



SOCIAL  
INNOVATION  
CURRICULUM  
INTRODUCTION

# 1. Understanding Social Innovation

As a trainer of the facilitators, it is important that you have an understanding of how relevant social innovation is today, what social innovation is - and what it isn't.

## WHY IS SOCIAL INNOVATION IMPORTANT?

Our world is being impacted by issues such as climate change, rapid urbanisation, scarcity of resources, technological transformation and increasing rates of inequality. These challenges are being seen at the global, national, and local levels. Companies, governments, and institutions are now facing the prospect of developing innovative solutions to these challenges and are seeking people with the relevant skills and attitudes to work in these challenging environments. It is our responsibility to empower young people with the skills and understanding to create and implement innovative solutions in their lives, as well as within their communities, to address these challenges. Developing social innovation skills can play an important role to help young people navigate change and develop solutions for their communities.

According to UNESCO<sup>1</sup>, 20 percent of all young people in the developing world are not currently in school, employment, or training. If we combine that level of unemployment with other complex social problems such as social exclusion, poverty, violence, or displacement, it is understandable that young people may feel disenfranchised or feel unable to change their situation. Providing young people with social innovation skills will equip them to gain a sense of agency, increase their self-esteem and overall be better prepared for their future. Furthermore, social innovation provides an enormous opportunity to solve pressing social issues. José Manuel Durão Barroso<sup>2</sup>, former President of the European Commission, stated: "Social innovation has the potential to make a major difference in creating new opportunities for work. New markets can be developed from grassroots ideas. The current economic crisis makes this more important than ever. We must look to social innovation to stimulate a more dynamic, inclusive and sustainable social market economy."

Social innovation capacity building is action-oriented and encourages young people to be proactive. Instead of being indifferent to a problem in their society or community, they can actively attempt to solve it. The process itself develops creativity and problem solving skills in young people, along with soft skills such as active listening, empathy, and relationship building.

1. United Nations Education, Scientific and Cultural Organizations and the Focal Point on Youth. Fact Sheet. Retrieved on January 22nd, 2018 from <http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-education.pdf>

2. European Commission. Press Release. Retrieved on January 22nd, 2018 from [http://europa.eu/rapid/press-release\\_IP-13-471\\_en.htm](http://europa.eu/rapid/press-release_IP-13-471_en.htm)

It helps young people develop resilience and an entrepreneurial mindset so they can overcome difficulties and setbacks. It also helps them to place themselves in the wider context and understand their roles as active citizens. Finally, it supports young people to develop employability skills, particularly team building and project management.

## What is social innovation?

There are multiple definitions of social innovation – the one we would like to use for this social innovation curriculum is a definition from the Center for Social Innovation at the Stanford Graduate School of Business<sup>3</sup>:

"A novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals."

Breaking down the term 'social innovation' will provide more clarity of the definition provided above.

### SOCIAL

The value created is primarily aimed at society as a whole rather than private individuals. This also includes environmental value.

### INNOVATION

**A. It is a new way to frame, understand or address an issue for the user, in the context, or in its application.**

Innovation refers to the creation of value in new ways. The novel or new aspect of the solution can refer to a variety of things. For example, the solution could bring an existing technology or approach from another domain or area to an audience that did not previously have access to that solution. It can be new to a certain context or to a new demographic group that perhaps did not have access to the solution before. For example, a solution that has been implemented in Brazil, which is then implemented in a refugee camp in Jordan. In the context of a refugee camp, that would be an innovation, because it is new to that particular context.

Alternatively the solution can bring existing technologies together in a way that has not been done previously. For example, let's say that it is commonplace for solar energy to provide homes with light, but that an innovator brings forth the possibility to use solar energy to irrigate crops. This can be considered an innovation in which the same technology is used for a different purpose for which it had not previously been used.

**B. It is better than the existing reality (more efficient, effective, sustainable, just or equitable).**

To be considered 'innovative', a solution should also be more effective, efficient, sustainable, morally fair or equitable than preexisting alternatives.

3. Phills J. A., Deiglmeier K., Dale T., and Miller D. T. Rediscovering Social Innovation. Stanford Social Innovation Review. Fall 2008. Retrieved on January 22nd, 2018 from [https://ssir.org/articles/entry/rediscovering\\_social\\_innovation](https://ssir.org/articles/entry/rediscovering_social_innovation)

'More effective' means that the new solution is bringing results of a higher quality. 'More efficient' means that we are using fewer resources to achieve the same results. More 'sustainable' means solutions that continue to bring benefits in a way that does not damage the environment or can be sustained financially or organisationally. For example, some solutions to poverty might entail natural resource extraction, such as oil drilling or fishing, which would be inherently limited by the constraints of the resource. 'More morally fair' or 'equitable' means that more people are able to access a solution or a benefit and use it in practice.

### Who can carry out social innovation?

When explaining social innovation to young people and accessible to them, it is important to understand 'who' can carry out social innovation. It is important to remember at all times that it is human beings that carry out social innovation and they are often organised and represented in various ways:

- Individuals
- Communities
- Networks or movements
- Not for profit organisations, including foundations and philanthropic organisations
- Civil society and community-based organisations
- Government
- Multilateral and bilateral agencies
- Businesses and corporations
- Universities, research institutions and think tanks

### What forms can a social innovation take?

According to the Center for Social Innovation at the Stanford Graduate School of Business, a social innovation can be a product that enables new practices (e.g. using telemedicine in informal settlements), a production process (e.g. 3D printing for prosthetic limbs), or technology (e.g. technology that turns sign language into speech). It can also be a principle that is more widely adopted such as a new value, an idea, a piece of legislation, a business model, a social movement, an intervention, or some combination of them. Indeed, many of the most recognised social innovations, such as microfinance, are combinations of a number of these elements.

### Summary

When checking if a solution to a social problem is a social innovation, we need to ask the following questions and answer yes to all three of them:

- Is the solution new to the user, to the context, or in its application?

- Is the solution better than an existing one? Are we solving the problem better than before?
- Is the solution primarily aimed at society as a whole rather than private individuals?

*NOTE: In the context of this social innovation programme, you should remind facilitators that the innovations that participants develop may not satisfy all of the criteria above as they do not have access to all the existing solutions - and they are probably beginners in this domain. Therefore the facilitators should be careful not to invalidate any possible innovation too early in the process as this may prevent useful learning from taking place.*

## EXAMPLES OF SOCIAL INNOVATION

### Microcredits created by Grameen Bank

The Grameen Bank is a microfinance organisation and community development bank founded in Bangladesh by Muhammad Yunus. It makes small loans (microcredits) to people that cannot access other forms of credit from banks. Grameen institutionalised a practice that was already in existence. Their innovation is to enable impoverished people to move out of poverty by providing micro-loans without requiring any collateral so they can set up micro-enterprises.

#### A. Is the solution new to the user, to the context, or in its application?

Yes. Many of the demographic groups that Grameen offered loans to were previously excluded from the credit system e.g. people living in poverty, women, illiterate people, and the unemployed. It is also new in its application, as Grameen did not require securing the repayment of the loan. Access to credit is based on reasonable terms, using group lending systems and weekly-installment payments, with reasonably long terms of loans. This in turn enables people living in poverty to build on their existing skills to earn a greater income in each loan cycle.

#### B. Is the solution better than an existing one? Are we solving the problem better than before?

Yes. The solution is now available to more people. It is also more sustainable than individual donations since the recipient of the loan will return the loan, which is then used to help other members of the community. Before, individuals had to rely on a local loan shark and accept loans under pretty difficult conditions.

#### C. Is the solution primarily aimed at creating value for society as a whole rather than primarily benefiting private individuals?

Yes. Muhammad Yunus was inspired during the Bangladesh famine of 1974 to make a small loan of US\$27 to a group of 42 families as start-up money so that they could sell goods without the burden of high interest under predatory lending terms. Yunus believed that making such loans available to a larger population could stimulate businesses and reduce the widespread rural poverty in Bangladesh. His main motivation was the society as a whole and not a selfish interest. To summarise, Grameen's objective has been to promote financial independence among the poor.

### Rizikisource – employment opportunities for disabled people in Kenya

Rizikisource is a social enterprise based in Nairobi, Kenya formed by Fredrick Ouko Alucheli. Frederick had the experience of not being able to find a job because of his disability. He realised that there was a large lack of awareness of this issue; moreover there was no effective way for prospective employers and disabled people to discuss opportunities. This was one key reason that has led to high rates of unemployment for disabled people. The World Disability Report of 2011<sup>4</sup> reported that people with disabilities are often among the poorest of the poor. Rizikisource is now providing a solution that connects disabled job hunters with prospective employers.

#### A. Is the solution new to the user, to the context, or in its application?

Yes, Rizikisource is providing a service that was not previously available in Kenya. People with disabilities in any county in Kenya are now able to upload their profiles and a CV to a platform where interested employers can now find suitable candidates – and advertise roles.

#### B. Is the solution better than an existing one? Are we solving the problem better than before?

Yes. At first Rizikisource brought together employers and disabled people through a traditional network; advocacy and conversations. This is now augmented by a mobile solution, which allows a disabled person with a basic mobile phone to answer a series of questions via SMS to create a profile on their platform. The user is then required to send in their CV electronically or as a hard copy, which is then digitised. Employers are also able to advertise positions on the platform. The solution being offered by Rizikisource gives greater access using mobile technology across Kenya in areas where these options were simply not available before.

#### C. Is the solution primarily aimed at creating value for society as a whole rather than primarily benefiting private individuals?

Yes. While private individuals will benefit from this, the service being provided is helping to create a more equitable jobs market in Kenya, as well as awareness of the capacities of disabled people.

### Refugees Welcome International

Refugees Welcome was founded in Berlin in 2015 by Mareike Geiling, Golde Ebding and Jonas Kakoschke in response to the influx of refugees into Europe, and Germany in particular. They observed the problems and poor conditions in which refugees were living in Germany and that there were local people with spare rooms who were willing to accommodate these people.

They have now expanded into a large network called Refugees Welcome, which is a set of organisations across Europe, Canada and Australia. By the end of 2017, the network had provided a match between 1,136 refugees in shared flats.

#### A. Is the solution new to the user, to the context, or in its application?

Yes. Previously there was no easy way for people to offer accommodation to refugees in such a coordinated and easy way. It takes its inspiration from the website Airbnb which is a platform for people that wish to easily rent their homes or rooms to tourists and business people for short periods. They are using existing technology and an emerging openness of people in Europe and other places around the world to use free space in their homes.

#### B. Is the solution better than an existing one? Are we solving the problem better than before?

Yes. Prior to this, it was not easy for people that wanted to help refugees in their country to do so. Refugees Welcome makes it easy for people to have a conversation with an asylum seeker or refugee that is in their country and to see if what they can offer will suit both parties. Refugees Welcome provides financial and administrative support to people offering accommodation, as well as advocating locally for refugee rights.

#### C. Is the solution primarily aimed at creating value for society as a whole rather than primarily benefiting private individuals?

Yes. The solution is low cost and the organisation aims to be sustainable rather than profit making. The aim is to create connections between refugees and local inhabitants as well as provide pragmatic support for refugees.

# 2. The Theory of Change for the Curriculum

The social innovation process can take many forms and routes, and no two journeys are the same. Despite this, there are common elements that are true across all journeys. These elements have been used to develop the Theory of Change framework, which forms the framework of the social innovation curriculum. In this section we will learn about the Theory of Change that has guided the design of the curriculum.

The aim of a Theory of Change is to define the necessary process, steps and conditions required to bring about intended outcomes. This curriculum was designed to produce 3 medium term outcomes:

- Young people have acquired competency in social innovation.
- Young people understand how to apply their innovation skills to create positive impact.
- Young people have developed positive relationships with the community in which they live.

The long term outcome is to cultivate a generation of young social innovators who are committed to improving their lives and their communities.

NOTE: As the curriculum has been designed to be globally applicable, trainers will have the flexibility to adapt the Theory of Change to meet their contextual needs.

### Skill Clusters

Below are the key characteristics, skills, capacities, and experiences that this curriculum intends to help young people develop. Individual skills have been grouped around “skills clusters”. Skills clusters are the group of specific skills that participants are expected to develop by achieving a specific outcome.

It is important to note that there are three stages of skills acquisition:

- Cognitive - the thinking stage. The participants develop an overall understanding of the skills.
- Associative – the connection stage. The participants become familiar with the skills and they associate the skills with particular environments or external stimuli.
- Autonomous – the flow stage. The participants have stored knowledge and skills in their long-term memory. They are able to perform the skills automatically or without thinking about it consciously.

## OUTCOME 1 - YOUNG PEOPLE HAVE SOCIAL INNOVATION SKILLS

Skills Cluster	Competency Indicator
Visionary	Articulates a vision for self and society Believes the world can be a better place Believes they have a role in shaping the future
Collaborator	Communicates effectively with others Shows empathy when interacting with others Works well in a team and shares leadership Cultivates and nurtures networks
Changemaker	Makes ethical decisions Understands problems from someone else's perspective Solves problems Creates and builds new ideas
Courageous Leader	Thinks critically Persists over time Is self-confident about their ideas and is willing to defend them Navigates success and failure

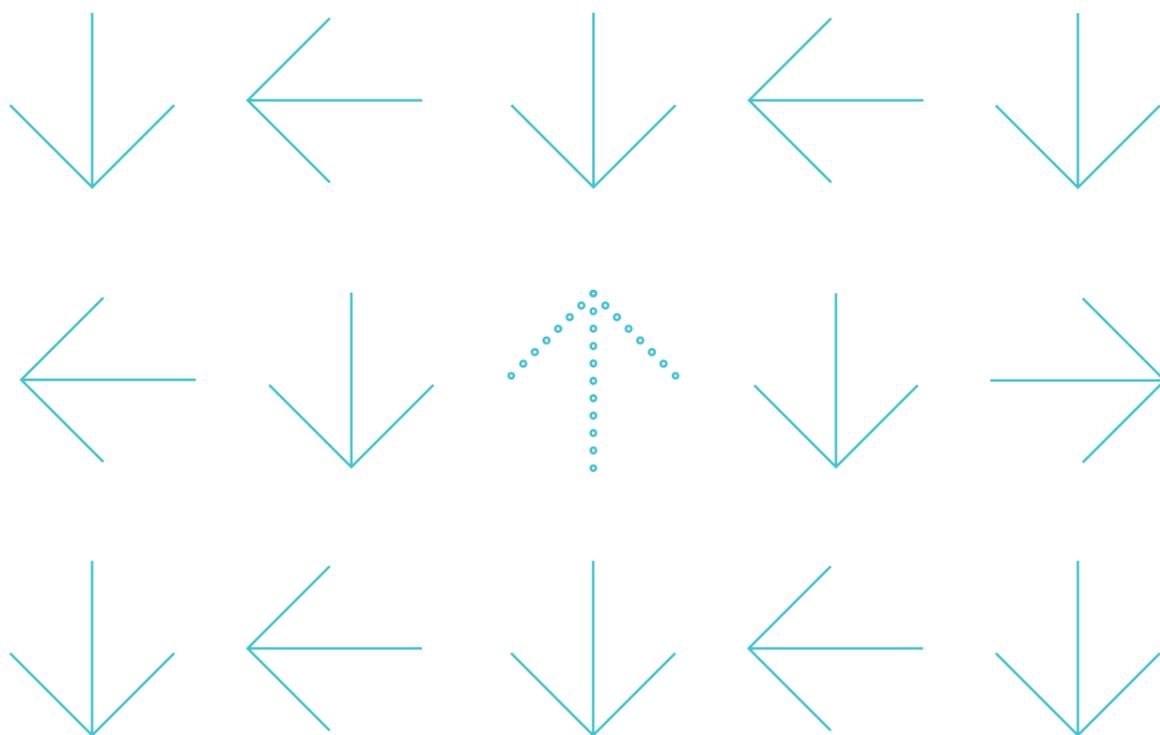
## OUTCOME 2 - YOUNG PEOPLE ARE FAMILIAR WITH AND UNDERSTAND THE ROLE OF TECHNICAL SKILLS TO MAKE A SOCIAL IMPACT

Skills Cluster	Competency Indicator
Using ICT to engage with social issues	Uses technology to research, obtain information from online sources, or present ideas
Financial literacy	Understands and applies basic conceptual and numerical aspects of finance in practice
Sectoral literacy	Understands what sector knowledge is needed and how to obtain it in order to improve his or her social innovation
Evidence based decision-making	Uses evidence, data, and feedback to improve his or her social innovation

### OUTCOME 3 - YOUNG PEOPLE HAVE DEVELOPED POSITIVE RELATIONSHIPS WITH THE COMMUNITY THEY LIVE IN

Skills Cluster	Competency Indicator
Sense of belonging to community	Feels like a part of their community Feels respected in their community
Positive interactions with diverse individuals	Increases frequency of interaction with people of diverse backgrounds. Increased number of friendships with people of other backgrounds.

To conclude, the ultimate goal of the social innovation curriculum is to cultivate a generation of young social innovators, therefore adaptability and flexibility of the curriculum as a whole are key to ensuring the overall goal is met in varying contexts. It is important to bear in mind that yes, the Theory of Change has been designed to meet three key overarching outcomes; however, such outcomes and each of the skill clusters related - highlighted above in tables - are not static. Trainers and/or facilitators should acknowledge that when localising the curriculum for the context that it will be delivered in, facilitators will need to work with their Programme Managers/ Coordinators and/or Trainers to adapt this Theory of Change, which will in turn influence how the curriculum is adapted and where the focus will lie.



## 3. The Social Innovation Process

So far, we have discussed the concept of social innovation and the skills that will be taught in this curriculum. In this section, the characteristics of a social innovation process and the different modules of this curriculum will be outlined.

The framework for the social innovation process of this curriculum is based upon way in which successful social innovation projects have emerged in practice and the structure of programs that have been effective in preparing young participants to design social innovations. We will start by explaining the characteristics of a social innovation process and then we will present the outline of the social innovation curriculum.

### CHARACTERISTICS OF THE SOCIAL INNOVATION PROCESS

**Human-centered:** the solutions that participants come up with will be designed with the communities and stakeholders that interact with problems on a daily basis. They are the individuals with the best perspective on the key pain points of the problem and their needs. Their opinion and perspective are key to finding the most suitable solution, so the process guides participants to spend a lot of time interacting and learning from them.

**Optimistic:** Even the most challenging problems like poverty, clean water, gender equality or employment are possible to solve. There is a solution out there and while it is necessary to be alert to problems, the positive mindset associated with being visionary, collaborative, courageous leaders and changemakers is necessary to help us take on these challenges and to see possible solutions.

**Creative:** The social innovation process allows for the generation of many different ideas, to look at the challenge from different angles and to think of new solutions that have not been thought of before.

**Impact oriented:** The objective of the social innovation process is to solve a social challenge. If the solution is innovative but does not have a positive impact for society as a whole, then the social innovation process has failed. That is why it is important to always have the social impact desired in mind when thinking about the solutions.

**'Chaordic':** The social innovation process blends characteristics of chaos and order. Sometimes it feels like disorganised and other times like method. In order to get innovative solutions that is exactly what is needed. The reason why it feels like that is because there are many moments in the journey to an innovative solution in which an innovator goes from concrete observations to big picture ideation and then again to focus on smaller details.

**Iterative:** Social innovation is an iterative rather than a linear process that adapts to external changes, emerging evidence and discoveries. In reality of course, a social innovation project will take different turns and twists based on feedback from users. Ideas and proposed solutions may have to be changed, sometimes significantly because of the feedback.

## THE OUTLINE OF THE PROCESS

The journey that facilitators will guide participants through has the following high level outline:

The curriculum is designed in two phases. The objective of Phase One is to support participants to acquire the basic knowledge of the social innovation process and the skills of social innovation. The objective of Phase Two is to deepen their innovation skills by using them to transform their ideas into viable projects, ventures, or organisations.

Phase One consists of twelve modules:

**Module 1** will introduce the **concept of social innovation** and the core skills the young people will acquire and apply for their journey ahead.

Once the participants have a common understanding about social innovation, they will **learn about themselves** and looks at why this is important in the context of social innovation in Module 2.

**Module 3** will look at **developing awareness** of the world from the perspective of the wider community.

During **Module 4** the participants will learn about mapping tools to gather useful information from the community and use it effectively when decision making.

**Module 5** will help the participants to get ready to innovate and take action with their teams. Innovation is a team effort so getting prepared as a team is a fundamental step.

**Module 6** will introduce key tools to break down a problem in order to develop an in depth understanding of the problem and its root causes.

In **Module 7** when the participants will focus on engaging with the community more and collecting evidence and data to redefine the challenge.

By **Module 8** the participants will be ready to design innovative solutions while learning and experimenting with the concept of creativity.

When some ideas have been selected, the young people will prototype their ideas in **Module 9**. They will be receiving feedback from the various people and organisations that have influence over the idea.

In **Module 10** participants will get ready to pitch their solutions to a panel of experts. From the pitching activity participants will learn what their preferred pitching style is depending on their personality and strengths.

# 4. Facilitating Social Innovation

In this section, we will look more closely at some of the important skills and attitudes that a facilitator in this programme should use and develop as they work with the participants.

The facilitators are responsible for taking young participants through a process in which they can build on their strengths, develop relationships, navigate successes and failures and develop technical skills. In short, the role that you as the trainer and the facilitators will play in the development of young participants lives.

As a trainer of facilitators, we recommend that you consciously model these skills and attitudes in your own training. It is important to note that not all facilitators will exhibit these qualities from the beginning of the programme – these skills and attitudes are highlighted as areas within which each facilitator can develop.

The core competencies, skills and attitudes that are valuable for facilitators to exhibit and use are outlined below. Please note that as every context in which the programme is delivered will have its own particular requirements, that we encourage you to adapt these where necessary as you work with facilitators in your own country or region.

## Experience and background:

- Ideally the facilitator has gone through the social innovation process in the Train the Trainer Guide or have been trained in design thinking.
- Ideally the facilitator will have experience of facilitating non-formal education activities.
- Is aware of and sensitive to the community and background that the participants are from.

## Values and ethics

- Values and ethics - has awareness of and understands the values and ethics of working with young participants.
- Human rights - demonstrates a human rights approach and challenges any form of discrimination.

### **Group skills**

- Creates and manages a group learning environment - creates a safe and positive environment in which individuals and the group can learn, and practice new skills.
- Questioning and discovery - has a range of questions to engage the group in dialogue, and other tactics to help the group make discoveries together. This means that participants can 'own' their learning.
- Ability to design a group based learning experience - adapts materials and designs a stimulating learning experience that is conducive to sustainable change.

### **Builds effective relationships with young participants**

- Develops young participants - has a desire to support young participants to increase their skills and capabilities. This creates positive expectations, and enables young participants to learn and grow.
- Knowledge about adolescent development - has an understanding of the ways in which adolescents develop and learn.
- Warmth and openness - relates warmly and openly to an individual or a group without taking ownership of the learning.

### **Self-awareness and confidence**

- Self-awareness - has awareness of how their emotions affect the participants. This can also act as an effective guide to how well a facilitator is doing.
- Reflects on practice - is aware of their own strengths and limitations to identify areas for development.
- Self-confidence - has confidence in their ability to cope with a variety of situations.

### **Relationships and social awareness**

- Listens actively - actively listens for what is important to others.
- Empathy and compassion - senses and understands the feelings and concerns of others.
- Awareness of the wider picture - pays attention to the wider context that the young participants are living in, and how this affects their outlook or ability to engage with others and the exercises.

### **Self-management and growth mindset**

- Emotional self-control - able to manage unproductive emotions and focus on the learning needs of young participants.
- Focuses on achieving positive outcomes - focused on achieving results and learning.
- Adaptable and flexible - open to new perspectives and able to respond to changing circumstances and needs of a diverse group.

### **How does the above show up in action?**

As a TOT you need to pay particular attention to these points when selecting, training and evaluating facilitators:

#### **Create a safe space that is fun and encourages exploration, discovery and creativity**

It is likely that this way of learning and working will be quite new for many participants. This can create some uncertainty as this process is not about learning a set of static facts - it is about experimenting and taking new types of action.

It is the facilitator's role to help the participants to enjoy the process and build trust with each other and with the facilitator. Therefore we recommend that facilitators pay careful attention to situations in which they may need to maintain the cohesion of a group or team, or to address a concern that a young person has rather than single-mindedly keeping to a strict agenda in each session.

#### **Be flexible, patient and responsive**

Some of the participants will do the activities faster than others. Some will have higher skill levels in some activities, and for others, the same activities are going to be more challenging. Remember that this is not a normal classroom where everyone has to sit the same exam. Each individual or group will be building their own projects through the journey. Our best recommendation would be to accept and 'embrace' that each individual and group will have its own way through this.

#### **Focus on facilitating and coaching, not 'transmitting knowledge'**

As a facilitator, sometimes we feel that we need to teach people by giving them information and data, and believe that this alone that will equip young people address issues.

However, the benefits of this program will be realised through action and engagement within the framework provided. The curriculum is designed in a way that does not rely on your prior knowledge as much as your ability to facilitate discussions, create a safe space, create an environment in which people work together and have fun, overcome adversity and listen to each other.

#### **Act as coaches and "cheerleaders"**

Facilitators support individuals and teams to develop their abilities and talents and perform at their best and appreciate the efforts of all participants, encourage them to persevere when things become challenging, and celebrate their achievements.

#### **Be a designer**

With experience of delivering this curriculum, facilitators will be able to take the guide and the framework that we are offering and to adapt it where necessary based on the local context and what they see works best.

### Be a role model

Through this curriculum we are emphasising listening, respect for diversity and flexibility in approaches. Participants will take their lead from facilitators in terms of how they ask questions and interact with others. Therefore, we invite you to be a role model of the type of listening and speaking that we are trying to encourage as you train the facilitators.

### Nurture networks and relationships

We encourage the trainers, and facilitators to think about how you can cultivate relationships that could be valuable for young participants in the area in which you are working. This could include people from community groups, local innovators and particularly people from a diverse range of backgrounds and age.

## 5. How to customise the social innovation curriculum

This section has been designed to help you as TOT to customise the social innovation curriculum and/or to help guide the facilitators to build and deliver a version of the social innovation curriculum that is most appropriate for their context.

Designing and adapting for local context can either be the responsibility of the trainer or the facilitator and can occur in two ways:

- As a trainer, you take on the responsibility of customising the social innovation curriculum by following the instructions from this section. Then, during the train the trainers workshop, you share the customised social innovation curriculum.
- During the train the trainers workshop, you as the trainer will walk your facilitators through the steps to customise the social innovation curriculum.

*Note: if there is not a train the trainers workshop, you might want to have individual meetings with the facilitators to help them tailor the social innovation curriculum to their unique contexts.*

Below are the main steps you will walk the facilitators through during the train the trainers workshop to successfully run the social innovation curriculum:

1. Get familiarised with the Facilitator's Guide.
2. Customise the curriculum.
3. Design each training session.
4. Facilitate the sessions.

*Note: you will find specific activities to guide the facilitators in section 6 of this guide.*

Let's now go into detail for each of the steps:

### Step 1: Get familiarised with the Facilitator's Guide

Below is an overview of the structure of the Facilitator's Guide:

- The Facilitator's Guide is divided into two phases. More about the phases in section 2 of this guide
- Phase One has twelve modules, which are: Introduction to social innovation and the journey ahead, Getting to know myself and others, Knowing my community, Mapping the community, Getting ready to innovate and take action with my team, Understanding the challenge, Redefining the challenge, Designing an innovative solution, Prototyping the ideas, Pitch preparation, Celebration and pitching our ideas, and Continuing the journey. Phase Two has four modules, which are: Building social business canvas, Iterating our social business canvas, Implementing and iterating our solution, and Becoming a resilient social innovator. You can check the full diagram in section 3 of this guide.
- Each module is designed to teach a particular set of skills. Each module has an introduction with the name of the module, learning objectives, and the list of activities. Each module will contain individual activity cards that clearly explain how to apply activities.
- The activity card contains all the information facilitators need to run the activity, such as:
  - **Location in the social innovation journey:** At the top of each page, the facilitators will find the stage and module name to locate themselves within the journey.
  - **Learning objectives:** This refers to skills that the facilitator wants the participants to acquire by the end of the activity.
  - **Learning outcomes:** This refers to the benefits for the participant. What they will gain (skills, knowledge, competencies/application of knowledge and skills) and what they are able to do as a result of undertaking the activity.
  - **Main / Optional:** This indicates if the activity is a main activity in the module or if it is an

optional activity. The main activities are the activities that are essential to achieve the objective of the module. There will normally be one or two main activities per module. The optional activities are the ones that complement and reinforce the main activities. In order for a young person to learn, they need to learn the same content or skills through different means. The learning process normally has two main stages: a) the activation stage and b) the internalisation of the learning. The main activities help with the activation stage and the optional activities help the participants internalise the new learnings.

- **Duration:** This is the minimum amount of time you will need to allocate to the activity for a group of 20 participants. The time can always be more if the group is bigger than 20 participants or if the facilitator wants to allocate more time to a specific part of the activity.
- **Difficulty Level (1 to 5):** This describes the complexity of the activity. Level 1 indicates low level of complexity and level 5 indicates highest level of complexity.
- **Resources:** This indicates the materials needed to implement the activity.
- **Introduction:** This helps the facilitators understand what happened in the previous module and what is happening in the current module.
- **Steps:** Provides a step by step explanation of how to deliver the activity.
- **Save it / Do not save it:** Each module of activities are connected, so in many circumstances the facilitator will have to ask the participants to save the products of an activity as they might be used in a later module. If the card says “save it”, participants should be asked to save the products for another session.

## Step 2: Customise the curriculum

When adapting this curriculum to the local conditions the facilitators will have to consider three key questions:

1. **What resources do they have?** What type of materials will the facilitators have when running the sessions? Do they have access to pens, flipcharts, and coloured paper? The majority of the main activities use such resources. The facilitator might need to pick the activities according to the resources available.
2. **Who is their target audience?** Who are the participants? Are the participants mainly female or male? Are there any participant that do not know how to write or read? Are there any participant with disabilities? Depending on the audience the facilitator can decide which type of activities would make the most sense and which ones might require some adaptation.
3. **Where will the sessions take place?** What is the size of the classroom? Do you have an outside area? Is the classroom too cold or too warm? All those conditions might influence on the type of activities that the facilitator will pick. Also, the facilitator will have to consider the broader location: in which community the sessions will happen? What local examples of social innovation could the facilitator think of?

Later in this section there will be more suggestions on how to adapt the activities selected for the curriculum. However, it is important to have the former questions in mind since the beginning.

After understanding the general local conditions in which the facilitator will be delivering the workshops, the facilitator must understand the curriculum schedule and time commitment required to select the correct modules and activities.

Phase One of the curriculum has between 35 - 56 hours of content available, including main and optional activities, and activities that will require participants to engage with the community (this can be done as homework if necessary) and other elements such as check ins and check outs that facilitate the smooth running of the sessions.

Phase Two is made up of 48 hours. It is recommended that half of this content is delivered inside the classroom and half is comprised of the participants implementing the solution and meeting with mentors outside of the classroom.

*Note: for a complete description of the phases and activities, please refer to the Road Map in Appendix 3 of this guide.*

Here are some tips to customise the curriculum:

### First, pick the Modules

- Each module’s description and learning objectives are detailed in the Road Map in Appendix 3. It is important the facilitator read each module’s description from the Facilitator’s Guide and decide which ones make sense for their context. If possible, we would suggest completing all of the modules. If the facilitator needs to adjust the curriculum, they can pick out activities from certain modules or do them in a shorter amounts of time. This is better than skipping entire modules. However, we would say that:
- **Module 1** is a prerequisite as it introduces the whole program to the participants. This module will be different depending on the local setting and participants.
- **Module 2** is essential if you do not have any other complementary workshops that help young participants understand who they are and what they want. Self-awareness and self-knowledge are important factors for successful long term social innovations.
- **Modules 3-4** are essentials if the participants or groups do not have a clear challenge they want to solve. If they have a challenge already, modules 3-4 are moderately important. However, if time allows, it would be advisable to do them since it will help the participants to understand their stakeholders and community better.
- **Module 5** is essential if there are no other team building workshops and if participants are joining as individuals (rather than teams) and need to form teams during the course.
- **Modules 6-9** are essential. Those modules should be prioritised if there is limited time available.

### Then pick the Activities

- When picking the activities, we always suggest picking the main activities over the optional activities.
- We suggest the facilitator follow the order of the activities as they are presented in the Facilitator's Guide since some of them build on each other.

*Note: you can suggest that the facilitators consider some optional activities to be done as homework - especially those that involve going to the community. So the facilitator might still include them even if the amount of time is limited to run the sessions. Including homework is very advisable if there is quite a bit of time between sessions.*

### Then adapt the activities

The Facilitator's Guide has been designed for young participants around the world from different backgrounds, so the activities of the guide will probably need to be adapted to the specific population. Here are some tips to share with the facilitator:

- Know your audience. This can be done by asking the recruitment team about their backgrounds or colleagues that have worked with these young participants.
- Check to see if there are any words or phrases which would be inappropriate for your specific population. Are there any words that they might not understand? Or any words that they might feel offended by?
- Look for local examples that can help the young participants to relate more to the explanations and the activities.
- For some activities, it may be valuable to invite community members that have innovated with impact or even some former participants of the program to speak.
- All of the activities have been designed to be facilitated in a classroom, but you can do them in an outside space if appropriate.
- All activities which require writing can be adapted to drawing, or can be done in pairs in case some of the participants cannot read or write. Encouraging the peer support will be key for this type of adaptation.
- Each of the activity cards clarifies the level of complexity of the activity. That can also help the facilitator to select the least or more complex activity depending on the group.
- Allow yourself to innovate and to tweak the activities - add your own personality to them.
- Share your own stories with the participants, they want to know you better and learn through your experience.

*Note: remind the facilitators that they can reshape or change some of the activities. They do not need to follow the activities exactly! Each activity serves more as a guide than as a book that should be followed.*

### Now put the activities together

- Once the facilitator has decided on the activities they would like to facilitate, they will have to double-check that the time required matches the time they have available.

*Note: it is important you tell the facilitators that they have to consider that per session, there is an additional 30-60 minutes for other elements such as check ins and check outs. So, if there are 10 sessions of 3 hours each (30 hours in total), the facilitator will have to pick activities totaling 25 hours since 5 hours (30 minutes per session x 10 sessions) are going to be used with other elements.*

### Step 3: Design each training session

To build each session, the facilitator should add the following elements to the activities they have picked. The elements are:

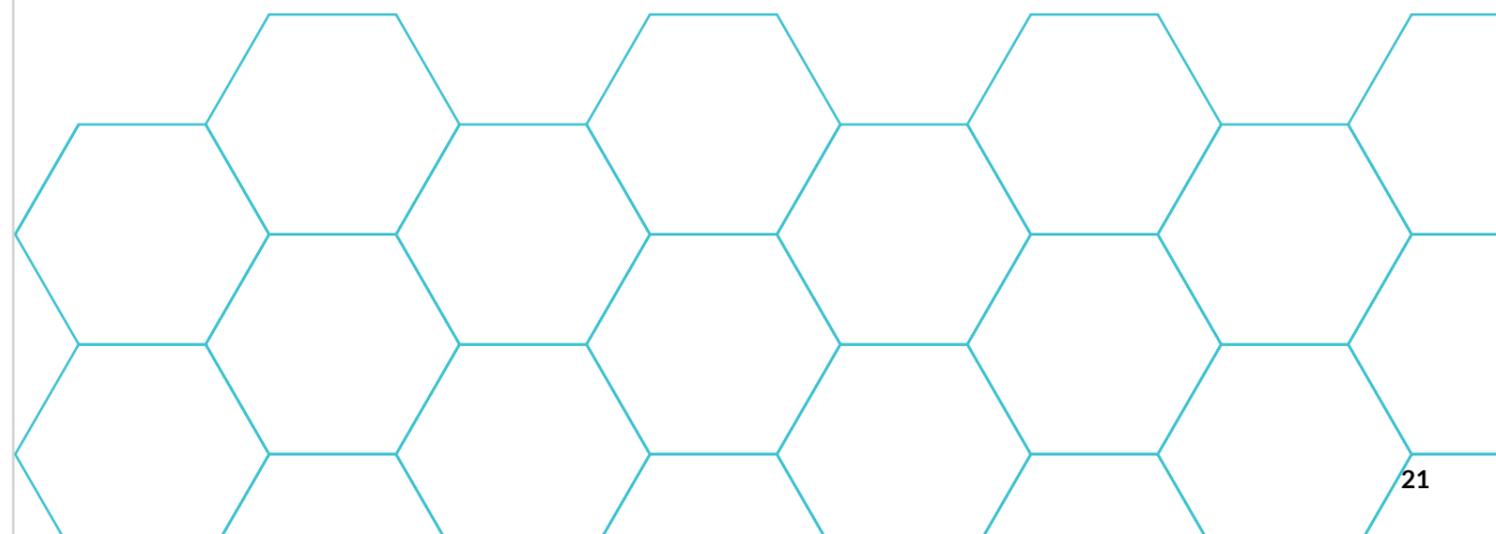
**Check-in activity:** A check-in activity is a simple way to inclusively open a workshop. By doing this, every participant feels seen and heard. It also increases the feeling of belonging and commitment with the group. A regular check-in practice helps participants to get into a frame of mind to work together. It also reminds everyone of their commitments to the team and what they are here to do. Finally, it helps the facilitator understand the mood the participants are in and identify if they need support.

**Check-out activity:** A check-out activity is a simple way to close a workshop. It is particularly important in terms of evaluating and reflecting on the time spent together. It also helps the facilitator to know how people feel as they are leaving the workshop and serves to provide feedback about what should change for the next workshop.

**Recap moment:** It is important to dedicate a moment at the beginning of the session to collectively recap the previous session and what has been learnt so far. Participants tend to forget what happened and sometimes need help to connect the dots. This is especially important in the social innovation journey since many times it can feel messy and can look quite disorganised.

**Breaks:** We suggest to have a 10 minute break after every 90 minutes of activity. This helps the participants to maintain their energy, relax, and retain more of what they are learning. The breaks also allow the participants to socialise informally with the other participants.

Once the facilitators have decided which elements they want to incorporate in each session we suggest they prepare a form like the one on the next page for each session. This following form is an example:



## SESSION PLAN FORM

Phase: One

Module: Understanding the Challenge

Session # 3

Total time allocated: 180 minutes

Resources for the session: Felt tip pens, pens, and paper

Activity or Element	Time allocated (minutes.)
Check In	10
Recap moment	10
Main Activity	50
Optional Activity	20
Break	10
Main Activity	40
Optional Activity	30
Check Out	10
<b>TOTAL</b>	<b>180</b>

Outputs need to be saved  Yes  No

### Step 4: Facilitate the sessions

Once the facilitators have the curriculum and have the sessions planned, it is time to implement the session. Here are some tips to run the sessions:

#### Before the session

- **Double check that the activities are adapted:** Guidelines on how to adapt the activities has been described above.
- **Go through the session plan form:** The facilitators will have to review the session plan form. The facilitators will also have to double check the timings and ensure they have all of the materials needed to run all the activities. We suggest they print the session plan form to use it as a guide during the session.

- **Communicate:** The facilitators will have to prepare a presentation in PowerPoint or on a flipchart with the agenda of the session and key concepts or outcomes that they think could be important for everyone to be able to see.
- **Participant's Guide:** The facilitators will select and print the materials from the Participant's Guide that are needed for the activities they will be running.
- **Practice:** Ideally, the facilitator could run the session for colleagues or friends first to receive feedback and improve it, if needed. If that is not possible, we suggest they contact another facilitator that has facilitated the activities to assess what has been learned, what changes need to be made and what worked well.

#### During the session

- **Arrive early:** It is important the facilitators arrive at least 30 minutes before the session to prepare the space and ensure that everything is ready for the workshop. They might need to move the chairs around or hang some paper on the walls depending on the activity that day. We recommend the facilitator create a nice atmosphere to welcome the participants.
- **Energy levels:** It is important to keep an eye on the energy levels of the participants. When the facilitator feels the energy of the room is decreasing, it is important to take a break or do an energiser. A list of energisers are found in Appendix 1 of this guide.
- **Timing:** The facilitator should be consistently checking their progress with the agenda. Sometimes they might need to move faster, while other times they will need to dedicate more time than anticipated for an activity.
- **Participants:** The facilitator should be consistently checking with the participants and assessing how they are feeling, if they understand the activities, and if they need any help. When working in groups, the facilitator should check with each group regularly.
- **Products to save:** Before closing the session, the facilitator should check which of the activities require outputs or products to be saved. They should then remind the participants about this and organise how this will happen.

#### After the session

- **Arrive early:** It is important the facilitators arrive at least 30 minutes before the session to prepare the space and ensure that everything is ready for the workshop. They might need to move the chairs around or hang some paper on the walls depending on the activity that day. We recommend the facilitator create a nice atmosphere to welcome the participants.

*Note: the reflection and sharing of best practices is particularly important in the early days, when facilitators are starting to run sessions.*

# INTRODUCTION TO SOCIAL INNOVATION

Welcome to the exciting adventure of becoming a social innovator! We are sure that you will learn many new things, make new discoveries and friends as you develop skills and innovations that will help your community – that may even become important on a national or even a global level!

Here are some important aspects of social innovation to keep in mind as you begin your journey:

- It is a creative way of working that requires you to work together with other people in a way that is action based.
- Effective social innovation solutions are always based on the insights and experience of people that are affected by the issue that you want to address.
- The way in which we bring about change is as important as the change that we end up bringing about – it is all part of the same thing. Social innovation focuses on solutions that create social benefit, but also focuses on the way in which the ideas are generated.
- The values that are promoted by social innovation are fairness, equality and inclusion, so by having that at the heart of the process, we believe we can move towards a fairer world in which people can take positive steps to improve their own lives!
- Some social innovations are famous at the local level, whereas some are now globally known - with new technologies, you will be able to gain inspiration from people all over the world as well as to tell people your story!
- Social innovation can help to address personal, local, national and global challenges that show up in all sorts of ways. This can tackle large issues as varied as poverty, climate change, hate crimes, loneliness and inequality. Clarity: Repeat back what you have understood so that they can confirm that you have understood what they are trying to tell you. In addition, don't be afraid to ask for clarity.
- Gratitude: Always thank the individuals that have agreed to be interviewed.

## What is Social Innovation?

Social innovation<sup>1</sup> is a way of making changes that improve the wellbeing of people or the environment in your community, country or even globally.

Let's look at the two main parts of social innovation:

### 1. What we mean by 'Social'

'Social' means that your solution should be aimed at changing people's lives on a larger scale in your community, society as a whole or the environment. This means that if your solution is only aimed at making money or to benefit a very small group of people or you, then it might be an innovation – but not a social innovation.

### 2. What is an Innovation?

Innovation is a process of developing and implementing a solution that is an improvement on what already exists. In the private sector, an innovation may be better because it means increased profits, or less time being required to produce a certain product.

Social innovation is the process of developing and implementing solutions that are more effective, more efficient, more sustainable or morally fair than the current way of doing things:

- 'More effective' means that the new solution is bringing results of a higher quality for a part of the community.
- 'More efficient' means that we are using fewer resources to achieve the same results.
- More 'sustainable' means solutions that continue to bring benefits in a way that does not damage the environment or can be sustained financially or organisationally. For example, some solutions to poverty might entail natural resource extraction, such as oil drilling or fishing, which would be inherently limited by the constraints of the resource.
- 'More morally fair' or 'equitable' means that more people are able to access a solution or a benefit and use it in practice. understood so that they can confirm that you have understood what they are trying to tell you. In addition, don't be afraid to ask for clarity.
- Gratitude: Always thank the individuals that have agreed to be interviewed.
- Innovation is not the same as invention! You don't have to create something that has never been created before – you can adopt approaches and technologies that already exist in other places or separately to benefit the community.

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1. The Center for Social Innovation at the Stanford Graduate School of Business defines social innovation as "A novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals."

For example, the solution could be to bring an existing technology or an approach from one area to an audience that did not previously have access to that solution. For example, there may be a solution that helps disabled people to have better access in a city in Brazil that could be adapted and implemented in a refugee camp in Jordan!

In a similar way, the solution can bring together technologies that already exist in a way that has not been done before. For example, let's say that it is common for solar energy to provide homes with light, but an innovator sees the possibility of using the same solar energy to irrigate crops. This is an innovation!

# THE JOURNEY AHEAD

You are about to start an exciting journey in which you will have a lot of fun, learn about your self and what your strengths are. You will also form new relationships and develop skills and innovations that will help your community.

In each country the journey will be different, just as each country and each place has its own history, culture, resources, challenges and ways of doing things. Your facilitator will know well how to make this programme relevant for you and the place that you live in.

The aims of the programme and the basic structure will be the same across many locations in the world. By participating in this programme, you are joining many other young people that are taking a similar journey and using the same exercises! You are part of a new generation of young social innovators who are committed to improving the lives of others and the wellbeing of the planet.

The programme aims to help you to develop the following skills and capabilities:

1. To become competent in social innovation
2. To understand how to apply innovation skills to create positive impact
3. To develop positive relationships with the community that you live in

## The modules and activities

The journey is structured in different sections that we call 'modules'. In each module there are certain activities that your facilitator will guide you through.

Each module and activity has a certain outcome in mind that will help you to develop your skills and capabilities. The activities help you to build on your strengths and help you to discover your community's resources, and develop a deep understanding of the people that live there and what they need. You'll do all of this together with others, working in teams.

## Characteristics of the social innovation process

The social innovation process has certain characteristics that are good to know about as we begin this journey!

The social innovation process is:

- **Human-centered:** The solutions that you will come up with will be designed with the communities and stakeholders that face certain problems on a daily basis. They know the problem best! Their opinions and viewpoints are key to finding the most suitable solution.
- **Optimistic:** Even the most challenging problems like poverty, clean water, gender equality or employment are possible to solve. There is a solution out there! A positive mindset is one of the most valuable characteristics you can have to become a changemaker.
- **Creative:** The social innovation process helps you to create lots of different ideas and to look at the challenge from different angles - to think of new solutions that have not been thought of before!
- **Impact oriented:** The objective of the social innovation process is to solve a social challenge. If the solution is innovative but does not have a positive impact for society as a whole, then the social innovation process has failed. That is why it is important to always have the social impact desired in mind when thinking about the solutions.
- **'Chaordic':** The social innovation process at times will feel a bit chaotic, but there is an order and an approach that guides us through. Sometimes it might feel disorganised, and at other times it will feel methodical. In order to get innovative solutions that is exactly what is needed. This flexibility is really important - and fun!
- **Iterative:** A social innovation project will take different turns and twists based on feedback from users. Ideas and proposed solutions may have to be changed because of the feedback. This is an 'iterative' process - that means that you will propose a solution, get feedback, improve it, then maybe have to change it completely. That's all part of the game!

# SOCIAL INNOVATOR'S STORIES

We will share stories of individuals around the world that, like you, felt the desire and need to create a solution for a problem that was affecting their communities. As you will see in the stories, all of them have had celebrations and struggles. Every social innovation faces challenges and failures, but along the way, the innovators also learn a lot about themselves, their communities and skills even if their first and second idea does not work out as expected. And more importantly, they all contribute in small or large amount to the creation of a better, more inclusive and fair world.

## Richard – Lion Lights (Kenya)

### THE SOCIAL INNOVATOR

At the age of 13, Richard Turere devised an innovative solution that's helping the survival of lions and protecting the livelihoods of families by keeping lions away from livestock.

Richard was living in Kitengela on the edge of Nairobi National Park in Kenya, and his father made him responsible for herding and safeguarding his family's cattle when he was just nine. But often, the valuable livestock would be attacked, particularly at night by the lions roaming the grasslands, which was a significant financial and cultural loss for his family and the community.

### THE CHALLENGE

This was prompting some communities such as Richard's to attack lions to protect their livelihoods. In some cases, a whole pride of lions that a community thought was threatening has been killed. One way that communities have done this is to use a pesticide such as Furadan to kill the lion -- a tablespoon of which costs less than a dollar and is enough to kill a lion.

Ten years ago, there were 15,000 lions living in Kenya but there are now less than 2,000 lions in Kenya. This is largely due to this type of conflict between humans and lions, which is increasing as urban areas spread quickly into rural areas.

### THE SOLUTION

When he was only 11, Richard wanted to find a way of protecting his family's cows, goats and sheep from hungry lions. His "light bulb moment" came with one small observation.

*"One day, when I was walking around, I discovered that the lions were scared of the moving light."*

Richard realised that lions would not approach the farm's stockade when someone was walking around with a flashlight. He held on to this thought and as he thought about this, a few weeks later he had come up with an initial design of a innovative, simple and low-cost system to scare the lions away.

He fitted a series of flashing LED bulbs onto poles around the livestock enclosure, facing outward. The lights were wired to a box with switches and to an old car battery powered by a solar panel. They were designed to flicker on and off intermittently. This tricked the lions into believing that someone was moving around carrying a torch. It worked! Since Richard installed his "Lion Lights," his family has not lost any livestock to the lions, to the great delight of his father and astonishment of his neighbours.

Richard devised and installed the whole system by himself, without ever receiving any training in electronics or engineering!

Large sums have been spent in recent years by officials in a bid to protect the lions and strengthen Kenya's tourism industry. Yet conservationists say that many of these top-down initiatives fail to be adopted by local people. This is why home grown, simple, affordable and effective innovations such as this can make a big difference.

Indeed, several neighbors of the Turere family in Kitengela have asked Richard to install the system in their enclosures. In total by 2013, around 75 "Lion Light" systems had been put up around Kenya – and are now also being used in Zimbabwe!

### THE IMPACT

Thanks to his project, Richard is not only helping his community and contributing to the conservation of lions, but he also gained a scholarship at Brookhouse International School, one of Kenya's most prestigious schools. Richard is Kenya's youngest patented inventor!

It is important to note that Richard's innovation failed three times before he found the right solution! Richard was resilient, and each time his idea did not work out, instead of giving up, he tried a new alternative. This is a great reminder that failure is part of the journey on the way to becoming an innovator.

### Sources of information for this project:

- [https://www.ted.com/talks/richard\\_turere\\_a\\_peace\\_treaty\\_with\\_the\\_lions](https://www.ted.com/talks/richard_turere_a_peace_treaty_with_the_lions)
- <https://www.cnn.com/2013/02/26/tech/richard-turere-lion-lights/index.html>

## Jason - Don't Be Mean Behind the Screen (Ireland)

### THE SOCIAL INNOVATOR

Jason Yeates founded the “Don't Be Mean Behind the Screen” project in 2012 at his school in Ireland. His project addressed the issue of “cyber bullying”, which is a rising social issue for young people who are being bullied on social media.

### THE CHALLENGE

His goal was to educate others about the issue and the effects of cyber bullying. Jason and his team held many talks to promote his project as well as to create innovative ideas as to how to stamp out bullying in his community.

### THE SOLUTION

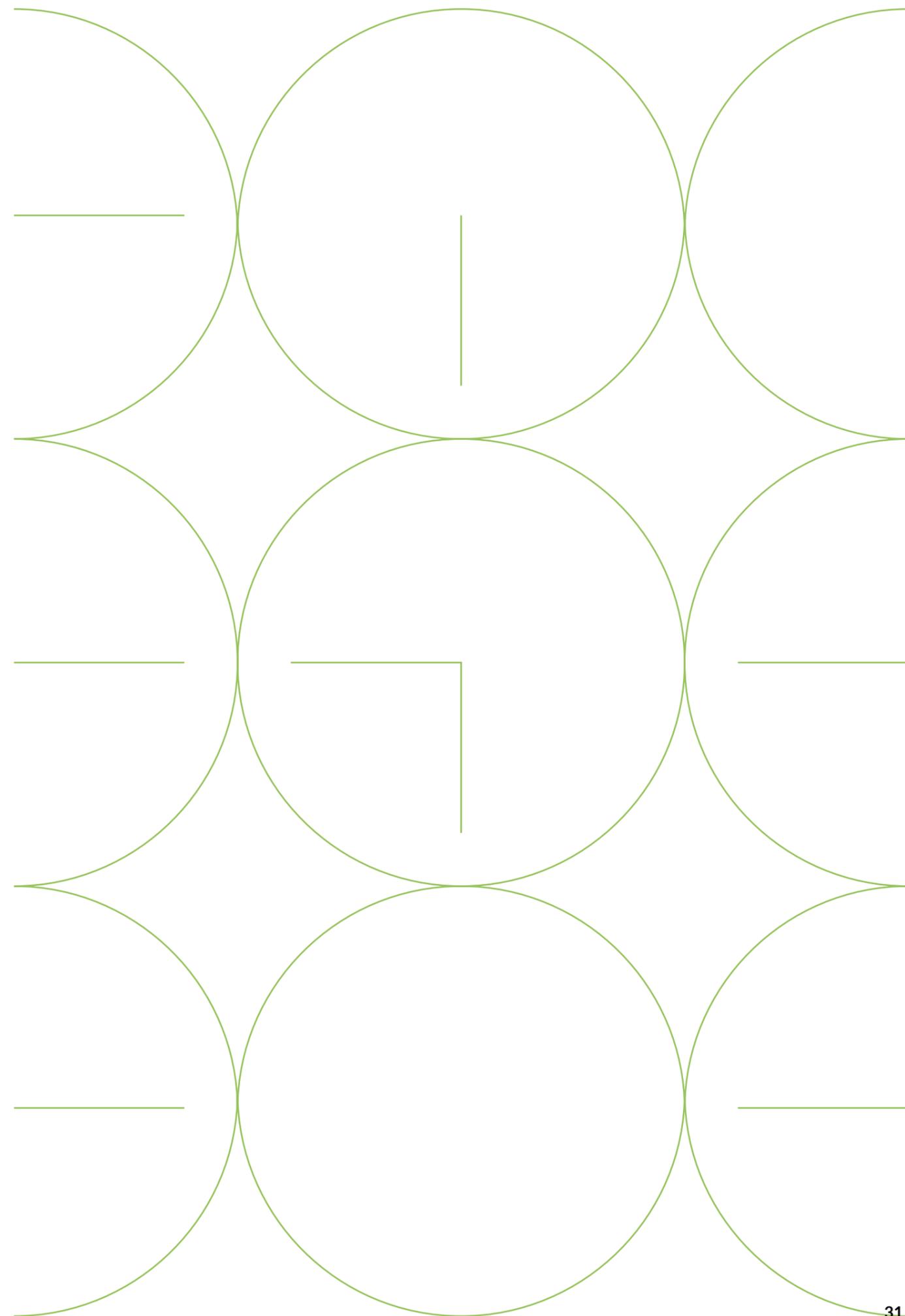
Jason and his team researched how the issue was affecting people at his school before launching his idea. During the research process they discovered that bullying was something affecting many young people. He decided to take action and he started implementing some ideas at his school. Some of the first things that they tried were “friendship weeks”. During those weeks they created a buddy system, where first and fourth year pupils met at break time to have a chat and exchange opinions. They also organised “cultural days” and an “anti-bullying week”. These events allowed students from the school to express their views and ways of life. Finally, they convinced their school to design an anti-bullying petition, which everyone signed.

### THE IMPACT

Thanks to the project, Jason felt his confidence boosted. He is now able to stand up and talk in front of others and he feels encouraged to stand up for what he believes in. When talking about his project, he said that he appreciates teamwork a lot more now and finds it easier to work in a group. He also feels more equipped to make decisions for himself and he understands what it means to have empathy for others.

#### Source of information for this project:

- <https://www.youngsocialinnovators.ie/social-innovators/innovators-blog/jason-yeates>



## Fredrick - Riziki Source (Kenya)

### THE SOCIAL INNOVATOR

Fredrick is one of nine children in a family and the only one with a physical impairment. Growing up in rural Nyanza province, his hero was his father, who believed in him and gave him a good education despite neighbours' and friends' advice to the contrary. His father had a policy that he would only pay school fees for those among his children who performed well in school. Fred was fortunate to be in this group as he excelled all through his education.

When he finished his secondary school education, he moved to Nairobi and lived in Kibera, one of the biggest slums in East Africa, where to earn an income for himself and other young people in the slum, he started the Kibera Community Youth Program. The group focused on creating income-generating opportunities for unemployed youth and engaged in activities such as music, dance, and drama in addition to sourcing contract jobs from visitors and organisations that needed logistical support to organise events within Kibera.

### THE CHALLENGE

Through this program, Fredrick did more than survive - he was able to pursue and complete a diploma qualification. After finishing his diploma, he looked for a job, and his experience would go on to define the rest of his life. He recalls stepping into the interview room of a well-known global company and being met with frowns and looks of disappointment. An interview that took fifteen minutes for other candidates took two minutes in his case - he did not get the job. Even though it wasn't said, he vividly recalls knowing with certainty that his disability had been the reason he had been rejected without exploring his skills and abilities.

### THE SOLUTION

Fredrick was very frustrated, but instead of looking for another job, he began working on his own initiative and started Action Network for the Disabled (ANDY) in Kenya. The purpose of the organization was to remove stigma and discrimination toward young people with disabilities from the workplace. ANDY is a national disabled people's organisation that invests in enhancing life prospects of children and young people with disabilities through education and sustainable livelihoods.

However, Fredrick did not stop there. ANDY was not enough to help people with disabilities finding a job. He also founded Riziki Source. Riziki Source is providing a service that was not previously available in Kenya. People with disabilities in any county in Kenya are now able to upload their profiles and a CV to a platform where interested employers can now find suitable candidates - and advertise roles. At first, Riziki Source brought together employers and disabled

people through a traditional network: advocacy and conversations. However, that was not working sufficiently. Then, Fredrick decided to incorporate a mobile solution, which allows a disabled person with a basic mobile phone to answer a series of questions via SMS to create a profile on their platform. The user is then required to send in their CV electronically or as a hard copy, which is then digitised. Employers are also able to advertise positions on the platform. The solution being offered by Riziki Source gives greater access using mobile technology across Kenya in areas where these options were simply not available before.

### THE IMPACT

While private individuals will benefit from this, the service being provided is helping to create a more equitable jobs market in Kenya, as well as awareness of the capacities of disabled people.

This is yet another story of resilience and creativity! Fredrick decided to see the barriers as challenges instead of problems impossible to solve.

#### Sources of information for this project:

- <https://www.ashoka.org/en/fellow/fredrick-ouko>
- <https://riziki.rizikisource.org/>

## Mórris - Maturijobs (Brazil)

### THE SOCIAL INNOVATOR

Mórris funded Maturijobs in 2015. The idea was inspired in his grandmother Keila's story. At 80 years old, she was in good health and doing very well. She worked as a secretary at a company, volunteered and also helped the family a lot. She loved cooking, and on weekends she delighted her children and grandchildren. One day, on her way to work, she fainted and felt down. She was not able to work after that episode and spent most of her time at home. Morris saw how her grandmother's physical and mental health declined rapidly thereafter. His grandmother died in 2012. After that, he decided to volunteer in a long-term institution for the elderly. However, he thought that was not enough. He felt frustrated because he was only addressing a symptom, instead of solving the root cause of the problem.

### THE CHALLENGE

Motivated by his grandmother and his volunteer work, Mórris embraced the cause of longevity and went headlong into this world in 2014, when he developed a project to connect young people with elderly people who were living in institutions through the internet. As he began to understand the whole situation of the rapid aging of the population in Brazil and the world, and the direct impacts that this has on society, Mórris decided that he needed to do something different. He studied this subject deeply and spent a lot of time talking with people to understand really what their lives were like.

## THE SOLUTION

Mórris then founded Maturijobs in 2015 as a social business to help mature people have the opportunity to stay active and share their experiences for as long as they want. Today Maturijobs is a platform that connects people over 50 with work opportunities, from formal work to volunteering. The site is free of charge to those looking for a vacancy, and there are more than 5000 people and 200 companies taking part in the platform.

## THE IMPACT

In the last year Maturi Jobs has published more than 300 jobs, and at least 100 people have already re-entered the job market. According to Mórris, the main barrier to be overturned is “the prejudice of companies of all sizes in relation to age, the result of a culture that values the youngest and believes that the older ones are more expensive or are outdated - as is the decrease of jobs in general due to the economic crisis in Brazil.”

Mórris tried two different solutions before creating Maturi Jobs. He could have stopped after the first attempt, but he decided to keep trying because he really wanted to prevent any old person from going through the same experience as his grandmother.

### Sources of information for this project:

- <https://www.maturijobs.com/>
- <https://projetodraft.com/a-maturijobs-busca-opportunidades-de-emprego-para-maiores-de-50-anos/>

## Mareike, Golde and Jonas – Refugees Welcome (Germany)

### ABOUT THE SOCIAL INNOVATORS

Refugees Welcome was founded in Berlin in 2015 by Mareike Geiling, and Golde Ebding and Jonas Kakoschke in response to the influx of refugees into Europe, and Germany in particular. They observed the problems and poor conditions that refugees were living in in Germany, and realised that there were local people with spare rooms who were willing to accommodate them.

### THE CHALLENGE

Previously there was no easy way for people to offer accommodation to refugees in such a coordinated way. Refugees Welcome takes its inspiration from the website Airbnb which is a platform for people that wish to easily rent their homes or rooms to tourists and business people for short periods. They are using existing technology and an emerging openness of people in Europe and other places around the world to use free space in their homes to address a large issue.

## THE SOLUTION

Prior to this, it was not easy for people that wanted to help refugees in their country to do so. Refugees Welcome makes it easy for people to have a conversation with an asylum seeker or refugee that is in their country and to see if what they can offer will suit both parties. Refugees Welcome provides financial and administrative support to people offering accommodation, as well as advocating locally for refugee rights. The solution is low cost and the organisation aims to be sustainable rather than profit making.

## THE IMPACT

They have now expanded into a large network called Refugees Welcome, which is a set of organisations across Europe, Canada, and Australia. By January 2018 the network had provided a match between 1,136 refugees and locals in shared flats.

### Sources of information for this project:

- <http://www.refugees-welcome.net/>
- <http://www.independent.co.uk/news/world/europe/refugees-welcome-airbnb-for-asylum-seekers-started-by-german-couple-spreads-around-the-world-and-the-a6718321.html>

## Melati and Isabel – Bye Bye Plastic Bags (Indonesia)

### THE SOCIAL INNOVATOR

Melati and Isabel Wijsen started Bye Bye Plastic Bags at the ages of 10 and 12, after being inspired by a lesson in school about significant people, like Nelson Mandela, Lady Diana, and Mahatma Gandhi. The sisters returned home that day and asked themselves, ‘What can we do as children living in Bali, now, to make a difference?’

### THE CHALLENGE

They didn’t want to wait until they were older to stand up for what they believed in. Both were worried about their island’s environment. Indonesia is the second largest plastic polluter in the world after China; its plastic waste accounts for a huge 10 per cent of all marine plastic pollution. Only 5 per cent of plastic bags get recycled in Bali, but the island produces 680 cubic meters of plastic garbage a day, the equivalent of a 14-storey building.

## THE SOLUTION

In 2013 they founded an organisation called Bye Bye Plastic Bags, a nonprofit organization driven by young people determined to get the population of Bali to say no to plastic bags. “Next to the many highs and successes,” says Melati, “there were definitely challenges. Particularly dealing with the government and lobbying to get them to move in the right direction.”

In their bid to get the local government to pay attention, they started a petition. They obtained permission to start collecting signatures behind customs and immigrations at Bali’s airport and, eventually, got over 100,000. Bali’s governor Mangku Pastika, however, remained unimpressed and failed to meet Melati and Isabel’s request for a hearing for over a year and a half.

Frustrated, the sisters decided to start a hunger strike, a decision inspired by trip to India and a visit to Mahatma Gandhi’s house. Due to their young age, they performed the strike under the supervision of a dietician and only from sunrise to sunset. It proved effective. Twenty four hours later they were escorted by the police to the governor, who signed a memorandum of understanding to help the people of Bali say no to plastic bags by January 2018. Melati and Wijsen campaigned for four years to get plastic bags banned from their island.

## THE IMPACT

The girls have been promoting on Bali the use of reusable bags and highlighting shops that have stopped selling plastic bags on their social channels. Along the way, they’ve had other successes, such as Bali’s largest ever beach cleanup, which attracted 12,000 volunteers.

After so many challenges and failures, now the organisation has grown into a well-known international movement of inspiration, youth empowerment, and of course, saying NO to plastic bags.

### Sources of information for this project:

- <https://www.cnn.com/2017/08/16/asia/melati-isabel-wijsen-bali/index.html>
- <http://www.byebyeplasticbags.org/>
- [https://www.ted.com/talks/melati\\_and\\_isabel\\_wijsen\\_our\\_campaign\\_to\\_ban\\_plastic\\_bags\\_in\\_bali](https://www.ted.com/talks/melati_and_isabel_wijsen_our_campaign_to_ban_plastic_bags_in_bali)

## THE SOLUTION

Prior to this, it was not easy for people that wanted to help refugees in their country to do so. Refugees Welcome makes it easy for people to have a conversation with an asylum seeker or refugee that is in their country and to see if what they can offer will suit both parties. Refugees Welcome provides financial and administrative support to people offering accommodation, as well as advocating locally for refugee rights. The solution is low cost and the organisation aims to be sustainable rather than profit making.

## THE IMPACT

They have now expanded into a large network called Refugees Welcome, which is a set of organisations across Europe, Canada, and Australia. By January 2018 the network had provided a match between 1,136 refugees and locals in shared flats.

### Sources of information for this project:

- <http://www.refugees-welcome.net/>
- <http://www.independent.co.uk/news/world/europe/refugees-welcome-airbnb-for-asylum-seekers-started-by-german-couple-spreads-around-the-world-and-the-a6718321.html>

## Diana and Sonia – Nutrivida (El Salvador)

### THE SOCIAL INNOVATOR

Sonia and Diana were born in Emanuel, a low-income community with a serious gang problem in the Department of Santa Ana, El Salvador. At the age of 15 and 17 they decided to start a social project to reduce the rate of malnourished children in their community.

### THE CHALLENGE

Seventeen percent of children under the age of five suffer from chronic malnutrition. In some rural areas, the percentage can be as high as 40 percent. <sup>1</sup>

### THE SOLUTION

Their first idea that they had was to create a collective fund for the families to be able to buy nutritious food. However, they then discovered that the problem was not the lack of funds to buy nutritious food. The real problem was knowledge. The parents did not know what food was

nutritious. Having this in mind, they organised talks with parents about the importance of a healthy nutrition for the development of their children. They thought they had found the solution, but this was not enough. The parents were still not cooking nutritious food. After talking with the parents, they discovered that most parents did not know how to cook a meal with those new ingredients.

This is when the new idea took the form of Nutrivida, the organisation run by Sonia and Diana for 4 years. They provided workshops to highlight how to buy nutritious food on a budget, why that food was important and how to cook it.

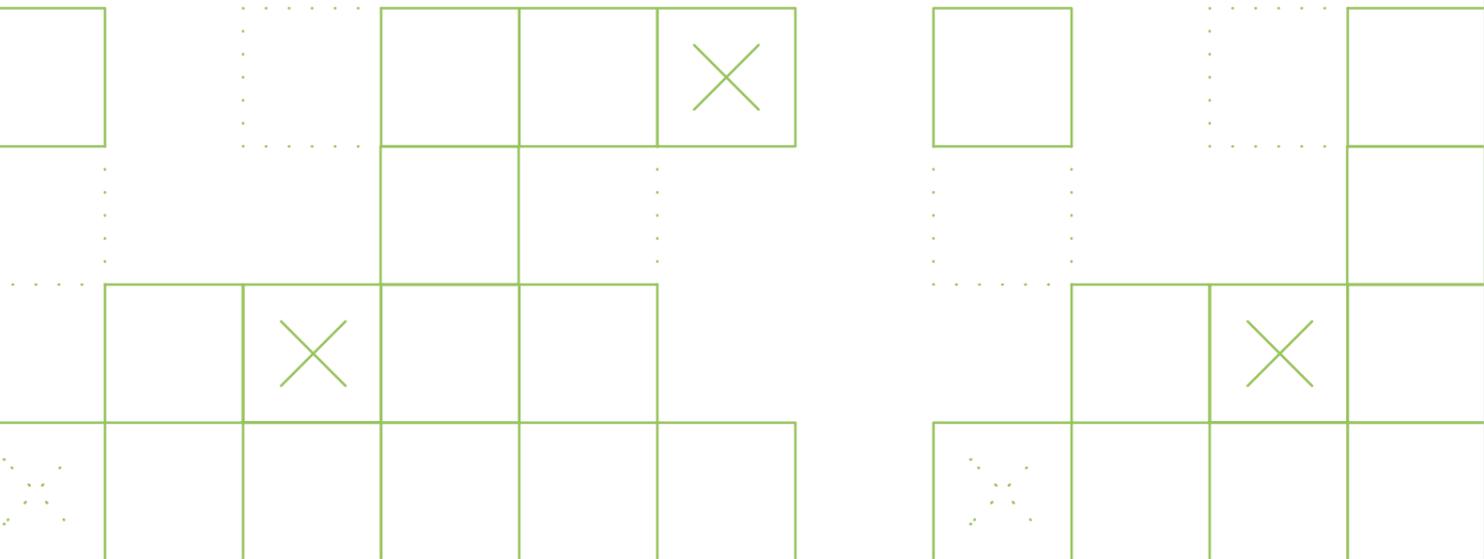
### THE IMPACT

They started with the parents of 16 boys and girls and quickly got to serve over 50 children between 0-6 years old and their families. Because of their project, they were able to get trained in Early Childhood education, nutrition and sanitation with the Ministry of Health.

Today Sonia and Diana are no longer running Nutrivida, but they said they would not be the same without the experience at Nutrivida. That experience allowed them to cultivate leadership and communication skills. Today, they are not afraid of pursuing their dreams.

#### Sources of information for this project:

- Interview with Sonia and Diana.
- [https://issuu.com/ashokaspain/docs/every\\_young\\_person\\_becoming\\_a\\_chang](https://issuu.com/ashokaspain/docs/every_young_person_becoming_a_chang)



1. World Food Program, 10 Facts About Hunger In El Salvador. Retrieved from <http://www.wfp.org/stories/10-facts-about-hunger-el-salvador> on March 4th, 2018.

## Mann Deshi Mahila Sahakari Bank, Maharashtra State, India

### THE SOCIAL INNOVATOR

Chetna Gala Sinha set up Mann Deshi Mahila Sahakari, the first rural bank in India for women with the mission to empower women in the rural economy of Maharashtra state by providing capital and other financial services to impoverished women.

### THE CHALLENGE

Chetna Sinha was born in Mumbai and moved to a place called Mhaswad in Maharashtra as a student activist. When she was there she watched farmers move to cities during periods of drought and having to leave their families. As she was observing this, she saw that women were likely to be the source of solutions to the community's problems, and yet they needed to have the right resources and financial stability to play this role.

### THE SOLUTION

With that in mind, she tried to open a microfinance bank, but she suffered her first setback when the Reserve Bank of India rejected her application, on the grounds that some of the promoting members were non-literate. Sinha came back to the village dejected, but the other villagers pushed her to organise literacy classes. In five months, Sinha went back to the RBI with a fresh application accompanied by local women.

The bank requires all women that are borrowers to open savings accounts that they contribute to weekly or monthly. They are able to withdraw savings as often as twice a week if they wish to. There is also a special savings plan that is aimed at helping girls save to finance further education. These savings collect interest and are protected from other family costs.

### THE IMPACT

Over the years, the bank has expanded to provide more and more services for women of various ages. The bank even provides life and health insurance in villages! The bank now has an associated foundation and helps to provide access to financial education, skills and a support network for rural women and their communities.

The bank specifically targets women that have been excluded from the traditional economy, and now has 7 branches across the state of Maharashtra, having served over 200,000 women. Despite its international success, Mann Deshi is still staffed by local women, as much a people's organisation as it was at its founding.

#### Sources of information for this project:

- [https://en.wikipedia.org/wiki/Chetna\\_Gala\\_Sinha](https://en.wikipedia.org/wiki/Chetna_Gala_Sinha)
- <http://www.forbesindia.com/article/leadership-awards-2017/chetna-gala-sinha-the-silent-crusader/48685/1>

## Rehema Nsanyiwa, GirlBe (Uganda)

### THE SOCIAL INNOVATOR

Rehema Nsanyiwa was born as an only child and lost her mother to HIV/AIDS at an early age. Rehema had never met her father as he passed away due to conditions resulting from excessive alcoholism. Orphaned, she did not attend school and began developing a blurred vision of the world.

*"I started believing that there was not enough for everyone. That there are people who are meant to have and those that are meant not to have. Just like me."*

### THE CHALLENGE

As time went on and she grew into a teenager, and the realities of growing up poor and with no access to education were realised; men in her community would attempt to take advantage of her position by making offers of a free education in exchange for personal favours.

Rehema was upset by this and rejected them all. She then began to engage herself in art and began developing a stronger vision for herself. She began to think about all of the young girls that face the same experience as she did - and what happens to them as a result.

*"My unwelcome experiences, invited courage for me to believe in myself to be able to actually do something for my community."*

### THE SOLUTION

At 18, she founded GirlBe, a non-profit organisation dedicated to empowering girls from low income communities. For the last seven years, GirlBe has excelled in providing girls with safe, creative and fun spaces to commune, play and share stories. They also gave out more than one hundred and thirty scholarships to those girls that needed a little financial support to accomplish their dreams through education.

Rehema wanted to address the issue that in Uganda today, when a female teenager gets pregnant, the school immediately terminates her education as she is regarded as a curse and she is made an outcast.

This led Rehema to do what she is currently doing today; establishing a GirlBe secondary school for teenage mothers to prepare them for further opportunities that will have a long-lasting impact in their life through a holistic education. The school wants to provide teenage mothers with a chance to recuperate and develop themselves away from the pressure of everyday life, to create new possibilities for themselves and to have the skills and strategies that they can apply to become fully self-sufficient.

### THE IMPACT

The school will serve eighty teenage mothers every year. They will study towards completing their first four years of high school and gain the Uganda Certificate of Education, which will enable them to continue with advanced education and through University.

In addition to the regular school program, through strategic partnerships, the teenage mothers will be engaged in a range of self-development activities, to meet their special needs. This includes healing practices, self-help groups, parenting, reproductive health, community circles, communication, motivation, career guidance, self-identity and awareness to give them perspective to make better choices for themselves, during and after their education program.

Today, Rehema is a champion for young girls in Uganda.

### Sources of information for this project:

- <http://www.girlbe.org/>

## Titus Kuria, Pamoja Initiative (Kenya)

### THE SOCIAL INNOVATOR

Titus is a young community leader in one of Nairobi's biggest informal settlements. Titus' mission to help young people achieve their greatest potential emerged from a deep desire for the next generation in his community not to have to face the same challenges as he had through. Growing up in the conditions of an informal settlement that didn't hold many opportunities for young people, Titus dedicated a lot of his free time to community service to try and change his and his peers' situation.

### THE CHALLENGE

Through a youth-group in Mathare he was offered a scholarship to join Nairobi's – a tech school training young people in IT and design skills. Starting out with 60 people, Titus was one of the 20 students who finished the course. Now, having skills to earn money as a web developer and designer was only one side of the story - he also had to begin to start developing the life skills necessary to get himself a job or freelance opportunities. Titus was not about to give up and began teaching himself all the necessary skills to progress.

### THE SOLUTION

Titus's experience with the community support as well as realisation of the life skills needed to help him thrive, drove him to set up PaaMoja. PaaMoja Initiative is a community-based non-profit organisation that empowers individuals from the Mathare Valley, the second largest slum in Kenya. Around 500,000 inhabitants cram into tiny shacks in Mathare, a hilly area that is less than one square mile.

This led Rehema to do what she is currently doing today; establishing a GirlBe secondary school for teenage mothers to prepare them for further opportunities that will have a long-lasting impact in their life through a holistic education. The school wants to provide teenage mothers with a chance to recuperate and develop themselves away from the pressure of everyday life, to create new possibilities for themselves and to have the skills and strategies that they can apply to become fully self-sufficient.

### THE IMPACT

PaaMoja equips Mathare's residents with life skills, resources, and most importantly, the opportunity to design and implement programs to give back to their community.

Paamoja continues to thrive. Titus is well on his way to realise his mission of establishing a youth movement to change the everyday negative lifestyle of the young people who live in Mathare Valley.

### Sources of information for this project:

- <https://www.facebook.com/PaaMoja/>
- <http://www.paamoja.org/>

## Kuach Tutkuay, HARO (South Sudan)

### THE SOCIAL INNOVATOR

Kuach Tutkuay was born in Old Fangak, Jonglei State in 1988 when the liberation struggle intensified between the north and the south of Sudan. This conflict left the south completely excluded from basic social services. He attended a Islamic nursery school in New Fangak in 1993. However, his parents who are church leaders were worried about his security and he was pulled out of school. He was taken to the village and was made to look after cattle. For 5 years, Kuach stayed out of school until UNICEF reached his village in 1997 providing learning opportunities for out-of school children. Kuach started learning in an open-air classroom in Chotbora primary school and was taken to school in Old Fangak. In 2001, alongside other unaccompanied children, Kuach made it to Kakuma refugee camp in Northern Kenya where he completed his Primary Education and later moved to Nairobi for his High school education. His disrupted and unpredictable educational course continued.

### THE CHALLENGE

Kuach's experience with his education drove him to work in education in South Sudan, where he wanted to improve the overall experience and opportunities for young people in the region. In particular, he was aware of the male/female disparities in education. Kuach engaged with like-minded youth and tutors to undertake an education campaign aimed at educating girls and training teachers in good conduct. However, he felt this wasn't enough - more had to be done.

### THE SOLUTION

In 2012, he co-founded a community-based organisation called Hope Alive Resilience Organization (HARO) to offer equal and fair educational opportunities for both boys and girls in the region. This organisation secured funding in 2012 from South Sudanese diaspora community in US, Australia and Canada to construct an Old Fangak Primary school in Fangak County.

Today, the organisation continues to change the lives of people through back to school opportunities for out of school children, driving the agenda of women empowerment and championing the fight against GBV. In addition, they are working on projects to implement child protection in an emergency, such as WASH programmes and food security and nutrition projects to save lives of people affected by the conflict in South Sudan.

Kuach's personal vision, which is well embedded into the organisation, is to foster a peaceful and literate South Sudan. He envisioned HARO to become the leading local actor in the journey of national transformation. His vision for the organisation is for it to grow beyond South Sudan and become a regional agency on humanitarian and development.

As a person who has been out of school for most of his childhood, he is inspired by his own experience and developed a conviction to make things better for the more than 2 million South Sudanese children.

#### Sources of information for this project:

- [www.haro.com](http://www.haro.com)

## Rabee Zureikat, Zikra Initiative (Jordan)

### THE SOCIAL INNOVATOR

Rabee Zureikat was always an extremely passionate and intuitive individual, always fascinated by Jordan's cultural and economic dichotomy. He often escaped the urban life and travelled around the Kingdom, discovering the beauty and diversity of different regions.

### THE CHALLENGE

In 2007, Rabee Zureikat learned about a declared poverty pocket by the Jordanian government known as Ghor al Mazra'a in the governorate of Al Karak. The Ghor al Mazra'a community struggled against many challenges: their history marked by discrimination due to their dark skin color, insufficient household income and a lack of job opportunities. In turn, they have been stereotyped as poor, lazy, and inadequate.

### THE SOLUTION

Rabee then decided to launch the Zikra Initiative to reach out to this estranged community through a traditional charity drive. He collected clothes and household items from the residents of the capital and delivered them to the Ghor al Mazra'a community. Undergoing this experience, the process felt demeaning; one party was a giver and the other a receiver. There was a clear uneven and unfair balance of power.

As he distributed the items, Rabee found his first treasure. Looking around, he saw the richness of lifestyle the Ghor al Mazra'a community had, and as a city dweller, he felt 'poor' in his knowledge and practice of his own cultural traditions. Believing that riches and poverty come in many forms, Rabee decided to capitalize on the positive aspects of the local community as well as those residing in the capital. He had to seek out what people had rather than what people lacked. Concurrently, the Zikra Initiative had to utilize the strengths of both communities to alleviate the different forms of 'poverty' both communities faced. The Initiative started creating programs that bridged the urban communities of the Kingdom with the local marginalized communities to exchange resources and

skills. This experience is then turned into a positive Zikra, or memory.

The Zikra Initiative replaced and transformed the charity drive experience with the philosophy of 'exchange,' or, the act of giving one thing and receiving another in return.

### THE IMPACT

The Zikra Initiative diminishes the socio-economic gap by conducting programs where urban and marginalized community residents may engage, interact, and exchange resources. This exchange model denotes an 'equal relationship;' eliminating the 'give and take' dynamic and replacing it with a basic exchange.

After its launch in March 2007, The Zikra Initiative dubbed the term, Exchange Tourism, where city residents may provide money or workshops for the local community in exchange for a trip where the marginalized community may teach them new skills from their traditions and lifestyle. Zikra also holds a Development Through Arts and Culture program where collaboration between city and local residents stimulates the local community's skills and creativity to widen their career opportunities. Other programs include, the Eco-Program and the Health and Lifestyle Program. The Eco-Program encourages environmental awareness, as well as allows the community to discover the value and economic potential of the resources they have around them. The Health and Lifestyle Program widens the community's knowledge on mental and physical health issues to ensure a healthy physical and psychological lifestyle.

The 'exchange model' is self-funded as the visitor's fee generates income and resources that are channeled into the economic and social development of the local community to provide them with an opportunity for sustainable income.

#### Sources of information for this project:

- <http://www.zikrainitiative.org/>
- <http://www.thetravelword.com/2011/07/22/the-zikra-initiative-helps-the-people-of-ghor-al-mazraa-jordan/>
- <http://www.nakhwah.org/en/organizations/157-Zikra-Initiative>

# APPENDIX

## Resources

### Module 3

## Knowing my community, Interviewing my community

#### Guidelines for different types of questions that are conducive to a good interview

- **Keep it broad:** It is important to keep interview questions broad so that multiple insights can be derived. Asking very specific questions demonstrates the individual interviewing has an agenda, and is leading the individual being interviewed into a specific direction. You will gain more information from questions that start with words like 'who?', 'what?', 'how?', 'tell me about', 'describe' etc... Avoid questions that can be answered by 'yes' or 'no'.
- **Don't sell:** At the interview stage it is very important that we don't try to sell our idea. The point of the interview is to gain as many insights as possible about the problems that individuals face and what they are doing about it, not to convince them to buy into a product or service.
- **Non-threatening:** Those being interviewed will provide much better answers if they are relaxed, so try to avoid questions that would make them anxious.
- **Watch body language and behaviour:** As well as listening for answers, it is important to watch behaviour and body language. For example if you see somebody getting uncomfortable after you have asked questions, try to explore this.
- **Drill down:** If you pick up on something interesting that the individual being interviewed has said, don't ignore it. Ask more inquiring questions such as "why?", or "can you be more specific?"
- **Clarity:** Repeat back what you have understood so that they can confirm that you have understood what they are trying to tell you. In addition, don't be afraid to ask for clarity.
- **Gratitude:** Always thank the individuals that have agreed to be interviewed.



## Module 6

### Understanding the Challenge, What have we learned so far about the problem?

#### WHAT HAVE WE LEARNED ABOUT THE PROBLEM

WHAT ARE WE ENJOYING ABOUT THIS PROCESS THE MOST?

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HOW DID WE DISCOVER THIS COMMUNITY CHALLENGE THAT WE ARE WORKING ON?

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WHAT ARE THE THINGS THAT MIGHT BE KEEPING THIS PROBLEM IN PLACE?

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WHO ARE ALL OF THE DIFFERENT TYPES OF PEOPLE THAT ARE AFFECTED BY THIS PROBLEM?

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WHY HAS IT NOT BEEN SOLVED YET?

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WHAT HAVE BEEN THE SURPRISES?

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WHAT DO WE NOT KNOW ENOUGH ABOUT YET?

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WHAT LINKS ARE THERE TO WHAT THE OTHER GROUPS ARE DOING?

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## Module 6

# Understanding the Challenge, The Problem Tree

CONSEQUENCES

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PROBLEM STATEMENT

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CAUSES

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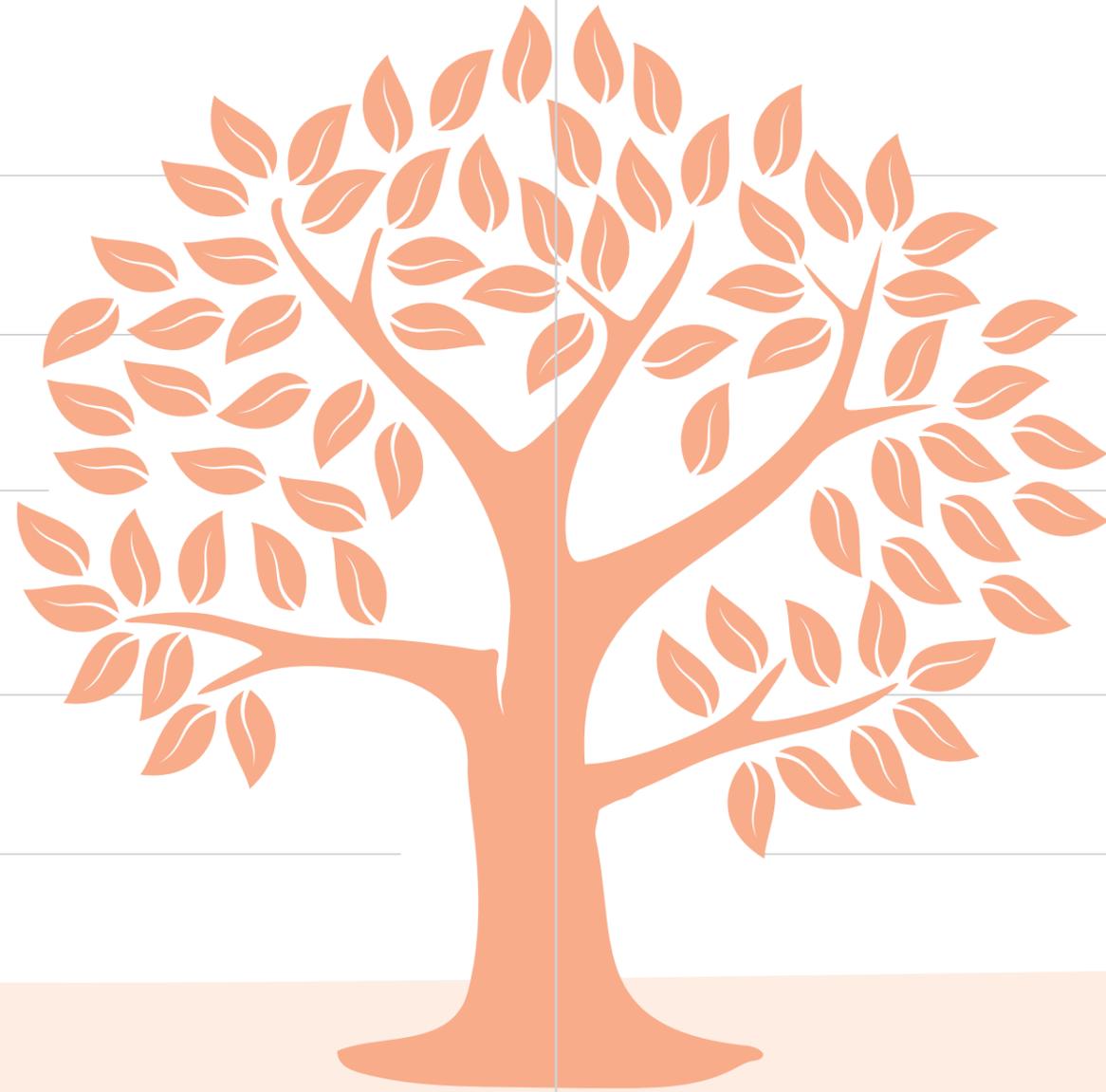
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## Module 6

### Understanding the Challenge, The 5 Why's

WHAT IS THE PROBLEM?

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WHY 1

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WHY 2

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WHY 3

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WHY 4

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WHY 5

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## Module 7

### Redefining the challenge, Research Charades

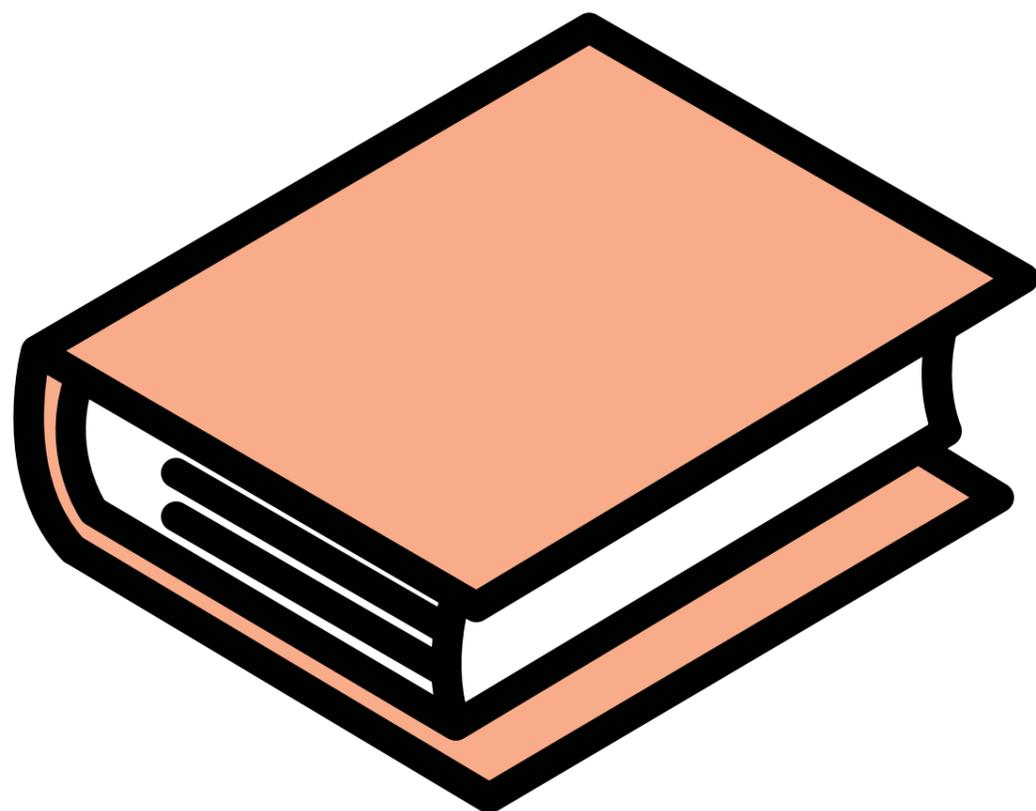
DESK RESEARCH

### INTERNET BASED RESEARCH



DESK RESEARCH

**BOOKS ABOUT THE PROBLEM  
AND THE ECOSYSTEM**



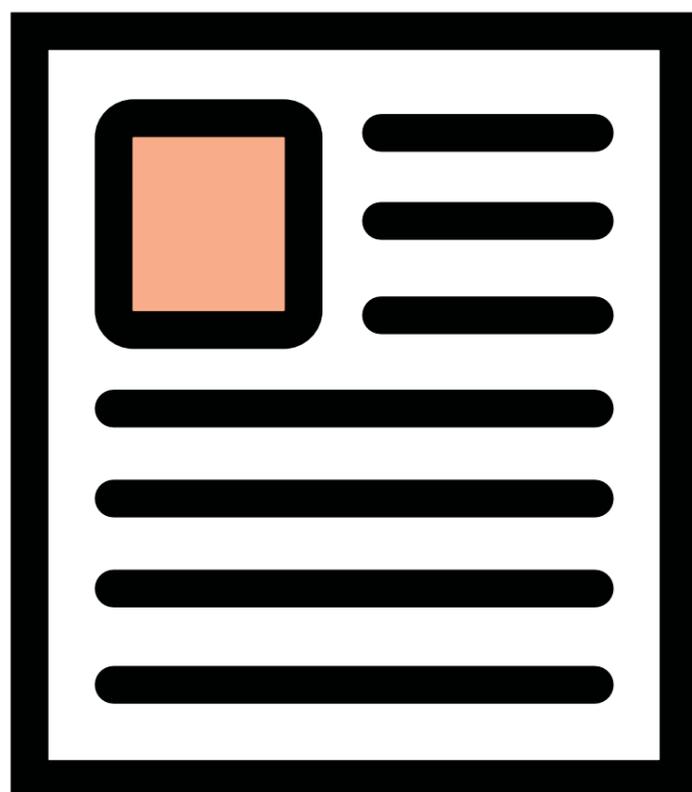
DESK RESEARCH

**ARTICLES IN NEWSPAPERS  
AND MAGAZINES**



DESK RESEARCH

**FILES AND DOCUMENTS FROM ORGANISATIONS IN THE SPACE**



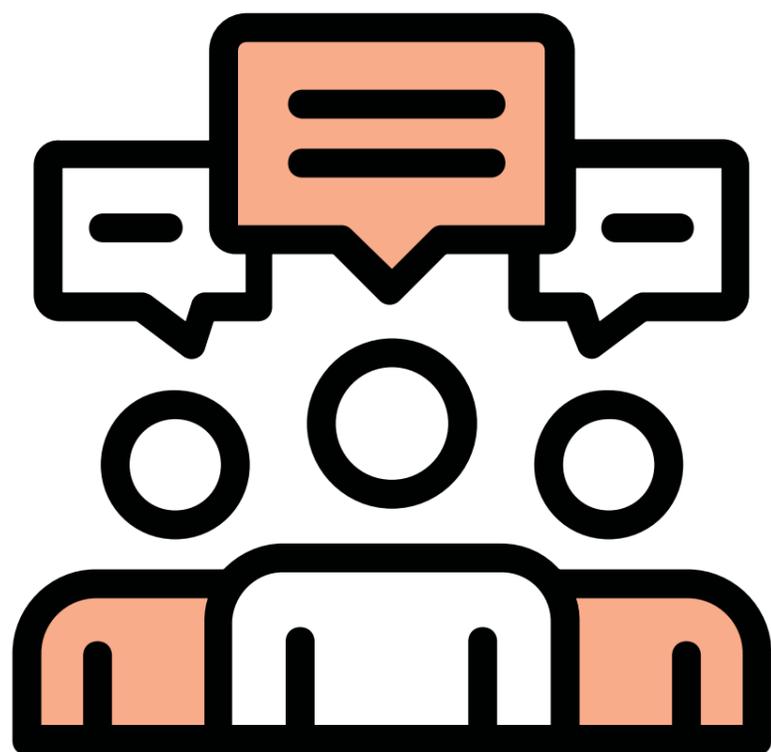
DESK RESEARCH

**USER AND/OR CUSTOMER INTERVIEWS**



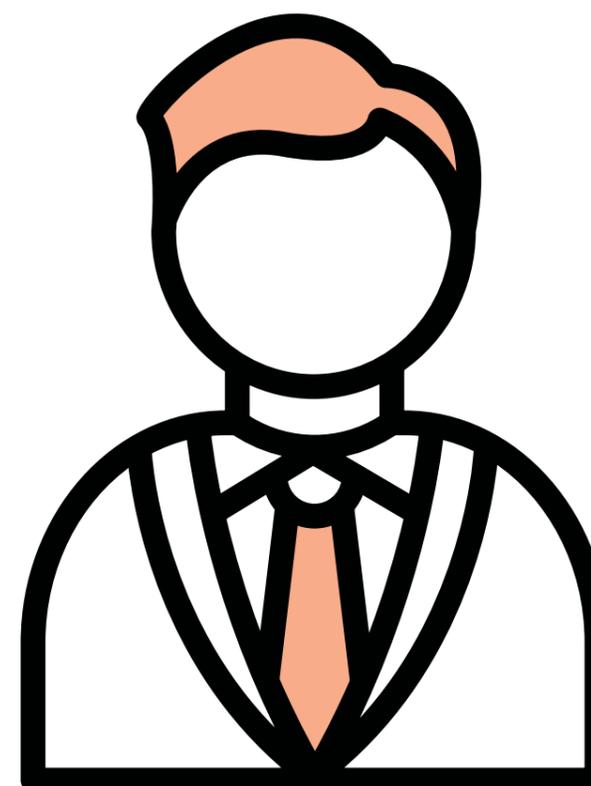
DESK RESEARCH

**USER AND/OR CUSTOMER  
FOCUS GROUPS**



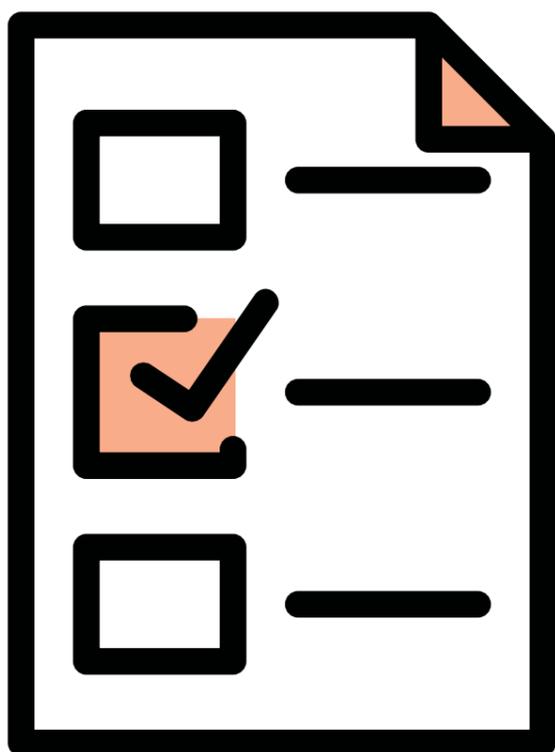
DESK RESEARCH

**INTERVIEWS WITH PROFESSIONALS  
IN THE ECOSYSTEM**



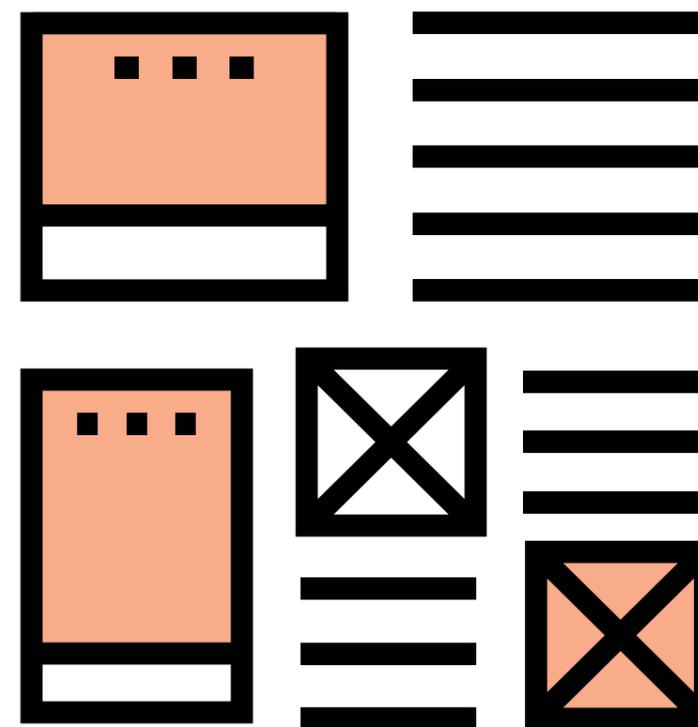
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CUSTOMER/USER SURVEYS



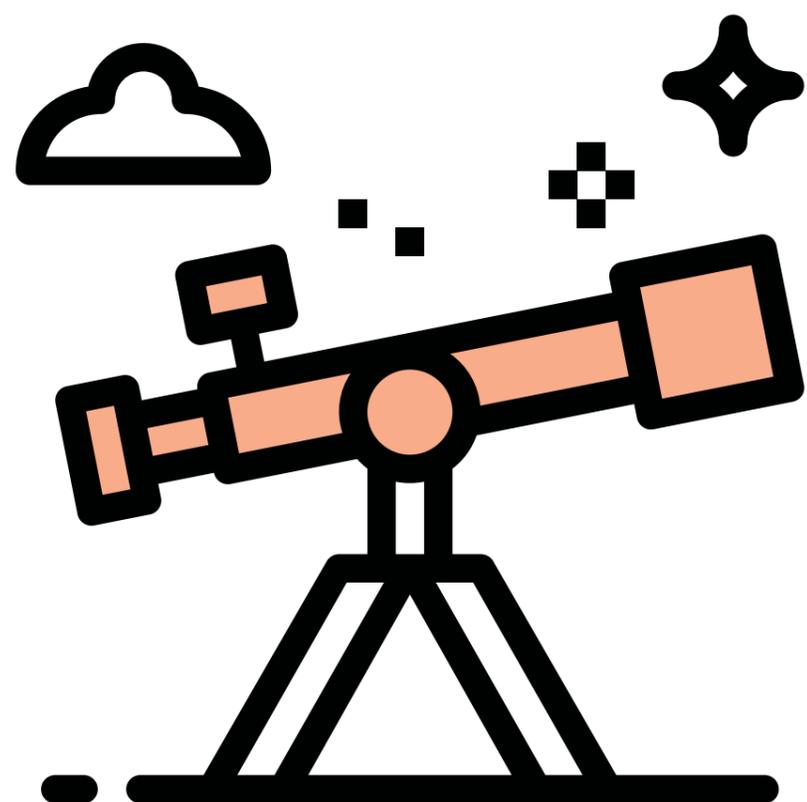
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PROTOTYPE



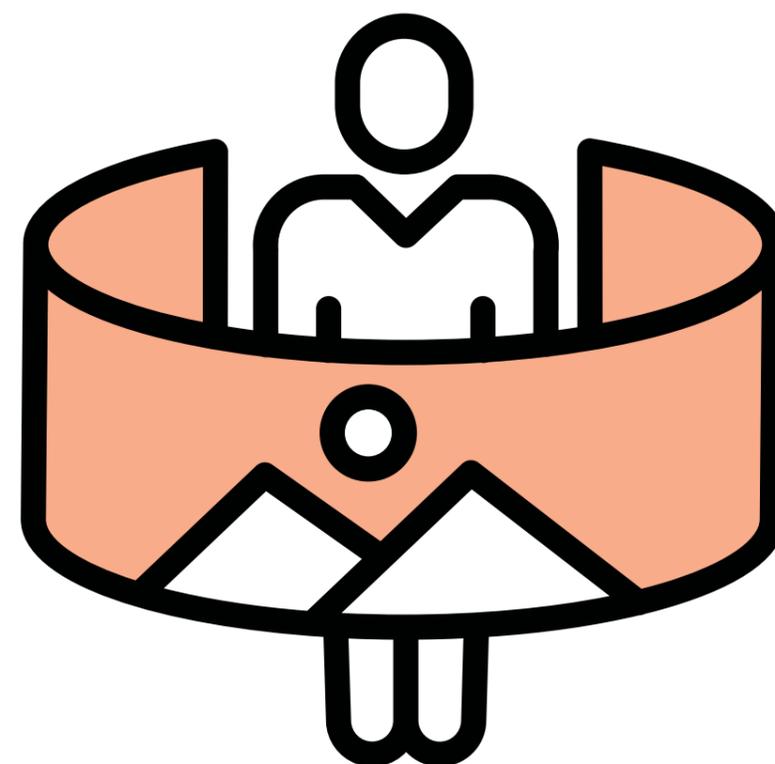
DESK RESEARCH

## OBSERVATIONS



DESK RESEARCH

## 360 IMMERSION EXPERIENCE





# Module 8 Designing an innovative solution, Thought Blender

## COLUMN A

Waterproof

Fan

Yoghurt

Solar

Wi-Fi

School

Transport

Bridge

Water bottle

Chair

## COLUMN B

Box

Heat proof

Paper

Computer

Refugee camp

Table

Farm

Mobile (movement)

Portable

Carrot

# Idea design

**Who is it for?** (Who are we solving the problem for? Who will use this and who will be the people that will find it most valuable?)

**What is it?** (Describe the idea in detail. What are its main characteristics? Be as descriptive as possible. You might be clear in your mind what your idea is, but it is important to be able to summarise the main aspects of your idea to other people.)

**How would it work?** (Think about how people will first hear about the idea, how will they realise that it is something they would like to try, how would they start using it, and how would they interact with this in their lives? What value would they see and how would this show up?)

**Stakeholders?** (Who is involved in the delivery or could be affected by the idea? This is a good opportunity to consider who you might need to work with to deliver the idea, who might be a supplier, and who might indirectly benefit from your idea)

**Benefit/influence in the system:** (What difference will users see in their lives and in what area of their lives? If that happens, then will people begin to see a difference in the community as a whole?)

**RATING** (Rank their ideas from 1-5 (1 being the lowest and 5 the highest))

**Idea 1**

How new is the idea?

How beneficial will the idea be?

How easy will it be to bring to life?

**Idea 2**

How new is the idea?

How beneficial will the idea be?

How easy will it be to bring to life?

**Idea 3**

How new is the idea?

How beneficial will the idea be?

How easy will it be to bring to life?

# Module 10

## Pitch Preparation, Pitch Perfect

### PITCHING

#### WHAT ARE YOU PRESENTING

Articulate your idea in one sentence encompassing your unique selling point (what will make people select your product or service over another one?)

What is the problem you are trying to solve and why is your solution the best?

Who are you trying to help?

Who are you presenting to? What might be important to them?

How will existing products, services and people already working and living in this area of activity help you?

#### HOW YOU PRESENT

What are the roles that each of the team members will play in the final pitch?

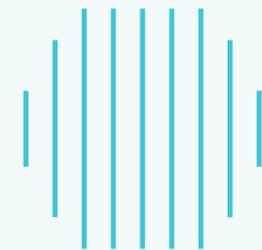
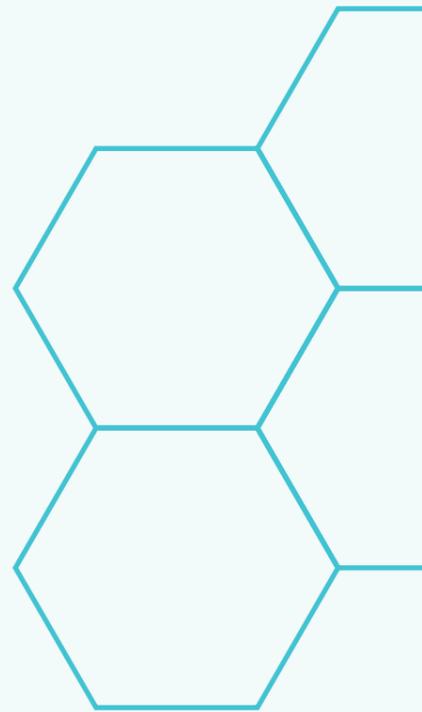
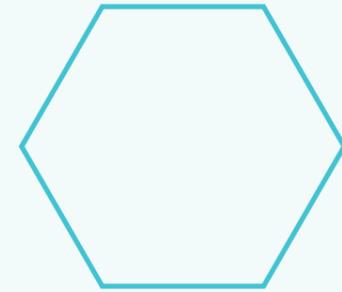
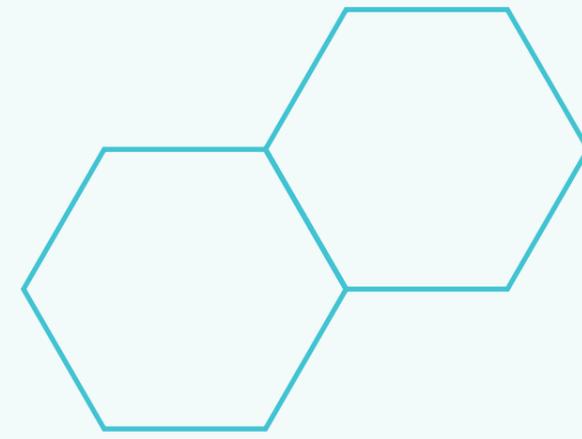
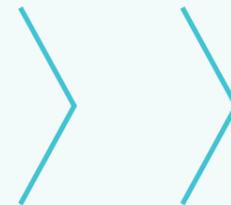
Make sure to introduce each team member and their 'super power' or key strengths and skills and / or passions

Be sure to invite questions and don't get defensive.

Ensure you have picked a pitching style that everyone is comfortable with.

How are you showcasing your prototype?

**UP**  
**SHIFT**



**SOCIAL  
INNOVATION  
CURRICULUM  
INTRODUCTION**

