought-provoking, or open-ended questions afterwards (SurveyMonkey, 2011). Finally, it is helpful to take the survey or test it on a small group of individuals. This ensures that all questions work as expected before releasing the survey to an audience (Vanette, 2015).

2.5.2 Interviews

The purpose of an interview in audience research is to "explore the views, experiences, beliefs, and/or motivations of individuals on specific matters" (Gill *et al.*, 2008). Interviews are appropriate for investigating more serious or sensitive topics because some individuals may be unwilling to share sensitive information in a group environment. It is important to reach out to interviewees regarding the purpose of the study and reassure them of the ethical conduct of the interviewer. Ethical conduct refers to anonymity and confidentiality of the interviewee. Interview questions and procedures should be prepared well in advance to ensure that the questions asked will cover all desired topics.

Before presenting interview questions, it is important to introduce oneself to the interviewee. A courteous greeting shows respect, and encourages the interviewee to express themselves more comfortably (go2HR, 2017). When administering the interview, it is essential to ask clear questions that directly relate to the purpose of the interview (Gill *et al.*, 2008). According to Gill and colleagues, questions should be open-ended and more difficult questions should be saved for the end of the interview. Beginning questions should allow the interviewee to talk about themselves and require little thought (go2HR, 2017). Ending questions can be thought-provoking and designed to extract delicate information (go2HR, 2017). For the purpose of documenting the results of the interview, the conversation should be recorded, with consent, to avoid bias; the recording will serve as an actual account of the interview (Gill *et al.*, 2008).

2.5.3 Focus Groups

Focus groups can be defined as “a group of interacting individuals having some common interest or characteristics, brought together by a moderator, who uses the group and its interaction as a way to gain information about a specific or focused issue” (Marczak and Sewell, n.d.).

According to Gill and colleagues (2008), a group size of six to eight participants is ideal, with a preference of having a larger group than needed rather than a smaller group; focus groups that are too small could suffer from an overall lack of discussion and interaction. For post-session analysis, it is imperative to take detailed notes on both verbal and non-verbal feedback during the session (Krueger, 2002). Effective focus groups follow a general format which includes a welcome, a set of open-ended discussion questions, and a summarizing conclusion (Krueger, 2002).

The welcome should briefly introduce the moderator and overview the topic (Krueger, 2002). This introduction establishes the moderator as the indifferent leader of the session, and provides the audience with some context as to why they were selected to participate. During the welcome, it is important to keep a serious but casual tone, where the moderator and participants are addressed using first names. This helps to ensure that the audience is focused, but comfortable enough to openly share their opinions (Gill *et al.*, 2008). After establishing appropriate rapport with the audience, a smooth transition to the discussion questions should follow (Krueger, 2002).

The question-and-answer portion of the focus group is most informative because it is where the audience actually provides their feedback. The questions should be prepared in advance, and encourage lengthy discussions (Krueger, 2002). Open-ended questions are preferred because they provide more insight than yes-no questions. It is beneficial to vary question styles throughout the session because it helps to keep the audience interested and engaged. Some of these options include making a list, drawing a picture, role playing, and rating. It is crucial to pay close attention to not only participants’ verbal answers, but non-verbal cues as well. If conversation begins to deviate from the question’s purpose, the moderator should speak up to guide thoughts in the most beneficial direction. As the discussion comes to a close, the moderator is responsible for concluding the session with a summary.

The focus group’s conclusion serves as a confirmation that all intended discussion topics were discussed (Krueger, 2002). The moderator should provide a summary of the question topics and the audience’s feedback for each one. It is important that the participants have the option to dispute the moderator’s understanding of the discussion to ensure that the audience feedback is accurate and complete. After a thorough summary, it is expected that the moderator thank the participants and dismiss them from the session.

2.5.4 Web-Based Analytics

Web analytics is defined as “the measurement, collection, analysis, and reporting of Internet data for the purposes of understanding and optimizing the website usage” (Web Analytics Association, 2017). By utilizing web analytics, information on audience interaction with online content can be gathered to make decisions regarding the development of online services and platforms (Szajewski, 2018). Given the large potential online audience, web analytics ensures facilitation of audience research and content tailoring, which website managers can optimize to drive traffic (Szajewski, 2018).

Google Analytics is a web analytics tool that provides highly flexible, detailed, and interactive web analytics reporting (Google, 2018). Google Analytics provides users with a means of gathering and analyzing individual measurements of visitor activity on a website (Google Analytics, 2016). Google Analytics has three main types of reports: audience reports, acquisition reports, and behavior reports (Szajewski, 2018). Audience reports allow website owners to obtain data about their users’ geographic location, the duration and time of user visits, the number of pages accessed in a visit, and the hardware devices and software used to access the website (Szajewski, 2018). Acquisition reports gather data regarding the ways users discover and access a website’s content as well as information about prior sites before visiting the main website (Google Analytics, 2013). Moreover, behavior reports provide data regarding user behavior once they arrive to the website. The report includes data on which web pages are most viewed, and which pages most frequently serve as the site’s entry point (Google Analytics, 2013). In addition to these features, Google Analytics provides real time analysis, which allows immediate access to data to support timely monitoring of site performance (Google Analytics, 2011).

2.6 Evaluation Techniques

Evaluation, in contrast to research, is the systematic investigation of the worth or merit of an object (Albright, 2009). After adopting an online platform, VIVA Idea has struggled with evaluating the usefulness of its online content. While most of what VIVA Idea offers online supplies the audience with inspiration, its content-focused material is presented with the use of infographics and its online course. In this section, we discuss why its important to evaluate content, as well as how to evaluate an infographic and an online course.

2.6.1 Evaluating an Infographic

Waralak Siricharoen, of the University of the Thai Chamber of Commerce, explains that an “infographic is a data visualization that presents complex information quickly and clearly” (Siricharoen, 2015). Infographics can be analyzed in two major parts: visual elements and

content. Visual elements include colors, graphics, signs, icons, diagrams, etc., and content is focused on facts, statistics, texts, references, titles, time frames, etc.

Visual elements

In order to gain a better understanding on the effectiveness of an infographic's aesthetics, it is important to ask questions that evaluate the design (Siricharoen, 2015). A well-designed infographic uses space effectively and contains no excess or irrelevant graphics or icons. All included graphics should be good quality and reflect purpose. It is important to pay close attention to color usage, to ensure there is appropriate contrast or purposeful color coding. The overall format of the infographic should have a logical pattern and facilitate understanding of the material. Mainly, the purpose of the design is to complement the content being presented.

Content

Content elements are responsible for delivering the information and statistics to the readers (Siricharoen, 2015). Questions that are intended to gain insight on an infographic's content should evaluate its usefulness and legibility. Useful infographics are easy to understand and have a clear purpose. Data or information presented should be reliable and the sources used to gather the material should be cited. Information and titles should not be misleading and should support the infographic's purpose. Most importantly, the provider should ask if the infographic is informative, and assess whether or not the reader learned something of value.

2.6.2 Evaluating an Online Course

Online course evaluation is a systematic investigation of a particular education program, and finding ways to improve it compared to other alternatives (Siricharoen, 2015). Evaluating online courses is important because it provides insight on the efficiency of the course. Course efficiency can be examined based on two characteristics: the learning gains of the audience, and the organization and delivery of the material. Learning gains are measured by using objective methods, while course delivery techniques are usually evaluated through subjective methods. In order to perform a complete evaluation, a combination of both methods is used.

Objective methods are used to systematically assess the progress of the audience in terms of the course objectives (Siricharoen, 2015). Some examples of objective course evaluation methods include tests and quizzes. Utilizing assessments that incorporate multiple-choice, true-false, or matching questions provides an efficient way to measure learning gains (Siricharoen, 2015). Online tests and quizzes are often used as formative, self-study activities that provide feedback to both learners and course providers. They often motivate students to keep up with course readings, and provide reinforcement of important topics. However, these assessments alone

rarely prove sufficient for a comprehensive understanding of the effectiveness of the learning platform.

Unlike objective methods, subjective measures require the intervention of human judgment for assessment (Siricharoen, 2015). Subjective evaluation methods can supplement objective methods, and provide a more insightful understanding of events related to the education activity. Subjective course evaluation methods include open-ended assignments and discussions. One useful subjective strategy is to have students answer thought-provoking questions that inquire about their personal thoughts and opinions on the course. Student discussion via an online forum, or in-person when possible, is highly-encouraged because it diversifies thinking and brings different perspectives together. Mail surveys are also efficient ways to collect outcome information from distance learners-users that are taking the course online. Surveys serve as a straightforward method to obtain essential audience feedback. Questions can examine audience satisfaction with regard to course organization, delivery methods, and content. Additionally, online course evaluation can be supplemented further through face-to-face visits, interviews, focus groups, and discussion. These can be conducted to gather more specific and thorough user responses.

3. Methodology

This chapter explores the specific methods carried out over the course of our 7-week project period. The methods were used to accomplish the following four objectives:

Objective 1: Understand VIVA Idea’s operational structure and online content offerings.

Objective 2: Understand the wants and needs of VIVA Idea’s online audience.

Objective 3: Assess the usefulness and importance of VIVA Idea’s online content.

Objective 4: Analyze and present our findings and data to VIVA Idea

Understanding VIVA Idea’s operations and offerings was crucial because it provided insight as to what data VIVA Idea already possessed and what was still needed. Defining the online audience and evaluating the online content was necessary to gain an understanding of who accesses its online content and whether the audience finds it useful. Interpreting and presenting our data to VIVA Idea is imperative so that it can scale its impact on the field social entrepreneurship. The following sections detail our procedures for accomplishing these objectives.

3.1 Objective 1: Understanding VIVA Idea

Before evaluating VIVA Idea’s audience or offerings, we performed extensive research on its operations and online content. Through several video calls, we spoke to various VIVA Idea team members to ask questions, acquire new information, and get a holistic understanding of the organization. The members we spoke with prior to our arrival in Costa Rica are listed in Table 1.

Table 1: Team members interviewed

Name	Position Title
Shannon Music	Executive Director
María Lasa	Impact Evaluation Officer and Project Manager
Bryan Bejarano	Projects and Communications Manager
Daniela Bolivar	Director of Communications
Urs Jäger	Academic Content and Education Director
Marcela Martinez	Website Director and Communications

We furthered our research by examining VIVA Idea’s digital platform and content. We navigated the website, participated in the online course, and reviewed all social media accounts.

Additionally, we read through blog posts, watched videos, and analyzed case studies, reports, and infographics.

3.2 Objective 2: Understanding the wants and needs of VIVA Idea's Audience

After obtaining a strong understanding of VIVA Idea and its current data, we worked to define VIVA Idea's audience. Our goal was to gain a better understanding of not only who VIVA Idea's audience is, but also what types of content they find most interesting and beneficial. To gather this data, we conducted surveys, administered social media polls, and organized interviews. This section details the methods used to collect data on VIVA Idea's audience.

3.2.1 Interpreting Existing Audience Data

VIVA Idea gathered very basic demographic information on its audience prior to our involvement with the organization. We deemed it necessary to organize and analyze this data in order to obtain a clear understanding of what information VIVA Idea already had access to, and what information still needed to be collected. The pre-existing audience data was sorted into groups based on VIVA Idea's five channels of audience interaction:

- MOOC
- Website
- Social Media
- VIVA Schmidheiny Awards
- Annual Workshop

VIVA Idea stored audience information in separate databases that were specific to each channel of audience interaction. There was no pre-existing data on social media users, and the VIVA Schmidheiny Awards and Annual Workshop for Social Entrepreneurs applicants were contained in the same database. We analyzed and organized data contained in VIVA Idea's three databases:

- MOOC Users
- Website Subscribers
- VIVA Schmidheiny Awards Applicants & Annual Workshop Applicants

Each database included information on only the members of that specific group. Each database contained relatively basic information on each user. The MOOC user database was an Excel spreadsheet, and contained information on the first name, last name, email, and course completion percentage of each MOOC participant. The website subscriber database was also an Excel spreadsheet, and contained the full name, email, and name of the specific contents downloaded from VIVA Idea's website. In order to download a report, case study, or

infographic, a user needed to be subscribed to the main website. However, we had no data on the blog, VIVA Leaders, or the documentary, because a subscription was not required for these materials. The Annual Workshop Applicants & VIVA Schmidheiny Awards Applicants database was a compiled list created on Mailchimp, an email marketing platform. This list contained the full name and email of all applicants. The Mailchimp platform also allows VIVA Idea to see which recipients opened each email and which recipients clicked on links within the email. Table 2 displays all of the information contained within VIVA Idea’s databases.

Table 2: VIVA Idea database information

Database	Number of People	Pre-Existing Information
MOOC Users	1700	First name, last name, email, course completion %
Website Subscribers	301	Full name, email, contents downloaded (case studies, reports, infographics)
Awards & Workshop Applicants & Participants	4498	First name, last name, email

Each database contained repetitive information and duplicate emails. In order to better analyze the existing audience information, we compiled a new list on MailChimp and developed a new database. Our MailChimp list included the Awards and Workshop Participants and Applicants, the website subscribers, and the MOOC users. Uploading and compiling the full-name and email of all audience group members in one place improved efficiency by granting VIVA Idea the opportunity to contact all of these users at the same time. Our new database (Appendix B) was an Excel spreadsheet that gathered additional audience information across all three audience groups in one place. It was determined to use an Excel spreadsheet VIVA Idea was already familiar with this interface, and it was able to organize our data in an efficient way. Because the Awards + Workshop Participants & Applicants had no additional information aside from what was included in the MailChimp list, our new database only included information on the MOOC users and website subscribers. Our database had no duplicate emails, was up-to-date, and differentiated between website subscribers, active MOOC users, and non-active MOOC users. Active MOOC users were classified as people who completed at least one course assignment. Non-active MOOC users were classified as people who signed up for the MOOC, but did not completed any assignments. Both the new MailChimp list and the new database were referenced continuously over the course of our project.

3.2.2 Gathering Audience Demographics with the General Audience Survey

After sorting all pre-existing user information, we were ready to begin gathering data. We created a single survey that was sent to the website subscribers, the social media users, and the workshop and award applicants and participants. Using a single survey for all audience members allowed us to collect all feedback in one location. The survey was referred to as the “general audience survey” (Appendix C).

The general online audience survey was conducted through Surveygizmo, an online survey tool. The general audience survey served two purposes: give VIVA Idea demographic information on its users and gain feedback on certain aspects of VIVA Idea’s content. The section of the survey focusing on the content will be explained in detail in section 3.3. This section is solely focused on the demographic component of the survey.

The survey contained a brief statement explaining its purpose, estimated completion time, an incentive in the form of three \$50 Amazon gift cards, and questions regarding user demographics. The survey was sent via MailChimp, using the emails from our newly assembled list. VIVA Idea’s, Fabían Ardón, a Communications team member, created an attractive invitation to the survey that was sent out. Since VIVA Idea may have both English and Spanish-speaking audience members, the email and the general audience survey were available in both English and Spanish. Links to the survey, in both languages, were put on VIVA Idea’s Facebook as well.

3.2.3 Gathering Audience Demographics with the MOOC Survey

Aside from the general audience survey, we decided to have a separate survey for the MOOC users. A separate survey was necessary because the people that participated in the MOOC may be different than the people who use VIVA Idea’s online content. The MOOC users speak English, while a majority of VIVA Idea’s content is presented in Spanish. Additionally, the MOOC was able to reach a world-wide audience, while VIVA Idea focuses its attention in Latin America.

Similar to the general audience survey, the MOOC survey (Appendix E) contained a brief statement explaining its purpose, estimated completion time, an incentive in the form of three \$50 Amazon gift cards, and questions regarding user demographics. MailChimp was used to send the survey to both active MOOC users and non-active MOOC users. After a more thorough investigation of the MOOC, it was discovered that completing assignments was not an accurate way to determine whether participants interacted with any of the MOOC’s content. Another attractive invitation to complete the survey, created by Fabían Ardón was sent out. Because the

MOOC was offered in only English, the email and then MOOC survey were only available in English.

3.2.4 Gathering Audience Demographics with Social Media Polls

In addition to the two surveys, we gathered demographic information on VIVA Idea’s audience using poll questions on VIVA Idea’s Facebook, Twitter, and Instagram accounts (Appendix G). The polls also allowed us to gain insight into each platform’s popularity. To minimize the time that the user needed to take each poll, we posted short multiple choice questions. These questions were posted one at a time with the intention of engaging a large amount of VIVA Idea’s audience in a short period of time. Each social media platform supported its own unique polls. There were 6 Instagram polls conducted, which had the potential of reaching an audience of 2,225 Instagram followers. There was only 1 Facebook poll which was posted in 3 private Facebook groups. 264 followers across the three groups had the possibility of viewing the poll. We posted 3 polls on twitter polls, where VIVA Idea’s follower reached 2,711. The possible sample size and quantity of polls on each platform are summarized in Table 3.

Table 3: Possible sample size and quantity of polls per social media platform

Social Media Platform	Number of Polls Conducted	Possible Sample Size
Instagram	6	2,225
Facebook	1	264
Twitter	3	2,711

3.2.5 Gathering Audience Demographics through Interviews with Social Entrepreneurs

In addition to the surveys and social media polls, we conducted several face-to-face interviews with Latin-American social entrepreneurs to better understand the wants and needs of this population. Since social entrepreneurship is an emerging industry in Latin America, very little research data is available. The most effective and beneficial research strategy is to learn from the experts that are currently establishing the field. Impact Hub, a global collaborative and innovative business community for social entrepreneurs, has a branch in San José.

We traveled to Impact Hub’s San José location and conducted 15 different 30-minute interviews. In preparation for these interviews, we met with Daniela Bolivar, a previous social entrepreneur and member of VIVA Idea’s Communications team, to discuss general procedures. We used this meeting to compile a rough narrative and a detailed series of questions (Appendix H). The interviews were recorded, with consent, and detailed notes were taken.

In addition to Impact Hub, we interviewed with WPI's social-entrepreneur-in-residence, Martín Burt. He is the Executive Director of Fundación Paraguaya and is familiar with both VIVA Idea and WPI. In preparation for this interview, we spoke with María José Meza, one of VIVA Idea's Project Managers, to discuss general procedures. We compiled a rough narrative and a detailed series of questions (Appendix J). The interviews were recorded, with consent, and detailed notes were taken. The interview lasted about an hour. Detailed notes were recorded with consent.

3.3 Objective 3: Assessing VIVA Idea's Online Content

Our third objective involved gathering audience feedback on VIVA Idea's content. To accomplish this task, we used the general audience survey, the MOOC survey, the interviews with social entrepreneurs, and a focus group of INCAE Business School students who participated in the MOOC.

3.3.1 Gathering Content Feedback with the General Audience Survey

The second intention of the general audience survey (Appendix C) was to help VIVA Idea evaluate its content. The survey's content evaluation questions were interactive and asked participants to read or engage in a specific resource and answer questions based on their experience. For example, the user would read an infographic or the introduction to a report and give feedback and recommendations about that particular content item. This interactive portion of the survey did not require any previous knowledge of VIVA Idea's content, it could be sent to a wider audience. The survey was tested by VIVA Idea team members multiple times to ensure it addressed all of the information they desired and to ensure clarity and completeness.

3.3.2 Gathering Content Feedback with the MOOC Survey

The second intention of the MOOC survey (Appendix E) was to help VIVA Idea evaluate the content presented in the MOOC. Before sending the survey, we analyzed pre and post-course questions that included demographic data and content feedback, along with Google Analytics information gathered by VIVA Idea. We created questions that allowed users to compare the different content delivery methods, which helped us determine preferred approaches. Other content questions asked participants about the usefulness of what they learned and whether or not the information will likely be applicable in their perspective careers. The information gained from the surveys provided insight regarding the effectiveness of the course's content delivery and the extent to which the audience valued the information presented.

3.3.3 Gathering Content Feedback through a MOOC Focus Group

In December 2017, Urs Jäger, a member of VIVA Idea's academic team and professor at INCAE Business School, taught the MOOC to 26 of his students in a face-to-face environment. Although the students received additional instruction in the classroom, all digital MOOC materials were utilized. To secure more feedback on the MOOC, we traveled to INCAE Business School for a one hour focus group with the students. In preparation for this focus group, we met with Bryan Bejarano, the MOOC director at VIVA Idea, to discuss general procedures. We decided to ask the students for general feedback on the course, and comments on some of the specific content pieces. We used it to compile a rough narrative and a detailed series of questions (Appendix K) that asked what participants learned, what they were expecting to learn, and how they benefited from taking the course. Before holding the MOOC focus group, we analyzed post-course survey information gathered on 22 of the students who took the course. Attendance for the focus group was optional for the class of 26.

The focus group was conducted with a total of 6 students. All of the participants were on an MBA track with a concentration in entrepreneurship. The focus group involved a lively discussion where participants were allowed to ask questions and voice their opinions. Two team members, Danielle Kennon and Michael Tasellari, acted as moderators, continuously guiding the discussion so that participants remained focused on information that we felt was relevant. The remaining two team members, Alex Rebello and Carrie Poziac, took detailed notes on both verbal and non-verbal responses. All information remained anonymous. Additionally, a video of the session was recorded to allow for a more thorough analysis of the discussion. The students sat at a single table, and discussed each question as a group, before speaking with the moderators. The focus group was conducted in English because the MOOC was offered in English.

3.3.4 Gathering Content Feedback through Interviews with Social Entrepreneurs

The second intention of the interviews with social entrepreneurs, at Impact Hub specifically, was to help VIVA Idea evaluate its content. Because the content-related questions included in the general audience survey covered all of VIVA Idea's online offerings, the same questions were used in the interviews. The format of the questions were changed from multiple choices to open-ended, in order to allow the participants express their opinions without restricting opportunities for new ideas. These open-ended responses made it easier for us to consolidate our data and ensure that all of our notes were associated with each specific piece of content.

3.4 Objective 4: Final Results Presentation

After gathering information and feedback from the general audience survey, MOOC survey, social media polls, MOOC focus group, interviews with social entrepreneurs, and pre-existing information from VIVA Idea, we gave a final presentation to the VIVA Idea team. We made use of data representation tools, graphs, charts, and tables to organize and articulate our results. We drew conclusions and identified trends in the data.

4. Results

This chapter discusses the results from the methodologies described above, specifically our research on VIVA Idea, surveys, social media polls, interviews, and student focus group.

4.1 Objective 1: VIVA Idea's Operations and Offerings

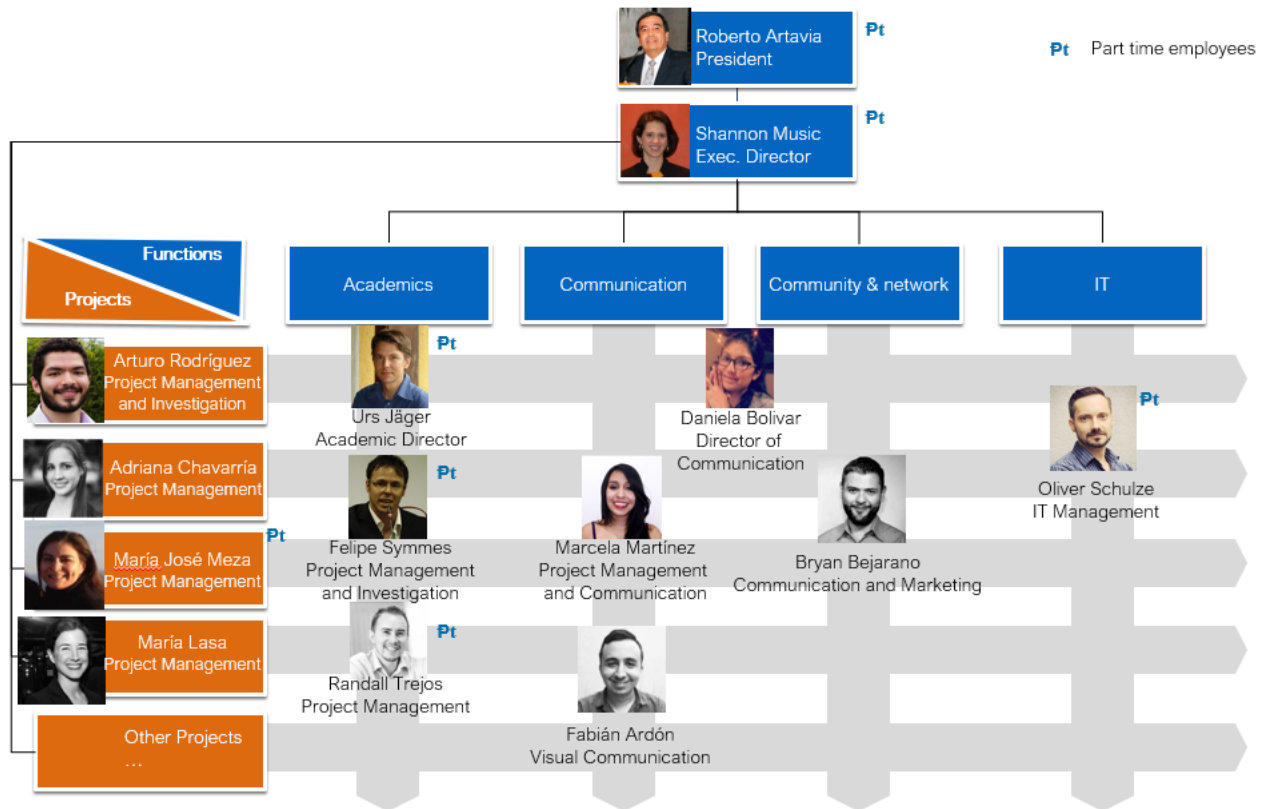
The first few weeks of our project were dedicated to understanding VIVA Idea's team members, leadership model, and online content offerings.

4.1.1 VIVA Idea's Organizational Structure

VIVA Idea has team members with many different roles that tend to overlap. Because of this, VIVA Idea implemented a horizontal leadership model (Figure 3), in which most team members are at the same level of power. Rather than a vertical leadership model, where information flows from top to bottom, information flows from every person in every direction. There are some positions of authority within the organization, but the structure generally reflects a commitment to horizontal leadership.

Due to the complexity of the organizational structure, it is necessary to explain the specific hierarchy and functions of organization members. Roberto Artavia is the President of VIVA Idea. He oversees the overall organization. Shannon Music is the Executive Director and reports directly to Roberto. She makes sure that VIVA Idea's projects, programs, and activities follow the organization's mission. She also meets with team members individually, and in groups, to stay updated and ensure all projects are running smoothly. The Project Management, Academic, Communications, and IT departments report directly to Shannon.

Each of the Project Managers is responsible for his or her own projects at VIVA Idea. Arturo focuses on managing projects that aim to multiply VIVA Idea's content through enablers, such as Instituto Munka. Adriana is responsible for managing the annual VIVA Schmidheiny Awards and Annual Workshop for Social Entrepreneurs. María José manages VIVA Leaders. María Lasa analyzes the impact of VIVA Idea's work. Team members who are titled Project Managers, are not the only ones responsible for leading projects. Individuals who play other roles within VIVA Idea can also take roles as project leaders. For example, Randall is currently working on projects related to the VIVA Idea network.



All team members play multiple roles, leading some projects and supporting others. We strive to blend the lines between Academics and Communication: our communicators have to be content experts, and our academics expert communicators.

Figure 3: VIVA Idea's organizational structure

Urs Jäger is the Academic Director of VIVA Idea. He establishes the research agenda for the organization and makes sure it is implemented. He also works as a professor at INCAE Business School. Felipe reports directly to Urs and also provides an academic view to the various Project Managers. Randall also provides support to the Academic team.

Daniela Bolivar is the Director of Communications at VIVA Idea; she makes sure that academic content translates into digestible online information. Marcela Martínez, Bryan Bejarano, and Fabián Ardón report directly to Daniela; these four members make up the Communications team. Marcela is responsible for overall design, mailing lists, and other communications. Bryan is responsible for the MOOC and is also in charge of making efforts to market the organization. Fabián is responsible for the design of infographics and visual communications.

Oliver Schulze, a part-time team member, is responsible for the IT needs of VIVA Idea.

Within the Academic and Communications groups, there is a large amount of crossover. Each member of the Communications team is expected to understand the content being provided to VIVA Idea’s audience. Likewise, the Academic team needs to have a practical eye and make sure that the content is being well-communicated and is reaching the right users. VIVA Idea doesn’t necessarily operate as departments, but rather as people who specialize in a certain area or project and contribute to the overall efforts of the organization. There are also Committees within VIVA Idea that are responsible for fulfilling its goals. The Committees are comprised of members from each of the different groups within VIVA Idea.

4.1.2 VIVA Idea’s Content

As previously mentioned, VIVA Idea has educated social entrepreneurs using both online and offline methods. Since the creation of VIVA Idea 5 years ago, the primary method of distributing content and interacting with social entrepreneurs has been through face-to-face workshops and seminars across Latin America. As an extension of the workshops and seminars, VIVA Idea holds an annual competition called the VIVA Schmidheiny Awards, where social entrepreneurs present innovative and sustainable solutions to solve complex social problems. Additionally, VIVA Idea has a large amount of online content, which comprises the website, MOOC, and social media accounts. The website and MOOC, especially, have a large amount of content (Table 4 and 5). The MOOC contents are not available on the main website. Images of VIVA Idea’s content are available in Appendix A.

Table 4: MOOC content

Name	Amount	Description
Case Study	3	Vary in length. Some are written by both VIVA Idea and INCAE Business School. Feature real stories from social entrepreneurs in Latin America.
Worksheets	8	Vary in length. Are complementary to the infographics and are designed to reinforce understanding.
Infographics	15	Are two or three pages in length, and explain concepts related to finance and investing using mostly text and graphics.
Videos	39	Are a couple minutes long, with some being longer than others. Some videos are animated or lecture-style.

Table 5: VIVA Idea's website content

Name	Amount	Description
Case Study	8	Vary in length from 5 pages to 23 pages. Some are written by both VIVA Idea and INCAE Business School. Feature real stories from social entrepreneurs in Latin America.
Report	3	Vary in length from 23 pages to 54 pages. Some are written by both VIVA Idea and INCAE Business School. Feature information and data VIVA Idea has gathered from its work with social entrepreneurs.
Infographic	1	A couple of pages in length and explains social entrepreneurial concepts using mostly pictures and figures.
Video	80	Most are from VIVA Idea's workshops or seminars and involve leaders in social entrepreneurship talking about their work and experiences. Serve as a way to inspire social entrepreneurs and help them find a purpose. Similar to Ted Talks.
VIVA Leaders	N/A	Serves as a way for social entrepreneurs to network with each other. Shows a map of the world and individuals who have worked with or have connections to VIVA Idea in each country. By selecting a leader, one can learn more about their organization and work.
Blog	N/A	Serves as an informal way to inform users about the current events going on at VIVA Idea while providing additional social entrepreneurial content. Four different blog categories exist: encompassing challenges, the ABCs of entrepreneurs, VIVA reports, and bulletin. Each blog post varies in length and covers a different topic.

4.2 Objective 2: VIVA Idea's Audience

The VIVA Idea team is currently working to make their content more appropriate for those who are interacting with it. The purpose of our research and data analysis was to help VIVA Idea fully understand and determine its audience. The following section provides significant insight on the demographics of VIVA Idea's audience members, gathered by interpreting existing user data, conducting the general audience and MOOC surveys, and interviewing social entrepreneurs.

4.2.1 Interpreting Existing User Data

After assembling our new database, we created graphs to help visualize the information that was already gathered on VIVA Idea's audience. These graphs also serve as a benchmarking tool, and can be revisited later to track VIVA Idea's progress. Figure 4 shows the number of VIVA Idea's content items downloaded per website subscriber. Content items available for download included case studies, reports, and infographics.

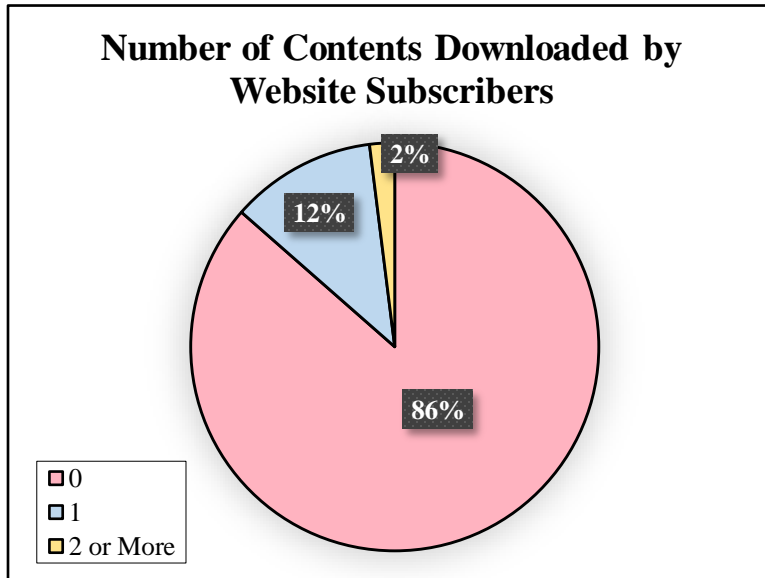


Figure 4: Number of contents downloaded by website subscribers (303 Responses)

The maximum number of downloads for a website subscriber was 5, and the minimum was 0. A total of 6 website subscribers downloaded between 2-5 pieces of content, while 35 subscribers downloaded only single piece of content. 86%, of website subscribers did not download any content piece.

Figure 5 shows the number of downloads each of VIVA Idea’s online content received.

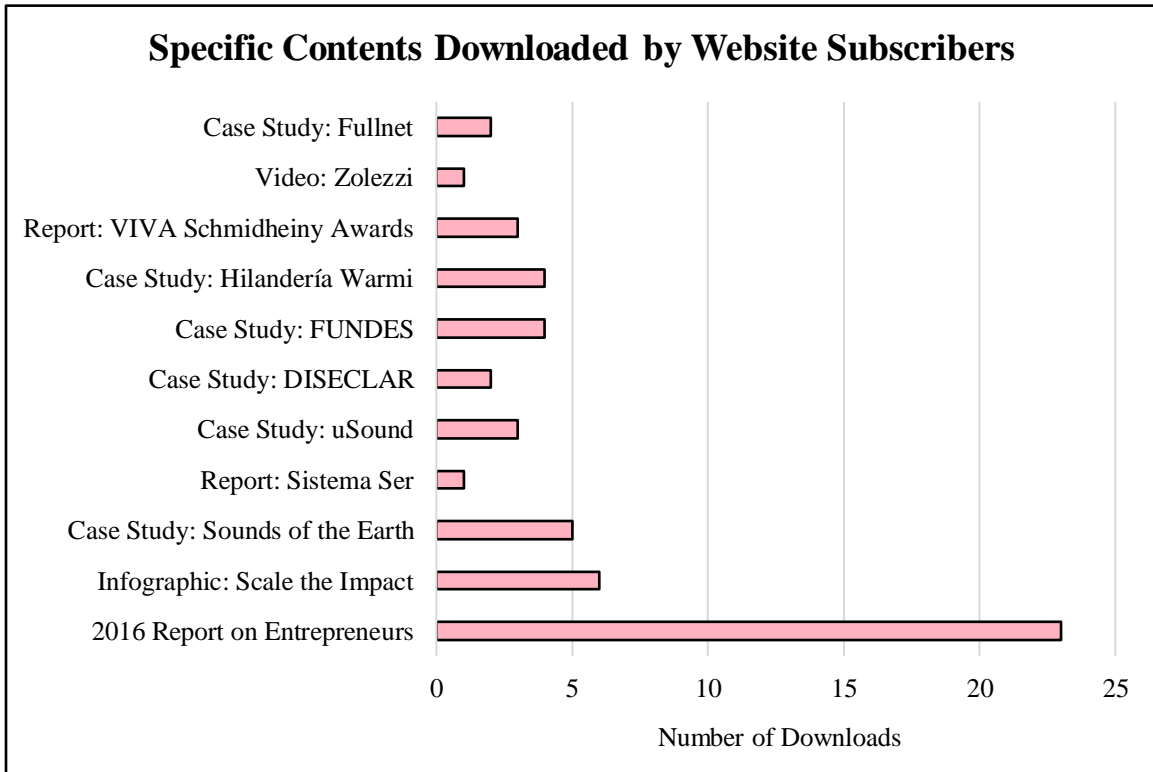


Figure 5: Specific contents downloaded by website subscribers

The *2016 Report on Entrepreneurs* was the most popular piece of content and received almost 4 times as many downloads as the second most popular content item. The *Scale the Impact* infographic received the second highest number of downloads, followed closely by the *Sounds of the Earth* case study.

4.2.2 General Audience Survey

The General Audience Survey was sent to 4799 people. 952 people opened the email, and 176 clicked on the survey. Out of those 176 people, 132 actually did the survey (75% response rate). The General Audience Survey was comprised of 47 questions. The first half of the survey pertained to demographics information (the focus of this section), while the second half consisted of content interaction questions. Additional tables and figures for this section are available in Appendix D.

Participants were asked which of the seven professions they best identified with. An “Other” option was included, which gave participants the opportunity to add a career that was not listed. The results are displayed below in Figure 6.

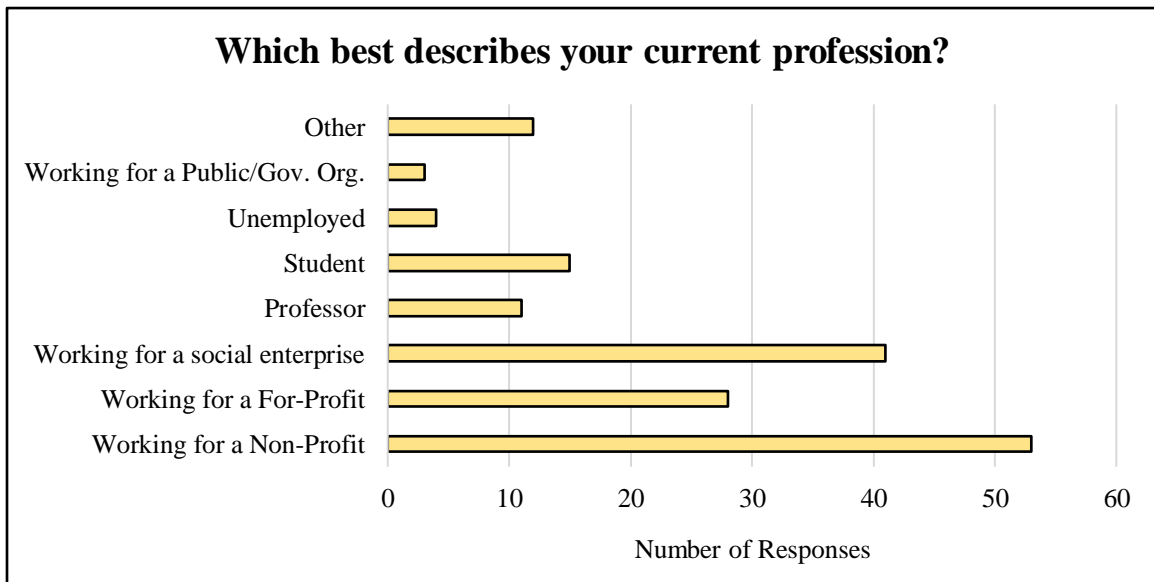


Figure 6: Which best describes your current profession?

56.3% of the General Audience Survey participants work for a non-profit organization or social enterprise, while 16.7% of the audience work for a for-profit business. There was a relatively wide distribution of professions.

Participants were asked how many years of experience they have in their current profession. The results are displayed below in Figure 7.

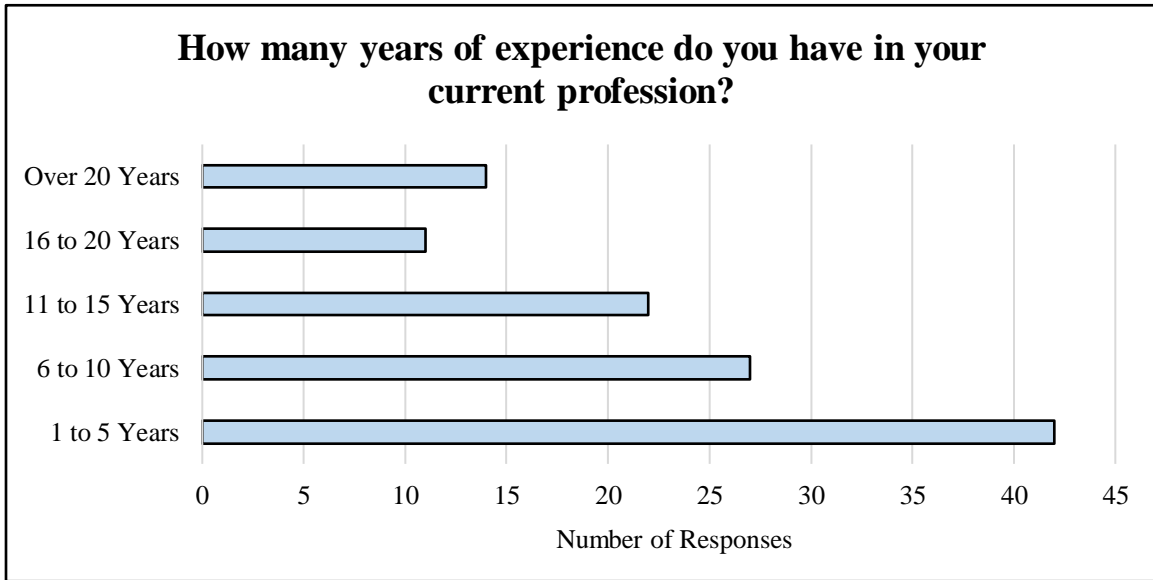


Figure 7: How many years of experience do you have in your current profession?

59.5% of the General Audience Survey participants are within the first ten years of their current profession. Based on the results, there are two strong contrasting perspectives: the people with less than 10 years of experience find value in different areas than those with more experience.

Participants were asked about their involvement with VIVA Idea’s workshop, awards, and online course. An “Other” option was included to allow participants to enter other type of events. The results are displayed below in Figure 8.

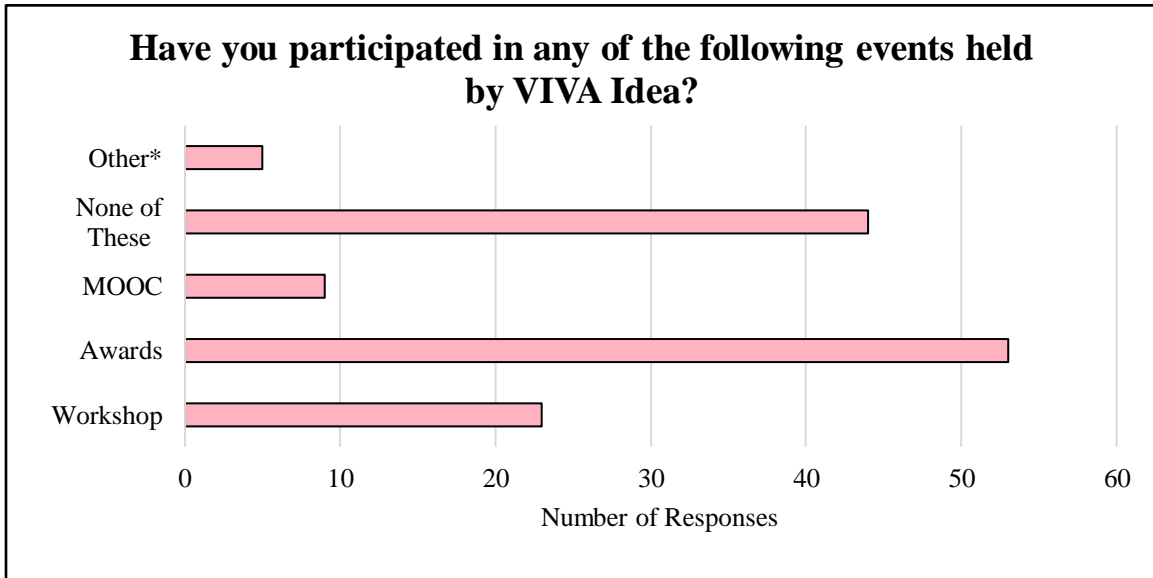


Figure 8: Have you participated in any of the following events held by VIVA Idea?

67% have participated at least in one of the workshops, awards, or online course. 60.4% have participated in offline events. The majority of the participants was from the awards and workshops, which demonstrates that some VIVA Idea’s offline audience members transition online.

The users who participated in the awards were asked about their year(s) of participation. The results are displayed below in Figure 9.

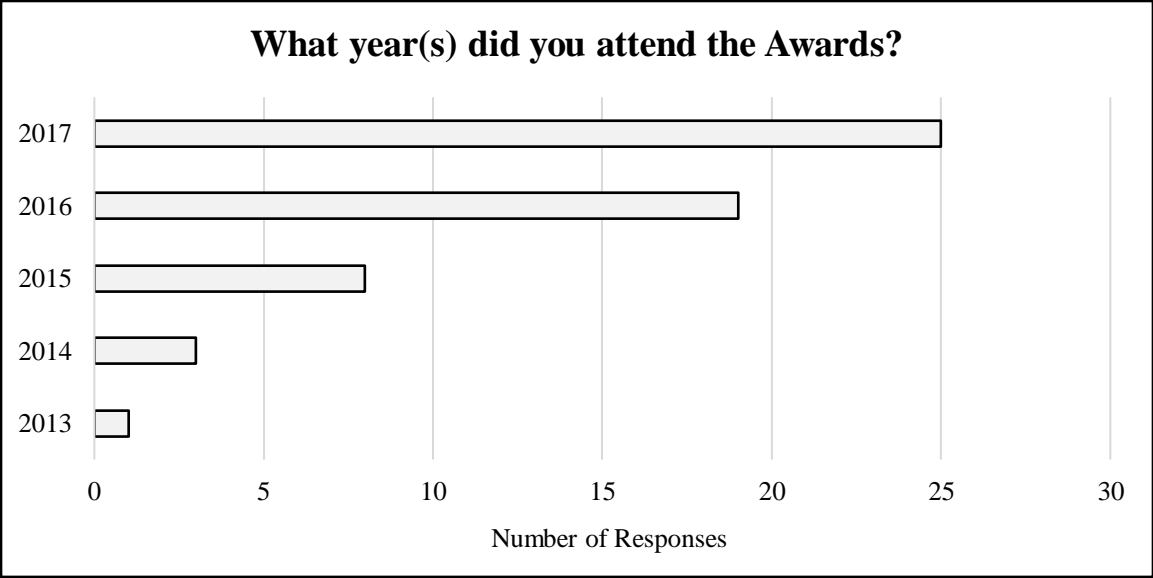


Figure 9: What year(s) did you attend the awards?

The largest population of survey participants (25 individuals), attended the 2017 VIVA Schmidheiny Awards. The number of the awards participants has decreased every year since 2013. This trend suggests that VIVA Idea’s awards audience loses interest in what VIVA Idea offers. Additionally, it is possible that participants’ business experience and knowledge increased over time, and they no longer find value from VIVA Idea’s offerings. The awards population has been fluctuated over time, however.

The users who participated in the workshop were asked about their year(s) of the participation. The results are displayed below in Figure 10.

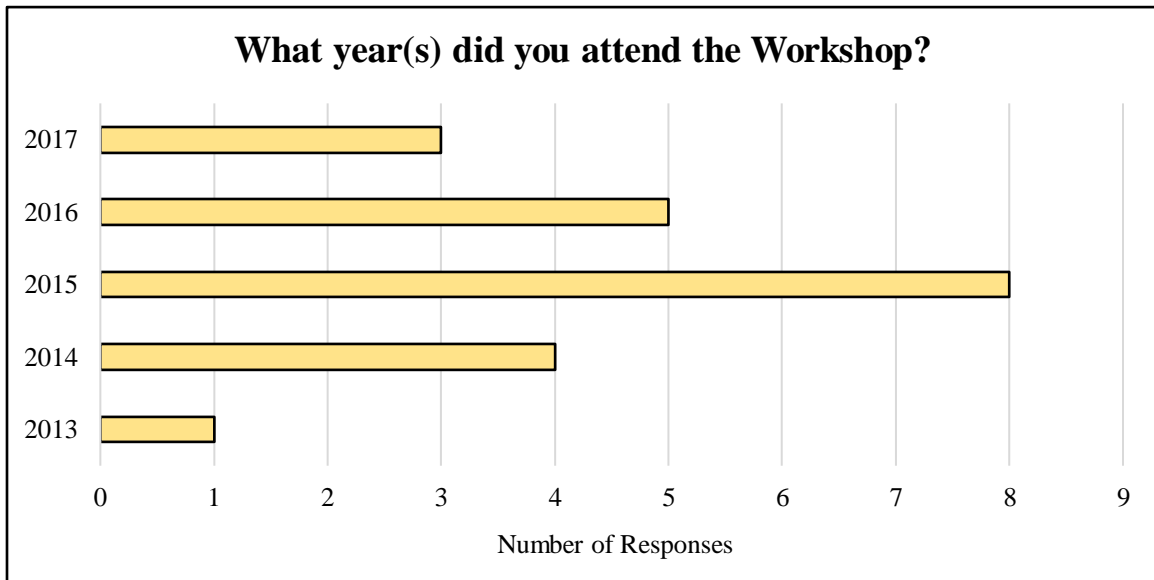


Figure 10: What year(s) did you attend the workshop?

The amount of workshop participants that engage with VIVA Idea was relatively independent on the year, with a peak at 2015. Unlike the awards, the 2017 workshop participants were not the largest population, despite their recent involvement with VIVA Idea. It should be noted however, that Impact Evaluation Manager María Lasa was surveying a significant amount of the 2017 workshop participants. For this reason, we did not send the survey to portion of the audience. Additionally, the overall number of workshop participants was than the awards participants. This may be attributed by the fact that the awards had a larger applicant pool. Additionally, the workshop participants that were presented all of VIVA Idea’s content may no longer find value in VIVA Idea’s online resources.

Survey participants were presented with potential options on how they heard of VIVA Idea. The results are displayed below in Figure 11.

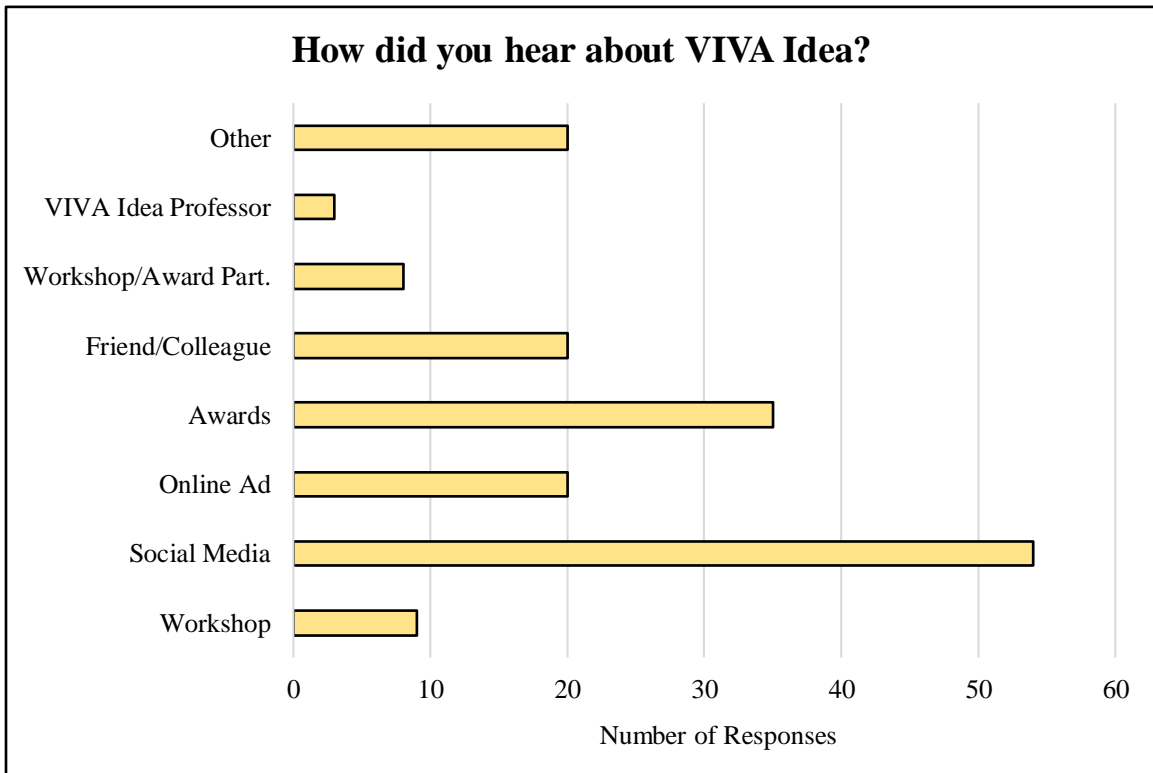


Figure 11: How did you hear about VIVA Idea?

Survey participants most commonly heard of VIVA Idea through social media (32.2% of individuals). VIVA Idea’s awards were the second most common way for hearing about the organization. 18% of participants heard of VIVA Idea through word of mouth. However, a larger population (74 participants) heard of VIVA Idea online.

VIVA Idea has a strong social media following and is able to generate significant advertisement. The fact many people know VIVA Idea from the awards competition was due to its popularity. Additionally, a large population of this survey audience was part of the awards at one time.

Participants were presented with a list of resources that are commonly used to gain knowledge, some of which VIVA Idea utilizes, and were asked to rate each on a scale from 1-5 (1-Not Useful, 5-Useful). An “Other” option was included to give opportunity to suggest a resource that was not listed. The results are displayed below in Table 6 and Figure 12.

Table 6: In your experience, how useful are the following for gaining new business knowledge?

	Case Study	Report	Video	Blog	Infographic	Academic Paper	Online Course	Social Media	PowerPoint	Literature	Journal Article
1 Not Useful	3	1	2	8	0	2	0	2	2	4	7
2	3	8	6	26	13	12	1	10	16	9	17
3	19	31	17	29	29	27	24	26	31	33	34
4	33	42	41	32	37	37	34	35	39	30	37
5 Very Useful	50	26	45	11	29	28	50	37	21	31	14
Number of Responses	108	108	111	106	108	106	109	110	109	107	109
Average Score	4.15	3.78	4.09	3.11	3.76	3.73	4.22	3.86	3.56	3.70	3.31
Standard Deviation (±)	0.99	0.93	0.97	1.13	0.98	1.03	0.81	1.06	1.03	1.10	1.09

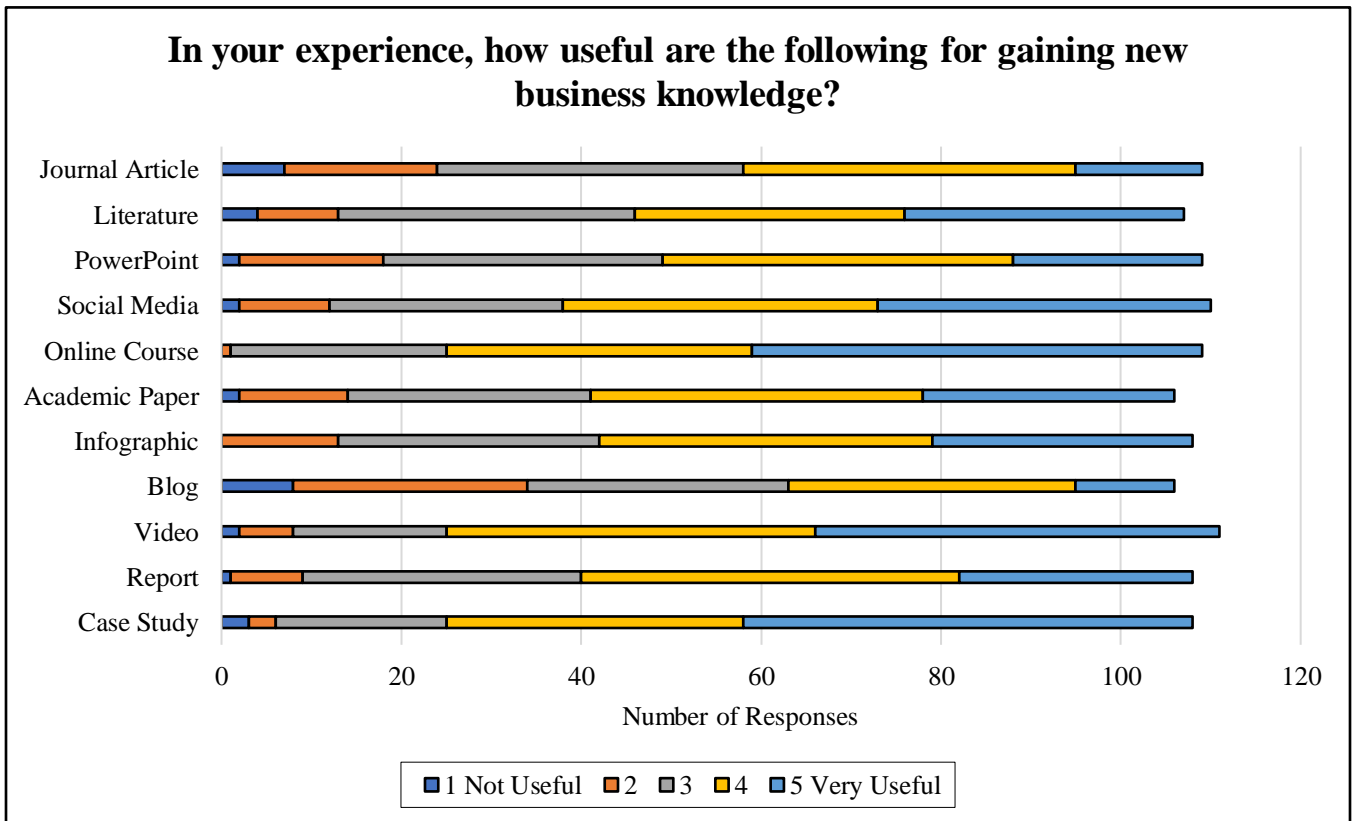


Figure 12: In your experience, how useful are the following for gaining new business knowledge?

Generally, the survey audience expressed that all of the methods listed are somewhat useful. The majority of the participants responded that online courses and case studies were the best methods for acquiring new business knowledge. The least preferred method was a blog, while journal articles had the second lowest ranking.

Participants were presented with a list of potential reasons for first visiting VIVA Idea’s website and were allowed multiple selections. An “Other” option was included to give participants the opportunity to suggest a different reason. The results are displayed below in Figure 13.

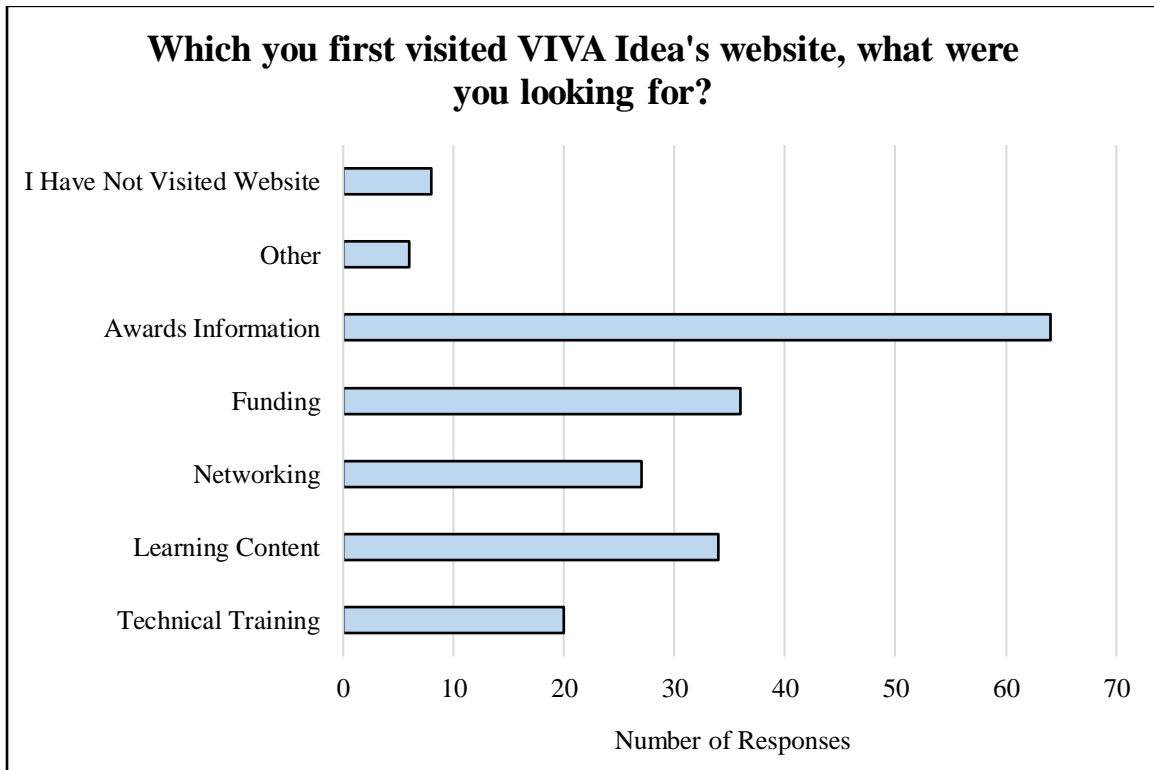


Figure 13: Which you first visited VIVA Idea's website, what were you looking for?

The majority of the responses showed that participants primarily visited the website to find information on the awards. 18% of responses assumed that the organization would provide funding, indicating a clear misconception of VIVA Idea’s purpose. This suggests that VIVA Idea’s audience is misinformed about its mission and goals.

Participants were presented with a list of content that VIVA Idea offers, and asked to select which resource(s) they have interacted with. An “Other” option was included to give participants the opportunity to suggest a resource that was not listed. A “None of These” option was also presented. The results are displayed below in Figure 14.

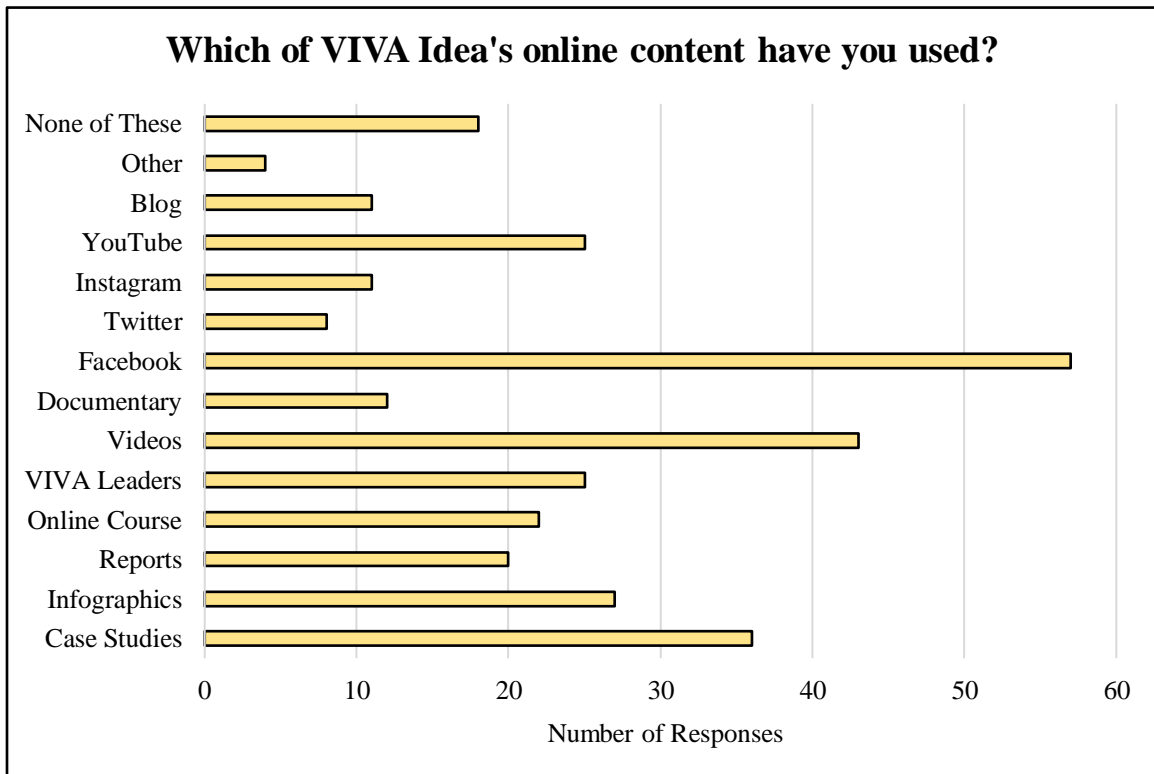


Figure 14: Which of VIVA Idea's online content have you used?

The majority of the responses indicated that most of the participants have interacted with VIVA Idea through Facebook, which is likely due to VIVA Idea’s 170,000 Facebook followers. Videos were ranked as the second most used content by the participants. This might indicate that social media and videos were preferred and well-received by the audience. VIVA Leaders, the online course, reports, infographics and case studies all received approximately the same amount of responses. The majority of the participants have interacted with VIVA Idea, which potentially ensures valuable and credible feedback.

Participants were presented with a list of social media platforms that VIVA Idea uses and were asked to select which platforms they follow. An “Other” option was included which gave participants the opportunity to suggest another platform. A “None of These” option was also presented. The results are displayed below in Figure 15.

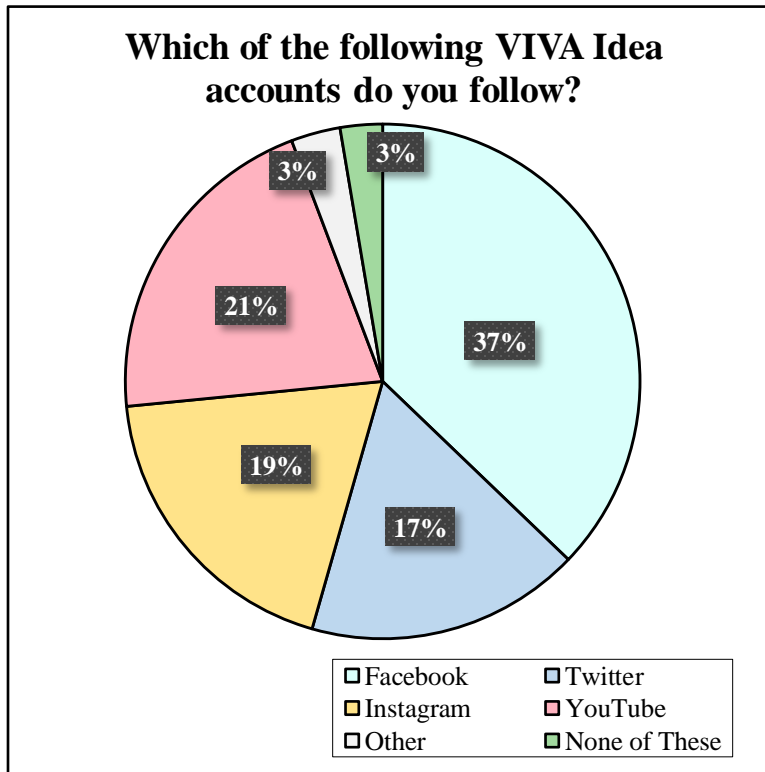


Figure 15: Which of the following VIVA Idea accounts do you follow? (226 Responses)

Since there were 226 responses to this question, many survey participants follow more than one social media platform. Facebook has the highest percentage of followers (37%), which correlates with VIVA Idea’s large Facebook following.

4.2.3 MOOC Survey

The MOOC Survey was sent to 1700 people. 404 people opened the email, and 24 clicked on the survey. Out of those 24 people, 18 actually did the survey (75% response rate). The MOOC Survey was comprised of 36 questions. The first half of the survey pertained to demographics information (the focus of this section), while the second half consisted of content interaction questions. Additional tables and figures for this section are available in Appendix F.

Participants were asked to rank their level of interest in receiving guidance in seven different entrepreneurial topics on a scale from 1-5 (1-Not interested, 5-Extremely Interested). An “Other” option was included to give participants the opportunity to suggest a topic that was not listed. The results are displayed below in Table 7 and Figure 16.

Table 7: How interested are you in receiving guidance on the following topics?

	Financial Knowledge	Securing Funds	Bringing Product or Service to Market	Project or Business Management	Establishing Brand Awareness	Networking	Scaling the Impact of my Organization	Other*
1 Not Interested	0	1	1	1	2	2	2	0
2	2	1	1	0	0	0	1	0
3	1	0	2	0	1	0	0	0
4	6	3	3	7	3	4	3	1
5 Extremely Interested	5	8	5	6	6	6	7	3
Number of Responses	14	13	12	14	12	12	13	4
Average Score	4.00	4.23	3.83	4.21	3.92	4.00	3.92	4.75
Standard Deviation (±)	1.04	1.30	1.34	1.05	1.51	1.48	1.55	0.50

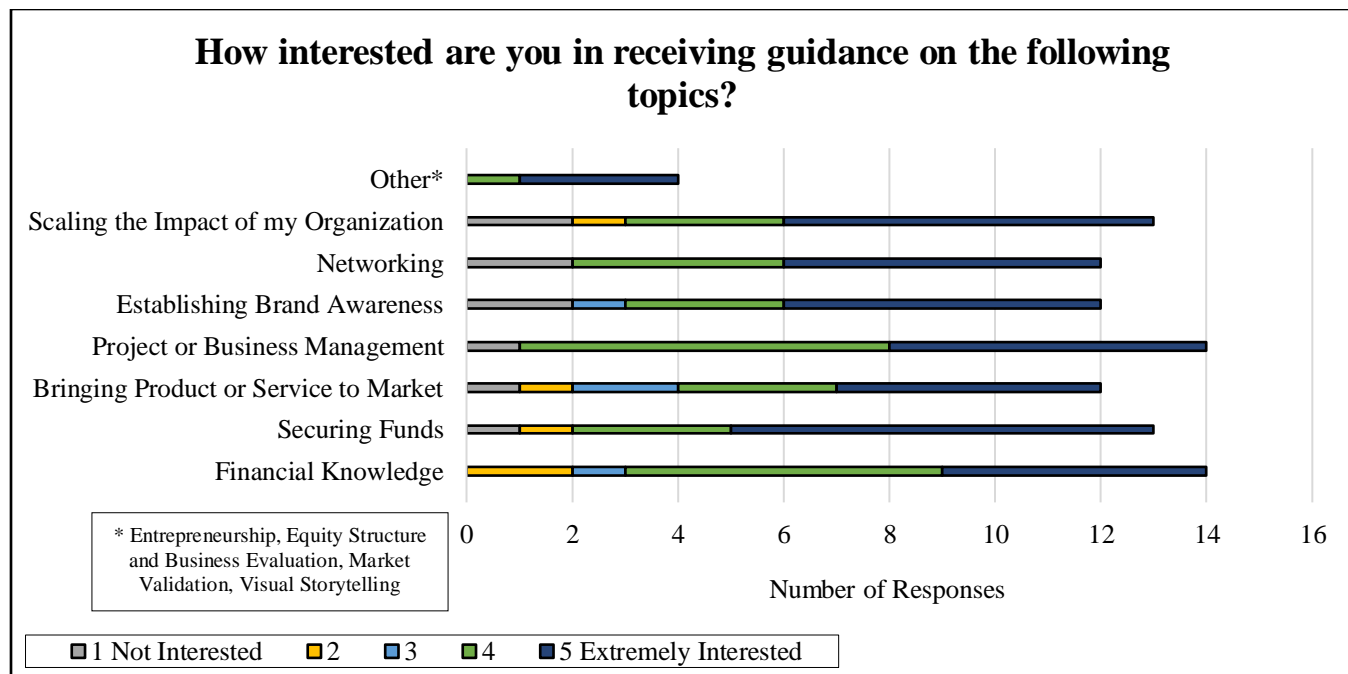


Figure 16: How interested are you in receiving guidance on the following topics?

Each topic had an average ranking of about 4, indicating that the MOOC Survey audience was generally interested in acquiring knowledge on all of the topics presented. This makes sense because all of the seven topics were related to business, and the majority of MOOC participants were employees and founders of businesses or organizations. Securing funds had the highest average score (4.23), closely followed by Project or Business Management (4.21). Scaling the Impact of my Organization received the lowest score (3.92). This suggests that MOOC participants are most interested in learning about how to secure funds and manage their business ventures, and least interested in learning how to scale their impact. However, it should be noted that Scaling the Impact of my Organization held the highest standard deviation (1.55), which allows us to conclude that answers in this category varied more than any other category. This trend may have occurred because the most prevalent professional status in the MOOC survey audience is “Working for a traditional, for-profit business.” Many for-profit businesses do not have an impact to scale, which would discourage these members from showing interest in this topic. Furthermore, the audience may not be familiar with the process of scaling impact or may have an insufficient understanding of the particular impact of their own organization.

Participants were asked to rank their level of interest in receiving guidance in seven different entrepreneurial topics on a scale from 1-5 (1-Not interested, 5-Extremely Interested). An “Other” option was included to give participants the opportunity to suggest a topic that was not listed. The results are displayed below in Table 8 and Figure 17.

Table 8: What level of knowledge do you have on the following topics?

	Financial Knowledge	Securing Funds	Bringing Product or Service to Market	Project or Business Management	Establishing Brand Awareness	Networking	Scaling the Impact of my Organization	Other*
1 No Knowledge	0	2	1	0	2	1	1	1
2	1	2	5	3	4	1	2	0
3	6	3	3	3	3	3	7	1
4	6	6	4	5	4	5	2	0
5 Expert Knowledge	1	0	1	2	0	3	1	1
Number of Responses	14	13	14	13	13	13	13	3
Average Score	3.50	3.00	2.93	3.46	2.69	3.62	3.00	3.00
Standard Deviation (±)	0.76	1.15	1.14	1.05	1.11	1.19	1.00	2.52

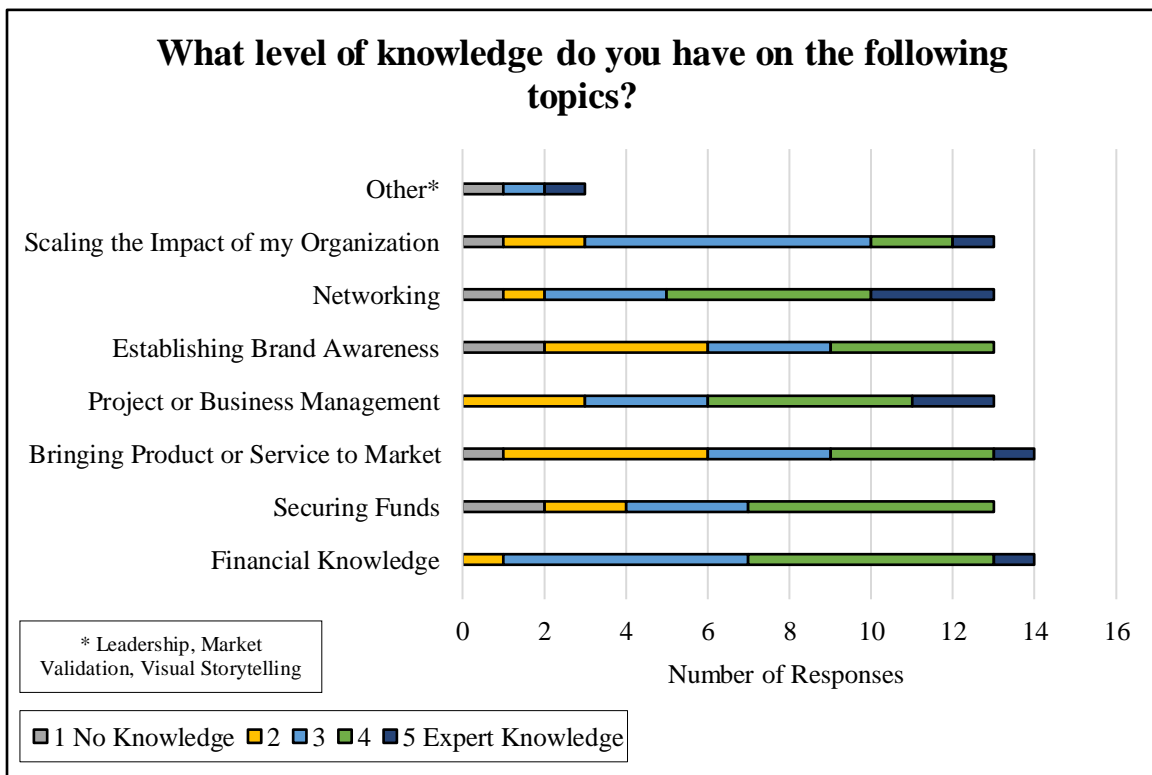


Figure 17: What level of knowledge do you have on the following topics?

Most of the entrepreneurial topics had an average ranking of about 3, indicating that the MOOC Survey audience had an average level of knowledge of most of the topics presented. This makes sense because the MOOC users included employees and founders of businesses or organizations, students, and professors. It is likely that the MOOC Survey audience is almost entirely well-educated on topics pertaining to entrepreneurship. Networking had the highest reported average score (3.62), while Financial Knowledge (3.50) and Project or Business Management (3.46) ranked significantly higher than the remaining topics as well. This supports the idea that MOOC participants are most knowledgeable about networking, financing, and managing a product or business. These topics may have stood out among the rest because they are useful in all professions, whether profit, non-profit, or a combination of the two. Other topics like Bringing a Product or Service to the Market and Scaling the Impact of my Organization are not necessarily relevant to all audience professions, which may explain why they did not receive the highest ranks. Establishing Brand Awareness had the lowest average level of knowledge, suggesting that MOOC Survey participants are the least knowledgeable about this topic. Participants may be less knowledgeable about Establishing Brand Awareness because they do not value this topic as much as the others, because they do not need to acquire as much knowledge in this subject in order to be successful in their career.

It should be recognized that the topics which ranked highest in receiving guidance also ranked highest in level of knowledge. This suggests that MOOC Survey participants were most interested in learning about the topics that they knew the most about. It is possible that the participants are most interested in finance and business/project management, which would explain their high level of knowledge and desire to learn more. Additionally, finance and business/project management play important roles in the success of social enterprises as well as for and non-profit businesses. A high level of knowledge in these areas may have strong correlation to the success of an entrepreneurial venture, which would both justify the wealth of knowledge, and establish a desire for more.

Participants were presented with a list of resources that VIVA Idea had used to market itself, and were asked to select which resource(s) introduced them to VIVA Idea. An “Other” option was included which gave participants the opportunity to suggest a resource if it had been utilized but was not listed. The results are displayed below in Figure 18.

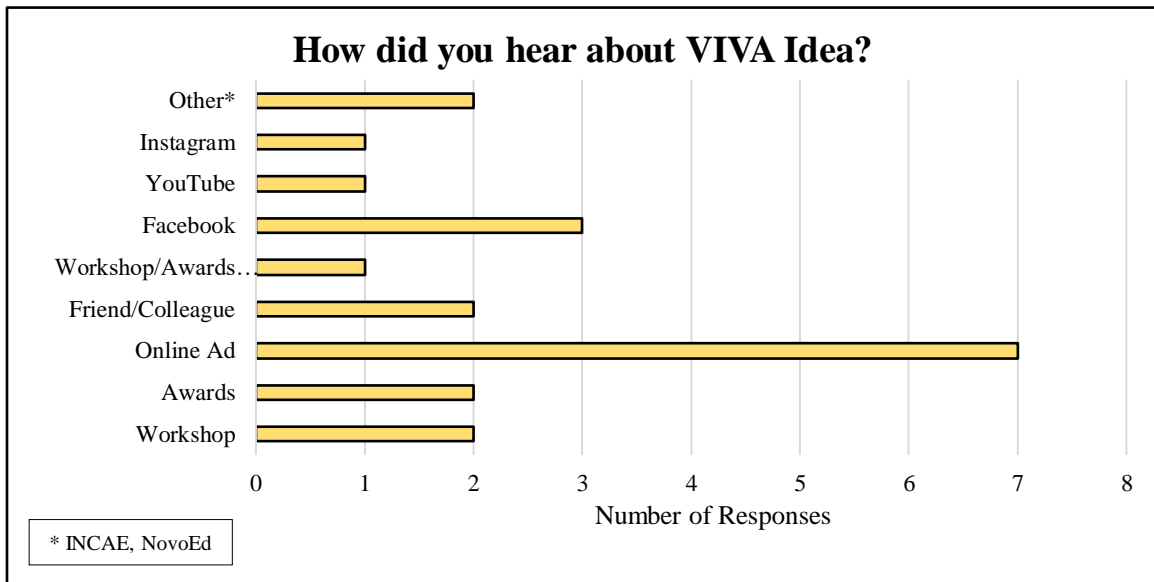


Figure 18: How did you hear about VIVA Idea?

More MOOC Survey participants heard about VIVA Idea through an online ad when compared to any other resource. This suggests that online advertisements are VIVA Idea’s most popular method for finding new online course members. The resource that secured the second highest number of new audience members was VIVA Idea’s Facebook page. The reason Online Advertisements and Facebook are reported most useful for marketing purposes may be that the MOOC Survey audience spends a lot of time online. In this case, it would be likely that they discover VIVA Idea through digital means. Additionally, this trend might occur because the MOOC was primary advertised using online advertisements and Facebook posts.

Participants were asked to provide three different topics that they expected to learn more about from the MOOC. They are displayed below in Figure 19.

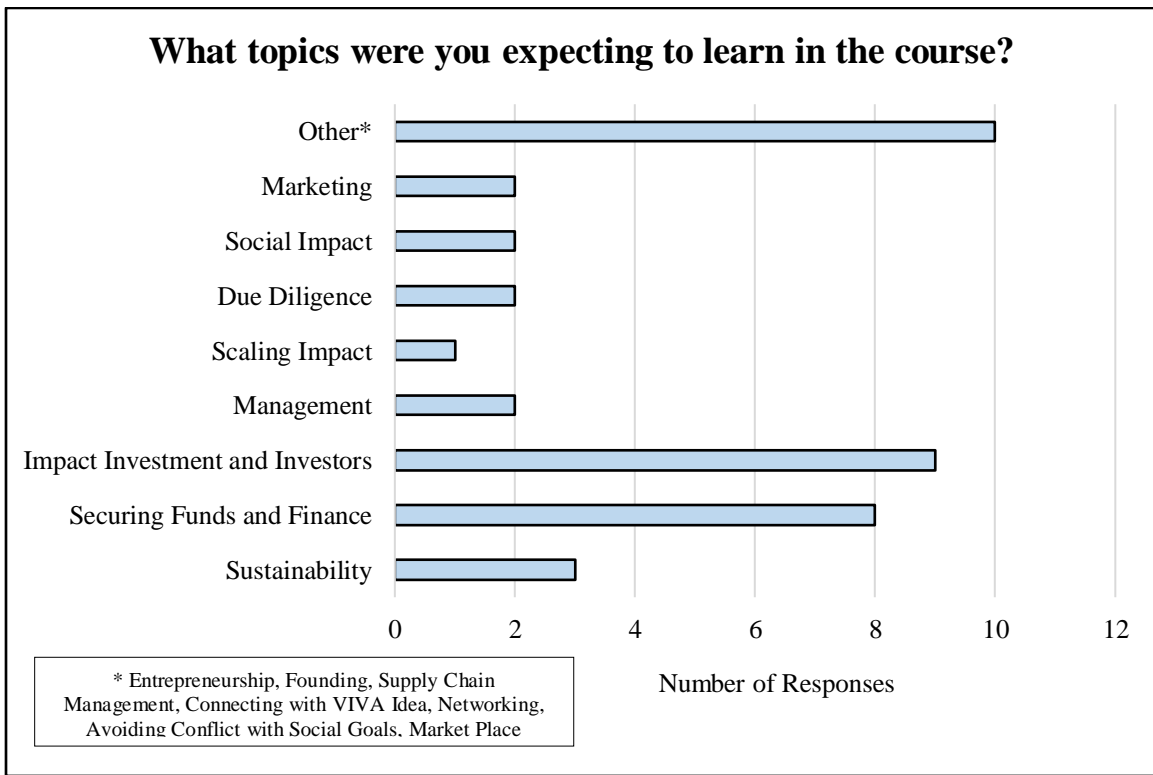


Figure 19: What topics were you expecting to learn in the course?

The majority of MOOC Survey participants reported that they were expecting to learn about Impact Investment and Investors (9 participants) and Securing Funds and Finance (8 participants). There were ten additional topics suggested by the survey participants, including supply chain management, founding, avoiding conflict with social goals, and market place.

Participants were asked to report their level of interaction with each type of course resource on a scale from 0% to 100% (0%-no interaction, 100%-full interaction). The types of course resources included quizzes, assignments, worksheets, case studies, infographics, videos, and forums. The results are displayed below in Table 9 and Figure 20.

Table 9: What is your level of interaction with the course materials?

	Forums	Videos	Infographics	Case Studies	Worksheets	Assignments	Quizzes
0% to 20%	4	0	0	2	0	1	1
20% to 40%	2	0	0	0	1	1	0
40% to 60%	3	1	0	2	1	2	1
60% to 80%	1	3	2	2	1	3	2
80% to less than 100%	1	2	3	1	3	2	1
100%	2	7	7	5	3	3	7
Number of Reponses	13	13	12	12	9	12	12
Average Score	43.1%	86.2%	89.2%	66.7%	75.0%	67.5%	79.2%
Standard Deviation (±)	37.5%	18.0%	15.6%	37.7%	23.9%	32.5%	31.5%

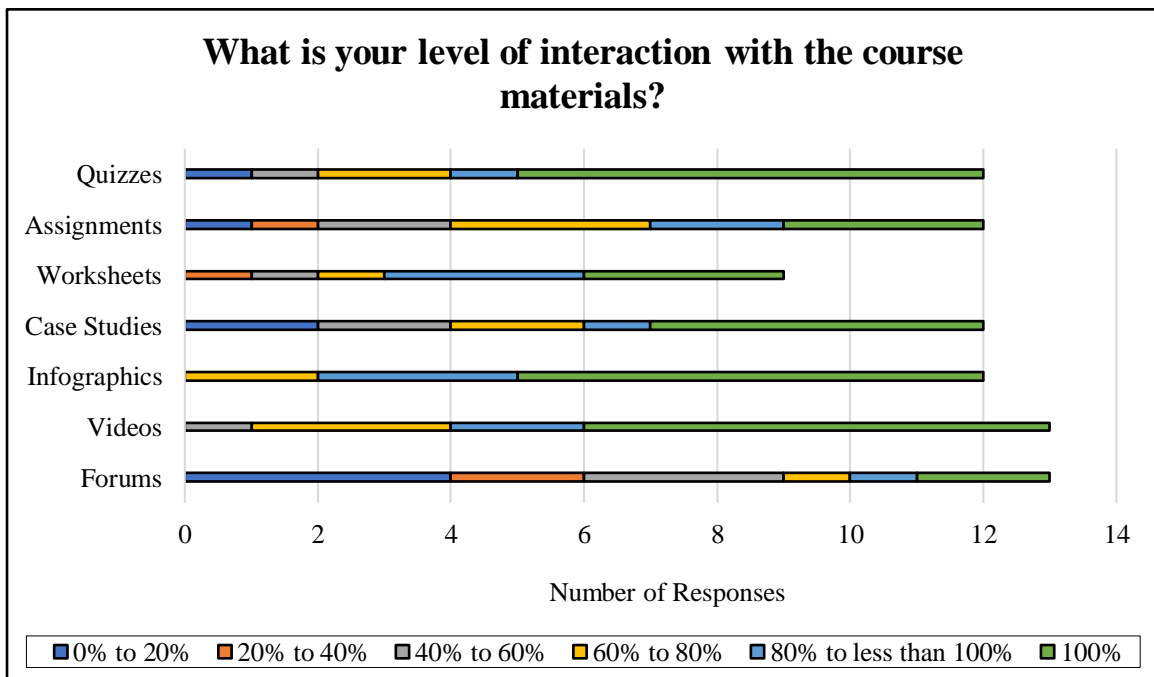


Figure 20: What is your level of interaction with the course materials?

On average, MOOC Survey participants interacted with about 72% of the course materials. This suggests that the MOOC Survey was received by an audience that was very familiar with the course content, which validates the relevancy of our results. VIVA Idea's previously gathered MOOC data reported that, on average, MOOC participants were actually far less active, where only 17% of participants watched at least one video, and only 8% completed at least one assignment. This supports the idea that the results of our survey are not representative of the population that signed up for the MOOC. However, the results which pertain to content item evaluation are independent of the audience's familiarity of the MOOC materials, and therefore, hold significant importance.

The infographics held the highest percentage of participant interaction (89.2%). This suggests that the MOOC Survey audience may prefer to learn new material using infographics when compared to other methods of content delivery. On the other hand, this trend may have occurred because the audience felt the infographics alone provided enough information to be successful in the course. The forums held the lowest percentage of participation interaction when compared to the other MOOC resources, securing interaction from less than 50% of participants (43.1%). This might suggest that the audience does not prefer to learn new information from forums. However, it is possible also that participants felt the forums were not a necessary part of their learning process, which could have caused them to decline the option to interact with them.

4.2.4 Social Media Polls

The purpose of the social media polls was to analyze VIVA Idea’s social media audience. We assisted the communications team with drafting poll questions for their three most popular social media platforms: Facebook, Instagram and Twitter.

The sample size and quantity of the polls on each platform are summarized in Table 10. Data representations for each poll question are available in Appendix G.

Table 10: Sample size and quantity of social media polls

Social Media Platform	Number of Polls Conducted	Average Number of Views	Average Number of Responses	Average Response Rate
Instagram	6	121	42	35%
Facebook	1	42	23	55%
Twitter	3	200	8	4%

Twitter

The purpose of the first Twitter poll was to observe if this audience identified itself as social entrepreneurs. All seven participants self-identified as social entrepreneurs. In the second poll, 15 people participated, and the audience expressed a high interest in topics related to Social Business Models (33%), as well as Measuring Impact (26%). Social Finance and Scaling Strategies were equally the next most desired topics (20%). Considering that the difference in percentage was weighted by one response, a conclusion can be drawn that the audience was interested in all the topics offered by VIVA Idea. The third poll was used to observe if the audience was currently evaluating the impact of their business or organization. Out of 11 responses, seven participants did not know how to evaluate their impact, and the rest said they were not currently doing so. This establishes a necessity for knowledge in scaling impact, but also indicates that the audience is unaware of how to do so. Twitter had the most views, but the least amount of responses, suggesting that VIVA Idea’s Twitter audience was not active or not interested in VIVA Idea’s content.

Facebook and Instagram

There was a single Facebook poll that was focused on understanding why the audience was still interacting with VIVA Idea. The question was published to three different private groups including workshop participants from 2013 to 2017. Based on the responses, 69% of the users expressed that they interacted with VIVA Idea was because of its extensive network. This

suggests that VIVA Idea might benefit by posting more content regarding VIVA Leaders on its Facebook page.

On Instagram, 69% of participants indicated that they follow VIVA Idea to learn more about its content. In the second poll, it was observed that 53% of participants expressed that they were part of VIVA Idea’s network. In terms of content, 69% of participants preferred scaling impact as a topic of interest.

4.2.5 Impact Hub Interviews

With the help of VIVA Idea, we were able to conduct a set of 15 interviews at Impact Hub. The interviews were organized in 30-minute time slots and interviewees signed up to participate at c SignUpGenius.com. For the purpose of efficiency, each team member conducted the interviews individually. There was a two hour lunch break between the interviews. Additional tables and figures for this section are available in Appendix I.

Participants were asked to choose one of three options to describe their profession. The results are displayed below in Figure 21.

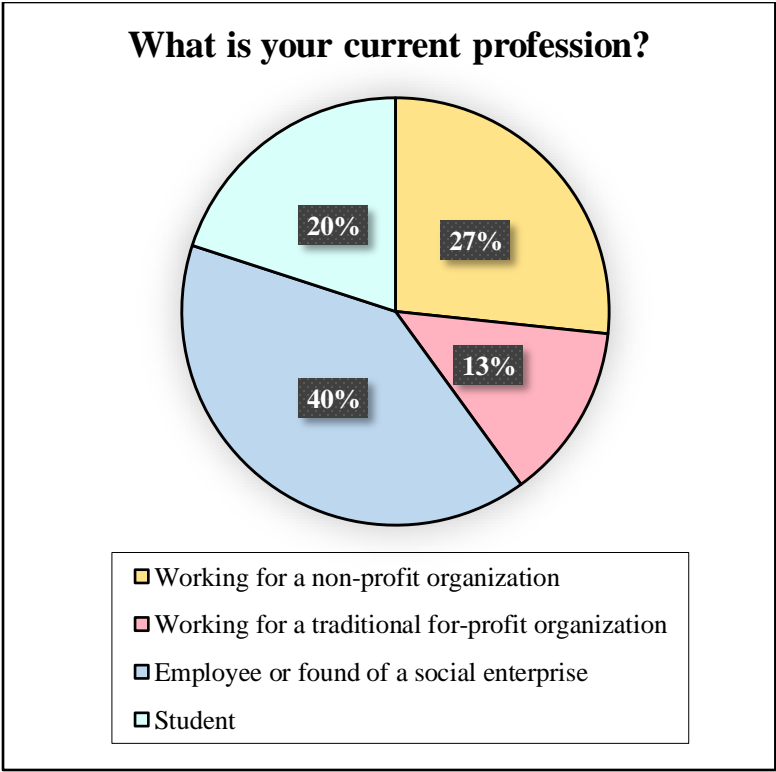


Figure 21: What is your current profession?

There was diversity in terms of the participant’s professions. The majority of the participants worked for a non-profit organization or social enterprise, indicating that a part of their work involves social impact.

Participants were asked whether scaling impact was one of the main objectives of their business or organization. The results are displayed below in Figure 22.

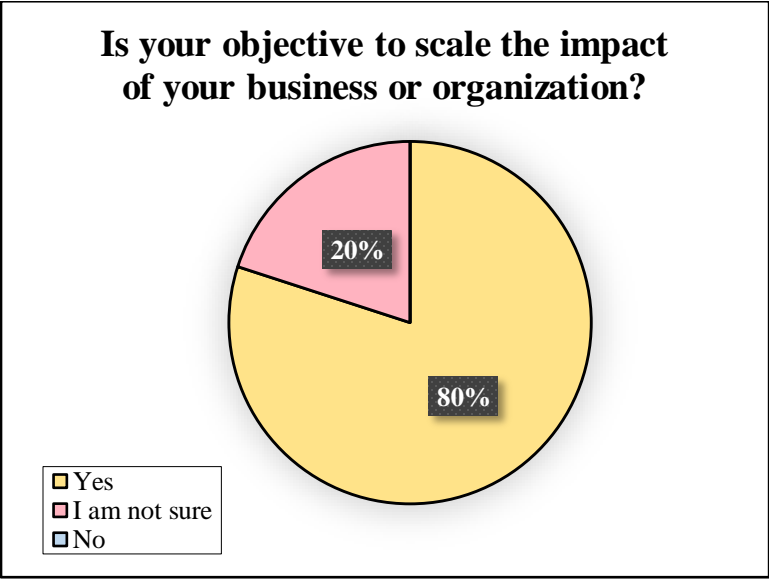


Figure 22: Is your objective to scale the impact of your business or organization?

80% of interviewees said scaling impact was a current objective, while 20% were uncertain of whether their business or organization was aiming to scale its impact. This indicates that some of VIVA Idea’s audience is unsure of the meaning of scaling the impact.

Interviewees were asked whether they whether they heard or interacted with VIVA Idea. The results are displayed below in Figures 23 and 24.

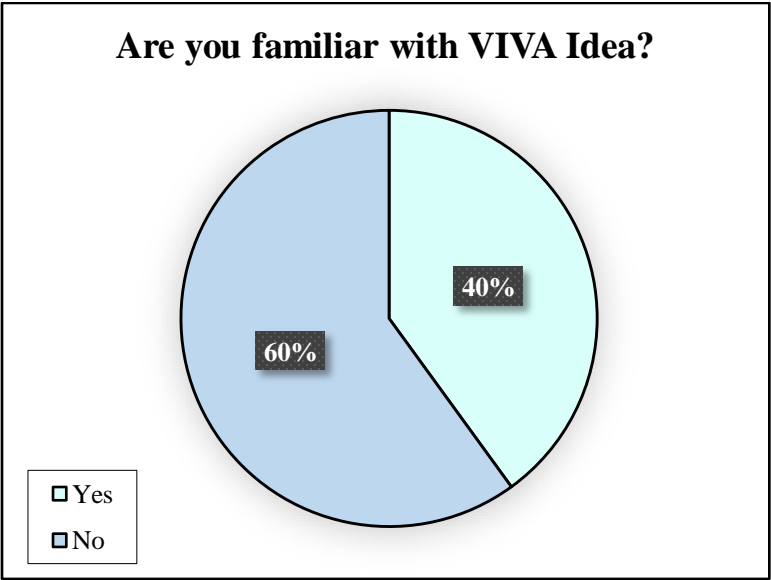


Figure 23: Are you familiar with VIVA Idea?

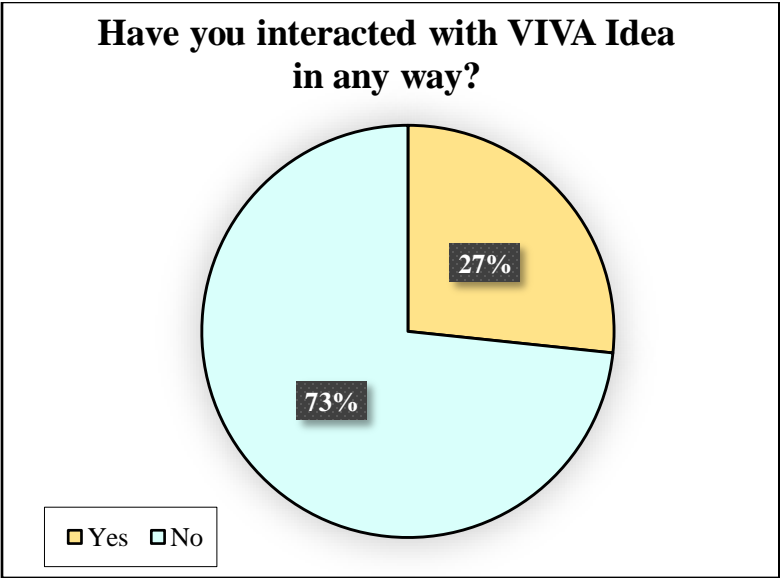


Figure 24: Have you interacted with VIVA Idea in any way?

Of the interviewees, 60% were unfamiliar with VIVA Idea. Five of the six interviewees that were familiar with VIVA Idea had previously participated in their workshops, awards, heard of it because of impact hub, and/or have internal communication with VIVA Idea’s team. Only 27% of those who had heard of VIVA Idea have interacted with any content.

Interview participants were asked which resources, some offered by VIVA Idea, were the most beneficial for gaining knowledge. The results are shown below in Figure 25.

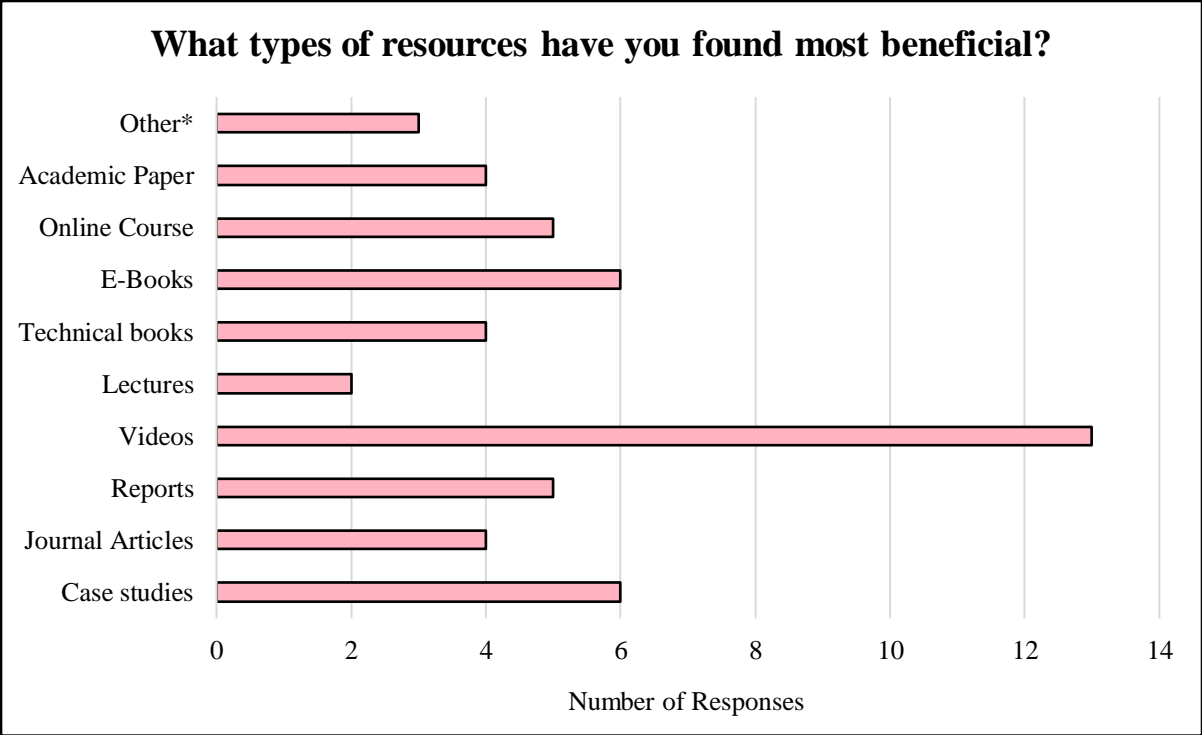


Figure 25: What types of resources have you found most beneficial?

Videos proved to be over twice as beneficial as all of the other resources among the interviewees. The most beneficial resources varied widely between interview participants, and a single resource did not stand out among the rest, aside from videos. E-books and case studies were reported the second-most beneficial resources when looking for knowledge. Other preferred resources included edX, coursera, HubSpot, podcasts, magazines, entrepreneurs.com, Harvard Review articles, and TED talks.

4.2.6 Interview with Martin Burt

Interview Notes

At the age of 8 years old, Martin Burt was inspired by his parents and grandparents to become a social entrepreneur. Since he was a child, Martin had the dream of helping the poor become more productive members of society. Initially, he thought that the best way to accomplish this goal was by working with the government, but the government did not offer much help to Martin. Instead, he decided to create the first NGO to combat poverty in Paraguay, *Fundación Paraguaya*. *Fundación Paraguaya*, which uses microfinance principles to help the poor, is 30 years old and is worth over \$30 million. Within *Fundación Paraguaya*, Martin created a self-sufficient agricultural high school in 2003. The agricultural high school raises over \$700,000 each year. Additionally, *Fundación Paraguaya* gives \$40 loans to the poor by serving as an interface between them and the banks. Martin charges low enough interests rates and allows long enough grace periods that his customers are able to pay back their loans in a timely manner and build positive credit.

Martin had never heard of social entrepreneurship until about 12 years ago. He was educated on social entrepreneurship during an interview with the Schwab Foundation in Paraguay. According to Martin, social entrepreneurs are like business entrepreneurs, but they instead apply business practices towards social problems. Martin said that social entrepreneurs find opportunities where other types of entrepreneurs find problems. Social entrepreneurs are not system improvers, but are instead system creators. Martin said that social entrepreneurship is relatively the same across the world. While the social problems may be different from country to country, the techniques and approaches for solving these problems are mostly the same.

Martin met Stephan Schmidheiny in 1998 in Paraguay. Prior to meeting Stephan, Martin read one of his books, and wanted to collaborate with him. Martin took Stephan to a river in Paraguay that had blood contamination from a nearby slaughterhouse. Martin proposed a possible solution to Stephan, and the two decided to create a business out of it. With Stephan's investments, they created LICAN, a water contamination removal firm. LICAN was able to clean the blood from the river. Using the collected blood, LICAN created hemoglobin and plasma that was exported to China. Using the funds created from the sale of the blood and plasma, LICAN also helps save jaguars in the forests of Paraguay. This scenario exemplifies an environmental solution to a problem, which in turn creates funds solve another environmental dilemma. As a result of this relationship with Stephan, Martin is familiar with Avina and INCAE Business School, and is also in touch with social entrepreneurs all over Costa Rica. Additionally, Martin is a part of VIVA Idea's networking platform, VIVA Leaders. Although, Martin was not very familiar with the platform, he said he would love to participate more.

Summary and Analysis

The purpose of this interview was to learn more about social entrepreneurship in other industries across the world, what inspires social entrepreneurs to work towards social initiatives, and what separates social entrepreneurs from traditional business entrepreneurs. Martin's perspective and insight into social entrepreneurship was unique, because he is associated with social entrepreneurs in many different markets. Until 12 years ago, Martin was unaware of social entrepreneurship, though he had been working towards social initiatives well before that. He mentioned that social entrepreneurship is an emerging industry in Latin America, but is almost the same in other countries. Even though the social problems may be different across the world, the methods for solving them are relatively the same. Martin also noted that social entrepreneurs are very similar to traditional business entrepreneurs, but use their business knowledge and expertise to solve social problems. In the words of Martin: "social entrepreneurs find opportunities where other entrepreneurs find problems".

4.3 Objective 3: Assessing VIVA Idea's Online Content

The VIVA Idea team is currently working to make their content more appropriate for those who are interacting with it. The purpose of our research and data analysis was to help VIVA Idea determine the usefulness of its content and gain feedback. The following section provides significant insight on the content feedback gathered from the general audience and MOOC surveys, interviews with social entrepreneurs, and the focus group with INCAE business school students.

4.3.1 General Audience Survey

The second half of the general audience survey included content evaluation questions. Additional tables and figures for this section are available in Appendix D.

2016 Report on Entrepreneurs

Participants were presented a cover and index of the *2016 Report on Entrepreneurs* and were asked if the cover and index made them want to read the report. The results are displayed below in Figure 26.

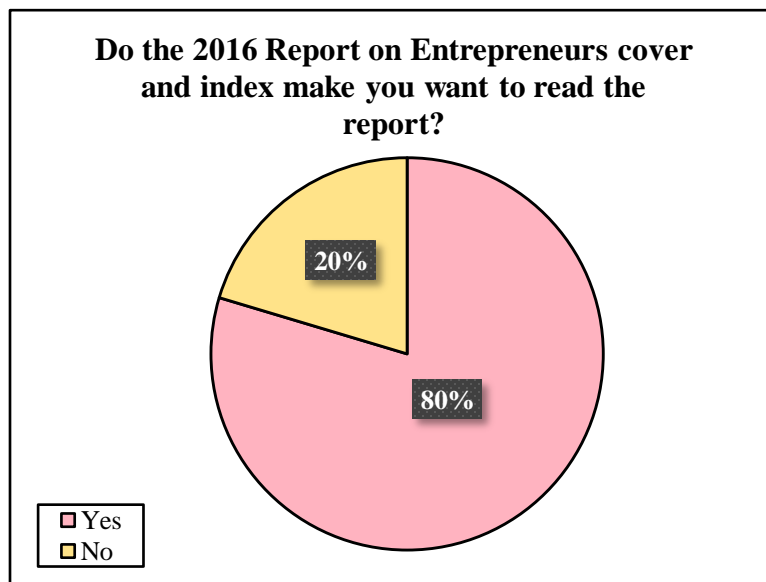


Figure 26: Do the 2016 Report on Entrepreneurs cover and index make you want to read the report? (108 Responses)

After reading the cover and index of the report, 80% of the participants showed interest to continue reading the material. They thought the design of the cover and index was attractive and informal. However, they suggested that the report have a more descriptive title and be more reflective. Additionally, the the topics included on the index were vague and ambiguous. The term “scale the impact” was also used very frequently and without explanation.

Participants were presented a page from the *2016 Report on Entrepreneurs* and were asked to rate it on five different categories on a scale from 1-5 (1-Poor, 5-Excellent). The results are shown below in Table 11 and Figure 27.

Table 11: Rate the page from the 2016 Report on Entrepreneurs on the following:

	Understandable	Organized	Attractive	Informative	Useful
1 Poor	3	1	7	1	3
2	6	4	13	3	7
3	15	18	33	14	21
4	48	47	32	49	42
5 Excellent	33	33	19	36	30
Number of Responses	105	103	104	103	103
Average Score	3.97	4.04	3.41	4.13	3.86
Standard Deviation (±)	0.98	0.87	1.12	0.80	1.01

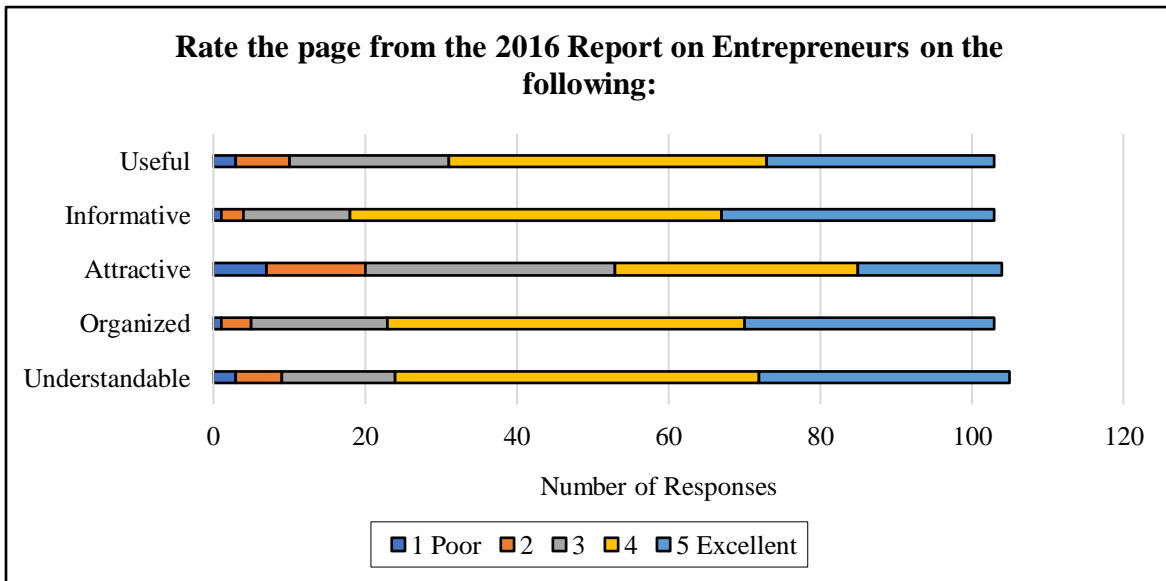


Figure 27: Rate the page from the 2016 Report on Entrepreneurs on the following:

The participants were also given four options to choose from to describe their opinion of the page from the report. The results are shown below in Figure 28.

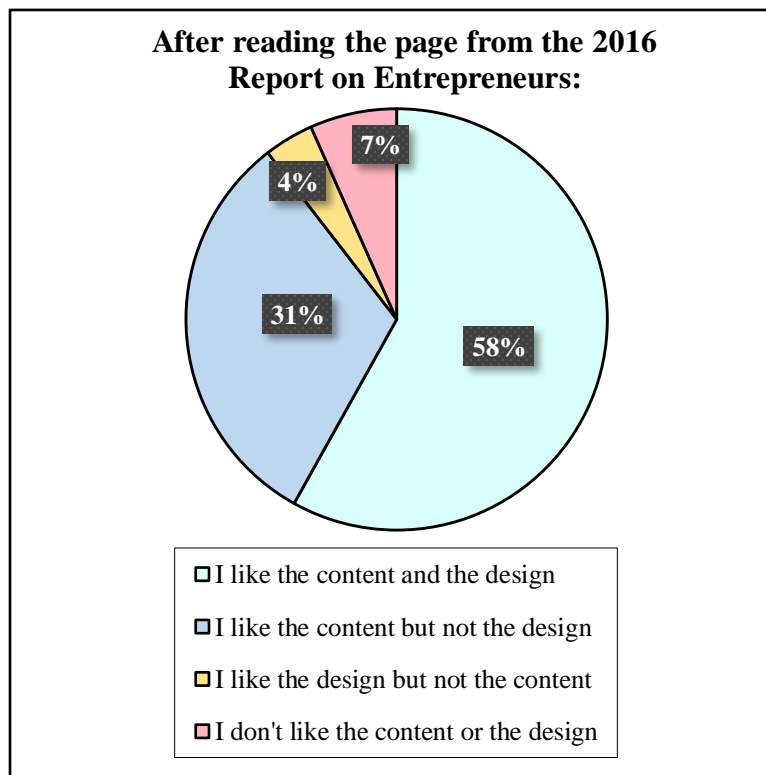


Figure 28: After reading the page from the 2016 Report on Entrepreneurs: (105 Responses)

The survey participants generally liked the page from report, which received an average score (3.88) for each of the categories. The page was found to be very informative because it received the highest average score (4.13) among the other categories. Attractiveness received the lowest average score (3.41), which reflects the 38% of the participants who disliked the design. The survey participants suggested using a bar graph with icons, as opposed to a pie chart. To improve the pie chart itself, they said to use less grey because it was hard to differentiate and to have a data source for the information. It was also suggested to summarize the text by using bullets, more concise and easy to understand language, and better word choice and wording. Additionally, the audience would have enjoyed more personable and free writing.

uSound Case Study

Participants were presented a page from the *uSound* case study and were asked to rate it on four different categories on a scale from 1-5 (1-Poor, 5-Excellent). The results are shown below in Table 12 and Figure 29.

Table 12: Rate the introduction to the uSound Case Study on the following:

	Understandable	Attractive	Informative	Useful
1 Poor	1	9	3	5
2	5	11	7	9
3	15	20	17	16
4	31	32	37	36
5 Excellent	47	26	35	30
Number of Responses	99	98	99	96
Average Score	4.19	3.56	3.95	3.80
Standard Deviation (±)	0.98	1.14	1.02	1.06

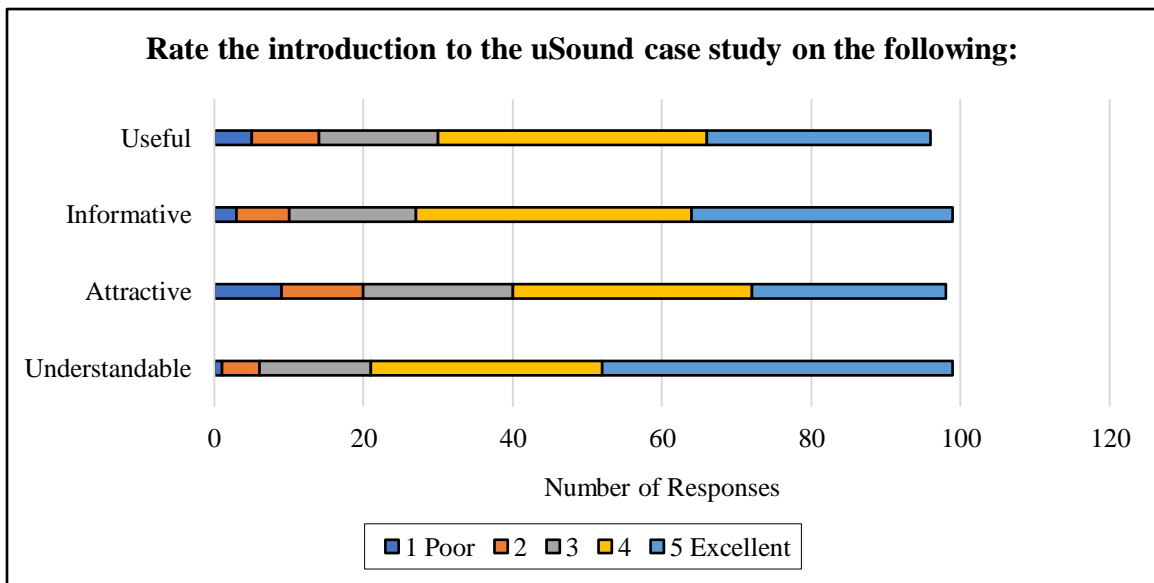


Figure 29: Rate the introduction to the uSound case study on the following:

The participants were also given four options to choose from to describe their opinion of the case study. The results are shown below in Figure 30.

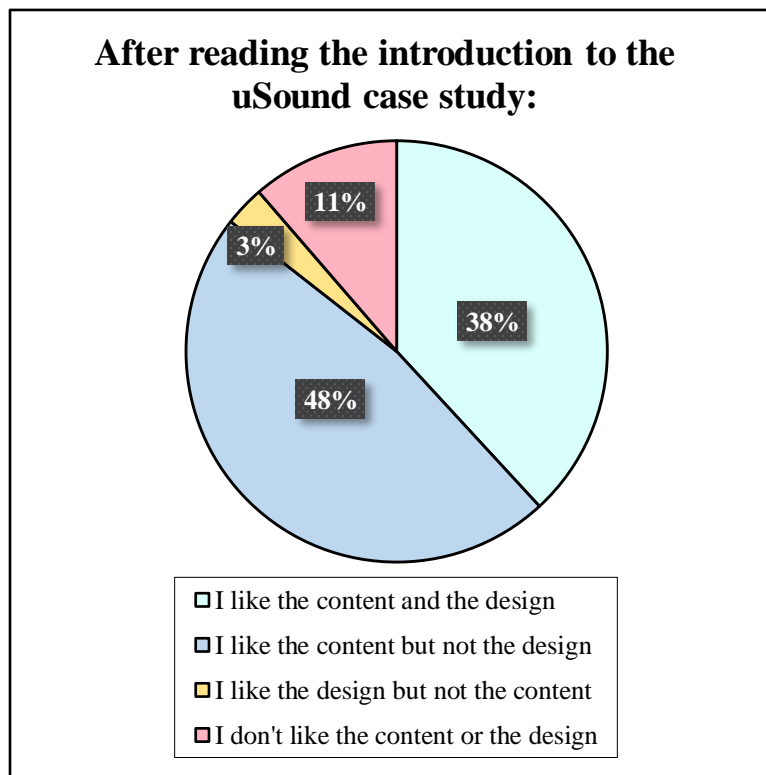


Figure 30: After reading the introduction to the uSound case study: (97 Responses)

Generally, the survey participants liked the introduction to the case study, giving it a high average score in all areas (3.88). The participants most enjoyed the understandability of the case study, giving it the highest average score (4.19) with 47 individuals rating it as excellent. The area of the case study participants felt could use the most improvement was the attractiveness. The attractiveness of the case study had the lowest average score (3.56) and 9 people ranked it as poor. When asked about the design and content of the case study's introduction, 59% of participants said they did not like the design and 14% said they did not like the content. As expected, there were many recommendations to improve the design of the case study. The general appearance of the case study needs improvement, with participants suggesting adding more color and graphics, while removing some of the text. They also wanted the character to tell the story instead of the narrator because it would be more personal.

Academic Paper

Participants were presented to introduction to the *Moving Latin American Social Entrepreneurs to Scale* academic paper and were asked to rate it on four different categories on a scale from 1-5 (1-Poor, 5-Excellent). The results are shown below in Table 13 and Figure 31.

Table 13: Rate the introduction to the academic paper on the following:

	Understandable	Attractive	Informative	Useful
1 Poor	2	6	3	4
2	4	14	5	6
3	21	26	16	20
4	34	34	36	38
5 Excellent	37	18	36	28
Number of Responses	98	98	96	96
Average Score	4.02	3.45	4.01	3.83
Standard Deviation (±)	0.98	1.14	1.02	1.06

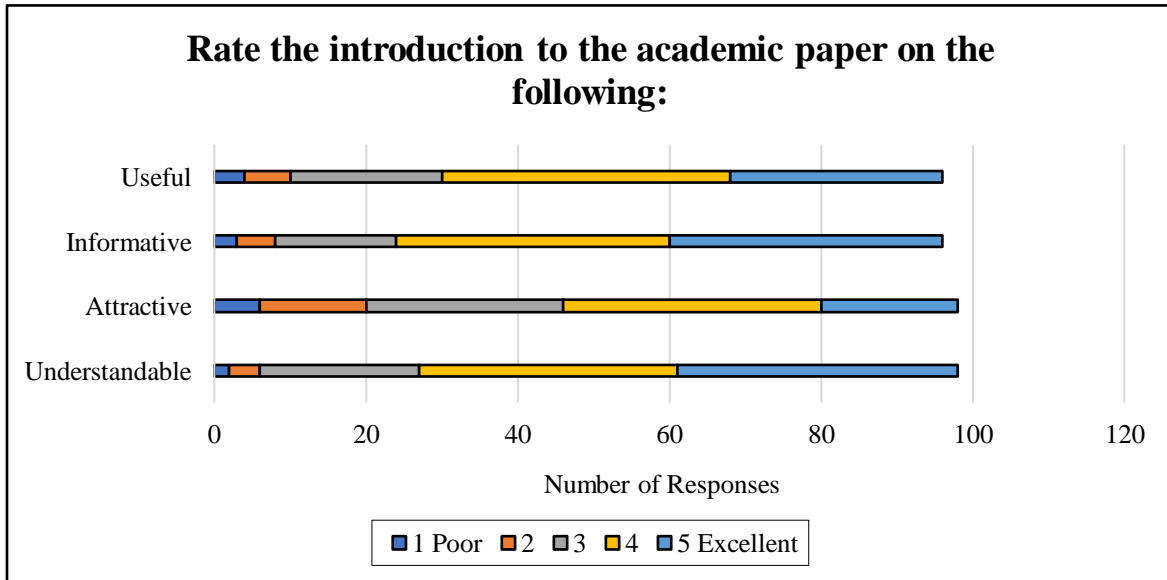


Figure 31: Rate the introduction to the academic paper on the following:

The participants were also given four options to choose from to describe their opinion of the academic paper. The results are shown below in Figure 32.

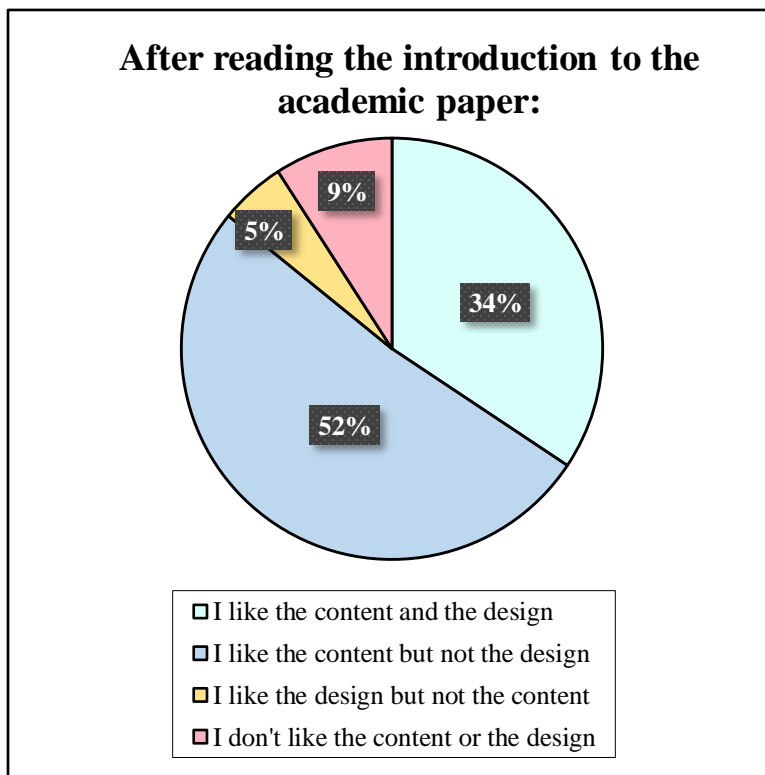


Figure 32: After reading the introduction to the academic paper: (99 Responses)

On average, General Audience Survey participants liked the content of the academic paper (86%) and found the information useful, informative, and understandable. However, the majority did not like the design (61%). Participants’ feedback included improving the visual attractiveness of the document by including less information, adding visuals, and using a more logical layout and friendly typography. One participant disagreed with the information in the case study and remarked that, “There is no lack of successful social entrepreneurs, research is lacking!”.

Videos

Participants were presented two videos and were asked to rate it on five different categories on a scale from 1-5 (1-Poor, 5-Excellent). The first video was titled *Albina Chapter 4 Animation*, and was a fully-animated video. The second video was titled *Chapter 3 Financing Model*, and was a person talking without animation. The results of the first video are shown below in Table 14 and Figure 33. The results of the second video are shown below in Table 15 and Figure 34.

Table 14: Rate the Albina Chapter 4 animation video on the following:

	Quality of Animation	Understandable	Engagement	Informative	Useful
1 Poor	4	0	2	1	2
2	4	4	9	2	3
3	28	11	23	24	23
4	31	40	36	39	35
5 Excellent	25	35	19	26	29
Number of Responses	92	90	89	92	92
Average Score	3.75	4.18	3.69	3.95	3.93
Standard Deviation (\pm)	1.05	0.82	0.99	0.85	0.95

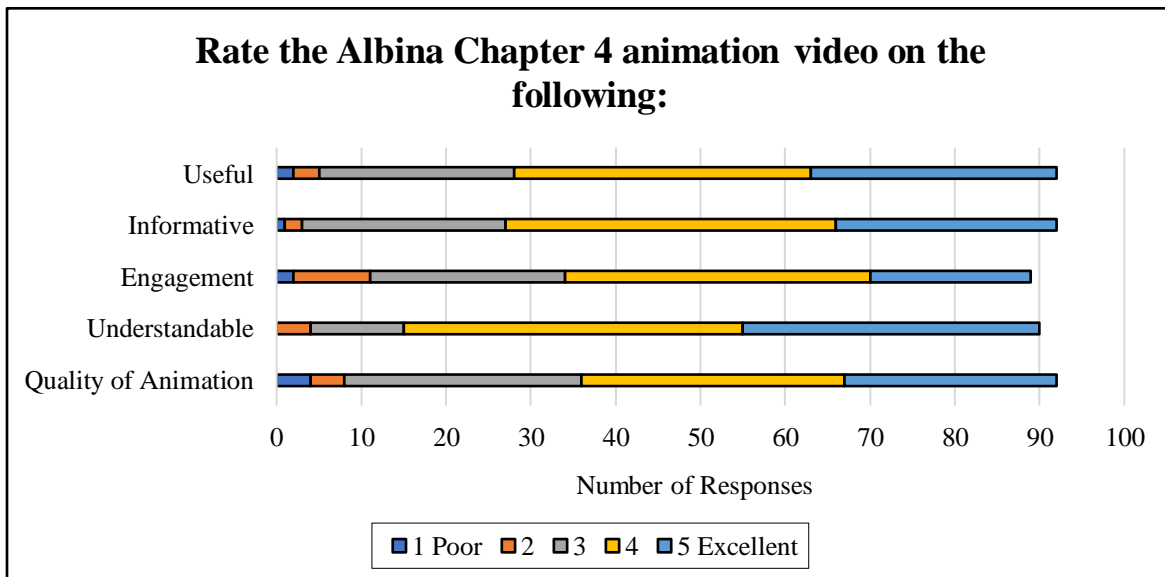


Figure 33: Rate the Albina Chapter 4 Animation video on the following:

The animated was well-received among the General Survey Audience, with an average score of 3.9 for every category. Understandable received the highest average score (4.18), with 35 participants saying excellent. Engagement received the lowest average score (3.69), with only 19 participants saying excellent. Many people thought that the video was very easy to follow and interesting. They also liked the use of color. For some people the text appeared too fast to be read.

Table 15: Rate the Chapter 3 Financing Model video on the following:

	Understandable	Engagement	Informative	Useful
1 Poor	4	9	4	8
2	5	16	8	6
3	24	27	17	18
4	34	25	38	37
5 Excellent	24	14	24	22
Number of Responses	91	91	91	91
Average Score	3.76	3.21	3.77	3.65
Standard Deviation (±)	1.02	1.18	1.05	1.15

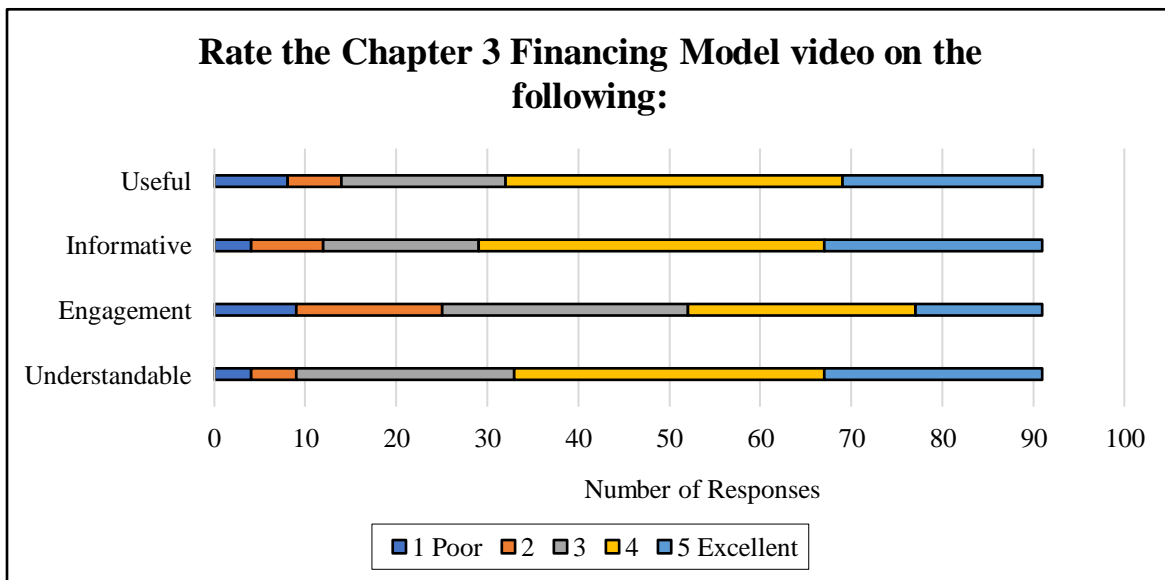


Figure 34: Rate the Chapter 3 Financing Model video on the following:

The second video had a slightly lower average score among the categories (3.6) than the first video. The highest ranked category was informative with an average score of 3.77.

Understandable was negligibly lower, with an average score of 3.76. Engagement had the lowest average score (3.21). The video received mixed feedback. Some participants thought it was informative and easy to understand, but found the background distracting. The participants preferred using some kind of visual aid to complement the talking. The lack of visuals made the video boring for many people.

Participants were asked whether they preferred an animation (the first video), a video of a person speaking without animation (the second video), a combination of the two videos, or a video with a person talking with non-animated visual aids. Participants were given the option to select “No Preference”. The results are shown below in Figure 35.

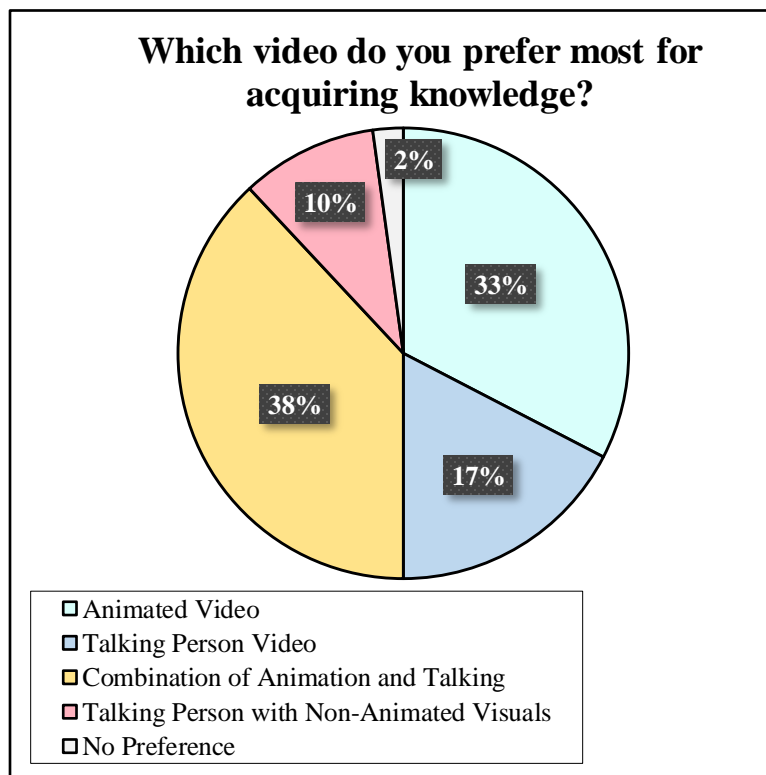


Figure 35: Which video do you prefer most for acquiring knowledge? (92 Responses)

A majority of participants (71%) preferred videos which contained animation. Audience feedback suggested that video preference was largely dependent on other video characteristics such as topic or length. Additionally, preferences may be influenced by audience member characteristics like age, level of education, and amount of prior knowledge. 38% of participants reported that they prefer a combination of animation and talking, and 10% preferred a video with non-animated visual aids. It is important to remember that the survey did not actually present these video types to participants, so their responses are based partly on assumptions.

Infographics

Participants were presented an infographic from MarViva, one of VIVA Idea’s sister organizations, and were asked to rate it on five different categories on a scale from 1-5 (1-Poor, 5-Excellent). The results are shown below in Table 16 and Figure 36.

Table 16: Rate the MarViva infographic on the following (part I):

	Understandable	Organized	Attractive	Informative	Useful
1 Poor	1	2	2	1	0
2	3	6	4	2	0
3	17	23	17	14	25
4	32	26	22	33	25
5 Excellent	39	36	48	43	37
Number of Responses	92	93	93	93	87
Average Score	4.14	3.95	4.18	4.24	4.14
Standard Deviation (±)	0.92	1.06	1.03	0.87	0.96

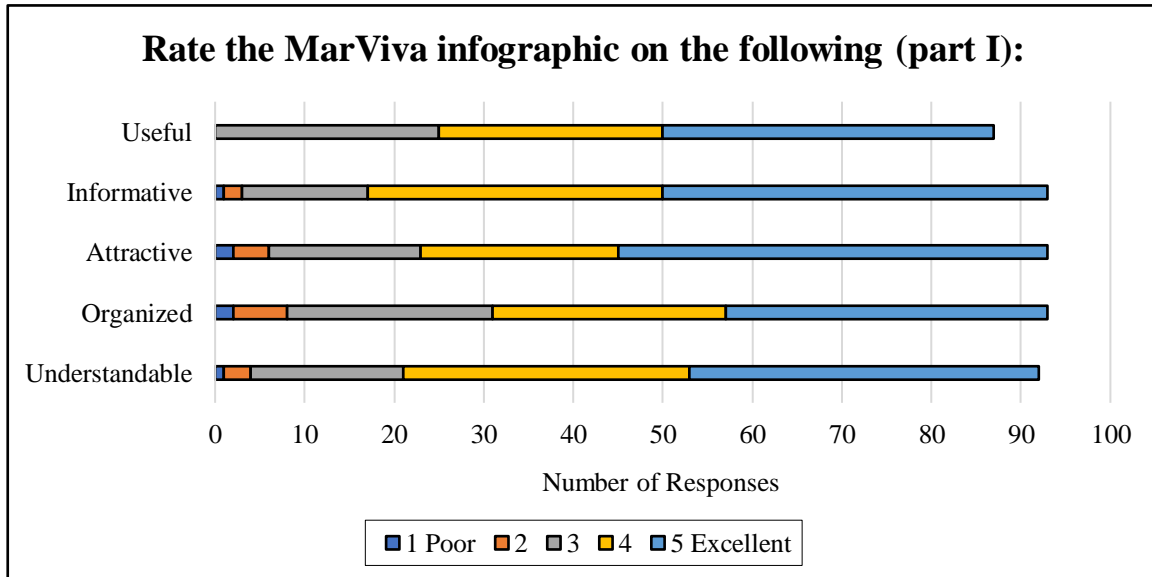


Figure 36: Rate the MarViva infographic on the following (part I):

All characteristics received an average score of greater than 4, suggesting that the General Audience Survey participants enjoyed the MarViva infographic. The difference between characteristics’ average scores is very small, which suggests that participants felt that the four characteristics were equally appropriate. Participant feedback called for less information and

suggested changing the format of the text to make it easier to read. One participant stressed the need for a balance between the sizes of images and text.

Participants were then asked to rate the same MarViva infographic on four categories on a scale from 1-5 (1-Too little, 5-Too much). The results are shown below in Table 17 and Figure 37.

Table 17: Rate the MarViva infographic on the following (part II):

	Text	Images and Graphics	Colors	Information
1 Too Little	1	0	1	0
2	1	8	9	4
3 Just Right	57	46	45	51
4	23	23	20	25
5 Too Much	11	16	16	12
Number of Responses	93	93	91	92
Average Score	3.45	3.51	3.45	3.49
Standard Deviation (±)	0.77	0.88	0.93	0.79

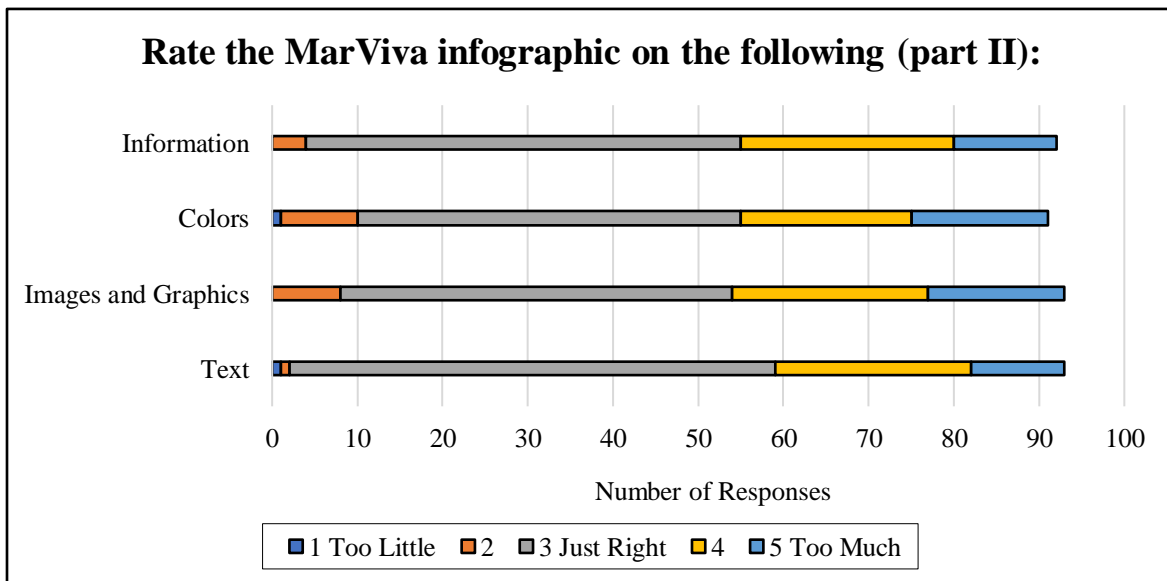


Figure 37: Rate the MarViva infographic on the following (part II):

The MarViva infographic performed well across all the categories, indicating that the General Audience Survey participants felt the infographic had just the right amount of information,

colors, images and graphics, and text. However, feedback suggested that some of the participants were distracted by the amount of images and graphics.

Survey participants were presented an infographic from the MOOC, titled *Approaching Investors*, and were asked to rate it on five different categories on a scale from 1-5 (1-Poor, 5-Excellent). The results are shown below in Table 18 and Figure 38.

Table 18: Rate the MOOC infographic on the following (part I):

	Understandable	Organized	Attractive	Informative	Useful
1 Poor	6	6	16	4	5
2	15	7	21	8	7
3	20	25	23	19	20
4	35	35	15	32	30
5 Excellent	15	18	15	27	23
Number of Responses	91	91	90	90	85
Average Score	3.42	3.57	2.91	3.78	3.69
Standard Deviation (±)	1.16	1.11	1.34	1.12	1.15

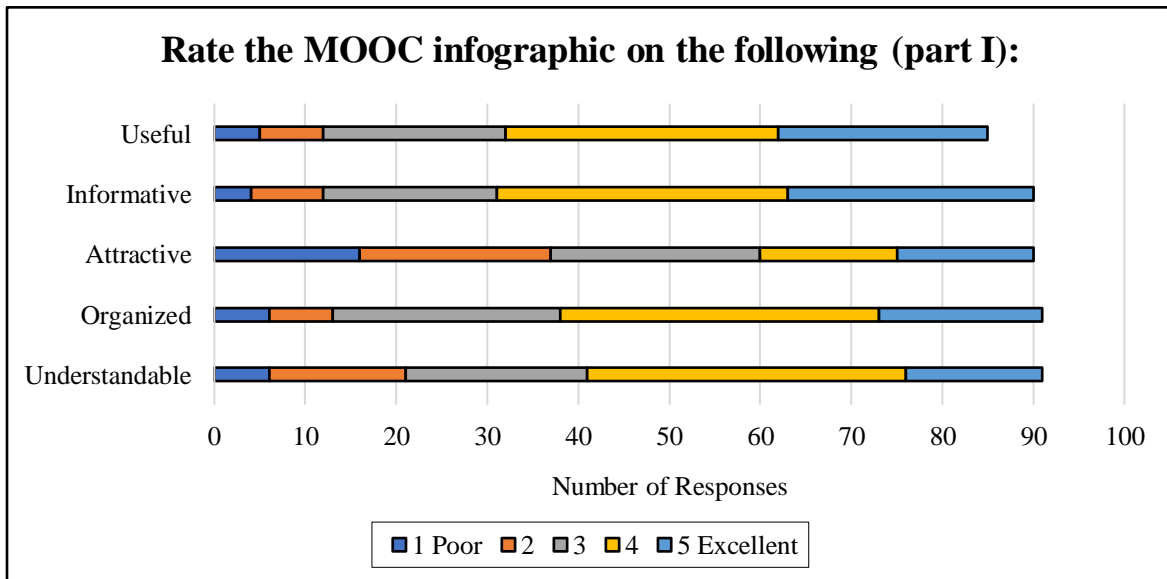


Figure 38: Rate the MOOC infographic on the following (part I):

The participants found the infographic to be informative and useful for the topic that was presented, with average scores of 3.78 and 3.69, respectively. However, it performed poorly on the design perspective. This result could have been influenced by the fact that the MarViva

infographic, which had more design elements and was significantly less content heavy, was shown first. It should be kept in mind that infographics have different purposes for different audiences. The MOOC infographic is designed to be as informative and useful as possible and caters to a more technical audience, the MarViva infographic is designed to be simpler because it is catered to a more general and wider audience.

Participants were then asked to rate the same MOOC infographic on four categories on a scale from 1-5 (1-Too little, 5-Too much). The results are shown below in Table 19 and Figure 39.

Table 19: Rate the MOOC infographic on the following (part II):

	Text	Images and Graphics	Colors	Information
1 Too Little	2	13	4	0
2	6	25	17	5
3 Just Right	24	36	43	30
4	15	11	15	28
5 Too Much	43	5	11	26
Number of Responses	90	90	90	89
Average Score	4.01	2.67	3.13	3.84
Standard Deviation (±)	1.12	1.05	1.02	0.92

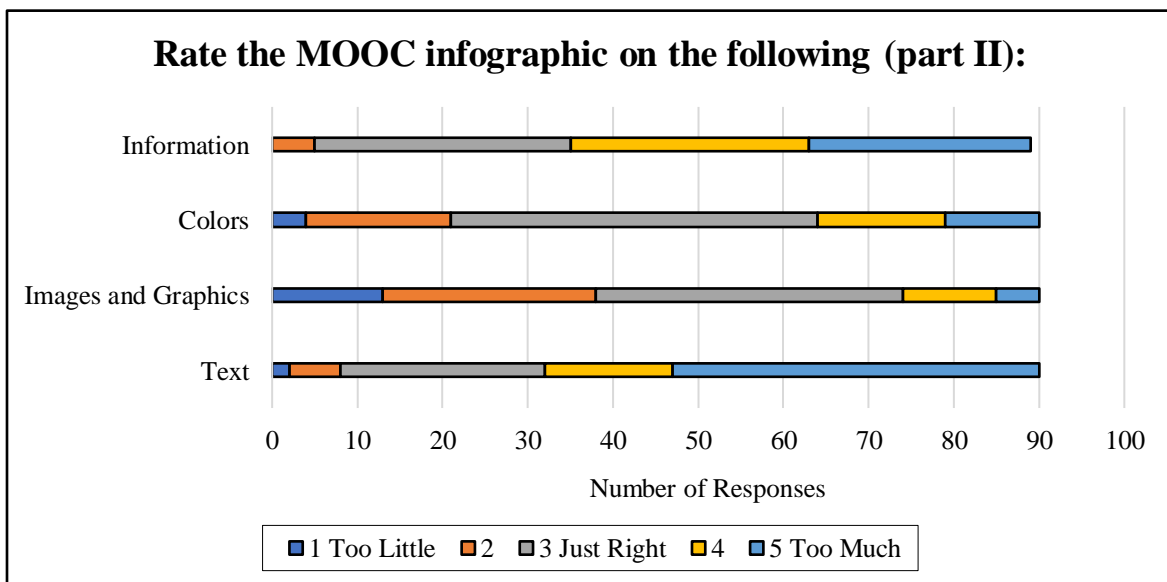


Figure 39: Rate the MOOC infographic on the following (part II):

The majority of the participants expressed that the amount of colors was just right for the infographic as well as the amount of images and graphics. The participants stated that the infographic contains too much text and found it hard to read due to background colors. Again, this result might be affected due to the MarViva infographic being shown first. Because of its audience, a MOOC infographic is intended to be lengthy and informative, and might not be preferred by less technical audiences.

Worksheet

Participants were presented with a worksheet from the MOOC and were asked to rate it on three categories on a scale from 1-5 (1-Poor, 5-Excellent). The results are shown below in Table 20 and Figure 40.

Table 20: Rate the worksheet on the following:

	Organized	Clear Instructions	Design
1 Poor	2	1	3
2	2	5	7
3	14	16	19
4	27	34	27
5 Excellent	45	34	34
Number of Responses	90	90	90
Average Score	4.23	4.06	3.91
Standard Deviation (±)	0.96	0.95	1.09

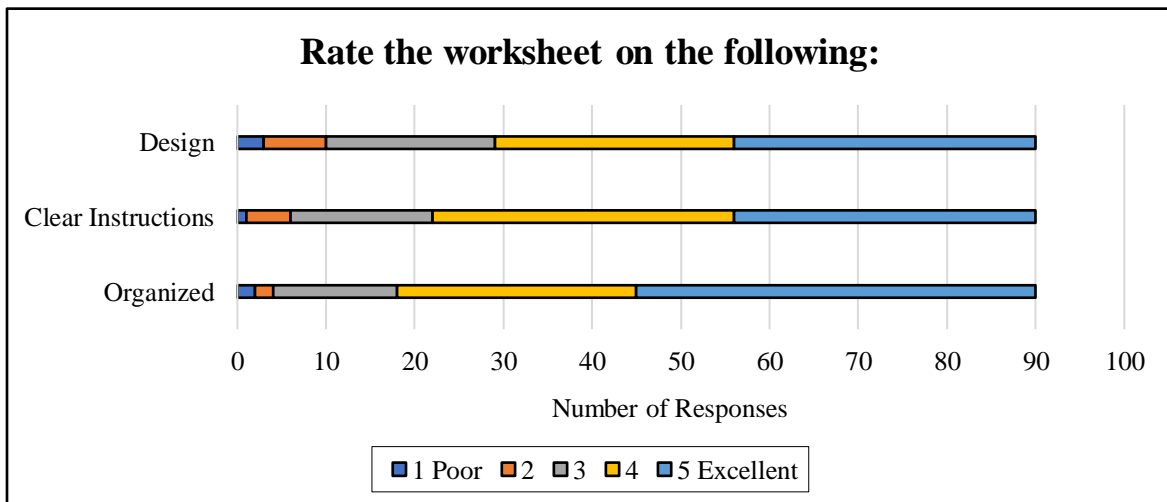


Figure 40: Rate the worksheet on the following:

Overall, the worksheet performed very well in all of the categories with an average score of 4.1 in each. Clear instructions and organization of the worksheet were the most distinguished characteristics, with averages scores of 4.23 and 4.06, respectively. 86% of the audience found the worksheet to be complementary to the MOOC infographic, and said it would help them understand the material more. This shows that VIVA Idea was successful in delivering a worksheet that effectively reflects the topics discussed on the infographic, and allows the reader to enhance their understanding of the material.

Facebook Post

Participants were presented with a VIVA Leaders Facebook post and were asked to rate it on five categories on a scale from 1-5 (1-Poor, 5-Excellent). The results are shown below in Table 21 and Figure 41.

Table 21: Rate the VIVA Leaders Facebook post on the following:

	Understandable	Interesting	Useful	Informative	Organized	Attractive
1 Poor	2	2	2	2	2	1
2	4	4	2	3	4	6
3	11	14	19	9	15	14
4	43	31	34	34	31	32
5 Excellent	34	43	35	43	41	37
Number of Responses	94	94	92	91	93	90
Average Score	4.10	4.16	4.07	4.24	4.13	4.09
Standard Deviation (±)	0.93	0.99	0.94	0.93	0.99	0.98

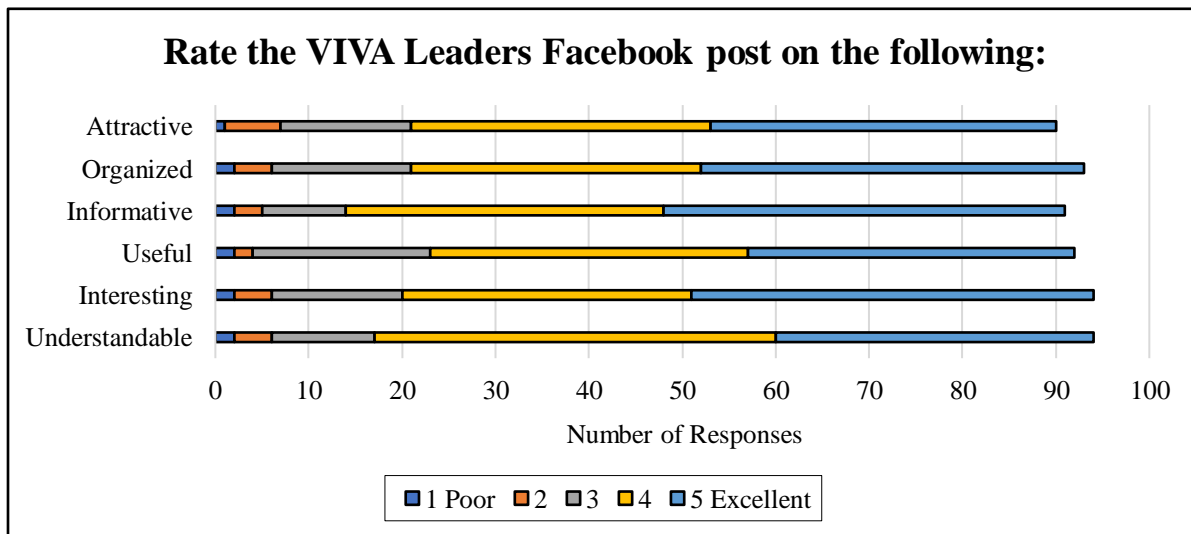


Figure 41: Rate the VIVA Leaders Facebook post on the following:

Survey participants generally enjoyed the Facebook post, receiving an average score greater than 4 across all characteristics. The difference between characteristics' average scores is very small, which suggests that participants felt that the six characteristics were equally appropriate in describing the post. Additional comments on the post reported that survey participants found it useful and informative, but might add more graphics and less text. One participant suggested using more appropriate words and titles. One person commented that the logos at the top of the post are confusing.

Blog Post

Participants were presented with a blog post, titled *Technology and Education Reinvested in Rural Development*, and were asked to rate it on five categories on a scale from 1-5 (1-Poor, 5-Excellent). The results are shown below in Table 22 and Figure 42.

Table 22: Rate the blog post on the following:

	Understandable	Organized	Attractive	Informative	Useful
1 Poor	2	1	7	2	4
2	5	5	13	5	5
3	12	16	25	16	15
4	45	53	25	37	38
5 Excellent	21	11	15	24	20
Number of Responses	85	86	85	84	82
Average Score	3.92	3.79	3.33	3.90	3.79
Standard Deviation (±)	0.92	0.79	1.17	0.98	1.06

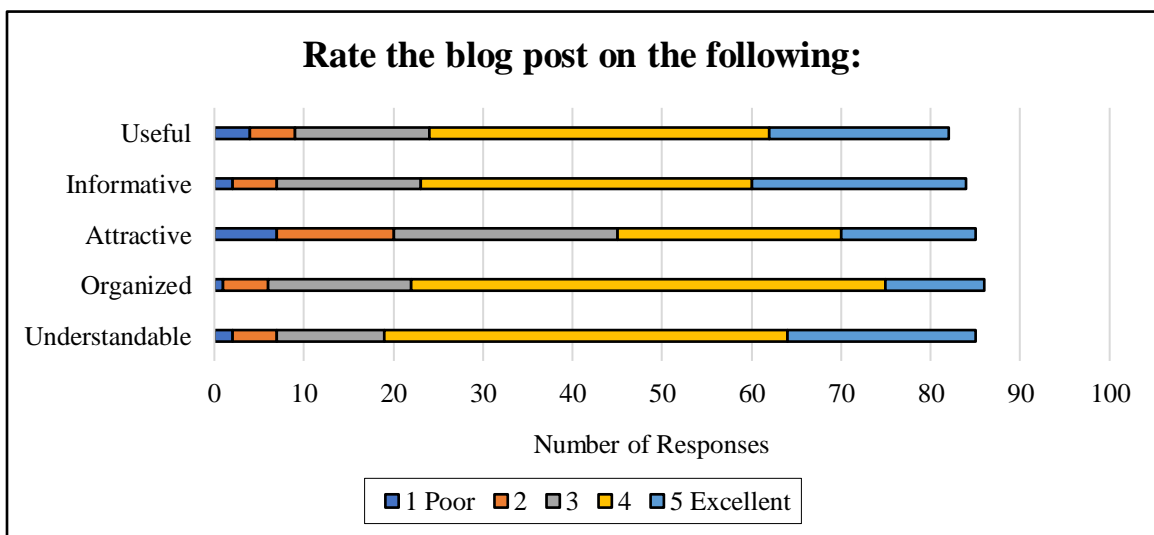


Figure 42: Rate the blog post on the following:

The participants were also given four options to choose from to describe their opinion of the blog post. The results are shown below in Figure 43.

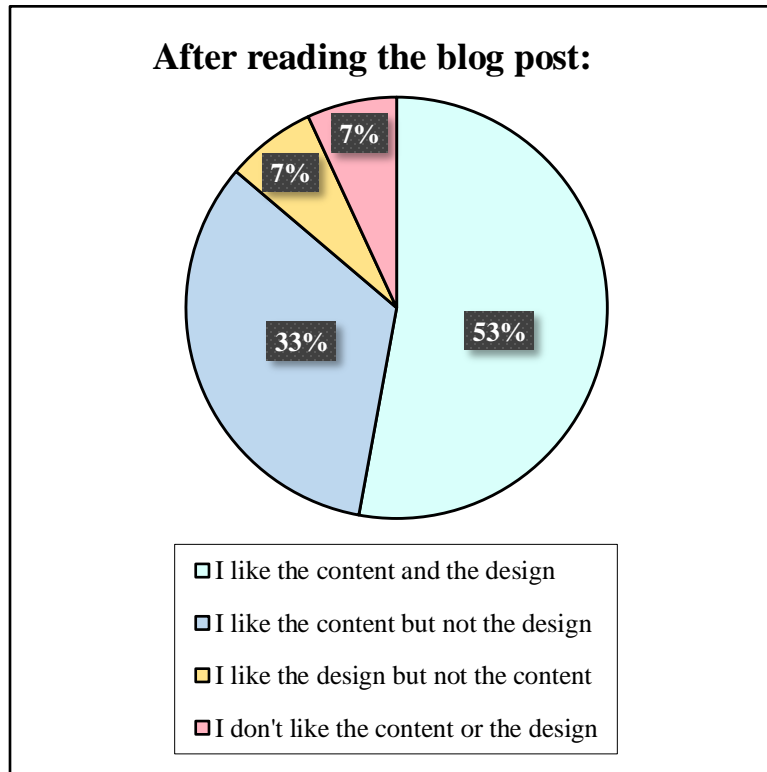
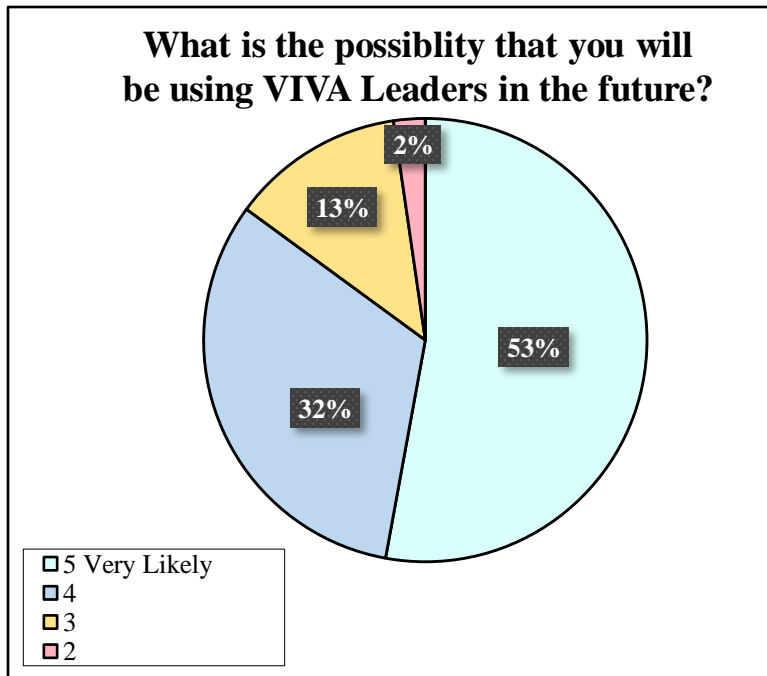


Figure 43: After reading the blog post: (87 responses)

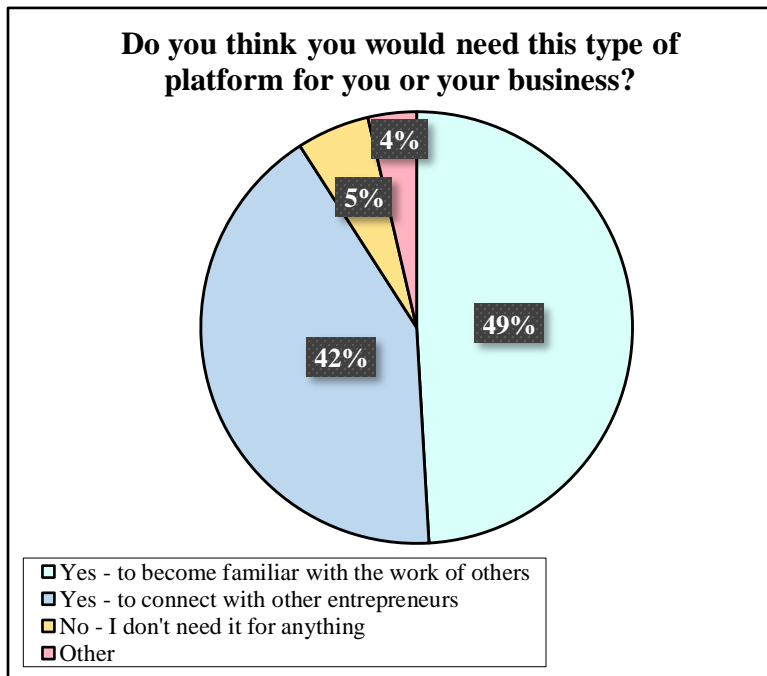
86% of the audience liked the content of the blog post, while only 60% liked the design. The content itself was found understandable and organized. However, participants recommended adding pictures or graphics to make the post more visually appealing. In addition, doing so would allow the blog post to connect with the reader better. Some people thought that the story lacked personal components and they could not relate to the blog well.

VIVA Leaders

Participants were presented with a video on VIVA Idea's VIVA networking platform, VIVA Leaders. They were asked what was the possibility they would use VIVA Leaders in the future, and if the platform would be useful for their business or organization. The results are shown below in Figure 44 and Figure 45.



*Figure 44: What is the possibility that you will be using VIVA Leaders in the future?
(87 Responses)*



*Figure 45: Do you think you would need this type of platform for you or your business?
(100 Responses)*

85% of the participants found the platform very useful and are likely to use it in the future. 49% of the participants expressed that this platform would be necessary for their business or organization in order to become familiar with the work of others in the industry. 42% found it important for networking opportunities with other entrepreneurs. There were some suggestions that the platform should be more coherent and descriptive.

4.3.2 MOOC Survey

The second half of the MOOC Survey included content evaluation questions. Additional tables and figures for this section are available in Appendix F.

Infographics

Survey participants were presented an infographic from the MOOC, titled *Types of Investors*, and were asked to rate it on six different categories on a scale from 1-5 (1-Strongly Disagree, 5-Strongly Agree). The results are shown below in Table 23 and Figure 46.

Table 23: How do you feel about infographic 1?

	There is enough detail	There is enough text	The colors are engaging	The graphics support the message	The information is easy to digest	The purpose of the material is clear
1 Strongly Disagree	0	0	0	0	0	0
2	0	0	0	0	0	0
3	1	2	3	1	0	0
4	7	8	5	5	5	6
5 Strongly Agree	5	3	5	7	8	7
Number of Responses	13	13	13	13	13	13
Average Score	4.31	4.08	4.15	4.46	4.62	4.54
Standard Deviation (±)	0.63	0.64	0.80	0.66	0.51	0.52

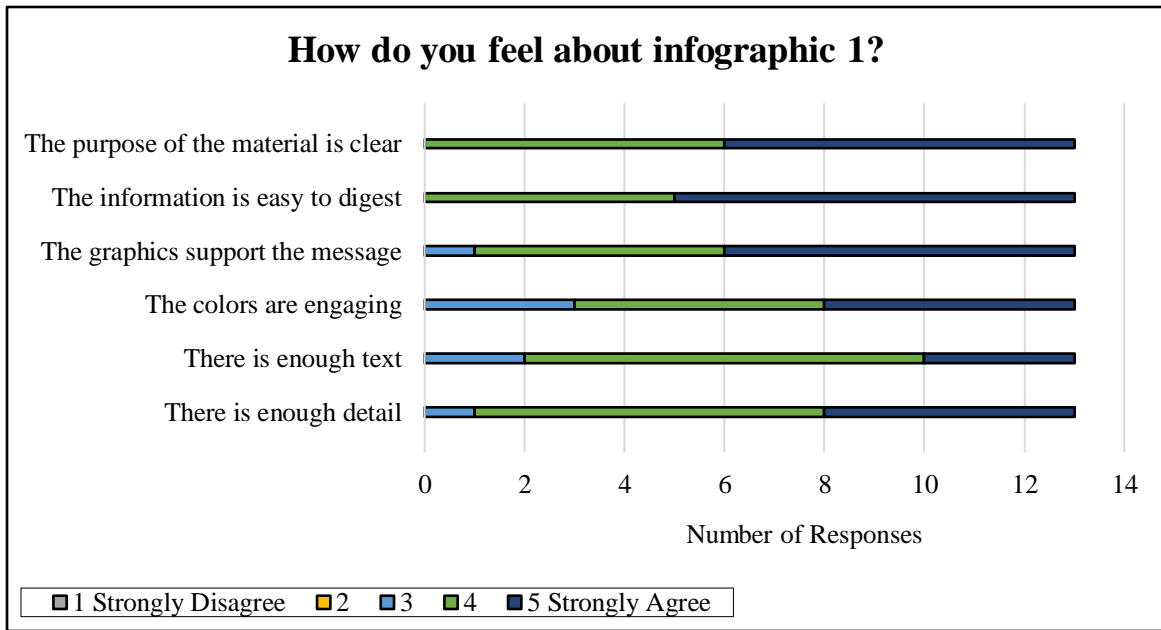


Figure 46: How do you feel about infographic 1?

Type of Investors was a generally well-received infographic. All of the statements received an average score of 4 or greater, which conveys that the participants agreed with all six statements. The highest-rated category was “The information is easy to digest” (4.62), followed closely by, “The purpose of the material is clear” (4.54). No participants scored any statement under 4.

For the same infographic, the participants were presented with four new statements and asked to order them numerically based on their level of accuracy (1-Most Accurate, 4-Least Accurate). No statements could have the same number. The results are shown below in Table 24 and Figure 47.

Table 24: For infographic 1, order the following from most accurate to least accurate:

	It is Useful	It is Informative	It is Visually Appealing	It is Captivating
4 Least Accurate	0	1	1	10
3	1	2	8	0
2	6	4	2	1
1 Most Accurate	5	5	1	1
Number of Responses	12	12	12	12
Average Score	1.67	1.92	2.75	3.58
Standard Deviation (±)	0.65	1.00	0.75	0.89

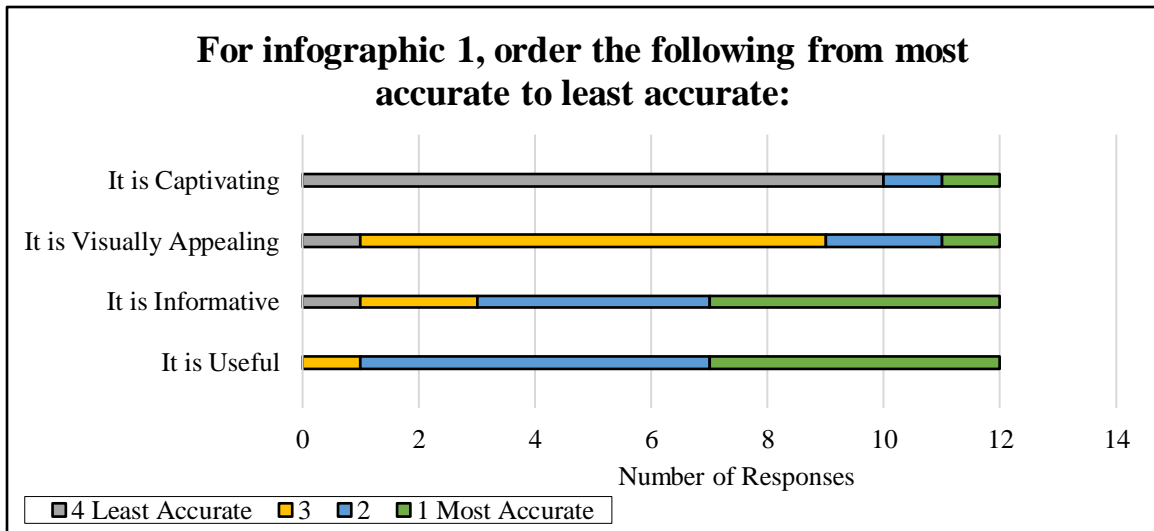


Figure 47: For infographic 1, order the following from most accurate to least accurate:

“It is Useful” and “It is Informative” received the lowest average scores (1.67 and 1.92 respectively), indicating that MOOC Survey participants consistently ranked these statements more accurate than “It is Visually Appealing” and “It is Captivating.” The statement, “It is Captivating,” received the highest average score (3.58), which signifies that MOOC survey participants consistently ranked it least accurate. It is important to note that participants did not necessarily feel that the infographic was not captivating, but rather, that it was more informative than it was captivating. The participants thought the statements related to the content were more accurate than those related to the design. This suggests that *Types of Investors* is more understandable than it is attractive.

Participants were given the option to share additional feedback on *Types of Investors*. The results are displayed below in Table 25.

Table 25: What features in infographic 1 would you change to make it more engaging, digestible, or clear?

What features in infographic 1 would you change to make it more engaging, digestible, or clear?
The colors are too heavy
Less text, if possible, is always a way to make it cleaner
The graphics can be better
The message could be clearer with more efficient diagramation
I would add a definition about social entrepreneurs and enterprises
I would use bold for key concepts of each category (ie. "initial source", "significant risk" for family and friends)
I would add a table at the end, depicting the major advantages and disadvantages of each category (ie. in terms of ease of access, risk, requirements in time and energy, etc.) in a manner that it would support the decision of choosing the type of investor most suitable (ie. in the case of a startup, of a well-established social enterprise, etc.)

Survey participants were presented an infographic from the MOOC, titled *Entering the Social Capital Markets*, and were asked to rate it on six different categories on a scale from 1-5 (1-Strongly Disagree, 5-Strongly Agree). The results are shown below in Table 26 and Figure 48.

Table 26: How do you feel about infographic 2?

	There is enough detail	There is enough text	The colors are engaging	The graphics support the message	The information is easy to digest	The purpose of the material is clear
1 Strongly Disagree	0	1	0	0	0	0
2	1	1	1	1	2	1
3	1	0	4	3	3	1
4	2	3	3	3	4	5
5 Strongly Agree	6	6	3	3	2	4
Number of Responses	10	11	11	10	11	11
Average Score	4.30	4.09	3.73	3.80	3.55	4.09
Standard Deviation (±)	1.06	1.38	1.01	1.03	1.04	0.94

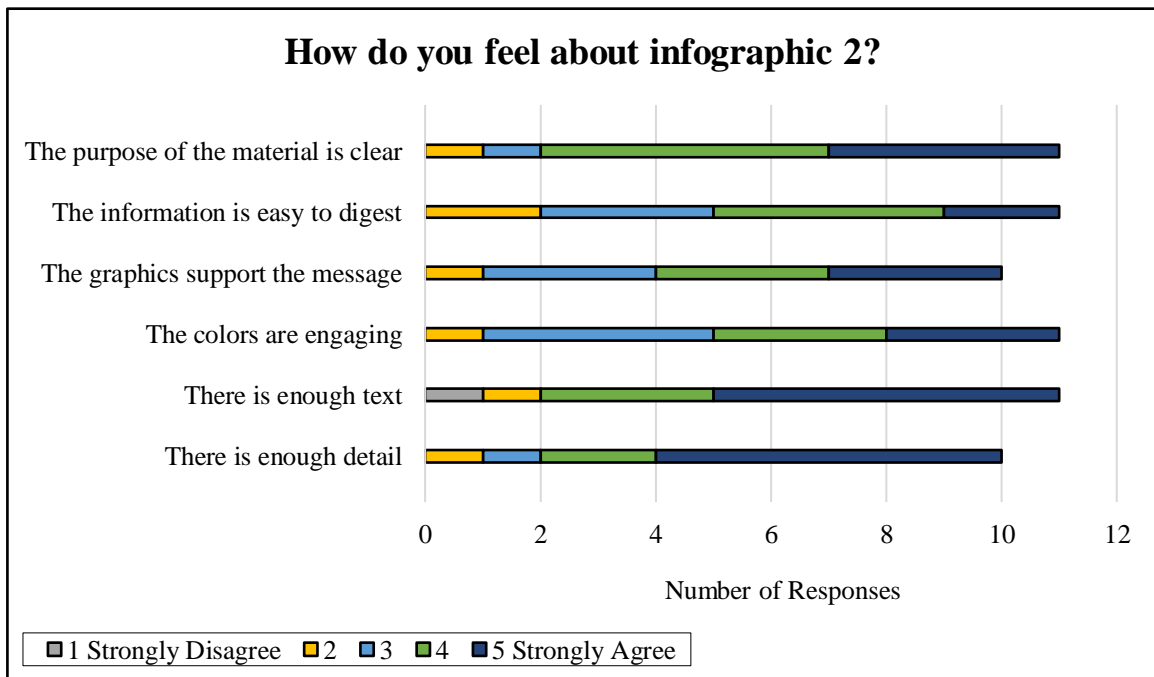


Figure 48: How do you feel about infographic 2?

Entering the Social Capital Markets generally received good remarks, but was not as well-received as *Types of Investors*. The average scores across all statements ranked lower than those for *Types of Investors*. However, all of the statements received an average score of 3 or greater,

which conveys that the participants did not disagree with any of the statements. The favorable statement that received the highest average level of agreement was “There is enough detail” (4.30), followed by “There is enough text” (4.09), and “The purpose of the material is clear” (4.09). The statement with the lowest average level of agreement was “The information is easy to digest” (3.55). It should be noted that the decrease in general favorability from *Type of Investors* to *Entering the Social Capital Markets* is not necessarily due to the design of the infographic. It is possible that audience members became fatigued after answering so many survey questions, negatively influencing their opinions. It is equally possible that topic of each infographic influenced the participants’ opinions.

For the same infographic, the participants were presented with four new statements and asked to order them numerically based on their level of accuracy (1-Most Accurate, 4-Least Accurate). The results are shown below in Table 27 and Figure 49.

Table 27: For infographic 2, order the following from most accurate to least accurate:

	It is Useful	It is Informative	It is Visually Appealing	It is Captivating
4 Least Accurate	1	0	0	9
3	2	2	6	0
2	5	2	2	2
1 Most Accurate	2	6	2	0
Number of Responses	10	10	10	11
Average Score	2.20	1.60	2.40	3.64
Standard Deviation (±)	0.92	0.84	0.84	0.63

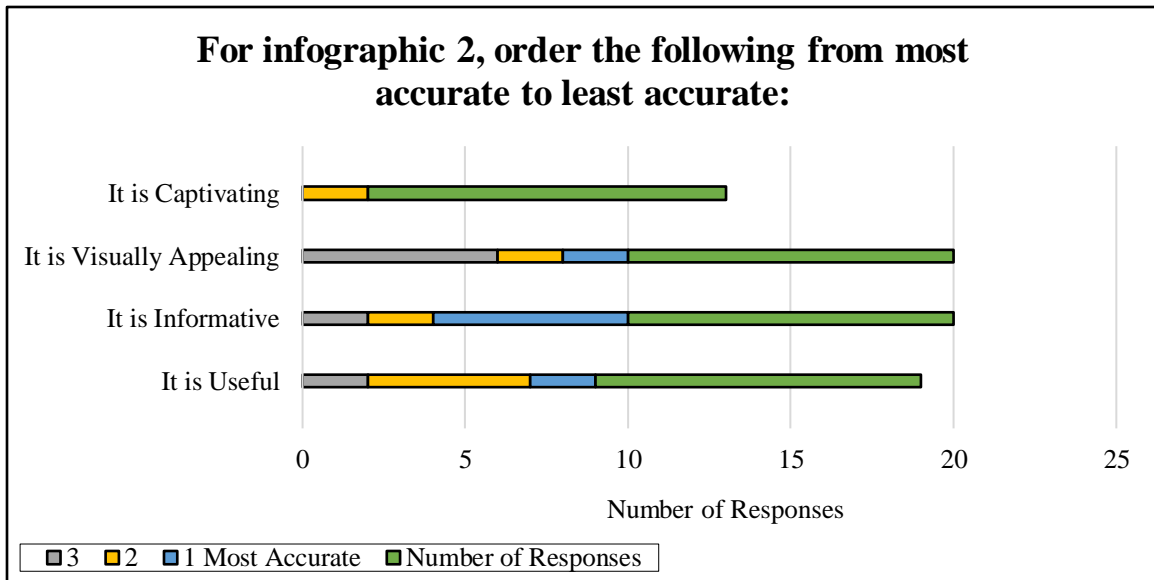


Figure 49: For infographic 2, order the following from most accurate to least accurate:

“It is Useful” and “It is Informative” received the lowest average scores (1.56 and 2.00 respectively), indicating that MOOC Survey participants consistently ranked these statements more accurate than “It is Visually Appealing” and “It is Captivating.” Participants thought the statements related to the content were more accurate than those related to the design. This trend is supported across all of VIVA Idea’s infographics presented in this MOOC. The statement, “It is Captivating,” received the highest average score (3.64), which signifies that MOOC survey participants consistently ranked it least accurate. Again, it is important to remember that this type of question does not display the degree to which the infographic was captivating or informative. Additionally, this suggests that *Entering the Social Capital Markets* is more understandable than it is attractive.

Participants were given the option to share additional feedback on *Entering the Social Capital Markets*. The results are displayed below in Table 28.

Table 28: What features in infographic 2 would you change to make it more engaging, digestible, or clear?

What features in infographic 2 would you change to make it more engaging, digestible, or clear?
Too much text
Colors are too heavy
Too much text, not the right use of icons
I would add something related to the private sector because it can support the social capital market and the environment
I think you must use less blue and a little bit more of white color; it is a bit heavy to read
The text is very small, it's not super easy to read on my screen, I have to really lean forwards to see it. It's also a lot of text, and it wasn't as easy to digest as the last infographic
Requires more information, text, and explanation

Survey participants were presented an infographic from the MOOC, titled *Measuring Social Impact*, and were asked to rate it on six different categories on a scale from 1-5 (1-Strongly Disagree, 5-Strongly Agree). The results are shown below in Table 29 and Figure 50.

Table 29: How do you feel about infographic 3?

	There is enough detail	There is enough text	The colors are engaging	The graphics support the message	The information is easy to digest	The purpose of the material is clear
1 Strongly Disagree	0	0	0	0	0	0
2	1	1	0	0	1	0
3	0	1	2	2	4	1
4	6	3	4	4	3	5
5 Strongly Agree	4	6	5	5	3	5
Number of Responses	11	11	11	11	11	11
Average Score	4.18	4.27	4.27	4.27	3.73	4.36
Standard Deviation (±)	0.87	1.01	0.79	0.79	1.01	0.67

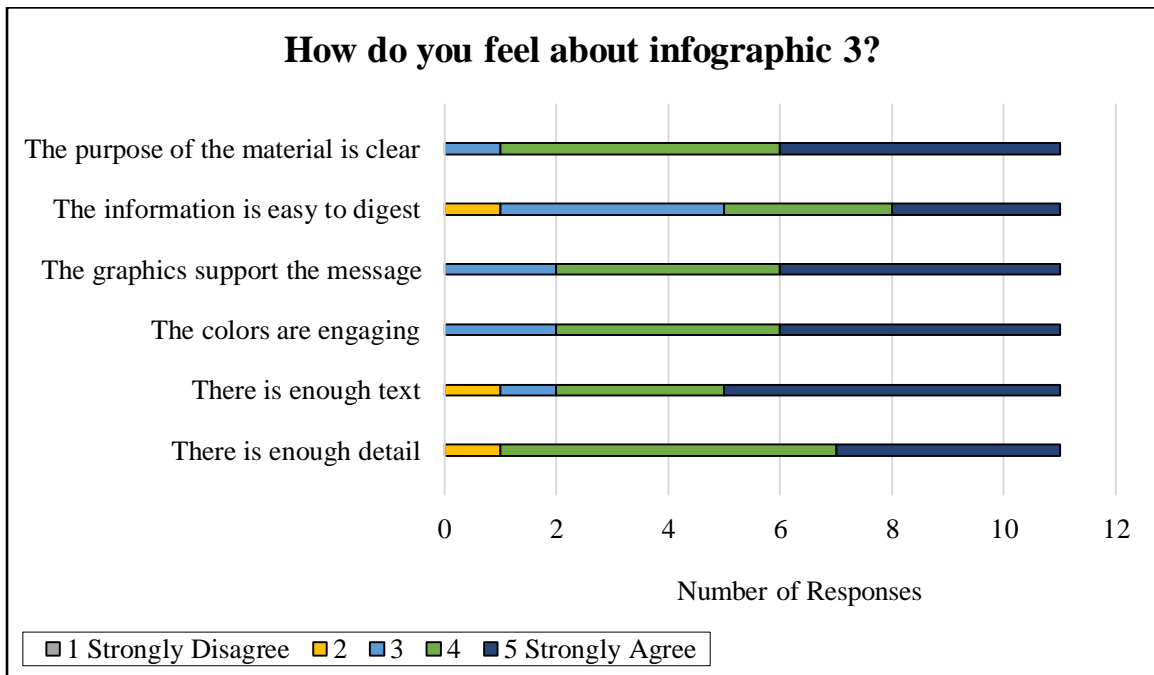


Figure 50: How do you feel about infographic 3?

Measuring Social Impact was very well liked, and received scores similar to those for *Types of Investors*. All of the statements received an average score greater than 3, indicating that the participants consistently agreed with them. The statement that received the highest average level

of agreement was “The purpose of the material is clear” (4.36), while the statement with the lowest average level of agreement was “The information is easy to digest” (3.73).

For the same infographic, the participants were presented with four new statements and asked to order them numerically based on their level of accuracy (1-Most Accurate, 4-Least Accurate). The results are shown below in Table 30 and Figure 51.

Table 30: For infographic 3, order the following from most accurate to least accurate:

	It is Useful	It is Informative	It is Visually Appealing	It is Captivating
4 Least Accurate	2	0	0	8
3	0	2	7	1
2	3	4	2	1
1 Most Accurate	5	4	1	0
Number of Responses	10	10	10	10
Average Score	1.90	1.80	2.60	3.70
Standard Deviation (±)	0.92	0.84	0.84	0.63

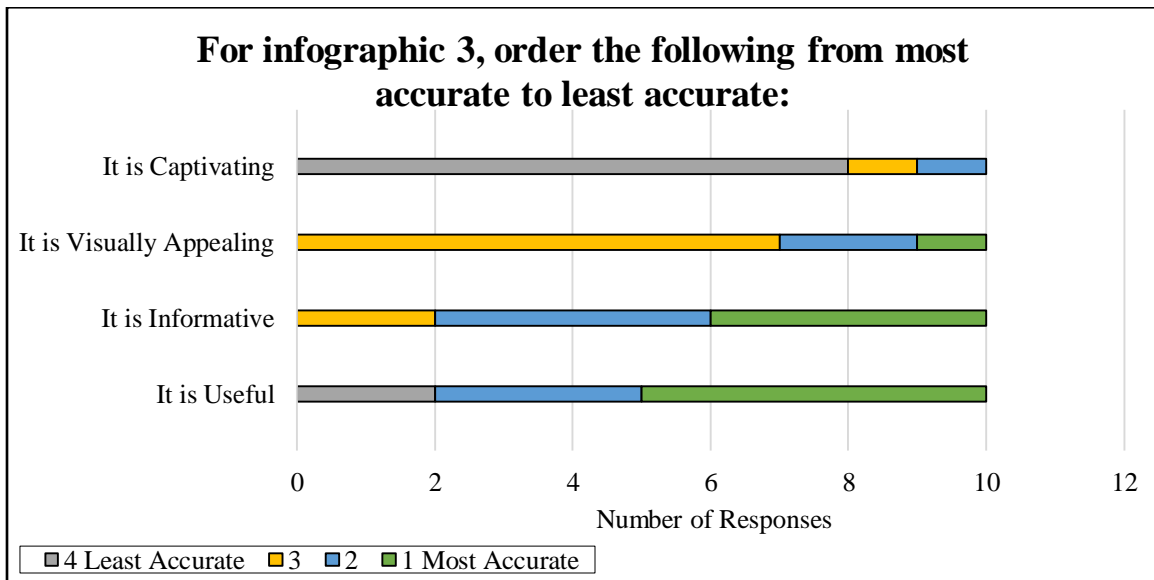


Figure 51: For infographic 3, order the following from most accurate to least accurate:

Again, “It is Useful” and “It is Informative” received the lowest average scores (1.90 and 1.80 respectively), indicating that MOOC Survey participants consistently ranked these statements

more accurate than “It is Visually Appealing” and “It is Captivating.” Participants thought the content-related statements were more accurate than those related to the design. The statement, “It is Captivating,” received the highest average score (3.70), which signifies that MOOC survey participants consistently ranked it least accurate. Again, it is important to remember that this type of question does not display the degree to which the infographic was captivating or informative. This suggests that *Measuring Social Impact* is more understandable than it is attractive.

Participants were given the option to share additional feedback on *Measuring Social Impact*. The results are displayed below in Table 31.

Table 31: What features in infographic 3 would you change to make it more engaging, digestible, or clear?

What features in infographic 3 would you change to make it more engaging, digestible, or clear?
<p>I am very familiar with Log Frame. In my opinion the infographic shows a conceptual confusion or lack of clarity. The Goal Alignment should refer to Long Term Impact; this is not clear. The outcome should also refer to objectives in the life of the project or investment; this is not clear. Outputs should also refer or relate to indicators in life of the project or investment. This infographic is challenging because is difficult to summarize this information in two pages. I recognize a good job!!</p>
<p>I think the infographic needs a little bit more air because it feels a little bit heavy</p>

Survey participants were presented an infographic from the MOOC, titled *Approaching Investors*, and were asked to rate it on six different categories on a scale from 1-5 (1-Strongly Disagree, 5-Strongly Agree). The results are shown below in Table 32 and Figure 52.

Table 32: How do you feel about infographic 4?

	There is enough detail	There is enough text	The colors are engaging	The graphics support the message	The information is easy to digest	The purpose of the material is clear
1 Strongly Disagree	0	0	0	0	0	0
2	1	0	0	0	0	0
3	1	2	3	1	0	0
4	4	4	2	3	5	4
5 Strongly Agree	4	4	5	6	5	6
Number of Responses	10	10	10	10	10	10
Average Score	4.10	4.20	4.20	4.50	4.50	4.60
Standard Deviation (±)	0.99	0.79	0.92	0.71	0.53	0.52

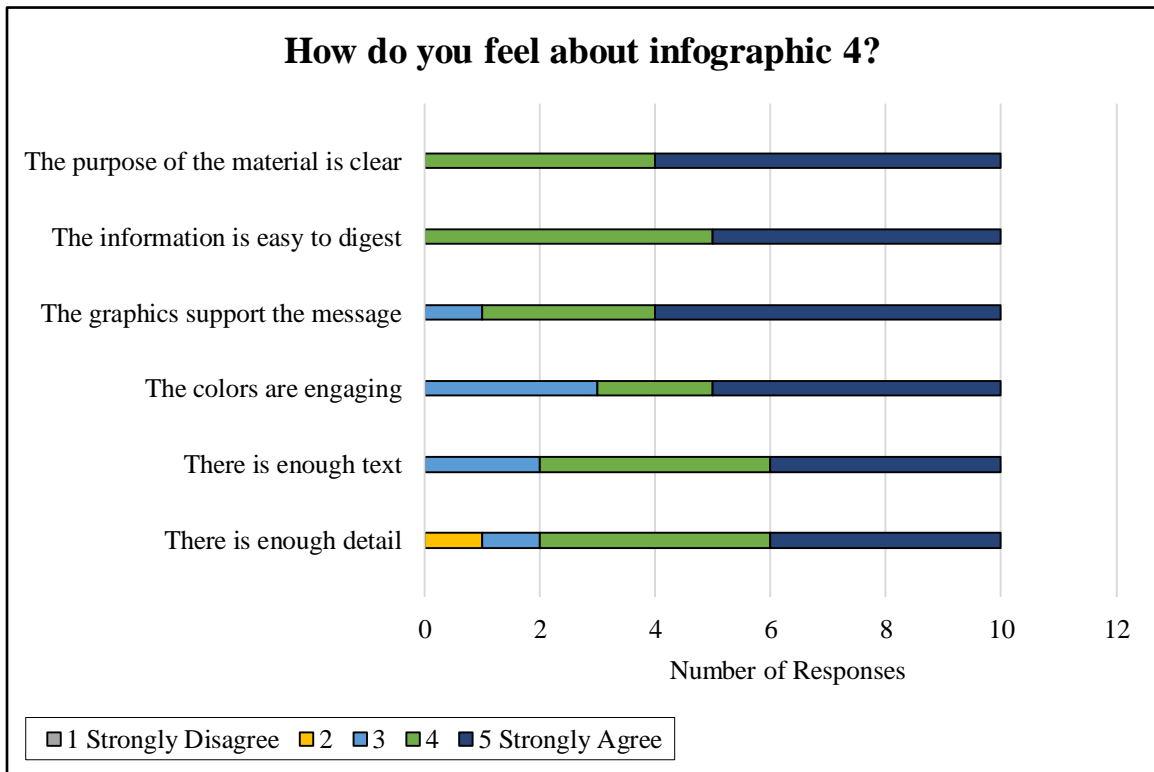


Figure 52: How do you feel about infographic 4?

Approaching Investors was generally favorable, and all statements secured an average score of at least 4. The statement receiving the highest level of agreement was “The purpose of the material is clear” (4.60), and the second highest level of agreement belonged to both “The information is easy to digest” and “The graphics support the message” (4.50).

For the same infographic, the participants were presented with four new statements and asked to order them numerically based on their level of accuracy (1-Most Accurate, 4-Least Accurate). The results are shown below in Table 33 and Figure 53.

Table 33: For infographic 4, order the following from most accurate to least accurate:

	It is Useful	It is Informative	It is Visually Appealing	It is Captivating
4 Least Accurate	0	1	2	5
3	1	2	5	1
2	3	2	2	2
1 Most Accurate	5	4	0	0
Number of Responses	9	9	9	8
Average Score	1.56	2.00	3.00	3.38
Standard Deviation (±)	0.73	1.12	0.71	0.92

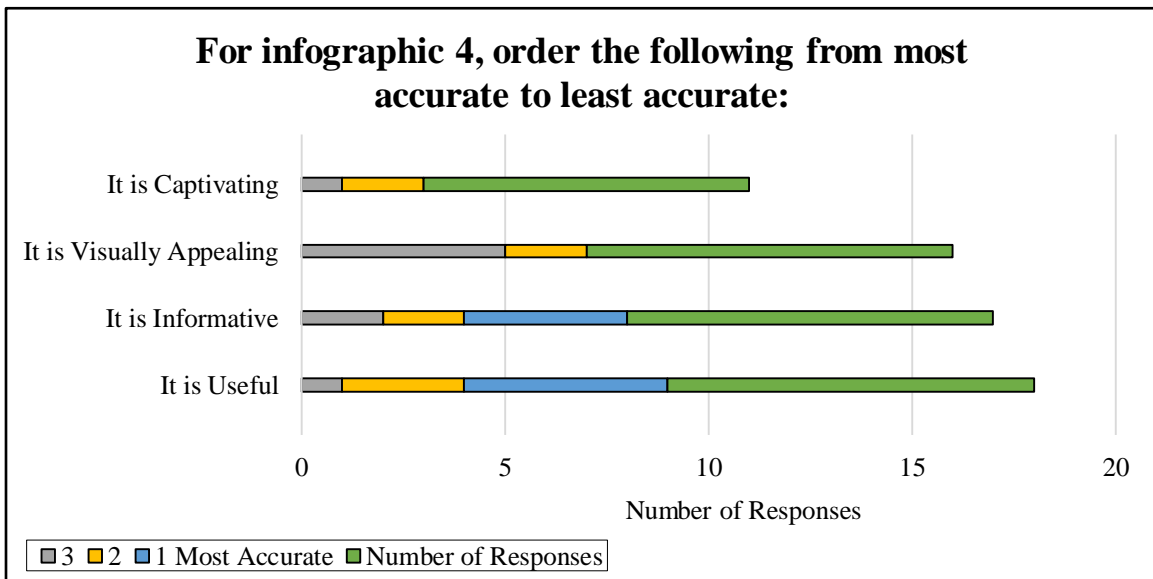


Figure 53: For infographic 4, order the following from most accurate to least accurate:

A majority of the participants felt that *Approaching Investors* was not as captivating as it was useful and informative. The statement “It is Captivating” was most often ranked least accurate, while “It is Useful” was generally ranked most accurate. Participants thought the content-related statements were more accurate than those related to the design. However, this type of question does not display the degree to which the content or design aspects were preferred.

Participants were given the option to share additional feedback on *Approaching Investors*. The results are displayed below in Table 34.

Table 34: What features in infographic 4 would you change to make it more engaging, digestible, or clear?

What features in infographic 4 would you change to make it more engaging, digestible, or clear?
Add a new infographic about pitch
Less text to make it less heavy visually
Approaching investors requires more detail

The participants were given two images of *Approaching Investors*, one older version and one newer version, and were asked which one they preferred. The older infographics feature more information and less design elements, while the newer infographics summarize and condense the information contained within the old infographics and had more design elements. The results are shown below in Figure 54.

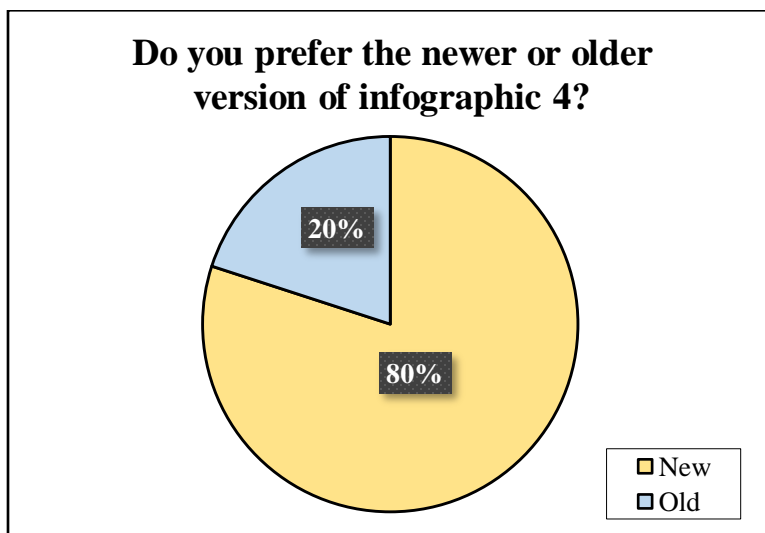


Figure 54: Do you prefer to newer or older version of infographic 4?

80% of participants preferred the new copy of the infographic. This may suggest that the audience values design and concision more than content and information. The newer infographics sacrifice content for design, and the older infographics sacrifice design for content.

The survey participants were given the ability to select one or more options to describe why they preferred the newer version of the infographic. The results are shown below in Figure 55.

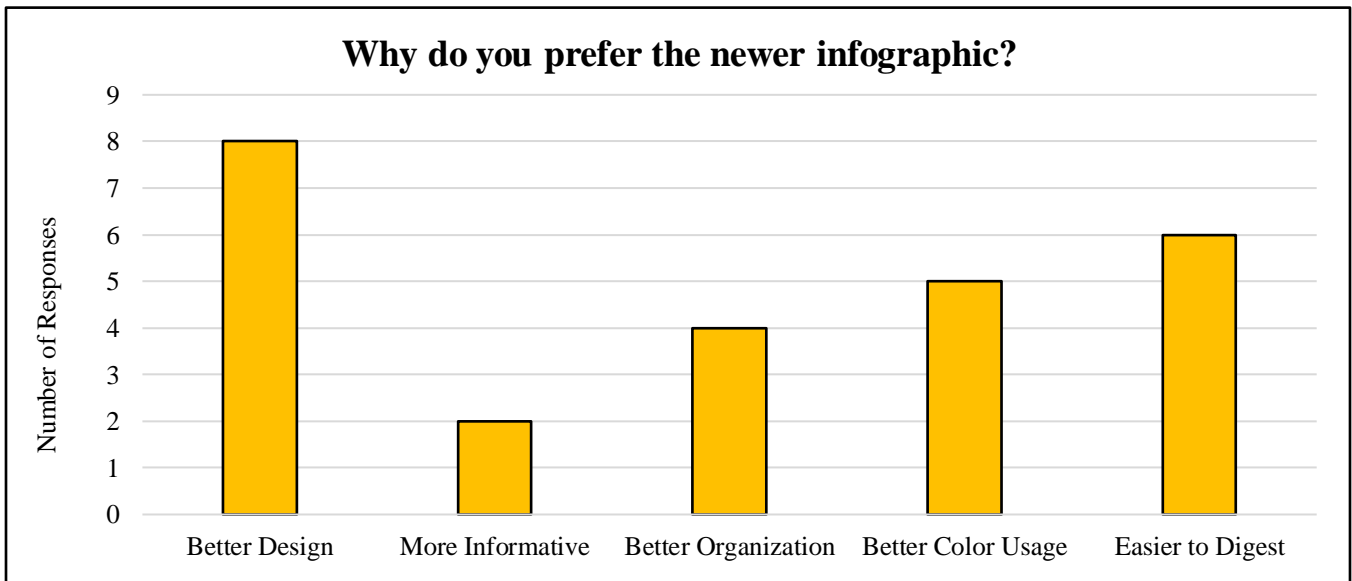


Figure 55: Why do you prefer the newer infographic?

The highest number of MOOC Survey participants, 8, preferred the new infographic because it had a better design. The lowest number of participants, 2, preferred the new infographic because it was more informative. These statistics are a reflection of the fact that the new infographics have a better and more condensed design, while sacrificing the amount of content and information.

Participants were given the option to share additional feedback on the new version of *Approaching Investors*. The results are displayed below in Table 35.

Table 35: What features in the newer infographic would you change to make it more engaging, digestible, or clear?

What features in the newer infographic would you change to make it more engaging, digestible, or clear?
Part of this is in Spanish! I like both, and in some ways I think the way this one is organized is easier to digest. But I thought the other one had more information.

Worksheet

Participants were presented with a MOOC worksheet and were asked to rate it in three categories on a scale of 1-5 (1-Poor, 5-Excellent). The results are shown below in Table 36 and Figure 56.

Table 36: Rate the worksheet on the following:

	Organization	Clear Instructions	Design
1 Poor	1	1	0
2	0	0	1
3	2	1	0
4	2	4	3
5 Excellent	6	5	7
Number of Responses	11	11	11
Average Score	4.09	4.09	4.45
Standard Deviation (±)	1.30	1.22	0.93

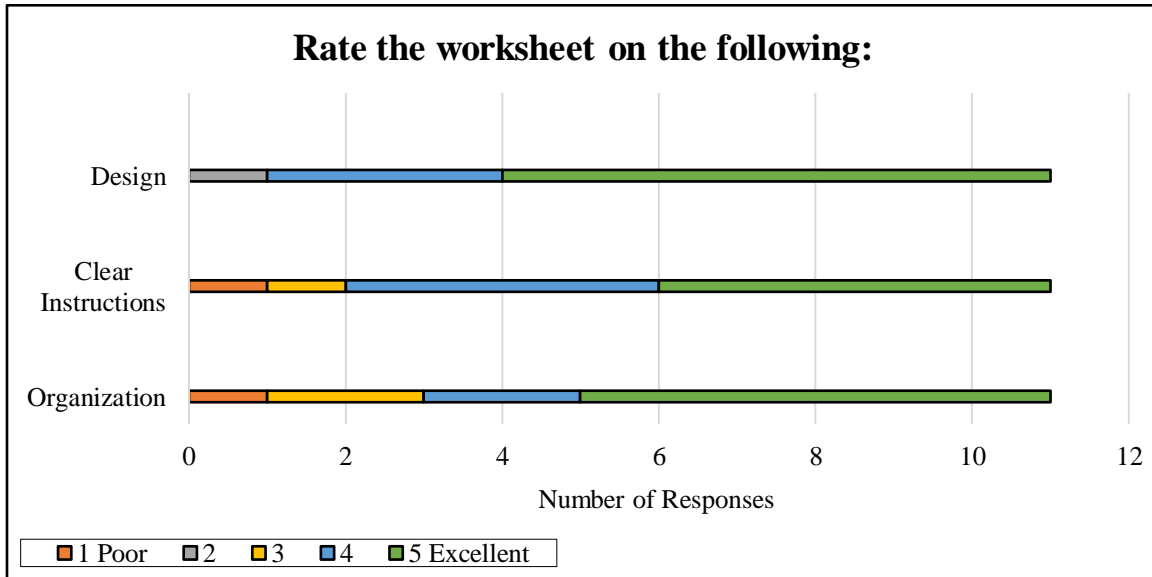


Figure 56: Rate the worksheet on the following:

The average scores of all three categories was 4 or greater, indicating that the MOOC Survey participants enjoyed the design, clarity of instruction, and organization of the worksheet. The

design of the worksheet received the highest average score (4.45), and the remaining two characteristics both received an average score of 4.09.

Participants were then asked to report whether or not they felt the worksheet complimented *Measuring Social Impact* (infographic 3), and 100% of the MOOC Survey participants felt that it did (Figure 57). Additionally, 73% of the participants felt that the infographic and worksheet be combined (Figure 58).

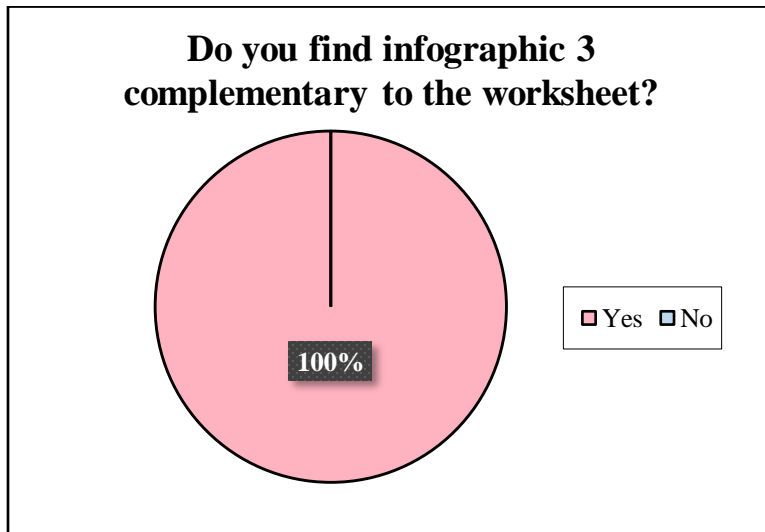


Figure 57: Do you find infographic 3 complementary to the worksheet? (11 Responses)

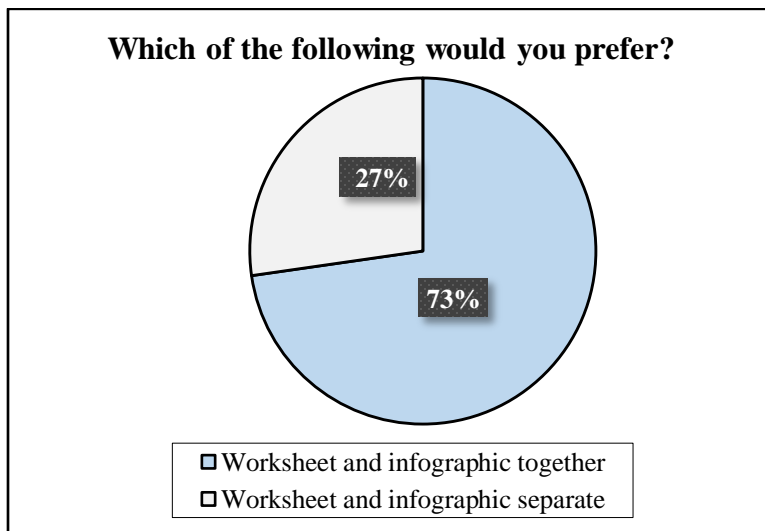


Figure 58: Which of the following would you prefer? (11 Responses)

Participants were given the opportunity to elaborate on why they felt the worksheet was complimentary. These results are shown below in Table 37.

Table 37: Why do you think the worksheet is complementary to infographic 3?

Why do you think the worksheet is complementary to infographic 3?
The worksheet engages you to think about your case on that topic. Very important
Concept and exercise are methodologically aligned
The ToC used and the adaptation in the info graphic are easy to decipher; methods and metrics are referable
The worksheet aims to determine the impact that a social business might have, considering its specific model. It may consider another feature if the business model is a triple impact one, and has more than one kind of product
I think it allows the user to analyze their own initiative in a clear way and also allows connecting that analysis to the information in the infographic
Makes sense to have a sheet to fill in your theory of change after learning about it
The color is consistent. Organized and simple

Cuidad Saludable Case Study

Participants were presented the *Cuidad Saludable (Healthy City)* case study in both narrative (long) and summarized (short) form, and were given the option to choose which case study they preferred. The results are shown below in Figure 59.

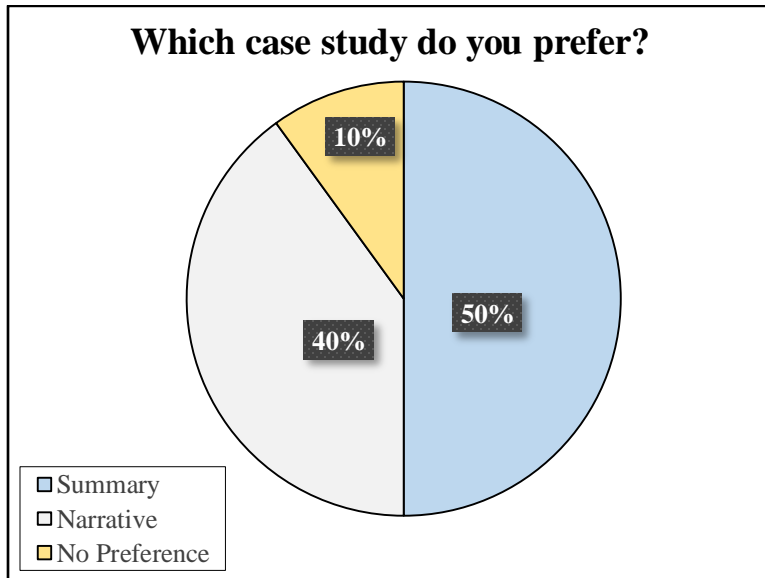


Figure 59: Which case study do you prefer? (10 Responses)

50% of survey participants said they preferred the summary, 40% said they preferred a narrative, and the last 10% had no preference. There was a relatively even split between the summarized and narrative case studies, which suggests that the type of content may dictate which type of case study is appropriate. It might also be a good idea to include a copy of both types of case studies so every reader will be happy.

Those who preferred the narrative case study were given the ability to choose why. The results are shown below in Figure 60.

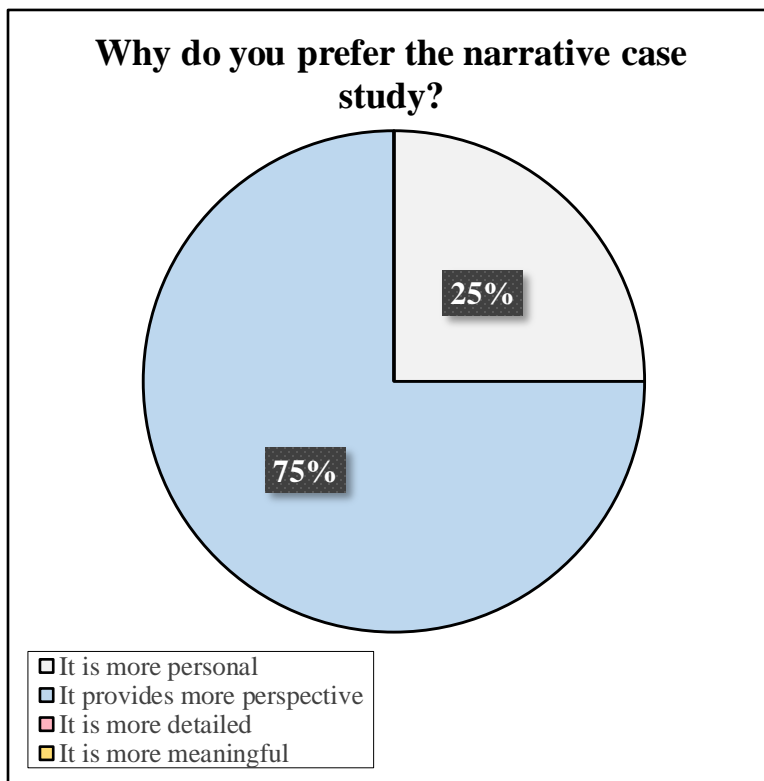


Figure 60: Why do you prefer the narrative case study? (4 Responses)

75% of participants said that the narrative case study provided them more perspective, while 25% of the participants said it provided them a more personal story. No participants selected detail or meaning as reasons for preferring the narrative case study. The narrative case study was longer and more detailed, but was more effective in crafting the story and immersing the reader. It is likely this is the reason these people preferred the narrative case study.

Those who preferred the summarized case study were given the ability to choose reasons why. The results are shown below in Figure 61.

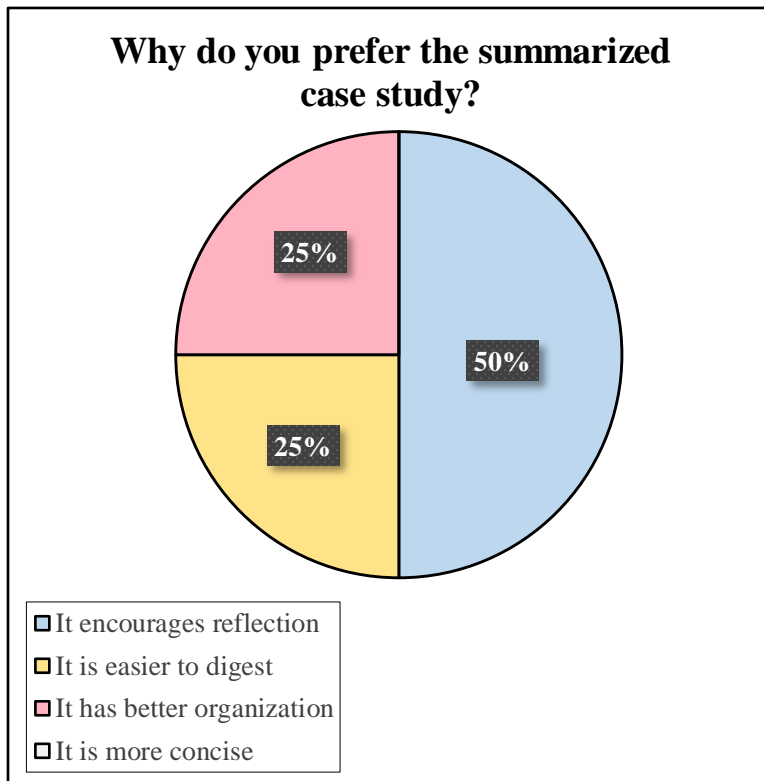


Figure 61: Why do you prefer the summarized case study? (4 Responses)

50% of responses said it encouraged reflection, 25% said it was easier to digest, and 25% said it had better organization. There were no responses regarding the conciseness of the summarized case study. It is possible that these individuals preferred this case study because they wanted a quick summary of the information and didn't have the time or want to read through a long excerpt. Additionally, this case study had questions to think about after reading.

Videos

Participants were shown the *INSIMA Readiness Framework Video*, which featured a narrator and people performing simple tasks in the background. They were allowed to rate the video on four categories on a 1-5 scale (1-Poor, 5-Excellent). The results are shown below in Table 38 and Figure 62.

Table 38: Rate the *INSIMA Readiness Framework* video on the following:

	Quality of Visuals	Understandable	Engagement	Informative
1 Poor	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	4	3	5	3
5 Excellent	5	6	4	6
Number of Responses	9	9	9	9
Average Score	4.56	4.67	4.44	4.67
Standard Deviation (±)	0.53	0.50	0.53	0.50

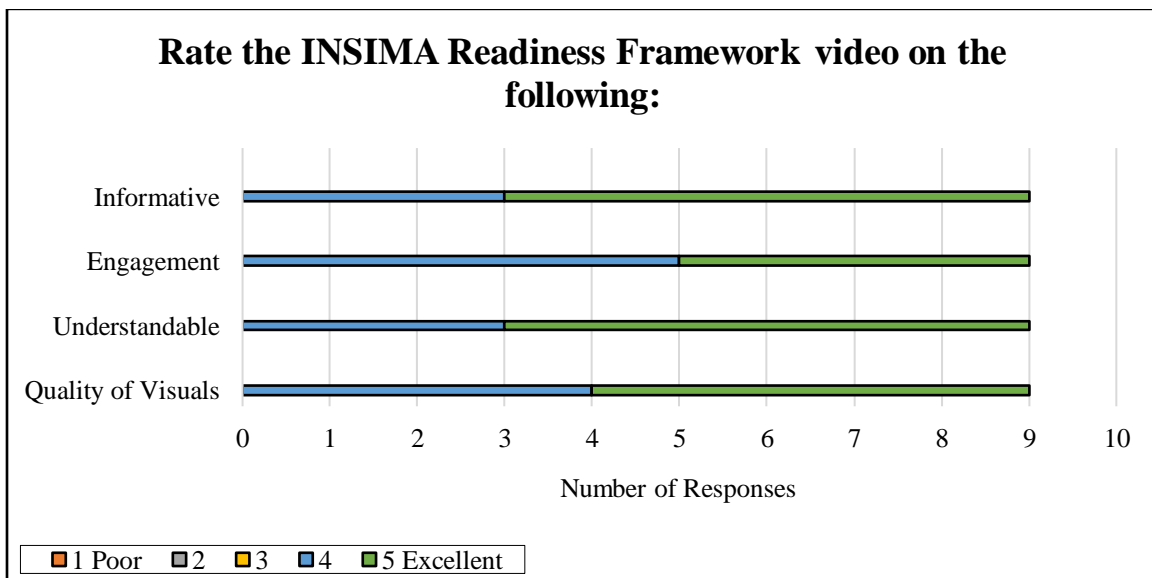


Figure 62: Rate the *INSIMA Readiness Framework* video on the following:

The average of each of the scores in the four categories was 4.58. The audience felt that the video was most informative and understandable with an average score of 4.67. The audience felt that the video was lacking the most in engagement, with the lowest average score (4.56). No participants scored a category under 4, meaning that the video was well-received by every participant.

Participants were able to select multiple options to describe the first video. The results are shown below in Figure 63.

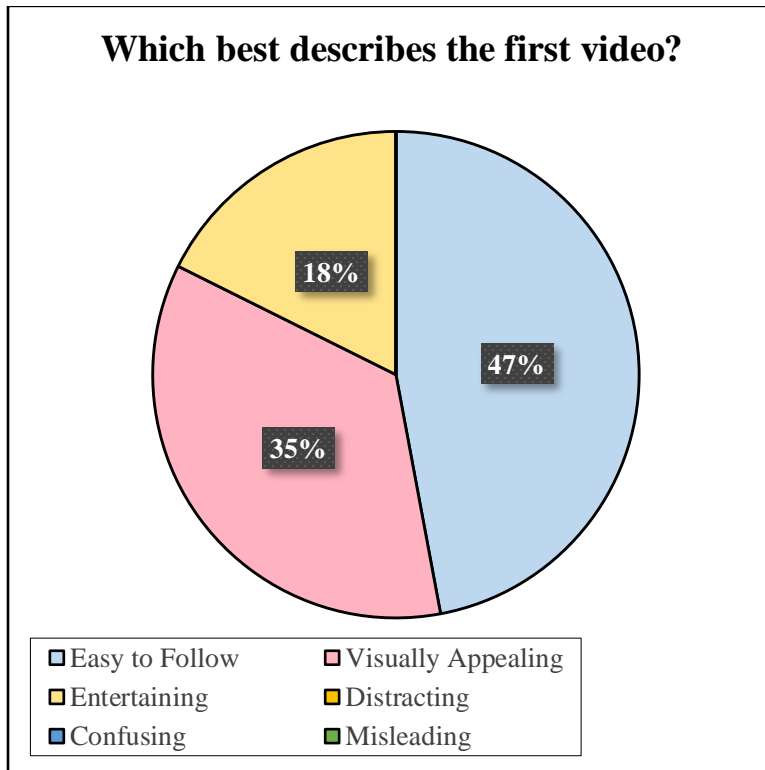


Figure 63: Which best describes the first video? (17 Responses)

47% of responses said it was easy to follow, 35% said that it was visually appealing, and the final 18% said that it was entertaining. This is consistent with the high average scores in each category in Figure X. There was no negative feedback in the figure to complement the lack of negative scores in any of the categories.

Participants were shown the *Entering Social Capital Markets Video*, which featured a person speaking without visual aids. They were allowed to rate the video on four categories on a 1-5 scale (1-Poor, 5-Excellent). The results are shown below in Table 39 and Figure 64.

Table 39: Rate the Entering Social Capital Markets video on the following:

	Understandable	Engagement	Informative
1 Poor	0	0	0
2	0	0	0
3	2	0	0
4	3	5	4
5 Excellent	4	4	5
Number of Responses	9	9	9
Average Score	4.22	4.44	4.56
Standard Deviation (±)	0.83	0.53	0.53

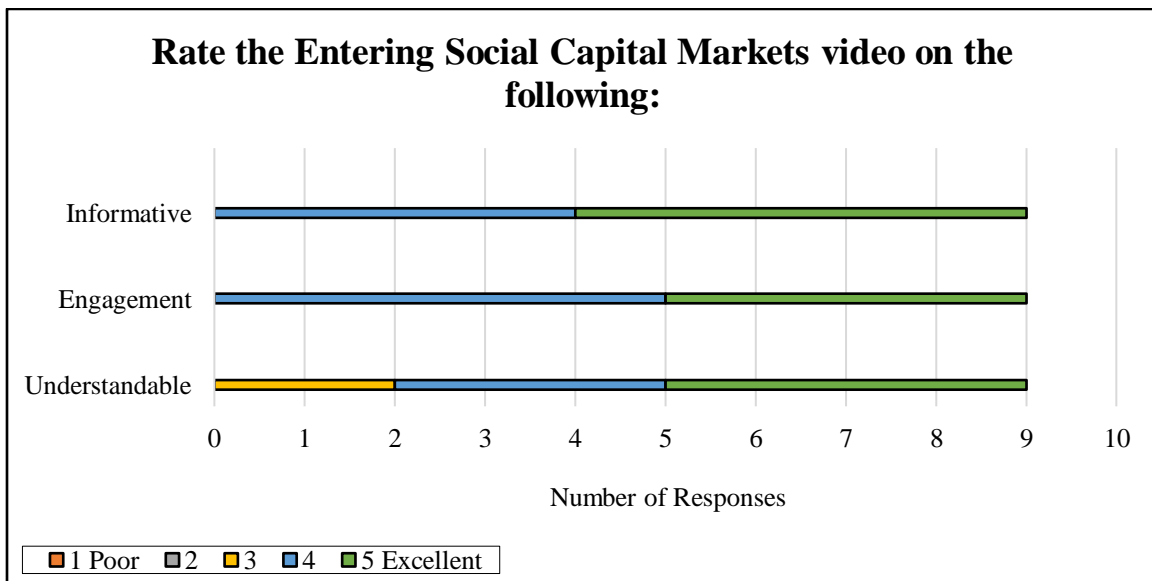


Figure 64: Rate the Entering Social Capital Markets video on the following:

The average of the scores of the four categories was 4.40. The audience felt the video was most informative, having the highest score of 4.56. The audience felt that the video needed to improve most in understandability, having the score of 4.22, but still performing well. The first video had higher scores than the second in all categories. There were only two participants who scored

understandable under 4, meaning that they were indifferent to that category. When compared to the first video, this second video did slightly worse, but it was still well-received. It is possible that the second video was not as enjoyed due to the lack of a visual aid.

Participants were able to select multiple options to describe the second video. The results are shown below in Figure 65.

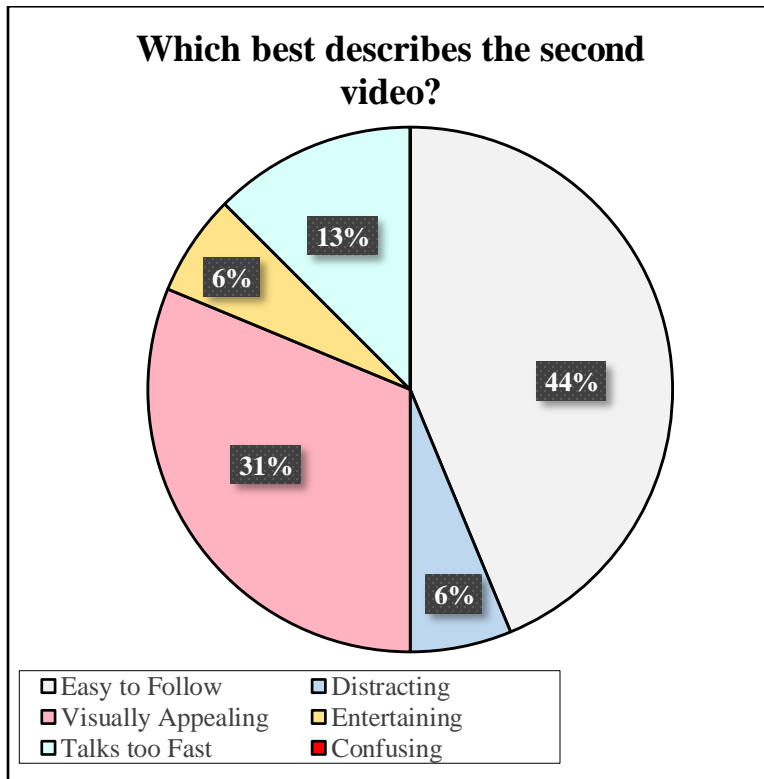


Figure 65: Which best describes the second video? (16 Responses)

44% of responses said that it was easy to follow, 31% said that it was visually appealing, 13% said that the person was talking too fast, 6% said that it was distracting, and the final 6% said that it was entertaining. 19% of the responses were negative towards the video, which was up from 0% when compared to the first video. The second video also scored lower in entertaining, visually appealing, and easy to follow when compared to the first video. Although the second video was generally well-received among audience members, the first video was superior in almost way.

Participants were shown the *Financing Model Video*, which was fully animated. They were allowed to rate the video on four categories on a 1-5 scale (1-Poor, 5-Excellent). The results are shown below in Table 40 and Figure 66.

Table 40: Rate the Financing Model video on the following:

	Quality of Visuals	Understandable	Engagement	Informative
1 Poor	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	2	1	3	2
5 Excellent	7	8	6	7
Number of Responses	9	9	9	9
Average Score	4.78	4.89	4.67	4.78
Standard Deviation (±)	0.44	0.33	0.50	0.44

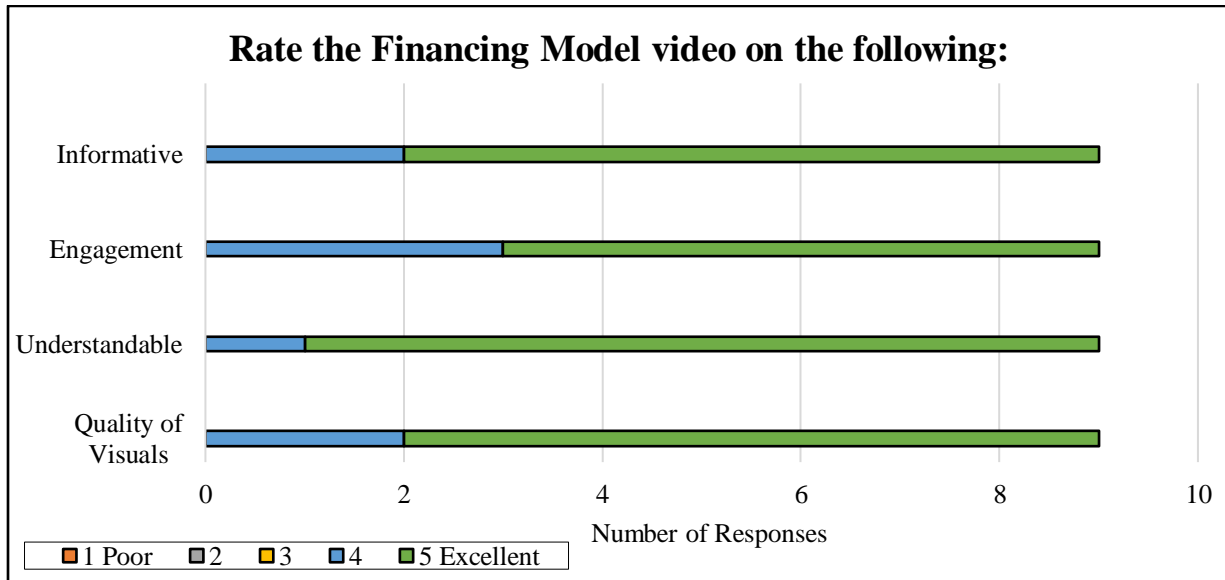


Figure 66: Rate the Financing Model video on the following:

The average of the scores in each of the four categories was 4.78. The audience felt the video was most understandable, having the highest score of 4.89. This was the highest score in any category of the three videos. The audience felt that the video was lacking the most in engagement, having the lowest score of 4.67. Every category did not have a score lower than 4,

which means that every participant enjoyed all aspects of the video. The animated video had the best scores among the three that were shown.

Participants were able to select multiple options to describe the third video. The results are shown below in Figure 67.

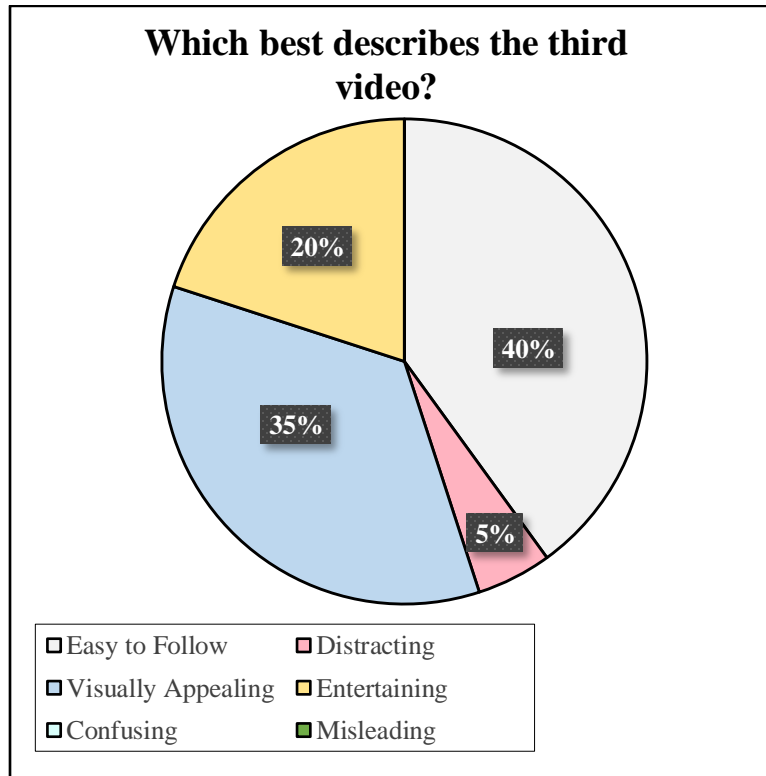


Figure 67: Which best describes the third video? (20 Responses)

40% of responses were easy to follow, 35% were visually appealing, 20% said that it was entertaining, and 5% said that it was distracting. Only 5% of responses were negative, which is lower than the second video but higher than the first. Based on these results, in combination with the high scores from each category, it appears that the animated video was well-received by audience. In general, the third video was more popular than the second, and equally-popular to the first video.

Participants were given the ability to choose their most preferred video. The results are shown below, in Figure 68.

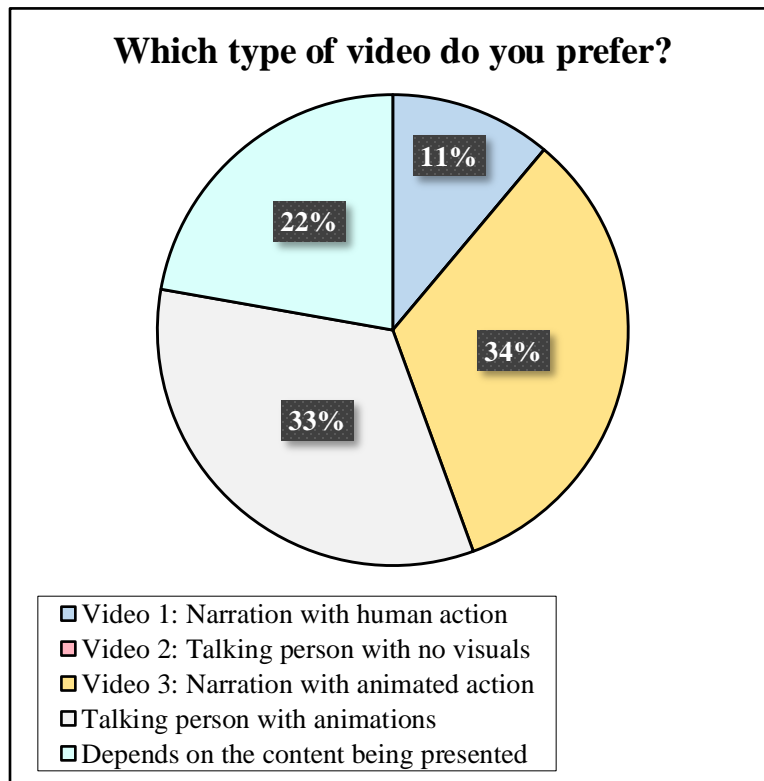


Figure 68: Which type of video do you prefer? (9 Responses)

34% of participants responded with the third video, 33% preferred a person talking with animated visuals, 11% responded with the first video, and 22% said it depends on the content being presented. 0% of participants chose the second video. Additionally, 67% of participants preferred some sort of animation over no animation. This is consistent with the average scores for the animated video, as the animated video scored highest in all categories. This could be attributed to the fact that animated videos cater to both visual and auditory learners, while a person talking without a visual aid caters solely to auditory learners.

4.3.3 MOOC Focus Group with INCAE Students

Our focus group was comprised of 6 INCAE Business School students. Urs Jäger observed the first half of the focus group and Bryan Bejarano assisted with translation and facilitation. The focus group lasted from approximately one hour.

Overall, the students enjoyed the course and gained a lot of knowledge. They expected the course to be largely conceptual based on past experiences with other entrepreneurial courses.

However, the students were happily surprised that the course was more practical, technical, and interactive than they anticipated. The students thought that the course material was easily applicable to their own personal projects. Prior to taking the course, some of the students didn't know what social entrepreneurship was. Taking the course totally changed some of the students' perspectives on entrepreneurship as a whole. Some students even shifted their personal projects towards social initiatives, saying that being a social entrepreneur in Latin America is smart because it is still an emerging industry and there is ample room for innovation and improvement. One student said, "It is very logical to do a social project. It can help more people. It is very profitable to have a social project. In the context of this country [Costa Rica] it makes sense". The students greatly enjoyed the final pitch component of the course. In groups, the students gave a final investment pitch to three judges, all who were real investors. The students found that the feedback from the judges was extremely helpful.

The students felt that infographics were a good way to present information. The students said that the infographics were not content heavy so they were easy to process and understand. They believed that the infographics were more interactive because they included not only text, but images, diagrams, and icons. Infographics with more graphics, less text, and more open space were the most enjoyable to the students. They also preferred lighter colors in comparison to dark. If multiple colors were being used the students preferred that the colors had enough contrast to make them distinguishable.

VIVA Idea's Communications team used their intuition and previous course feedback to create new updated infographics based on the ones offered in the MOOC. The updated infographics featured lighter colors, more graphics, and less text. The infographics were also condensed in comparison to their older form and provided more succinct summaries of the information being presented. Once the students were given the newer infographics, they preferred them over the previous infographics unanimously. The students felt the new infographics were more summarized, easier to understand, more comprehensive, and more straightforward. One of the new infographics also contained arrows, which the students enjoyed because they felt the directions presented the information in a logical way. For improvement, the students suggested having a space below the infographic which could be used to take notes.

Towards the end of the focus group, the students were shown two videos: the first being a cartoon with video animations with a human voiceover, and the second being a person explaining a concept without the use of a visual aid. The students unanimously preferred the cartoon videos much better than the ones with the people talking without visuals. The cartoons were easier to visualize and easier to understand. There were also fewer distractions in the animated video. The students wondered why the talking person was not in front of a neutral background. They said that the fact that the person was in front of a different background every time was distracting. The students also said that two of the video speakers had thick accents and

sometimes made weird faces, which were distracting. The students suggested having a combination of the two videos: a person taking with a visual aid or a whiteboard, in front of a neutral background.

In general the students also suggested adding case studies and success stories to supplement the content of the course. One student said that including success stories would incentivize him to pay attention because the models are proven. The students also suggested adding hyperlinks to course contents to have access to extra content in specific areas. The students said that these things would stick out and be memorable. The students want to know real stories using the methodologies to show how the course helped people succeed; they wanted to see these early on in the course. One student summarized the course by saying it covered “How to integrate the financial part with the social part to have a sustainable business in Latin America”. The students also said the course content was most useful when it was being applied to their own projects, although it would still be beneficial to someone without concurrent project work. More detailed notes on the focus group are available in Appendix L.

4.3.4 Impact Hub

The second section of the Impact Hub interviews switched focus to content-related questions. Having open-ended questions allowed the participants to elaborate their answers, which provided insightful feedback and recommendations. The responses were categorized as pros, cons and recommendations (Appendix I). After sorting the information, we analyzed the feedback and summarized it on infographics to efficiently present the data (Figures 69, 70, 71, 72, 73, 74, 75, and 76).

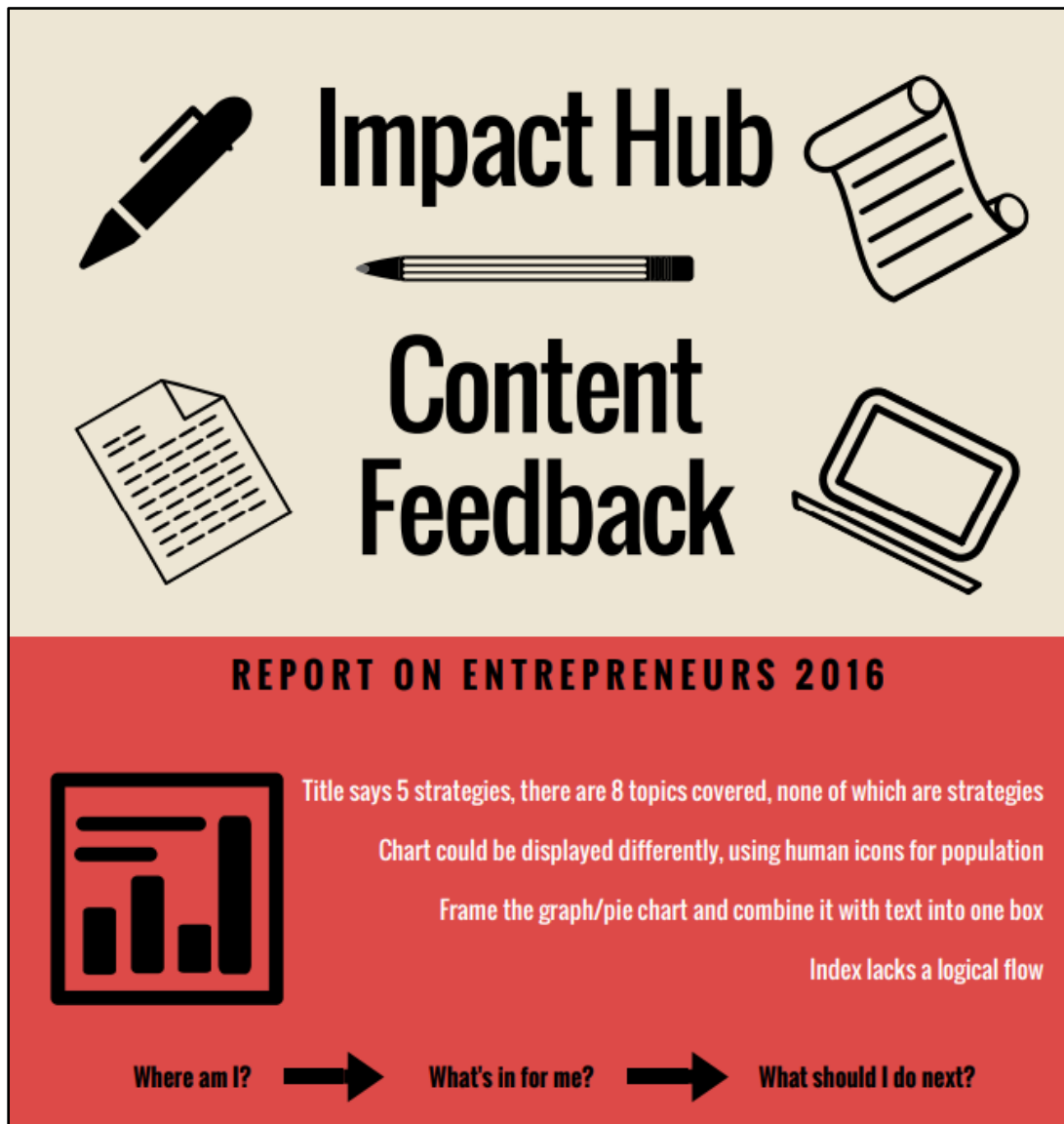


Figure 69: Analysis of the 2016 Report on Entrepreneurs

USOUND: TECHNOLOGY FROM NORTHERN ARGENTINA TO THE WORLD

First paragraph should include all important points to clarify the purpose

Setting the problem statement makes the reader want to read more

Include data and support it with a graphic

Include a picture of the subject



MOVING LATIN AMERICAN SOCIAL ENTREPRENEURS TO SCALE



First paragraph should be bolded to draw attention

Include links to make it more interactive

Starting with a "call to action" is a plus

Lacks a more personal story

TECHNOLOGY AND EDUCATION REINVESTED IN RURAL DEVELOPMENT

Include picture of the subject, making it more personal

Bad transitions between the paragraphs

Bold keywords and important concepts


Compliment it with an infographic




© 2018 CANVA ALL RIGHTS RESERVED


Figure 70: Analysis of the uSound case study, academic paper, and blog post


IMPACT HUB CONTENT PREFERENCES





DESIGN

- 

Complement information with a graphic: Visual aids help the reader understand and relate to the topic.
- 

Use clear transitions: When you move from one idea to another, it is necessary to include a visual transition for better clarification and minimize confusion.
- 

Include icons: Enhancing the information with icons makes the content more visually appealing to the reader.
- 

Highlight key points: Besides encouraging the reader to focus on the important concepts, it is easier for them to refer back to the material.
- 

Keep it spacious and simple: Content should be cleanly organized and spaced out. Including too much information on a single page can overwhelm readers.

Figure 71: Design preference analysis for reports, case studies, academic papers and blog posts

CONTENT

A summary or list of key points should be used to present the main ideas. It helps the reader decide if they will benefit from continuing to read the material.



Key words like "impact", "strategies", and "scale", peak readers' curiosity.



Readers prefer the use of numerical data to quantify.



Storytelling allows the reader to relate to the information presented. A more personal tone makes it more meaningful and memorable to the reader.



Content should follow a logical flow and the most important points should be addressed first.



© 2018 CANVA ALL RIGHTS RESERVED

Figure 72: Content preference analysis for reports, case studies, academic papers, and blog posts

IMPACT HUB FEEDBACK FOR INFOGRAPHICS



BE COLORFUL

Broad and consistent color palettes are more attractive. Lighter colors should be used in the background, and stronger colors to highlight important points. Colors can be used to separate or transition between ideas.



KEEP IT SIMPLE

Viewers prefer when both the message and design is simple. Infographics should be as concise as possible and displayed with clean organization.



BALANCE TEXT & VISUALS

Too much text overwhelms readers, but not enough text results in a confusing message. The amount of text and visuals should be about equal.

Figure 73: Preference analysis for infographics



Figure 74: Preference analysis for infographics

IMPACTHUB VIDEO FEEDBACK

WHAT MAKES A GOOD VIDEO?



Keep videos as concise as possible. Shorter videos that present a single, simple topic are easier to digest.



Pictures, animations, or other visual aids can help maintain the viewer's attention and clarify the message.



Videos that use a diverse and consistent color palette in a purposeful way are more visually attractive.



Storytelling with animations or human action makes a video more engaging and can help the viewer relate to the information being presented.

Text should be utilized to help explain complex ideas and should remain on the screen long enough for the viewer to digest the information. Subtitles in a different language can be included to reach a wider audience.

TEXT

Figure 75: Preference analysis for videos

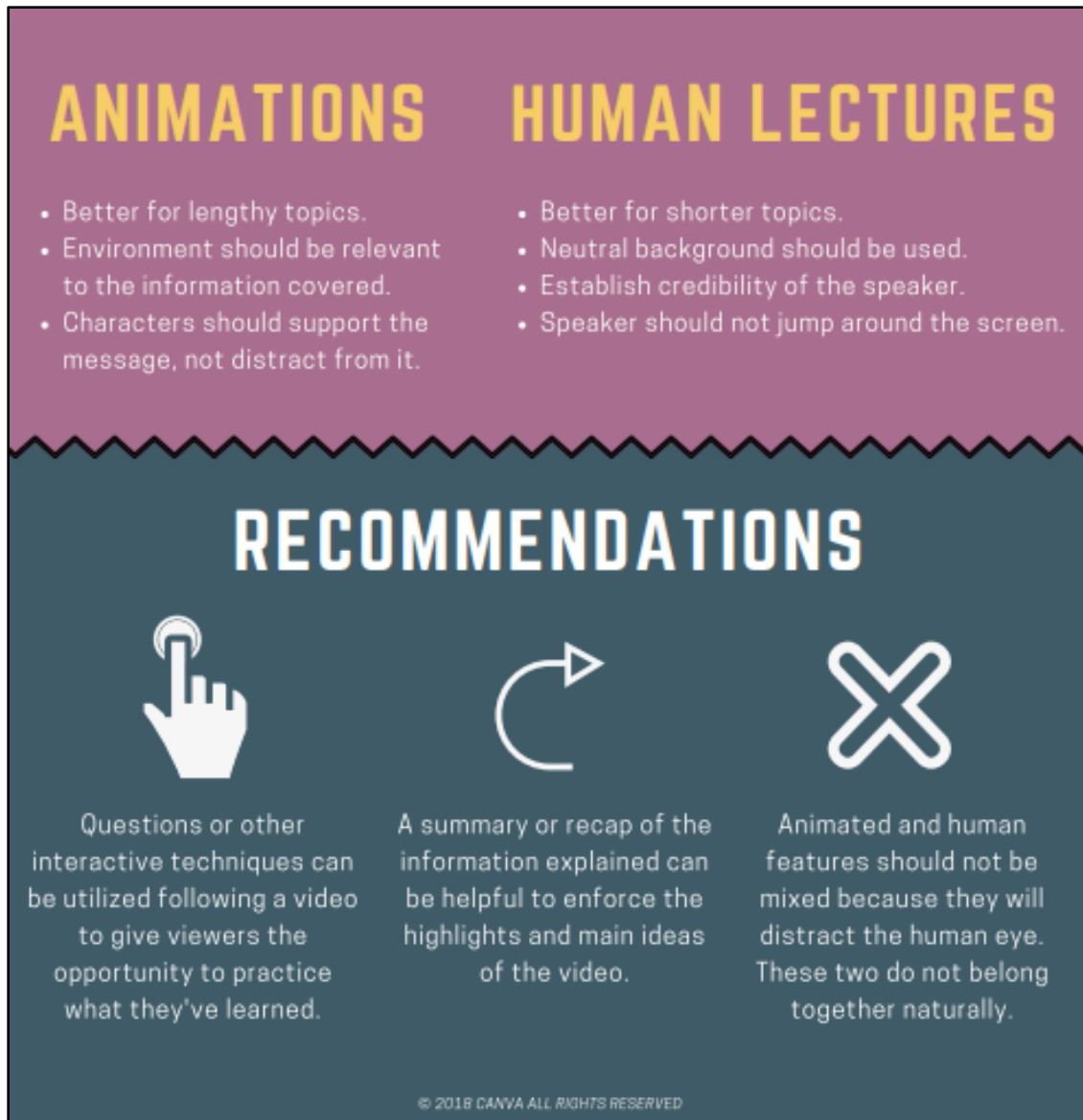


Figure 76: Preference analysis and recommendations for videos

The last questions of the interview covered the VIVA Leaders platform. As part of the questions, we had a video that briefly explained the purpose of the platform. Additionally, each of us showed the participants how to navigate to the platform and allowed them to explore it. 80% of the participants found the platform useful and would possibly use it in the future. These same interviewees found VIVA Leaders to be helpful for networking opportunities in their organization or business, and were interested to know the criteria required to become a part of the platform. Moreover, it was suggested that the platform would include the Sustainable Development Goals (SDGs) icons to easily relate the organizations that share common goals. Overall, VIVA Leaders was considered a necessary tool for networking and scaling opportunities.

4.4 Objective 4: Final Results Presentation

For the final objective, we presented the following deliverables to VIVA Idea, along with the final report and presentation:

- Updated website subscriber and MOOC participant database
- Excel spreadsheets used to create graphs and tables of the data and compiled feedback
- PowerPoint presentation we used to deliver the INCAE Business School MOOC focus group questions

In our final presentation, we chose to combine our results from each section. For example, for displaying our results on the demographics of VIVA Idea's audience, we created a generalized description of each audience member from the surveys, interviews, and focus group. Regarding content evaluation, we combined the feedback from all of our research tools. For example, for the *2016 Report on Entrepreneurs*, we combined and consolidated all of the feedback from the surveys, interviews, and focus group into one place. In general, we tried to avoid showing the graphs and tables present in the results section, and instead created unique graphics that summarized the information (similar to the figures in section 4.3.4).

5. Conclusions and Recommendations

The goal of this project was to help VIVA Idea learn more about its audience and assess the usefulness of its online content and gain feedback. To do so, we employed a survey of VIVA Idea’s general audience and MOOC participants. We also interviewed social entrepreneurs at San José’s Impact Hub location, conducted polls on VIVA Idea’s Facebook, Twitter, and Instagram accounts, and held a focus group with students who participated in the MOOC. We additionally interviewed a prominent social entrepreneur from Paraguay, Martin Burt, to gain more insight into the field of social entrepreneurship. Our findings were very detailed from these techniques. To organize our conclusions and recommendations, we sorted them into two main sections: audience profiling and content evaluation. Within the audience profiling section, we discuss a profile for every audience we interacted with. For the content interaction section, we sorted all of VIVA Idea’s contents into five categories (Table 41).

Table 41: VIVA Idea’s contents sorted by category

Category	Content
Academic Writing with Design Component	Reports, Blog
Academic Writing without Design Component	Case Studies, Academic Papers
Non-Academic Writing with Design Component	Infographics, Facebook Posts
Worksheets	Worksheet
Videos	Videos
VIVA Leaders	VIVA Leaders

Each category will have a specific section, and all information pertaining to the contents will be contained within.

5.1 Audience Profiling

VIVA Idea lacked detailed information on who its audience was, along with their wants and needs. Just because VIVA Idea offered social entrepreneurial content, we could not assume that social entrepreneurs were exclusively accessing their content. Additionally, because social entrepreneurship is such a diverse and multi-disciplinary field, there is significant overlap between professions. For example, both social entrepreneurs and traditional business entrepreneurs benefit from content on securing funds and building good investor relationships. Furthermore, it was possible that teachers, students, and other types of business professionals were using VIVA Idea’s content to benefit from it.

The types of audience information VIVA Idea hoped to gather included information on profession, level of experience and expertise, and preferences. Additionally, VIVA Idea wanted

to know how its users found out about the online platform, along with their level of interaction with it. We acquired this information using four main strategies: a survey sent to VIVA Idea's general audience, a survey sent out to participants of VIVA Idea's massive open online course (MOOC) users, social media polls, and interviews with Latin American social entrepreneurs. Using the information gathered, we created a user profile for each type of user we investigated.

5.1.1 General Audience Profile

VIVA Idea's general audience included website subscribers, social media followers, and workshop and award participants since 2013. To gain information on these audiences, we implemented a survey and used polls on VIVA Idea's Facebook, Instagram, and Twitter accounts. We decided to implement a single survey for all of these audiences because VIVA Idea identified them as a typical audience member, and wanted to collect all demographic information in a single survey for simplicity. The survey had a total of 132 responses. The social media polls had various responses rates. The Facebook polls were the most popular, having a maximum of 69 responses. Instagram had the next-highest response rate, with a maximum of 49 responses, followed by Twitter with a maximum of 15 responses. At the request of VIVA Idea, different questions were asked on each of the social media accounts. The Facebook polls were contained only within workshop participants. VIVA Idea was weary to freely administer polls on their Facebook account because it has a large following, and they did not want to distract their followers.

Based on the polls and survey, the average general audience member considered themselves a social entrepreneur or worked for a non-profit or social enterprise. In the survey, 56.3% of users said they worked for a social enterprise or a non-profit organization. In the social media polls, 90% of Instagram participants self-identified as a social entrepreneur, while 100% of Twitter participants also self-identified as a social entrepreneur. 60% of the survey participants were less than 10 years into their careers. Most of the survey participants had directly interacted with VIVA Idea's content, with 67% saying they participated in a workshop, awards competition, or the online course. Additionally, out of the 132 survey participants, only 18 said they had never interacted with VIVA Idea's online content. Regarding specific interests, 69% of Twitter participants said they follow VIVA Idea for educational content. Meanwhile, 71% of Facebook participants say the VIVA Idea network is most important to them. When asked how they heard of VIVA Idea, 32% of survey responses said Facebook, with the awards competition coming in at second with 21%.

5.1.2 MOOC Audience Profile

In May 2017, VIVA Idea piloted its first massive open online course, titled *Access to Impact Investment for Social Enterprises*. A separate survey was sent to the MOOC participants because

VIVA Idea believed they should be treated as a separate audience. The MOOC participants interacted with the MOOC, but not necessarily VIVA Idea's website or social media accounts. The survey audience was comprised of 1700 MOOC participants, and ended up receiving 18 different responses.

The average MOOC audience member was generally interested in learning about anything business related, with specific interest in securing funds, project or business management, finance, and networking. On a scale from 1-5 (1-not interested, 5-very interested), securing funds was ranked first with an average score of 4.23, followed by project or business management with a score of 4.21, then finance and networking both with a score of 4.00. There were no scores below 3.8, indicating interest in every category. This audience was also knowledgeable in these same areas of interest. On a scale from 1-5 (1-no knowledge, 5-expert knowledge), networking was ranked first with an average score of 3.62, followed by financial knowledge with a score of 3.50, project or business management with an average score of 3.46, and securing funds with a score of 3.00. No category was ranked above 3.70, meaning that the survey participants had room to learn. When asked how they heard about VIVA Idea, 33% of responses said an online advertisement, while the next highest category was Facebook at 14%. When asked three things they expected to learn about in the course, 44% of responses said investment or finance. This was consistent with what the course is about, along with the interest and level of knowledge of the participants. Of the 18 survey participants, almost all were very active in the course. On a scale from 0-100 (0-no interaction, 100-full interaction), only one course material (forums) was below 60%.

5.1.3 Impact Hub Audience Profile

Impact Hub is a global collaborative business community that has a branch in San José, Costa Rica. In San José, Impact Hub serves as a meeting point for many social entrepreneurs. We travelled to Impact Hub because we saw an opportunity to gain more information on social entrepreneurs. We also see Impact Hub as a potential future partner for VIVA Idea and wanted to advertise as much as possible. We scheduled 15 interviews with social entrepreneurs that fell under VIVA Idea's target audience to learn more about their experiences and wants and needs. Each of the interviews lasted approximately 30-45 minutes in length.

67% of interviewees said they worked for a social enterprise or a non-profit organization. 40% of the participants heard of VIVA Idea before, many of which have worked with VIVA Idea in the past as a member of Impact Hub, the workshop, or the awards. Only 27% of the interviewees said they interacted with VIVA Idea's online content in any way. One of VIVA Idea's main goals is to help organizations scale their impact, or to reach more people with social initiatives in a sustainable manner. When the participants were asked if they were currently trying to scaling impact of their organization, 80% responded with yes, while 20% responded that they were

unaware of the term. When asked what types of content they prefer, videos came first by an overwhelming margin (25% of responses), with eBooks coming in second (12% of responses). Aside from the videos, however, there was a wide distribution of content preferences for the survey participants.

5.2 Content Evaluation

VIVA Idea has a diverse content library which includes reports, case studies, infographics, videos, a blog, an online course, a networking platform, and social media. Although VIVA Idea has a wealth of knowledge and resources for social entrepreneurs, it doesn't have any means of gathering feedback and doesn't know how useful its content is. Feedback is valuable to VIVA Idea for many reasons. It will allow VIVA Idea to identify which content its users prefer, along with the content they don't prefer. With the feedback, VIVA Idea can improve its resources and make them more useful. Doing so will keep VIVA Idea's users satisfied and keep them coming back. Much like the demographic information, information on VIVA Idea's content is essential to prolonging the life of the platform. VIVA Idea hoped to gather detailed feedback regarding the design and information on each of its main content items.

5.2.1 Academic Writing with Design Component

In our survey and interviews, we choose to use VIVA Idea's *2016 Report on Social Entrepreneurs* as a representative sample of the reports. We evaluated three aspects of the report: the front page, the index, and an extracted page. For the blog, we chose the *Technology and Education Reinvested in Urban Development* post. We asked questions regarding the format, organization, use of color, use of images and graphics, understandability, level of interest, and usefulness of the information in both the report and blog post.

Reports

When asked whether they would continue reading the report after viewing the cover and index, 80% of the general audience and 67% of the Impact Hub audience said they would. The color and design was praised, along with the organization. However, a few believed the title was slightly misleading and that the term "scale the impact" was used too frequently and ambiguously. Some also mentioned that the image on the index was slightly distracting. Some participants recommended that the titles on the cover and in the index be more descriptive.

The content of the report page was enjoyed by most, but the design was criticized. 89% liked the content of the page, while only 62% liked the design. The participants thought that the pie chart was not very creative and the colors were difficult to differentiate. Additionally, no source was present with the chart. Others complained that the writing was poor and repetitive and felt very

formal. One person proposed that the report cover and index should answer the following three questions: “Why am I here?”, and “What’s in it for me?”. “What should I do next?”.

Blog Posts

Regarding the blog post, many people liked the narrative and thought it was informative (86%), but not the design (40%). Many people recommended including some sort of graphic or picture of the characters within the blog to better connect with the reader. Some readers said the narrative was slightly confusing and needed better transitions. The color and contrast needed improvement also. Many people thought that the blog was similar to the academic paper and case studies due to the lack of a main design component. The readers expected the blog to have a more personal story and free design.

5.2.2 Academic Writing without Design Component

To represent the case studies, we chose *uSound* and *Cuidad Saludable (Healthy City)*. For the academic paper, we chose *Moving Latin American Social Entrepreneurs to Scale*. In the surveys and interviews, we asked questions regarding the format, organization, design, understandability, level of interest, and usefulness of the information in the case studies and academic paper.

Case Studies

In the general audience survey, 86% of participants liked the content within the *uSound* case study, while only 41% liked the design. In the MOOC survey, participants were presented the *Cuidad Saludable* case study in narrative (long) and summarized (condensed) form. 50% of MOOC survey participants preferred the summarized version, 40% preferred the narrative version, and 10% had no preference. General comments included there being too much text and not enough graphics or design. The case studies should use more color, bolding, and pictures. Those who preferred the summarized version were seeking a condensed form of the information. The summarized case study also contained questions for reflection, which reinforced critical thinking and understanding of the material. Those who preferred the narrative version valued the story and characters. The narrative version of the case study was more connectable to the reader because it featured more story aspects.

Academic Papers

In the general audience survey, 86% of responses said they liked the academic paper, while only 43% liked the design. Most of the participants said the academic paper was well-written and informative. The design was criticized, however. Some people said the typography was poor and the text was difficult to read. One person said the academic paper lacked a personal story and

was boring. Additionally, some of the participants recommended using less text and more pictures and graphics. Resources that are more personal and have story elements are more effective at maintaining attention of the reader because they can connect with the narrative.

5.2.3 Non-Academic Writing with Design Component

Many different types of infographics were shown to the audiences, while a VIVA Leaders Facebook post was used to represent VIVA Idea's social media.

Infographics

Different infographics were shown in the general audience survey, MOOC survey, Impact Hub interviews, and a focus group we had with students from INCAE Business School. Both new and old versions of infographics were provided.

In general, the newer infographics were preferred to the old. The newer infographics had more intuitive icons and diagrams, better contrast and color usage, and less information. The old infographics included more detail, but were reported dense and cumbersome to read. In addition, their titles, headings, and diagrams were sometimes misleading. Some of the old infographics were confusing and could not serve as a standalone piece.

When showed infographics from the MOOC, the general audience had significant negative feedback regarding the amount of content presented. Many people complained at the amount of text in the infographics and the lack of design elements. The general audience scored the infographics lower than the MOOC survey audience, who had few less negative feedback regarding the amount of content. This suggests that infographic preference is highly-dependent on specific audience characteristics such as age or level of experience. These traits can be used to generally predict content preferences. Members of the general audience who lack technical expertise may prefer the new infographics because they value design over content, while business professionals and entrepreneurs may be less concerned about effective design.

Social Media Posts

The VIVA Leaders Facebook post was shown to both the general audience and the Impact Hub audience. Although the post was praised for having an attractive color pallet and a sufficient amount of information, the center graphic was difficult to understand. Some people recommended having clearer titles and more concise and digestible explanations. Some people recommended having more graphics and less text. Similarly to the infographics, VIVA Idea's general audience prefers design and concision over large amounts of content.

5.2.4 Worksheets

Worksheets were shown to the general, MOOC, and Impact Hub audiences and were generally well-received. The worksheets were a main component of the online course. 86% of the general audience survey participants thought the worksheet would help them learn the material presented in an online course. 100% of the MOOC survey participants thought that the worksheet was complementary to the infographics present in the course. The worksheets should be included along with the infographics because they allow participants to apply the knowledge they learned from the infographics.

5.2.5 Videos

Three types of videos were shown in the surveys, interviews, and focus groups: a narrator with people performing actions in the background, a person speaking without visual aids, and a fully-animated video. In general, the animated videos were the most preferred. Participants also preferred neutral backgrounds and no background noise. Video preference is highly-dependent on level of experience. Business professionals or experienced entrepreneurs often prefer lecture-style videos, In comparison, an audience member without expertise will tend to prefer more easily-digestible cartoons and animations. Additionally, some people may find specific videos more helpful for different content. For example, one person stated that they prefer an animation for learning something, but a lecture for a personal story.

5.2.6 VIVA Leaders

VIVA Leaders is VIVA Idea's main networking platform and was widely-praised by all audiences. 87% of the general audience said VIVA Leaders is useful, while 85% said they would likely use it in the future. People liked VIVA Leaders because it allowed them to connect with entrepreneurs across the world. The platform was easy to navigate and the information was very applicable to personal projects. Our results suggest that VIVA Leaders was the most valuable piece of content VIVA Idea offers. However, some participants suggested that VIVA Leaders have more information on the Sustainable Development Goals (SDGs) and feature more social leaders, rather than more traditional for-profit business ones.

5.3 Key Findings and Recommendations

Based on our research, a majority of VIVA Idea's audience is involved in social initiatives, and has varying levels of technical experience. Much of VIVA Idea's audience learned about the online platform through social media. In general, VIVA Idea's audience members were interested in financing, securing funds, networking, and scaling the impact of their organization. Additionally, since audience members are constantly maturing and advancing in their careers,

their personal preferences change over time. According to these key findings, we propose the following recommendations to VIVA Idea:

- Frequently analyze the audience because it is constantly changing
- Keep utilizing social media because it attracts a majority of the audience
- Provide more information on topics regarding securing funds, finance, and networking, in addition to scaling impact

Regarding its content, we found that VIVA Idea needs to use improved design, writing, and concision to be most effective. New infographics were more popular with general audience members, but more experienced entrepreneurs preferred the older, content-heavy infographics. The animated videos were the most well-received. Based on this, we propose the following:

- Reports, case studies, academic papers, and blogs should include stories and pictures that complement the narrative and connect with the reader
- Some content preferences are dependent on the level of experience of the viewer
- A mix of old and new infographics may cater to all audiences
- Animated videos are more effective than videos without visual aids
- Sometimes content preferences depends on the content's intended purpose

References

- Aguilar, A. M. (2017, March 6). Reflections on Latin American Underdevelopment. *The Developing Economies*, 6, 77. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1746-1049.1968.tb00961.x/pdf>
- Albright, M., Simonson, M., Smaldino, S., Zvack, S. (2009). *Teaching & Learning at a Distance: Foundations of Distance Education*. New York, NY. Pearson.
- Anderson, T. (Ed.). (2008). *The theory and practice of online learning*. Athabasca University Press.
- Arts Professional. (15 September 2016). Knowing you Online Audience. Retrieved from: <https://www.theaudienceagency.org/insight/feature-knowing-your-online-audience>
- Ashoka, Skoll Foundation. (n.d). *Social Entrepreneurship in the Americas*. Retrieved from <http://publications.atlanticcouncil.org/socialentrepreneurship/>
- Avina Foundation (2017). *Landmark Transformations Achieved in Collaboration with our Allies*. Retrieved from <http://www.avina.net/avina/en/grandes-transformaciones/>
- Bartley, S. J., & Golek, J. H. (2004). Evaluating the Cost Effectiveness of Online and Face-to-Face Instruction. *Educational Technology & Society*, 7(4), 167-175.
- Bates, A. W. (2005). *Technology, e-learning and distance education* (2nd ed). New York: Routledge Falmer Studies in Distance Education.
- Cambridge Associates, (June 30, 2017). *PE/VC Impact Investing Index & Benchmark Statistics*. Retrieved from <https://40926u2govf9kuqen1ndit018su-wpengine.netdna-ssl.com/wp-content/uploads/2017/11/PEVC-Impact-Investing-Benchmark-Statistics-2017-Q2.pdf>
- Ciotti, G. (2016, April 24). 10 Essential Tactics for Creating Valuable Customer Surveys. Retrieved from: <https://www.helpscout.net/blog/customer-survey/>
- Daniel, J. (2000, July). The university of the future and the future of universities. In Keynote address presented at the 25th International Conference: Improving university learning and teaching.

- DeBoer, J., Seaton, D., Stump, G. S. (unknown). Bringing Student Backgrounds Online: MOOC User Demographics, Site Usage, and Online Learning. Retrieved from: http://www.educationaldatamining.org/EDM2013/papers/rn_paper_57.pdf
- DeMers, J. (2013, Aug 27). “6 Steps to Decoding Your Target Audience” Forbes. Retrieved from: <https://www.forbes.com/sites/jaysondemers/2013/08/27/6-steps-to-decoding-your-target-audience/#1bdef8b915cf>
- DeMers, J. (2014, Sep 3). “Why Knowing Your Target Audience is the Key to Success.” Forbes. Retrieved from: <https://www.forbes.com/sites/jaysondemers/2014/09/03/why-knowing-your-audience-is-the-key-to-success/>
- DeMers, J. (2016, Feb 1). “10 Way to Learn About Your Target Audience.” Entrepreneur. Retrieved from: <https://www.entrepreneur.com/article/270131#>
- FUNDES Latinoamerica (2017). Large companies, Development Agencies and Governments are part of our clients. Retrieved from <http://fundes.org/clientes/>
- FUNDES Latinoamerica (2017, November 8) Potenciar a las mipymes es un buen negocio. Retrieved from <http://fundes.org/2017/11/08/potenciar-a-las-mipymes-es-un-buen-negocio/>
- Google (2018). Our History in Depth. Retrieved from: <http://www.google.com/about/company/history>.
- Google Analytics (2016, April 8). What Is the Core Reporting API – Overview” Retrieved from: <https://developers.google.com/analytics/devguides/reporting/core/v3>.
- Google Analytics (2013, October 9). New Acquisitions Reporting & Channels Shows A More Complete Picture Of Your Users & Marketing. Retrieved from: <http://analytics.blogspot.com/2013/10/new-acquisitions-reporting-channels.html>
- Google Analytics (2011, September 29). What’s Happening on Your Site Right Now? Retrieved from: <http://analytics.blogspot.com/2011/09/whats-happening-on-your-site-right-now.html>
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. *British dental journal*, 204(6), 291-295.

- go2HR. (2017). *Preparing and Conducting Interviews*. Retrieved from: <https://www.go2hr.ca/articles/preparing-conducting-interviews>
- GrupoNueva (2017). History. Retrieved from <http://www.gruponueva.cl/en/history/1999.html>
- GrupoNueva (2017). VIVA Trust. Retrieved from <http://www.gruponueva.cl/en/governance/viva-trust.html>
- GrupoNueva (2017). Sustainability Scorecard (SSC). Retrieved from <http://www.gruponueva.cl/en/triple-bottom-line-management/sustainability-scorecard-ssc.html>
- Jager, U., Rodriguez, A., Symmes, F. (2016, March 7). Moving Latin Social Entrepreneurs to Scale. Retrieved from https://ssir.org/articles/entry/moving_latin_american_social_entrepreneurs_to_scale
- Kumar, A. J. (2012, Aug 7). 5 Steps to Creating Effective Customer Surveys. Entrepreneur. Retrieved from: <https://www.entrepreneur.com/article/224133>
- NovoEd (2017). Access to impact Investment for Social Enterprises. Retrieved from <https://course.novoed.com/socialfinance-may2017>
- Ricci, T. (2012, Aug). “Public Speaking: Know Your Audience.” American Society of Mechanical Engineers. Retrieved from <https://www.asme.org/career-education/articles/public-speaking/public-speaking-know-your-audience>
- Sailer, B. (2016, Aug 1). “How to Find Your Target Audience and Create The Best Content that Connects.” Retrieved from <https://coschedule.com/blog/how-to-find-your-target-audience/>
- Schwab Foundation of Social Entrepreneurship. (November 15, 2017). What is a Social Entrepreneur? Retrieved from <http://www.schwabfound.org/content/what-social-entrepreneur>
- SurveyMonkey (2011). Smart Survey Design. Retrieved from: <http://s3.amazonaws.com/SurveyMonkeyFiles/SmartSurvey.pdf>
- Szajewski, Michael (2018). Using Google Analytics Data to Expand Discovery and Use of

Digital Archival Content. Retrieved from:
https://practicaltechnologyforarchives.org/issue1_szajewski/

Twigg, C.A. (2003). Improving Learning and Reducing Costs: New Models for Online Learning. *EDUCAUSE Review*, 38(5), 29–38.

Vannette, Dave (2015, August 10). 10 Tips for Building Effective Surveys. Retrieved from
<https://www.qualtrics.com/blog/10-tips-for-building-effective-surveys/>

VIVA Idea. (2017). History. Retrieved from <http://www.vivaidea.org/sobre-viva>

VIVA Trust (2017). Creation of VIVA Trust. Retrieved from
<http://www.vivatrust.com/page/en-creation-of-viva-trust>

Web Analytics Association (2017, August 16). Retrieved from:
https://www.digitalanalyticsassociation.org/Files/pdf_standards/webanalyticsdefinitionsvol1.pdf

Wu, H. (2011). Social Impact of Volunteerism. Retrieved from: http://www.pointsoflight.org/sites/default/files/site-content/files/social_impact_of_volunteerism_pdf.pdf

Appendices

Appendix A: Images of VIVA Idea's Resources



Figure 77: Report and cover of the 2016 Report on Entrepreneurs

Professional career as social entrepreneurs

Main learnings

- The average age and educational level of social entrepreneurs allows us to infer that they have made the decision to follow this path as a career.
- The organization is a concrete way in which the entrepreneur assumes a social responsibility in order to positively impact the development of the region in which his/her organization operates.

a) Age

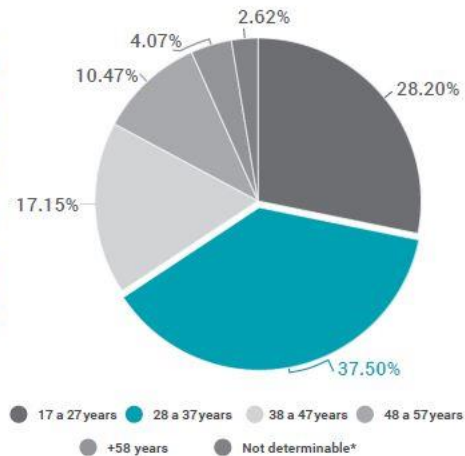
The average age is 35 years old, a relatively mature age, it suggests that social entrepreneurs are not following this path as something momentary, but have decided this as a professional career path.

It also highlights the fact that 54% of respondents are in the age range between 28 and 47 years. This data shows a correlation with one of the few studies that has characterized social entrepreneurs worldwide called "2009 Report on Social Entrepreneurship" carried out by the Global Entrepreneurship Monitor (Terjesen, Lepoutre, Justo, Bosma, 2011). In this study, ages between 25-34 years and 35-44 years were identified as those in which there is the greatest chance of being involved in social initiatives. This shows a similarity in the age of social entrepreneurs in Latin America and the rest of the world.

Question

¿What the age of the social entrepreneur?
Total responses: 344

Graphic N°4. Grupos de edad



* The respondents indicated 2015 as the year of birth and, therefore, it is not possible to determine their age.

Figure 78: Page extracted from the 2016 Report on Entrepreneurs

uSound:

Technology from Northern Argentina to the world

In November of 2015, Ezekiel returned to Jujuy, Argentina from an entrepreneurship acceleration training in Boston, United States. Aside from the support that the event afforded his enterprise, Ezekiel had the opportunity to compare the vast differences between the two cities. In Boston, Internet speed, affordable hardware, access to investors and a political context that promoted new ventures differed greatly from what he had experienced in Jujuy.

Ezekiel was a young *Qulla* (a member of an indigenous community in Jujuy) with zero computer knowledge, who rose to become an icon of technology in Argentina. His enterprise, uSound, successfully created an application through which the user could use the headphones of his or her smartphone as a hearing aid. Having developed a technological enterprise with a global audience, a social mission and significant potential for scalability (from a region with scarce resources), Ezekiel was something of a hero to those who understood the difficulties of the context.

uSound won several competitions and received support from accelerators and other organizations in Argentina (Buenos Aires), the United States and Europe. These experiences allowed Ezekiel to learn the differences between the Jujuy market and more developed ones.

uSound was already a successful start-up that employed 14 people, had its head-office in Jujuy, and Ezekiel wanted to continue to grow his business. His friends, who had helped start the business, were all university classmates from Jujuy. Ezekiel wanted uSound's growth plan to preserve its local "Jujuyan" spirit, which included the strong roots of the Jujuy population to nature, their artistic creativity and their relation to indigenous culture. However, to achieve success in the competitive and globalized world of technology, he would need employees with the technological knowledge to develop and improve his product, as well as financial resources from investors. His additional need for resources posed a problem: Should uSound continue to maintain its headquarter in Jujuy, or should they reallocate the headquarter to Buenos Aires, where they could access the necessary resources more likely than in Jujuy?

Figure 79: uSound case study introduction

Introduction to the case

Foundation of Ciudad Saludable

Key events

Ciudad Saludable Group (PART I):

Take the opportunity to raise investment now, or look for alternative investors?¹

Albina Ruiz sat in a coffee house at the center of Lima's lively, bustling streets, observing the passersby. It was September 2010. After a long day of work, Albina reflected on her own journey in Peru's capital since she founded the Ciudad Saludable Group (CSG). The project started with Ciudad Saludable, which she founded in 2002 as a nonprofit organization (NPO), with the objective of building healthy cities through an inclusive and environmentally-minded solid waste management plan that encompasses the participation of homes, businesses, local governments, and recycling micro-enterprises. Ciudad Saludable's initial objectives were to promote economically and socially inclusive recycling, construct integrated solid waste management systems, and provide environmental education to the public and private sectors.

Regularizing the situation of many poor recyclers and collaborating with organizations of the private, public, and civil society sectors, Ciudad Saludable's work was quite successful. Nevertheless, Albina believed in financial self-sustainable organizations that could have a social impact. Therefore, in addition to Ciudad Saludable, which followed a nonprofit model, Albina created two other organizations focused on consulting services: Peru Waste Innovation (PWI) in 2008, and Healthy Cities International (HCI) in 2010. Both organizations had a for-profit focus, and were supposed to fund part of Ciudad Saludable's administration costs, activities, and services, which reduced the nonprofit's dependency on donor dollars. That way, the initial nonprofit

In 2002, Albina Ruiz founded Ciudad Saludable as a nonprofit that aimed to tackle the myriad of environmental problems faced by Lima, the capital city of Peru. The organization particularly focused on formalizing the work carried out by grassroots recyclers, by collaborating with local and national government on environmental plans and strategies. After it was awarded by the AVINA Foundation, in collaboration with McKinsey & Company, Ciudad Saludable obtained sufficient funding, as well as local and international exposure, to allow it to secure donations and other vital resources that would finance and staff its initial environmental and social projects.

What do you think?

- What elements of Ciudad Saludable's foundation might be of interest to impact investors?
- Why might an impact investor be interested in the personal story of a social entrepreneur like Albina Ruiz?



Figure 80: Ciudad Saludable (Healthy City) case study in narrative (left) and summarized (right) form

A look at the strengths and weaknesses of social entrepreneurs in Latin America, and how they can effectively increase the impact of their work.

SHARE COMMENT PRINT ORDER REPRINTS

By Felipe Symmes, Urs Jäger, & Arturo Rodriguez | Mar 7, 2016

At an international conference earlier this year, one researcher complained, “I can’t find a single example of an excellent social entrepreneur in Latin America.”

In fact, there are many excellent entrepreneurs in Latin America, including fellows of Avina and Ashoka, the two leading supporters of social entrepreneurs in the region.

But the critique also holds a grain of truth. Information about Latin American social entrepreneurs—especially the extent of their impact—has been hard to come by. Despite producing many stories and cases, researchers have lacked concrete, statistical insight into this “species” of entrepreneur and its respective initiatives, particularly those in emerging regions—until now.

Over the past three years, VIVA—established by Stephan Schmidheiny, founder of the World Business Council for Sustainable Development (WBCSD), to provide guidance on achieving business sustainability goals—has executed an annual survey in collaboration with the Costa Rica- and Nicaragua-based INCAE Business School to analyze social entrepreneurs in Latin America.

In this article, we refer to data from the 2014 report, which is based on a survey that generated responses from 350 Latin American social entrepreneurs from 19 different countries. According to our results, a high percentage (78 percent) of these social entrepreneurs served less than 1,000 beneficiaries and focused on a narrow territorial reach—bad news in terms of impact. The good news, however, was that the majority intended to scale their initiatives in the future. Thus, we analyzed whether or not these entrepreneurs were truly prepared to scale.

Figure 81: Moving Latin American Social Entrepreneurs to Scale academic paper introduction



Figure 82: Albina Chapter 4 Animation video



Figure 83: Chapter 3 Financing Model video

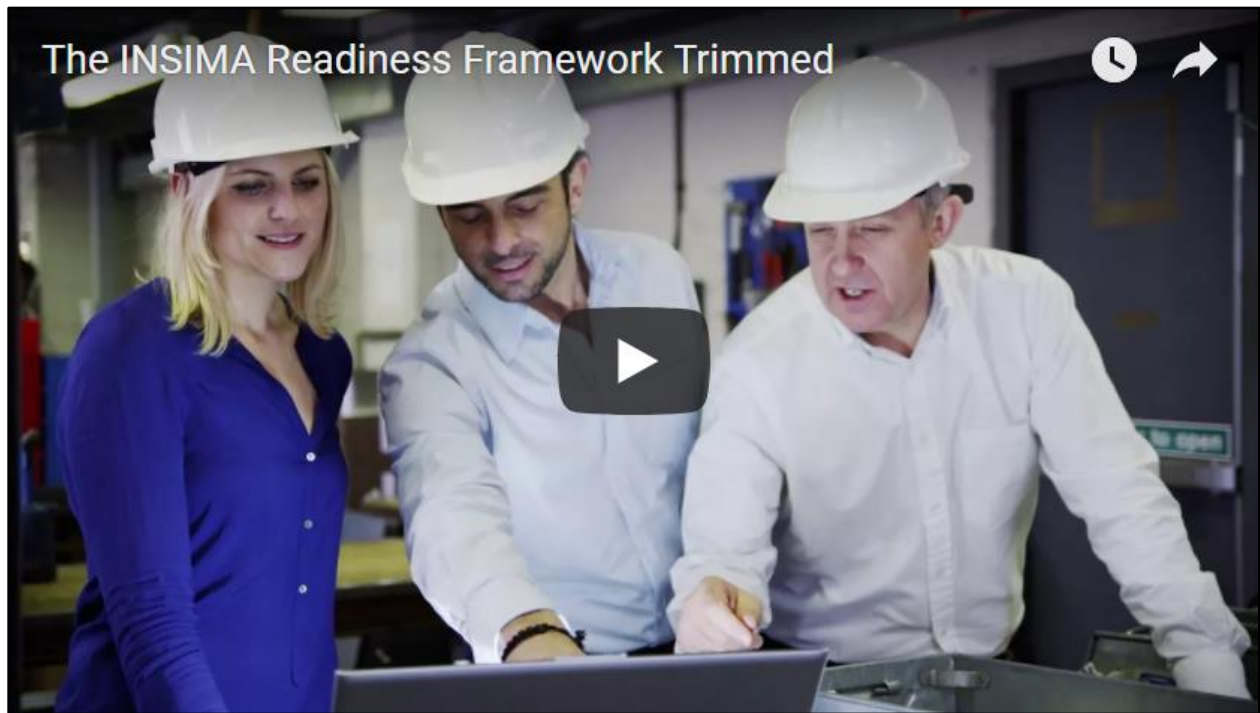


Figure 84: INSIMA Readiness Framework video



Figure 85: Entering the Social Capital Markets video



Figure 86: Financing Model animation video



Figure 87: Animation used in INCAE focus group



Figure 88: Talking person video used in INCAE focus group



Figure 89: VIVA Leaders video

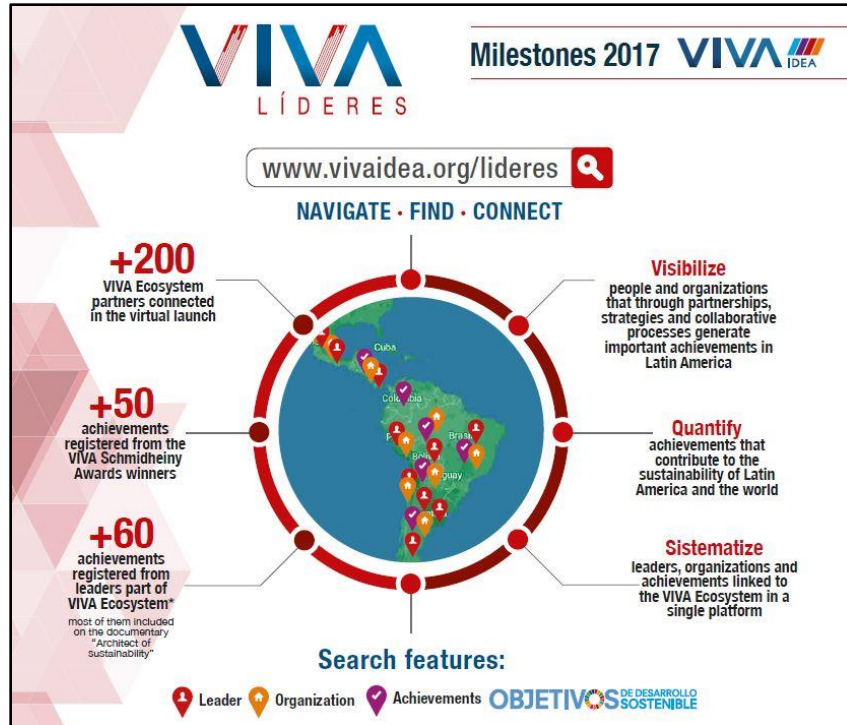


Figure 90: VIVA Leaders Facebook post

WEEK 2

Social Capital Markets - your individual eco- system

Research the most relevant actors in the social finance market in your specific region and sector alongside the framework presented.

Then put their names into the boxes below:

Impact Investors	Exchange Intermediaries
Product Providers	Professional Service and Information Providers

Investigate their potential roles in your individual project; define the top 5 topics that you would like to discuss with them.

TOPICS TO DISCUSS (WITH WHOM):

1. _____
2. _____
3. _____
4. _____
5. _____

Impact Measurement
your Theory of Change and impact metrics

Describe the Theory of Change of your organization alongside the following value chain:

Describe the method and metrics you use to check whether you achieve the intended objectives (Goal Alignment)

Method	Metrics

Figure 91: MOOC worksheet

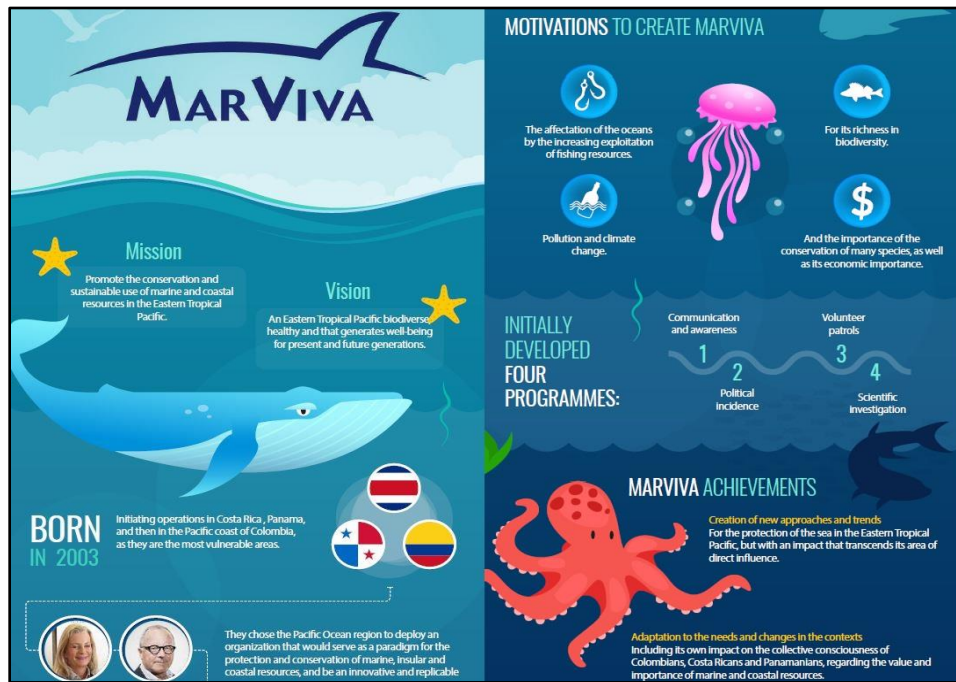


Figure 92: MarViva infographic



Figure 93: Approaching Investors infographic (old)

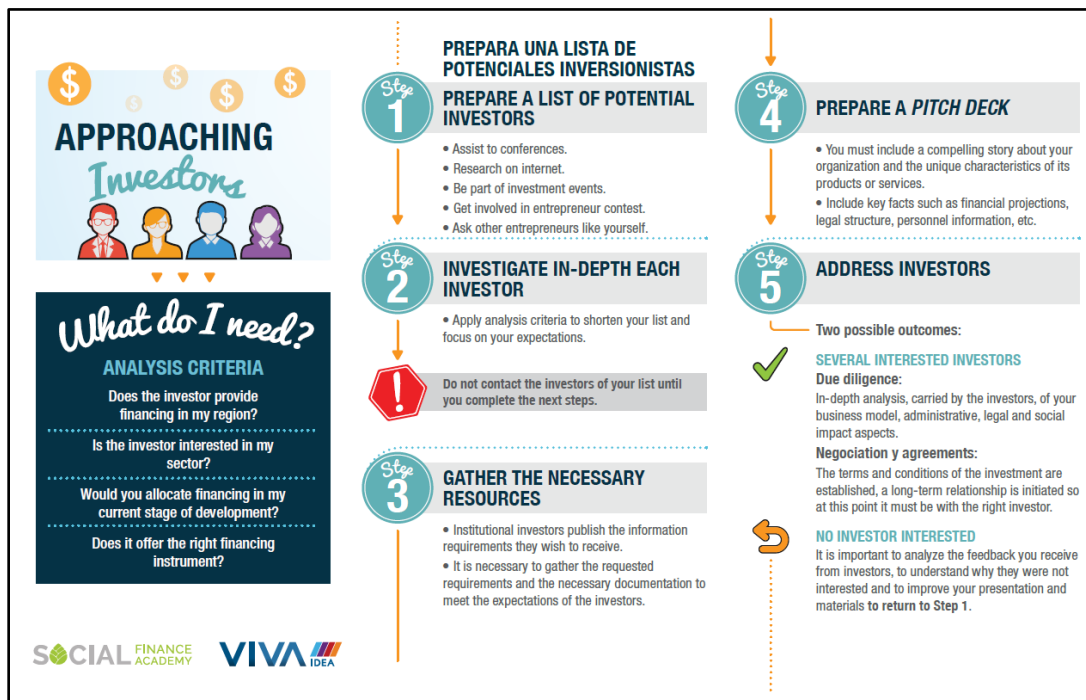


Figure 94: Approaching Investors infographic (new)



Figure 95: Who am I? infographic (old)



Figure 96: Who Am I? infographic (new)



Figure 97: Types of Investors infographic (old)



Figure 98: Types of Investors infographic (new)

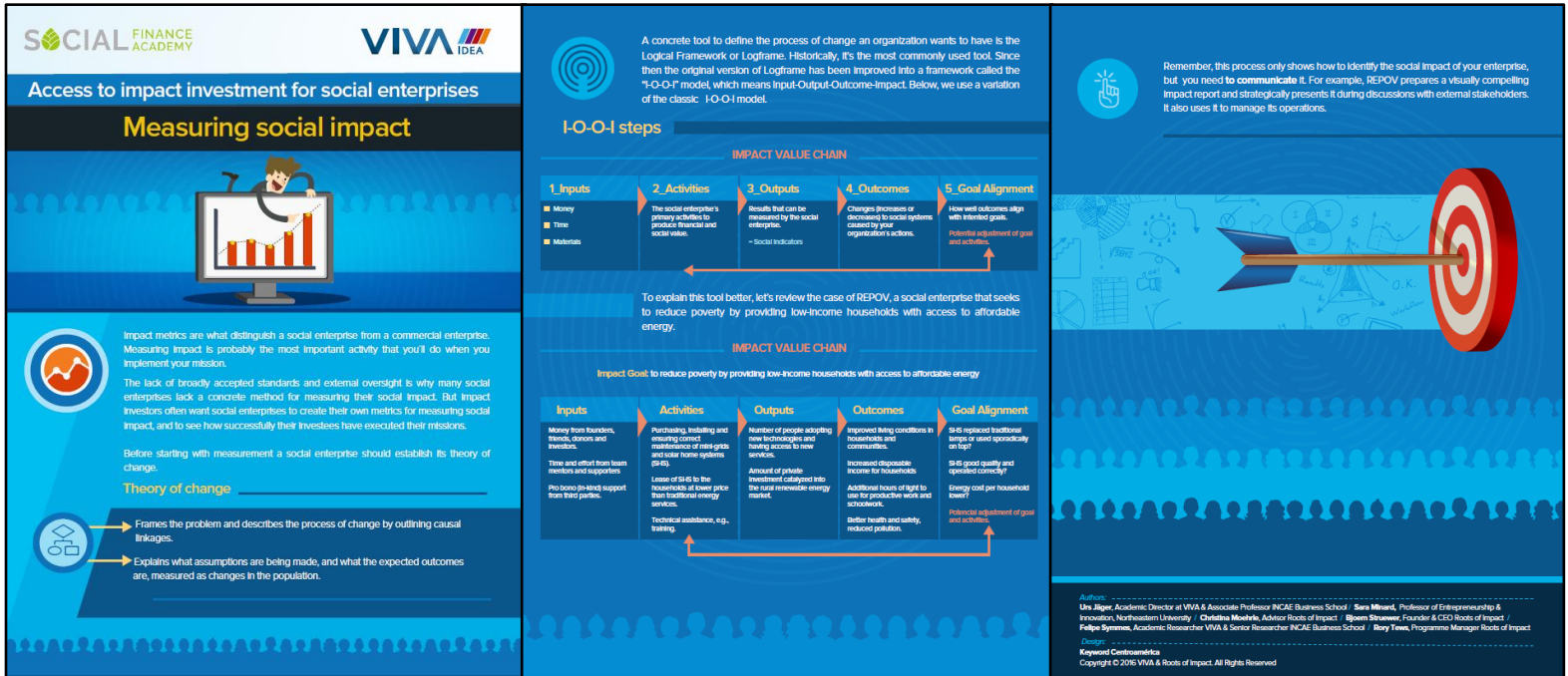


Figure 99: Measuring Social Impact infographic (old)



Figure 100: Measuring Social Impact infographic (new)

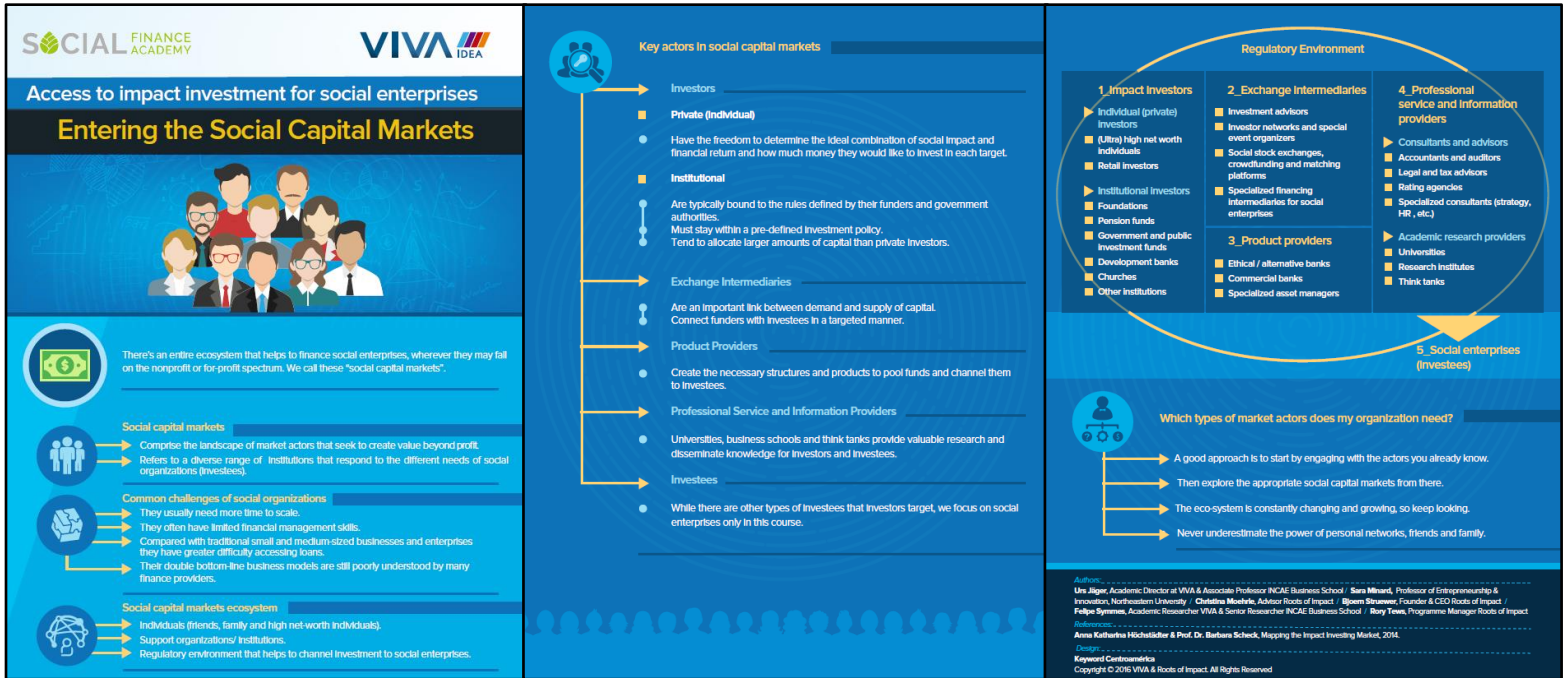


Figure 101: Entering the Social Capital Markets infographic (old)



Figure 102: How to Avoid Mission Drift infographic (old)



Figure 103: Building Good Investor relations infographic (old)



Figure 104: Hybrid Financial Models infographic (new)

Abarcando Retos

Technology and education reinvested in rural development

Colaboration between VIVA Idea and Idealist

EnerGea is a Bolivian company that in order to have a "positive impact" requires a large dose of passion for technology and motivation to change the current situation, access to technology, and the division of actors that can contribute to local development. How did you deal with this problem?

Hernann Zabala, co-founder of EnerGea in Bolivia, explains that the creation of his social enterprise is result of a commitment, between partners, to implement the concept of sustainable technology through projects related to energy efficiency and clean technologies, for the aim of development and inspiration to young innovators through example. For Hernann it was essential to have Antonio, partner with the same vision and values for the company, the motivation they share is the key to understanding the opportunity they have to be an institutional articulator for the development of technological projects with high social and environmental impact.

Both partners are university professors in Bolivia and their motivation about EnerGea increases due to the diversity of students who already have innovative ideas and technological projects. Moreover, Hernann feels that his teaching work is key, since most of the university environment in his country does not encourage (or even repress) these ventures as they are framed in rigid and not very innovative curricula, which makes it difficult for students to access support in training or funds to implemented new techonological solutions.

"It's important he need to identify a member of the local actors (localities, universities, professionals, universities) to work with and to empower people or students involved in techonology who already have an idea or feasible project to implement that does not receive support from the public and private sectors. That potential is nowhere, so it's important to have an actor (like EnerGea) who can gather others to make those projects a reality."

Figure 105: Technology and Education Reinvested in Rural Development blog post

Appendix B: Images of Database Containing Website Subscribers and MOOC Participants

1	Name	Email	Number of Downloads	Content Downloaded
2			5	2016 Report on Social Entrepreneurs, Scale the Impact, Case Study: Sounds of the Earth: Challenges of Duplicated a Social Business Model, Sistema
3			4	Scale the Impact, 2016 Report on Social Entrepreneurs, Sounds of the Earth: Duplicating a Social Business, DISECLAR: An Entrepreneur in Search of
4			4	FUNDES Case Study, HILANDERÍA WARMi: Create a System of Measurement in Diverse Environments, Sounds of the Earth: Duplicating a Social B
5			2	Zolezzi: Water + Plasma is Innovation with Meaning, FUNDES Case Study
6			2	Scale the Impact, HILANDERÍA WARMi: Create a System of Measurement in Diverse Environments
7			2	HILANDERÍA WARMi: Create a System in Measurement in Diverse Environments, 2016 Report on Social Entrepreneurs
8			1	2016 Report on Social Entrepreneurs
9			1	2016 Report on Social Entrepreneurs
10			1	2016 Report on Social Entrepreneurs
11			1	FUNDES Case Study
12			1	DISECLAR: An Entrepreneur in Search of its Strategy
13			1	VIVA Dossier Schimidheiny Awards
14			1	Case Study: Sounds of the Earth: Challenges of Duplicated a Social Business Model
15			1	2016 Report on Social Entrepreneurs
16			1	2016 Report on Social Entrepreneurs
17			1	2016 Report on Social Entrepreneurs
18			1	VIVA Dossier Schimidheiny Awards
19			1	2016 Report on Social Entrepreneurs
20			1	2016 Report on Social Entrepreneurs
21			1	2016 Report on Social Entrepreneurs
22			1	2016 Report on Social Entrepreneurs
23			1	HILANDERÍA WARMi: Create a System in Measurement in Diverse Environments
24			1	2016 Report on Social Entrepreneurs
25			1	2016 Report on Social Entrepreneurs
26			1	2016 Report on Social Entrepreneurs

Figure 106: Page 1 of the database

The identities and emails of the people within the database were hidden to maintain total confidentiality.

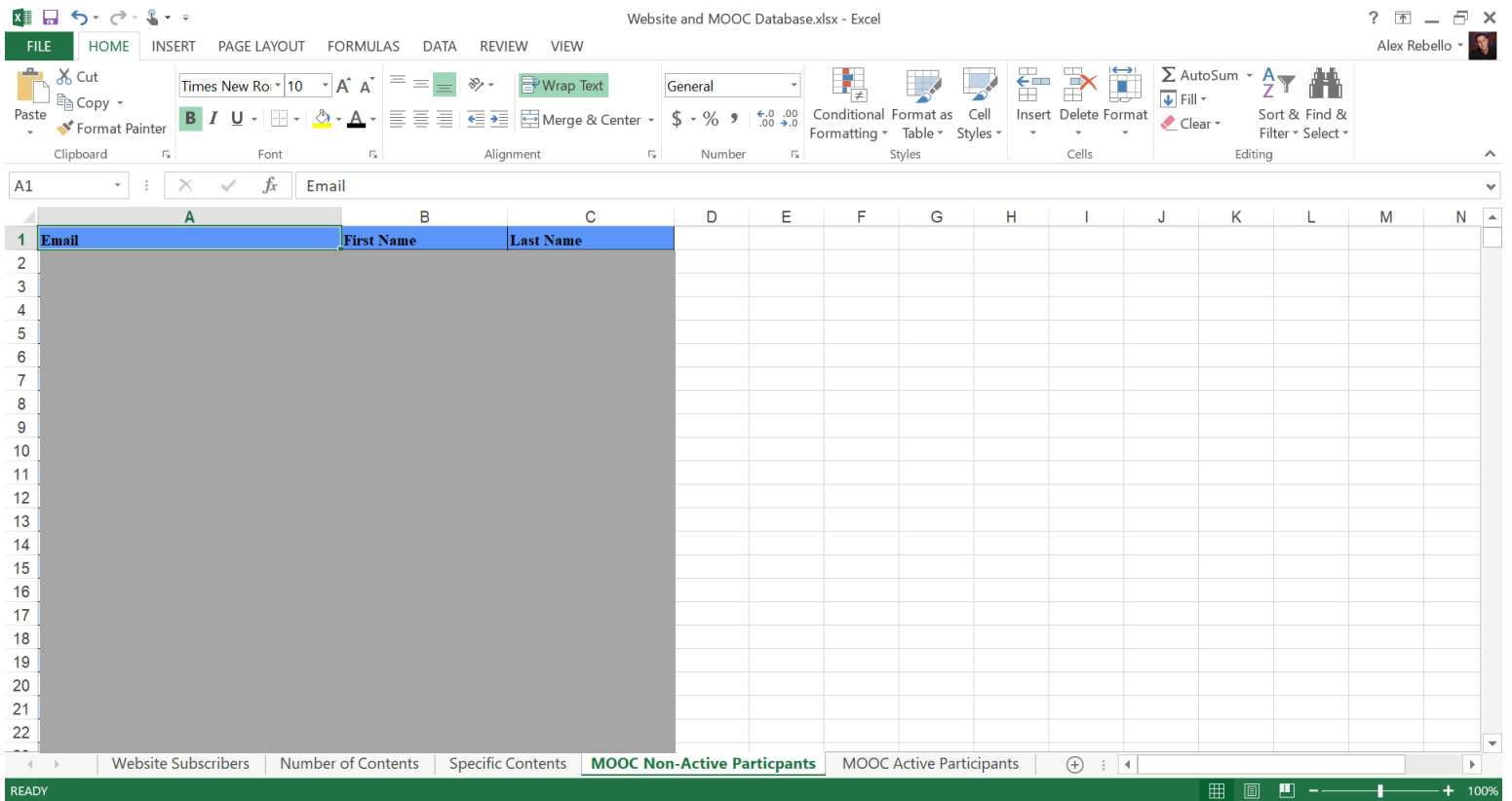


Figure 107: Page 2 of the database

The identities and emails of the people within the database were hidden to maintain total confidentiality.

Website and MOOC Database.xlsx - Excel

Alex Rebello

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Email	First Name	Last Name	Score	Completion									
2				161	100.00%									
3				134	99.90%									
4				117	99.80%									
5				106	99.70%									
6				106	99.70%									
7				101	99.70%									
8				97	99.60%									
9				96	99.50%									
10				94	99.50%									
11				92	99.40%									
12				89	99.40%									
13				84	99.30%									
14				83	99.20%									
15				83	99.20%									
16				82	99.10%									
17				81	99.10%									
18				76	99.00%									
19				72	99.00%									
20				69	98.90%									
21				68	98.90%									
22				66	98.80%									

Website Subscribers | Number of Contents | Specific Contents | MOOC Non-Active Participants | MOOC Active Participants

Figure 108: Page 3 of the database

The identities and emails of the people within the database were hidden to maintain total confidentiality.

Appendix C: General Audience Survey



HELP US IMPROVE OUR RESOURCES AND WIN

Complete the survey for the chance to win one of three \$50 Amazon gift cards

Hello!

We would greatly appreciate your feedback on VIVA Idea's online content!

This survey includes two sections: 1) information about yourself and your experiences and 2) interacting with and evaluating VIVA Idea's online content.

The survey will take you 10 to 15 minutes to complete.

Thank you again for your time and valuable feedback!

- VIVA Idea

If you would like to be entered to win one of 3 \$50 Amazon gift cards, please provide your email address below. You must submit the survey in order to be entered to win.

Next

Which best describes your current profession?

Please choose all that apply.

- Working for a non-profit organization
- Working for a traditional for-profit organization
- Employee or founder of a social enterprise
- Employee of a public / government organization
- Professor
- Student
- Unemployed
- Other (please specify):

How many years of experience do you have in your current profession?

Numerical answers only.

If applicable, what is the name of your business / organization?

Have you participated in any of the following events held by VIVA Idea?

Please choose all that apply.

- Annual Workshop for Social Entrepreneurs
- VIVA Schmidheiny Awards
- Online course: Access to Impact Investment for Social Entreprises
- Other (please specify):
- None of these

What year did you attend the workshop?

Numerical answers only.

What year did you attend the awards?

Numerical answers only.

How did you hear about VIVA Idea?

Please choose all that apply.

- Annual Workshop for Social Entrepreneurs
- Social media (Facebook, Twitter, YouTube, Instagram)
- VIVA Schmidheiny Awards
- Online advertisement
- Recommendation from a friend / colleague
- Recommendation from a VIVA Idea workshop / award participant
- Recommendation from a VIVA Idea professor
- Other (please specify):

In your experience, how useful are the following for gaining new business knowledge?

If applicable, you may enter another option.

	1 Not useful	2	3	4	5 Very useful
Case study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infographic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Powerpoint presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text" value="Enter another option"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When you first visited VIVA Idea's website, what were you looking for?

Please choose all that apply.

- Technical training
- Learning content
- Networking
- Funding
- Information on the VIVA Schmidheiny Awards
- Other (please specify):
- I have not visited the website

Which of VIVA Idea's online content have you used?

Please choose all that apply.

- Case studies
- Infographics
- Reports
- Online course: Access to Impact Assessment for Social Enterprises
- VIVA Leaders
- Videos
- Blog
- Documentary: Architect of Sustainability
- Facebook
- Twitter
- Instagram
- YouTube
- Other (please specify):
- None of these

Please read the cover and index of the 2016 Report on Entrepreneurs and answer the questions that follow.



Do the cover and index make you want to read the report?

- Yes
- No

Please justify your answer (optional).

Please read the page extracted from the 2016 Report on Entrepreneurs and answer the questions that follow.

Professional career as social entrepreneurs

Main learnings

- The average age and educational level of social entrepreneurs allows us to infer that they have made the decision to follow this path as a career.
- The organization is a concrete way in which the entrepreneur assumes a social responsibility in order to positively impact the development of the region in which his/her organization operates.

a) Age

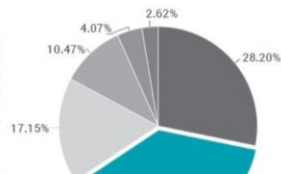
The average age is 35 years old, a relatively mature age, it suggests that social entrepreneurs are not following this path as something momentary, but have decided this as a professional career path.

It also highlights the fact that 54% of respondents are in the age range between 28 and 47 years. This data shows a correlation with one of the few studies that has characterized social entrepreneurs worldwide called "2009 Report on Social Entrepreneurship" carried out by the Global Entrepreneurship Monitor (Terjesen, Lepoutre, Justo, Bosma, 2011). In this study, ages between 25-34 years and 35-44 years were identified as those in which there is the greatest chance of being involved in social

Question

¿What the age of the social entrepreneur?
Total responses: 344

Graphic N°4. Grupos de edad



Rate the page on the following:

	1 Poor	2	3 Okay	4	5 Excellent
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After reading the page:

- I like the content and the design, and I want to continue reading
- I like the content and want to continue reading, but I do not like the design
- I like the design, but I do not like the content, and I would not continue reading
- I do not like the content or the design, and would not continue reading

If you have additional feedback on this resource, please indicate it here (optional).

Please read the introduction to the uSound: Technology for the World from North Argentina case study and answer the questions that follow.

uSound:

Technology from Northern Argentina to the world

In November of 2015, Ezekiel returned to Jujuy, Argentina from an entrepreneurship acceleration training in Boston, United States. Aside from the support that the event afforded his enterprise, Ezekiel had the opportunity to compare the vast differences between the two cities. In Boston, Internet speed, affordable hardware, access to investors and a political context that promoted new ventures differed greatly from what he had experienced in Jujuy.

Ezekiel was a young *Culla* (a member of an indigenous community in Jujuy) with zero computer knowledge, who rose to become an icon of technology in Argentina. His enterprise, uSound, successfully created an application through which the user could use the headphones of his or her smartphone as a hearing aid. Having developed a technological enterprise with a global audience, a social mission and significant potential for scalability (from a region with scarce resources), Ezekiel was something of a hero to those who understood the difficulties of the context.

uSound won several competitions and received support from accelerators and other organizations in Argentina (Buenos Aires), the United States and Europe. These experiences allowed Ezekiel to learn the differences between the Jujuy market and more developed ones.

uSound was already a successful start-up that employed 14 people, had its head-office in Jujuy, and Ezekiel wanted to continue to grow his business. His friends, who had helped start the business, were all university classmates from Jujuy. Ezekiel wanted uSound's growth plan to preserve its local "Jujuyan" spirit, which included the strong roots of the Jujuy population to nature, their artistic creativity and their relation to indigenous culture. However, to achieve success in the competitive and globalized world of technology, he would need employees with the technological knowledge

Rate the introduction on the following:

	1 Poor	2	3 Okay	4	5 Excellent
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After reading the introduction:

- I like the content and the design, and I want to continue reading
- I like the content and want to continue reading, but I do not like the design
- I like the design, but I do not like the content, and I would not continue reading
- I do not like the content or the design, and would not continue reading

If you have additional feedback on this resource, please indicate it here (optional).

Please read the introduction to the Moving Latin American Social Entrepreneurs to Scale academic paper and answer the questions that follow.

A look at the strengths and weaknesses of social entrepreneurs in Latin America, and how they can effectively increase the impact of their work.

SHARE COMMENT PRINT ORDER REPRINTS

By Felipe Symmes, Urs Jäger, & Arturo Rodriguez | Mar 7, 2016

At an international conference earlier this year, one researcher complained, "I can't find a single example of an excellent social entrepreneur in Latin America."

In fact, there are many excellent entrepreneurs in Latin America, including fellows of Avina and Ashoka, the two leading supporters of social entrepreneurs in the region.

But the critique also holds a grain of truth. Information about Latin American social entrepreneurs—especially the extent of their impact—has been hard to come by. Despite producing many stories and cases, researchers have lacked concrete, statistical insight into this "species" of entrepreneur and its respective initiatives, particularly those in emerging regions—until now.

Over the past three years, VIVA—established by Stephan Schmidheiny, founder of the World Business Council for Sustainable Development (WBCSD), to provide guidance on achieving business sustainability goals—has executed an annual survey in collaboration with the Costa Rica- and Nicaragua-based INCAE Business School to analyze social entrepreneurs in Latin

Rate the introduction on the following:

	1 Poor	2	3 Okay	4	5 Excellent
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After reading the introduction:

- I like the content and the design, and I want to continue reading
- I like the content and want to continue reading, but I do not like the design
- I like the design, but I do not like the content, and I would not continue reading
- I do not like the content or the design, and would not continue reading

If you have additional feedback on this resource, please indicate it here (optional).

Please watch the videos and answer the questions that follow.

Video # 1: Animated Video



Rate the first video on the following:

	1 Poor	2	3 Okay	4	5 Excellent
Quality of animation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Video #2: Talking Person Video



Rate the second video on the following:

	1 Poor	2	3 Okay	4	5 Excellent
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which do you most prefer for acquiring knowledge?

- The first video - the animated video
- The second video - the talking person
- A combination of the two videos
- A person talking with non-animated visuals
- Other (please specify):
- I have no video preference

If you have additional feedback on the videos, please indicate it here (optional).

Please read the social media post and answer the questions that follow.



Rate the post on the following:

	1 Poor	2	3 Okay	4	5 Excellent
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following social media accounts do you follow / are subscribed to?

Please choose all that apply.

- Facebook
- Twitter
- Instagram
- YouTube
- Other (please specify):
- None of these

If you have additional feedback on this resource, please indicate it here (optional).

Please read the infographic and answer the questions that follow.



Rate the infographic on the following:

	1 Poor	2	3 Okay	4	5 Excellent
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the infographic on the following:

	1 Too little	2	3 Just right	4	5 Too much
Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Images and graphics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have additional feedback on this resource, please indicate it here (optional).

Please read the infographic and answer the questions that follow.

Access to impact investment for social enterprises
Approaching investors

Once you start to systematically look for the right type of investor, you will probably find more than you initially thought.

How to proceed?

- Start preparing a list of potential investors. You can also visit investor forums to meet different types of investors. Follow entrepreneurs may also recommend private sector investors or foundations.
- Once you have completed the "long list", seek more information on each investor. You can search online for key information of other organizations these investors have supported. Another good source of information can be events and competitions where investors speak about their investment activities.
- Start a systematic analysis based on several criteria to determine if an investor does or does not support organizations that have your specific profile. There are four main types of criteria you can use:
 1. Does the investor provide financing to your region?

Approaching potential investors

After your analysis, you will have a more targeted short list. Now you can prepare the necessary materials to approach these investors.

For example, institutional investors publish a list of information they would like to receive. Don't call them until you have all the materials on hand. They will be helpful for other types of investors, too.

Prepare a management presentation or "pitch deck". It can follow various styles, but you should bear three key ingredients in mind:

1. A compelling story of your organization: Test your pitch with friends, mentors and colleagues and invite feedback. Then you can build your presentation along this storyline.
2. The unique features of your organization, products and services: The more professional the investor, the more familiar he or she is with other solutions in the market. So be prepared to defend why yours is unique.
3. Key facts about your organization: Add a few slides about your financial status and projections, organizational and legal structure, and team members.

After the search and initial approach, you may end up with several interested "leads". If not, you'll need to go back to the drawing board and start the process all over again. If this happens, don't worry, you'll get better at it. In the long run, it will cost you more to receive financing from the wrong investor than to invest more time in searching for the right ones.

Rate the infographic on the following:

	1 Poor	2	3 Okay	4	5 Excellent
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the infographic on the following:

	1 Too little	2	3 Just right	4	5 Too much
Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Images and graphics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have additional feedback on this resource, please indicate it here (optional).

Please read the following extract from the worksheet and answer the questions that follow.

WEEK 2

Social Capital Markets - your individual eco-system

Research the most relevant actors in the social finance market in your specific region and sector alongside the framework presented. Then put their names into the boxes below:

Impact Investors	Exchange Intermediaries
Product Providers	Professional Service and Information Providers

Investigate their potential roles in your individual project; define the top 5 topics that you would like to discuss with them.

TOPICS TO DISCUSS (WITH WHOM)

1	
2	
3	
4	
5	

Impact Measurement
your Theory of Change and Impact metrics

Describe the Theory of Change of your organization alongside the following value chain:

```

    graph LR
    INPUT --> ACTIVITIES
    ACTIVITIES --> OUTPUTS
    OUTPUTS --> OUTCOMES
    
```

INPUT	ACTIVITIES	OUTPUTS	OUTCOMES

Describe the method and metrics you use to check whether you achieve the intended objectives (Goal Alignment)

Method	Metric

Rate the worksheet on the following:

	1 Poor	2	3 Okay	4	5 Excellent
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you think the worksheet would help you to understand the information presented in an online course?

- Yes
- No

Would you use this worksheet?

- Yes, I think it would help me to apply the knowledge that I acquired
- No, I don't think it would be helpful to apply the knowledge
- No, I don't understand the questions of the worksheet
- No, I think it would take too much time to complete it
- Other (please specify):

If you have additional feedback on this resource, please indicate it here (optional).

Please read the blog post and answer the questions that follow.

Abarcando Retos

Technology and education reinvested in rural development

Colaboration between VIVA Idea and Idealist

EnerGea is a Bolivian company that in order to have a "positive impact" requires a large dose of passion for technology and motivation to change the current situation, access to technology, and the division of actors that can contribute to local development. How did you deal with this problem?

Hernann Zabala, co-founder of EnerGea in Bolivia, explains that the creation of his social enterprise is result of a commitment, between partners, to implement the concept of sustainable technology through projects related to energy efficiency and clean technologies, for the aim of development and inspiration to young innovators through example. For Hernann it was essential to have Antonio, partner with the same vision and values for the company, the motivation they share is the key to understanding the opportunity they have to be an institutional articulator for the development of technological projects with high social and environmental impact.

Both partners are university professors in Bolivia and their motivation about EnerGea increases due to the diversity of students who already have innovative ideas and technological projects. Moreover, Hernann feels that his teaching work is key, since most of the university environment in his country does not encourage (or even repress) these ventures as they are framed in rigid and not very innovative curricula, which makes it difficult for students to access support in training or funds to implemented new technological solutions.

Rate the blog post on the following:

	1 Poor	2	3 Okay	4	5 Excellent
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After reading the blog post:

- I like the content and the design, and want to continue reading
- I like the content and want to continue reading, but do not like the design
- I like the design, but I do not like the content, and I would not continue reading
- I do not like the content or the design, and would not continue reading

If you have additional feedback on this resource, please indicate it here (optional).

Please watch the video on VIVA Leaders, a platform used to network social entrepreneurs across the globe, and answer the questions that follow.

VIVA Leaders Video



What is the possibility that you will be using VIVA Leaders in the future?

1 Not likely at all 2 3 4 5 Very likely

Usage ● ● ● ● ●

Do you think you would need this type of platform for you or your business?

Please choose all that apply.

- Yes, I would need it to become familiar with the work of other leaders
- Yes, I would need it to connect with other entrepreneurs
- No, I would not need it at all
- Other (please justify):

If you have additional feedback on this resource, please indicate it here (optional).

Are there organizations similar to VIVA Idea that you get educational content from? Please list the name of the organization(s) below.

Your response has been recorded. Thank you for your valuable feedback! Links to VIVA Idea's online content are provided below:

VIVA Idea's Website: www.vivaidea.org

To Learn More About VIVA Idea: www.vivaidea.org/documental

Social Media Accounts:

Facebook: www.facebook.com/laideaVIVA/

Instagram: www.instagram.com/vivaidea/

Twitter: www.twitter.com/_vivaidea

YouTube: www.youtube.com/user/CIconocimientos

Free massive open online course, Access to Impact Investment for Social Enterprises, launches this year:
www.course.novoed.com/socialfinance-may2017

THANK YOU FOR PARTICIPATING IN THIS SURVEY!



Appendix D: Additional Tables and Figures for General Audience Survey

Demographics

Table 42: What is the name of your business or organization?

What is the name of your business or organization?		
123AMoverse	el mundo del plomero srl	Maya Republik
abcdexperts.com	Enlace Distrofia Muscular Duchenne Becker AC	Mealla & Asociados
ART BALEA AZUL A.C.	Espacio Central	Multiplano Produtos Educacionais LTDA
ASAMBLEA DE UNIDAD CANTONAL DE MONTÚFAR	Factual	National Dairy & Food company and Ibb University
Asociación Amigos con Calor Humano	Fundación Acción Equilibrio y Paz	Nikamcorp SAC
ASOCIACIÓN PERUANA DE IMPULSO EMPRESARIAL	Fundación Carlos F. Novella	Noticias Mi Ciudad
Asociación Proyecto Nauyaca	Fundación de Waal	Ondulé
ASSOCIAÇÃO ARTE SEM FRONTEIRA	FUNDACIÓN FRANCISCO Y CLARA DE AYesS	ONG CHACRA PROJECT
Atípico	Fundación Hotel con corazón	organizacion del ayllu aransaya
Balanced Energy	Fundación Norte	Paisajismo Contierra
Balloon Latam	Fundación PIP	Panama Trabaja
Cámara Mágica	Fundación Quito Eterno	Plura
CEMEX	Fundación Shalom / Nutriplus	Programa Semillas
Centro Maya/Alma de Colores	Fundación SIELO	PROYACK S.A.
CIP	Fundación Tacuzcalco	Quilin
CISG	Fundación Telefónica	RioAxis
Ciudad Saludable	FUNDES	rodriguez art1.oswaldo
Ciudadanos al Dia	Genuitec	Saúde Criança
Club de Lectura Infantil Preguntines	Gobierno de Tucumán	SISTECO
COLEGIO JOSE FELIX RESTREPO IED	GoPato	Somos Tatal
Colegio Padre Fortin	Hands on Peru	Souvenir Museum
Cooperativa de trabajo Turismo Aguaribay Ltda	INDUSTRIAS TECNOALIM	soy di
COORREMOS C.M	Inédito Innovation Center	TAKAMI
Cormo Alimentos	inverelyom	Taller de Motos Lukas
crear vale la pena	ITSU	THEMMA
Creer Hacer	Koga	Tuberías Poliméricas "TUBEPOL"
Dar Social	Kommandant	UCR
Deporte para el Desarrollo	Lifting hands	UNI Costa Rica
eco aridos	Longa´s Arte	Verein Pro Honduras/asociación Pro Honduras
El Arca	Masisa	

Table 43: Are there organizations similar to VIVA Idea that you get educational content from?

Are there organizations similar to VIVA Idea that you get educational content from?
Observatorio Internacional de la Democracia Participativa Participativa
NEXTU
Wingu
HubSpot
ImpactHub
AUGE- UCR
Ashoka, agora, Socialab, sistema b
EDx
Centro de Innovación de Ciudad del Saber, ASHOKA, Entrepreneur, Comunidad de emprendedores de Panamá
Centro para el Fortalecimiento de las Organizaciones Civiles
Fundación Botín, Escuela Andaluza de Economía Social, INFOTEP, UTESA, UCATECI, Casa Abierta
WHO , redes sociales de organizaciones o instituciones relacionadas a la salud pública y emprendimiento social
SenceCube, MakeSence, Posible y Fumec
tejeredes
Bayer Centroamerica
premios latinoamerica verde, (Guayaquil), Bibo Colombia
YLAI
Red cultura viva comunitaria Latinoamericana.
FUNDES, elea, farmforce, SNV, Technoserve
EDx, Acumen
Redeamerica.org
Alterna
Premio Latinoamericana Verde
Coursera
sercotec
YABT
Impact Hub, Auge
fundación empresas polar

2016 Report on Entrepreneurs

Table 44: 2016 Report on Entrepreneurs cover and index additional feedback

2016 Report on Entrepreneurs Cover and Index Additional Feedback		
PROS	CONS	Recommendations
<i>At first glance, the reader can anticipate what is coming</i>	<i>The cover only has one theme, and does not tell you anything else</i>	<i>Add a two-line summary indicating what the reader will be able to accomplish after reading</i>
<i>The report cover and general theme is understandable</i>	<i>The index should call to attention the contents of the report, and instead you end up looking at the image behind, rather than the index itself</i>	<i>Take advantage or more designs and pictures to make it more striking</i>
<i>Abundant text and images are impressive and motivate the reader</i>	<i>The term "scale the impact" does not refer to anything concrete -- it is ambiguous and without references</i>	<i>It would be more attractive to put something such as "Reforestamso, a Mexican NGO that managed to grow its income to 5 million USD in a year" or something similar in the index</i>
<i>The title is attractive, and my mind wants to know what the "5 strategies" are</i>	<i>The term "scale the impact" is shown 4 more times in the index, but no new information is provided</i>	<i>Continuation of the reading is dependent on the importance of the subject</i>
<i>Simple and easy to understand in addition to good design</i>	<i>What are you going to talk about - in which countries, in which organization, and in which sector did they scale their impact?</i>	<i>It would be interesting to hear some success stories</i>
<i>Cover has well-contrasted colors that are used properly</i>	<i>What about entrepreneurs that are just beginning and aren't ready to scale?</i>	<i>I would like to know the whole process, just not how to climb</i>
<i>It generates interest because it refers to a specific tool to be gained, and the information is well-defined</i>	<i>Serious and formal</i>	<i>It would be much better to show "The 5 strategies used to scale the impact of the winning social enterprise" ...</i>
<i>The topic is interesting and the design catches my eye</i>	<i>I do not appreciate the index very much</i>	
<i>The report and cover have dynamic elements which encourage learning</i>	<i>Unclear title and the E-Report is very long</i>	
	<i>The graphic design should be clearer and simpler, highlighting the key concepts</i>	

Table 45: Page from 2016 Report on Entrepreneurs additional feedback

Page from 2016 Report on Entrepreneurs Additional Feedback		
PROS	CONS	Recommendations
<i>Excellent design, very harmonious tones with a good style that is easy on the eye; I predict many successes with this design</i>	<i>The design of the graphics is very unattractive and needs fewer words</i>	<i>Use more graphics for which VIVA Idea is characterized, gradations, and more vivid colors</i>
	<i>The data source of the graph is missing</i>	<i>Use more cheerful colors to make the writing less academic and have a more friendly design</i>
	<i>The wording is not good, many words are repeated</i>	<i>The page could be more schematic or summarized to give more life to the message</i>
		<i>Put different colors on the pie chart because it is difficult to differentiate the grey colors</i>
		<i>Use prominent figures in place of traditional pie charts, for example see here: http://assets.pewresearch.org/wp-content/uploads/sites/12/2017/02/13132254/FT_17.02.09_loveMarriage_reasons.png</i>
		<i>Be a little more free with the writing, like the design, to make it more personable</i>
		<i>Less is more in reports and we can bullet at the beginning of the paragraphs showing important information</i>
		<i>It is always necessary to propose a why and what you expect from the information</i>
		<i>It is important for typography, line spacing, colors, and size of the letters to be attractive to the reader</i>
		<i>I recommend having a clear, simple language with universal coverage of all audiences</i>

uSound Case Study

Table 46: uSound case study additional feedback

uSound Case Study Additional Feedback		
PROS	CONS	Recommendations
<i>Excellent motivation</i>	<i>It can be a little tedious to see so much information</i>	<i>Including photos and making pictures with sections or phrases can make it more friendly</i>
<i>Very interesting</i>	<i>At least one illustrative photo is missing</i>	<i>It should be summarized with comprehensible language for all</i>
	<i>The text blocks are not functional, they generate low readership and understanding of the material</i>	<i>Need more colors or highlighting</i>
	<i>It is really interesting but the design made me want to stop reading</i>	<i>Improve font type and size, along with spacing, so it is not tiring to look at</i>
	<i>I do not like the writing and it seems like a story for children</i>	
	<i>A lot of information and content</i>	
	<i>I do not like how the story is told</i>	
	<i>It doesn't feel like you are telling a story, but a different set of ideas in every paragraph</i>	

Academic Paper

Table 47: Academic paper additional feedback

Academic Paper Additional Feedback		
PROS	CONS	Recommendations
<i>Excellent structure and use of clear terminology</i>	<i>The font and spacing are not so attractive</i>	<i>Justify the text and implement a more friendly typography that is closer to the design of the 2016 Report on Entrepreneurs cover</i>
<i>The reading presents a challenge that invites us to improve as entrepreneurs</i>	<i>Something visual is missing</i>	<i>Most investors in social initiatives in Latin America have refused to solve academic research. What is the surprise then? There is no lack of successful social entrepreneurs, research is lacking!</i>
	<i>The wording is dense and unclear</i>	
	<i>Design looks messy</i>	
	<i>Very didactic</i>	

Videos

Table 48: Videos additional feedback

Videos Additional Feedback		
PROS	CONS	Recommendations
<i>The human video is more direct and to the point</i>	<i>The animated video is very slow and boring</i>	<i>Something like the videos of the CrashCourse channel on YouTube are an excellent resource</i>
<i>I prefer a talking person video, but it must have good quality and staging of the actor or the speaker</i>		<i>Although the human was in English, I liked it and tried to get the main idea</i>
		<i>My preference depends on the subject; if we talk about information I prefer animation, but if we talk about personal experience I prefer the real person</i>

VIVA Leaders Facebook Post

Table 49: VIVA Leaders Facebook post additional feedback

VIVA Leaders Facebook Post Additional Feedback		
PROS	CONS	Recommendations
<i>Excellent; a lot of information in a single graphic</i>		<i>Add more graphics and less text; choose better words and titles</i>
<i>Useful</i>		
<i>Facebook is a platform that allows you to share information; the post is interactive and easy to share</i>		
<i>Very educational</i>		

Infographics

Table 50: MarViva infographic additional feedback

MarViva Infographic Additional Feedback		
PROS	CONS	Recommendations
<i>Excellent resource</i>	<i>Too much information, so much data is distracting</i>	<i>Need proportional size between images and text</i>
<i>Because of its theme, it has the necessary images and colors to make it attractive, but there is also enough text for it to be serious, yet useful and informative</i>	<i>Having two blocks of information makes the proposal very vague</i>	<i>There must be harmony in the colors</i>
<i>Productive</i>	<i>The text is very small</i>	
	<i>Reading the text in white is quite difficult</i>	
	<i>Lack of focus on what you want to report and images appear too childish</i>	

Table 51: Approaching Investors infographic additional feedback (old)

Approaching Investors Infographic Additional Feedback (Old)		
PROS	CONS	Recommendations
<i>Useful</i>	<i>For an infographic, it has too much text</i>	
	<i>The white text on a celestial background make it difficult to read</i>	
	<i>Unreadable and very bad</i>	
	<i>Very blue and the text is very small</i>	
	<i>I find it hard to read in white and my eyes are getting tired</i>	

Worksheet

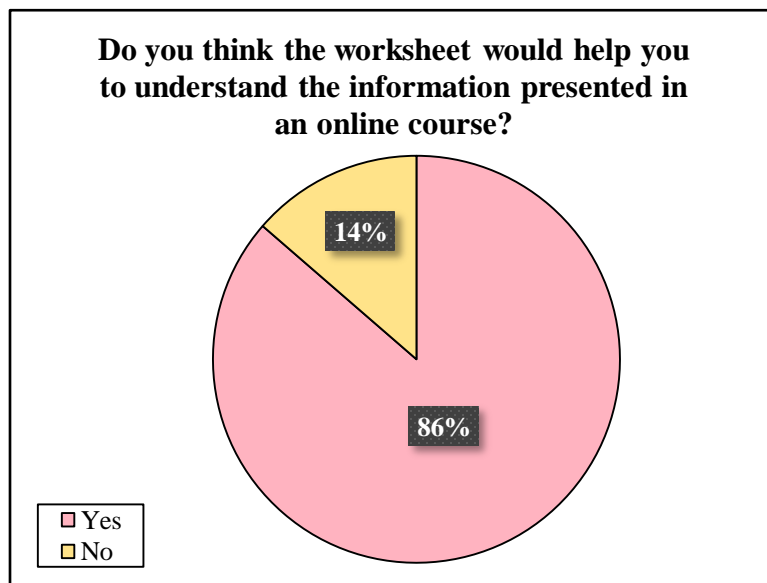


Figure 109: Do you think the worksheet would help you to understand the information presented in an online course? (88 Responses)

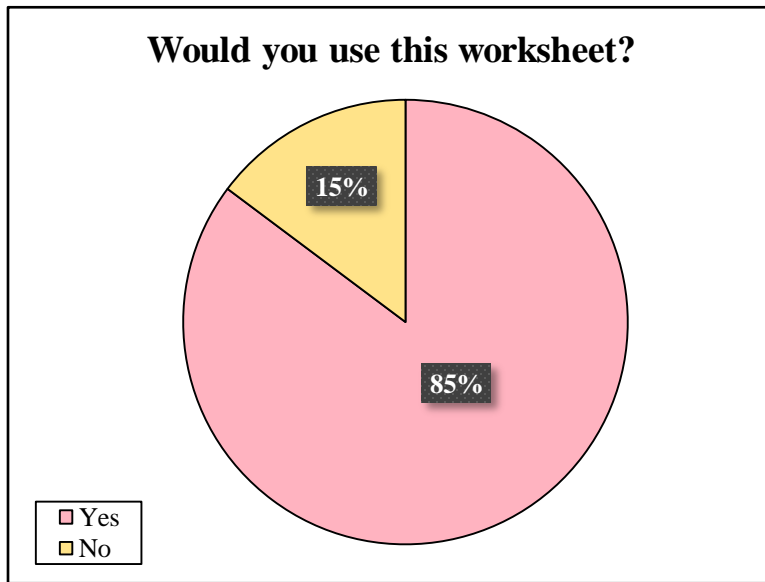


Figure 110: Would you use this worksheet? (88 Responses)

Table 52: Worksheet additional feedback

Worksheet Additional Feedback		
<i>PROS</i>	<i>CONS</i>	<i>Recommendations</i>
<i>Very good, clean, and organized design</i>	<i>The instructions are hard to read</i>	<i>How can I access an online course with you?</i>
<i>Fantastic</i>		<i>I do not believe much in the instructions of this type for the level of achievements that are intended. They should seek to motivate, attract, inform and generate a means for experiential learning</i>

Blog Post

Table 53: Blog post additional feedback

Blog Post Additional Feedback		
PROS	CONS	Recommendations
Very good	The text lacks specific examples that connect with the reader, but the narrative is attractive; just need to improve the design	Since it is a blog, I would add images, photos, or other audiovisual resources
This is a good and informative blog, I like it	I would like the text to be bigger	There is a grammar error in the last paragraph: "It's important he need"
	The blog is in ineffective format	

VIVA Leaders Platform

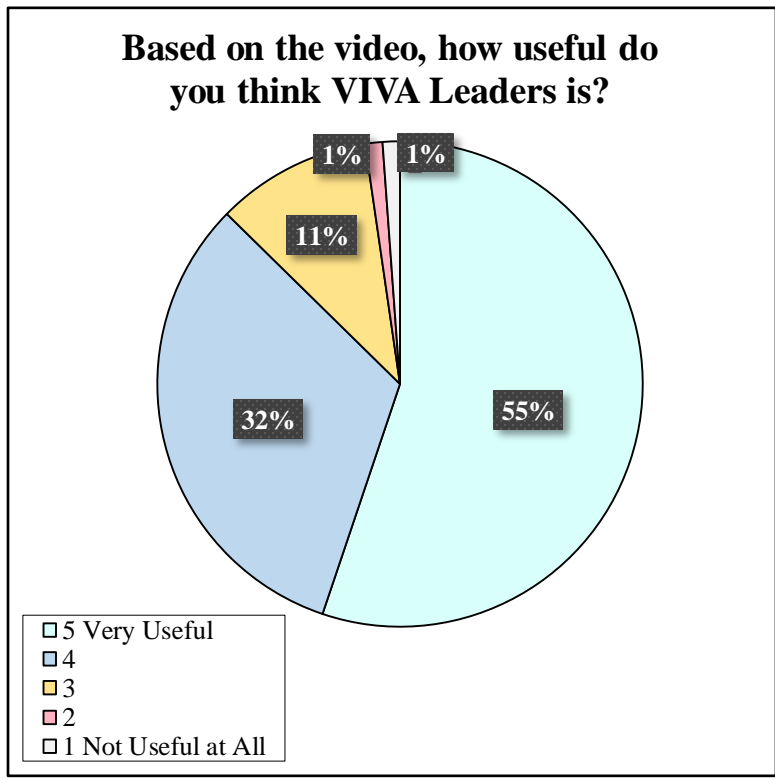


Figure 111: Based on the video, how useful do you think VIVA Leaders is? (87 Responses)

Table 54: VIVA Leaders additional feedback

VIVA Leaders Additional Feedback		
PROS	CONS	Recommendations
<i>I would very much like to use this platform because it has very important content that can be applied to my start-up</i>		<i>I want to know more about VIVA Leaders</i>
<i>The mapping is a very good idea</i>		<i>I would like to know more stories of the impact of different leaders with their ideas and proposals</i>
<i>Excellent and well-done</i>		<i>Please include social leaders, not just business!</i>

Appendix E: MOOC Survey



HELP US IMPROVE OUR RESOURCES AND WIN

Complete the survey for the chance to win one of three \$50 Amazon gift cards

Hello!

We noticed that you have participated in the massive open online course *Access to Impact Investment for Social Enterprises*. We would greatly appreciate your feedback!

This interactive survey includes two sections. The first section requests information about yourself and your experiences, and in the second section we ask you to evaluate the content of the course.

Thank you again for your time and valuable feedback!

- VIVA Idea

If you would like to be entered to win one of three \$50 Amazon gift cards, please provide your email address below. You must submit the survey in order to be entered to win.

If applicable, what is the name of your business / organization?

How interested are you in receiving guidance on the following topics?

If applicable, you may enter another option.

	1 Not interested	2	3	4	5 Extremely interested
Financial knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Securing funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bringing my service or product to the market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project or business management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing brand awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scaling the impact of my business/organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter another option	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What level of knowledge do you have on the following topics?

If applicable, you may enter another option.

	1 No knowledge	2	3	4	5 Expert knowledge
Financial knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Securing funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bringing my service or product to the market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project or business management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing brand awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scaling the impact of my business/organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enter another option	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How did you hear about VIVA Idea?

Please choose all that apply.

- Annual Workshop for Social Entrepreneurs
- VIVA Schmidheiny Awards
- Online advertisement
- Recommendation from a friend / colleague
- Recommendation from a VIVA Idea workshop / award participant
- Recommendation from a VIVA Idea professor
- Facebook
- Twitter
- Youtube
- Instagram
- Other (please specify):

List three topics that you were expecting to learn about when you signed up for the course.

1.
2.
3.

What was your level of interaction with the course materials?

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infographics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worksheet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please read the infographic and answer the questions that follow.

The infographic is titled "Access to Impact Investment for Social Enterprises" and is divided into several sections. On the left, it lists "Types of Investors" and includes a graph showing the relationship between "Expectation for positive social impact" (y-axis) and "Expectation for economic return" (x-axis). The graph shows four quadrants: "Traditional investors" (high economic return, low social impact), "Philanthropists" (low economic return, high social impact), "Family and friends" (low economic return, low social impact), and "Impact investors" (high economic return, high social impact). The main body of the infographic provides details for each investor type:

- Family and friends:** Initial sources of financing, but not usually available as you scale. Can mean about your personal development from the success of your organization.
- Traditional investors:** All about financial return. Not really interested in social impact, or social performance other than things to meet their requirements.
- Philanthropists:** Foundations of individuals. Their main interest is to create a positive impact on society through the organizations they finance. Philanthropists who are donors or grant providers often redirect from the funds can be used. Application and reporting can be complicated and require a significant amount of time and energy.
- Impact investors:** Relative between social impact and financial return. Financial first impact investors prioritize returns while also seeking positive impact. Impact first investors clearly put social impact first, even though they want their capital to be repaid in some way.

How do you feel about the infographic?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
There is enough detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is enough text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The colors are engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The graphics support the message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is easy to digest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The purpose of the material is clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What particular qualities make the infographic enjoyable?

Rank the following from most accurate to least accurate (1-most accurate, 4-least accurate).

Drag items from the left-hand list into the right-hand list to order them.

It is useful

It is informative

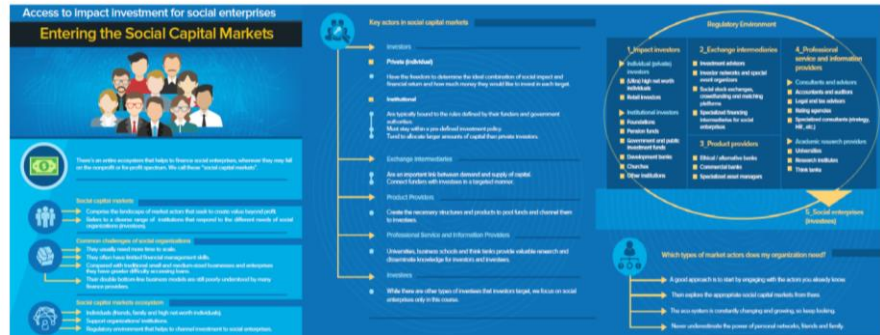
It is visually appealing

It is captivating

○

Please mention any features that you would change to make the infographic more engaging, digestible, or clear (optional).

Please read the infographic and answer the questions that follow.



How do you feel about the infographic?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
There is enough detail	○	○	○	○	○
There is enough text	○	○	○	○	○
The colors are engaging	○	○	○	○	○
The graphics support the message	○	○	○	○	○
The information is easy to digest	○	○	○	○	○
The purpose of the material is clear	○	○	○	○	○

What particular qualities make the infographic enjoyable?

Rank the following from most accurate to least accurate (1-most accurate, 4-least accurate).

Drag items from the left-hand list into the right-hand list to order them.

It is useful

It is informative

It is visually appealing

It is captivating

○

Please mention any features that you would change to make the infographic more engaging, digestible, or clear (optional).

Please read the infographic and answer the questions that follow.

Access to impact investment for social enterprises

Measuring social impact

Impact metrics are what distinguish a social enterprise from a commercial enterprise. Measuring impact is probably the most important activity that you'll do when you implement your mission.

The lack of broadly accepted standards and external oversight is why many social enterprises lack a concrete method for measuring their social impact. But impact investors often want social enterprises to create their own metrics for measuring social impact, and to see how successfully their investments have executed their mission.

Before starting with measurement a social enterprise should establish its theory of change.

Theory of change

- Frames the problem and describes the process of change by outlining causal linkages.
- Explains what assumptions are being made, and what the expected outcomes are, measured as changes in the population.

A concrete tool to define the process of change an organization wants to have is the Logical Framework or Logframe. Historically, it's the most commonly used tool. Since then the original version of Logframes has been improved into a framework called the "I-O-O-I" model, which means Input-Output-Outcome-Impact. Below, we use a variation of the classic I-O-O-I model.

I-O-O-I steps

IMPACT VALUE CHAIN

1. Inputs	2. Activities	3. Outputs	4. Outcomes	5. Goal Alignment
<ul style="list-style-type: none"> Money Time Manpower 	The social entrepreneur's primary activities that generate, transform and create value.	Results that can be measured by the social enterprise.	Changes demonstrated by social enterprises measuring their responsibility and actions.	Changes demonstrated by social enterprises measuring their responsibility and actions.

To explain this tool better, let's review the case of SEPOV, a social enterprise that seeks to reduce poverty by providing low-income households with access to affordable energy.

IMPACT VALUE CHAIN

Impact Goal: to reduce poverty by providing low-income households with access to affordable energy.

Inputs	Activities	Outputs	Outcomes	Goal Alignment
<ul style="list-style-type: none"> Money from founders, friends, donors and investors. Time and effort from team members and supporters. Pro-bono (no-fee) support from their partners. 	<ul style="list-style-type: none"> Purchasing, installing and maintaining of solar panels and solar home systems. Lowering of CO₂ to the household at a lower price than traditional energy services. Technical assistance, e.g., training. 	<ul style="list-style-type: none"> Number of people adopting solar home systems to their homes. Amount of private investment (collected and the total renewable energy revenue). 	<ul style="list-style-type: none"> Improved living conditions in households and improved access to light. Increased household income for households. Additional hours of light to use for productive work and education. Better health and safety, reduced emissions. 	<ul style="list-style-type: none"> SEPOV reduced traditional energy use and expenditure on light. SEPOV good quality and sustainable services. Energy cost per household lower. Climate adjustment of good and activities.

How do you feel about the infographic?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
There is enough detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is enough text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The colors are engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The graphics support the message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is easy to digest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The purpose of the material is clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What particular qualities make the infographic enjoyable?

Rank the following from most accurate to least accurate (1-most accurate, 4-least accurate).

Drag items from the left-hand list into the right-hand list to order them.

It is useful

It is informative

It is visually appealing

It is captivating

Please mention any features that you would change to make the infographic more engaging, digestible, or clear (optional).

Please scan the worksheet and answer the questions that follow.

Social Capital Markets - your Individual eco- system

Research the most relevant actors in the social finance market in your specific region and sector alongside the framework presented.

Then put their names into the boxes below:

Impact Investors	Exchange Intermediaries
Product Providers	Professional Service and Information Providers

Investigate their potential roles in your individual project; define the top 5 topics that you would like to discuss with them.

TOPICS TO DISCUSS (WITH WHO?)	
1.	
2.	
3.	
4.	
5.	

Impact Measurement your Theory of Change and impact metrics

Describe the Theory of Change of your organization alongside the following value chain:

Describe the method and metrics you use to check whether you achieve the intended objectives (Goal Alignment)

Method	Metrics

Please rate the worksheet on the following:

	1 Poor	2	3 Okay	4	5 Excellent
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you find the worksheet complementary to the previous infographic?

- Yes
- No

Which of the following would you prefer:

- Worksheet and infographic to be separate modules
- Worksheet and infographic to be integrated within one module
- No worksheet
- No preference
- Other (please specify):

Please read the infographic and answer the questions that follow.

Approaching investors

Once you start to systematically look for the right type of investors, you will probably find more than you initially thought.

How to proceed?

- Start preparing a list of potential investors. You can also visit investor forums to meet different types of investors. Before entrepreneurs may also recommend private angel investors or foundations.
- Once you have completed the "long list", seek more information on each investor. You can search online for any information of other organizations these investors have supported. Another good source of information can be events and competitions where investors speak about their investment activities.
- Start a systematic analysis based on several criteria to determine if an investor does or does not support organizations that have your specific profile. There are four main types of criteria you can use:
 - Does the investor provide financing to your region?
 - Is the investor interested in your sector?
 - Does the investor provide financing for your current stage?
 - Does the investor offer the right financing instrument?

Approaching potential investors

- After your analysis, you will have a more targeted short list. Now you can prepare the necessary materials to approach these investors.
- For example, institutional investors publish a list of information they would like to receive. Don't call them until you have all the materials on hand. They will be helpful for other types of investors, too.
- Prepare a management presentation or "pitch deck". It can follow various styles, but you should bear three key ingredients in mind:
 - A convincing story of your organization: Test your pitch with friends, mentors and colleagues and invite feedback. Then you can build your presentation along this storyline.
 - The unique features of your organization, products and services: The more professional the investor, the more familiar he or she is with other solutions in the market. So be prepared to defend why yours is unique.
 - Key facts about your organization: Add a few slides about your financial status and projections, organizational and legal structure, and team members.

After the search and initial approach, you may end up with several interested "finalists." If not, you'll need to go back to the drawing board and start the process all over again. If this happens, don't worry, you'll get better at it. In the long run, it will cost you more to receive financing from the wrong investor than to invest more time in searching for the right ones.

How do you feel about the infographic?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
There is enough detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is enough text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The colors are engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The graphics support the message	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information is easy to digest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The purpose of the material is clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What particular qualities make the infographic enjoyable?

Rank the following from most accurate to least accurate (1-most accurate, 4-least accurate).

Drag items from the left-hand list into the right-hand list to order them.

It is useful

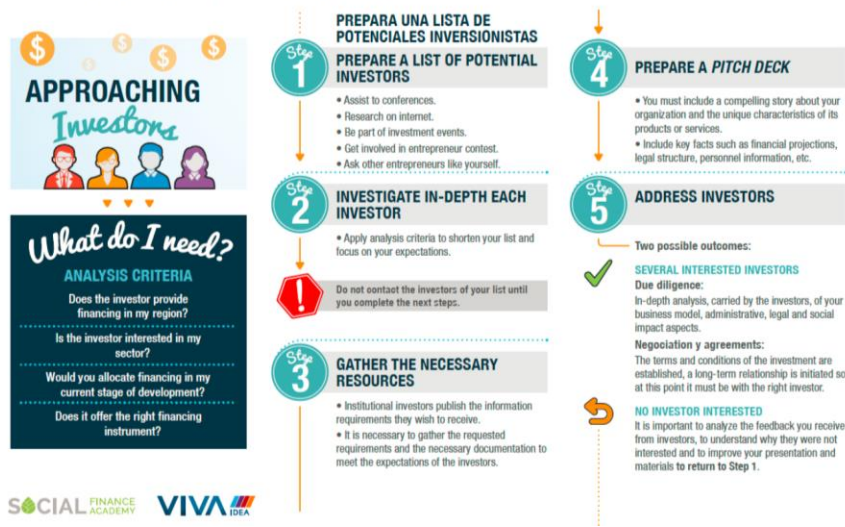
It is informative

It is visually appealing

It is captivating

Please mention any features that you would change to make the infographic more engaging, digestible, or clear (optional).

Please read the infographic and answer the questions that follow.



The infographic above is the same as the previous infographic, but with a new design. Which version do you prefer?

- The new infographic
- The old infographic

Please mention any features that you would change to make the infographic more engaging, digestible, or clear (optional).

Please answer the questions based on the narrative case study (left) and the summary case study (right).



Ciudad Saludable Group (PART II)
Take the opportunity to raise investment now, or look for alternative investors?

Albina Ruiz sat in a coffee house at the center of Lima's lively, bustling streets, observing the passersby. It was September 2010. After a long day of work, Albina reflected on her own journey in Peru's capital since she founded the Ciudad Saludable Group (CSG). The project started with Ciudad Saludable, which she founded in 2002 as a nonprofit organization (NPO), with the objective of building healthy cities through an inclusive and environmentally-minded solid waste management plan that encompasses the participation of homes, businesses, local governments, and recycling micro-enterprises. Ciudad Saludable's initial objectives were to promote economically and socially inclusive recycling, construct integrated solid waste management systems, and provide environmental education to the public and private sectors.

Regularizing the situation of many poor recyclers and collaborating with organizations of the private, public, and civil society sectors, Ciudad Saludable's work was quite successful. Nevertheless, Albina believed in financial self-sustainable organizations that could have a social impact. Therefore, in addition to Ciudad Saludable, which followed a nonprofit model, Albina created two other organizations focused on consulting services: Peru Waste Innovation (PWI) in 2008, and Healthy Cities International (HCI) in 2010. Both organizations had a for-profit focus, and were supposed to fund part of Ciudad Saludable's administration costs, activities, and services, which reduced the nonprofit's dependency on donor dollars. That way, the initial nonprofit

Introduction to the case
Foundation of Ciudad Saludable

Key events

In 2002, Albina Ruiz founded Ciudad Saludable as a nonprofit that aimed to tackle the myriad of environmental problems faced by Lima, the capital city of Peru. The organization particularly focused on formalizing the work carried out by grassroots recyclers, by collaborating with local and national government on environmental plans and strategies. After it was awarded by the AVINA Foundation, in collaboration with McKinsey & Company, Ciudad Saludable obtained sufficient funding, as well as local and international exposure, to allow it to secure donations and other vital resources that would finance and staff its initial environmental and social projects.

What do you think?

- What elements of Ciudad Saludable's foundation might be of interest to impact investors?
- Why might an impact investor be interested in the personal story of a social entrepreneur like Albina Ruiz?

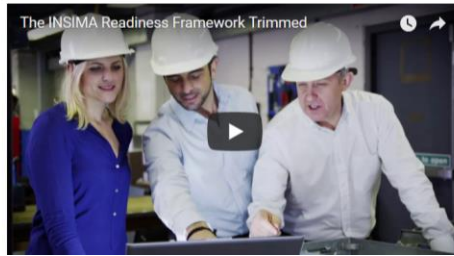


The same case study is presented in two different ways. Which one would you prefer?

- Narrative (left)
- Summary (right)
- No preference

Please answer the following questions based on the course's videos.

Human representation



Rate the video on the following:

	1 Poor	2	3 Okay	4	5 Excellent
Quality of visuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following characteristics suits the video?

Please choose all that apply.

- Easy to follow Distracting Visually appealing Confusing Misleading
- Entertaining Other (please specify):

Human lecture



Rate the video on the following:

	1 Poor	2	3 Okay	4	5 Excellent
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following characteristics suits the video?

Please choose all that apply.

- Easy to follow Distracting Visually appealing Confusing Misleading
- Entertaining Other (please specify):

Animated representation



Rate the video on the following:

	1 Poor	2	3 Okay	4	5 Excellent
Quality of visuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following characteristics suits the video?

Please choose all that apply.

- Easy to follow Distracting Visually appealing Confusing Misleading
- Entertaining Other (please specify):

Considering the videos that you saw, which would you prefer?

- I prefer to hear a voice and see human action
- I prefer to hear and see a human explaining
- I prefer to hear a voice and see animated action
- I prefer an integration of human and animated action
- Other (please specify):

Your response has been recorded. Thank you for your valuable feedback! Links to VIVA Idea's online content are provided below:

VIVA Idea's Website: www.vivaidea.org

To Learn More About VIVA Idea: www.vivaidea.org/documental

Social Media Accounts:

Facebook: www.facebook.com/laideaVIVA/

Instagram: www.instagram.com/vivaidea/

Twitter: www.twitter.com/_vivaidea

YouTube: www.youtube.com/user/CiConocimientos

Free massive open online course, Assess to Impact Investment for Social Entrepreneurs, launches this year: www.course.novoed.com/socialfinance-may2017

THANK YOU FOR PARTICIPATING IN THIS SURVEY!



Appendix F: Figures for MOOC Survey

Demographic



Figure 112: What is the name of your business or organization?

Appendix G: Additional Figures for Social Media Polls

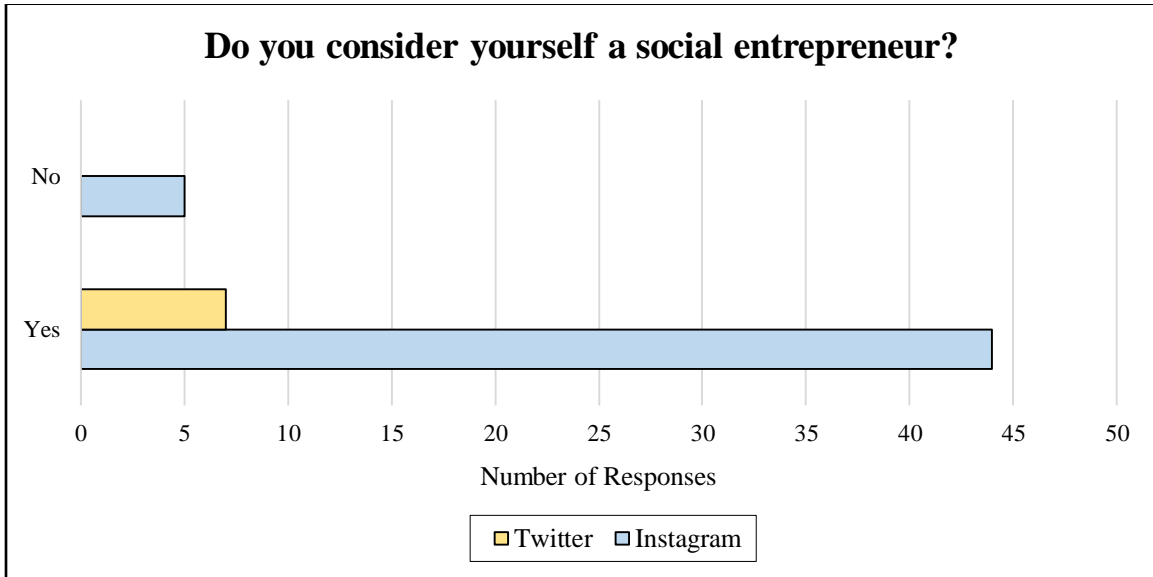


Figure 113: Do you consider yourself a social entrepreneur?

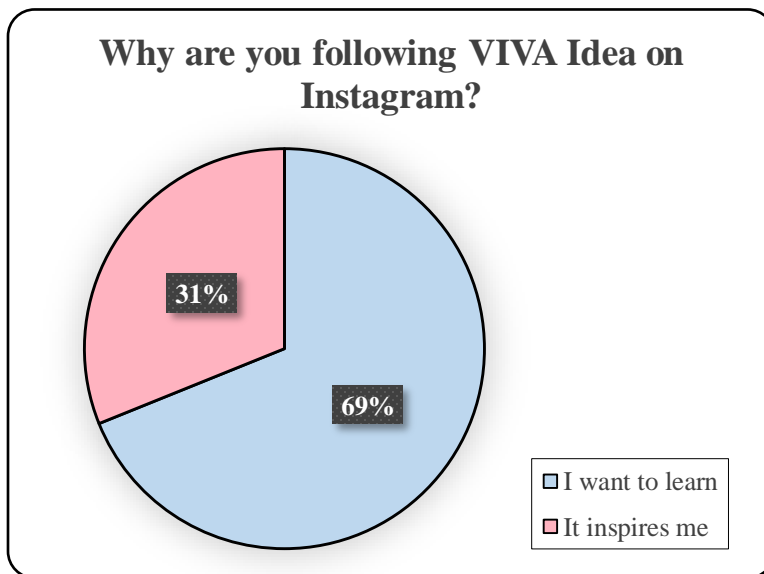


Figure 114: Why are you following VIVA Idea on Instagram? (45 Responses)

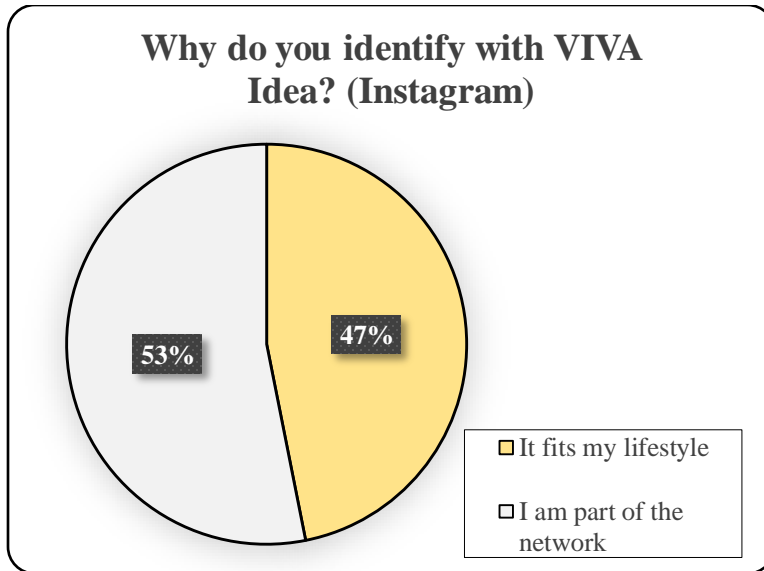


Figure 115: Why do you identify with VIVA Idea? (32 Responses)

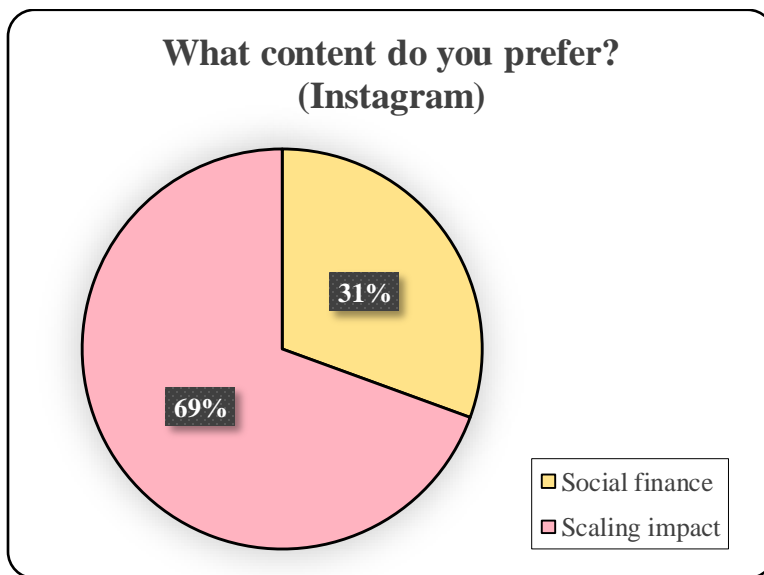


Figure 116: What content do you prefer? (Instagram) (36 Responses)

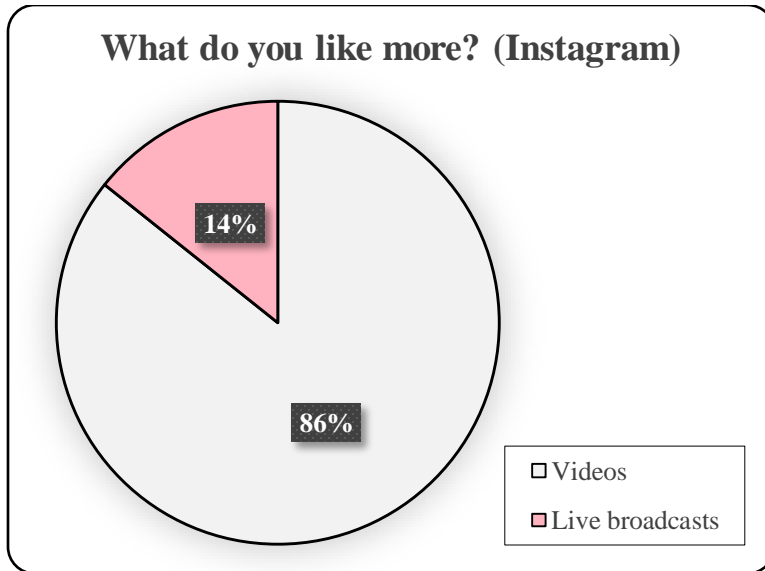


Figure 117: What do you like more? (Instagram)

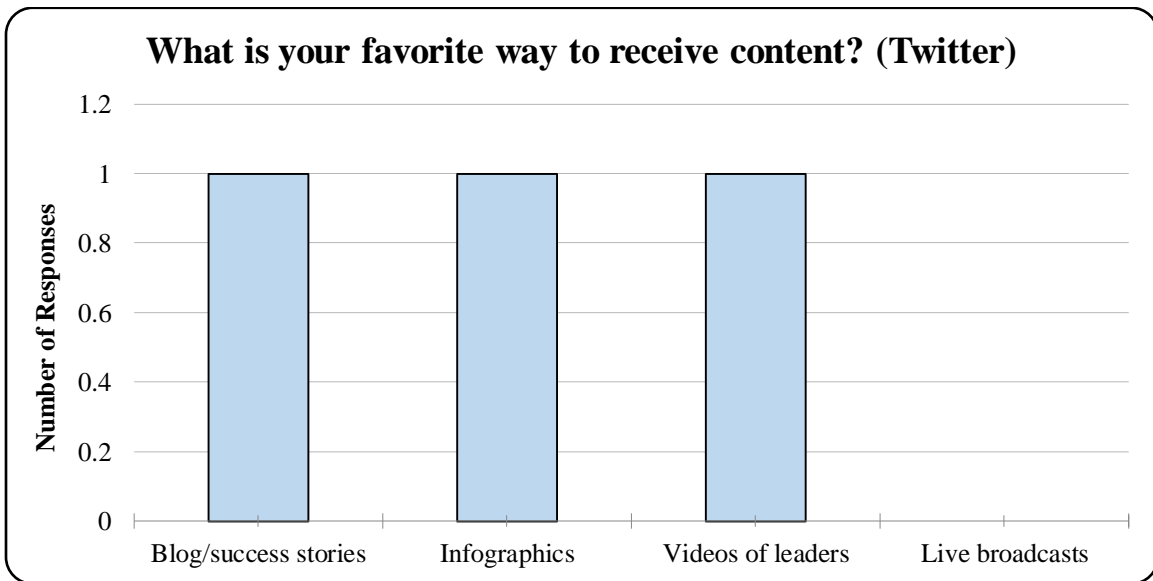


Figure 118: What is your favorite way to receive content? (Twitter)

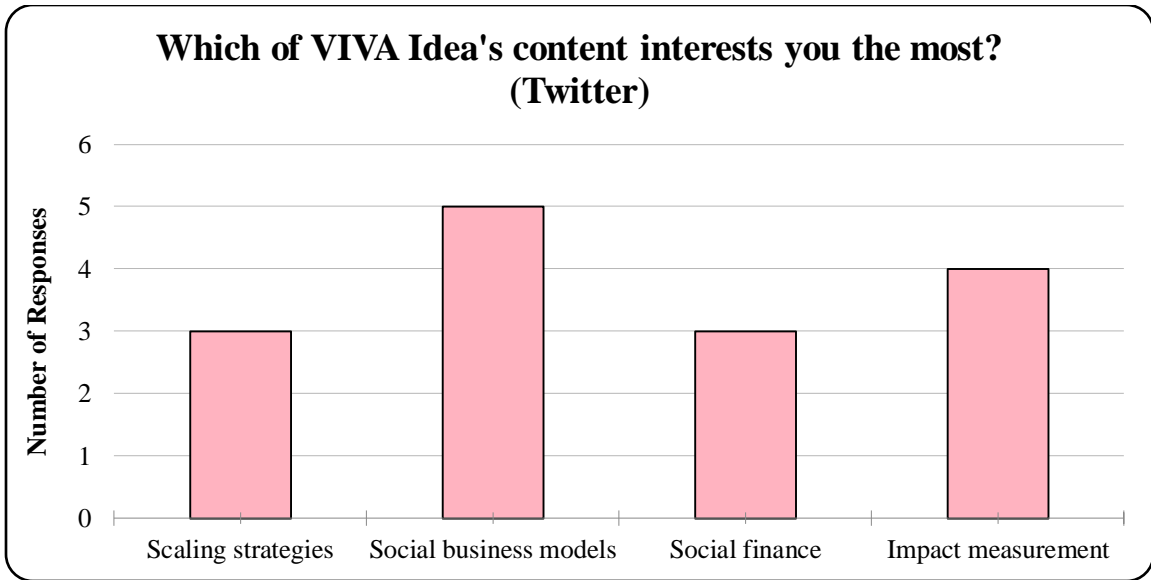


Figure 119: Which of VIVA Idea's content interests you the most? (Twitter)

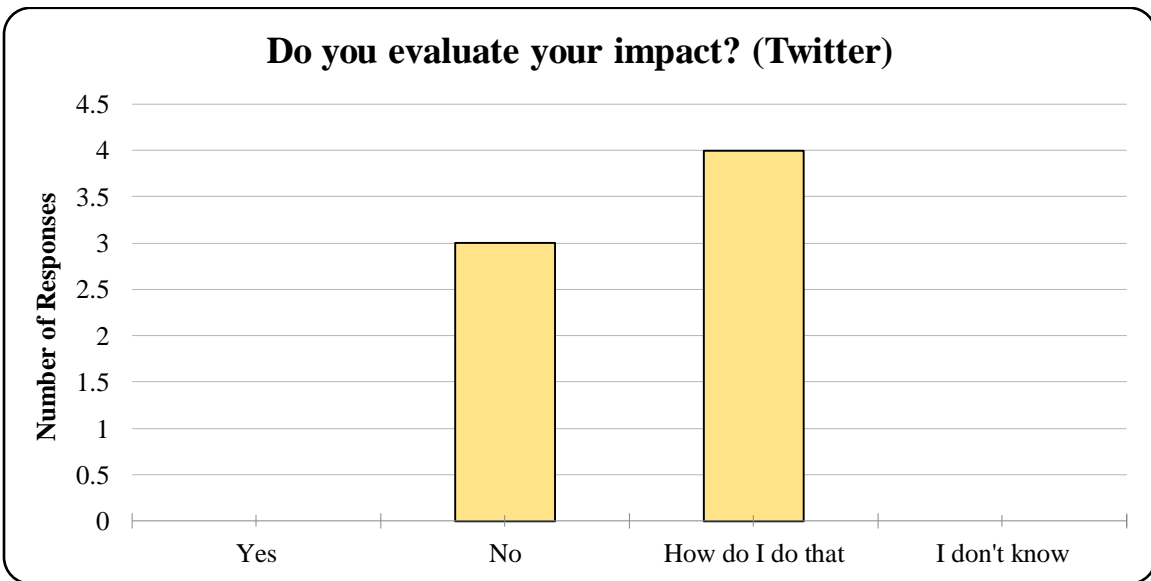


Figure 120: Do you evaluate your impact? (Twitter)

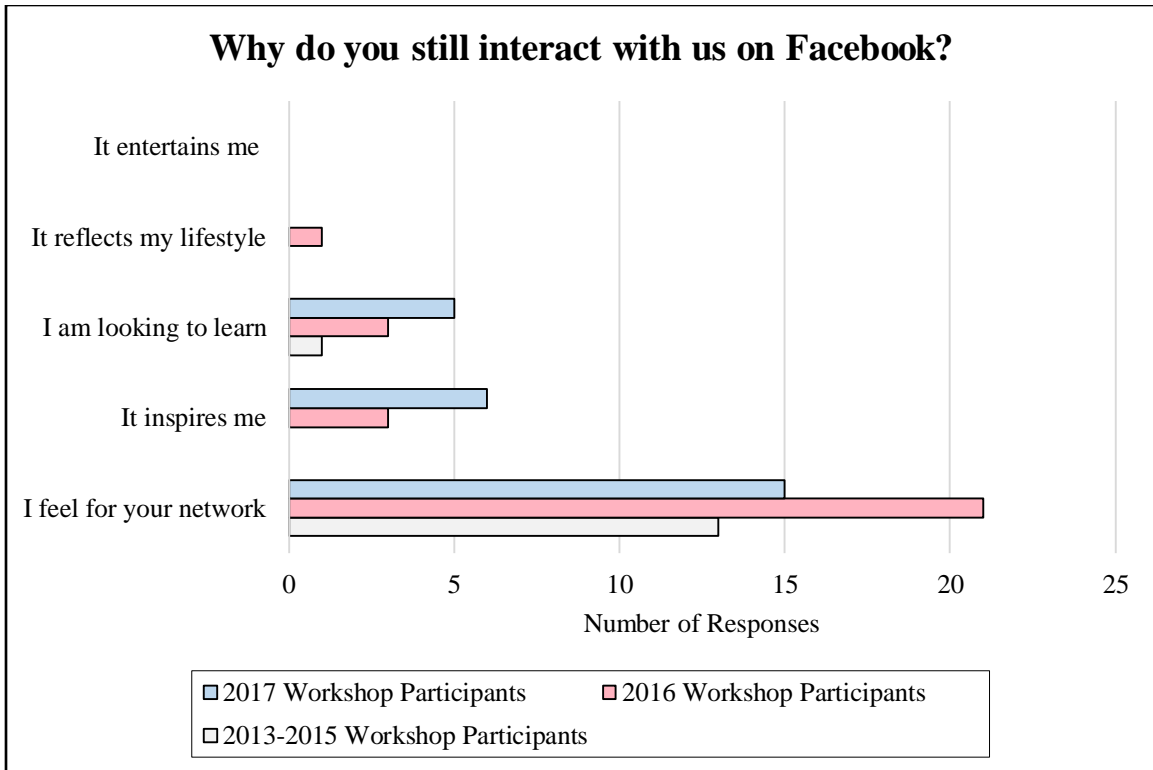


Figure 121: Why do you still interact with us on Facebook?

Appendix H: Impact Hub Interview Questions and Flyer



Figure 122: Impact Hub Flyer

Introduction and Confidentiality Statement

Hi! My name is _____ and I am working on behalf of VIVA Idea, a non-profit organization based in Costa Rica, with the goal of educating, strengthening, and inspiring social entrepreneurs in Latin America.

I am speaking with you today to learn more about your experiences as an entrepreneur and to gain feedback on some of VIVA Idea's online content.

Before we get started, I want you to know all information gathered will be anonymous and confidential. You have the right to answer whatever questions you choose. You can leave the interview at any time. With your permission, I would like to audio record this conversation. Are you still willing to participate?

Great, let's get started.

Questions

Demographics (5-10 min):

1. Which best describes your current profession?
2. If applicable, what is the name of your business / organization?
3. How many years of experience do you have in your current profession?
4. Is one of your current objectives to scale the impact of your business or organization?
5. Are you familiar with VIVA Idea
 - a. Yes
 - i. How did you hear about VIVA Idea?
 - ii. Have you interacted with any of VIVA Idea's content?
 - b. No
 - i. Give brochure and say: "*VIVA Idea promotes social entrepreneurship in Latin America. They hold workshops designed to teach technical business skills and provide networking opportunities. They host an annual awards competition that challenges social entrepreneurs and innovative organizations to scale their impact. Recently, they have created an online platform so that people can have easy access to their content from all over Latin America.*"
 - ii. How do you think you might benefit from an organization like VIVA Idea?
6. Where do you go to find business knowledge?
7. What types of resources have you found most beneficial?
8. Are there any organizations similar to VIVA Idea that you get educational content from?

Content Interaction (20-25 min):

9. 2016 Report on Social Entrepreneurs
 - a. Do the cover and index make you interested? Why or why not?
 - b. What is your impression of the page extracted from the report?
10. uSound Case Study
 - a. What is your impression of the case study?

11. Academic Paper

- a. What is your impression of the academic paper?

12. Videos

- a. What is your impression of the animated video (Albina Animation Chapter 4)?
- b. What is your impression of the video with the person speaking (Chapter 3 Financing Model)?
- c. Which type of video do you most prefer for acquiring knowledge?

13. VIVA Leaders Social Media Post

- a. What is your impression of the social media post?

14. Infographics

- a. What is your impression of the first infographic (old, varies)?
- b. What is your impression of the second infographic (new, varies)?
- c. Which infographic do you prefer and why?

15. Blog Post

- a. What is your impression on the blog post (Technology and Education Reinvested in Urban Development)?

16. VIVA Leaders

- a. Based on the video, how useful do you think VIVA Leaders is?
- b. What is the possibility that you will be using VIVA Leaders in the future?
- c. Do you have any additional feedback?

Appendix I: Additional Figures for Impact Hub Interviews

Content Evaluation

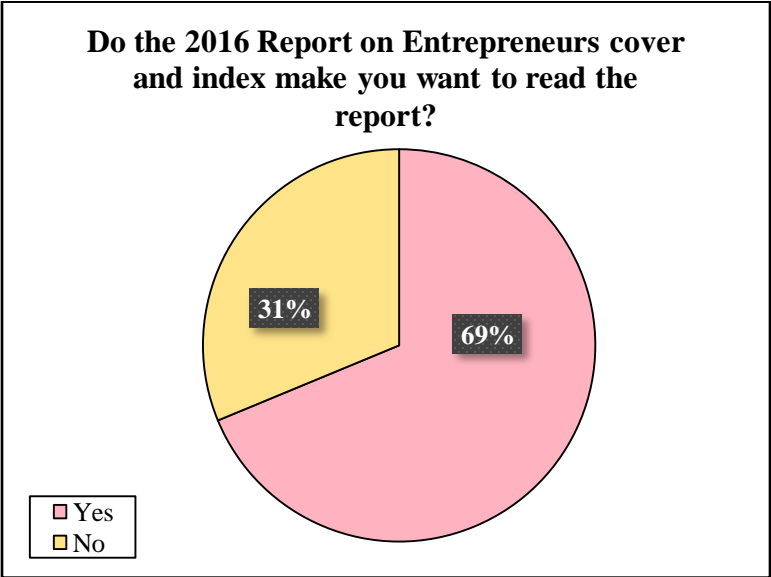


Figure 123: Do the 2016 Report on Entrepreneurs cover and index make you want to read the report?

Table 55: 2016 Report on Entrepreneurs cover and index additional feedback

2016 Report on Entrepreneurs Cover and Index Additional Feedback		
PROS	CONS	Recommendations
<i>It looks professional</i>	<i>Very dry</i>	<i>Make sure the index is included along with the cover when upload online</i>
<i>Table of contents sound helpful; would be interested to know the results</i>	<i>The colors could be more attractive</i>	<i>3 questions that should be addressed: Where am I? What's in for me? What should I do next?</i>
<i>Simplicity</i>	<i>Index lacks logical flow</i>	<i>Index page is not visual enough (perhaps make it an infographic)</i>
<i>Attractive</i>	<i>The index is not inviting</i>	
<i>Key words such as "impact", "strategies", "scale" peak curiosity and sound helpful</i>	<i>Some of the topics are not necessarily important like the one for education</i>	
<i>Like that the table of contents has "numbers" in them</i>	<i>People don't understand the scaling part (very vague)</i>	
<i>The report is helpful for people who are just starting out</i>	<i>Title says 5 strategies and I see 8 points on the index</i>	
<i>The content looks good</i>		
<i>The design is very nice and simple</i>		
<i>Easy to understand</i>		
<i>Like the icons used</i>		
<i>4 & 6 topics are interesting and helpful for the organization</i>		
<i>5 & 6 & 7 topics are interesting</i>		
<i>The cover is very attractive</i>		

Table 56: Page from 2016 Report on Entrepreneurs additional feedback

Page from 2016 Report on Entrepreneurs Additional Feedback		
PROS	CONS	Recommendations
<i>Easy to read</i>	<i>The grey colors are hard to differentiate</i>	<i>Maybe change the colors of the pie chart to make it easier to read</i>
<i>Nice summary</i>	<i>Not easy to understand the chart</i>	<i>Maybe box out the pie chart</i>
<i>Good graphic</i>	<i>Boring</i>	<i>Use less text in the paragraphs</i>
<i>Easy to understand</i>	<i>Too much text</i>	<i>Prefer combining chart and text into a single figure</i>
<i>Like the organization of information</i>	<i>The key words are not highlighted or bold</i>	<i>Use icons and more creative graphs instead of a pie chart</i>
<i>Visuals are helpful</i>	<i>The layout is not attractive</i>	<i>Infographics could enhance the page</i>
<i>Like the specifics that explain the overall message of the page</i>	<i>Being a visual learner, I don't find this page to have enough graphics</i>	<i>More visuals</i>
<i>The layout is very good</i>	<i>Not inviting</i>	<i>The chart information is better if displayed differently</i>
<i>The graphic is compelling enough</i>	<i>Very academic</i>	<i>The title should be arranged differently</i>
<i>Like the main learnings on top of the page</i>		

Table 57: uSound case study additional feedback

uSound Case Study Additional Feedback		
PROS	CONS	Recommendations
<i>The message is clear</i>	<i>The first paragraph should include all important information</i>	<i>Add a summary with main points of the introduction</i>
<i>Easy to understand</i>	<i>Not attractive</i>	<i>Include a picture to get to know the story better, but not so many as to make it distracting</i>
<i>Easy to read</i>	<i>Too much information in one page, perhaps break it more</i>	<i>Include some data supported by a graphic</i>
<i>Interesting and would continue reading</i>	<i>The first paragraph is confusing</i>	<i>Put important phrases or text in bold to improve comprehension</i>
<i>Straightforward</i>	<i>After reading the first two paragraphs, I would not continue reading because I don't see the importance of the material</i>	<i>Add more titles</i>
<i>Useful content</i>		<i>Separate the main points and note the problems that you need to solve</i>
<i>The story-telling is appealing</i>		<i>Put the key points in the beginning in order to get the purpose of the study</i>
<i>I like the ending, setting the problem to make me want to read more</i>		<i>The problem statement should be with a different color or bolded and separated from the paragraphs</i>
<i>Easy to digest</i>		

Table 58: Academic paper additional feedback

Academic Paper Additional Feedback		
PROS	CONS	Recommendations
<i>Well-written intro and useful content</i>	<i>The font/typography has weird marks and was hard to read</i>	<i>Include some sort of picture</i>
<i>The links make it more interactive</i>	<i>Lacks a more personal story, causing it to be more boring than the report + case study</i>	<i>Change the font/typography</i>
<i>Easy to understand</i>	<i>Boring design</i>	<i>Better if presented in a video or blog</i>
<i>Would continue reading to know the results</i>	<i>Lack of visuals</i>	<i>Authors' emails should be linked on the page</i>
<i>Clear writing style</i>	<i>The format is not that good</i>	<i>The text needs to be broken up by images</i>
<i>Informative</i>		<i>Prefer to bold the first paragraph in order to get my attention</i>
<i>Interesting</i>		
<i>Better than the case study</i>		
<i>It is spacious</i>		
<i>Well-organized</i>		
<i>Like the "call to action" at the start</i>		
<i>Good structure</i>		

Table 59: Albina Chapter 4 animation video additional feedback

Albina Chapter 4 Animation Video Additional Feedback		
PROS	CONS	Recommendations
<i>Having a story and connecting the viewer with animation helps maintain attention</i>	<i>The text popped up too fast and couldn't read on time</i>	<i>Content should be wrapped up with something interactive such as questions</i>
<i>The text on the background was displayed long enough</i>	<i>The video was boring</i>	<i>Animations are better for lengthy explanations</i>
<i>Interesting</i>	<i>Don't like the colors</i>	
<i>Would keep watching</i>		
<i>The animation contains personal content</i>		
<i>The animation was helpful</i>		
<i>Useful content</i>		
<i>Easy to understand</i>		
<i>Steps and message were very clear</i>		
<i>Like the visuals</i>		
<i>Like the length</i>		
<i>Straightforward</i>		
<i>Colorful</i>		
<i>Simple</i>		
<i>Easy to follow</i>		
<i>Good for people that get into social entrepreneurship</i>		
<i>Visually attractive</i>		
<i>Good persuasion</i>		

Table 60: Chapter 3 Financing Model video additional feedback

Chapter 3 Financing Model Video Additional Feedback		
PROS	CONS	Recommendations
<i>Not too fast, it gives the viewer time to absorb information</i>	<i>Didn't like the background or jumping around; reminded of an infomercial</i>	<i>Having a picture or a graphic would make it easier to understand</i>
<i>Good for short explanations</i>	<i>Boring</i>	<i>Showing a simple animation after each number would help</i>
<i>Useful information</i>	<i>Lack of visuals</i>	<i>Prefer a neutral background to keep attention</i>
<i>It presents key points and is easy to understand</i>	<i>Distracting</i>	<i>It would be good to share on social media</i>
<i>Simple and short</i>	<i>Cool concept on the staircase but feel away from the presenter</i>	<i>Content is most applicable for people who know the speaker because it provides more credibility</i>
<i>Like the length</i>	<i>Environment was not inspiring</i>	<i>Use text on the background to recap what is being presented</i>
<i>Like the real-world background</i>	<i>Not appealing</i>	<i>Need guidance in form of text</i>
	<i>Not interactive or engaging enough</i>	<i>Person video is better because it was shorter to convey simple message</i>
	<i>Feeling lost</i>	<i>Cannot mix human with animated video because it naturally doesn't go together (eyes get distracted)</i>
	<i>Very plain</i>	
	<i>Not easy to digest</i>	

Table 61: VIVA Leaders social media post additional feedback

VIVA Leaders Social Media Post Additional Feedback		
PROS	CONS	Recommendations
<i>Good use of colors</i>	<i>Too much text for a Facebook post</i>	<i>Put a descriptive title or heading, and make use of more pictures and diagrams</i>
<i>Easy to understand</i>	<i>Confusing logos at the top of the page. What is the graphic talking about exactly? How are these 3 logos different and what do they mean?</i>	<i>Need a short title to grab attention</i>
<i>Visually-appealing</i>	<i>Need more clearly defined icons</i>	<i>Examples of a better title: "VIVA Leaders Networking Platform" or "What to know where Latin America Leaders are?"</i>
<i>Appropriate for social media</i>	<i>Text too long to be visual</i>	<i>Put the link graphic at the bottom</i>
<i>Information very well presented</i>	<i>Considering it's a milestone, I was confused to see action verbs</i>	<i>The SDGs part needs to be bigger</i>
<i>The design was consistent</i>	<i>Very confusing to get the purpose (Is it 50 achievements or 50 people?)</i>	<i>Map should be bigger, or different maps should be used with different icons</i>
<i>Self-explanatory</i>	<i>I don't see a milestone</i>	
<i>Clear objectives</i>		
<i>Good legend</i>		

Table 62: Type of Investors infographic additional feedback (old)

Type of Investors Infographic Additional Feedback (Old)		
PROS	CONS	Recommendations
<i>The title was representative of the topic</i>	<i>The two square graphics showing types of investors are in different orders and confusing (when placed side by side)</i>	<i>Make use of more consistent colors</i>
<i>Easy to understand</i>	<i>The color transition is bad</i>	
<i>Clear message</i>	<i>The combination of colors and icons make it difficult to read</i>	
<i>Understandable</i>	<i>Would read only the titles and not the text</i>	
<i>The right amount of text</i>	<i>Icons are hard to understand</i>	
<i>Colors are easy on the eyes</i>		

Table 63: Type of Investors infographic additional feedback (new)

Type of Investors Infographic Additional Feedback (New)		
PROS	CONS	Recommendations
<i>Clearer</i>	<i>There is not enough information</i>	<i>Use more icons</i>
<i>Like the white background instead of blue</i>	<i>The black background underneath the title is kind of boring</i>	
<i>Simple to read</i>		
<i>Concise summary</i>		
<i>Less text is better</i>		
<i>Attractive</i>		
<i>Icons are cleaner</i>		
<i>Color distribution is better</i>		
<i>Titles are more appropriate</i>		

Table 64: Building Good Investor Relations infographic additional feedback (old)

Building Good Investor Relations Infographic Additional Feedback (Old)		
PROS	CONS	Recommendations
<i>Good reflection of VIVA Idea logo colors</i>	<i>Design is misleading</i>	<i>Blue color should be changed</i>
<i>Useful</i>		<i>More text than colors, giving the idea that the text is more important (balance both)</i>
<i>Attractive</i>		
<i>Clear icons</i>		

Table 65: Approaching Investors infographic additional feedback (new)

Approaching Investors Infographic Additional Feedback (New)		
PROS	CONS	Recommendations
<i>Fresh and lively</i>		
<i>Fits VIVA Idea's image better</i>		
<i>White background and colors are more attractive</i>		
<i>Easier to understand</i>		
<i>Better font</i>		
<i>Steps shown clearer</i>		
<i>Better organization of content</i>		

Table 66: How to Avoid Mission Drift infographic additional feedback (old)

How to Avoid Mission Drift Infographic Additional Feedback (Old)		
PROS	CONS	Recommendations
<i>Good presentation of content and colors</i>	<i>Overwhelming background</i>	<i>Important statements should be bolded</i>
<i>Good graphics</i>	<i>Too much text</i>	<i>Include a woman! Every time there is a man!</i>
<i>Enough information</i>	<i>White text is hard to read</i>	
<i>Useful information and applicable</i>		
<i>Good structure</i>		
<i>Credibility</i>		

Table 67: Hybrid Financial Models infographic additional feedback (new)

Hybrid Financial Models Infographic Additional Feedback (New)		
PROS	CONS	Recommendations
<i>Visually attractive</i>	<i>Challenging to understand</i>	
<i>Good use of graphics</i>	<i>Lack of credibility</i>	
<i>Well-summarized</i>		
<i>Easy to understand an abstract concept</i>		
<i>Easy navigation for information</i>		
<i>Differing fonts help pick out important information</i>		
<i>Clean structure</i>		
<i>Intuitive</i>		

Table 68: Who am I? infographic additional feedback (old)

Who am I? Infographic Additional Feedback (Old)		
PROS	CONS	Recommendations
<i>Good design</i>	<i>The title is misleading</i>	<i>Perhaps rephrase the title to: "Who do I align with depending on my organizational focus?"</i>
<i>Self-explanatory</i>		
<i>Like that the main concepts are separated</i>		
<i>Easy to understand</i>		
<i>It covers the main goals of the topic</i>		
<i>Good organization</i>		
<i>Sections are intuitive to navigate</i>		
<i>Easy to use</i>		

Table 69: Who am I? infographic additional feedback (new)

Who am I? Infographic Additional Feedback (New)		
PROS	CONS	Recommendations
<i>Clearer design</i>	<i>Does not provide the same amount of information as the old one</i>	
<i>Neatly organized</i>		
<i>Good composition of information</i>		
<i>Better explanation</i>		
<i>Easier to digest</i>		
<i>Good consistency of icons and colors</i>		

Table 70: Blog post additional feedback

Blog Post Additional Feedback		
PROS	CONS	Recommendations
<i>Easy to understand</i>	<i>Not clear</i>	<i>Need to add a picture or graphic if you want someone to read it</i>
<i>Interesting and would keep reading</i>	<i>Confusing due to bad transitions</i>	<i>Bold the summary to have contrast</i>
<i>More engaging than the academic paper</i>	<i>Hard to differentiate between sections</i>	<i>Putting a picture of Hannah, allowing it to be more of a story</i>
<i>Good establishment of the problem statement</i>	<i>Lack of colors</i>	<i>Bold keywords and concepts to facilitate understanding</i>
<i>Good structure</i>	<i>Lack of graphics/visuals</i>	<i>Less formal tone would be better</i>
	<i>Storytelling could have been better</i>	<i>Make the text more personal</i>
	<i>Not inviting</i>	<i>If you complement it with an infographic, it would be more effective to get the idea</i>

Appendix J: Martin Burt Interview Questions

Introduction and Confidentiality Statement

We are working on behalf of VIVA Idea, a non-profit organization based in Costa Rica, with the goal of educating, strengthening, and inspiring social entrepreneurs in Latin America.

We are speaking with you today to learn more about your experiences as an entrepreneur and your social endeavors in Paraguay.

Before we get started, we would like to let you know that you have the right to answer whatever questions you choose. You can leave the interview at any time. With your permission, can we use your identity and responses in our report?

Great, let's get started.

Questions

1. Why did you choose to become a social entrepreneur? What inspired you?
2. How would you describe the differences between social entrepreneurship in the United States and in Latin America?
 - a. What about in Paraguay specifically?
 - b. What about other parts of the world that you're familiar with? Does social entrepreneurship differ across the globe?
3. When did you self-identify as a social entrepreneur? Did you have any prior knowledge of term or the field?
4. How would you categorize the stages of a social entrepreneur based on your experience?
5. When scaling your impact, how and where did you acquire the resources and information you needed?
6. How did you hear about VIVA Idea? How did you become a part of the VIVA Idea network? What has being a member of the VIVA Idea network done for you?
7. What other social entrepreneurial network(s) have you been a part of? If so, how is VIVA Idea different from those network(s)?

Appendix K: INCAE Business School MOOC Focus Group Questions

Introduction and Confidentiality Statement

Good morning and welcome to our session. Thanks for taking the time to join us to talk about your experience with VIVA Idea's *Emprendimiento Social* (Access to Impact Investment for Social Entrepreneurs) course. My name is Danielle, and I am Michael. Assisting us will be Alex and Carrie. We are from Worcester Polytechnic Institute in Massachusetts, United States. We are helping VIVA Idea get feedback from their course users. We want to know what you liked, what you didn't like, and how things can be improved.

You were invited because you have participated in *Emprendimiento Social*, so you're familiar with what the course offers.

There are no wrong answers, just differing points of view. Please feel free to share your point of view even if it differs from what others have said. Keep in mind that we're just as interested in negative comments as positive comments, and at times the negative comments are the most helpful.

We will be taking notes during the session so that we can look back on our discussion. We will be on a first name basis tonight, and we won't use any names in our reports. You may be assured of complete confidentiality. The reports will go back to the VIVA Idea staff to help them provide future educational content. You can answer whatever questions you choose, and you can leave the focus group at any time. Do you still wish to participate?

Well, let's begin.

Questions

1. What did you think about the MOOC? (5 minutes)
 - a. Was it too long? Too short?
 - b. Too difficult? Too easy?
 - c. Misleading? Useful?

Please take some time to reflect and discuss this amongst your group. We have provided each person with a paper and pencil. Feel free to use it to record your thoughts if you find it easier. In about 3 minutes, we will ask your group to share your thoughts with us. We will do this with every question.

2. Why did you choose to take this course? (5 minutes)

3. If you were inviting a friend to participate in the course, how would you recommend it? What would you say to him/her? (5 minutes)
4. When you decided to sign up for this course, what were you looking for? Use a piece of paper and write down three things that are important to you when looking for a good (online) course (5 minutes).

Next, let's prioritize these things.

5. Which are the most important? Which are the least important? Use the ideas you came up with, and those from others as well. (5 minutes)
6. How will this course help you in real life? (10 minutes)
 - a. Where will you apply the information you learned?
 - b. What more do you still need to learn?
 - c. Did it provide you with a new perspective on your future career?

10 MINUTE BREAK

Welcome back. We have provided the group with different infographics that were taken from the course. Take some time to look at it with your group and think about:

1. Questions about the content and information:
 - a. Does it have a clear and meaningful title? What kind of headlines or labels could it include to make it easier to understand? Is there a need for more information?
 - b. What are the pros and cons of presenting the information in that specific way? Can we present this topic in a better way? Flowchart, table, diagram, etc.
 - c. Summarize the infographic in two or three sentences.
 - d. How could the sequence of the modules be improved? Did previous modules relate to subsequent modules? Were some modules redundant?
2. Questions about the aesthetics:
 - a. How could colors, sizes, and kinds of objects affect your perception of the information?
 - b. How do the visuals support or distract from the message?
 - c. What other variables should be considered if we want to give an accurate representation of the topic?

VIVA Idea has already begun improving their infographics since the course was completed. We would like to know how they compare with the infographics in front of you. Please take some time to discuss:

3. Which infographic do you prefer and why?
 - a. What was done better? Is anything worse?
 - b. How can the infographics be even better?

Aside from the infographics, the course offered many videos that covered the content. To improve these as well, we would like to better understand what you guys wish to see. We will present you two videos and pose a couple of questions.

4. Which video do you prefer and why?
 - a. What was done better? What was done worse?
 - b. How can both videos be even better?
5. Okay. Let's summarize.
 - a. Conclude key points discussed on the Focus Group
 - b. Ask for strong negative feedback

Appendix L: Detailed Notes on INCAE Business School MOOC Focus Group

Six of the 26 students who were invited attended the focus group at INCAE Business School. All the 26 students were on an MBA track with a specialization in entrepreneurship. The focus group lasted for approximately one hour. Danielle Kennon and Michael Tasellari were moderators of the discussion. Carrie Poziac and Alex Rebello were note takers. Participants were presented with questions via a PowerPoint and read aloud by moderator. The students could discuss first as a group before speaking aloud with the moderators.

PART I: GENERAL QUESTIONS

Why did you choose to take the course?

- The 6 students were required to take the course as a part of their MBA track.
- The students who took the class as an elective did not show up to the focus group.

If you were inviting a friend to participate in the course, how would you recommend it?

- The students said the course was heavily finance-related and discussed topics such as entrepreneurship and corporate responsibility. The course will help with understanding how to gain better access to financing as an entrepreneur.
- Students mentioned that social entrepreneurship can help them create a better business model.
- The course even encouraged some individuals to engage in social projects.
- There were some students who preferred the financial and general entrepreneur topics over the social topics. Some of the students were disinterested in social entrepreneurship.
- The students said they would recommend the course to entrepreneurs, because it has topics about scaling and finance (ie. general topics with no previous knowledge). The course is beneficial for people who don't currently have a project (even better if they already do because they can actively apply what they learn).

What were you looking to get out of the course?

- Some students wanted to convert a non-social project to a social project.
- The students figured the course would be conceptual like their other course, but it was more practical, technical, and interactive than they had anticipated. The information in the course could be easily applied to their own work.
- All the students said that the final pitch at the end of the course was very helpful.
- Some students said they did not know about social entrepreneurship, prior to taking the course.
- One student said he was blind. His knowledge in social entrepreneurship was very limited. He said he got a lot out of the course.

What are three of the most important things you were trying to get out of this course?

- How to incorporate finance with sustainability.
- How to create value for ourselves and others.
- How impact investors think when they receive a project.
- The 18 steps methodology.
- The final pitch to investors.
-

How will this course help you in real life?

- The students thought the course was useful because it could be applied to their own projects/ideas.

Did the course change your perspective/career outlook?

- The students said the course made it easier to access funds and become more profitable.
- One student said, “It is very logical to do a social project. I can help more people. It is very profitable to have a social project. In the context of this country it makes sense”.
- One student said the course totally changed his perspective and was life-changing.
- One student said the course might not be as beneficial for a person interested in marketing or finance, rather than social entrepreneurship.

Could you have learned more?

- The students would have appreciated to go deeper in the social aspect of the course and would have greatly benefited from a mentoring platform in combination with the course.

PART II: INFOGRAPHICS

The students discussed the infographics as a group and then with the moderators.

SECTION A: CLARITY

Infographic: “Who am I?”

- The infographic was clear and helpful in defining yourself. The infographic had icons, which were not seen on others. There was just enough information and there were plenty of graphics. The title was clear and helped the students to understand its purpose.

Infographic: “Types of Investors”

- This infographic was like the previous one and the students liked it. It was plain and had many colors. The students thought it was very attractive. The students remembered the infographic from the course.

Infographic: “Measuring Social Impact”

- The students felt that this infographic was boring and that needed more pictures and colors, but that it was effective in delivering its message. The students preferred the first two infographics to this one.
- The students had a hard time differentiating between outputs and outcomes. They felt that the infographic would be difficult to understand without a professor to explain the concepts (ie. could not be a standalone resource for understanding).

Infographic: “Avoiding Mission Drift”

- They also felt that the infographic contained too much information and could be exhausting to look at. They also felt that it would be nice to switch up the format between all the infographics because they all looked relatively the same.

Infographic: “Building Good Investor Relationships”

- The students said that this infographic was very similar to the first few.

Clarity Summary

- The students felt that infographics were a good way to present the information. The infographics were not content heavy, so they were easy to process. They also help to understand the concepts being taught. The infographics broke up the text and were more interactive.
- The students felt that the first two infographics were much better because they had more graphics and were easier to digest.
- The students felt it was impossible to comprehend and retain all the information presented. They suggested having a space below the infographic, which would be complementary to the text, to take notes.
- The students felt that the titles were accurate. The students also felt that the infographics presented what was expected and were not misleading.
- **Who am I?:** This infographic was better because the light blue to dark blue transition made it easier to read.
- **Avoiding Mission Drift:** This infographic had bad transitions. The students suggested to avoid dark colors and have contrasting colors for transitions.

SECTION B: AESTHETICS

Colors, sizes, kinds of objects:

- The students liked the visual aids (figures, diagrams, icons) as opposed to text.
- The students said that the different colors were pretty and nice to look at. Lighter colors worked better than dark. Large blocks of color better differentiated the different sections of the content.
- The colors drew attention to particular areas on the infographic.

Do visuals support/distract?

- The students felt that visuals were supportive of the message.

What are other things we can include / pay attention to?

- The students suggested adding success stories and real examples. They also suggested adding links to further explore about the specific content. For the **Who am I?** infographic, they suggested giving an example of a real person identifying themselves. The students said that they would remember these things.

SECTION C: IMPROVED INFOGRAPHICS

An updated version of two of the infographics were passed around to the students. They first discussed as a group and then with the moderators.

- Unanimously, the students said that the improved infographics were better.
- The new infographics were more visually appealing, had less info, had more graphics, and had better color (white as opposed to blue).
- The students appeared less distracted when looking at these infographics. Their moods also appeared more positive.
- The students said that the updated infographics were more summarized, easier to understand, more comprehensive, and more straightforward.
- The earlier, blue infographics were much heavier and more difficult to read.
- They really loved the new infographics more. It was unanimous.

Infographic: “Type of Investors”

- The students said that no information is needed on family/friends.

Infographic: “Hybrid Financial Models”

- The students liked the use of arrows and directions, they felt it was logical.

PART III: VIDEOS

The students were presented two videos: the first was an animation with a voiceover, the second was a person talking without a visual aid. They first talked as a group and then with the moderators.

- The students liked the animated version much better. They felt it was more visual and easier to understand, and there was less potential for distraction.
- The students said that the video with the talking person provided no visual assistance and they were very easily distracted by the background and lost the point of the video.
- During the course, every video with a talking person had a different background and it was very distracting to them. Specifically, the students requested to not record in front of the stadium.
- The students suggested having a combination of the videos, a talking person with visual aids and a neutral background.
- They suggested a person writing on a whiteboard, or something similar.

PART IV: STRONG NEGATIVE FEEDBACK

Before concluding the survey, the students were asked to provide any strong negative feedback regarding anything we talked about. They did not talk as a group this time.

- Of the speakers in the videos, Urs was the best because he spoke clearly. The others had thick accents and sometimes made weird faces, which were distracting.
- One student disliked that the same person in the videos (Urs) was teaching the class. Other students disagreed.
- The students wanted to know real success stories of people using the methodologies to show how the course helped people succeed; they wanted to see these early in the course. These success stories would encourage involvement and show that the course was useful and practical.
- The students suggested visiting a real social enterprise.
- The students said that the pace of the course was good and that the sequence was logical.
- All the students felt the final exam - the pitch - was very helpful. The students said that the judges' feedback was extremely helpful.