“Technology for the sake of technology is a waste of precious resources. Social entrepreneurs need to understand the deep value that ICT can bring to social change when it is offered in context, with appropriate training, and with the intent of empowering the user. We hope [the “Social Innovation Mapping Report” produced by Ashoka and Intel] inspires many others to take up this challenge in ways we haven’t even begun to imagine.”

- Justin Rattner, President, Intel Foundation.

“Dare to Imagine”
https://www.youtube.com/watch?v=QYK_BGxEK8
(video shown in 2013 at the 10th Anniversary of the Skoll World Forum)

Course Description
Almost every day we read about a “cool” new gadget or some new technology that promises to change the world. Many of these products will certainly do that – but the impact will be greatest for those who already live comfortably. Meanwhile, at the bottom of the pyramid, many people are living with deadly diseases, highly polluted air and water, poor nutrition, widespread illiteracy, outdated tools, and unreliable electricity. Who is creating the gadgets or the new technology to change their world? How are these new products and solutions being developed? This course will introduce students to some of the sources of such innovative and extreme design and the social entrepreneurs and businesses successfully using and disseminating these new products and the possibilities they present.

The course will explore, among other questions: How can the application of technology add to our vision of a better world? How can technology play a role in furthering social change? How might technology improve upon the existing business models of the social businesses we are visiting and studying? What is the relationship between technology and design-thinking or human-centered design?
The course objective is for students to learn about technology and how digital tools may be used in furthering social innovation and entrepreneurship.

The course will provide students with an overview of many available digital resources and social entrepreneurs who are successfully using technology to further their enterprises and causes. The course experience will also provide students with an opportunity to work as consultants with a social enterprise.

The course will explore, among other questions: How can the application of technology add to our vision of a better world? How can technology play a role in furthering social change? How might technology improve upon the existing business models of the social businesses we are visiting and studying? What is the relationship between technology and design-thinking or human-centered design?

Students will:

- Learn how technology can help create and heighten engagement and spread awareness of complex societal problems.
- Discover ways and be able to integrate technology into social business models.
- Develop confidence in working with technology to address social problems.
- Learn how to engage with a client as a consultant

**Methodology**

Topics that will be covered in this course to include:

- The Digital Divide
- Social Media for Social Change
- The Dragonfly Effect
- Methods and Mindsets
  - Gaming and Apps
- Mapping for International Development
  - How to leverage open data (Open Street Map)
- Mobile Phones for International Development and Public Health
- Technology, Advocacy and Action
  - Crowdsourcing
- Technology and Education
- Technology and Finance, Banking and Financial Literacy
- Technology and Good Governance
- Technology for Monitoring and Evaluation
- Technology for Disaster Response
- 3-D Printing for Social Good
- Technology for Conflict Management and Peace-building
- The Challenges of Implementing Technology in Social Businesses
- The Future of Technology and Social Change

Students will engage in a series of skill developing assignments (including a simulation) that build upon each other throughout the duration of the course. The class will culminate in a final project that will allow students to apply what they have learned about technology to a specific social enterprise or cause about which they are passionate.
Materials


Learning Outcomes
The Technology, Change, and Innovations course comprises 60 class hours of instruction (4 credits). Upon completion of the course, students will be able to explain and demonstrate:

- How technology can help social businesses in terms of innovation in development and at the bottom of the pyramid.
- How technology (such as crowd sourcing) can play a significant role in terms of awareness-building and fundraising for a social business
- How technology can play a key role in terms of measuring impact of social businesses and ventures
- How increasing access and lowering barriers to entry and innovation, technology is enabling democratization and furthering social change.
- How emerging trends in technology related programs, workshops and business incubators focused on helping social entrepreneurs and intrapreneurs bring about social change.

Course Schedule
USA Bay Area – Palo Alto

Session 1: Introduction to Technology, Innovation and Change
Social entrepreneurship emerged as a field alongside the development of the mobile phone and the personal computer - two inventions that have revolutionized the way people communicate with one another and work. Digital technology now plays a role in all aspects of our professional and personal lives.

This week, students will be introduced to some very powerful and inspiring examples at the intersection between social innovation and technology in the birthplace of the tech industry, Silicon Valley, and see how technology continues to present new possibilities for bringing about social change.

Required Reading:

Case: Using Social Media to Save Lives

Case: Embrace


Session II: Methods and Mindsets
A key difference between technology-driven start-ups and social start-ups can be found in their funding needs. The process for social start-ups often takes longer, because it may take longer for core ideas to be put into practice. Social start-ups aren’t merely focused on the next step in the evolution of a certain technology – they seek to solve complex social-political infrastructure problems. Therefore, it often takes more time to understand, conceptualize, test and grow.

Tech entrepreneurs seek cooperation, but social entrepreneurs seek collaboration. Social entrepreneurs require true partnership that involves building bridges, finding middle ground and hidden levers that can overcome otherwise insurmountable barriers. In social start-ups, different solutions have to come together to create a tipping point. One difference is that for social start-ups, the user and the paying customer are not always the same. The paying customer is the person or organization who wants the social problem solved, but the end user may be the person whose problem is being solved. Social entrepreneurs are often very dedicated to their cause and finding a solution - they are in it for the long run. Technology professionals can be passionate about reaching their goals or creating something new, but their commitment is often not a lifelong attachment to a specific cause.

Students will meet tech professionals who have worked closely with social entrepreneurs to develop products and services that are purpose and mission driven with the goal of creating social change. Students will learn what it takes to make such collaboration successful.

Required Reading:


São Paulo, Brazil
Session III: Introduction to Brazil: Technology as a Tool to Fight Poverty
Brazil is the seventh largest economy in the world, but it also has one of the world’s highest levels of inequality. A large portion of the population lives in economic and social exclusion, earning very low incomes.

The Rodrigo Baggio Center for the Democratization of Information (CDI) brings technological literacy to people in the favelas. The Center for Digital Inclusion (CDI) is a nonprofit organization that uses technology to fight poverty and stimulate entrepreneurship. CDI and partners create community centers in low-income, rural, indigenous communities, hospitals, prisons, and psychiatric clinics. These centers work to strengthen low-income communities by providing access to information and communication technologies.
Technology and tech inclusion allows for impact – it empowers low-income communities. This week, students will have the opportunity to visit social tech entrepreneurs working in the favelas, helping to create new entrepreneurs and foster computer and technological literacy. How successful have their efforts been? What challenges do they face? What lessons have been learned in terms of scalability and impact?

**Required Reading:**


**Session IV: Apps and Citizen Engagement**
A pregnant woman in Karnataka, India can now use a smart card in her cell phone to provide real-time feedback on the health services she receives, including information on any problems that might have arisen. Using this data, officials can track the delivery of services across the district and respond far quicker to urgent needs and supply constraints than ever before.

In Nepal, the poor today have much greater voice in determining the public services they receive. By combining national poverty data with participatory social assessment tools, the poorest communities in Nepal can be identified and empowered. Community members voice their concerns and needs, enabling decision makers to target more systematically where needed infrastructure should go, to determine which services a local health clinic should provide, and to report how many children are attending schools. As a result, school enrollment has increased by an average of 2.1%, child immunizations by 5.3% and access to safe drinking water by 6% in more than 59 districts covered by the program.

A child trying to access clean water in a Nairobi slum can now use a mobile phone to report water leakages. The child will receive back a message noting the time and date a service provider will be on site to resolve the problem. The call is automatically linked to a local advocacy group that acts on consumers’ behalf to address persistent and addressed issues.

This week students will have the opportunity to meet with app developers working with social entrepreneurs in Brazil to further community engagement across a number of critical social areas. What are the challenges? What insights have been learned?

**Required Reading:**
Session V: Technology, Digital Advocacy and Action
Digital advocacy is the use of digital technology to contact, inform, and mobilize a group of concerned people around an issue or cause. The purpose of digital advocacy is to galvanize supporters to take action.

Digital tools have become a central component of almost any movement. Some of the most-used digital advocacy tools include websites, blogs, Facebook, Twitter, email, and texts. Literally hundreds of social media applications exist that can and are being used for digital advocacy.

This week, students will visit social enterprises that have successfully incorporated digital advocacy into their business models. They will learn best practices as well as challenges in implementing digital advocacy.

Required Reading:

Session VI: Fostering Innovation
Ashoka and the Intel Foundation have partnered to learn how technology-based entrepreneurs are innovating and working with social ventures to empower all people to succeed in a rapidly changing world, and the key challenges that must be overcome to achieve greater impact and be even more socially inclusive.

Social entrepreneurs will share experiences and lessons learned in fostering innovation with students. Students will also have the opportunity to visit local social ventures focused on technology.

Required Reading:

Session VII: Education I: Technology and Social Change
Over the last decade, Brazil has “come online” in a big way. The percentage of people using the Web in Brazil leapt from 9 percent in 2002 to about 50 percent in 2012, according to the ITU. With 60 million Brazilians now using Facebook, thanks to increasing access to the Internet and the rise of social media, the country is undergoing a digital transformation — and with that comes a slew of exciting opportunities for startups.
Both Amazon landed a major contract with the Brazil’s Ministry of Education, and will be working with the country’s educational development fund to convert and distribute textbooks to schools across Brazil. Bertelsmann, the German media giant, has partnered with Brazilian investment firm, Bozano Investimentos, to launch a new fund in Brazil that will be dedicated to making investments in education technology startups.

How have social entrepreneurs and Brazilians from the lowest socio-economic backgrounds in Brazil benefitted from these initiatives and ventures? What additional and new opportunities exist? This week students will see how technology and education programs have created social change in Brazil and where there is still room for further improvement.

Required Reading:

Empson, Rip. (2014). What ecommerce Boom! From Amazon Textbooks to New Seed Funds, Education Technology is Exploding in Brazil. Tech Crunch.


Dhaka, Bangladesh

Session VIII: Introduction to Bangladesh: Harnessing Technology
Nearly twenty years ago, Muhammed Yunus recognized that information technology, if harnessed the right way by people with a strong sense of social purpose, could be a significant accelerator to global poverty reduction. (His first big idea, was that the world’s poor women were bankable.)

By 1997, Yunus had already founded GrameenPhone, Grameen Telecom, and Grameen Cybernet. (Grameen Software Limited, now known as Grameen Solutions, followed shortly.) It took a few years, but the early staff and board of Grameen Foundation convinced technology entrepreneurs Craig and Susan McCaw to provide seed capital for its own initiative to advance this idea.

Grameen formed innovative alliances with visionaries and technology entrepreneurs such as Bill Gates, Paul Maritz, Vinod Khosla, John Doerr, Irwin and Paul Jacobs, Shel Kaphan, Larry Page, and Akhtar Badshah.

Grameen continues its pursuit of using information technology to spur efficiencies in microfinance, agricultural extension, health care, and in setting up social enterprises that allow poor families to run technology-enabled microfranchises,

This week students will have the opportunity to visit several Grameen businesses to see what kind of impact its IT related programs have had with the poor in Bangladesh.

TARA is a social enterprise, development consulting firm that helps create “Technology solutions for the poor.”
http://www.tara.in/
Session IX: The Internet and Social Inclusion
Social inclusion is defined as a process by which efforts are made to ensure equal opportunities for all, regardless of their background, so that they may achieve their full potential. It is a multi-dimensional process aimed at creating conditions that enable full and active participation of every member of society in all aspects of life, including civic, social, economic, and political activities, as well as active participation in decision-making processes. Social inclusion is also understood as a process by and through which societies address and alleviate poverty. Social inclusion offers all members of a society the opportunity to influence decisions and have access to decision-making processes.

How is a culture of social inclusion cultivated and maintained? What challenges arise if and when those individuals an organization is working hard to include choose not to participate or avail themselves of the offered resources?

Required Reading:


Session X: Education 2: Technology and Training
In a globalized economy, possessing the right set of skills is critical and determines one’s life opportunities and successes. Since 2010, the Skills and Training Enhancement Project (STEP) has helped underprivileged citizens in Bangladesh acquire new skills to improve their job prospects. Through STEP, the Government of Bangladesh has enhanced access and quality of technical education and training, especially for women, and introduced innovative programs such as “Recognition of Prior Learning.” In this two-minute video: [http://www.worldbank.org/en/news/video/2015/08/12/better-education-for-better-jobs-one-step-at-a-time](http://www.worldbank.org/en/news/video/2015/08/12/better-education-for-better-jobs-one-step-at-a-time), STEP participants talk about their life struggles and how STEP helped them build a better life for themselves.

To ensure better employment opportunities for the Bangladeshi labor force, in both local and overseas job markets, skills development and vocational education have to be aligned with the market demand. The World Bank’s Skills and Training Enhancement Project (STEP) aims to strengthen public and private training institutions, to improve the quality of skills training and employability of trainees, both at home and abroad, including those from disadvantaged socio-economic backgrounds. Since the project was approved in 2010, 69,000 diploma students from 93 polytechnic institutions received stipends and 29,700 trainees received training from these training providers, 25% of them being women. The program is scheduled to run through June 30th of 2016. (Source: World Bank website)

This week, students will have the opportunity to learn how a large-scale initiative ($80M US) comprised of three partnering organizations (The World Bank, the Canadian government and Bangladeshi
government) was developed and its outcomes measured for effectiveness. What role did technology play in this initiative? How does such an initiative come about? How innovative was it compared to the work smaller social entrepreneurs may have been doing to address similar social challenges in Bangladesh? What has been learned from STEP in Bangladesh? What might have been done differently in hindsight for even greater impact and success?

Required Reading:

Required Viewing:
Khan, S. (March 2011). Let's Use Video to Reinvent Education. Ted Talk. [video]

Session XI: Water and Technology
Slums in Bangladesh and India have grabbed the attention of activists, journalists and humanitarians for decades. And as urbanization in surges, living conditions in poor areas within megacities have become increasingly dire.

It is easy to focus on the jarring first impressions: the overcrowding, filth and poverty. But if one looks beyond the harsh veneer one discovers thriving social enterprises. They are new business models that foster jobs, conserve resources and inspire innovation within these impoverished neighborhoods. The scarcity of resources like water and energy force residents to become creative, thrifty and share with their neighbors.

This week students will have the opportunity to meet with Bangladeshi social entrepreneurs who are committed to increasing access to clean, safe drinking water through the use of technology. How did they do it? What are the biggest obstacles? How scalable are their ventures?

Required Reading:
Ghoshal, Devjyot. (March 23, 2015). An Ancient Technology is Helping India’s “Water Man” Save Thousands of Parched Villages. Quartz India online.

Kampala, Uganda

Session XII: Introduction to Uganda: Women, Youth and Technology
"Kampala is known as the capital of chaos," says TMS "Teddy" Ruge, Ugandan entrepreneur, graphic designer and cofounder of Kampala's first tech incubator, Hive Colab. "But out of that chaos, something rather surprising is emerging."

Young technologists from the Ugandan capital are taking centre-stage in the pan-African tech scene: Kampalans have won an “Apps for Africa” contest with a mobile app that measures fetal heart rates. They have established robotics workshops for school students, and set up Python coding lessons for girls.
"Over half our population [in Uganda] is under 15, so the youthful energy we have is incredible," says Ruge. He attributes the origins of this buzz to the laying of undersea fiber-optic cables in neighboring Kenya from 2009, which brought the whole region online. "You can now get dongles and 3G even in remote villages, so it's helped college grads learn coding in their bedrooms," say Ruge. Maureen Agena, a citizen journalist and a champion of women in tech, agrees. "Young Kampalans didn't know they could earn from their passion," she says. "People are just now appreciating that you can make money by developing apps or applying technology. Entrepreneurship is their only option."

"Kampala is relatively naïve in its tech awakening -- only now is it riding the wave of African urban development," says Solomon King, founder of robotics startup Fundi Bots. "The raw energy is tangible."

So what comes next? (from Wired Magazine UK edition)

This week students will meet with Kampalan social entrepreneurs focusing on providing technology skills and greater access to opportunities through technology to women and youth.

Required Reading:


Session XIII: Technology and Health Care to Uganda: Women, Youth and Technology
Life expectancy at birth in Uganda stands at 57 years for both men and women. Some indicators have shown improvement in the recent past. IMR reduced from 76 deaths per 1000 live births in 2006 to 54 deaths per 1000 live births in 2011 while MMR reduced from 435 per 100 000 live births in 2006 to 320 deaths per 100 000 live births in 2010. HIV prevalence has slightly increased from 6.4% in 2004/05 to 7.3% in 2011. The total fertility rate is approximately 6.2 births per woman. 88% of the population lives in rural areas. 48.5% of the population is male while 49% of the population are people under the age of 15 years and 18.5% are under 5 years of age.

Communicable diseases are prevalent, although there has also been an increase of non-communicable diseases (NCDs) including mental health disorders. Maternal and perinatal conditions also contribute to the high mortality. Neglected tropical diseases (NTDs) remain a big problem in the country and affect mainly rural poor communities. There are wide disparities in health across the country, closely linked to underlying socio-economic, gender and geographical disparities. (Source: WHO)

Due to the rapid development in its technological infrastructure, the daily use of information and communications technology in Uganda has become key in addressing healthcare needs. Today, many Ugandaans have access to mobile phones, radio, television and computers. Such tools have the potential to transform public health practices by electronically delivering of healthcare services related to improved medication, diagnosis, treatment and adherence (e-health). Healthcare providers can remotely take care of their patients, cutting down on associated costs like transport.
With over 50% of Ugandans having access to a mobile telephone network, the health sector is beginning to tap into the growing telecommunications network. For example, the Malaria Consortium, one of the world's leading non-profit organizations specializing in the prevention, control and treatment of malaria and other communicable diseases, has built a mobile data entry system to capture new malaria cases in Uganda and other countries weekly.

Over the past decade, business models serving the base of the pyramid (BOP) customers have attracted increased attention. At the same time, major development agencies and foundations have identified the public health segments of the Millennium Development Goals as priorities and have expanded programs to support and encourage innovation in health care for low- and middle-income communities around the world.

This week students will have the opportunity to meet social entrepreneurs using technology to make health care more accessible to all people in Uganda.

*Required Reading:*


**Session XIV: Radio and New Technology are Colliding**

Radio culture in Uganda is rich and vibrant, with a mix of community, commercial, religious, and political stations. Still, most of these stations are regional, and when they do well, their goal is usually to grow. But radio is a broadcast medium, and hasn’t yet benefited much from the advances in peer networks and production that the Internet has enabled. And small stations benefit the least.

The RootIO Project (roots radio) is a civic media project to develop a loosely-integrated, content-agnostic “solution stack” for peer-oriented radio networks. The project aims to mix communities, telephony, networking, and radio to create new models of community information. RootIO crosses the best parts of community radio, broadcast networks, and peer production into a vertically integrated platform, gluing together existing technologies and creating new ones where necessary. The goal is to help radio stations transmit over cell phone networks and to create opportunities for citizens to set up their own radio stations.

RootIO grew out of the recognition that despite the wonders of mobile telephony and the Internet, radio is still a vibrant medium, and in many places it is where most people get the bulk of their information. It doesn’t require literacy, a personal device, or much power, it is transmitted free of charge, and it comes built in to many of the phones used around the world.

RootIO’s work is distributed between the US and Uganda. RootIO does not see itself as a “development” project. They seek to be scalable, so the most modestly operating stations in the world can participate.

This week students will have the opportunity to see what some of these radio initiatives actually look like in the field and speak with both radio station operators as well as the social entrepreneurs behind programs such as RootIO. What is their long term vision? How scaleable and sustainable are such ventures? What kind of impact are they having?
The RootIO Project: http://rootio.org/about

Required Reading:


Required Viewing:

http://knightfoundation.org/grants/20123667/

Session XV: Measurement and Assessing Effectiveness
This week students will review a number of tools used to measure social impact. They will also have the opportunity to discuss the strengths and limitations of such tools in assessing effectiveness with social entrepreneurs, board members, foundation staff and investors of social ventures.

Required Reading:


Trasi Foundation Center Tools and Resources for Assessing Social Impact:
http://trasi.foundationcenter.org/browse.php

Session XVI: Funding New Technologies
There are many ways in which technology-based social ventures can obtain funding – from impact crowd-sourcing/funding to venture capital to impact investing.

Impact investing is a progressive investment philosophy where investors proactively seek to place capital in businesses that generate financial returns from organizations committed to social, sustainable and/or environmental goals.

The mission of investment groups such as GATE Global Impact (GGI) is to create a market infrastructure that facilitates investments in organizations for sustainable social and/or environmental benefit, in addition to financial return. Such investment groups are changing the funding paradigm by scaling new funding sources from a global society for these types of investments.

This week students will learn about the different sources of funding available to social entrepreneurs developing new technology. They will also have the opportunity to meet with both social entrepreneurs who raised funding for technology-related ventures as well as different types of investors who have backed and supported such ventures.
Required Reading:

http://www.d-prize.org/

Khalili, Olivia. Fifteen Social Venture Capital Firms that You Should Know About. Cause Capital.


Session XVII: Final Presentations

Evaluation and Grading Criteria

Description of Assignments:

Preparation:
Introductions will be included in materials provided to students about a month prior to the start of the program.

1. Twitter and Facebook. To prepare for the class, start tweeting, Face-booking and cultivating your own hypotheses about what social media is about and how it might be used to promote social change. To start on Twitter, follow the list of instructions (to be provided).

2. Sign up for the class blog. (Instructions to be provided.)


Plancast is an interesting tool to help spread ideas and plans, enabling people to take action. Consider using it as a tool for any events that you may put together for the class (or outside of it). At minimum, create a Plancast account and explore it as a tool/resource.

Blogs (15%)
Collectively the students will create a class journal and share insights on the role of social media in the global economy at: (a Moodle URL to be provided by Mokhtar Bouba.) Each student will be assigned to blog about one GL or FA. The post should include: (1) An overview of the class discussion, (2) A description of the student’s final project and how their discoveries and insights of the day helped develop the idea, and (3) A short essay about the topic covered (the essay should be broad in nature, focusing on social media/technology and entrepreneurship in the global economy. About one paragraph). Beyond the assigned day of blogging, students should feel free to blog (and tweet) whenever they like. For quick tips on effective blogging please see the following link: http://sethgodin.typepad.com/seths_blog/2006/11/how_to_write_a_.html
Final Project

Students will be given the opportunity to choose from several different challenges related to problems on which several organizations are currently working. Team based projects will focus on areas such as poverty alleviation, energy, education, health and sustainability and how technology may be further applied and integrated to help the organizations reach their goals. Students will gain exposure to innovative models for addressing issues of poverty, as well as to thoroughly vetted social enterprises that are making tangible and potentially scalable progress through the application and use of technology. Student teams will work in close collaboration with their selected partner organizations to deliver on discrete projects designed to meet the organization’s existing needs. Final project deliverables will include a findings component designed to facilitate the sharing of knowledge and best practices regarding the use of technology within the sector.

Students will (1) research, document and analyze all dimensions of the organization’s challenge, (2) critically consider the role that technology can play in addressing it, and (3) design a comprehensive strategy using both technological and non-technological elements for responding to the challenge. Participants can elect to work alone or with a small team.

(a) **Problem Definition Memorandum (10%)**. After the first meeting with the client, each student team must develop a Problem Definition Memorandum of up to three pages (or up to nine detailed slides) in which the team defines and justifies the problem(s) or opportunities they believe the team should address in its client work, as presently understood. It should include information on:

- Organization history and background, with a particular emphasis on the role technology currently plays
- Current status, including organization’s strengths and weaknesses
- Future goals: short term (one to two years) and long term (three to five years)
- Objectives: problems or opportunities that the client would like the team to study relating to technology
- Financial performance, where data are available.


After receiving feedback on the draft, the teams will further revise their memo and submit it to the client organization for review. Additional revisions may be required in order to obtain approval by the client. The final version of the memorandum should be submitted to the instructor.

(b) **Letter of Agreement (10%)**. Each team should develop a letter of agreement to document the proposed scope of work of the technology consulting project. The letter of agreement should include:

- Summary of problem definition
- Project objectives (to the extent possible, these objectives should be expressed as expected outputs or, preferably, outcomes rather than activities.)
- Key research question(s), proposed analysis to answer each question, and the data required for this analysis
- Proposed approach/methodology/workplan (major activities and timeline/calendar)
- Brief description of the intended content and format of the deliverable(s)
• Expectations for communications between the student team and the key client contacts (e.g., designated points of contact, frequency and method of contact prior to arrival on site, frequency and nature of contact while in country, etc.)

• Projected resource requirements (e.g., understandings about access to people and information, handling of expenses, availability of logistics support from the client, etc.)

• Summary of the work experience and relevant skills of each team member (approximately one paragraph each), to demonstrate the qualifications of your team. The revised version of this document, incorporating client feedback on the draft version, should also include a work plan with greater detail on the major activities and timeline for both the travel-based and the on-site portions of the project. The work plan should also clearly note the analyses, literature reviews, studies of best practices, etc., that will be conducted by individual team members.

REFERENCES:
Basic Principles of Effective Consulting (pages 33-59).

(c) Project Status Reports (10%). These reports, submitted twice, must include an update on the team’s progress to date, any adjustments to the scope of work (e.g., changes to the original problem statement, objectives, key research questions, or major activities), and a review of the team project against key factors of risk and success. A template for the status report will be provided in advance. REFERENCES: Basic Principles of Effective Consulting (pages 60-83).

(d) Social Impact Theory & Ecosystem Map (15%). In a brief narrative and accompanying diagrams (3-4 pages), each student will describe and analyze their team’s client’s social impact theory (also known as a “theory of change”) and the ecosystem in which they operate. Based upon current knowledge of the client, students are asked to also briefly identify ways in which the client may be able to achieve even greater impact. Diagrams should include a logic tree illustrating the social impact theory, and a map of the ecosystem. REFERENCES: Fortune at the Bottom of the Pyramid (Chapter 4), “The Process of Social Entrepreneurship,” “Zeroing in on Impact,” and “Cultivate Your Ecosystem,” additional materials to be distributed in advance.

Final Project (20%)

(e) Live Team Presentation of Findings and Proposed Recommendations
(f) Final Report (10%)
(g) Presentation and deck of project highlighting key findings, major recommendations & implementation plan. (10%)

Assessment:

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<th>Component</th>
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<td>Participation</td>
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<td>Individual Assignments</td>
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<td>- Social Impact Theory &amp; Ecosystem Map</td>
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<td>- Blogs</td>
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<tr>
<td>Team Deliverables</td>
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<td>- Problem Definition Memorandum</td>
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<td>- Letter of Agreement and Status Reports</td>
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<tr>
<td>- Final Report, Deck &amp; Presentation</td>
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Grading Scale

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Rubric: An “A” represents truly outstanding work that exemplifies through analysis, superior insights and crystal clear presentation. A “B” signifies highly competent work that accomplishes the task at hand very well, through considerable thought, reasonable analysis and an organized presentation. A “C” represents adequate work that meets basic requirements but does not demonstrate distinction in terms of analytical insight or organization. A “D” is characterized by poorly or partially completed work that reflects a lack of initiative, inconsistent analysis and/or erratic presentation. Plus and minus indicate relatively better or poorer work within each category. There is no A+.

N.B. Papers/reports/presentations without thematic ideas or arguments – those that lapse into mere narration or description, or whose arguments are buried within the text – will be graded with their low level of organization.

Specific rubrics for final team project and Social Impact Theory and Ecosystem Map will be provided.

Expectations and Policies

- **Show up prepared.** Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- **Have assignments completed on schedule, printed, and done accordingly to the specified requirements.** This will help ensure that your assignments are returned in a timely manner.
- **Participate actively** in all sessions, meetings, guest lectures, site visits and any other related-activities. "Participation," is defined as active engagement, demonstrating curiosity, interest and being collaborative.
- **Ask questions in class. Engage the lecturer.** These are often very busy professionals who are doing us an honor by coming to speak.
- **Comply with academic integrity policies** (no plagiarism or cheating, nothing unethical).
- **Respect differences of opinion** (classmates’, lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- **Late Work:** In keeping with IHP policy, late papers will drop one point per day, unless other arrangements have been made in advance. Course assignments are due at the beginning of the day.
- **Electronic Devices:** The use of mobiles, smartphones or laptops is not permitted in class sessions. The idea behind this policy is to guarantee an environment in which constant attention and concentration are maintained.
**Recommended Readings**


**Social Innovation**


**Advocacy**

*Advocacy Toolkit: Influencing the Post-2015 Development Agenda.*

**Mobile Technology**


**Social Entrepreneurship**


**Crowdsourcing**

Currion, Paul. If All You Have is a Hammer, How Useful is Humanitarian Crowdsourcing? *Mobile Active Blog.*


Methods and Mindsets


McHugh, Caroline. (2013). *The Art of Being Yourself – Do You Dare?* *Ted Talk* [video]


Social Media for Social Change podcast series, Stanford Social Innovation Conversations

**Gaming and Societal Inclusion**


**Engaging with the Media**


**Additional Resources:**


Case: Obama and the Power of Social Media and Technology

Case: Using Social Media to Save Lives

mHealth
http://www.who.int/goe/publications/goe_mhealth_web.pdf


http://catchafireblog.org/2014/03/27/how-the-bay-area-is-pushing-social-innovation/

http://csi.gsb.stanford.edu/what-every-nonprofit-needs-to-know-about-technology

**Please refer to the SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.