Engaging with our communities to address entrenched social issues

SOCIAL INNOVATION

Presented by Robin Dick
Social Innovation Program Manager
CQUUniversity
SOCIAL INNOVATION . . . a novel solution to a social problem that is more effective, efficient, sustainable, or just than current solutions. The value created accrues primarily to society rather than to private individuals.

Stanford University from https://www.gsb.stanford.edu/faculty-research/centers-initiatives/csi/defining-social-innovation
Global Ecosystem: Education

Kindergarten/Primary/Secondary
Global Ecosystem: Education
Kindergarten/Primary/Secondary
Global Ecosystem: Education

Tertiary
Global Ecosystem: Education

Tertiary
Global Drivers

Logos and images of various organizations.
Engaging with our communities to address entrenched social issues
Ashoka U Changemaker Campus: Strategic Intent and Action
**Institute for Social Innovation and Impact**
- Evaluates and measures the impact of social innovations in the UK and around the world, while also exploring the financing of, and policy support for, social innovation.
- Supports social innovators through the delivery of academic research and consultancy services, including social impact measurement reporting.

**Social Innovation Lab**
- Capacity-building support for community partners.
- Students trained as social innovation consultants.

**Social Innovation Collaboratory**
- Programs supporting social justice, global sustainability and “people, profit and planet” in business – involves community engagement.
- Builds awareness and capacity for change around big social problems by integrating across schools and disciplines.

**Institute for Sustainable Solutions (ISS)**
- Students can spend their freshman year in a “Living Learning Community,” and take part in projects to create a more liveable society.
- Seniors in capstone courses work with businesses, non-profits, and civic organizations to address sustainability issues.
Social Innovation Strategy: Changemaker

Five driving themes:

• Bright Youth Futures
• Healthy and Connected Communities
• Partnership with First Nations People
• Sustainable Regional Development
• Looking After Our Planet
Developing a Social Innovation Mindset: Curricular

Year 1:
Introduction and initial forays
Curricular
- iChange
- Major Social Innovation
- Foundations of Social Innovation
- Outbound Global Study
- WIL/Internship
- Extracurricular activities

Year 2:
Grounding and exploring
Curricular
- Major Social Innovation
- Foundations of Social Innovation
- Outbound Global Study
- WIL/Internship
- Extracurricular activities

Year 3:
Inspired, focused & curious
Curricular
- Major Social Innovation
- Foundations of Social Innovation
- Outbound Global Study
- NFP or Social Enterprise WIL/Internship
- Capstone Project/Live Consultancy
- Extracurricular activities

Skillsets and Behaviours
- Team player
- Enabler/Collaborator
- Human Centred Design, Appreciative Inquiry, Action Learning
- Systems/Framework Thinking

Alumnus: Social Innovation Mindset
Community/Career/Start-up Ready
Curricular/Lifelong Learning
- Social Innovation Mindset
- Masters in Social Innovation
- Alumni events and masterclasses
- Mentoring and coaching students
Social Innovation Mindset: Social Entrepreneur/Changemaker

- Driven by social purpose
- Emotional & social intelligence
- Problem solver
- Leader
- Enabler
- Values-driven
- Curiosity
- Ethical
- Innovator
- Self-confidence
- Public voice

- Tenaciousness
- Self-belief
- Self-awareness
- Action orientation
- Creative thinking
- Critical thinking
- Empathy and sympathy
- Reflective
- Communicator
- Collaborator
- Fundraiser
Social Innovation
Ecosystem @ CQUni

Collaborative Habitat

Change Champs

iChange

SI Curriculum & Research

Social Procurement

Social Innovation Studios

Social Innovation Mindset
iChange: Start of Journey
iChange: Format

Welcome

History of Social Innovation
- Unit 1 Intro – Scene Setting
- Historical Social Innovation
- Iconic Social Innovation: The Royal Flying Doctor Service
- Discuss, Explore, Challenge #1
- CQUni Fun Fact #1
- Quiz #1

Types of Social Innovation

Megatrends and Wicked Problems

Leslie:
Inspiring Outbound Mobility for Social Innovation Learning
Why Me? Getting Involved!
CQUGLOBAL SOCIAL INNOVATION PROGRAMS

- Real social impact and change for local community
- Interdisciplinary and cross-culturally engaging
- Key locations for University
- Partner with instrumental organisations and/or institutions with community at the heart
- Real-world relevant with practical experience
- Nurture life-long changemaking
RANGE OF DISCIPLINES

- Allied Health
- Multidisciplinary
- Education
- Nursing
- Environmental Science
- Paramedic Science
### APPROACH METHODS

| Longstanding programs with clear opportunity and ability to incorporate social innovation |
| VS |
| New programs with social innovation focus from design onset |
REGARDLESS, SIGNIFICANT EFFORT

• Scene setting: social innovation toolkit, iChange orientation

• Finding communities and local connections with which academic and/or institution can work

• Work with third party provider with local knowledge, particularly if no academic champion

• Utilise partner existing program for jumpstart

• Assessment of real social innovation
NURSING TO NEPAL

• Using a longstanding successful program with strong community roots and partnerships (Fishtail Hospital, Pokhara University)
• Their forward momentum has taken along other students - health sciences & social work
• Still requires improvement
  – Shaping to ensure social innovation
  – Working with School for shared goals and changes
CHALLENGING GLOBAL PERSPECTIVES: NEPAL

• 2017: Researchers began working with Seven Women, a Nepal social enterprise, to deliver skills training and develop training manuals and cookbooks to grow its public cooking classes.

• Dec 2018/Jan 2019: First study tour facilitated by Hands On Development
  – Consortium with Deakin University

• Connect students to NGO’s and social enterprises in Nepal

• Learn differences between organisations that give welfare and ones that empower people.
CHALLENGING GLOBAL PERSPECTIVES: NEPAL

1. Identify Need
2. Find/Build Facility
3. Create a Management Team
4. Skills Training and Employment
5. Education and Development
6. Partnerships and Expansion
7. Phase Out Once Sustainable
ENCOURAGING SOCIAL INNOVATION

• Developing or nurturing quality programs

• Identifying programs with existing potential and new ones altogether

• Working with local partners to drive programs

• Weighting given in funding and scholarships to programs with social innovation focus

• Input from social innovation team to ensure genuine social innovation occurring

• Celebrating and showcasing programs upon return to encourage other students
# GROWTH INITIATIVES

<table>
<thead>
<tr>
<th>AWARENESS</th>
<th>FUNDING MECHANISMS</th>
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<tbody>
<tr>
<td>• Presentations at Open Days &amp; Social Innovation studios and Festival of</td>
<td>• CQUGlobal targeted travel grants</td>
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<tr>
<td>Change</td>
<td>• Government approvals for more over 28’s</td>
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<tr>
<td>• Materials available on 12 major campuses</td>
<td>• Advocating to Vice-Chancellor’s Advisory Committee for earmarked funding for</td>
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<tr>
<td>• Working closely with Office of Social Innovation</td>
<td>programs</td>
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<td>• Harnessing academic champions</td>
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<th>STAKEHOLDER ENGAGEMENT</th>
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<tr>
<td>• School commitments to social innovation programs</td>
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<tr>
<td>• Liaisons and advisors advocating benefits</td>
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<tr>
<td>• Incorporating more direct and immediate impact</td>
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ONGOING CHALLENGES

• Funding

• Academic champions with position time and flexibility to commit

• Qualitative measurement of impact, not just numbers

• Social issues overseas but close to home
Dreaming of flying a plane since he was a tot, Leslie has taken the long road to achieving his goal – in a diverse career that continues to honour his Indigenous culture and country.

After high school in Gladstone and completing an apprenticeship with Queensland Rail, Leslie took on his first degree in 2012, a Bachelor of Environmental Science at CQU. He chose the program because it was the modern degree that most closely mirrored a traditional Aboriginal education.

During his studies, Leslie also developed a sustainable hive for Australian native bees, founding the TECKnology Indigenous Corporation to support the Gabai native bee project commercialisation, and receiving a CQUiversity Opal Award for his work with Woorabur elders.

Now studying Aviation, while working with the Department of Agriculture and Forestry on fruit fly strategies, the Bundaberg resident said his two degrees are a surprisingly good fit – and have plenty of room for social innovation, and Indigenous partnerships.
**SOCIAL INNOVATION**

“Social innovation is not the prerogative or privilege of any organizational form or legal structure. Solutions often require the active collaboration of constituents across government, business, and the non-profit world.”

—Soule, Malhotra, Clavier

“The distinction between exactly what is meant by invention in contrast with innovation, and innovation in contrast with technological change, is usually less clear.' This absence of any clear-cut analytical distinction among concepts which have been assigned such important places in current economic discussion is particularly disturbing.” (Ruttan, 1959, p. 596).

Social innovation is ‘a solution to a social issue that is more; effective, efficient, sustainable, or sagacious than existing models and for which the benefits created accrues primarily to society as a whole rather than the individual.’
The World’s First Bakers: Australian Indigenous, Ingenious Innovation

• The Australian nations cultivated domesticated plants for possibly 100,000 years, sewed clothes, engineered streams for aquaculture and agricultural purposes. Forged codes of LORE for governance of; trade, commerce, social harmony (marriage, ceremony, ritual).

• This was and is an incredible human response to the difficulties of fostering economic, cultural and social policies. It is both unique in its longevity but also in the way first Australians were able to flourish without police forces or resorting to war.

Vast quantities of Australian grown and produced pharmaceuticals, for instance, were employed for the preparation of the troops participating in D-Day, prompting the Australian historian Geoffrey Blainey to write in 1977: “Here, in 1944, was the greatest armada in the history of man, setting out towards a turning point in history; and much of the success of that armada depended on a drug which had been discovered by forgotten men and women in ancient Australia.
• The world’s first form of aquaculture was practiced in Australia 40,000 years ago.
• Utilising marine, river and swamp ecosystems with highly advanced engineering
• the ability to work as a cohesive society without employing slavery models.
• Engineering feat predating other civilisations by 20,000 years.
• The handing down of information from father to son, mother to daughter through; storey, song, practical displays, philosophies, lore, cultures and religions of the world formed the continuity of knowledge.
• Evolving social education models; home/community education, culture/religion, schools, centres of learning, universities, open learning, the world wide web.
• Education and the empowerment of women in the modern era has lead to great social change throughout the world lifting third world countries in to new eras of wealth and prosperity.
• Innovative solutions to the issues of growing populations and the technology that drives them remains the hallmark of; innovative, adaptive, resilient and sustainable society's with productive and harmonious communities.
CQU Social Innovation Studio Generation 3 Gladstone Campus
Changes in societies that occur as people progress along the path of societal evolution.

What is the framework and the tools required to have a social innovation mindset.

- Engaged education sectors, schools/universities,
- Collaborations, Ashoka-U network of universities and institutions.
- Human Centred Design
- PESTLE, SWOT analysis
- Mind Mapping
- Quantitive, Qualitive evaluation
Human Centred Design

- **Inspiration** (or Discover) In the Inspiration phase, you engage with and learn from the people and communities you are designing for, as you seek to deeply connect to their needs, experiences, challenges and opportunities around the issue.

- **Ideation** (or Design) In the Ideation phase you analyse and make sense of what you have learned, and identify opportunities for design as you work towards a solution.

- **Implementation** (or Deliver) In the Implementation phase, you launch a prototype solution or model out into the real world and test it out.
PESTEL

P - Government policy
- Political stability
- Corruption
- Foreign trade policy
- Tax policy
- Labour law
- Trade restrictions

E - Economic growth
- Exchange rates
- Interest rates
- Inflation rates
- Disposable income
- Unemployment rates

S - Population growth rate
- Age distribution
- Career attitudes
- Safety emphasis
- Health consciousness
- Lifestyle attitudes
- Cultural barriers

T - Technology incentives
- Level of innovation
- Automation
- R&D activity
- Technological change
- Technological awareness

E - Weather
- Climate
- Environmental policies
- Climate change
- Pressures from NGO’s

L - Discrimination laws
- Antitrust laws
- Employment laws
- Consumer protection laws
- Copyright and patent laws
- Health and safety laws
WALKABOUT - a journey that leads to learning, discovery and growth

CQU's Ashoka U delegates, including (top right) students Urusha Kansakar and Leslie Lowe, (bottom left) staff Shirley Ledger and Trixie James, and (bottom right) researchers Dr Wendy Hillman and Dr Kylie Radel.
T.E.C.K.nology I.C.

Environmental Consultancy & Management
TRANSFORMING THE GLOBAL LEARNING EXPERIENCE: MODELS THAT ENGAGE COMMUNITIES TO ADDRESS ENTRENCHED SOCIAL ISSUES

John S. Lucas, Ph.D.
AIEC | Sydney, Australia
12 October 2018
STUDENT MOBILITY: CHANGING OBJECTIVES

Peace Building

Cross-cultural understanding; world view

Making the world a better place
Our mission:
ISEP facilitates student mobility for academic and cross-cultural learning through our worldwide membership network of higher education institutions.
ISEP VALUES

ACCESSIBILITY — by students of all backgrounds and means
DIVERSITY — of programs and participants
AFFORDABILITY — offering value for money, programs & experiences
QUALITY — in programs, service and systems
COLLABORATION — across the network

WE BELIEVE IN

– Immersion and integration of students with local cultures and communities
– Importance of foreign language studies
– Contribution of student mobility to global understanding and peace
CHANGEMAKING IS EFFECTIVE ORGANIZATIONAL OR SOCIETAL CHANGE

In the context of higher education, changemaking includes:

- Social entrepreneurship
- Social innovation
- Service learning
- Civic engagement
- Social justice
- Philanthropy

Source: http://ashokau.org/resources/ashoka-u-glossary/
ASHOKA U CHANGEMAKER CAMPUS

Ashoka U Changemaker Campuses have embedded social innovation as a core value and showcase the ways in which they have built supportive environments for changemaking across their institutions.

Source: https://www.ashoka.org/en/program/ashoka-u

<table>
<thead>
<tr>
<th>Ashoka U Changemaker Campus</th>
<th>Ashoka U Designation</th>
<th>ISEP member since</th>
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<tbody>
<tr>
<td>CQUniversity (Australia)</td>
<td>2016</td>
<td>2015</td>
</tr>
<tr>
<td>Tecnológico de Monterrey (Mexico)</td>
<td>2011</td>
<td>1988</td>
</tr>
<tr>
<td>Universidad de Monterrey (Mexico)</td>
<td>2013</td>
<td>1999</td>
</tr>
<tr>
<td>UPAEP (Mexico)</td>
<td>2015</td>
<td>1997</td>
</tr>
<tr>
<td>University of Evansville (USA)</td>
<td>2018</td>
<td>2016</td>
</tr>
<tr>
<td>Western Washington University (USA)</td>
<td>2014</td>
<td>1983</td>
</tr>
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</table>
Outbound University of Ghana students, faculty and administrators complete post-secondary coursework towards PhDs degrees in STEM and Social Sciences.

Inbound international students have access to numerous courses at the University of Ghana, including resource development, agriculture, social sciences & public health.

ISEP-facilitated community engagement opportunities enable students to apply in real-life situations.
### GLOBAL ENGAGEMENT PROGRAM
**BY THE NUMBERS**

<table>
<thead>
<tr>
<th>GEP SITES</th>
<th>2014-2018 Total Students</th>
<th>GEP SITES</th>
<th>2014-2018 Total Students</th>
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<tbody>
<tr>
<td>Archaeology Department Museum</td>
<td>1</td>
<td>Kofi Annan International Peace Keeping Training Centre (KAIPTC)</td>
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<tr>
<td>Autism Awareness Care Training Centre</td>
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<td>Mawulolo Youth Network (MYN)</td>
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<tr>
<td>BASICS International</td>
<td>5</td>
<td>Mawuvio's Outreach Program (MOP)</td>
<td>7</td>
</tr>
<tr>
<td>Beacon House</td>
<td>11</td>
<td>New Horizon Special School</td>
<td>3</td>
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<tr>
<td>Canadian International School</td>
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<td>Noguchi Memorial Institute</td>
<td>1</td>
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<tr>
<td>Dubois Centre Archives</td>
<td>1</td>
<td>Play 'N' Learn</td>
<td>22</td>
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<tr>
<td>Echoing Hills</td>
<td>1</td>
<td>Sports</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Services Express (American Embassy)</td>
<td>2</td>
<td>Stanford SEED</td>
<td>1</td>
</tr>
<tr>
<td>Ghana Energy Commission</td>
<td>1</td>
<td>University of Ghana Hospital</td>
<td>12</td>
</tr>
<tr>
<td>Global Civic Preservation (Now African Child)</td>
<td>2</td>
<td>University of Ghana Primary School</td>
<td>1</td>
</tr>
<tr>
<td>Handi Vangelism Ministries International (HVMI)</td>
<td>3</td>
<td>West African Aids Foundation</td>
<td>3</td>
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<tr>
<td>Integrated Social Development Centre</td>
<td>1</td>
<td>West African Primate Conservation Action (WAPCA)</td>
<td>7</td>
</tr>
</tbody>
</table>

*Data compiled by ISEP Resident Director*
GLOBAL ENGAGEMENT PROGRAM: AN IMPACT STORY

August 2009 ISEP student Renee Farwell meets local Kwame Agoe. Together they co-founded Mawuvio’s Outreach Program (MOP), an outdoor free education and care facility in the outskirts of Accra, in January 2010.

MOP provides an opportunity for international students attending the University of Ghana and other volunteers to engage in impactful hands-on activities, working directly with 85 children ages 4-18.

Photos courtesy of Mawuvio’s Outreach Programme
MAWUVIO’S OUTREACH PROGRAMME
FIRST COHORT GRADUATE 2018

Photo courtesy of Mawuvio’s Outreach Programme
MOP AS A CHANGEMAKER WITHIN THE COMMUNITY

- Social entrepreneurship
- Social innovation
- Service learning
- Civic engagement
- Social justice
- Philanthropy

Photo courtesy of Mawuvio’s Outreach Programme
Thank you!

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